



## **Request for Proposal**

### **Evaluation**

#### **Baby Raven Reads (BRR): A Culturally Sustaining Early Literacy Program**

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 Baby Raven Reads (BRR): A Culturally Sustaining Early Literacy Program.

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**

BRR is designed under the theory of change that empowering AN families to draw on their cultural strengths will assist their young children to develop strong *communication, language and literacy (CLL)*, *emergent literacy (EL)*, and *socio-emotional (SEL)* skills which will improve kindergarten-readiness and overall academic success for our AN youth. All BRR programming supports AN families and early educators to assist their children in developing strong skills supporting literacy prior to entering kindergarten by providing three sets of services: (1) Family Support for Early Literacy (2) Professional Development for the Early Childhood Workforce & Parents and a (3) Culturally responsive, place-based, and research-informed curricula.



| Performance Measures Aligned to Methods of Evaluation  |   |  |  |
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| Outcome-Related Research Question  | Performance Measure   | Data Type , source & frequency   | Data Analysis  |
| <b>Overarching Goal:</b><br><br><b>To what extent does BRR programming improve kindergarten readiness in Alaska Native children in 17 SE-AK communities?</b>         | <b>1.1</b> By month 36, 60% of parents report gains on the P/C A in all 9 measures of kinder-ready targets, grouped as: (1) social & emotional development; (2) communication; and (3) language & literacy from a baseline established in year 1.<br><br>1.1 Outputs<br>9 Family Literacy Events held in all 17 communities | Parent/Child Assessment tool (P/C A) given upon enrollment to all parents/families establish baseline, and again annually, all three years.<br><br>Alaska Developmental Profile (ADP) – A standardized look at the social & emotional, communication, and language & literacy gains or losses across the districts within the 17 communities we serve, collected the school year post-the implementation of program concludes. | A qualitative analysis between the first and final – looking at the gains in all 9 measures of kinder-readiness targets – reported aggregate for all parents who complete the P/C A<br><br>ADP is a state assessment tool provided to all Kindergartens upon entry into the school district. Although it often cannot be disaggregated by ethnicity, it will may provide a method to collect gains across the districts and communities we will serve. Attempts to gain disaggregated data points for those communities will be made to really see the impacts of our program on kindergarten readiness. |
| <b>Objective 1:</b><br><b>To what extent does BRR programming impact the amount of time spent and positive attitudes toward reading in the homes of AN children?</b> | <b>1.2</b> By month 36, 70% of parents report increases in time spent in shared book reading (SBR) from a baseline established in year 1.   | P/C A given upon enrollment to all parents/families to establish baseline, and again annually, all three years   | A qualitative analysis between the first and final – looking at the gains of time reported in SBR– reported aggregate for all parents who complete the P/C A   |



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|  | 1.2 Output<br>9450 Raven<br>Reads Literacy<br>kits mailed  |   |  |
| <b>Objective 2:</b><br><br><b>To what extent<br/>does intensive<br/>professional<br/>development<br/>(whether cultural<br/>proficiency<br/>training and/or<br/>attachment<br/>parenting<br/>support training)<br/>impact parents’<br/>and early<br/>educators’<br/>confidence in<br/>building<br/>attachment and<br/>culturally-<br/>sustaining early<br/>literacy skills?</b> | <b>2.1</b> After<br>completing an 8-<br>hour COSP<br>series of classes,<br>parents report an<br>increase of 20%<br>in their own<br>abilities for<br>managing<br>stressful<br>parenting<br>situations with<br>children from a<br>baseline<br>established upon<br>enrollment in the<br>course.<br><br>2.1 Output<br>9 Circle of<br>Security<br>Trainings offered | COSP Post-Test (COSPT)<br>given upon enrollment to all<br>parents/families in the COSP<br>course, and again upon<br>completion of the course<br>series. <i>COSPPT provided as<br/>reliable qualitative tool<br/>developed by the published<br/>training program.</i><br><br>Interviews with participants. | Gains of parents’ abilities in<br>managing stressful parenting<br>situations with children<br>reported for all parents who<br>enroll and complete the<br>COSP course<br><br>Analysis by MRG of<br>interview results to qualify |
|  | <b>2.2</b> Following 33<br>months of<br>relationship-based<br>coaching, early<br>educators increase<br>their confidence in<br>culturally<br>sustaining<br>practices by 20%<br>from a baseline<br>established within<br>first month of<br>coaching sessions.  | Measured with our Teacher<br>Survey of Cultural Confidence<br>(TSCC) given upon enrollment<br>in coaching sessions, and again<br>in the final month of coaching<br>at end of the grant.<br><br>Interviews with Teachers<br>Quantitative Data Collected:   | A look at the qualitative<br>gains in early educators’<br>confidence for delivering<br>culturally sustaining<br>practices measured, analyzed<br>and reported   |



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|   | 2.2 Output<br>215 attendees<br>attend Early<br>Childhood<br>Conference  |  |  |
|   | <b>2.3</b> Following<br>the completion<br>of the 25-hour<br>“Intro to Tlingit,<br>Haida &<br>Tsimshian<br>Cultures” course,<br>early childhood<br>educators<br>increase their<br>confidence in<br>culturally<br>sustaining<br>practices by 40%<br>from a baseline<br>established upon<br>enrollment in<br>course. | TSCC given upon enrollment<br>in the course, and again upon<br>completion of the course.   |  |
|   | 2.3 Output<br>AEYC Coach<br>provides 3 visits<br>per year to 7<br>Juneau based<br>early educators   |  |  |
| <b>Objective 3:</b><br><br><b>To what extent<br/>do early<br/>educators and<br/>parents’ use of<br/>BRR’s early<br/>education</b> | <b>3.1</b> By month 36,<br>68% of early<br>educators report<br>full use of the<br>published units<br>in their<br>classrooms from<br>a baseline of   | Teacher Curriculum-Use<br>Evaluation (TCE) given after a<br>teacher completes a single (or<br>multiple units) of the BRR<br>Early Learning Curriculum in<br>their early learning program.<br><br>Interview with teachers | Qualitative Data: Number<br>and analysis of educators<br>who incorporate the<br>published units into their<br>classrooms.<br><br>Analyzing and compiling the<br>results of the interviews with<br>teachers will guide a<br>qualitative look at the |



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| <b>curriculum positively impact children's kinder-readiness?</b> | zero.<br><br><b>3.1</b> Output<br>Six, 4-week long units published and distributed   |  | impacts of the new curriculum in classrooms.   |
|  | <b>3.2</b> By month 36, educators report an increase of 20% in their confidence in culturally sustaining instructional methods from a baseline established prior to use of curriculum.<br><br><b>3.2</b> Output<br>18 lessons plan delivered at Family Literacy Events | TCE given before implementing a single or multiple units of the BRR Early Learning Curriculum in their early learning program.               | A qualitative analysis between the pre and post – looking at the gains educators report of confidence in multiple culturally sustaining instructional methods, a mean increase will be analyzed and reported |
|  | <b>3.3</b> Following their children's 5 days of <i>Gumboot Camp</i> , parents' estimates of their children's kinder-readiness increases by 40% from a baseline established prior to camp.<br><br><b>3.3</b> Outputs<br>450 children                                    | P/C A given upon enrollment to all parents/families to establish baseline, and after camp concludes annually.<br><br>Interviews with parents | Gains in 9 measures of kinder-readiness targets – measured, analyzed and reported at the conclusion of Gumboot Camp  |



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|  | attend pre-kinder<br>Gumboot camp |  |  |
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## 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 early childhood education
- Understanding of early literacy programs
- Understanding of SHI programs
- Understanding of Culturally Relevant 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 send proposals to Jamie Shanley, Interim Education Director – [Jamie.Shanley@sealaskaheritage.com](mailto:Jamie.Shanley@sealaskaheritage.com) by Sept. 19, 2025.**



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