



**Request for Proposals**  
**Sharing Our Box of Treasures–Northwest Coast Art**

Sealaska Heritage Institute is a private nonprofit founded in 1980 to perpetuate and enhance Tlingit, Haida and Tsimshian cultures of Southeast Alaska. Its goal is to promote cultural diversity and cross-cultural understanding through public services and events. Sealaska also conducts social, scientific and public policy research and advocacy that promote Alaska Native arts, cultures, history and education statewide. The institute is governed by a Board of Trustees and guided by a Council of Traditional Scholars, a Native Artist Committee and a Southeast Regional Language Committee.

SHI is requesting proposals from a qualified consultant or consultants interested in evaluating the Sharing Our Box of Treasures - Northwest Coast Art Program.

Program Overview

Sharing Our Box of Treasures - Northwest Coast Art is a three-year project through September 2020, funded by the U.S. Department of Education, Alaska Native Education Program. This project designed and implemented by Sealaska Heritage Institute (SHI), University of Alaska Southeast (UAS), Juneau School District, Hoonah School District and Klawock School District and will address preservation of NWC art and culture through empowering education.

Project Goals and Evaluation Plan

| Goals  | Objectives  |
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| Goal 1: UAS and SHI further develop an innovative 2 year degree program and ancillary courses concentrated on NWC Arts | Objective 1.1: UAS faculty expand NWC Arts Course and options; identify needs for qualified instructors, resources for course delivery<br><br>Objective 1.2: SHI Recruits 10 Southeast Alaska Native Artists and culture specialists, to present, instruct and act as mentors and visiting artists<br><br>Outcome: UAS Offers AA degree in NWC arts. SHI collaborates in design and delivery of high quality, articulated courses, maintains roster of Native artists, presenters |

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| <p>Goal 2: Expand Juneau Fine Arts Career Pathway to include focus on NWC Arts; field test courses w/ 30 students, in 4 high schools</p>  | <p>Objective 2.1 High School Project teams review Juneau Visual Art credit courses and summer Jineit Arts Academy content to draft/adapt content for NWC Arts courses and NWC Arts Career Pathway; identify needs for teachers, presenters, artists, resources</p> <p>Objective 2.2: High School Project teams meet annual with UAS Faculty to align academic expectations, course content, potential dual credit options</p> <p>Objective 2.3: Share information, resources, regarding Jineit Arts Academy, Career Pathway with other southeast districts</p> <p>Outcome: Summer Academies, high school NWC Arts Courses in place in 4 high schools in 3 districts; 30 AN students enrolled in courses; NWC Arts are integrated in high school math classes</p>  |
| <p>Goal 3: Increase current retention rates, academic performance in math of 30 AN students through NWC Arts Integrated in high school math courses, engagement with high quality NWC artists and programming before, during and after school</p> | <p>Objective 3.1: 15 High school math and arts teachers attend Math and Visual Arts Institute, learn arts integration strategies and provide enriched math/arts instruction</p> <p>Objective 3.2: Identify and enroll 30 Alaska Native students in integrated math/arts courses, Jineit Academy</p> <p>Objective 3.3: Evaluate high school programming in 3 communities using varied approaches; track retention rates of students in multiple offerings; report on impacts; analyze academic gains in math; publicize throughout communities, region</p> <p>Outcome: 30 Alaska Native students gain cultural knowledge, artistic skills, motivation, pride, confidence through interactions with artists/ cultural specialists and in turn retention rates and academic achievement in math increases for those students</p> |
| <p>Goal 4: Document development and implementation of NWC Arts and Cultures Programs at UAS/SHI and produce sustainability plan for the next phase of expansion</p>   | <p>Objective 4.1: Determine varied tools to document development and implementation of Project Activities; share with partners, University, High schools, Alaska Tribal organizations</p> <p>Objective 4.2: Produce addition to ten-year sustainability plan for Project and SHI/UAS Partnership</p> <p>Outcome: Partners Produce multi-dimensional documentation of project activities, indicators of institutional transformation, plans for next phase of long range branding of Southeast as global NWC Arts Center</p>   |



## Evaluation Plan

### (i) Methods to examine Effectiveness of Implementation Strategies

The design and methodology of the NORTHWEST COAST ARTS: Sharing Our Box of Treasures Project evaluation ensures that a variety of measures, aligned to project Goals, Objectives and Outcomes yield significant results, evidence, and lessons learned to pass on to stakeholders. The evaluation design will utilize a triangulated approach to access both qualitative and quantitative data sources to formatively assess the effectiveness of activities as they contribute to or deter from the realization of each Goal; and summatively to assess the qualitative and quantitative extent to which each Goal has been met. The formative evaluation will examine the Project's ongoing implementation and administration. It serves a management monitoring function and a program development "shaping" function by giving the Core Team regular, consistent feedback. The Evaluator will speak with the client bi-weekly, quarterly with the Core Team. In order to identify emerging problems and suggestions for sustainability the Evaluator will collect:

- (1) Quantitative baseline and annual, comparable data in Years Two-Three on high school student math performance and college student course grades in AA degree courses;
- (2) Qualitative data including UAS faculty, artist, high school teachers, Jineit Academy staff and administrator interviews, and participatory focus group discussions;
- (3) Survey and informal feedback from community members attending workshops;
- (4) Observations of courses, workshops, institutes; and
- (5) Online surveys.

The Evaluator will recommend adjustments to Objectives and Activities as appropriate. The summative evaluation in Year Three will present culminating analysis of the extensive measures of progress and indicators of impact at high school, college and community levels. This analysis will present the background for the Ten Year Sustainability Plan to be finalized and disseminated in Year Three. Evaluation methods align with Project Outcomes in a way that is as unobtrusive as possible, and make use of a variety of tools appropriate to each Objective. The Evaluator will work with the Co-Managers and Core Team to develop, review and administer evaluation tools and complete all reports in a timely fashion.

### (ii) Methods are appropriate to project's context

Evaluation processes, tools and reporting will help shape or modify various Activities, and examine the extent to which the Goals are met. Given that the Project's context includes the academic environment of UAS, the focused environment of public high schools and the Native community context of SHI, evaluation tools and processes will reflect these contexts, as



appropriate. UAS already has a culture of research and evaluation within which a certain set of tools and forms are familiar. High school teachers and students use routine forms of evaluation and feedback. SHI must employ another set of tools, including carefully constructed individual interviews, small focus groups, and photo documentation of work and performance, appropriate to the lives and background of indigenous people of the region.

Government Performance Results Act (GPRA) Measures:

#### Project Timeline

The grant is a three-year award. The selected evaluator is expected to commit the Project evaluation for three years, but the contract will be reviewed and renewed at the end of each year. This consultancy should begin as soon as possible and be completed no later than September 30, 2018.

#### Required Qualifications

- Experience as program evaluator and author of evaluation reports
- Demonstrated knowledge and use of appropriate evaluation tools, best practices for evaluation implementation and analysis and reporting of collected data.
- Knowledge of Alaska Native culture and education

#### Preferred Qualifications

- Background in secondary education and/or post-secondary education
- Understanding of UAS, SHI, and JSD programs

#### To Submit Proposal

- Proposal outlining how the above tasks would be performed and qualifications
- Estimate of fees to perform services
- Resume of all consultants who would be involved in the project
- Contact information for 3 organizations you've evaluated projects for

Email to [Mary.richey@sealaska.com](mailto:Mary.richey@sealaska.com) by March 1<sup>st</sup>, 2018

