Bisbee Unified School District & Bisbee Science Exploration & Research Center (BUSD & BSERC)

Request for Qualifications (RFQ)

BUSD Solicitation No. 22-001

To select a
Landscape Architecture Design Team
for the

Backyard Project: A Regenerative Learning Ecosystem

Project Director:
Thea Van Gorp
520.255.0974
thea@bisbeesciencelab.org

Bisbee Unified School District Superintendent:
Tom Woody
520.432.5381
twoody@busd.k12.az.us

Release Date: December 1, 2022
Last Day to Submit Written Questions - December 22, 2022

STATEMENT OF QUALIFICATIONS ARE DUE:
3:30 pm, December 29, 2022

Submit Location:
Bisbee Unified School District
Attn: Thea Van Gorp
519 West Melody Lane,
Bisbee AZ 85603

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SECTION 1. INTRODUCTION

Located at a decommissioned middle school in the San Jose area of Bisbee, AZ, 3 miles from the US/Mexico border, this project seeks to create the first experimental learning ecosystem in our multi-county region, and an experimental approach to community-informed STEAM (Science, Technology, Engineering, Art, and Math) education design that can be a model nationwide. The Backyard Project is a partnership between the Bisbee Unified School District (BUSD), and Bisbee Science Exploration and Research Center (BSERC).

The Backyard Project aims to transform 8 acres at the BUSD offices and BSERC to create a Regenerative Learning Ecosystem. **BSERC defines a Regenerative Learning Ecosystem as a holistic, cutting-edge, community-based learning ecosystem that is adaptive to local needs, is inclusive in its approach, and supports the long-term environmental and social health and sustainability of our community and the local ecosystem as a whole.** In the community engagement work done to date through surveys, community events, and school visits, BSERC discovered that our community has a variety of different ideas for what the space should be, and how it should serve the community. BSERC condensed all of the feedback from the community and identified four main themes: **Environment, Education, Engagement, and Exercise (4 Es).** The 4 Es will provide a framework for developing and implementing the Backyard Project, including the development of **5 STEAM field stations** that will provide opportunities for ongoing research projects related to the following themes: Agrivoltaics, Water, Food, Shelter, and Renewable Energy. The community will be involved throughout the Project.

BUSD and BSERC intend to hire a qualified Landscape Architecture Design Team committed to community-informed, environmentally and culturally relevant practices, and cutting-edge design work to develop construction documents for the Backyard Project: Regenerative Learning Ecosystem. This RFQ will be the starting point for negotiations. Design Teams will be ranked by our core team using our rubric defined later in the document based on their submissions and contacted to determine if they are able to commit to the project.

SECTION 2. PROJECT BACKGROUND

To understand the need for this work, it is essential to consider some of the factors that impact our communities the most. These critical contexts are intersectional and highlight both the potential opportunities of this project and the dire need for this work. The following list will summarize the critical contexts that are central to this project. Additional demographic data may be found online with keyword searches including Bisbee AZ, Cochise County, Arizona borderlands, Sky Islands in the southwest, and southeastern Arizona.

Rural Environment

BUSD and BSERC serve local, rural communities that historically have faced many inequalities in education, healthcare, and access to resources or infrastructure. The population density of the Southwest is far less dense than most of the United States. Cochise County itself is as large as the states of Connecticut, Rhode Island, and Delaware combined but has a population of only 21.3 inhabitants per square mile, whereas the inhabitants per square mile of the three states mentioned are 528 averaged. BSERC approaches our work from an asset-based mindset that recognizes the unique opportunities that are located in rural areas, and the need for rural communities to be involved in the problem-solving process as experts of their own experiences, avoiding the standard 'top down' solutions that rural communities are often presented with.

Borderlands

The U.S.-Mexico border region is one of the largest pockets of deprivation and inequality in the US. There is extreme poverty, substandard housing, and grossly inadequate public health services approaching crisis levels. It is important to understand how intertwined our communities on both sides of the border are. Many students cross the border from Mexico daily to attend school, families live on both sides, and our communities and economies are incredibly intertwined and interdependent. Our work needs to recognize our binational connections and find ways to creatively honor this.

Demographics

The Hispanic student population in local schools is as follows: Douglas 98%, Bisbee 67%, and Naco, 92%, many of whom are English Language Learners. In the communities BSERC serves, the average Hispanic population is 70% overall. Poverty rates in areas BSERC serves are on average above 20%, with some communities far exceeding that. More than 23% of the adult population that BSERC serves in Cochise County does not have a high school diploma.

Colonias

A Colonia is a federal designation for a border area that is characterized by poor-quality housing, a lack of infrastructure, a lack of potable water supply, inadequate sewage systems, high levels of poverty and unemployment, and a disproportionate concentration of Hispanic people. Bisbee, a small town of under 5,000 people, has four Colonia

designations; Cochise County has 14 designated Colonias; the state of Arizona has 66. [HUD Designated Colonias as of 11/20/03]

Education Emergency

There are a variety of educational challenges in our communities. In Cochise County, 70% of our schools are Title I schools, schools with large concentrations of low-income students determined by the number of students enrolled in the free and reduced lunch program. For an entire school to qualify for Title 1 funds, at least 40% of students must enroll in the free and reduced lunch program. Many of our schools have students who are English Language Learners and have limited or no access to quality educational programming or resources including the internet, computers, and updated textbooks. Our teachers are among the lowest paid in the country without access to professional development or financial support. To deal with the underfunding, many schools bring in teachers from overseas who are paid even less, have very little support, and are often delayed navigating their visas. Teachers are often responsible for a variety of classes in multiple grades. Without the financial support needed, many schools have part-time teachers or close their schools on Fridays to try to cover their costs. Many schools also have failing infrastructure and some are simply falling apart. The students BSERC serves bear the brunt of these challenges and as a result, rarely see a way forward in education. BSERC considers this an educational emergency and is building community-driven solutions to try to remedy these troubling realities.

STEAM Desert

STEAM enrichment programs and access to technology are inaccessible to communities BSERC serves in our 'STEAM Desert." These programs require students to travel on average 4 hours round-trip and many schools cannot afford the travel costs. Many of these organizations do not reach these communities in their outreach. (Map) 65% of Cochise County students were “far below” expected standards in STEAM academic achievement tests. AIMS and AIMS A Formatted.xls (live.com)

Sky Islands

BSERC is located in the Sky Islands region. Sky Islands are discrete mountain ranges that are separated by broad desert floors. They contain some of the most rugged and remote lands in the southwest and feature some of the highest levels of biodiversity in the world. The high elevations support vastly different ecosystems than the lowlands around them. The elevation change creates a gradient of diverse ecosystems that are codependent and in dire need of protection. More than 7,000 species of plants and animals—including over half of the birds in North America—can be found here. [www.skyislandalliance.org] The climate crisis effects are acutely evident in such a delicate, diverse ecosystem.

Food Desert

BSERC is located in a food desert consisting of large swaths of low-income areas where

the population has very little access, both geographically and economically, to stores that sell fresh, healthy, and affordable foods. In grocery stores, there are also food "swamps" in which there is food on the shelves, but by the time it gets there it is already going bad. Food gardening is difficult with unreliable (quality and quantity) water sources and nutrient-poor soils. ADHS - AZ Food Deserts (azdhs.gov)

Ecological Crisis

In the Sonoran and Chihuahuan Deserts, ongoing drought reduces accessibility to clean water, increases our arid climate and fire susceptibility, and compounds human-caused environmental degradation, all of which further threaten the sustainability of our ecosystems and communities. The effects of climate change are felt deeply in rural communities as we have seen our ecosystems change drastically with few resources for communities to address them.

There are many contexts that are crucial to understanding our community. To us, these present both the most immediate challenges, and also some of our strongest assets. Our community members are experts through their own experiences which affords a strong sense of ownership in every stage of this project. As a community co-created Project, collaboration and community engagement are central to the Project's success. It is important that respondents are able to build relationships with community partners, listen with empathy and open-mindedness, and practice inclusivity and creative problem solving throughout the Project. Our team values clear communication, adaptability, and a willingness to engage with messy ideas. The Backyard Project is more than just a design project, but one that we hope will transform this unused acreage into something that the community values, benefits from, and is a part of.

SECTION 3. DESIGN PRINCIPLES

Our design principles have been derived from our collaboration with our local community. They capture the essence of this project and should guide the overall project.

Radical Inclusion

Promote and value diversity, inclusion, and accessibility for the entire community with regards to age, race, ability, language, nationality, sexual orientation and gender, and so on in all aspects of this work, and rely on collaboration with the community at large in every stage of the project to advance community priorities.

Borderlands Ecologies

Respect the shared natural and human-made ecologies of the Sky Islands that extend across political borders, recognizing that they are both interconnected and complex to address the challenges and embrace the assets that they present in this region.

Learning in Every Component

Incorporate educational elements in every aspect of the project including accessible, intergenerational, and multilingual resources with an emphasis on locally relevant STEAM and literacy learning.

Participatory Science
Create collective community science learning opportunities in the form of five locally relevant science research field stations, accessible and actionable STEAM resources, and dynamic, experiential learning that requires both critical and creative thinking.

Environmental Stewardship
Cultivate experimental, pioneering practices that address locally relevant environmental issues including the integration of indigenous knowledge, permaculture design principles, ecological restoration and conservation, and renewable energy.

Active Wellness
Promote the physical and emotional health of the local community through infrastructure that provides space for physical activity, contemplation and reflection, and community action to address local needs.

Empower Resiliency
Develop intergenerational solutions and actions related to the 4 Es to cultivate community adaptability, creativity, and overall resiliency in the face of the many intersectional crises affecting our community.

Regenerative Planning
Plan for the long-term durability and maintenance of the designed facilities and provide the flexibility for ongoing artistic design, experimentation, and expression.

Experiment in Progress
Embrace messy ideas to work beyond the fringes of the ‘backyard box’ and become a part of our experiment in progress with imagination and ingenuity.

SECTION 4. SCOPE OF WORK

BUSD and BSERC intends to hire a qualified Landscape Architecture Design Team committed to community-driven, environmentally, and culturally relevant practices, and cutting-edge design work to develop construction documents for the Backyard Project: Regenerative Learning Ecosystem.

Throughout the design phase (1 year), deliverables will be completed on time and within budget.

- All elements of the design should reflect on or be supportive of as many design principles as possible.
- The design will incorporate the 4 Es (education, environment, engagement, and exercise) in all aspects of design.
- All efforts will include communications with and direction from BUSD and BSERC including the Project Director and the Project Assistant.
- All designs must be approved by the Bisbee Unified School District Board of Directors.
- One contract may be awarded for a qualified landscape architect or architecture design team.

TASK 1: Site Visit

Objective: This task is an introduction opportunity for the Design Team to meet the project team, partners, and community members at the project location, and to further define expectations, work elements, schedules, and materials required. It also allows the Design Team to view the site, gather site data, and better understand the project requirements.

Tasks:

- Meet in person with the Project Director and key partners to refine the scope of work, meet the Design Team's key personnel, conduct a site inspection, and gather materials and information as required to move forward.
- Present the Design Team's design process to the public at a Science Café event to be held during the site visit.
- Present the Design Team's design approach to public school students in three short visits to selected classes (one elementary presentation, one middle school presentation, and one high school presentation).
- Present the Design Team's design approach to the BUSD Board.

Deliverables:

- Refined scope of work and work schedule
- Site Visit and Inspection report
- Science Cafe presentation materials
- Student presentation materials
- Board presentation materials

TASK 2: Community Engagement

Objective: This task outlines the minimum requirements for the Design Team to engage with partners and our community throughout the process as this Project is intended to be co-created. Throughout the Project, community partners should be able to clearly identify how their contributions shape and inform the design. Community engagement written materials will be in English and Spanish.

Tasks:

- Develop and present at least one in-person engagement to deliver an introductory, design process presentation to Key Partners, the Science Café audience, and school students. (See Task 1)
- Develop and present two public engagements for community feedback on design drafts.
- Develop and present public engagement to share the final draft design.
- Develop community-facing posters, process materials, mock-ups, etc. throughout the design process to be used to inform the public as to design progress.
- Meet with advisory teams to gather input and feedback throughout the design process. Teams reflect the 4 Es and include Education, Environment, Exercise, and Education.

Deliverables:

- Community Engagement Plan
- Community Engagement Schedule
- Community Engagement reports including attendance numbers
- Community Engagement Summary including how designs changed with community input
- Posters, materials, mock-ups, and other community engagement materials

TASK 3: Design Drafts and Final Design

Objective: This task includes design progress throughout the project, with topic requirements to integrate the five STEAM Field Stations. The Design Team, Project Director, and community members will provide input and feedback throughout the design process. Designs at all levels of completion will be shared electronically in a printable format. Final designs will be provided electronically and in print and will require BUSD Board approval before accepting the completed design.

Tasks:

- Plan to include 5 cutting-edge, innovative STEAM Field Stations that will be developed in partnership with local educators who can incorporate citizen science/research, center on the following topics:
    - Agrivoltaics
    - Water
    - Food
    - Environmentally sustainable shelter
    - Renewable energy
- Designs must include:
    - A workshop/storage structure
    - Areas for recreation and contemplation
    - Areas for agricultural experiments
    - Areas for community gathering
- Design with educational considerations

- Design with project sustainability and maintenance considerations

Deliverables:

- Initial Concept Plan and community engagement impacts report
- Schematic Plan and community engagement impacts report
- 50% complete construction document set and report
- 75% complete construction document set and report
- Final Construction Documents including:
    - Design Mockups
    - Site Survey
    - Tree and Habitat Disposition Plan
    - Habitat Protection Plan
    - Construction Plan and Details
    - Planting Plan and Details
    - Irrigation Plan and Details
- Final Construction Design maintenance requirements
- Final Construction Design estimated construction and maintenance costs
- Construction Observation proposal

SECTION 5: SUBMITTAL REQUIREMENTS

Design Teams interested in this solicitation are invited to submit completed documents as outlined in this section to be received by BSERC by no later than 3:30 pm on December 29, 2022.

All respondents must submit a form of intent once they decide to apply with the contact information of the primary contact of the Design Team before the deadline. Updates will be provided to the primary contact in this form.

FORM OF INTENT:
https://docs.google.com/forms/d/1HNDBavEMHr5xyxVc0ttJDbbR22XlekcAQ6ujOSVdX94/edit?ts=636039d4

The submission should include in this order:

- Cover Letter (1 page maximum) - on the respondent's letterhead and signed by a Principal of the company including their telephone number and email address. If the Principal is not the primary contact person identified, identify the contact person and their title, and provide their phone number and email address. The cover letter should include information about the corporate status and acknowledge all solicitation amendments if any.

- Standard Form 330 Architect-Engineer Qualifications (no page maximum) - The form should be filled out as a fillable pdf and then inserted into your response document before printing. **Do not include SF330 instructions.** Do not substitute forms or copy and paste questions and requirements from the form.

  Fill the following SF330 questions with these answers:
  Question 1 Title/Location – **BUSD/BSERC Regenerative Learning Ecosystem – Bisbee AZ**

  Question 2 Public Notice Date – **December 1, 2022**

  Question 3 Project Number – **BUSD – 22-001**

- Attachments (no page maximum) - Pictures, renderings, or other 2-dimensional visuals that depict experiences listed in SF 330. Items must be captioned with the number and title that corresponds to the entry in form SF 330.
- Proposed Approach (5-page maximum) – Utilizing the provided initial Scope of Work (Section 4), describe the approach or framework the respondent would use in developing and completing the design. Identify any elements you believe to be unique or innovative.
- Personnel Schedule (1-page maximum) - Include the number of hours you would expect to expend on each major work element. Include the key personnel titles assigned to the element and identify who on your team will be responsible for taking the lead on the element. These persons must be included in the Personnel section of SF330.
- Schedule - (2-page maximum) Include an anticipated timeline to complete the Project in a Gantt-style format that includes a schedule for each major element of the project.
- Insurance (1-page maximum) - Statement on respondent's letterhead and signed by a principal of the company that the respondent meets the insurance requirements as prescribed in Section 9.
- Completed and signed Corporate Questionnaire (SEE SECTION 10) and acknowledgment of all solicitation amendments (if applicable) to this solicitation.
- Completed and signed Non-Collusion Affidavit (SEE SECTION 11) by the primary contact.
- Completed and signed Authorization for Release of Performance Information and Waiver (SEE SECTION 12) of this solicitation.

SECTION 6. QUALIFICATIONS SUBMITTAL EVALUATION PROCESS

Each submission will be reviewed by our committee and ranked on the below rubric with the following points.

- Formatted correctly (5 points)
- Cover Letter (5 points)
- SF 330 & Attachments (25 points)
- Proposed Approach, Scope of Work (30 points)
- Schedule (10 points)
- Personnel Schedule (5 points)
- Insurance (5 points)
- Completed Corporate Questionnaire (pass/fail)
- Completed and signed Non-Collusion Affidavit (pass/fail)
- Completed and signed Authorization for Release of Performance Information and Waiver

Rubric for Evaluation of RFQ Submissions for The Backyard Project 2022

	0	1	2	3	4	5
Format	Submission does not follow the forrmat outlined in the RFQ.	Submission is in the correct size (8.5x11") and allowed orientations (portrait or landscape).	Submission meets size and orientation reqs, AND follows required margin guidelines (no less than .5 inches on all sides).	Submission meets size, orientation, and margin reqs, AND meets the font and spacing requirements (1.5 line spacing in Calibri or Aril 11 pt. font).	Submission meets size, orientation, margin, font and spacing requirements, AND pages have header/footers identifying the respondent.	Submission meets all of the format reqs AND contains two physical copies of the submission and a flash drive with an accessible digital copy (PDF).
Cover Letter (2 page maximum)	Submission does not include a cover letter. guidelines.	Cover letter is present but lacks required information.	Cover letter is present, AND is on respondents letterhead and signed by a principal of the firm.	Cover letter is present, on respondent's letterhead, identifies a prinicpal of the firm OR the primary contact person.	Cover letter is present, on letterhead, ID's a principal of the firm OR primary contact, AND includes contact information of the same.	Cover letter meets all of these requirements AND includes information about the corporate status and solicitation amendments, if any.

	0	2	4	6	8	10
Schedule	Submission does NOT include a schedule.	Schedule is present but is incomplete AND doesn't meet our schedule.	Schedule is presen,t but is incomplete OR doesn't meet our schedule.	Schedule is present and complete, but doesn't meet our schedule.	Schedule is present, complete, AND leaves room for compromise.	Schedule is present, complete, AND meets our schedule.

	0	5	10	15	20	25
SF 330 & Attachments (no page maximum)	Submission does not include an SF 330 and Attachments as required.	SF 330 is present but is incomplete AND includes instructions OR substitutions.	SF 330 is present but is incomplete OR includes instructions or substitutions.	SF 330 is present and is complete but includes instructions or substitutions.	SF 330 is present an complete but fails to meet expectations.	SF 330 is present, complete, and meets expectations.

Rubric for Evaluation of RFQ Submissions for The Backyard Project 2022

	0	10	20	30	40	50
Proposed Approach (5-page maximum)	Submission does not include a Proposed Approach.	Proposal is present, but is incomplete.	Proposal is present, complete, but exceeds page maximum.	Proposal is present, complete, meets page requirements, but fails to meet expectations or is irrelevant.	Proposal is present, complete, meets page reqs, AND meets expectations.	Proposal meets all the requiremetns AND exceeds expectations.

	Fail	Pass
Meets RFQ Requirements	Submission does not include one or more of the following: Personnel Schedule, Insurance Statement, Filled Corporate Questionaire, Non-Collusion Affidavit, Authorixation for Releae of Performance Information and Waiver	Submission includes all of the minimum documentation requirements established in the RFQ.

Once our team determines the top respondents the Project Director will contact Design Teams in the order of highest rank to begin negotiations.

Interviews may be held as part of the evaluation process.

SECTION 7. TENTATIVE SCHEDULE OF ACTIVITIES

December 1, 2022 - RFQ Solicitation Released
December 1, 2022 - Advertisements for Submittals
December 16, 2022 - Virtual Q&A/Information Session - 12:00-1:00 pm MST
December 22, 2022 - Last Day to Submit Written Questions
December 29, 2022 - Deadline to Submit SOQ
December 29, 2022 - 3:30 pm, Public Opening of Proposals
January 4-6, 2023 - Notify Top Submitters to Enter Contract Negotiations
January 10, 2023 - School Board Vote
January 11, 2023 - Contract Awarded by BUSD
January - August, 2023 - Community Engagement with Design Team & Design Development (to be negotiated)
Final Drafts of Design (to be negotiated)

SECTION 8. RFQ TERMS, CONDITIONS, INQUIRIES, AND INSTRUCTIONS

Submittal Preparation and Submission

All submissions must be submitted in 8.5x11 format; portrait or landscape orientation. Narratives shall be presented with 1.5 line spacing in Calibri or Ariel 11 pt. font with margins no less than .5 inches on all sides. Each page should be numbered and include a header or footer that identifies the respondent. **In each submission, respondents should include 2 physical copies and a digital copy on a flash drive.**

- Delivery of (2) physical copies of the complete submittal and two flash drives with the digital copy of the complete submittal on a flash drive contained in a sealed envelope labeled the RFQ project title and solicitation number as shown on the cover of this RFQ and the respondent's firm name and address. All submittals shall be received by the Bisbee Unified School District on or before the identified deadline. All submissions must be mailed or delivered to:

BUSD/BSERC Regenerative Learning Ecosystem RFQ Solicitation 22-001
Attn. Thea Van Gorp, Project Director
Bisbee Unified School District
519 Melody Lane
Bisbee AZ 85603

Warning! Non-USPS delivery companies (FedEx, UPS, etc.) do not always schedule daily deliveries to the Bisbee area. If you purchase overnight delivery services, these organizations will only refund your costs when they fail to deliver as promised. Delivery schedules are often predicated on a minimum number of package deliveries to the area. Do not rely on overnight delivery service to meet the submission deadline.

A submittal shall be prepared as described in the Submittal Requirements Section. SF Form 330 may not be substituted and must be included in the submission document.

The submittal must be typed. The person signing the submittal must be authorized by the responding Design Team. No inked changes will be considered. Modifications shall not be permitted after submittals have been opened. It is the responsibility of each respondent to examine the entire solicitation, seek clarification in writing, and check its submittal for accuracy before submitting it. Lack of care in preparing a submittal of qualifications shall not be grounds for withdrawing the submittal after the submittal due date and time nor shall it give rise to any contract claim.

Each solicitation amendment, if any, shall be signed with an original signature by the person signing the submittal, and shall be submitted no later than the submittal due date and time. Failure to return a signed copy of a material solicitation amendment within the submittal may 6result in rejection of the submittal.

Submittals of qualifications shall be open to public inspection after contract award, except for such submittals deemed confidential. If a respondent believes that information in its submittal should remain confidential, it shall stamp as confidential that information and submit a statement with its submittal detailing the reasons that information should not be disclosed. BUSD shall make a determination of confidentiality pursuant to its Procurement Code and the Public Records laws of the State of Arizona. A submittal that takes exception to a material requirement of any part of the solicitation may be rejected.

BUSD shall provide the release of all public information concerning the project, including selection announcements and contract awards. BUSD reserves the right to reject any or all submittals, to waive any informality or irregularity in any submittal received, to be the sole judge of the merits of the respective submittals received, and to cancel any solicitation if deemed to be in the interest of BUSD to do so.

Inquiries

Should any Design Team have additional questions about the RFQ, please submit them to the Project Director at thea@bisbeesciencelab.org. All questions and responses will be made public on our website (https://www.bisbeesciencelab.org/backyard-design-project). Any inquiry related to a solicitation for qualifications shall refer to the appropriate solicitation number, page number, paragraph, and line of text in this RFQ.

Any inquiry must be submitted before the date identified in Section 8 of this solicitation. Failure to do so will result in the inquiry not being answered. Any inquiry that raises material issues and results in changes to the solicitation shall be answered solely through a written solicitation amendment. Respondents may not rely on verbal responses to their inquiries.

Any additional inquiries will be directed solely to the Project Director identified on the cover page of this RFQ. All Design Teams interested in this project (including the Design Team's employees, representatives, agents, lobbyists, attorneys, and sub-consultants) will refrain, under penalty of disqualification, from direct or indirect contact to influence the selection or create bias in the selection process with any person who may be involved in the selection process, including the Qualifications Evaluation Committee, BUSD staff, and BSERC staff. This policy is intended to create an equal opportunity for all potential Design Teams and assures those contract decisions are made in public and protect the integrity of the selection process.

The Project Director for this RFQ is:
Thea Van Gorp
thea@bisbeesciencelab.org
520-255-0974

In-person visits may be scheduled with the Project Director via email.

Furthermore, there will be a virtual Q&A/Information Session on December 16, 2022 from 12:00 - 1:00 pm MST. You are invited to join to ask questions, seek clarification, and meet part of the team.

Topic: Regenerative Learning Ecosystem RFQ Q&A Session
Time: Dec 16, 2022 12:00 PM Arizona
Join Zoom Meeting
https://us02web.zoom.us/j/81380261014
Meeting ID: 813 8026 1014
Passcode: 679335

Submittal Acceptance Period
By submitting a response to this solicitation, the respondent agrees that it shall hold its submittal open for the number of days from the submittal due date, as stated in the solicitation. If the solicitation does not specifically state the number of days for the submittal acceptance, the number of days shall be sixty (60) working days.

Cost of Submittal Preparation
BUSD and BSL shall not reimburse any respondent for the cost of preparing and responding to this solicitation.

Certifications, Disclosure, and Disqualification
By signing the Non-Collusion Form (attached), the respondent certifies that it did not engage in collusion or other anti-competitive practices in connection with the preparation or submission of its submittal.

If any of the Design Team members have previously been debarred, suspended, or otherwise lawfully precluded from participating in any public procurement activity, including being disapproved as a subcontractor with any federal, state, or local government, or if any such preclusion from participation in any public procurement activity is currently pending, the respondent must fully explain the circumstances relating to the preclusion or proposed preclusion in the submittal. If awarded, the respondent must include a letter with its submittal setting forth the name and address of the governmental unit, the effective date of this suspension or debarment, the duration of the suspension or debarment, and the relevant circumstances relating to the suspension or debarment. If suspension or debarment is currently pending, a detailed description of all relevant circumstances including the details enumerated above must be provided.

If any of the Design Teams members are currently debarred, suspended, or otherwise lawfully prohibited from any public procurement activity, their submittal shall be rejected.

Protest Policies and Procedures

BUSD's bidding and purchasing policies may be found at https://policy.azsba.org/asba/browse/allmanuals/bisbee/DJE. Protests should be submitted to the District Representative.

SECTION 9. INSURANCE REQUIREMENTS

[For the Primary Consultant]

Please provide your current professional liability insurance certificate below for coverages in the following minimum amounts:

- Comprehensive General Liability Insurance, with minimum limits of five million dollars ($5,000,000) for each occurrence, combined single limit, against any personal injury, death, loss, or damage;
- Comprehensive Vehicle Liability Insurance covering personal injury and property damage, with minimum limits of two million dollars ($2,000,000) per occurrence combined single limit;
- Workers' compensation insurance as required by the State of Arizona, or as required by the state in which the Design Team is located, or as required for international commerce, and;
- Professional Liability Insurance with minimum limits of five million dollars ($5,000,000) per claim and in the aggregate.

If your Design Team is selected, an original copy of the certificates with BUSD and BSERC identified as additional insured will be required to be maintained on file with BUSD for the duration of the Project. Such certificates shall be on file prior to BUSD issuing a Notice to Proceed.

SECTION 10. CORPORATE QUESTIONNAIRE

This form must be completed and included in the submittal.

- Is your Firm eligible to do business in the US?

- If your Firm is incorporated in the US how is it structured? Corp, LLC, Partnership, other?

- Has your Firm or any principal, managing member, Board Member, or officer declared bankruptcy in the past 10 years?

- Is your Firm or any principal, managing member, Board Member, or officer currently a part of any civil or criminal investigation or charged with any civil or criminal wrongdoing?

- Please provide a Dunn & Bradstreet identifier for your organization and any umbrella organization and/or affiliate organization.

- Does your organization have a policy that protects civil rights and promotes diversity in the workforce? If yes, provide a copy of your organization's diversity, Title VI, or equal opportunity in employment and business statement or policy with the date of executive, board, or ownership approval.

- Does your organization operate as a Disadvantaged Business Enterprise in the US? If yes, provide the latest DBE certification from the state in which you are certified.

SECTION 11. NON-COLLUSION AFFIDAVIT

This form must be completed and included in the submittal by the Prime contact.

State of)
)
County of)

_____, affiant,
(Name)

the _____ of
(Title)

_____
(Contractor/Bidder)

To be completed by the person or other entity that makes the accompanying Submittal, having first been duly sworn, deposes and says:

That such Submittal is genuine and not sham or collusive, nor made in the interest of, or on behalf of, any persons not herein named, and that the respondent has not directly or indirectly induced or solicited any other respondent to put in a sham bid, or any other person, firm, company or corporation to refrain from making a submittal, and that the respondent has not in any manner sought by collusion to secure for itself an advantage over any other respondent.

_____

_____
(Title)

Subscribed and sworn to before me this _____ day of _____, 2020

Notary Public:

My Commission Expires: _____

SECTION 12. AUTHORIZATION FOR RELEASE OF PERFORMANCE INFORMATION & WAIVER

Name of Information Owner: _____ _____
(First Name) (Last Name)

Address: _____
(Street Address)

_____
(Street Address Line 2)

_____ _____ _____
(City) (State / Province) (Postal / Zip Code)

The information to be released is as follows:

- Project Descriptions & Completed Materials
- Prior Project Reference Contact Information

The records to be released are for the purpose of:

Recipients: Bisbee Unified School District, Bisbee Science Exploration & Research Center

Address of Recipient: 519 West Melody Lane, Bisbee AZ, 85603

Effective period of this release of information:

- Until I revoke it in writing
- Until the date specified
- Last Date of Effectivity: _____

I understand that this authorization to release the records will remain effective and in the understanding that the recipient shall use the information in compliance with applicable laws;

I understand that this authorization does not permit this information to be shared with a third party;

This is a standing consent and all information processed shall be limited to what is authorized to be shared by the owner of the information;

Signature: _____ **Date:** _____

ATTACHMENT A, PROJECT AREA PHOTOS

Google Maps:
https://www.google.com/maps/place/Bisbee+Science+Lab/@31.4001933,-109.9614115,12.4z/data=!4m6!3m5!1s0x86d0b592e5d6c4ab:0xe683b5c38a4af13c!8m2!3d31.393169!4d-109.925854!16s%2Fg%2F11fjv4kvwv

Photos: https://photos.google.com/u/2/share/AF1QipP88-zc-mGHLOv_rMBOQgH_yF_BowyNJwrm5RPL4u92u9fl5pXE4YEvHkijjXk6lQ?pli=1&key=dDF0NVFXSzc0YI9WQWZoYI9hNk9KTI9ZWkVwZFJR

Drone Photos/Maps:
https://drive.google.com/drive/folders/1y_S1eUBHr5S53Kvb7RBafxMdFIUct1aq?usp=sharing

ATTACHMENT B, WORK TO DATE

Over the course of a year, the Bisbee Science Lab engaged in extensive community engagement about the Backyard Project to better understand how to address the community's needs. Project partners engaged in participatory analysis in three major ways: public community workshops, school classroom workshops, and the development of an online, needs assessment

survey. This process, while ongoing, is critical to the long-term success of the Bisbee Science Lab, as the development of this space requires a meaningful understanding of who the users of the space are, how they interact with the space, who the users will be, and how they will interact with the space in the future. The initial methodology behind the collection of this data was straightforward: find community members and ask them what they would like to see happen in the backyard of the annex.

On October 10th, 2021 the first community engagement workshop took place at the annex. Gerardo Ruiz-Smith, a Hispanic regenerative landscape designer from Mexico, was brought to the school to introduce the idea of permaculture and regenerative landscapes to the community. Initially, project partners thought that less than a dozen community members would come to the workshop, but the attendance numbers were almost three times greater than that expectation. After Ruiz-Smith's presentation, breakout groups were formed to discuss the presentation topics, and the community members' ideas for the space, and then the groups came back together to present their ideas to each other. The most popular wants for the space from this meeting were: a community park (four groups), agrivoltaics (three groups), a community gathering space (three groups), a community garden/demonstration garden (three groups), shade and lingering spaces (two groups), water feature (two groups), amphitheater (two groups), literacy walk (two groups), and STEAM integration (two groups). This initial meeting established a foundation, which all the subsequent workshops would build upon, for the project partners' participatory analysis of community wants for the space.

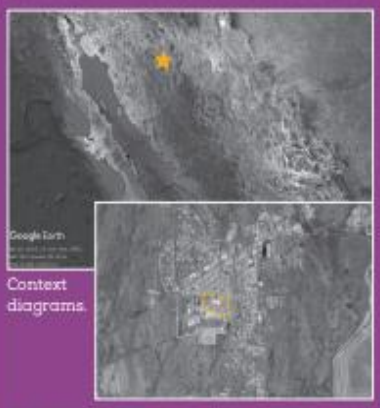
After the initial community outreach workshop, two project partners undertook the development of a bilingual Google form survey to broaden the reach of the community-based needs assessment. This portion of the work is still ongoing, but early results give the project partners an idea of who the community members are, who are interested in the space, and what they want to see happen in the space. At the time of writing 62.5% of responders are aged 55 to 66, with 12.5% being over the age of 65, another 12.5% being aged 25-34, and a final 12.5% ages 35-44. Three-quarters of the responders identify as female, 12.5% identify as male, and 12.5% identify as non-binary. Three-quarters of the responders say that their role in the community is just a community member, with one quarter identifying themselves as educators, with no student or parent engagement in the survey. Each of the responders to the survey claimed a different reason for being interested in the project, and each had a unique response to what the project's role in their family life could be, but 100% of them agreed that the best role for the space is as a place to learn about sustainability, 87.5% agree that the project space should be a place to build community, and 75% agree that it should be a place to learn about permaculture and gardening. When introduced to the 4 E's (Education, Engagement, Environment, and Exercise) of the project, 50% said that the Environment was most important to the development of the space, with Education and Engagement each receiving 25%. Within Education, 75% of the respondents said that demonstration gardens for ethnobotany were among the most important elements to include in the design. An outdoor classroom was also favored by 75% of the responders. 62.5% say that demonstrations showcasing STEAM topics are important too. In Engagement, 75% of responders said that a place for community learning, activity, and

gathering was most important to them, with 62.5% saying that it should be a field trip site for schools, and 50% wanting demonstration gardens for ethnobotany in the space. 75% of the responders said that the most important element of the Environment to them was a permanent educational installation on native plants and wildlife. This was followed by rainwater harvesting infrastructure, with 37.5% of the responses. Exercise equipment stations, a literacy walk, and a playground were the top three elements of Exercise identified by survey responses with each being important to 62.5% of the responders. The community members who took the survey identified their top five elements to include in the project. Each of these elements was identified by 75% of the responders as being necessary to the project: a community garden/learning center, direct engagement of the San Jose neighborhood, energy harvesting infrastructure, indigenous teaching/learning opportunities, and water catchment and recycling infrastructure. Survey responders have also identified three elements, discussed in the past, that should not be included in the project. These elements were each identified by 50% of responders as things that should not be included in the project: a dog park; a large gathering space for farmers' markets, festivals, weddings, etc.; and sports fields. While this is an ongoing project, these results are not conclusive and represent the opinions of a very small number of community members at the time of writing. It is the hope of the project partners that we can expand the reach of this survey to get a better understanding of the larger communities' desired elements for this space.

On two separate occasions, project partners held mapping workshops at local schools and The Boys and Girls Club. On the morning of November 29th, 2021, two partners went to the Greenway Elementary School and met with a class of sixteen third graders. Several weeks later, on December 16th, the partners met with twenty-seven students in two sixth grade classes at Lowell Junior High School, and another twenty-three students in a Freshman and a Senior math class at Bisbee High School. In total, the partners met with sixty-six children in the Bisbee Unified School District. These students were given a condensed version of Mr. Ruiz-Smith's presentation on regenerative permaculture, and maps of the site to draw on and were asked to illustrate their ideas for the site on those maps. A precursory analysis of the maps yielded over 690 individual items identified by the students that they want to be included in the project. A secondary analysis of that data revealed 375 unique ideas from the students, and a final analysis revealed that the students had 183 major ideas for the space that were thematically linked. We can conclude, based on the number of thematic occurrences from the students' renderings, what the children using this space want to see the project bring to their neighborhood. The most common ideas from the students of Bisbee were: animals (mentioned 52 times), a pond (29 times), greenhouse or greenhouses (27 times), gardens (mentioned 22 times), plants (21 times), a pool (21 times), trees (20 times), animal housing (19 times), slide and slides (17 times), Baseball/softball fields (mentioned 15 times), a playground (14 times), an art center (13 times), an arcade/video games (12 times), food (11 times), solar panels (11 times), trampolines (11 times), basketball (mentioned 10 times), fruit trees (mentioned 10 times), swings (10 times), butterfly and pollinator gardens (mentioned 9 times), football fields (8 times), water catchment (8 times), a zoo (mentioned 8 times), and a track (7 times). It should be noted that the frequency of the Animals theme is because it contains every occurrence of an

animal noun written out by one of the students. This includes every instance of bears, birds, chickens, cows, deer, dogs, ducks, endangered, goats, horses, koalas, pigs, rabbits, rams, roosters, sheep, snakes, spiders, and turtles. In reality, the Animal theme occurs about as often as the Animal housing theme (approximately 19 times), which means that a pond is the number one element that the students of Bisbee want to see included in this project.

Of course, we cannot include every element mentioned by the community, but our intention is to let this work guide and inspire what this project could be. Community engagement will be critical throughout the design process, and provide an experimental approach to design work of this nature. Of all the aspects to take from the work to date, what is most important is that the 4 Es are centered throughout the design.



Context diagrams.

PROJECT SUMMARY

The Bisbee Science Exploration and Research Center (BSERC) is located in a former BUSD school. The goal of this outreach project is to design "the backyard" to be an outdoor classroom surrounded by field stations for citizen science opportunities. The space needs to be a hub for knowledge and partnership, as BSERC has close ties to the local library, and stakeholders want the space to serve the larger community as a whole, not just BSERC.

B. Blake Houghton II
MLA '23, Coverdell Fellow, RPCV Tanzania

PROJECT BACKGROUND:

The Mission of BSERC is to "foster the exploration, teaching, and practice of science for the development of scientific literacy by the public and the encouragement of the scientific inquiries needed for the betterment of our lives."

In 2017 five organizations came together to discuss their mutual interests, how they might collaborate in an economic and educational endeavor. It was decided that a feasibility study was required to examine the formation of a multi-faceted, non-profit, science center in Bisbee to promote tourism, provide experiential learning experiences, facilitate the professional development of teachers, and support ongoing STEAM research. The study was completed in 2018 and in October of that year a USDA grant helped open a store-front, pop-up science center on Main Street in Bisbee, Arizona.

BSERC has been at its current home on Melody Lane within the San Jose neighborhood for about 30 months.

PROJECT FOCUS/RESEARCH QUESTIONS:

- What does the community want in an outdoor science center?
- What are some of the concerns that people in this neighborhood have? (Water, energy, air quality?)
- How do we demonstrate current technology and environmental issues on a smaller scale?
- How do people apply those lessons to their lives at home?
- How do we mete internal ideas with the ideas of the community, and the school board?

ATTACHMENT C, COMMUNITY PARTNERS MAP

Core Team: Main project team that conducts the day-to-day tasks.
Partners: Involved in all large decisions and overall scope of the project.
Advisory Teams Provides insight into certain content/strategies about the 4 Es.
Local Community: Provides feedback and is an active participant in the design process.
Broader Landscape: Potential for research, distribution, etc.

Advisory Teams
Teams are currently being built.

ATTACHMENT D, BISBEE SCIENCE EXPLORATION & RESEARCH CENTER DECK

https://drive.google.com/file/d/1i5N8Gxuv7CsXLK_mUjge2dQuXaqekm-e/view?usp=sharing