



Request for Proposal

Opening the Box of Indigenous Science: STEAM Pathways

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 Opening the Box of Indigenous Science: STEAM Pathways.

Evaluations will need to be designed based on valid and reliable measurement tools as well as collecting and analyzing qualitative and quantitative data.

Program Overview

The Opening the Box of Indigenous Science, offers a comprehensive approach to integrating Indigenous Science and cultural values into STEAM education, ultimately empowering Alaska Native students to excel in these fields.

Program Goals

The Opening the Box of Indigenous Science: STEAM Pathways project, aims to achieve three goals.

Goals	Objective
1. Increase educator capacity for teaching and creating high-quality Indigenous Science (IS)-based STEAM curriculum.	1.1 Expand a regional IS-STEAM community of practice (CoP) comprised of STEAM educators and cultural specialists; 1.2 Create hybrid high school IS STEAM curriculum, an undergraduate IS course, and an Occupational Endorsement (OE) in Indigenous Science;

<p>2. Create opportunities for Alaska Native (AN) students to explore STEAM education and careers that center cultural identity and values.</p>	<p>2.1 Develop dual credit opportunities for high school students through participation in Virtual Indigenous Science (VIS) courses;</p> <p>2.2 Undergraduate student participation in the IS course in the Environmental Science Program at the University of Alaska, Southeast;</p> <p>2.3 AN students increase expectancy in IS and STEAM careers through participation in local AISES chapters and a summer STEAM Academy;</p>
<p>3. Provides AN students with pathways to STEAM careers through interactions with STEAM professionals.</p>	<p>3.1 AN students have opportunities to participate in summer internships and job shadowing experiences and/or semester-long mentorships;</p> <p>3.2 Local STEAM professionals will participate in training and opportunities to foster interest in STEAM career pathway.</p>

Outcomes

1.1.b) By Y3, 90% of cultural specialists participating in the CoP feel that 30% of educational content developed is culturally sustaining to in satisfactory or very satisfactory degree from a baseline of 0%.

1.2.a) By end of Y3, collaborators for the OE expect that the program will support Alaska Native expectancy in post-secondary STEM education.

2.1.a) During Y2&3, 30% of AN students who complete a hybrid IS STEAM course feel that their culture connects them to STEM more than before they started the class from a baseline of 0%

2.2.a) Participants in the UAS-IS course will increase their knowledge of synergies between Indigenous and STEM by 20% by the end of the class for each term offered (from a baseline of 0%)



2.3.a) Each year, 60% of AN student participants in AISES activities will feel that their participation maintained or increased knowledge of connections between IS and STEAM (from an annual baseline of 0%).
2.3.b) Each year, AN high school student participation in summer HS STEAM Academies will increase feeling of belonging in STEM by 20% from a baseline of 0% at the beginning of camp.
3.1.a) Each year, 50% of participants will feel just as or more connected to resources to support their career aspirations because of the internship and/or mentorship program (from an annual baseline of 0%).
3.2.a) Every year, 40% of mentors and intern hosts will feel that cultural training and resources helped them support mentees and interns in a more culturally meaningful way than before their training (from a baseline of 0%).

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, 2027.

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 Indigenous evaluation methodologies
- Knowledge of Alaska Native culture and education

Preferred Qualifications

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



- Understanding of STEM programs

To Submit Proposal

- Proposal (2 page limit) 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

Please complete this form to submit a proposal [Contractor Interest Form](#)

RFP will be extended to September 15, 2024

Questions can be addressed to Kristy Ford, Education Director – Kristy.ford@sealaska.com

