



## **Request for Proposal**

### **Evaluation**

#### **Technical Vocational Education Program (TVEP)**

Sealaska Heritage Institute (SHI) is a private nonprofit founded in 1980 with a mission to advance Tlingit, Haida, and Tsimshian cultures of Southeast Alaska. Sealaska Heritage also conducts scientific and public policy research that promotes Alaska Native arts, cultures, history, and education statewide. The institute is governed by a 13-member Board of Trustees and guided by a Council of Traditional Scholars, an Education Committee, a Native Artist Committee, and a Southeast Regional Language Committee.

We offer numerous programs promoting Southeast Alaskan Native culture, including language and art – we also maintain a substantial archive of Southeast Alaskan Native ethnographic material. We partner with local schools to promote academics and cultural education. Biennially, we produce Celebration, Alaska's second-largest Native gathering. We own and operate the Sealaska Heritage Store and curate an ongoing cultural exhibit on the first floor of our headquarters in Juneau's landmark Walter Soboleff Building

SHI is requesting proposals from a qualified consultant interested in serving as evaluator for its FY2026 Technical Vocational Education Program (TVEP) grant.

#### **TVEP Overview**

The Alaska Technical Vocational Education Program (TVEP) was created to strengthen Alaska's workforce by funding training programs that address regional industry needs. TVEP grantees participate in a statewide vocational training system coordinated with the Alaska Workforce Investment Board, which sets priorities and standards for meeting Alaska's workforce development goals.

#### **Evaluator Responsibilities and Scope of Work**

Evaluation processes and reporting methods employed by the evaluator SHI selects must be systematic, data-driven, and aligned with the objectives and performance measures outlined in SHI's FY26 TVEP grant (project period 07/01/2025-06/30/2026).

The evaluators selected by SHI will be expected to design and implement methods that accurately measure progress toward each stated goal or objective using both quantitative and qualitative data for roughly 150 program participants. This includes collecting and analyzing data such as participant enrollment, course completion, university or dual credits earned, portfolio rubric scores, survey responses, on-the-job learning documentation, and competency





attainment with data taken when participants join the program, and six-twelve months after the program ends to track progress.

SHI seeks evaluator support to co design and implement TVEP aligned data systems, including strategies for collecting and verifying participant pre and post income data, developing effective tools and procedures for gathering required performance measures, and strengthening SHI's mixed methods approach to tracking outputs, outcomes, and long-term participant impacts.

Evaluators will assess program effectiveness by determining if performance targets are met, identifying areas for improvement, and providing (oral/written) actionable recommendations to strengthen SHI's Northwest Coast Art and Indigenizing Education for Alaska Apprenticeship programs.

Evaluators will also be responsible for submitting (1) mid-year/formative and (2) final/summative evaluation reports that synthesize findings, highlight measurable impacts, and ensure compliance with TVEP reporting requirements.

#### Project Timeline

The grant is a one-year award. The selected evaluator is expected to commit the Project evaluation between the contract start date and June 30, 2026. This consultancy should begin as soon as possible and be completed no later than June 30, 2026.

#### Required Qualifications

- Experience as program evaluator and author of evaluation reports necessary for state 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 Alaska Native culture and education
- Experience designing collaborative evaluation frameworks and co developing data collection protocols.

#### Preferred Qualifications

- 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 Katelynn Drake, TVEP Grant Manager – [katelynn.drake@sealaska.com](mailto:katelynn.drake@sealaska.com) by Dec. 19, 2025.**



**The following program overview is provided to assist those interested in submitting a proposal to more fully understand and respond to this project evaluation opportunity.**

### **SHI TVEP Programming Overview**

The FY26 Technical and Vocational Education Program (TVEP) grant invests in Sealaska Heritage Institute's long-term and immediate workforce development initiatives that strengthen Alaska's cultural and educational sectors. The funding advances two SHI programs, the Northwest Coast (NWC) Art Program and the Indigenizing Education for Alaska (IEA) Teacher Apprenticeship Program.

### **SHI TVEP: Northwest Coast Arts Program**

SHI will use FY2026 TVEP grant funds to provide specific specialized training in the Alaska Native Northwest Coast (NWC) art forms of Formline Design, Carving, Weaving, and Metals, as well as professional development in business practices for artists. Participants gain foundational, specialized, and marketable skills while earning University of Alaska Southeast (UAS) college credit or dual credit through articulation agreements with local school districts. The structured curriculum, co designed with SHI's Native Artist Committee and Master Artists, offers certificates at beginner and intermediate levels, preparing participants for advancement in cultural arts and participation in Alaska's cultural tourism economy.

SHI TVEP Goal 1 is to increase the number and type of NWC art courses by teaching 28 TVEP sponsored courses totaling 63 UAS credit hours.

#### **Goal 1 Objectives:**

- 1.1 Expand participants' NWC art skills by teaching 9 Formline courses, including print mediums.
- 1.2 Build Carvers' skills by teaching 5 carving track courses.
- 1.3 Enhance Weavers' skills by teaching 5 weaving track courses.
- 1.4 Hone Metal Artists' skills by providing 6 metal track courses.
- 1.5 Support participants' success by teaching 3 Business Basics courses.

Evaluators will help SHI strengthen its strategy for measuring economic impact for artists, including increases in supplemental income or progression toward self-sustaining cultural arts careers.



## **SHI TVEP: Indigenizing Education for Alaska Teacher Apprenticeship Program**

SHI will use FY2026 TVEP grant funds to advance its Indigenizing Education for Alaska (IEA) Teacher Apprenticeship Program, a collaborative initiative developed with the University of Alaska Anchorage (UAA), the Alaska Department of Labor and Workforce Development (DOLWD), and the U.S. Department of Labor (DOL). This program uses a mentor apprentice model that provides Alaska Native educators with on-the-job learning (OJL) experiences aligned with UAA and DOL competencies.

Apprentices select one of three credential bearing tracks:

- Childhood Development Specialist (Early Childhood Education Certificate),
- Early Childhood Educator (Associate of Arts),
- PK–3rd Grade Teacher (Bachelor of Arts).

SHI TVEP Goal 2 is to indigenize education for Alaska by supporting apprentices in achieving their instructional competencies and professional credentials.

### **Goal 2 Objectives:**

- 2.1 Co design IEA required OJL opportunities with 5 IEA mentors.
- 2.2 Support mentors to provide and document 7–14 apprentices’ completion of co designed OJL.
- 2.3 Co monitor apprentices’ development of IEA track specific competencies.

Together, these initiatives strengthen pathways for Alaska Native artists and educators to advance their skills, earn credentials, and contribute to their communities’ cultural, educational, and economic vitality.

Evaluators will support SHI in implementing mixed methods evaluation approaches, including qualitative and quantitative analysis, to ensure accurate representation of program outcomes.

<b>TVEP Performance Measures Aligned to Methods of Evaluation</b>			
<b>RQ1 (NWC Art Program):</b> To what extent does participation in SHI’s Northwest Coast (NWC) Art Program increase artists’ technical proficiency, cultural entrepreneurship skills, and capacity to generate sustainable income through their art practice?			
<b>Objective</b>	<b>Project Activity</b>	<b>Data Type</b>	<b>Data Analysis</b>
<b>1.1 Expand participants’ NWC art skills by teaching 9 Formline courses,</b>	Deliver 9 Formline courses, including printmaking, at various levels;	# of Formline courses delivered  # of participants enrolled/completed	Compare enrollment and completion to target (9 courses).



<b>including print mediums.</b>	Conduct portfolio evaluations to assess student skill levels and certification.	UAS credits earned  Portfolio rubric scores  Pre/post skill survey results	Analyze rubric and survey data for increased skills and income opportunities.  Review UAS credit attainment and certificates earned to confirm progress.
<b>1.2 Build Carvers' skills by teaching 5 carving-track courses.</b>	Teach 5 NWC Carving courses at various levels;  Conduct portfolio evaluations to assess student skill levels and certification.	# of carving courses  # of participants  UAS credits earned  Portfolio rubric scores  Pre/post skill survey results	Compare participant enrollment and completion rates to target (5 courses).  Analyze rubric and survey data for increased skills and income opportunities.  Review UAS credit attainment and certificates earned to confirm progress.
<b>1.3 Enhance Weavers' skills by teaching 5 weaving-track courses.</b>	Deliver 5 Weaving courses at beginner/intermediate levels.	# of weaving courses  # of participants  UAS credits earned  Pre/post skill survey results	Compare participant enrollment and completion rates to target (5 courses).  Analyze survey data and student feedback for increased skills and income opportunities.  Review UAS credit attainment and certificates earned to confirm progress.
<b>1.4 Hone Metal Artists' skills by providing 6 metal-track courses.</b>	Teach 6 NWC Metal courses at various levels;  Conduct portfolio evaluations to assess student skill levels and certification.	# of metal courses  # of participants  UAS credits earned  Portfolio rubric scores  Pre/post skill survey results	Compare participant enrollment and completion rates to target (6 courses).  Analyze rubric and survey data for increased skills and income opportunities.



			Review UAS credit attainment and certificates earned to confirm progress.
<b>1.5 Support participants' success by teaching 3 Business Basics courses.</b>	Offer 3 Business Basics courses to help artists learn income generation and self-employment strategies.	# of Business Basics courses # of participants Pre/post survey on business knowledge Participant income change (Reported from previous year)	Compare pre/post survey results for increased business knowledge and income opportunities.  Review UAS credit attainment and certificates earned to confirm progress.  Analyze self-reported income earnings from participants 7–12 months after the previous year's program.
<b>QR2: How effectively does the IEA Teacher Apprenticeship Program support apprentices in developing the professional competencies and credentials necessary to enter and remain in Alaska's early childhood and K–3 education workforce?</b>			
<b>2.1 Co-design IEA-required OJL opportunities with the 5 IEA Mentors.</b>	Develop and align OJL content and schedules across the 3 IEA tracks (25–680 hrs fieldwork).	# of OJL plans co-designed # of mentors engaged OJL hours required per track OJL schedule completion rate	Review completed OJL designs vs. planned schedule.  Assess alignment with IEA competencies and mentor collaboration logs.  Identify delays or quality gaps in OJL design.
<b>2.2 Support the Mentors to provide and document 7–14 IEA Apprentices' completion of the co-designed OJL.</b>	Deliver and document OJL activities in collaboration with mentors for each IEA track.	# of apprentices OJL completion rate Documentation logs # of mentors providing OJL UAA-approved records	Analyze OJL documentation for completeness.  Calculate the percent of apprentices completing required OJL.  Review mentor feedback and apprentice progression reports.
<b>2.3 Co-monitor, with the 5</b>	Use UAA/DOL-approved rubrics to	Competency rubric scores	Aggregate rubric scores by track.



<b>Mentors, the Apprentices' development of IEA-track specific competencies.</b>	assess apprentices' competency development.	<p>Mentor evaluation reports</p> <p># of apprentices attaining competency benchmarks</p> <p>Fieldwork hours logged</p>	<p>Identify growth trends and competency attainment rates.</p> <p>Compare data across mentors and tracks to assess consistency and overall effectiveness.</p>
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