NEED FOR PROJECT

The Muckleshoot Indian Tribe (MIT) is a federally recognized tribe composed of descendants from the area’s original Coast Salish people. MIT currently has 3,043 enrolled members. The greater Muckleshoot Reservation community has an additional 3,144 people, whose heritage is classified as American Indians or Alaska Native. Migration off reservation land is minimal, with 86.7% living on the reservation for 5 years or more. Anecdotally, it is believed that 90% of the Tribe’s members have lived on the reservation all their lives. 3,870 residents live on the Reservation with 32.1% reporting solely Native American heritage.

The success of the Puget Sound region as an industrial, commercial and high technology-oriented marketplace has had two related impacts on the Muckleshoot Reservation: First, the rapid urbanization has polluted the waters, resulting in plummeting salmon runs; secondly, the Seattle-Tacoma metroplex, with a population of around three million, has now crept up to and through the reservation. The Cedar Tree Project, A Leadership Project was chosen because of the significance of the term Cedar. The Cedar Tree, is a traditional tree/plant for the Muckleshoot people. The forest land, named Tomanamus, is approximately 86,501 acres of the White River Forest, purchased in 2013. Although timber will be a primary focus of economic development of this land, preserving fish and wildlife habitat, plant resources and areas of cultural importance is equally important. While the eastern portion remains somewhat rural, strip malls, apartment complexes and tract homes now dominate the western portion of the Muckleshoot Reservation.

This rapid urbanization has brought with it a number of unwelcome challenges to the Muckleshoot Indian Reservation, such as drugs, gang violence, and poverty. The Muckleshoot Indian Tribe has resolved to become an active participant in the economic life of the region, providing opportunities for its people in a wide range of in-demand jobs. The past decade has
seen great sadness in the community over the decline of the salmon runs, but tribal leaders realize the Tribe must look for other career opportunities beyond the salmon for its future. The proposed Cedar Tree Project, A Native Leadership Experience Program, will help prepare a new generation for full and successful participation in the growing economy of Computer Science and Information Technology, and Environmental Science. All students in the CTP Program will be encouraged to participate in the nine-month Leadership Experience to reinforce academic and problem-solving rigor in education and employability.

In Washington State, Native Americans are the most economically disadvantaged citizens. Even though the Muckleshoot people have made great strides economically, many Muckleshoot households are still struggling economically. While we believe that tribal income and employment levels have improved over the past two decades, we are fully aware that the discrepancies between the Muckleshoot community and the rest of King County are quite vast and disproportional. Further, the economic profile of King County has changed dramatically in the past decade.

A major cause of poverty in Native American communities is the persistent lack of opportunity. A survey done in 2003 for the Muckleshoot Tribe explains that there were 2,373 members of the Muckleshoot community between the ages of 16 and 64. They experienced a family poverty rate of 52% and an unemployment rate of 40%, nearly ten times the unemployment rate of King County (4.1%). Of those 25 years or older, 43.8% did not have a high school diploma or equivalent, while 28.3% were high school graduates. While there has been improvement in the education rates on the reservation in the decade since the demographics study, the percentages of those with high school diplomas and employable skills are still seriously behind those in the Washington State population living outside of the Muckleshoot
Reservation. As a result, the economic outlook for these individuals to compete in today’s high-tech jobs continues to be at a lower rate than non-Natives. Yet the major employment trend for the greater Puget Sound area is the rebound of the high-tech market, with an overall expected growth rate of 40,000 jobs, an increase of 4.1%. Virginia Cross, Muckleshoot Tribal Council, said, “This working forest (Tomanamus) will provide jobs and revenue for important tribal government programs now and for future generations.”

Muckleshoot students and families experience high levels of poverty which is a risk factor for educational outcomes. According to NCAI Policy Research Center, 2013, the poverty rate among American Indians/Alaskan Natives is 23.6%. The poverty rate is 32.4% of the under 18 years of age AI/AN population. In 55% of AI/AN households, the families are living 30% below the state’s median income level. For unemployment figures, 53.5% of AI/NA are unemployed and 37% of low-income households receive food stamps. Although the number of Muckleshoot Tribal members going to college has increased in the last decade, much work is still needed to bring education benefits to all tribal members.

However, the success of the Muckleshoot Occupational Skills & Training (MOST) Program being run at the Muckleshoot Tribal College (last fourteen years) and the Native Technology Plus Program (last three years) has opened up doors for the Muckleshoot community, along with other community members. Upon successful completion of the program, many tribal members were able to find jobs as administrative assistants; jobs in I.T.; improve their skills at their current occupations, and attain overall proficiency in technology. Some were able to continue with their education to attain higher education degrees.

The three major sections of STEM education needed within the tribal community are: Pre-College Program, CTE Certificates, an AA-S degree in Natural Resources along with
essential leadership employability skills and entrepreneurship are embedded in the three sections. With the new proposed programs, tribal and community members will be able to attain even further education, allowing them to take high quality pre-college classes, gain entry-level positions in the I.T. or Natural Resources field with high-wage, in-demand jobs.

**Need for Pre-College (Career College Pathway)**

It is widely acknowledged that the fastest growing jobs in the 21st century will require some level of postsecondary education. Consequently, moving more people through postsecondary programs aligned with the economic needs of a community or region is vital to our nation's future competitiveness, security, and stability.

The College Career Pathway is a framework for assisting high school and adult students to successfully transition to postsecondary programs and begin careers in high-demand fields. Each step on a pathway is designed to prepare the participant for the next level of education and employment. Classes will typically cover Science and Math but may also include career skills, such as computer science, environmental science, and refresher courses. CCP is going to move students forward in achieving access, and a successful transition to post-secondary education, while helping adult learners who are new/returning to post-secondary education.

**Need for Career & Technology Education (CTE) Certificates**

In the Puget Sound region, there are a vast amount of tech companies, including but not limited to: Microsoft, Amazon, Apple, Google, Zillow, Facebook, Expedia, Zulily, Boeing, etc. Each one of these companies have thousands of employees, with ever-increasing needs to add staff on an on-going basis. As companies invest more into mobile and information technologies, they will employ a greater number of network administrators. Network administrators will become more valuable in the coming years. The move to cloud computing opens up an entirely
new arena of expertise for network administrators who are pioneering new techniques and approaches in this field. If the CTP Grant is funded, more Muckleshoot tribal members will be able to compete for jobs at these technology companies in Washington State, as well as work at the Muckleshoot Indian Tribe, and/or, one of MIT Enterprises such as MIT Bingo, MIT Casino, Emerald Downs, and Tomanamus Forest. In fall 2020, a new Muckleshoot Gas Station and Store will open providing 35 jobs, and, in 2023, a new five-star MIT Hotel will open providing 250 new jobs, many of which will be in I.T.

According to the Bureau of Labor Statistics, the employment of network and computer systems administrators is projected to grow 6 percent from 2016 to 2026. Demand for information technology (I.T.) workers is high and will continue to grow as firms invest in newer, faster technology and mobile networks. Growth also is expected as the use of I.T. in healthcare increases. Employment of network administrators in the computer systems design and related services industry is projected to grow 20 percent from 2016 to 2026. The increasing adoption of cloud services by small and medium-sized businesses that do not have their own dedicated I.T. departments will increase the demand for network and computer systems administrators within this industry.

The median annual wage for network and computer systems administrators was $79,700 in May 2016. The median wage is the wage at which half the workers in an occupation earned more than that amount and half earned less. The lowest 10 percent earned less than $48,870, and the highest 10 percent earned more than $127,610. In May 2016, the median annual wages for network and computer systems administrators in the top industries in which they worked were as follows:
As MIT continues to grow, there will be career advancements in the field of I.T. through the tribe; including but not limited to: Muckleshoot I.T. Department, Muckleshoot Casino, Muckleshoot Bingo, Muckleshoot health centers, Muckleshoot Tribal School, Muckleshoot Tribal College, Muckleshoot forestry, Muckleshoot fisheries, and many other growing businesses within the community.

**Need for an AA-S in Natural Resources:**

Sense of place - Native peoples have deep and sustained connections to place. Knowledge of the environment has been, and continues to be, critical in supporting and maintaining resilient and thriving communities. Native peoples have historically created and continue to create new technologies appropriate to their places. Native environmental scientists build upon their connection to place by being innovative and using Indigenous knowledge and technologies to promote sovereignty and self-determination. There are over 80 positions within Muckleshoot Indian Tribe (MIT), and, Tomanamus Forest to work in natural resources, fisheries, and, environmental departments.

Prominent aspects of the program include: hands-on learning and the involvement of students in place-based community service, refresher courses, and internships. The program will prepare graduates to work within tribal communities in support of environmental stewardship, conservation, and revitalization. This program is designed with considerable input from Pacific Northwest Tribal elders, leaders, environmental managers, educators, and students. Nine focus
groups were held in the Muckleshoot community to ask questions to prepare for this grant. The focus groups were held from November 2020-January 2021. Three questions were asked of the focus groups: 1) What kind of skills do you need for your department? 2) What types of positions do you have open now in your department, and, what types of jobs and positions will you have in the future? 3) What type of educational/technical courses could we offer in the new grant to help people in your department improve their skills, get a promotion, or help people to become employable to get a job in your department? The focus groups were with the following people: Muckleshoot Tribal School teachers and administrators, MIT Casino, MIT I.T., Northwest Indian College, Green River College I.T. and Environmental Science Departments, MIT Education Committee members, Hancock Forest Management/Tomanamus, and MIT Wildlife/Fisheries.

<table>
<thead>
<tr>
<th>Quick Facts: Environmental Scientists and Specialists</th>
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<tbody>
<tr>
<td><strong>2019 Median Pay</strong></td>
</tr>
<tr>
<td>$71,360 per year</td>
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<tr>
<td>$34.31 per hour</td>
</tr>
<tr>
<td><strong>Work Experience in a Related Occupation</strong></td>
</tr>
<tr>
<td>None</td>
</tr>
<tr>
<td><strong>On-the-job Training</strong></td>
</tr>
<tr>
<td>None</td>
</tr>
<tr>
<td><strong>Number of Jobs, 2019</strong></td>
</tr>
<tr>
<td>90,900</td>
</tr>
<tr>
<td><strong>Job Outlook, 2019-29</strong></td>
</tr>
<tr>
<td>8% (Much faster than average)</td>
</tr>
<tr>
<td><strong>Employment Change, 2019-29</strong></td>
</tr>
<tr>
<td>7,100</td>
</tr>
</tbody>
</table>


Environmental scientists and specialists use their knowledge of the natural sciences to protect the environment and human health. Environmental scientists and specialists work in
offices and laboratories. Some may spend time in the field gathering data and monitoring environmental conditions firsthand. Most environmental scientists and specialists work full time. The median annual wage for environmental scientists and specialists was $71,360 in May 2019.

Job Outlook

Employment of environmental scientists and specialists is projected to grow 8 percent from 2019 to 2029, much faster than the average for all occupations. Heightened public interest in the hazards facing the environment, as well as increasing demands placed on the environment by population growth, climate change, and weather hazards are expected to spur demand for environmental scientists and specialists.

QUALITY OF PROJECT DESIGN

The Cedar Tree Program will provide students with a seamless pathway to further their education and careers in high-demand fields such as Computer Science and Information Technology, and, Natural Resources; while also providing Pre-College, Dual Credit, and Refresher Courses; and Leadership Experience classes to those age 16 and up. The goal with the CTP Program is to advance the postsecondary career and technical education skills of age 16 and above adult Tribal members, and community members, to meet the challenging standards demanded by the Muckleshoot Indian Tribe, and, employers in the State of Washington.

Muckleshoot Tribal College (MTC) is very proud of their growing state-of-the-art facility and the progress that it has made towards accreditation. In particular, for the past seventeen years, MTC has successfully operated the Muckleshoot Occupational Skills Training Program, and, the Native Technology PLUS Program. Computer Science and Technical Skills are at the heart of the Muckleshoot Tribal College.
MTC believes in educating every Muckleshoot Tribal member. MTC has always been committed to improving student support services for students with disabilities, economically challenged, and barriers to accessing technology.

Muckleshoot Tribal College is building on the long-standing seamless education pathway for Native students. The first endeavor in growing the Cedar Tree Project, A Leadership Experience, is laying the foundation. The foundation is the Pre-College Preparation program in partnership with Northwest Indian College. This program will provide dual credit classes for ages 16+ in Math, Sciences and Tribal Entrepreneurship. The goal of this is to bridge the gap between high school and college level education, ensuring all students are prepared for success in college level courses. In conjunction with this program, the Muckleshoot Tribal College will also be providing General Education courses, and, rigorous courses in Math, and Science, to all Tribal members. CTP is committed to providing disability support services to all students who may demonstrate a need. The Program Manager has experience in social services, and, can also direct students towards social support services, in addition to academic support. All staff will receive diversity, equity, and, inclusion training.

The second portion of this proposal is Career & Technology Certifications. The program will be offering various Computer Science Certificates. The three certificates are: 1) Microsoft Cloud/Azure, 2) Introduction to Computer Science, Scripting, and, Automation; and, 3) I.T. Fundamentals. MTC will also offer a 4th Certificate: Cinematography in both basic and intermediate classes. One of the many things learned by the recent world Pandemic, is employability skills. Learning to create digital media, in a time when many are working remotely, can be a positive accomplishment for an employee and employer. Students can use
their I.T./Computer Science Certificates for job entry, job promotion, or stack the certificates to earn an Associate of Science Degree at Green River College.

The third section of the CTP Program is the Associates of Arts in Science Degree in Natural Resources. This degree is formed in partnership with Green River College. This program will fit the ever-growing needs of the Muckleshoot Indian Tribe. Since time immemorial the Muckleshoot people have served as stewards to the land. The Muckleshoot Indian Tribe is positioned between Mount Rainier, the Salish Sea (Puget Sound), and three major river watersheds, the White, Black, and Green Rivers. Therefore, the Muckleshoot homeland is a critical natural environment. The Muckleshoot Tribe continues to foster stewardship of the land through their employment and business dealings in the area of Natural Resource Management. The Muckleshoot Tribe continues to employ and grow their industry within the field of Natural Resources through the management of their Wildlife, Fisheries, and Natural Resources departments, as well as Tomanamus Forest (land acquisition of 96,307 acres in 2013). There are also constant employment opportunities at other organizations in Washington State.

The final section of the CTP Program is the Leadership Experience Dual Credit Program. This nine-month program will be open to any student participating in the proposed project. There will be an application process in which students will apply for admission. Students experiencing foster care, homelessness, individuals with disabilities, and out of workforce individuals will be given priority. This Leadership Experience Dual Credit Program will be offered once a year, starting in September each year of the grant. Once a month there will be a day-long Leadership Experience Institute session. There will be nine themed symposiums: Careers in Computer Science and Technology, Environmental Science, Tribal Entrepreneurship, Community Service, Tribal History and Cultural Preservation, Employability and Financial and Independent Living.
Skills, Healing and Wellness as an employee, Educational Leadership, and Traditional Plant Medicine. This Leadership Experience Dual Credit Program will develop leadership skills in all of the grant participants, as well as serve as a recruitment and retention strategy. A Certificate of Completion will be awarded from Northwest Indian College for either Continuing Education Units, and/or college credit.

By incorporating the importance of place-based sustainability education, Traditional Ecological knowledge, along with highly-qualified Native and community staff, industry experts, distinguished educational partners, leadership development, and a ready student caseload, the CTP Program will initiate quality educational services which will lead directly to further education, obtaining a degree, strong employability skills, and employability for in demand jobs/careers.

Goals, Objectives, and Outcomes Clearly Specified & Measurable Goals

GOAL ONE: Pre-College Preparation

Create and provide for members of the community a seamless pathway from high school to career and technical education programs that deliver industry-recognized credentials. Students have the opportunity to begin their seamless CTE pathway at age 16, through college preparatory and dual enrollment in courses in the areas of Computer Science, Math, Sciences, and Tribal Entrepreneurship. Muckleshoot Tribal College will work with their partner institution Northwest Indian College to deliver these Pre-College Preparatory/ Refresher and Remediation courses. There will be at least one high quality online learning course per year.

Objective 1.1: In year one of the grant, we will enroll 30 high school students recruited from Muckleshoot Tribal School, and other Native youth from surrounding school districts; within the
Pre-College Preparatory Program. With each following year of the grant, the Pre-College Preparatory program will enroll an additional 30 students per year.

<table>
<thead>
<tr>
<th>Grant Year</th>
<th>Pre College Prep Students Served per year</th>
<th>Total Pre College Prep Students Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>2</td>
<td>30</td>
<td>60</td>
</tr>
<tr>
<td>3</td>
<td>30</td>
<td>90</td>
</tr>
<tr>
<td>4</td>
<td>30</td>
<td>120</td>
</tr>
<tr>
<td>5</td>
<td>30</td>
<td>150</td>
</tr>
<tr>
<td>Grant Total College Prep Students Served</td>
<td></td>
<td>150</td>
</tr>
</tbody>
</table>

**Objective 1.2:** We expect 80% of students served through the College Preparatory/ Refresher and Remediation courses to advance to higher education following completion of the courses.

Throughout the 5-year course of the grant we would expect 120 students who participated in the College Preparatory/ Remediation program to advance beyond secondary education.

**GOAL TWO: Career Technical Education Certificates**

Create and provide for members of the Muckleshoot community, career and technical education programs that deliver, industry-recognized credentials in-demand occupations, earning a certification of completion from Green River College. The majority of students that enroll in the CTE Certification Preparation Program will complete at least one certification preparation course.

**Objective 2.1:** In year one, we will enroll 20 students in a certification program endorsed by Green River College.
Objective 2.2: In years two through five, we will enroll 25 students per year in a certification program endorsed by Green River College.

Objective 2.3: In years one through five, we will have a 75% success rate in retaining students in the Certificate Program.

Objective 2.4: In years one through five, we will have a 75% success rate in students completing certificates, they will move on towards placement in employment and/or continuing post-secondary education.

<table>
<thead>
<tr>
<th>Grant Year</th>
<th>CTE Certificate Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>2</td>
<td>25</td>
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<tr>
<td>3</td>
<td>25</td>
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<tr>
<td>4</td>
<td>25</td>
</tr>
<tr>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total Enrolled Throughout Grant Period</strong></td>
<td><strong>120</strong></td>
</tr>
</tbody>
</table>

GOAL THREE: AA-S in Natural Resources Degree

The Muckleshoot Tribal College (MTC) and Green River College (GRC) will work together on this grant, to provide classes for students seeking to earn an Associate of Arts in Sciences in Natural Resources. The overarching goal is to provide opportunities for students to earn an in-demand associate’s degree: using work-based learning, outdoor classrooms, and hands-on field experience within traditional Muckleshoot Tribal Territory.

Objective 3.1 MTC will enroll 20 students in the first cohort of the AAS Natural Resources Degree Program within the first year of the grant.

Objective 3.2 In year three MTC will enroll an additional 20 students in the second cohort of the AAS Natural Resources Degree Program.
Objective 3.3 By the end of year five of the grant, CTP expects 80% of both cohorts will have completed all coursework towards their AAS Natural Resources Degree.

GOAL FOUR: Internships

In partnership with Green River College, CTP will place 2 students (Year One), and 3 students in Year 2-5 per year in Green River Accredited CTE (Computer Science and I.T.) internships. Placements will take place within I.T. corporations, Muckleshoot Tribal Enterprises, local government offices, and educational partner institutions.

Objective 4.1 MTC will enroll 2 students in a Technology internship in a high technology company or organization, in Year One.

Objective 4.2 MTC will enroll 3 students in Year 2-5 in a Technology internship in a high technology company or organization.

Objective 4.3 By the end of the grant 80% of the fourteen Interns will have completed an internship in a high technology company or organization.

GOAL FIVE: A Native Leadership Experience Dual Credit Program

In an effort to grow STEM industry leaders, CTP will offer a yearly Native Leadership Experience. As a Native Leadership Experience Fellow, students will have nine monthly seminars with the following themes: Careers in Computer Science and Technology, Careers in Environmental Science, Tribal Entrepreneurship, Community Service, Tribal History and Cultural Preservation, Employability and Financial Skills, Healing and Wellness as an employee, Educational Leadership, and Traditional Plant Medicine. Students will have the opportunity to learn directly from industry professionals and tribal government, and/or administration officials. They will be able to work collaboratively on service projects to develop leadership skills and further explore career goals. There will be an application process in which
students will apply for admission. A Certificate of Completion will be awarded from Northwest Indian College for either Continuing Education Units, High School credit, and/or college credit will be earned.

Students experiencing foster care, homelessness, individuals with disabilities, and out of workforce individuals will be given admission priority.

**Objective 5.1** Up to twenty students per grant year will be able to join the Native Leadership Experience by writing a letter of intent and receiving a letter of recommendation from their program advisor or instructor. Five spots will be held for Pre-College Preparation students, five for CTE certification students, five for AAS Natural Resources students and five for tribal community members.

**Objective 5.2** Native Leadership Experience Fellows will work collaboratively throughout their year to create service projects in one of the nine seminar modules. Their fellowship year will culminate in a presentation of their service project.

**Objective 5.3** 80% Of Native Leadership fellows will complete the nine-month program, further their education, along with gaining employability skills and entering the job market.

**GOAL SIX: Performance Feedback**

Instill factors into the CTP Programs that insure performance feedback and continuous improvement.

**Objective 6.1:** The Program staff will meet on a weekly basis to discuss all pertinent data relating to the success of our programs. These meetings will include such topics as student recruitment and retention, new class integration, communication, success stories to build upon, and areas where shortcomings exist or were identified. From there we will develop and discuss implementation strategies for continuous improvement.
Objective 6.2: At least monthly, representatives from the CTP Programs will meet with community partners in an online Advisory Board Meeting. This will include staff from Green River College, Northwest Indian College, CTP staff, and Muckleshoot Tribal College. The CTP Staff will attend annual meetings to the local Muckleshoot Education Committee. The staff will share data on the CTP Program, and student outcomes.

Objective 6.3: We will ascertain data from our students via surveys, course evaluations, and quarterly advising sessions regarding student goals and progress. For example, upon student entry into the program, we will inquire about expectations of the program, other areas of interest (career and technical education), and their anticipated outcomes. Quarterly, we will utilize student surveys to help us determine what we are doing right and areas for improvement. Program graduates will provide the greatest amount of useful data for improvement and growth. Information such as: what additional training would benefit them in the workforce, lessons that were incomplete or lacking appropriate depth, classes that were the most enlightening and relevant to their future employment and critiques of the program in general, including course evaluations.

Objective 6.4: We will utilize the experience and professional input of our external program evaluator. His input will provide us with the perspective and objectivity that only a qualified third party is able to ensure.

Objective 6.5: Develop a plan for sustaining the CTP Programs beyond the five-year grant cycle.

GOAL SEVEN: Testing Center

To update Pearson Vue Testing Center at Muckleshoot Tribal College to include an Information Technology (I.T.) Certification Testing.

Objective 7.1 Get a secondary proctor to proctor I.T. Exams.
**Objective 7.2:** Information Technology Exams will be given one day a week at the Muckleshoot Tribal College – Pearson Vue Testing Center by the second year of the grant.

**Curriculum and Course of Study**

**Natural Resources-Forestry, AAS**
110 Credits Total

This degree program prepares graduates to work in a variety of outdoor careers. The growing awareness of water quality, wetland protection, reforestation, and environmentally sensitive timber harvest requires the services of technicians with a broad knowledge base. People who are trained to measure and sample the forest, its wildlife, streams and wetlands will enhance their employment opportunities. Wildlife biologists and professional foresters need technicians to efficiently produce accurate data. Park managers need knowledgeable personnel to perform
maintenance duties and interpret wildland ecology for the public. Wildland firefighters are needed with current certificates of knowledge and skills.

Students may enter the Natural Resources program in any quarter; however, many Natural Resources courses are only offered one time each year. For best results, students should enter these career-technical programs at the beginning of summer or fall quarter. Natural Resources with emphasis in Forestry and specialties in Natural Resources-Geographic Information System Option, Park Management, Water Quality and Wildland Fire. All courses apply to the Associate in Arts degree as elective courses and may be transferable to a four-year natural resources program.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Natural Resources AAS Degree Requirements</th>
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<tbody>
<tr>
<td></td>
<td>General Education</td>
</tr>
<tr>
<td>CMST 220</td>
<td>Public Speaking</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>English Composition</td>
</tr>
<tr>
<td>ENGL 128</td>
<td>Research Writing: Science/Engineering/Business</td>
</tr>
</tbody>
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<thead>
<tr>
<th>Course Number</th>
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<tbody>
<tr>
<td>NATRS 100</td>
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<tr>
<td>NATRS 114</td>
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<tr>
<td>NATRS 172</td>
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<tr>
<td>NATRS 180</td>
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<td>NATRS 182</td>
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<td>NATRS 183</td>
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<td>NATRS 184</td>
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<td>NATRS 192</td>
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<td>NATRS 270</td>
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<td>NATRS 290</td>
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<tr>
<td>Course Number</td>
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<td>---------------</td>
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<tr>
<td>NATRS 161</td>
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<tr>
<td>NATRS 205</td>
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<tr>
<td>NATRS 210</td>
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<td>NATRS 277</td>
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<td>NATRS 286</td>
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<td>NATRS 292</td>
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<td>NATRS 293</td>
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</tbody>
</table>

CTE Certificates

1. Cinematography  
   - Basic
   - Intermediate

2. Microsoft Cloud/Azure  
   - CompTIA Cloud+
   - Microsoft Servers
   - Microsoft 365 Administration
   - Cloud Sysops Azure

3. Introduction to Computer Science: Scripting & Automation
   - Data Science Foundations
   - Microsoft Scripting
   - Advanced Scripting/Automation

4. IT Fundamentals
   - Windows 10 OS
   - Build a Computer
   - CompTIA A+
CTP’s Goal is to create and provide for members of the Muckleshoot community, career and technical education programs that deliver, industry-recognized credentials in-demand occupations, earning a certification of completion from Green River College. CTP will be offering certificates in Cinematography, Computer Science Scripting and Automation, Microsoft Cloud/ Azure, and I.T. Fundamentals.

1. **Cinematography Basic Certificate Program**

Creating video content for educational purposes is more critical now than it has ever been. In this course, students will learn the fundamentals of making a recording. Focusing on the various angles and techniques that professionals utilize with a high-end camera. Through the use of video tutorials, hands-on activities, and project-based learning, students will gain the essentials to capture the story behind their intended subject(s) and relay that information to their audience.

1. **Cinematography Intermediate Certificate Program**

In this course, students will add to their recording skills the fine art of digital media. Students will be able to take their recordings to the next level with studio-grade software. Through video tutorials, hands-on activities, and project-based learning, students will learn how to import their recordings into Adobe Premiere Pro, edit and finesse the digital media in the application, exporting a finished product, and share it across the world with the use of social media.

2. **Certificate 1: Microsoft Cloud/Azure**

The first certificate is designed to provide students understanding of the growing need for cloud based computing and technical skills. It will focus primarily on the Microsoft Azure platform since the Tribal Government and Casino use this technology. Additionally, many large area employers use Azure to some degree, and certified specialists are in high demand in King County.

- CompTIA Cloud+ (Green River IT-244)
Provides students competency in cloud models, virtualization, infrastructure, security, resource management and business continuity.

- **Microsoft Servers (Green River IT-160)**
  Provides students with the knowledge and skills necessary to install, configure and secure Microsoft Windows Server.

- **Microsoft 365 Administration (Exam 70-346) (Udemy)**
  This course is designed to give users a tour and understanding of the administrative capabilities in Microsoft 365.

- **Cloud Sysops Azure (Green River IT-370)**
  Prepares students to take the Implementing Microsoft Azure Infrastructure Solutions certification exam.

**Certificate 2: Introduction to Computer Science: Scripting & Automation**

The second certificate will focus on building foundational skills for students interested in computer science, while also meeting other I.T. needs in programming, such as systems automation. The curriculums in the three-course series will build students from basic programming up through advanced scripting and automation skills.

- **Data Science Foundations (Green River CS-108)**
  Hands-on introduction to data science for everyone, no previous experience is required.

- **Microsoft Scripting (Green River IT-224)**
  Introduces PowerShell scripting language for Windows. Students will write, test and execute basic and advanced administrative scripts for Windows.

- **Advanced Scripting/Automation (Green River IT-385)**
Introduces the student to different automation tools such as Ansible and other scripting languages such as Python and PowerShell

**Certificate 3: I.T. Fundamentals**

The Muckleshoot community has shown a long term need to serve tribal and community members, who have had little to no formal education in Computer Technologies. The third certificate is aimed at assisting these students in gaining skills to be successful and self-sufficient in their use of this important technology. The classes focus on building comfort and familiarity with technology as well as providing employment skills.

- **Windows 10 OS Class**
  Provides students an overview of basic computer user skills and introduces more advanced techniques and tools to increase comfort and skills needed in the modern computer world.

- **Build a Computer**
  Provides an overview of information technology. Introduces computer hardware, software, procedures and systems, while empowering a student to design, order and build their own personal computer. The students in this class will be given a Raspberry Pi; a small, but powerful personal computer that runs a customizable Linux distribution. Students will be able to use this to create self-designed scripting environments, and its compatibility with the chosen sensors and breadboard make it perfect for teaching students how to create scripts and programs that are able to deliver visible and tangible results.

- **CompTIA A+ (Green River IT-114)**
Covers basic functionality and configuration of desktop computers and operating systems. CompTIA A+ is a world recognized I.T. certification and is the preferred qualifying credential for technical support.

There will be a combination of work-based learning, high quality online instruction, interactive boot camps, project-based learning, hands-on teaching and some direct instruction practices. Muckleshoot Tribal College CTE Instructors will follow Green River College (GRC) course content, grading system, mentoring and training from GRC I.T. Instructors. Grades will be given on a standard 4.0 grade scale.

ADEQUACY OF RESOURCES

1. The Program support, including facilities, equipment, supplies, and other resources are ready and able to carry out the proposed services.

The CTP Program is ready and able to initiate the delivery of quality educational services to students immediately upon notification of the grant award. The program is housed at the Muckleshoot Tribal College, a modern 12,493 square footage facility located within the Muckleshoot community. MTC provides classroom and office space with all of the necessary hardware, software, and technical support necessary for the management and operations of the program. Additionally, the Muckleshoot Tribe owns hundreds of acres of forest lands and watersheds that may be used for outdoor classroom and lab spaces by the Natural Resources program. An outdoor Berry Garden was developed in 2014 next to MTC. The Berry Garden is used as an outdoor classroom, and, has many traditional Native plants in this garden.

Building on the seventeen-year track record of technology education and office skills training at Muckleshoot Tribal College; the CEDAR Tree Project, A Native Leadership Experience will
take the Muckleshoot Tribal College to the next level of Computer Science and I.T. certification education.

2. **The proposed Program budget provides adequate resources to reasonably support the scope of work.**

   The budget proposed to support the CTP Programs for the next five years provides the resources necessary to ensure that the quality, scope and intensity of program services are sufficient to reach the target programmatic and GPRA standards of performance. With the proposed budget the CTP Programs will be able to deliver instructional classes to meet the needs of the largest growing in-demand industry occupations; as well as the increasing land management needs of the Muckleshoot Tribe.

3. **There is a demonstrated commitment by the Program partners to carry out quality services relevant to the scope of work.**

   The new MOU with Green River College provides an AAS in Natural Resources as well as continued support for the certification preparation courses in the area of Computer Science and IT. GRC’s IT Program was recently selected as an Aspen Institute Excellence and Equity in Community College STEM Award winner. The IT program’s AAS-T degree in IT Systems and Security is certified by the National Security Agency as a National Center of Academic Excellence in Cyber Defense Education (CAE-CDE). Also, Green River’s NATRS program offers one of only two Society of American Foresters nationally-accredited Associate degrees in our state (the other SAF-accredited program is in Spokane).

   The Natural Resources industry has been a staple within the Muckleshoot community. In exercising its powers and duties, the program will be responsible for computer science support services, tutoring, internship field placements, leadership and Tribal Entrepreneurship, Pre-
College and Refresher courses, and job placement. The Natural Resources Management field is ever expanding at the Muckleshoot Tribe from fisheries, wildlife, Tonanamous forest, and area planning departments.

4. **Certified Instructors**

Industry certifications are an important part of employment today. It is important for instructors to not only know the curriculum that will be taught, but to also be industry experts in that area. All CTP Instructors will already be certified in the programs that they are teaching. Industry certifications are an important part of employment today.

**QUALITY OF MANAGEMENT PLAN**

**GPRA Performance Measures:**

1. **CTP will increase high school graduation rates for students enrolled in CTP programs.**

   Through providing rigorous dual credit programs, with expanded support services high school participants in the Pre-College Program and Native Leadership Experience will be able to retrieve missing high school credit or dual enrolled college credits, thus increasing graduation rates.

2. **All CTP participants who complete their programs will earn college credits with participating dual enrollment institutions.**

   All CTP programs have the potential of earning either industry recognized certifications or college credits with our partner institutions, Northwest Indian College and Green River College.

3. **All CTP Participants will have opportunity to experience work-based learning.**

   Pre- College Preparatory students will be able to engage with work-based learning through Native Leadership Experience service project. Post-Secondary students will be able to experience work-based learning through internships and field-based classes.
4. All CTP Participants will have the opportunity to earn a post-secondary credential or credit.

High school and Post-Secondary students may earn certificates in Native Leadership and CTE certificates.

5. High school and Post-Secondary students will have the opportunity to continue their post-secondary education, go in to military service, or gain employment.

CTP program staff will facilitate student transitions in to their career or further education.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Frequency</th>
<th>Personnel Responsibility</th>
<th>Milestones/Performance Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal 1: Increase High School graduation rates in Pre-College Preparatory students</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Objective 1.1: Enroll 30 high school students in Pre-College Preparatory program</td>
<td>Quarterly</td>
<td>Program Assistant</td>
<td>Class Roster</td>
</tr>
<tr>
<td>Objective 1.2: 80% of students served through the College Preparatory/Refresher and Remediation will complete the courses they enrolled in.</td>
<td>Continually</td>
<td>Program Manager and Career Skills Instructor</td>
<td>Tribal Employment Data and Tribal Post-Secondary Enrollment data</td>
</tr>
<tr>
<td><strong>Goal 2: All CTP participants who complete their programs will earn college credits with participating dual enrollment institutions.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Objective 2.1: In year one, we will enroll 20 students in CTE certification programs endorsed by Green River College.</td>
<td>Quarterly</td>
<td>Program Assistant</td>
<td>Class Roster</td>
</tr>
<tr>
<td>Objective 2.2: In years two through five, we will enroll 25 students per year in a certification program endorsed by Green River College.</td>
<td>Quarterly</td>
<td>Program Assistant</td>
<td>Class Roster</td>
</tr>
<tr>
<td>Objective 2.3: In years one through five, we will have a 75% success rate in retaining students in the Certificate Program.</td>
<td>Continually</td>
<td>Program Manager</td>
<td>Class Enrollment</td>
</tr>
<tr>
<td>Objective 2.4: In years one through five, we will have a 75% success rate in students completing certificates, they will move on towards placement in employment and/or continuing post-secondary education.</td>
<td>Continually</td>
<td>Program Manager</td>
<td>Certificates Issued</td>
</tr>
</tbody>
</table>

**Goal 4. All CTP Participants will have the opportunity to earn a post-secondary credential or credit.**

<table>
<thead>
<tr>
<th>Objective</th>
<th>Frequency</th>
<th>Personnel Responsibility</th>
<th>Milestones/Performance Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 3.1 MTC will enroll 20 students in the first cohort of the AAS Natural Resources Degree Program within the first year of the grant.</td>
<td>Once in Year 1</td>
<td>Program Manager and Program Assistant</td>
<td>Green River College Class Rosters/Enrollment Data</td>
</tr>
<tr>
<td>Objective 3.2 In year three MTC will enroll an additional 20 students in the second cohort of the AAS Natural Resources Degree Program.</td>
<td>Once in Year 3</td>
<td>Program Manager and Program Assistant</td>
<td>Green River College Class Rosters/Enrollment Data</td>
</tr>
<tr>
<td>Objective 3.3</td>
<td>By the end of year five of the grant, CTP expects 80% of both cohorts will have completed all coursework towards their AAS Natural Resources Degree.</td>
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<tr>
<td>Continuously</td>
<td>Program Manager</td>
<td>Student Transcripts and Diploma</td>
<td></td>
</tr>
<tr>
<td>Objective 4.1</td>
<td>In year one, MTC will enroll 3 students in a Technology internship in a high technology company or organization.</td>
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<td></td>
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<tr>
<td>Continuously</td>
<td>Internship Consultant</td>
<td>Internship Feedback Form, Communication with Internship Placements</td>
<td></td>
</tr>
<tr>
<td>Objective 4.2</td>
<td>MTC will enroll 5 students in Year 2-5 in a Technology internship in a high technology company or organization.</td>
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</tr>
<tr>
<td>Continuously</td>
<td>Internship Consultant</td>
<td>Internship Feedback Form, Communication with Internship Placements</td>
<td></td>
</tr>
<tr>
<td>Objective 4.3</td>
<td>By the end of the grant 80% of the twenty-three Interns will have completed an internship in a high demand technology company or organization.</td>
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<tr>
<td>Continuously</td>
<td>Internship Consultant</td>
<td>Internship Exit Form</td>
<td></td>
</tr>
</tbody>
</table>

**Goal 3. All CTP Participants will have opportunity to experience work-based learning.**

<table>
<thead>
<tr>
<th>Objective 5.1</th>
<th>Up to twenty students per grant year will be able to join the Native Leadership Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annually</td>
<td>Career Skills Instructor, Program Manager, Executive Director of Muckleshoot Adult and Higher Education</td>
</tr>
<tr>
<td>Objective 5.2</td>
<td>Native Leadership Experience Dual Credit Fellows will work collaboratively throughout their year to create service projects in one of the nine seminar modules.</td>
</tr>
<tr>
<td>Annually</td>
<td>Career Skills Instructor</td>
</tr>
<tr>
<td>Objective 5.3</td>
<td>80% Of Native Leadership Experience Dual Credit Fellows will complete the nine-month program, further their education, along with gaining employability skills and entering the job market.</td>
</tr>
<tr>
<td>Continuously</td>
<td>Career Skills Instructor and Program Manager</td>
</tr>
</tbody>
</table>

**Goal 5. High school and Post-Secondary students will have the opportunity to continue their post-secondary education, go in to military service, or gain employment**

<table>
<thead>
<tr>
<th>Objective 6.1:</th>
<th>The Program staff will meet on a weekly basis to discuss all pertinent data relating to the success of our program.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly</td>
<td>All Staff</td>
</tr>
<tr>
<td>Objective 6.2:</td>
<td>At least monthly, representatives from the CTP Programs will meet with community partners in an online Advisory Board Meeting.</td>
</tr>
<tr>
<td>Monthly</td>
<td>Program Manager</td>
</tr>
<tr>
<td>Objective 6.3:</td>
<td>Ascertain data from our students via surveys, course evaluations, and quarterly advising sessions regarding student goals and progress.</td>
</tr>
<tr>
<td>Quarterly</td>
<td>Program Manager, Career Skills Instructor, and I.T. Instructor</td>
</tr>
<tr>
<td>Objective 6.4:</td>
<td>We will utilize the experience and professional input of our external program evaluator.</td>
</tr>
<tr>
<td>Semi-Annually</td>
<td>Program Manager and External Evaluator</td>
</tr>
<tr>
<td>Objective 6.5:</td>
<td>Develop a plan for sustaining the CTP Programs beyond the five-year grant cycle.</td>
</tr>
<tr>
<td>Continuously</td>
<td>Program Manager</td>
</tr>
</tbody>
</table>
Underrepresented Employment Priority

The Program employs and encourages the employment of traditionally under-represented groups.

- The Program Manager is a Native female and Muckleshoot Community member.
- The I.T. Instructor is a male, Muckleshoot Community member, is of Samoan descent.
- The Career Skills Instructor is a male, Muckleshoot Tribal member.

In-Direct Support:

- Exec. Dir. of Adult & Higher Education for Muckleshoot Indian Tribe is a female Muckleshoot Tribal member.
- Program Assistant is a Female Muckleshoot Tribal member.
- The Cinematography Instructor is a male of Asian descent.
- The MTC Administrator is a female, Muckleshoot Tribal member.

- The non-Native staff members have experience working within the Tribal community and a deep understanding of Native American culture.

Time Commitments of the Program Staff and Other Key Project Personnel

Key staff, including the manager, and instructors, are full time positions to ensure an appropriate and adequate level of effort. Clear lines of responsibility and accountability have been established. The independent evaluator works with the Program Manager. The Program Manager reports to the Exec. Dir. of Adult & Higher Education to provide for a further degree of insight. Contractors for planning Green River College curriculum /program logistics, internship placement and program evaluation will be utilized to balance workload of project personnel.
Project Personnel Qualifications and Expertise

The Program employs a highly qualified Program Manager with relevant training, expertise, and experience.

- The Program Manager is a female of Native American descent.
- The Program Manager will be completing her Master’s degree in Community Planning in spring of 2022.
- The Program Manager has been a school counselor, curriculum specialist, youth program manager/supervisor, social worker, CTE advisor, and educational program manager with budget and building programs experience.

The Program employs highly qualified key personnel

- I.T. Instructor has his Master’s Degree.
- Career Skills Instructor will have Associate Degree, or preferably Bachelor’s degree.
- Manager has Bachelor’s Degree, and is finishing Master’s Degree.

In-Direct support:

- [Name] will be serving as advisor for the new program in-kind. [Name] is a Muckleshoot Tribal member and has a Doctorate in Educational Leadership from University of Washington and is currently the Executive Director of Adult and Higher Education. She served as a successful NACTEP program manager in the past for eight years.

- [Name] is the MTC Administrator. Michele is a Muckleshoot Tribal member, and, has served in education for seventeen years.

- [Name] a Vocational Instructor currently at the Muckleshoot Tribal College will teach the Cinematography Basic and Intermediate Certificate Programs.

- [Name] a Program Assistant at the Muckleshoot Tribal College will provide 100% administrative assistance to the Cedar Tree Project (CTP).

The Program retains highly qualified consultants.

The Tribe will employ the services of a professional consultant to independently evaluate
the Program. The qualifications of the consultant include:

- Formal advanced preparation and experience as a program evaluator.
- Extensive experience working with Native American schools, colleges, and communities.
- Extensive experience working with federal education programs, particularly vocational education programs.

of Speelyai Group has agreed to serve as the independent evaluator.

He has a Ph. D. Educational Program Evaluation, Ohio State University, with over 50 years of experience evaluating innovative educational programs, preschool through graduate level. Experience evaluating NACTEP, NSF, Title IX, adult education and other federal programs. Has worked with the Muckleshoot Tribe for 22 years.

**QUALITY OF PROJECT EVALUATION**

CTP includes a comprehensive evaluation plan developed to determine success in meeting aggressive goals for improving teaching and learning. Specific goals, objectives, and activities have been delineated in the above sections. A written agreement is in place with the. The Speelyai Group to continue to provide planning and third-party evaluation support of the program. The Project Manager will collect information and provide progress reports throughout the project period to as per the GPRA requirements.

The evaluation design includes both process and product evaluation to:

- Better determine the effectiveness of the program for participants
- Document that project objectives were achieved
- Provide information about service delivery that will be beneficial to program staff
- Enable program staff to make changes that improve program effectiveness

The CTP staff will use the information gathered during the planning, implementation, and evaluation processes to interpret, report findings, and recommend
modifications for improving the project.

The evaluation design will be guided by the following questions:

- Were the project activities implemented as planned?
- If not, what barriers or obstacles prevented parts or all of the activities from being executed? How effective were the project activities in achieving the goals and objectives?
- What is the impact of the project activities on the participants?

Services

Tribal services are integrally linked to the program to ensure a seamless system of support for adult members of the community. As they enter, complete, and transition from the CTP Program there are many opportunities for the students to pursue.

Capacity of Supporting Partners

- Higher education partners are in place, including Northwest Indian College, Green River College, Muckleshoot Tribal College, and, Muckleshoot Indian Tribe.
- The computer science and information technology industry has been a staple within the Muckleshoot community. In exercising its powers and duties, the program will be responsible for computer support services, host software development, technology planning with MIT Technology Department, process redesign, and quality assurance.
- The natural resources management industry is rapidly expanding within the Muckleshoot community. As the tribe continues to monitor fisheries, wildlife and Tonanamous forest; the importance of resource management continues to increase.

1. Methods of formative and summative evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the Program.

- The purpose of the independent evaluation is to objectively determine the effectiveness of the CTP Program in achieving its goals, objectives, and activities, particularly as they relate
to the GPRA core factors. The evaluation approach will provide:

- Continuous formative guidance in assuring the quality and utility of program efforts defined by the approved plan. These quality assurance activities have and will help to substantially strengthen the current methodological approach for which data collection methods are in place.
- Summative evidence of program impact and effectiveness in achieving its goals, objectives and outcomes, as well as the GPRA program indicators. This information is necessary for determining the impact of the program in achieving the Tribe’s economic development plan.
- Documentation of procedural knowledge and potential replication of effective, research-based practices of potential utility to other efforts and settings that can be disseminated by the program. This adds both to the replicability and sustainability of the Program beyond the immediate NACTEP grant.

2. Methods of quantitative and qualitative evaluation use objective performance measures that relate to outcomes and GPRA core factors.

Performance measures are:

- Directly linked to program goals, objectives and outcomes. Imbedded measures are used that are related to the skills and competencies of each of the certificated programs. In this way the individual progress and success of each student can be monitored and their degree of success correlated to levels of participation and other factors useful for adjusting program activities. Databases are in place for individually tracking students from recruitment to registration, instructional participation, progress, and completion, to placement and retention.

- Associated with GPRA core factors and statistical reporting requirements to ensure that quantitative data collection is consistently defined and does not duplicate efforts. These include enrollment, completion, and referral information of participants in each training cycle.
Objective and reliable, in order to contribute to the potential validation and replication of effective practices, grounded in research, for use in other settings.

3. The Program goals, objectives and outcomes are clearly specified and measurable.
   - The evaluator works with the Program manager to operationalize each objective and outcome as performance measures. In addition, quantitative measures are established for use in consistently and objectively preparing the semi-annual statistical reports for tracking enrollment, participation, performance, completion, and retention by gender and other key demographic characteristics. This database allows aggregated, unduplicated counts to be made of the cumulative impact of the program.

4. Methods of evaluation provide performance feedback and continuous improvement toward achieving intended outcomes.
   - During the first few months of the program, the evaluator will confer with the staff to finalize an evaluation design that provides for performance measures of the goals, objectives, and outcomes of the program, as well as reliable methods of documenting program activities against intended results. These data collection methods will be used by the program staff to provide documentable evidence. The design will be submitted to the Education Department for review and approval within the first six months of the award.
   - The evaluator will conduct quarterly visits, or online-visits due to the COVID-19 Pandemic and discuss the primary evaluation methods of which will be to monitor program activities and outcomes, provide formative guidance, and prepare evaluation reports to be submitted with both the semi-annual and annual performance reports. Past experience has shown the value of directly linking the independent evaluation with the performance reports of progress, discrepancies, and statistical analyses.
   - The formative evaluation will also address the likelihood that specific instructional practices directly associated with desired learner outcomes are potentially replicable.

PR/Award # V19-A2-10019
Page e49
particular, the evaluation will document the degree to which those practices have had consistent results across multiple students and instructors. The evaluator has extensive knowledge and experience in validating replicable programs and practices, including the notable NWREL series, and effective practices in Indian education.

5. The evaluation will be conducted by an external evaluator with the necessary background and technical expertise to carry out the evaluation.

- Evaluation of the CTP Programs will be independently conducted by an equally qualified individual, as a professional evaluator of the Education Northwest.

**ECONOMIC DEVELOPMENT PLAN**

The ultimate purpose of MIT’s economic development is to provide for the needs of the people and to create the means for the Tribe to control its own destiny. Economic development is the engine of progress for the Tribe. Economic growth creates jobs and disposable income, and provides additional funding to enhance the Tribe’s services and projects. A vibrant and stable economy contributes to a better quality of life for the community. Establishing a skilled and educated labor force is a prerequisite to creating the employment opportunities. Therefore, economic development starts with development of the Muckleshoot people.

MIT has implemented programs to promote physical, emotional, cultural, and spiritual health of the members, as well as education and training. The intent of these programs is to foster the growth of individuals so that they become self-sufficient and contributing members of Tribal society. MIT strives to build on the family experience with a nurturing and dynamic education for each Muckleshoot child. With plans to continue to expand and diversify the economy, it is important that the Tribe not neglect the growth-related impacts on administration, particularly the need for I.T. staff, finance, and management.

**Steps to Accreditation at Muckleshoot Tribal College**

As a central strategy of the Tribe’s economic development plan, sustaining the CTP Program as a Tribal resource is a long-term goal as the Muckleshoot Tribal College continues its
progress toward accreditation. Through the partnerships and local staffing, CTP Program has the potential for creating capacity within the tribe to build and sustain an array of career and technical education programs leading to the accreditation of Muckleshoot Tribal College. The Muckleshoot Tribal College recently offered an AAS-T Degree in Information Technology, Systems and Security in partnership with Green River College. It is a long-term goal for MTC to become a nationally recognized accredited institution.