



Request for Proposal

Evaluation Services

Culturally Responsive Career and Technical Education for Southeast Alaska Students

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, an Education Committee, a Native Artist Committee and a Southeast Regional Language Committee.

SHI is requesting proposals from a qualified consultant or consultants interested in evaluating the Pathways and Partnerships to Support Culturally Responsive Career and Technical Education for Southeast Alaska Students

Evaluations will need to be designed based on valid and reliable measurements tools as well as collecting and analyzing qualitative and quantitative data. Evaluator are expected to participate as members of the leadership team and attend relevant program meetings and events.

Overview

The project is a carefully designed and well-supported plan that will create a framework for sustainable CTE in the region, address the need for high-quality and comprehensive CTE programming and guidance, and provide students with cultural identity tools to gain resilience and confidence about their future.

Outcome-Related Research Question	Performance Measure	Data Type and Source (and frequency)	Data Analysis
<i>(Objective 1) To what extent did the Southeast Alaska CTE Program develop diverse and culturally relevant learning opportunities for students and professional development for educators defined by career pathways and clusters, in both virtual and hybrid instructional formats to support equitable access?</i>	Outputs: -CTE Program operating documents -Attendance from CoP meetings -Attendees at school programs by type -Counts of Intensive attendees -Counts of CTE courses -Internships/job shadow placement counts	Output data will be collected in paper or electronic format as it becomes available, collected by project staff and provided to the project evaluator for tabulation.	Output data will be included in quarterly evaluation reports, tabulated as counts and narrative description.
	1.a) 100% of the courses developed and offered through the SE Alaska CTE program will incorporate identified best practices for high-quality CTE programs using ACTE standards for high-quality CTE programs framework, to be measured annually as new courses are completed.	CTE staff and instructors, and members will complete the online framework tool in May each year.	Items are scored 0 (not at all achieved) to 3 (substantially achieved). Each scale receives a subscore. Aggregate scale scores and aggregate responses to items will be provided to the project management team by the evaluator in August each year.
	1.b) Measured annually, the aggregate mean score for the number of times students reported they reached out to project staff and instructors for advice about post-high school plans will be higher following participation in project-related activities and programming (Intensives, PLP, and/or TG-NYO), measured using NIES pre-post survey items and analyzed using paired-sample t-test statistics.	The NIES pre-survey will be administered at the first student contact to all participants; the post-survey will be administered at the final student contact. Student names will be used by the evaluator to match pre and post responses.	Results of the paired sample t-tests will be reported for each group, provided N > 5. Results will be reported annually in August aggregated by programming type.
	1.c) By the end of year 3, the unduplicated percent of Southeast Alaska students from participant school districts who participated in at least one CTE course offering in grade 9-12 will increase to 56% from a baseline of 36% in 2022-23. Annual targets: Y. 1, 45%; Y. 2, 50%; Y. 3, 56%.	Data will be counted from unduplicated Perkins reports provided by Alaska DEED. Each student will be counted once; total will cumulate over three years. Cumulative spreadsheet will be maintained by evaluator.	Data will be requested in June each year from DEED. Numerator will be unduplicated count of students who took a CTE course; denominator will be the count of students enrolled in grades 9-12 in participating schools.



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<p><i>(Objective 2) To what extent did Alaska Native students in Southeast Alaska develop a college & career pathway plan prior to high school graduation?</i></p>	<p>Outputs:</p> <ul style="list-style-type: none"> -(a) Count of students making progress on PLPs -(b) Count of educators who receive PLP training each year (c) Counts of students engaged in dialogue with an Elder/Cultural Specialist (d) Count of students in attendance at the College and Career Summit 	<ul style="list-style-type: none"> -(a) Canvas telemetry showing student activity for >5 min at least 1X in each semester (numerator) over the count of students registered in Canvas PLP (denominator) (b) Educator training counts from attendance sheets (c) Evidence of student dialogue with an Elder/Cultural Specialist will come from qualitative review of the “My Community Needs” section of the PLP 	<p>(a) Calculated by the evaluator from Canvas telemetry in August annually (to include any summer entries)</p> <p>(b) and (d) Attendance will be collected by project staff and provided to the evaluator who will tabulate and report annually in August.</p> <p>(c) The Career Guide will review student entries in the PLP and provide a total count of students meeting the measure to the evaluator; reported by the evaluator in August annually.</p>
	<p>2.a.) 80% of students who complete SHI's PLP during high school will report increased post-high school readiness measured using a 25-item survey adapted from NIES and analyzed using paired-sample t-test statistics.</p>	<p>The NIES survey items will be embedded in the Canvas PLP. Students will complete the pre-survey when they set up their account. The post survey will be embedded at the end of the PLP. The N for the measure will be students with both a pre and post NIES survey.</p>	<p>The evaluator will use paired sample t-test statistics to determine change in scale scores and overall survey scores, statistical significance, and relative importance (eta). Data will be reported in August annually, aggregate and cumulative from year to year.</p>
	<p>2.b.) Measured annually, the aggregate mean score for the number of times students reported they reached out to Elders/Cultural Specialists for advice about post-high school plans will be higher following participation in project-related PLP activities and programming measured using NIES pre-post survey items embedded in the PLP and analyzed using paired-sample t-test statistics.</p>	<p>This is an individual item on the NIES; response choices reflect four blocks of time from “never” to “4 or more times”. Responses are tabulated by percent of each response choice, and also reported as an aggregate mean on a scale of 0-3. Paired sample t-test analysis will be done in May.</p>	<p>This analysis will be completed at the same time as 2.b, and reported similarly in August each year.</p>
<p><i>(Objective 3) To what extent did Alaska Native students in Southeast Alaska develop competence</i></p>	<p>Outputs:</p> <ul style="list-style-type: none"> -Count of schools with a TG-NYO coach and team -Count of student participants, by site -Count of site visits, by date and location -Attendance from training sessions 	<p>Attendance and participation data will be collected by project staff and coaches.</p>	<p>Evaluator will summarize the output data and include in the annual report in August.</p>



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<i>with cultural identity tools and gain resilience and confidence?</i>	-Count of participants at Juneau Traditional Games event		
	3.a) 80% of students who participate in annual TG-NYO activities will report that the scales measuring Engagement at School and Effort at School from the NIES survey are "somewhat" or a "lot like me".	There are 8 items (4 in each scale) scored on a 3-point Likert scale. Responses will be collected at the final contact with participants via electronic survey.	Results will be reported by percent of each response choice. The "Somewhat" and "A Lot" choices will be counted together as the numerator for this measure. The denominator will be all respondents. This analysis will be included in an annual report in August.
	3.b.) For each group of students who participate in TG-NYO activities annually, there will be statistically significant growth in Cultural Knowledge and Connection, as measured by the Culture scale on the NIES survey.	There are 3 items in this scale measured on a 4-point Likert scale (1 = Nothing like me and 4 = A lot like me). Data collection and analysis will be done in the same manner as 3.a and at the same time.	Analysis and reporting will be done at the same time and in the same manner as 3.a.

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 July 1, 2028.

Required Qualifications

- Experience as program evaluator and author of evaluation reports necessary for federal reporting as well as internal evaluation for program effectiveness and impacts.
- 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 CTE programs

To Submit Proposal



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- 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 send proposals to Jamie Shanley, Interim Education Director – Jamie.Shanley@sealaskaheritage.com by Sept. 19, 2025.