

REQUEST FOR PROPOSALS (RFP)

DEVELOP SB13 COQUILLE INDIAN TRIBE CULTURE CURRICULUM

COQUILLE INDIAN TRIBE

SEPTEMBER 24, 2018



Section I: Request for Proposals

Purpose

The Tribe invites qualified contractors to submit proposals based on the scope of work and conditions contained in this RFP. The purpose of this request for proposals (RFP) is to obtain a contractor(s) to develop culturally relevant, place based curriculum units for the 4th, 8th, and 10th grade about the Coquille Indian Tribe. Curriculum units must follow the attached lesson plan format, and be aligned with the academic content standards adopted under ORS 329.045. The units must be unique to Coquille Tribe experiences, including tribal history, sovereignty, culture, treaty rights, government, socioeconomic experiences, and current events.

About

The Coquille Indian Tribe is comprised of bands that historically spoke Athabaskan, Miluk, and later, Chinuk Wawa. Since time immemorial, they flourished among the forests, rivers, meadows, and beaches of a homeland encompassing well over 750,000 acres. In the mid 1850's the United States negotiated treaties with the Coquille people. The U. S. Senate never ratified these treaties. The Coquille tribal homeland was subsequently taken without their consent.

The Coquille were included in the now repudiated Western Oregon Indian Termination Act of 1954. On June 28, 1989, they were restored and tribal sovereignty was federally recognized. The Coquille Restoration Act authorized the Secretary of the Interior to take land in to trust for the Tribe. The Tribe's land base is now approximately 10,200 acres, of which 9,800 acres are proudly managed using sustainable forestry practices. The Tribe's service area includes Coos, Curry, Douglas, Jackson, and Lane Counties in Oregon. The Tribe provides government services in and pursues economic development projects in these counties. They are members of the Affiliated Tribes of Northwest Indians (ATNI) and the National Congress of American Indians (NCAI).

The Coquille Tribal Council consists of seven members, whom are elected by the General Council. The General Council consists of all enrolled members over the age of 18. Tribal Council members serve alternating three-year terms. Tribal Council meets twice a month, and as special meetings are called.

The Tribal government employs about 110 people both at the government headquarters in North Bend and at its Community Health Center in Coos Bay, Oregon. In addition to administering the Tribal government, the Tribe provides services to its members, including health and human services, education, member enrollment, natural and cultural resource management, Tribal court, public works and facilities maintenance, Tribal police, gaming commission, and management of a self-insured group health plan. Through its economic development corporations, the Coquille Economic Development Corporation (CEDCO) and the Mith-ih-kwuh Economic Development Corporation (MEDC), the Tribe operates several business enterprises, including the Mill Casino-Hotel. More information about the Coquille Indian Tribe is available at our website:

www.coquilletribe.org.

Essential Functions

In order to meet the purpose statements of this RFP, the following essential elements must be included or addressed in the scope of work:

- Coordinate the overall planning, designing, development, and evaluation of culture curriculum;
- Develop appropriate content and assessments meeting local, state, and national standards;
- Research new and innovative curriculum practices;
- Identifies and reviews produced content and resources, and ensures appropriate copyright needs are met;
- Ensures curriculum is culturally and historically accurate; and
- Organizes curriculum into cohesive, consistent and coherent lesson plans and units.

Contractor must include in their scope, the following contact points:

1. Minimum of two contacts per month with the Culture Director
2. Minimum of one contact per month with the tribal workgroup
3. Minimum of three tribal council workshops
4. Attendance at least one tribal council meeting
5. Attendance at two tribal outreach activities

Minimum Requirements

- Bachelor Degree required – preferred Master's Degree in Education with Oregon, or other state, Teacher Licensure;
- At least 4 years of curriculum design, development, and implementation; and
- Describe experience, if any, working with Native American nations;
- Ability to work in conjunction with Tribal operations, deadlines, and expectations;

Section II: Proposal Requirements

Proposals may be submitted in PDF format and email with the subject line: RFP – Senate Bill 13 Coquille Tribe Culture Curriculum. Proposals will be accepted until the award is decided. Proposals are due by October 26, 2018 at 5:00 p.m. All proposals must be submitted to arleagrenade@coquilletribe.org and bridgettwheeler@coquilletribe.org.

BIDDERS: Bidders may submit RFP's for the entire culture curriculum, or they may submit an RFP for either 4th, 8th, or 10th grade curriculum, individually. For bidders bidding on all 3 grades, please itemize the costs for each grade.

PROPOSALS: Proposals must include a scope of work and a bidders work schedule that ensures work will be completed on time.

FEES: Within the proposal, fees, plus reimbursable expenses should be clearly discernible, and any anticipated subcontract performance

REFERENCES: Provide the names, addresses and email addresses of at least three professional references the Tribe may contact regarding bidders performance on similar contract.

Section III: Submission Instructions

Due Date: Proposals must be received no later than 5:00 p.m. pacific time, October 26, 2018 at the submission address, below. (Issue with due date please contact us.)

Submission Address:

Coquille Indian Tribe
3050 Tremont Street
North Bend, OR 97459
ATTN: Arlea Grenade, Procurement Officer
arleagrenade@coquilletribe.org

****Any questions about the RFP please contact Bridgett Wheeler**
bridgettwheeler@coquilletribe.org 1-541-751-2004

Section IV: Evaluation Criteria

The proposals will be evaluated on the basis of the following four criteria:

- A. Responsiveness of the proposal in clearly stating an understanding of the work to be performed;
- B. Reasonableness of overall time estimates as well as the time estimates for each major section of the work to be performed
- C. Qualifications and experience of contractor
- D. Cost of Services

Section V: Period of Performance

Any contract let from this RFP shall be in effect upon the date of award and shall continue to be in effect until all deliverables are completed and final payment for services are paid. This contract will expire and all deliverables are due automatically no later than June 30, 2019, unless extended, in writing by both parties.

Section VI: Attachments

Attached are the following documents for reference:

- A. Copy of Senate Bill 13
- B. Coquille Tribe Culture Curriculum Draft Plan
- C. Draft Lesson Plan Template for all curriculum
- D. Copy of a draft Coquille Tribe Contract for Services

COQUILLE INDIAN TRIBE

Senate Bill 13 PROJECT PLAN

Project background and description:

The Coquille Indian Tribe will create units for 4th, 8th, and 10th, grades. Initially, beginning with units in the following topic areas: Tribal History, Sovereignty, Culture, Language, and Tribal Government. Below is a list of potential content areas per unit, which may change after further development of unit objectives.

Project scope:

	4 th Grade	8 th Grade	10 th Grade	Content Area	Estimated Timeline
Tribal History unit	X	X	X	Social Studies	TBD
Sovereignty unit		X	X	English Arts	TBD
Culture unit	X	X	X	Social Studies	TBD
Language unit	X	X	X	World Language	TBD
Tribal Government unit		X	X	Civics	TBD

- All unit's will be aligned to appropriate academic content standard

Project deliverables:

	Draft Project Plan	Final Project Plan	Progress Report 1	Progress Report 2	Completed Units	Electronic Submission of final units
Deliverables to ODE	11/1/18	1/15/2018	2/28/2019	5/20/2019	6/20/2019	8/15/2019

Enrolled Senate Bill 13

Printed pursuant to Senate Interim Rule 213.28 by order of the President of the Senate in conformance with pre-session filing rules, indicating neither advocacy nor opposition on the part of the President (at the request of Governor Kate Brown for Chief Education Office)

CHAPTER

AN ACT

Relating to Native American curriculum in schools; and declaring an emergency.

Be It Enacted by the People of the State of Oregon:

SECTION 1. Section 2 of this 2017 Act is added to and made a part of ORS chapter 329.

SECTION 2. (1) The Department of Education shall:

(a) Develop a curriculum relating to the Native American experience in Oregon and make the curriculum available to school districts; and

(b) Provide professional development to teachers and administrators relating to the curriculum.

(2) The curriculum required by this section must be:

(a) For students in kindergarten through grade 12;

(b) Related to the Native American experience in Oregon, including tribal history, sovereignty issues, culture, treaty rights, government, socioeconomic experiences and current events;

(c) Historically accurate, culturally relevant, community-based, contemporary and developmentally appropriate; and

(d) Aligned with the academic content standards adopted under ORS 329.045.

(3) School districts must implement the curriculum developed under subsection (1) of this section for students in kindergarten through grade 12.

(4) The department may contract for the development of the curriculum under this section or for the provision of professional development.

(5) The department shall ensure that the federally recognized Indian tribes in Oregon are given the opportunity to collaborate in the development of the curriculum and the provision of professional development, and may make moneys available to those tribes to support collaboration efforts.

SECTION 3. (1) The requirement of section 2 (3) of this 2017 Act, relating to the implementation of the curriculum developed under section 2 (1) of this 2017 Act, first applies to the 2019-2020 school year.

(2) The Department of Education shall report on the status of the implementation of section 2 of this 2017 Act to the Commission on Indian Services, the Government to Government Indian Education Cluster and the State Board of Education no later than:

(a) October 15, 2018;

(b) October 15, 2019; and

(c) October 15, 2020.

SECTION 4. This 2017 Act being necessary for the immediate preservation of the public peace, health and safety, an emergency is declared to exist, and this 2017 Act takes effect on its passage.

Passed by Senate July 3, 2017

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Lori L. Brocker, Secretary of Senate

.....
Peter Courtney, President of Senate

Passed by House July 7, 2017

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Tina Kotek, Speaker of House

Received by Governor:

.....M,....., 2017

Approved:

.....M,....., 2017

.....
Kate Brown, Governor

Filed in Office of Secretary of State:

.....M,....., 2017

.....
Dennis Richardson, Secretary of State

LESSON OUTLINE **SAMPLE**

Title

Standards(s) Met:

Identify specific standards met.

<i>Primary Standards emphasized in instruction and included in teaching, reflection, and frequently in assessment</i>	<i>Secondary Standards Included in the lesson that students use to complete activities and products, but are not emphasized in teaching</i>
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Overview

Provide a summary of the lesson. Is this lesson tied to other lessons (review)?

Learning outcomes

- *Desired student results*
- *Relevant standards and essential understandings*

Logistics

- *Where does the activity take place (classroom, outdoors, gym)? _____*
- *How are the students organized?*
 - Whole Class* *Teams: 2-3* *Other* _____
 - Pairs* *Individually*

Materials Needed / Preparation / Equipment

What will be needed for students to engage in this activity? Are there technology needs?

Describe how might these materials be best organized, stored, assembled, and if necessary where to find.

For the lesson:

- *Describe steps needed to utilize materials*

Time frame

What is the time frame of lesson? Describe how this lesson may be shortened or expanded.

Background for teachers

What key information may teachers want to be aware of when teaching the lesson?

Describe how the scripts in the instructions can be used as written, or adapted to fit your own context and practices better. They are provided to give specific instructions students need in order to conduct the activity, but slight differences in samples and personal style may suggest alternative language.

Key vocabulary

List key vocabulary and definitions.

Considerations for teachers

***Assessment:** How will you know if students are learning?*

***Practices** (group roles, classroom routines, etc. This depends on the activity. For instance, how do you rotate roles? Assign computers? Get supplies?)*

Learning Targets

Describe specific learning targets. Examples:

- *I can use steps in a design process to solve a problem using technology and common sense*
- *I can learn basics of magnification and apply what I've learned*
- *I can record information*
- *I can work with others to complete a complex task*

Activities

Provide detailed outline of activities to accomplish learning targets. This may be broken down into class-periods or specific time slots (1 pm to 2 pm).

Day One:

Day Two:

Day Three:

Options/extensions/anticipatory set/differentiation

*How might the teacher differentiate lesson to meet the various needs of students?
Are there early finisher activities for students?*

Reflection/closure

Is there a pre-assessment? Post-assessment?

Attachments

Attach source documents, research, or other resources which may be relevant to the lesson. Are there media / video resources?