1. Application Requirements

a. Eligible Applicant: This proposal is to benefit the students at Chief Leschi Schools, the largest Bureau of Indian Affairs School constructed in the nation and operated by the Puyallup Tribe of Indians, a federally recognized tribe.

b. Qualified Entity: CTE programming described in this application will be provided directly to our students by Chief Leschi Schools only. No additional education providers are part of our plan.

c. 477 Plan: No consolidation of funds is in current or future plans.

2. Program Requirements

a. Authorized Program: Grant funding will be used to support the expansion and improvement of our existing CTE program which is available to students in grades 9 through 12. Courses are organized in five pathways, all of which include competency-based or work-based learning. All five pathways include dual credit opportunities, most with Pierce College but one with Central Washington University. Several pathways include one course that is an overview or introduction to career options available in that area. Currently, none of our CTE courses are available to students in middle grades.

b. Evaluation: Should funds be awarded, we will hire an external evaluator to monitor and report our progress.

c. Student Stipends: No grant funding will be used for student stipends.

d. Direct Assistance to Students: No grant funding will be used for direct assistance to students.

e. Integration of Services: No other funds will be integrated with NACTEP funds.
f. ISDEAA Statutory Hiring Preference: Chief Leschi Schools abides by the Bureau of Indian Affairs Preference policy in hiring native employees in recognition of the importance that the workforce reflect the community within which we reside. Indian Preference is a unique legal right that tribal members have that entitles them to first consideration at all employment, training, contracting, subcontracting, and business opportunities that exist on, and in some cases, near reservations. There are no federal laws which prohibit Indian Preference.

3. Need for Project

a. Coordination with the Puyallup Tribe Economic Development

The Puyallup Tribe of Indians is concerned that their fellow tribal members are not occupying important leadership positions within their own tribal enterprises. Many graduates within the Puyallup Tribe are not prepared with the hard or soft skills needed to achieve positions within their own community in a position higher than entry level. Chief Leschi Schools hopes to correct this issue with a robust CTE program of five pathways, all with direct ties to local tribal industries. By exposing students to various careers early in their schooling and then teaching them the hard and soft skills they need to access those careers, we hope our students can go on to become high level employees, in tribal industries and beyond. The program launched September 2020 was built with approval of the school board, which is 100% tribal members, and input from tribal elders and the Tribal Council.

The five pathways we have built are: Culinary Arts, which can connect with the Emerald Queen Casino, Hotel, Restaurants and Food Service as well as the Food Services here at Chief Leschi Schools; Natural Resources, which connects with Tribal Hunting and Wildlife, Fisheries,
Shellfish and Land Use offices; Medical Careers, which connects to Puyallup Tribal Health Association, the Salish Cancer Center, Elder Services Wellness Center and Children’s Services; Audio and Visual Technology, which connects with Puyallup Tribal Communications and Emerald Queen Casino Entertainment; and Education Careers, which connects with Grandview Early Learning, Indian Welfare Children’s Program, Community and Family Services, and of course Chief Leschi Schools itself, where it is celebrated when graduates return to give back to the community.

b. Need as evidenced by local labor market demand

When selecting and developing our five pathways, which we began September 2020, the focus was on local tribal industries and their need for trained employees, particularly trained employees who are also tribal members. The Tribal Fisheries and Shellfish departments have one biologist who is a member of the tribe with a college degree, with other tribal member employees all in positions that do not require college. At Chief Leschi Schools, just under 25% of the instructional staff identify as Native American, far below the 100% Native American makeup of the student body. The management positions at Emerald Queen Casino are rarely Native Americans, in the entertainment, hotel and restaurant divisions. The communications department for the tribe is only 50% tribal members. All of this means there are clear opportunities for Native American students in tribal industries from all five of our pathways.

In addition to tribal opportunities, there are good career options for students in these five fields in general. In the table below, data from the U.S. Department of Labor predicting growth in each field is listed both nationally and specifically for the state of Washington. Some examples of careers from our five pathways and anticipated opportunities are listed to reflect the relevance of the pathway choices outside of tribal enterprise.
<table>
<thead>
<tr>
<th>Career</th>
<th>10-year national growth prediction</th>
<th>10-year growth prediction in Washington state</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nurse Practitioner</td>
<td>28%</td>
<td>31%</td>
</tr>
<tr>
<td>Medical Records Technicians</td>
<td>11%</td>
<td>18%</td>
</tr>
<tr>
<td>Climate Change Analyst</td>
<td>8%</td>
<td>24%</td>
</tr>
<tr>
<td>Water Resource Specialist</td>
<td>11%</td>
<td>18%</td>
</tr>
<tr>
<td>Film and Video Editors</td>
<td>14%</td>
<td>28%</td>
</tr>
<tr>
<td>Art Directors</td>
<td>1%</td>
<td>33%</td>
</tr>
<tr>
<td>Chefs and Head Cooks</td>
<td>11%</td>
<td>25%</td>
</tr>
<tr>
<td>Food Service Manager</td>
<td>11%</td>
<td>25%</td>
</tr>
<tr>
<td>Kindergarten Teacher</td>
<td>4%</td>
<td>18%</td>
</tr>
<tr>
<td>Child, Family and School Social Worker</td>
<td>7%</td>
<td>10%</td>
</tr>
</tbody>
</table>

4. Quality of the project design

a. Creating Opportunities

When designing the CTE program launched fall of 2020, the primary focus was on preparing students for high-skill, high-wage and in-demand careers particularly in our largest tribal industries. The pathways were created in full consultation with our school board, who are all tribal members. Tribal elders and the Tribal Council were also included in the design decisions. All of the tribal industries were consulted to confirm that they would support field trips, internships and, eventually, apprenticeships or work-based learning options for Chief Leschi students who were appropriately prepared. Each of the pathways includes opportunities for
students to earn dual credit (college as well as high school credit for the same course) and at least one industry recognized credential in the higher-level courses is available in four of the five pathways.

Our Science and Engineering: Natural Resources Pathway currently has two courses, Ecology and Natural Resources and Natural Resources and Conservation. Students who complete both of those courses (available to 9th and 10th graders, and include a Science credit equivalency for high school graduation purposes) will be able to take and Environmental Science course junior year (not yet offered, planned for fall of 2021) and then as seniors they can complete a Natural Resources Management and Policy internship. The internship opportunities are via the Fisheries, Water Quality or Harvest Management departments with the Puyallup tribe. Representatives from all of these departments have agreed to serve on our advisory board and are eager to help us build a program to prepare students to be successful working for them. Exposing students to the work of these tribal entities will allow them to see what a career in this area is like, and give them context for the science they are learning at school. Also included will be connections with colleges interested in increasing representation of Native Americans in these fields; a chemical engineering professor from University of Washington serves on the advisory board, and connections with the University of Washington College of Engineering Diversity and Access program as well as the Minority Scholars Engineering Program. Students can earn both high school and college credit for successful completion of Natural Resources courses.

The Audio and Visual Technology Pathway has four course offerings this year and a fifth option is planned for next fall. Students interested in the design side of this pathway can take Graphic Design and Digital Photography and Yearbook. Connections with Puyallup Tribal Communications Department and the Emerald Queen Casino Entertainment and
Communications Department will provide students with guest speakers, field trips and opportunities to job shadow and eventually intern. Audio Visual Production 1 and 2 will prepare students for work in broadcast journalism or editing and producing videos, and the Puyallup tribe and the casino have opportunities for students in this area as well. Puyallup Tribe communications is currently using the Chief Leschi recording studio space to produce videos, and they are eager to include students in their work once they can return to campus. This pathway also offers Skill Connect certification as an option for students, and dual credit is available for both Audio Visual Production courses.

Health Sciences: Medical Careers offers three course options this year and will expand as student demand and preparation increases. Students can take Intro to Medical Careers to get a first-look at the options this pathway provides after graduation. Also offered are Medical Terminology and Sports Medicine. In the future, adding Sports Medicine 2 and/or Anatomy and Physiology along with an internship opportunity is planned. Dual credit is available for Intro to Medical Careers and Medical Terminology. Students can earn Basic Life Support certification in the Sports Medicine course. Partnerships are in place with Puyallup Tribal Health Authority and the nearby Point Defiance Zoo, both of whom are willing to advise and support Chief Leschi students looking to gain experience in medical or veterinary fields. Work has begun to create a partnership with Multicare, a not-for-profit health care organization based in Tacoma that provides health care services at locations across Washington state, including seven hospitals. Many students are eager to help out at athletic events and the instructor is also the trainer for our teams so can provide multiple opportunities for students through Chief Leschi practices and sporting events.
Education Careers offers two semester-long courses and one yearlong course this year, Child Development, Relationships and Human Development, and Education Careers (Teaching Academy). The frameworks for these courses were built with the unique needs of our students in mind. For example, in the Child Development course, a member of the tribe served as a guest presenter to demonstrate the use of a cradle board as part of the lesson on swaddling. The community connections for this pathway are particularly strong because of the multiple programs available through and connected to the Puyallup tribe. In addition to easy access to guest speakers who are tribal members who work for Chief Leschi Schools, the fact that our campus houses a preschool and elementary school along with the secondary school means it is simple for high school students to access classrooms of younger students. Great interest in increasing the percentage of Chief Leschi staff who are Native American makes partnership with the elementary school important. The curriculum is built around the six pillars of Recruiting Washington Teachers, a program designed with a “grow your own” approach aimed at aligning the diversity of educators and students statewide, a perfect fit for our goals and population. Also partnering with us is Grandview Early Learning, the nearby childcare center for the Puyallup tribe, whose director serves on our advisory board. Agreements to provide job shadow and internship opportunities already exist with the Puyallup Tribal Preschool and the Family and Child Education (FACE) program on campus. The Teaching Academy course has connected with Central Washington University for dual credit and curriculum support. As students gain more experience working with children as the program grows, connections with the Youth Center, Children’s Services, Indian Welfare Children’s Program and Community and Family Services will be added.
The fifth pathway is Hospitality: Culinary Arts, where three courses are currently offered: Nutrition, Fitness and Wellness, Culinary 1 and Culinary 2. Culinary students can earn their ProCert certification along with a Food Handler’s card as part of those courses. One of the sections of Culinary 1, Indigenous Culinary, focuses on traditional culinary practices of the Puyallup people, including gardening, shellfish harvest and fishing to collect foods to prepare. Chief Leschi students have shown great interest in this focus that honors their culture and plans to expand this opportunity are developing. Community connections for this pathway include Chief Leschi Schools Food Service department along with the Emerald Queen Casino Restaurants and Hotel. The Head Chef from a local restaurant, who is a tribe member, serves on our advisory board, along with a member of the Tribal Council. Dual credit is offered for both Culinary classes.

b. Addressing the needs of the target population

Chief Leschi Schools’ vision statement is “for strong native teachings to be infused in a rigorous academic program, preparing our students to walk successfully in two worlds.” Students need to learn that there is a place for them in their tribe, and a place for them in the world, and success in one does not eliminate success in the other. The CTE pathways were created with this vision in mind. Pathways all connect to at least one tribal enterprise, along with tribal culture and traditions, while also connecting to college and career opportunities outside the tribe. Students should view their learning through a multicultural lens and be able to identify bias and effectively push back against it. The Chief Leschi Schools culture program helps students expand their understanding of their tribal culture, and the CTE program builds on this, connecting their learning to their identity and development as a successful adult. The opportunities the CTE pathways provide for students to see people who look like them in high-skill, high-demand
careers brings purpose to their schooling and aims to add focus to future ambitions. By embracing and honoring the cultural aspects and connections of each pathway rather than ignoring or repressing them, students will see the way to walk successfully in two worlds.

An additional need of the Chief Leschi community is to increase the graduation rate, for all students and specifically our Special Education students. Research from the American Educational Research Association completed in October of 2017 concluded that “taking Career and Technical Education courses later in high school reduces chances of dropping out and improves on-time graduation.” Building a variety of pathways and expanding the program to provide robust opportunities during junior and senior years will address this concern. In addition, Washington state has recently added additional graduation pathways, including the option for a student to complete a sequence of CTE courses in one career pathway that aligns with their High School and Beyond Plan. This option will be far more accessible for our Special Education students than passing the statewide assessment.

c. Coordination with Others

Working closely with the school board to develop the program, and consulting with the Tribal Counsel during planning built great community support for the CTE program. The direct connection to multiple tribal industries ensures collaboration and creates a network of support and resources for each pathway. (See descriptions of pathways and connections in section b.1 above) Because of the cultural elements we are building into our program, it is unique compared to other CTE programs in our area, but state and local CTE directors do collaborate and support each other. The Chief Leschi CTE administrator is an active member of WACTA, the Washington Association of Career and Technical Administrators, and the subgroup of that specific to Pierce County. A neighboring public-school district reached out to Chief Leschi this
fall, hoping to build a system to allow their Native American CTE students to access some of Chief Leschi’s courses and activities. Chief Leschi is excited to build this connection but it is not in place yet.

d. **Training or professional development**

None of the fund from this grant are designated for training and professional development, since instructional support and training are built into the system at Chief Leschi already. Every teacher on our staff has an assigned coach who connects at least once a week. Teachers new to the profession are also assigned an experienced teacher as a mentor and receive increased time with their coach. During remote learning (September 2020 – present) professional development has been offered every Monday morning. The first half hour is devoted to culture, where staff learn from our culture department about traditions, language and history of the Puyallup tribe. Instructional training follows for one to two hours. At first these trainings focused on the technology skills needed for remote instruction, but now have moved on to instructional practice as Chief Leschi Schools works to adopt Standards Based Grading and Universal Design for Learning. Both of these instructional concepts fit well in a CTE classroom; standards based grading works well since most of the CTE assessments are project-based, and Universal Design for Learning because of the variety of students a CTE program attracts. As the CTE program grows and matures, the department will support professional development appropriate to the needs of our staff and students.
5. Adequacy of resources

a. Adequacy of support, including facilities, equipment, supplies

Chief Leschi Schools’ current building was completed in 1999, and includes a large instructional kitchen space, a broadcasting studio space, and multiple science lab classrooms. While the facility itself is beautiful and more than meets the needs of the CTE program planned, the equipment in the broadcasting studio and kitchen needs updating to meet current industry standards. In addition, current instructional materials for Medical Careers courses need updating as 3D imaging and interactive technology have become important tools for learning this field.

Chief Leschi Schools made a major investment to launch the program this fall. Because class sizes are small in this initial year, the FTE funding we get is not enough to cover the cost of the instructors, but the school board agreed to fund them to get the program started. In addition, each of the CTE instructors was given an additional planning period, to allow time to build the frameworks, connect with community partners and promote the program to future students and families, an additional cost that the school has absorbed. The salary of the CTE Administrator should be included in the school support list also.

The Puyallup tribe has been extremely supportive of this work. This year, they provided $25,000 to help with the purchase of additional supplies and equipment as we launch the pathways. They are helping promote our CTE offerings in tribal newsletters and connecting instructors with current professionals in each pathway. Chief Leschi Schools’ partnership with each of the tribal industries exists because of the work of the Puyallup tribe.
b. Reasonable budget and costs

As the CTE program at Chief Leschi Schools expands and grows, the enhanced funding based on the number of students will increase and the program will become self-sustaining. The start-up costs and initial staffing while enrollment is lower than target are the challenges, which is why there is need for this grant. Once equipment is upgraded to industry standards and enrollment increases as students become aware of the programs and their benefits, the cost to sustain the program should be within the limits of the general operating budget.

The proposed budget includes money for equipment and program staffing in the first year, but decreases each of the consecutive years to reflect increased local funding as student participation increases. The first-year budget includes funding for a full-time teacher because the FTE money from the state would not support a full-time teacher with the class sizes we will get as the program begins, but hiring a teacher for a less than full time position dramatically reduces the quality of applicants. Combine this with the fact that there is additional work teachers need to do to build a program so the additional time will be used well and the funding of a teacher is justified. This need will decrease over the five-year span as the program becomes an established part of the school.

The equipment needed to update the broadcasting studio is also included in the first-year budget, along with supplies for our Medical Careers courses. Once that equipment is in place, local funds will be budgeted to maintain and update it, so no additional funding is needed in the later years of the grant time period. By year five we should have built the capacity for a sustainable programming.
c. Commitments from other entities

An MOU with the tribe and letters of commitment from our education partners are included in attachments. Other commitments have been demonstrated by willingness to serve on our CTE Advisory boards. We currently have board members from the organizations listed below, and are actively working to add additional connections.

Puyallup Tribe of Indians
   Tribal Council
   Communications Department
   Planning Department
   Shellfish Department
   Fisheries Department

Emerald Queen Casino
   Entertainment Department
   Hospitality Department
   Food Services

University of Washington – Seattle
University of Washington – Tacoma

Central Washington University

Office of the Superintendent of Public Instruction – Office of Native Education

Puyallup Tribal Health Authority

BJ’s Bingo

Washington Department of Natural Resources

Point Defiance Zoo

Pierce County Conservation District

In addition to these community partners, the CTE Administrator is working with the Tacoma School District program manager for their Health Care Careers Academy, which partners with
healthcare businesses and local colleges to guarantee students work experience and both college and job opportunities in the healthcare field after completion of this CTE Pathway.

d. Qualified Instructors

There are six instructors in our program at this time, their resumes are in attachments. If they were hired without CTE certification, they have earned conditional CTE certification, and agreed to complete the course work necessary to earn their CTE certification within the next two years. The Audio and Visual Technology instructor has both a regular and CTE certificate in another state, and these will transfer to Washington before the end of this school year. He also has extensive experience working in the field in sports video production. The Education Careers instructor has a BS in Family and Child Life and an MS in Family Consumer Science Education. This is her first year teaching and she will have both a regular and CTE certificate by the end of the current school year. Both of our Culinary instructors have conditional CTE certificates. One is a tribal member with extensive restaurant experience and he is the lead instructor for the Indigenous Culinary course. The Natural Resources instructor has her teacher certificate and will begin work on CTE certification when she completes her Masters’ degree this April. She has a college minor in Biology and has completed an extensive internship with the tribal fisheries department as part of her Masters’ work. The Medical Careers instructor has a BS in Athletic Training with a Health and Fitness endorsement. She has over three years’ experience working as an Athletic Trainer and a conditional CTE certificate while she works to complete full CTE certification.
6. Quality of the management plan

a. Management and Objectives

Building a robust CTE program for Chief Leschi Schools will give our 100% Native American student population access to sequences of courses that include work-based and competency-based learning opportunities they have not had before. A framework is already in place for the 2020-2021 school year, but over the next five years there are multiple additional objectives to create the type of program students need and deserve. In addition to the GRPA objectives, Chief Leschi Schools has eight specific objectives:

1. Annual growth in the number of students enrolled in CTE courses, all five years.
2. By year three, at least 50% of our CTE students will complete a sequence of CTE classes in one career pathway in alignment with their High School and Beyond Plan.
3. By year four, all five pathways will have a four-year program option.
4. Beginning year one, all Special Education students will include Pathway options in their High School and Beyond Plan and transition plan.
5. Establish a system to track post-graduation outcomes for students who complete a CTE pathway beginning year three.
6. Purchase and install up-to-date equipment in the AV studio to bring it up to industry standards by the end of year one and create plan to maintain standards.
7. Student survey data will be collected at the end of each CTE course to assess student perceptions of course relevance and depth of preparation for related careers. Data will be used to inform yearly improvement efforts.
8. Collaboration meetings with community partners will occur quarterly to assess the effectiveness of the CTE coursework in preparing students to work effectively in each field and ensuring our instruction and equipment meet current industry standards.

Responsibility for coordinating, supervising and adjusting this work will fall to the CTE Administrator, with frequent input from the Chief Academic Officer and Superintendent. Additionally, monthly progress updates will be provided to the School Board so they can add insight and input as well.

b. Employment from Underrepresented Persons

Chief Leschi Schools abides by the Bureau of Indian Affairs Preference policy in hiring native employees in recognition of the importance that the workforce reflect the community within which we reside. Indian Preference is a unique legal right that tribal members have that entitles them to first consideration at all employment, training, contracting, subcontracting, and business opportunities that exist on, and in some cases, near reservations. There are no federal laws which prohibit Indian Preference.

c. Personnel time commitments

The project director will be the CTE Administrator. She is a full-time employee of Chief Leschi Schools with a 260-day contract, and she was hired with the primary objective of implementing the start up plan and then building the program to be robust and sustainable. Approximately 80% of her time is devoted to CTE, enough to complete the tasks outlined in the proposal.

Other key personnel are the instructors, all of whom are full time teachers. They also receive an additional stipend to cover the extra work involved in being a CTE teacher, including
managing student organizations that provide leadership opportunities outside the classroom, developing frameworks and building and maintaining connections with professionals working in the field related to their pathway.

Additional support for this work will come from other Chief Leschi staff members, including office support staff for quarterly data gathering and management, the two high school counselors for assisting students with building their schedules, the middle and high school teaching staff who lead students in building their High School and Beyond plans during advisory time, high school administrators who build the master schedule, the Special Services Director for connections to working with Special Education staff and students, the Communications Coordinator who will publicize our programs, and the Chief Academic Officer and Superintendent who connect our work to the community and create structures and systems to ensure success of initiatives.

d. Qualifications of Personnel

The project manager will be the CTE Administrator at Chief Leschi. She has a Program Administrator’s credential for the state of Washington along with a Principal’s certificate. She has over thirty years of education experience, and in her prior job created, managed, and adjusted multiple programs and initiatives in a large district. She has a BA in Economics and an MBA, and is a National Board Certified Teacher. She is a member of WACTA (Washington Association of Career and Technical Administrators) and actively participates in PC-WACTA, the Pierce County subgroup, where she has formed strong collaborative relationships with CTE Administrators in neighboring districts, including Fife, Puyallup, and Tacoma.
The qualifications of our instructors are addressed in section c4. Our advisory board has robust representation from the tribal industries as well as other community connections, as detailed in c3.

7. Quality of the project evaluation

a. Methods of evaluation

There are thirteen stated project objectives, which, when combined, will provide excellent data on effective development and impact of the Chief Leschi CTE program. The majority of the project objectives have strictly objective performance measurements, using numerical data available from our Student Information System or other school records, like the master schedule. While some goals are not expected to be attained until year three or four, all will be measured at least quarterly each year to assess progress and inform actions of the CTE Administrator, who will use the data to inform the focus points of her work. The AV objective is measured by use of the broadcasting studio, which will indicate it is functioning properly. A log can be posted but does depend on users remembering to add the data. Every effort will be made to collect survey data that will clearly inform future program decisions.

The purchasing can begin as soon as grant funds become available, but most technology tools are backordered now due to COVID19, so the arrival of the equipment is not guaranteed in a timely manner and outside of our control. The other performance objectives should reasonably be completed in the outlined timeframe.

b. Performance feedback and continuous improvement

Chief Leschi Schools should see an increase in the number of students enrolled in CTE courses and in dual credit courses each year over the next five years. Should the numbers flatten
or fall, the CTE Administrator will need to collect information on why this happened and intervene appropriately to correct this measure the following year. Students completing a sequence of courses in each pathway reflects the quality of the program, the connections to the community and work opportunities, availability of options that fit in student schedules, and room in the schedule to complete the sequence while still meeting other graduation and college enrollment requirements. All of these need to be monitored as the program grows but are not easily measured so were not included in the specific project objectives. For Special Education students, completing a sequence is one of the eight ways a Washington state student can demonstrate readiness for college or career, which is a high school graduation requirement. Chief Leschi plans to have supports in place for Special Education students and their teachers to ensure the success of these students. Tracking their success will be helpful in adjusting the programs to make sure they are a good fit for all types of learners. Should the data indicate some students are not successful, appropriate interventions will occur while adjustments can still be made to give students every opportunity to complete their sequence.
Cooking Up Careers

Career & Technical Education is a clear path to your future... learn about CTE pathways that could help you land job opportunities at Tribal enterprises.
**Introduction to**

**Career & Technical Education**

Career & Technical Education, also known as CTE, is a series of courses that lead to careers within Puyallup tribal enterprises in the community by providing students with the technical and occupational knowledge needed to be successful. The courses are often project-based with outcomes aligned to skills needed for the workplace. The context of our courses are directly connected to pathways found within the Puyallup tribal community, and connections are made with tribal leaders so our students see the content directly connected to experiences outside the classroom. Graduates of CTE programs are prepared for high-wage, high-skill and high demand careers.

Career & Technical Education programs provide many benefits, here are just a few:

- Connect classroom instruction with applied knowledge and skills to solve real world problems
- Build important skills in creativity, collaboration, and communication
- Develop partnerships within our tribal community for students to have to clear pathways to tribal industries post high school
- Prepare students to be career ready
- Teach students life skills that help them become productive citizens, ultimately ensuring the long-term health and economic competitiveness of our nation

In 2019, the Washington State Legislature provided students with multiple pathways to graduation by passing House Bill (HB) 1599. Rather than graduation being determined by only a state test, students can show their readiness for graduation in a variety of ways. Students develop a High School and Beyond Plan that outlines their initial plans for success when they graduate high school. The courses they take follow to a graduation pathway that leads to this success beyond high school. It also signals to employers and postsecondary education/training institutions a student's readiness for that next step.

With the passage of HB 1599, students must have a High School and Beyond Plan, earn 24 high school credits, and complete one of several different CTE pathway requirements in order to graduate. At Chief Leschi we offer courses for students to take that lead to the CTE pathway requirement through:

- Hospitality: Culinary Arts Pathway
- Science and Engineering: Natural Resources Pathway
- Education Careers Pathway
- Audio & Visual Technology Pathway
- Health Sciences: Medical Careers Pathway
3 Requirements for All Students to Graduate

A. High School & Beyond Plan (HSBP)
Each graduating student must develop a HSBP, starting in 8th grade, and revise it through their high school years. The HSBP will illustrate how they intend to meet graduation requirements and what their plan is following high school.

B. Earn 24 High School Credits
Each graduating student must meet the specific course requirements, including Personalized Pathway Requirement courses, as determined by Washington State.

C. Complete One of the Following:
Students will need to demonstrate their readiness to enter a post-secondary career or college by completing one of the eight graduation pathways, in alignment with HSBP.

1. Statewide Assessment Scores in ELA and/or Math
   - Achieve cut scores on the SBA for ELA and/or math set by the School Board of Education (SBE)
   - Qualifying IEP students achieve cut scores on Locally Determined Assessment (LDA) or Off-grade Test

2. College Admission Exam Scores for ELA and/or Math
   - Achieve cut scores on the SAT or ACT as set by the SBE

3. High School Transition Courses in ELA and/or Math
   - Bridge to College Class, passing both semesters

4. Dual Credit Courses in ELA and/or Math completed with a passing grade
   - Running Start Courses
   - College in the High School
   - Career & Technical Education

5. Combination of Graduation Pathways for ELA and/or Math
   - A student may combine pathways to meet the ELA and/or Math requirements as established in the outlined pathways 1-4

6. Armed Services Vocational Aptitude Battery (ASVAB) Exam
   - Students who meet the cut scores set by the SBE in the Armed Forces Qualification Test (AFQT) portion of the ASVAB

7. Sequence of Career & Technical Education (CTE) Courses
   - Passing a sequence of CTE classes in one career pathway that is in alignment with a students HSBP

8. Expedited Assessments Appeals Waiver
   - Students may qualify for an assessment waiver through the class of 2020 under special circumstances that align with their HSBP
Health Sciences: Medical Careers Pathway

- Chief Leschi Schools
- PTHA
- Children’s Services
- Salish Cancer Center
- Elder Services Wellness Center
Hospitality:
Culinary Arts Pathway

The Hospitality: Culinary Arts Pathway is a great fit for students who want to learn how to cook, understand management, or want to own their own restaurant. This pathway will help develop the skills needed to prepare a restaurant menu, provide excellent customer service and be a chef.

Career Opportunities in Puyallup Tribe

The Hospitality Culinary Pathway can lead you into:

- Learn professional cooking and baking techniques
- Practice purchasing and managing inventory
- Master basic kitchen and hotel management

Post-High Education Opportunities

- Certified Culinarians
- Associates of Applied Science Culinary Arts
- Restaurant Production Certificate
- Bachelors in Hospitality Management
- Associates in Baking & Pastry
- Associate in Culinary Arts Sous Chef

Most programs in Culinary Arts are 9 months to two years to obtain certifications and or an associates degree.
If you’re interested in protecting wildlife habitats and the environment while meeting the ever-growing demand for clean water, outdoor recreation, and scenic beauty, then studying natural resources management is right for you. Studying natural resources will prepare you for professional opportunities in environmental monitoring, such as endangered species and wetland delineation, restoration of disturbed land, and management of forested lands. Students may work for tribal, federal, state, and local land management and planning agencies or non-governmental organizations and legislative bodies concerned with land use policies and laws.

Career Opportunities in Puyallup Tribe

The Science & Engineering: Natural Resources Pathway can lead you into:

• Chief Leschi Schools
  - Science Teacher
  - Grounds Crew
• Lands Use Office
• Shellfish Department
• Hunting & Wildlife Department
• Fisheries Deparment

Post-High Education Opportunities

• Bachelors Degree in Natural Resources Conservation
• Masters of Science in Natural Resources
• Associate of Science in Natural Resources
• Organic Agriculture Certificate
• Minor in Wildlife Ecology
The Education Career Pathway is your opportunity to make a positive life long impact on others. This pathway will help develop your skills in teaching, planning, child development, and administration. This pathway can lead you into:

- Teaching & Training
- Professional Support Services
- Administration & Administrative Support
- Social Services

Career Opportunities in Puyallup Tribe

The Education Careers Pathway can lead you into:

- Chief Leschi Schools
  - Teacher
  - Para
  - Counselor
  - Administrator
  - Coach
- Grandview Early Learning
- PTHA
- Youth Center
- Children’s Services
- Indian Welfare Children’s Program
- Community & Family Services

Post-High Education Opportunities

- Para Pro Certification
- Apprenticeship Childcare Site Coordinator
- Early Childhood Associates
- Bachelors in Education
- Bachelors in Psychology
- Masters Degree in Social Work
- Masters in Educational Leadership
- Doctorate of Education
Audio & Visual Technology Pathway

In this field students will work with high-end equipment and cutting edge technology. Students will apply artistic talent to practical problems and learn visual arts principles that will align them with the necessary skills and techniques to work in a variety of creative design and entertainment fields. Creative students who see themselves designing, producing, exhibiting, performing, writing or publishing multimedia content will want to pursue courses in this pathway.

Students can participate in recording the history of Chief Leschi Schools through photography, yearbook, and video.

Career Opportunities in Puyallup Tribe

The Audio & Visual Technology Pathway can lead you into:

- Chief Leschi Schools
  - Fine Arts Teacher
  - Communications
  - Technology Department
- Emerald Queen Entertainment
- Media & Marketing
- Events Crew
- Puyallup Tribal Communications

Post-High Education Opportunities

- Bachelors Degree in Fine Arts
- Associates of Applied Science Broadcast Video Productions
- Associates of Applied Science Digital Media
- Bachelors in Audio Visual Technology
- Masters Degree in Game Design
Are you interested in science, helping others, or discovering new things? Students in the Health Science Pathway learn and practice skills that prepare them for diverse post-high school education and training opportunities from apprenticeships and two-year college programs to four-year college and graduate programs. Healthcare is the largest and fastest-growing industry in the United States. In the Health Science: Medical Careers Pathway you can prepare for a career that promotes health, wellness and diagnosis, and treats injuries and diseases.

Career Opportunities in Puyallup Tribe

The Health Sciences: Medical Careers Pathway can lead you into:

- Chief Leschi Schools
  - Nurse
- Puyallup Tribal Health Authority
- Children Services
- Salish Cancer Center
- Elder Services Wellness Center
  - CNA, LPN, RN, Dr., Dental Assistant, Dentist, Hygenist

Post-High Education Opportunities

- Licensed Practical Nurse (LPN)
- Medical Assistant (MA)
- Associates Pre-Nursing Degree
- Nursing Assistant
- Phlebotomy Certificate
- Associates in Applied Science Physical Therapy Assistant
- Masters of Science in Nursing
- Masters in Psychology
- Doctorate in Medicine

www.leschischools.org/academicprograms
## COURSES OFFERED IN CHIEF LESCHI SCHOOLS

### Hospitality: Culinary Arts Pathway

<table>
<thead>
<tr>
<th>Cluster</th>
<th>Course Name</th>
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<td>Culinary Internship</td>
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### Science & Engineering: Natural Resources Pathway

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<tbody>
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<td>Natural Resources</td>
<td>Ecology &amp; Natural Resources</td>
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<td>Natural Resources Management &amp; Policy</td>
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<td>Internship</td>
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### COURSES OFFERED IN CHIEF LESCHI SCHOOLS

#### Education Careers

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<td>Relationships &amp; Human Development (S)</td>
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<td>Education Apprenticeship</td>
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#### Audio & Visual Technology Pathway

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<tbody>
<tr>
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<td>AV Production 1- Broadcast Journalism</td>
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<td>AV Production 2- Video Production</td>
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<td>Digital Photography 1 &amp; Yearbook</td>
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<td>AV Tech Internship</td>
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### Health Sciences: Medical Careers

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<th>COURSE NAME</th>
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<td>Medical Terminology</td>
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<td>Sports Medicine</td>
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<tr>
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<td>Anatomy &amp; Physiology</td>
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<td>Allied Health Program</td>
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<td>COMING SOON</td>
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Learn more about Career & Technical Education at Chief Leschi Schools at [www.leschischools.org/academicprograms](http://www.leschischools.org/academicprograms)

253-445-6000