Educational Technology Support

Statement of Objectives (SOO)

1. Purpose

The Bureau of Indian Education (BIE) seeks contractor support to improve the effectiveness, consistency, and sustainability of educational technology use within instructional and learning environments across BIE schools and programs.

This requirement enables the Government to strengthen instructional practices, improve educator effectiveness, and support measurable student outcomes while maintaining flexibility to adapt to evolving instructional models, educational technologies, and school-level needs.

Educational technology under this program is intended to support sustained instructional use, educator adoption, and continuous improvement in teaching and learning practices across diverse educational environments.

This effort supports the BIE's Strategic Direction and broader agency priorities related to student outcomes, educator effectiveness, future readiness, and responsible stewardship of federal resources.

2. Background

BIE supports a diverse system of schools and programs serving Native American students across varied geographic, cultural, and operational contexts. Schools operate under differing conditions and demonstrate varying levels of readiness in their use of instructional technology and digital learning practices.

Across the system, variability exists in instructional implementation, educator capacity, adoption practices, and long-term sustainment of educational technology use. These differences can influence consistency of instructional practices and the extent to which educational technology contributes to improved learning outcomes.

The operating environment may include evolving instructional priorities, varying levels of organizational readiness, and differing local conditions that require flexible and adaptable support approaches capable of sustaining implementation over time.

Achieving sustained instructional impact requires more than access to educational technology tools and one time training. It requires consistent implementation, ongoing support, adaptation to local conditions, and the ability to sustain instructional use over time.

Support services under this program are intended to be adaptable for use across Bureau Operated Schools, including Southwestern Indian Polytechnic Institute (SIPI) and Haskell Indian Nations University (HINU), and may support Tribally Controlled Schools based on their elective participation, local priorities, and operational needs.

3. Mission and Scope

The mission of this contract is to support effective execution of educational technology implementation and sustain instructional use across BIE educational environments that strengthen educator capacity, and improved student outcomes.

The scope of this contract is outcome-based and adaptable. The specific mix of services, tools, and approaches will evolve over time based on Government priorities and educational needs.

Support activities may include implementation planning, instructional operationalization support, phased adoption activities, and continuous improvement support designed to sustain effective educational technology use over time. These activities may include, but are not limited to:

- Technical assistance and training for educators and leaders on BIE's current Learning Management System (LMS) Schoology
- Professional learning and educator training on the integration of digital curriculum, curriculum maps, academic standards, assignments, assessments, resources, AI tools, and school-wide goals with BIE's LMS
- Support development, refinement, and implementation of school educational technology plans aligned to BIE's Strategic Direction, instructional priorities, educator capacity, and student learning goals.
- Instructional support related to technology-enabled teaching and learning practices
- Educational technology implementation and adoption support
- Instructional coaching and instructional practice support
- Data-informed instructional improvement support
- Planning for instructional continuity and sustainment of educational technology use
- Support for digital learning practices and instructional innovation

Support is expected to function effectively across diverse school environments and to adjust based on differences in readiness, educator capacity, instructional priorities, and local operational conditions.

Approaches must balance consistency of implementation with flexibility needed to support diverse educational settings.

All services may be delivered on-site, virtually, or through hybrid models and may be phased or adjusted based on Government direction.

4. Educational Technology Planning and Implementation

Educational Technology Plans (ETPs) serve as a primary mechanism for translating Bureau priorities, instructional goals, and educational technology strategies into actionable implementation plans at the enterprise, program, district, and school levels. Additionally, developing and implementing ETPs are noted as a Key Performance Indicator (KPI) in BIE's Strategic Direction and aid schools in aligning technology purchases to instructional needs and goals.

The Contractor may support the development, implementation, monitoring, refinement, and sustainment of Educational Technology Plans aligned with Bureau priorities, instructional needs, educator capacity, student outcomes, and continuous improvement processes.

Support activities may include, but are not limited to:

• Development and refinement of Bureau-wide Educational Technology Plans that establish instructional priorities, governance structures, implementation frameworks, performance measures, and aligned standards for educational technology use.

• Development and support of school, program, district, and post-secondary school Educational Technology Plans aligned with Bureau priorities and local educational needs.

• Facilitation of needs assessments, readiness assessments, stakeholder engagement activities, and planning processes used to inform Educational Technology Plans.

• Development of implementation frameworks, roadmaps, timelines, milestones, and associated planning tools that support execution of Educational Technology Plans.

• Development of performance measures, key performance indicators (KPIs), evidence collection processes, progress monitoring systems, and continuous improvement cycles used to evaluate implementation effectiveness.

• Support for educational technology governance, decision-making processes, standards alignment, lifecycle planning, sustainability planning, and resource prioritization.

• Development of guidance, templates, exemplars, training materials, evaluation rubrics, and other resources designed to support consistent Educational Technology Planning and implementation across diverse educational environments.

• Support for periodic review, revision, and sustainment of Educational Technology Plans to address evolving instructional priorities, educational technologies, organizational needs, and local conditions.

Educational Technology Planning activities shall support alignment between Bureau priorities, educational technology investments, instructional practices, educator capacity-building efforts, and desired student outcomes while maintaining flexibility for local implementation and tribal sovereignty.

5. Contractor Role

Under this contract, the contractor shall provide support services to assist the Government in achieving objectives related to educational technology implementation, instructional improvement, and educator support. The contractor shall support effective implementation execution, sustained adoption, and continuous instructional use of educational technology initiatives

The contractor is expected to:

- Support Government-defined instructional priorities and initiatives
- Provide analysis and recommendations to inform instructional and program decision-making
- Deliver services that improve consistency and quality of instructional technology implementation
- Operate effectively across diverse educational environments and stakeholder groups
- Adapt services to varying school contexts, readiness levels, and instructional needs

- Support professional learning, instructional coaching, and educator capacity-building activities
- Support sustained educator adoption and effective instructional use of educational technology over time

The contractor shall demonstrate the ability to operate in evolving educational environments where priorities, instructional needs, and local conditions may change over time.

6. Program Objectives

The Government's objectives under this contract are to enable contractor support that advances the following:

Objective 1: Instructional Effectiveness

Improve the use of educational technology to support high-quality teaching and learning.

Objective 2: Educator and Leader Capacity

Strengthening the ability of educators and leaders to effectively implement and sustain educational technology use in instructional and operational contexts.

Objective 3: Student Future Readiness

Support learning environments that promote communication, collaboration, problem-solving, and other skills associated with future readiness.

Objective 4: Data-Informed Practice

Support the use of instructional and operational data to inform decision-making and continuous improvement.

Objective 5: Sustainability, Planning, and Continuous Improvement

Promote sustained instructional use of educational technology through Educational Technology Planning, implementation support, continuous improvement processes, performance monitoring, and adaptation to evolving educational technologies, instructional approaches, and organizational priorities.

Objective 6: Strategic Communications and Digital Engagement

Enhance stakeholder communication, outreach, and engagement through strategic communications planning, website and digital platform support, content management, and dissemination of information related to educational technology, innovation, professional learning, and Bureau and school priorities.

7. Innovation and Flexibility

The contract is designed to preserve flexibility and responsiveness. The Government seeks approaches that can evolve over time rather than fixed solutions.

The contractor shall be capable of supporting emerging educational technologies, evolving instructional models, and changing educational priorities while maintaining consistency, continuity, and quality of support across diverse educational environments.

8. Performance Approach

Progress toward objectives may be demonstrated through qualitative and quantitative indicators defined at the task order level.

Performance will be evaluated based on the contractor's ability to:

- Execute assigned responsibilities effectively
- Provide scalable support aligned with Government priorities
- Maintain quality and consistency across varied educational environments
- Adapt to changing instructional needs, priorities, and conditions
- Support sustained educator adoption and effective instructional use over time
- Maintain continuity and effectiveness across ongoing implementation activities

Performance may also be evaluated based on the contractor's ability to support transition from implementation activities to sustained instructional practice and operational use.

Specific performance measures and deliverables will be defined at the task order level.

9. Operating Constraints

All services shall comply with applicable federal laws, Department of the Interior and BIE policies, accessibility requirements, and data privacy standards.

Coordination with BIE operated and tribally controlled schools is required to ensure alignment with local governance, educational priorities, and operational conditions.

10. Summary

The Educational Technology Support contract for Bureau of Indian Education establishes a flexible support capability to assist the BIE in improving instructional use of educational technology to enhance teaching and learning.

The contract supports scalable, sustained, and adaptable instructional support services that contribute to improved instructional practices, educator capacity, and student outcomes while maintaining flexibility to meet evolving educational needs across a diverse system of schools and programs.