



Request for Proposal

Sealaska Heritage Institute

Saving Language, Sustaining Community (SLSC)

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 Saving Language, Sustaining Community (SLSC) program.

Program Overview

Saving Language, Sustaining Community (SLSC) is a three-year project through September 2021, funded by the U.S. Department of Education, Alaska Native Education Program. This project designed and implemented by Sealaska Heritage Institute (SHI), and the Juneau School District, and will address Tlingit Language instruction and staff development in the TCLL program at Harborview Elementary.

Project Goals and Evaluation Plan

Goals	Objectives
GOAL 1: Build a thorough and holistic language immersive program within the Tlingit Culture, Language and Literacy Program	<p><u>Objective 1:</u> Revise and expand the 2008 Tlingit Scope and Sequence Draft to guide instruction in grades K - 5 and 27 standards-based integrated units; produce language support resources</p> <p><u>Objective 2:</u> Recruit, select and train Elders and certified teachers fluent in Tlingit to co-teach in Tlingit in partnership with TCLL teachers</p>

	<p><u>Objective 3:</u> Provide daily Tlingit instruction, sequentially and formally, and informally throughout classroom routines; chart and report on student acquisition of language</p> <p>Outcome: Using a revised Scope and Sequence with a rich array of integrated cultural units</p> <p>and specialized digital learning tools, 72 students learn Tlingit on a daily basis from Tlingit teachers paired with classroom teachers and Elders.</p>
<p>GOAL 2: Increase teacher fluency in Tlingit language</p>	<p><u>Objective 1:</u> Identify quarterly goals for language acquisition by classroom teachers</p> <p><u>Objective 2:</u> Provide professional development in language learning strategies, cultural responsive teaching, current research, regional initiatives, effective programs in Alaska</p> <p><b>OUTCOME:</b> 8 JSD teachers demonstrate new skills, knowledge of effective immersion instructional strategies; 3 classroom teachers increase use of Tlingit on daily basis.</p>
<p>GOAL 3: Develop TCLL into an autonomous Optional Program in the JSD and Lab School for future teachers</p>	<p><u>Objective 1:</u> Define outcomes and opportunities for emerging teachers to experience the Alaska Standards for Culturally Responsive Schools within TCLL setting</p> <p><u>Objective 2:</u> Collaborate with UAS School of Education faculty to structure observations,</p>



	<p>residencies and shared teaching sessions between TCLL teachers and emerging teachers, particularly those in PITAAS and AN Studies programs</p> <p><u>Objective 3:</u> Develop and present articulated plan for TCLL to become JSD optional program with autonomy in curriculum and instructional time</p> <p><b>OUTCOME:</b> TCLL is approved as an autonomous optional program and functions as a Lab School for pre-service teachers with special focus on culturally responsive and heritage language learning.</p>
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Evaluation Plan

**EVALUATION: *Sustaining Language, Strengthening Community***

The Project evaluation is designed so that a variety of measures, aligned to Project Goals and Objectives, will yield significant evidence. The Evaluator will address questions that include, but are not limited to: Was Tlingit language taught formally and informally to 72 children in the TCLL program? To what degree did 8 classroom teachers increase their Tlingit fluency and confidence to use it? How did the inclusion of culturally rich, place based curriculum impact student achievement? Was the TCLL program approved as an autonomous, optional program by the JSD Board of Education? The Evaluator will ensure that all federal reports are submitted by their deadlines and that emerging data/information reports are shared.

The Evaluation Plan will allow the Evaluator and Project staff to confidently determine the degree to which the Objectives identified have been met and that Goals will be achieved by the end of the grant cycle. The Evaluation Plan will explicitly track Objectives, using both quantitative and qualitative measures, regular analysis and reporting. As the Management Plan and Evaluation Outline illustrate, performance indicators were crafted to yield quantitative data on student and teacher language acquisition that will complement



qualitative feedback on training, field test results, and anecdotal narratives from students and the Project Team.

### **Methods to examine Effectiveness of Implementation Strategies**

The evaluation design utilizes 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 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, thus serving as management monitoring function and a program development “shaping” function. The Evaluator will meet bi-weekly with the Director and Coordinator and bi-annually with the whole Project Team. To identify emerging problems and suggestions for sustainability, the Evaluator will collect (1) Quantitative baseline and annual, comparable data in Years Two-Three on Harborview TCLL student and teacher Tlingit language acquisition; (2) Qualitative data from teaching team, Elder, and administrator interviews, and participatory focus group discussions; (3) Informal feedback from students and parents; (4) Observational notes on classrooms and presentations; and (5) Online surveys.

The Evaluator will work with the Director and Coordinator to provide quarterly updates for SHI's social media and e-newsletters and JSD's website. Other “milestone moments” will be announced through SHI's outlets and be publicized to regional media. SHI's ongoing PR efforts have resulted in [extensive coverage](#). SHI will share new language materials [online](#) for use by others involved in global language efforts to develop models that revitalize indigenous heritage languages.

The Evaluator will recommend adjustments to Objectives and Activities. The summative evaluation in Year Three will present culminating analysis of the measures of progress and indicators of impact on the local school and district, and a summary analysis of the process of pursuing autonomous optional program status approval from the JSD Board of Education.

### **Methods are appropriate to project's context**



Evaluation methods and data collection align with Project Outcomes in a way that is as unobtrusive and efficient as possible, given the limited time available out of classroom instruction for the teachers. The Evaluator will work with the Director, Coordinator, Linguistic Specialist, teachers and district administrators to develop, review and administer evaluation tools and complete all reports in a timely fashion.

#### 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, 2021.

#### 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 JSD and SHI 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 [lee.kadinger@sealaska.com](mailto:lee.kadinger@sealaska.com) by May 17, 2019

