

REQUEST FOR QUALIFICATIONS

RFQ-1

Chapter one of *Washington, My Home* – A graphic novel about planning in Washington state

Please submit materials to office@apa-washington.org

Deadline: **December 21, 2018, 5:00 p.m.**

Qualifications submitted after the deadline will not be considered. Those individuals/firms that submit qualifications accept all risks of late delivery of mailed submittals regardless of fault.

This Request for Qualifications (RFQ) packet describes the project, requested services, submittal requirements, and the evaluation process.

The Youth in Planning Taskforce, reserves the right to reject any and all submittals and to waive irregularities and informalities in the submittal and evaluation process. This RFQ does not obligate the Youth in Planning Taskforce to pay any costs incurred by respondents in preparing and submitting documentation of their qualifications. Furthermore, the RFQ does not obligate the Youth in Planning Taskforce to accept or contract for any expressed or implied services.

It is the Youth in Planning Taskforce's policy to assure that no person shall, on the grounds of race, color, national origin or sex, as provided by Title VI of the Civil Rights Act of 1964, be excluded from participation in, be denied the benefits of, or be otherwise discriminated against under any of its federally funded programs and activities.

The Youth in Planning Taskforce is committed to a program of equal employment opportunity regardless of race, color, creed, sex, age, nationality, disability, or sexual orientation.

Dated this 10th day of December 2018.

Youth in Planning Taskforce Co-Chairs

Gwen Rousseau, AICP

425-452-2743, grousseau@bellevuewa.gov

Steve Butler, FAICP

206-625-1300, sbutler@mrsc.org

APA-WA Youth in Planning Taskforce Request for Qualifications

<u>Request for Qualifications Information:</u>		<u>Submit Qualifications to:</u>	
RFQ Number:	RFQ #1	Email Address:	office@apa-washington.org
RFQ Title	Chapter one of <i>Washington, My Home</i> – A graphic novel about planning in Washington state		
Date Issued:	12/10/2018		
Contact:	Gwen Rousseau		
Email Address:	grousseau@bellevuewa.gov		
Phone:	425-452-2743		
Submittals Due:	December 21, 2018 @ 4:00 PM PST		

General Information

NOTICE: Notice is hereby given that qualifications will be accepted by the Youth in Planning Taskforce, for consulting services for the project: **Chapter one of *Washington, My Home* – A graphic novel about planning in Washington state.**

PURPOSE: The purpose of this Request for Qualifications (RFQ) is to find the best qualified individual/firm to provide the services as described in **Attachment “A-2”**.

SCHEDULE: The dates below are estimates and subject to change.

Event	Time & Date
Release RFQ	December 10, 2018
Questions (if any) due	December 12, 2018 by 4:00 PM PST
Answers to questions released	December 14, 2018 by 4:00 PM PST
Submittals due	December 21, 2018 by 4:00 PM PST
Interviews	January 7, 8, 2019
Announce apparently successful applicant	January 10, 2019 (approx.)
Contract negotiations complete	January 17, 2019 (approx.)

SUBMITTAL REQUIREMENTS

Responses to this RFQ should include the following:

1. **A cover letter/statement of interest** indicating your interest in the project, and qualifications to perform the work.
2. **Understanding and approach.** Narrative of your understanding of the project context, the scope of work and the timeline. Describe the proposed approach to the project to achieve the required deliverables within budget and according to the schedule.
3. **Experience and qualifications.** A description of your capabilities and specific experience in project management and writing graphic novels.
4. **Client references.** Provide up to three recent and relevant examples of projects conducted by the individual/firm/project team and managed by the proposed project manager. Include client/agency references and contact information.
5. **Preliminary proposed allocation of budget** resources within the available funding (\$2,000) that includes the allocation of available budget resources among the project tasks.

Page Limit:

- **Items 1-3** above should not exceed 2 (two) 8 ½ X 11 double-sided 8 ½ X 11 pages.
- **Item 4:** Each example one side of one 8 ½ X 11 page
- **Item 5:** Proposed allocation of budget resources on one side of one 8 ½ X 11 page

Delivery: Deliver submittals to the **Washington APA Office**, office@apa-washington.org
PLEASE INDICATE **Youth in Planning RFQ-1** PROMINENTLY IN THE SUBJECT LINE.

Deadline: Submittal must be **received** (not postmarked) at the above delivery location by **4:00 pm on the 21st of December 2018.**

QUALIFICATIONS SUBMITTAL EVALUATION

The steering committee will evaluate each submittal in response to this RFQ based on the following factors:

Evaluation Criteria	Score (1 – 10)	Weighting Factor	Weighted Score
Understanding of project context, scope of work, timeline and client needs		2.0	

Discussion and ideas offered toward critical issues, opportunities, and challenges		1.5	
Qualifications, experience and expertise of the project manager		2.5	
Relevance of the selected project examples		1.5	
Proposed allocation of available budget resources (\$2,000)		0.5	
Overall quality, clarity, responsiveness and completeness of the submittal		1.0	
TOTAL SCORE (60 points maximum)			

Terms & Conditions

QUESTIONS: Questions regarding this project may be directed to Gwen Rousseau, **via e-mail only** at grousseau@bellevuewa.gov

ADDENDUMS: The Youth in Planning Taskforce reserves the right to change the RFQ schedule or issue addendums to the RFQ at any time. The Youth in Planning Taskforce also reserves the right to cancel or reissue the RFQ. All such addenda will become part of the RFQ.

REJECTION OF QUALIFICATIONS: The Youth in Planning Taskforce reserves the right to reject any and all statements of qualifications and to waive irregularities and informalities in the submittal and evaluation process. This RFQ does not obligate the Youth in Planning Taskforce to pay any costs incurred by respondents in the preparation and submission of their qualifications. Furthermore, the RFQ does not obligate the Youth in Planning Taskforce to accept or contract for any expressed or implied services.

CONTRACT AWARD: The Youth in Planning Taskforce reserves the right to make an award without further discussion of the submittals. The individual/firm selected as the apparently successful writer/project manager will be expected to enter into a contract with the Youth in Planning Taskforce. Following selection, the successful individual/firm shall prepare a scope of work and fee in collaboration with the Youth in Planning Taskforce. Once the Youth in Planning Taskforce and selected individual/firm have reached an agreement on the scope of work and fee, a final contract will be prepared by the Youth in Planning Taskforce. The foregoing should not be interpreted to prohibit either party from proposing additional contract terms and conditions during the negotiations of the final contract. If the selected individual/firm fails to sign the contract within ten (10) business days of delivery of the final contract, the Youth in Planning Taskforce may elect to negotiate a contract with the next-highest ranked individual/firm. The Youth in Planning Taskforce shall not be bound, or in any way obligated, until both parties have executed a contract. No party may personally incur any chargeable costs prior to the execution of the final contract.

QUALIFICATION MODIFICATION & CLARIFICATIONS: The Youth in Planning Taskforce reserves the right to request that any submitter of a qualifications clarify its submittal or to supply any additional material deemed necessary to assist in the evaluation of the submittal. Modification of a submittal already received will be considered only if the request is received prior to the submittal deadline. All modifications must be made in writing, executed and submitted in the same form and manner as the original submittal.

EXCEPTIONS: If a submitter of qualifications takes exception to any term or condition set forth in this RFQ and/or any of its Attachments, said exceptions must be clearly identified in the response to this RFQ. Exceptions or deviations to any of the terms and conditions must not be added to the RFQ pages but must be submitted in a separate document accompanying submitter's RFQ identified as "Exceptions." Such exceptions shall be considered in the evaluation and the award processes. The Youth in Planning Taskforce shall be the sole determiner of the acceptability of any exception.

SIGNATURES: An authorized representative must sign submittals, with the submitter's address, telephone and email information provided. Unsigned submittals will not be considered.

CONTRACT NEGOTIATION: The Youth in Planning Taskforce reserves the right to negotiate all elements of the submittals, qualifications, terms and conditions, and/or scope of services as part of the contract negotiation process prior to any formal authorization of the contract by the Youth in Planning Taskforce. All parties understand that if any adjustments are made to the original scope as a result of contract negotiations, a resulting change in price/cost may be necessary.

INDEMNIFICATION: The individual/firm shall hold harmless, defend, and indemnify the Youth in Planning Taskforce and the Youth in Planning Taskforce’s officers, agents, and members against any liability that may be imposed upon them because of the individual/firm’s failure to provide compensation coverage or liability coverage.

NON-ENDORSEMENT: As a result of the selection of an individual/firm to supply products and/or services to the Youth in Planning Taskforce, individual/firm agrees to make no reference to the Youth in Planning Taskforce in any literature, promotional material, brochures, sales presentation or the like without the express written consent of the Taskforce.

NON-COLLUSION: Submittal and signature of an SOQ swears that the document is genuine and not a sham or collusive, and not made in the interest of any person not named, and that the individual/firm has not induced or solicited others to submit a sham offer, or to refrain from proposing.

COMPLIANCE WITH LAWS AND REGULATIONS: The individual/firm ultimately awarded a contract shall comply with federal, state and local laws, statutes and ordinances relative to the execution of the work. This requirement includes, but is not limited to, protection of employee safety and health; environmental protection; waste reduction and recycling; the protection of natural resources; permits; fees; taxes; and similar subjects.

OWNERSHIP OF DOCUMENTS: Any reports, studies, conclusions and summaries prepared by the individual/firm shall become the property of the Youth in Planning Taskforce.

CONFIDENTIALITY OF INFORMATION: All information and data furnished to the individual/firm by the Youth in Planning Taskforce, and all other documents to which the individual/firm’s employees have access during the term of the Contract, shall be treated as confidential to the Youth in Planning Taskforce. Any oral or written disclosure to unauthorized individuals is prohibited.

**Attachment A-1
Request for Qualifications, RFQ-1**

**Chapter one of *Washington, My Home* – A graphic novel about planning in Washington state
Background and Context**

December 10, 2018

Context

Washington, My Home is a concept for a graphic novel about planning in Washington state. It is intended to be used in middle and high school classrooms as a tool to raise youth awareness of their civic responsibility and potential to influence decisions that make their own communities better places to live for all.

This effort was inspired by the Chicago Architecture Foundation’s graphic novel “[No Small Plans](#).” Our hope is to produce a similar tool for engaging youth in Washington that reflects issues relevant to different areas in our state.

The sponsoring organization is the Youth in Planning Taskforce of the Washington Chapter of the American Planning Association, which is a volunteer-led committee of professional urban planners. The current project schedule shows chapter one being **completed by April 30, 2019**.

Objective

The objective of this project is to write chapter one of *Washington, My Home*, and use it to raise funds for subsequent chapters.

The writer/project manager will first create a plot outline and develop characters, then write the script broken down by page and by panel. The script will describe images to capture in each frame along with the captions and dialogue to accompany them.

This first milestone will serve as a stimulus for funding future chapters. While working on Chapter one, the writer/project manager will also develop and execute a fund-raising strategy in collaboration with the Youth in Planning Taskforce’s graphic novel steering committee.

Timeline

- RFQ: Q4 2018
- Kick-Off: January
- Target Completion: April 30, 2019

Professional Services Contract

The Youth in Planning Taskforce intends to enter into a contract for professional services to write chapter one of *Washington, My Home*, a graphic novel about planning in Washington state. The skills, abilities and knowledge that are needed include:

- Project management skills to ensure project is brought to completion on time.
- Ability to write engaging story about planning issues in Washington state.
- Ability to write captivating captions and dialogue to move plot forward.
- Ability to collaborate with steering committee and artist.
- Presentation and fundraising skills to garner future funds for remaining chapters.

Resources to be provided electronically from the Youth in Planning Taskforce

The Youth in Planning Taskforce will provide to the writer/project manager electronic copies/links of relevant information, including previous work and/or work-in-process such as the following:

- Draft storyline
- [Growth Management Act planning goals](#)
- List of potential funders

Budget

The professional services budget for this project will not exceed **\$2,000**.

Work Program Schedule

All work outlined in the scope of work and all deliverables are expected to be completed prior to the end of month **three** from notice to proceed. The preliminary work program schedule - organized by task in Attachment A-2 of the RFQ scope of work - is as follows:

	WEEK FOLLOWING NOTICE TO PROCEED											
TASK	1	2	3	4	5	6	7	8	9	10	11	12
1. Write basic plot outline and develop memorable characters												
2. Write script by page and panel with image descriptions, captions and dialogue												
3. Collaborate with artist on storyboard panels												
4. Develop and execute fundraising strategy in collaboration with Steering Committee												
5. Project Management												
<i>Note: The project manager should allocate time for bimonthly reviews with Steering Committee.</i>												

Attachment A-2

Request for Qualifications, RFQ-1

Chapter one of *Washington, My Home* – A graphic novel about planning in Washington state

Preliminary Scope of Work

December 10, 2018

WRITER/PROJECT MANAGER TASKS AND DELIVERABLES

Task 1: Develop plot outline and characters

Chapter One cracks open the “mysterious” process of how local decisions get made about what gets built, where in our communities. It features youth as change agents in their communities, growing and learning together about diverse interests, challenging the status quo and leading from where they are to influence decisions about how key pieces of property in their neighborhoods develop. Intended for high school students and others passionate about the places they live, this chapter captures the interest of youth while exploring the breadth of community values that come into play when deciding how land gets used. It will illustrate how people, including youth, can engage in the planning process and have a meaningful impact on how their community develops. See proposal to APA-WA board in Attachment A-3 for draft storyline.

Deliverable:

Plot outline including exposition, inciting incident, rising action, climax, falling action and resolution. Description of characters.

Task 2: Write script by page and panel with captions and dialogue

Write script broken down by page and panel with descriptions of images to capture in each frame along with captions and dialogue to help move the story along.

Deliverable

Script broken down by page and panel with image descriptions, captions and dialogue.

Task 3: Collaborate with artist on storyboard panels

Collaborate with artist on storyboard panels providing direction and feedback.

Deliverables:

Clear direction and constructive feedback for artist.

Task 4: Raise funds

Develop a fundraising strategy including a list of potential organizations, their missions and people to contact. Use completed Chapter One to galvanize excitement about the novel and garner commitments from at least two partner organizations.

Deliverables:

Fundraising strategy and commitments from at least two other organizations to provide monetary support for the creation of subsequent chapters.

Task 5: Manage project

The writer/project manager will manage the contract tasks and budget in general accordance with the timeline and the allocation of resources schedule provided in the final Scope of Work and budget. Proposed reallocation of budget resources among budgeted tasks, or changes to the timeline may be approved with concurrence of the Youth in Planning Graphic Novel Steering Committee.

Deliverables:

- i. Writer/project manager and taskforce project manager will develop an agenda for and participate in a project kick-off meeting at a mutually agreed-upon time after receiving a notice to proceed.*
- ii. Writer/project manager will prepare invoices and progress reports on a bimonthly basis and submit these to the taskforce project manager. Progress reports will document the specific work accomplished and the completion status for each task identified in this Scope of Work, plus the budget status for each task. Identify and document emerging issues related to task, budget or timeline.*
- iii. Writer/project manager and taskforce steering committee will periodically review progress, and will review emerging issues related to the scope, timeline and budget.*

Youth in Planning graphic novel project manager

Gwen Rousseau, AICP

425-452-2743, grousseau@bellevuewa.gov

Attachment A-3

Proposal to APA-WA board for graphic novel about planning in Washington state

“Washington, My Home”

A graphic novel featuring youth as change agents in their communities, growing and learning together about diverse interests, challenging the status quo and leading from where they are to influence decisions about how key pieces of property in their neighborhoods develop.

Concept

This novel cracks open the “mysterious” process of how local decisions get made about what gets built (and where) in our communities. Intended for high school students and others passionate about the places they live, this novel is designed to capture the interest of youth while exploring the breadth of community values that come into play when deciding how land gets used. It will illustrate how people, including youth, can engage in the planning process and have a meaningful impact on how their community develops.

The first chapter of the novel centers on a vacant piece of private property, situated along an arterial next to a small public park, in a primarily single family residential neighborhood. For decades the property has served as open space providing extra space for children to run around and play in the summer and a place for selling Christmas trees in the winter. With housing becoming less and less affordable, the city is considering increasing the amount of development allowed on this and other properties in the city to encourage development and increase the supply of housing.

High schoolers learn about the property when they are required to attend a community meeting for their civics class. Community interests clash at the meeting. Some residents feel too much development has occurred in the neighborhood already and not enough space has been preserved for parks and open space. They want the city to purchase the property and expand the park to make it a more functional recreation space for the growing number of children in the neighborhood. Other residents are concerned more housing will increase congestion in the neighborhood. Affordable housing advocates highlight the shrinking supply of affordable housing options for people who work at lower-paying jobs in the community.

In their civics class, the high school students are assigned the task of interviewing a cross section of people living in the neighborhood. In addition to those who spoke at the meeting, students learn about Jane, a retired social studies teacher, who wonders if affordable housing could be developed for older adults. If her property taxes keep rising, she is concerned she may not be able to afford to live in the neighborhood much longer. Students also discover that their friend Sam is currently living with his uncle, as his family cannot afford a place of their own. Having housing affordable to Sam’s family could mean he could stay in the neighborhood for the long-term, rather than having to move away to a more affordable community. Another individual has an interest in starting a small bakery and hopes new development might include some retail space they could rent to start their business. Students also interview a developer to

learn about the costs of land, construction and borrowing money to make development happen.

Embracing the diverse interests in the community along with a general understanding of the challenges of development, students work together to develop a recommendation for the city to consider and learn that there is not just one right answer. The students also end up learning about the power of becoming engaged in local issues and the importance of trying to make a difference in your community.

Subsequent chapters are situated in other contexts within Washington state and focus on issues unique to those settings. Interspersed between chapters of the story are interludes introducing the goals and requirements of comprehensive planning as specified in Washington state's Growth Management Act.

Audience

The intended audience is primarily high school students in Washington state, though planners and planning enthusiasts will find the story line, graphic art and intricacies of issues enjoyable. Professors teaching entry-level courses on urban planning should also find this work of value.

Steering Committee

Members of the Youth in Planning Taskforce will work to shape the content and ensure a high level of quality. The role of the steering committee will be to:

- Raise support and seed money to carry the project forward.
- Develop a design brief.
- Hire a project manager/writer and artist.
- Partner with the Office of Superintendent of Public Instruction's team of civic education specialists.
- Work with OSPI to test chapter one in civic demonstration classes in 2019.
- Work with writer and artist to expand and refine novel for use in 2020 Civics classes.
- If desired, start a Kickstarter campaign or seek donations through other means for printing.

Budget

The Youth in Planning Taskforce is requesting the APA WA Chapter contribute \$10,000 toward hiring a project manager / writer and artist for this novel. These funds would cover 400 hours of work divided equally between a project manager/writer and artist at an hourly rate of \$25.00.

The first \$3,000 or 120 hours would go toward developing an electronic stand-alone chapter one, which would serve as the first milestone check in; two-thirds, or 80 hours, of which would be allocated toward project management and writing. The remaining \$7,000 would go toward completing chapters two and three, plus interludes.

All products would be in electronic form. If printing the novel is desired later, the YIP taskforce will organize a Kickstarter campaign and seek additional sponsorships from National APA, the major cities in the region, the regional planning organizations, and/or corporate sponsors.

Tasks below would be undertaken by the committee, writer and artist within the following schedule.

Overall Project Schedule

Task	Winter 2018-19	Spring 2019	Summer 2019	Fall 2019	Winter 2019-20	Spring 2020	Summer 2020	Fall 2020
Form an advisory/steering committee								
Gather input / feedback on proposed story line								
Develop detailed design brief								
Hire a project manager / writer								
Hire artist								
Partner with OSPI team of civic education specialists								
Write first chapter								
Develop graphic illustrations								
Raise support and additional funds								
Test draft novel in demo classes								
Refine and compose subsequent chapters								
Develop graphic illustrations for subsequent chapters								
Create Kickstarter campaign for printing, if needed								
Print novel, if needed								
Disseminate to schools								

Background

Why create a graphic novel on planning in Washington?

A graphic novel has the potential to grab the attention of today's youth and illustrate the importance of their voice in shaping their communities.

- To build a strong foundation for our future democracy by giving youth an understanding of how and why our system of government works, inspiring them to become informed and engaged members of their communities.

In the Wacker Manuel, Moody wrote,

"...our children shall be taught that they are the coming responsible heads of their various communities... We direct the national patriotic impulse into the paths of duty, and it is vital that we do the same with the new impulse for civic good."

"...It is becoming a recognized fact that the power, growth and advancement of a city is limited only by the measure of united civic interest of its people. The stronger and more vital the Community, the greater and more influential the city... our children shall be taught that they are the coming responsible heads of their various communities."

Introduction to the Wacker's Manual, 1911.

- To close the civic education gap between affluent whites and low-income students of color and English language learners and increase their representation in the political process and participation in voting and volunteering. Without their voice, our decisions are not well-informed.

Low-income students, students of color, and students learning English do not have the same access to civic engagement/education as high-income, white, English speaking students. In the long run this means they are less likely to:

- Vote
 - Serve as volunteers or on boards or committees
 - Have their voices heard
- To seize an opportunity that just opened with 2 SHB 1896 becoming effective on June 7, 2018 requiring school districts with high schools to provide a mandatory one-half credit stand-alone course in civics. Among other things, the course must cover local government organization and procedures and current issues addressed at each level of government.

In addition to adding this graduation requirement, the bill requires the Office of Superintendent of Public Instruction (OSPI) to develop training materials and courses for teachers. These could provide excellent opportunities for planners to engage teachers in local planning initiatives and get youth involved.

Detailed description of SHB 1896

School districts in Washington state are required to provide opportunities for every student to develop the knowledge and skills essential to know and apply the core concepts and principles of civics and history, including different cultures and participation in representative government.

To graduate, students are required to complete three credits of social studies including one credit of United States History, one credit of Contemporary World History, a Geography and Problems class (or an equivalent course), one-half credit of civics, and one-half credit for a social studies elective course.

The content of the civics requirement must include but is not limited to:

- federal, state, and local government organization and procedures;
- rights and responsibilities of citizens addressed in the Washington and United States Constitutions;
- current issues addressed at each level of government;
- and electoral issues, including elections, ballot measures, initiatives, and referenda.

In addition to the social studies and civics requirements, the study of the Constitution of the United States and the Constitution of the State of Washington is a graduation prerequisite for public and private high schools in the state.

Subject to the availability of funds, an expanded civics education teacher training program is established within the Office of the Superintendent of Public Instruction (OSPI). The program must provide for the selection of a team of qualified social studies teachers, and when appropriate, civics education specialists, from across the state who will:

- develop teacher training materials using existing open educational resources that include civics information on national, state, tribal, and local governments, and the civics component of the federally administered naturalization test;
- provide teacher training across the state using the tools established by the OSPI; and
- provide professional learning opportunities in accordance with specified provisions.

The program must assure an increase in the number of:

- teachers with the knowledge and skills to effectively engage students in civic education;
- students who have a basic understanding of how governments work; and
- students from every demographic and socioeconomic group who know their rights and responsibilities within society and are prepared to exercise them.

Requirements for Stand-Alone Civics Courses. Beginning with or before the 2020-21 school year, each school district that operates a high school must provide a mandatory one-half credit stand-alone course in civics for each high school student. Except for civics content and instruction that may be embedded in a social studies course that offers students the

opportunity to earn both high school and postsecondary credit, civics content and instruction embedded in other social studies courses do not satisfy this new requirement.

The content of the civics course must include, but is not limited to:

- federal, state, tribal, and local government organization and procedures;
- rights and responsibilities of citizens addressed in the Washington and United States Constitutions;
- current issues addressed at each level of government;
- electoral issues, including elections, ballot measures, initiatives, and referenda;
- the study and completion of the civics component of the federally administered naturalization test; and
- the importance in a free society of living certain basic values and character traits.

Subject to the availability of amounts appropriated for this specific purpose, the OSPI must select two school districts that are diverse in size and in geographic and demographic makeup to serve as demonstration sites for enhanced civics education. These demonstration sites must:

- implement and assess an in-depth civics education program that includes the six proven instructional practices for enhancing civic education in kindergarten through twelfth grade (K-12) classrooms;
- collaborate with programs and agencies in the local community to expand after-school and summer civics education opportunities;
- monitor and report the level of penetration of civics education in school and out-of-school programs;
- ensure that underserved students including rural, low-income, immigrant, and refugee students are prioritized in the implementation of programs;
- develop evaluation standards and a procedure for endorsing civics education curriculum that can be recommended for use in other school districts and out-of-school programs;
- and provide an annual report on the demonstration sites by December 1 each year to the Governor and the committees of the Legislature with oversight over K-12 education.

Signature

Date

Title