

**Request for Proposal  
CLASS INFORMATION**

The Confederated Tribes of Grand Ronde has approximately 4,800 members who access cultural education classes in three offices. We are seeking to attain a variety of proposals for cultural education classes that can be offered to our membership.

**SUPPORTING EFFORTS (awarded contractor shall)**

- Provide all general contracting services requested within this Request for Proposal if awarded.
- Provide all material for the class that is being offered.
- Contractor shall be responsible for providing a syllabus for the classes being offered by the end of the class.
- Provide a sign-in sheet for each of the classes, where contractor delineates between Tribal members or non-Tribal members.
- Contractor shall act as a liaison between the Cultural Resources Department and the General Membership. They will assist in providing a positive vision of the program.
- Contractor is responsible for all travel-related expenses including transportation, housing, meals or supplemental receipts. Mileage will be reimbursed, but contractor will not get paid an hourly rate while traveling to offices from their home.

**SCOPE OF SERVICE**

Please be sure to respond to each question explicitly when asked for information requested within this Request for Proposal. For purposes of submission, answer questions according to the numerical order listed below. Submissions not formatted correctly will not be considered.

1. Give a detailed list of the class or classes that you would like to teach. Please include any relevant background information as to why Grand Ronde should be hosting these classes.
2. What is your distance from Grand Ronde office, Portland office and Eugene office? Are you willing to travel to each of the offices to teach your class, or classes?
3. How long have you been practicing your art?
4. List any recent shows or exhibits where your art was displayed or demonstrated.
5. Describe the materials that you will need to instruct your class. If they are specialized materials, describe how you will obtain these items.
6. Will your class need specialized classroom space? If so, describe what will be required for your class.
7. Please include a detailed list of the cost per class in your proposal.
8. Describe any particular features of your organization that have not been addressed or you would like to elaborate upon.

Submit bids no later than Thursday, Dec. 15, 2011, to Brian Krehbiel, Cultural Education Specialist, 9615 Grand Ronde Road, Grand Ronde, OR 97347. Phone 503-879-4639 or fax 503-879-2126. For questions, e-mail [misty.thorsgard@grandronde.org](mailto:misty.thorsgard@grandronde.org). ■

**Chinuk Wawa classes offered**

The Tribal Cultural Education Department offers adult Chinuk Wawa language classes from 5 to 6:30 p.m. Monday and Wednesday in Room 207 of the Tribal Education Building.

Language classes can be taken for college credit or for fun. For more information, call 503-879-2249 or 503-437-4599. ■



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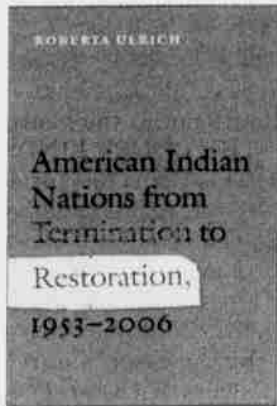
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**American Indian Nations from Termination to Restoration, 1953-2006**  
Roberta Ulrich

When the U.S. government ended its relationship with dozens of Native American tribes and bands between 1953 and 1966, it was engaging in a massive social experiment. Congress enacted the program, known as termination, in the name of "freeing" the Indians from government restrictions and improving their quality of life. However, removing the federal status of more than nine dozen tribes across the country plunged many of their nearly 33,000 members into deeper levels of poverty and eroded the tribal people's sense of Native identity. Beginning in 1973 and extending over a twenty-year period, the terminated tribes, one by one, persuaded Congress to restore their ties to the federal government. Nonetheless, so much damage had been done that even today the restored tribes struggle to overcome the problems created by those terminations a half century ago.

Roberta Ulrich provides a concise overview of all the terminations and restorations of Native American tribes from 1953 to 2006 and explores the enduring policy implications for Native peoples. This is the first book to consider all the terminations and restorations in the twentieth century as part of continuing policy while detailing some of the individual tribal differences. Drawing from Congressional records, interviews with tribal members, and other primary sources, Ulrich delves into the causes and effects of termination and restoration from both sides.

Roberta Ulrich is a retired newspaper reporter. She is the author of *Empty Nets: Indians, Dams, and the Columbia River*.



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