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**Karuk Dental Clinic**  
64236 Second Avenue  
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**Administrative Office**

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**Request for Proposals**

**17-RFP-012**

**For More Information:** Lisa Hillman, 530-627-3446 ext. 3016, [lisahillman@karuk.us](mailto:lisahillman@karuk.us)

**Proposal Deadline:** Friday, December 30, 2016 no later than C.O.B. 5:00pm (Pacific Standard Time)

The Karuk Tribe requests proposals for the following Scope of Work required for the Karuk Environmental Education Program to be completed from January 1, 2017 until September 30, 2017.

The long term outcome of this program is to provide age appropriate scientific information and activities that empower participants to become stewards of the environment. Contractor will work closely with the Pikyav Field Institute Program Manager (Program Manager) and K-12 Environmental Education Division Coordinator (K-12 Coordinator) to provide classroom materials and hands-on activities for K-12 students that convey an understanding of natural ecosystems and human impacts on the environment, using the Karuk language in lesson materials whenever appropriate and possible.

Overarching goals of our Environmental Education program are to engage with Karuk cultural practitioners and local educators, agencies, and non-Governmental organizations to find ways to enhance required California science curriculum with the Traditional Ecological Knowledge (TEK), providing focused lessons on fish biology lessons, water quality impacts on beneficial uses, providing local schools with a unique and enriching educational experience.

The Contractor's lesson materials and supplemental field activity guides will follow the style and format of similar materials integrated into the Karuk Tribe's **Nanu'ávaha K-12 Native Food System Curriculum** (Nanu'ávaha) that is currently being implemented in the schools located within the Karuk Ancestral Territory and homelands, and align with the Next Generation Science Standards (NGSS) for California Public Schools.

Please note the following: the Department of Natural Resources possesses materials and equipment that may be used by the Contractor for lesson development and implementation. Upon contract award, the Contractor will sign the *Protocol with Agreement for Intellectual Property Rights of the Karuk Tribe: Research, Publication and Recordings* that give all copyrights to lessons developed under this contract to the Karuk Tribe. By way of formal request and approval by the Karuk Resources Advisory Board, rights may also be shared with the contractor. Please visit the link to this document on the Karuk website (<http://www.karuk.us/index.php/personnel/personnel-forms>).

A list of materials and equipment, as well as sample Nanu'ávaha lessons may be requested from the Karuk Department of Natural Resources (DNR).

## Scope of Work

### Task One: Planning and Coordination

Contractor will meet weekly from January through April, 2017 with DNR's Program Manager and K-12 Coordinator for a minimum of one hour each for face-to-face planning and coordination meetings. Should continued meetings be required by Program Manager, these may be extended as needed. The goal of these meetings will be to align our Environmental Education Program goals with input received by Karuk cultural practitioners (when possible) and local educators, agencies, and non-Governmental organizations, and to coordinate successful completion of Tasks Two – Four. Contractor is required to electronically submit all deliverables and activity reports with each invoice to Project Coordinator and Department of Natural Resources Administrative Operations Manager. Estimated total time for direct planning and coordination meetings: 30 hours.

### Task Two: K-12 Curriculum Material Development for Aquatic Species Biology Studies

Contractor will develop six new age-appropriate lesson supplements to guide both in-class and field studies, using the Karuk language whenever appropriate. Each 1.5 hour lesson supplement will complement fish biology lessons developed under the Pikyav Field Institute teach students one or more of the following content material: the life-cycle of culturally significant aquatic species, such as but not limited to salmon and Pacific Lamprey eels; the ecological importance of water quality on species habitat; hazards to wild salmon, e.g. overfishing, competition from hatchery produced fish, and the results of resource extraction activities; and the resource management practices that both negatively and positively affect them, e.g. water diversions and fire suppression. These lessons will balance the teachings of western science methods with the traditional management practices (TEK) of local tribes. Estimated total time for curriculum development and finalization: 130 hours.

Draft lesson supplements will be submitted in electronic form for review, integrate edits and additions, and submit final lessons to the Administrative Operations Manager and Program Manager by the following schedule:

<b>Grade Level</b>	<b>Draft Submission</b>	<b>Final Submission</b>
3 <sup>rd</sup> and 5 <sup>th</sup>	February 1, 2017	March 1, 2017
6 <sup>th</sup> and 9 <sup>th</sup>	March 1, 2017	April 1, 2017
10 <sup>th</sup> and 12 <sup>th</sup>	May 1, 2017	June 1, 2017

### Task Three: K-12 Curriculum Material Development for Water Quality Studies

Contractor will develop six new age-appropriate lesson supplements to guide both in-class and field studies, using the Karuk language whenever appropriate. Each 1.5 hour lesson supplement will complement water quality lessons developed under the Pikyav Field Institute teach students one or more of the following content material: river and stream ecology; water quality and quantity impacts on beneficial uses; effects of pollution and introduction of foreign matters on water quality; effects of climate change on water, such as but not limited to temperature and quantity; and resource management practices that both negatively and positively affect them. These lessons will balance the teachings of western science methods with the traditional management practices (TEK) of local tribes. Estimated total time for curriculum development and finalization: 130 hours.

Draft lesson supplements will be submitted in electronic form for review, integrate edits and additions, and submit final lessons to the Administrative Operations Manager and Program Manager by the following schedule:

<b>Grade Level</b>	<b>Draft Submission</b>	<b>Final Submission</b>
3 <sup>rd</sup> and 7 <sup>th</sup>	February 15, 2017	March 15, 2017
8 <sup>th</sup> and 9 <sup>th</sup>	April 15, 2017	May 15, 2017
11 <sup>th</sup> and 12 <sup>th</sup>	June 1, 2017	July 1, 2017

**Task Four - K-12 Curriculum Material Development for Aquatic Species Surveys**

Contractor will develop two new age-appropriate lesson supplements to guide the implementation of field studies, using the Karuk language whenever appropriate. Each 1.5 hour lesson supplement will consolidate in-class lessons on aquatic species biology and water quality lessons developed under the Pikyav Field Institute and will guide the K-12 Coordinator in implementing field studies conducted during the spring and fall on at least one or more aquatic species, e.g. salmon and Pacific Lamprey eels. These lessons will target students enrolled in Grades 4 – 8, and will balance the teachings of western science methods with the traditional management practices (TEK) of local tribes. Estimated total time for curriculum development and finalization: 40 hours.

Draft lesson supplements will be submitted in electronic form for review, integrate edits and additions, and submit final lessons to the Administrative Operations Manager and Program Manager by the following schedule:

<b>Survey Season</b>	<b>Draft Submission</b>	<b>Final Submission</b>
Spring	February 1, 2017	March 1, 2017
Fall	July 15, 2017	September 15, 2017

**Responses to this Request for Proposals should include the following:**

- 1) A statement of qualifications, including relevant teaching, curriculum development and environmental education project history. Include examples of your work.
- 2) A proposed approach and rationale for completion of the contract tasks described above, including descriptions of similar work previously completed and the results/benefits achieved.
- 3) A statement of bidder’s knowledge of Karuk Tribal History and Traditional Ecological Knowledge as it pertains to the environmental sciences.
- 4) A lump sum price per task, with attached price page. Please provide breakdown of hourly rate and mileage required for lesson implementation and travel to local schools.
- 5) Names and telephone numbers of three client references.

**Responses must be hand, mail, or email delivered by Friday, December 30, 2016 no later than C.O.B. 5:00pm (Pacific Standard Time) to:**

Emma Lee Perez, Contract Compliance  
Karuk Tribe – Administration Office  
64236 Second Avenue  
P.O. Box 1016  
Happy Camp, CA 96039  
Faxes will NOT be accepted  
Emails will be accepted at: [emmaleeperez@karuk.us](mailto:emmaleeperez@karuk.us)

**Indian Preference will apply in the selection process in accordance with the Tribal Employment Rights Ordinance (TERO) and/or Indian Preference Act of 1934 (Title 25, USC, Section 47), based on funding source requirements.**

**All contracts that exceed \$2,500.00 shall be subject to a two percent (2%) Tribal Employment Rights Fee in accordance with the TERO Ordinance.**

**If applicable, construction contracts in excess of \$2,000, when required by Federal grant program legislation, are subject to compliance with the Davis-Bacon Act (40 USC 276a to a-7) as supplemented by Department of Labor regulations (29 CFR part 5).**

