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Statement of Qualifications for Architectural & Engineering Services

Project No. 2022-229: Spokane Community College Apprenticeship Center

February 16, 2022

integrus ARCHITECTURE

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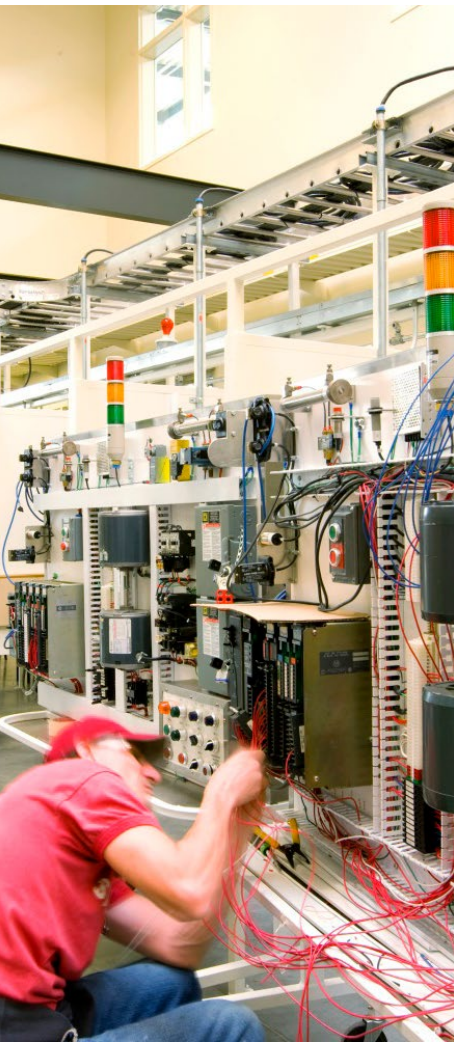
www.integrusarch.com

01 Executive Summary



With unemployment rates at historic lows, the increasing retirement of the Baby Boomers- and a noticeable lack of skilled labor to meet the increasing demands of our workforce - Spokane Community College's new Apprenticeship Center is a much-needed resource and a timely project to meet the growing needs of our economy and our community.

Integrus understands the critical nature of the Apprenticeship project for not only the future development of the SCC campus, but also to our community. You have an opportunity to increase student success, reflect the quality of instruction, and to prepare students for the many challenges they will face in the workforce, but to reach the pinnacle of achievement, it is important that your new facility, and the design process, be set up to succeed at the earliest point possible.

As architects, we appreciate the correlation between higher education design and student success.

A thorough predesign for your Apprenticeship Center is the critical first step in your long-range success of the extension of your campus to the east. The successful completion of this endeavor will require a creative, experienced, and passionate architectural team, one who will work collaboratively with Spokane Community College and DES to define and strengthen your vision.

We have experience in the design of inviting multi-disciplinary buildings that communicate the excitement and energy surrounding career and technical education.

The Integrus team has a long history of guiding projects to collaborative state-of-the-art solutions to enhance learning in instructional technology, skilled labor development, and the learning laboratory spaces common in career and technical education.

The proposed team for your Apprenticeship Center Predesign have been carefully chosen for their commitment to, and experience with, the unique architecture needed to successfully teach the many trades in your programs. They will work with you to analyze both the physical and human social environments to create a welcoming and inclusive facility that serves as a branding tool and strives to invite new participants, from all walks of life, into the program and "Earn While they Learn."

Through the years, we've built an extensive portfolio in flexible and innovative technical and trades education buildings. Within the last year, we have completed the Schweitzer Career Technical Education Center at Lewis-Clark State College which has successfully helped the City of Lewiston transition local high school students into local education that fuels the workforce.

The passion and rigor of our team is a measure of our commitment to technical education and Spokane Community College.

Through a rich design-thinking process, Spokane Community College's students, faculty, and staff will enjoy a project that has been structured to provide innovative and collaborative hands-on learning environments that support flexible and adaptable opportunities for the next 50 years. We will thoughtfully engage in continuous dialogue with the project committee and encourage diverse participation in the predesign process to help realize your vision for student success.

Integrus values the trust you have placed in us through the years and many projects we've completed together. Thank you for the opportunity to add our voice to Spokane Community College's story as you embark on your Apprenticeship Center predesign.

Becky Barnhart, AIA, NCARB, LEED AP
Principal-in-Charge
bbarnhart@integrusarch.com | 509.991.9645

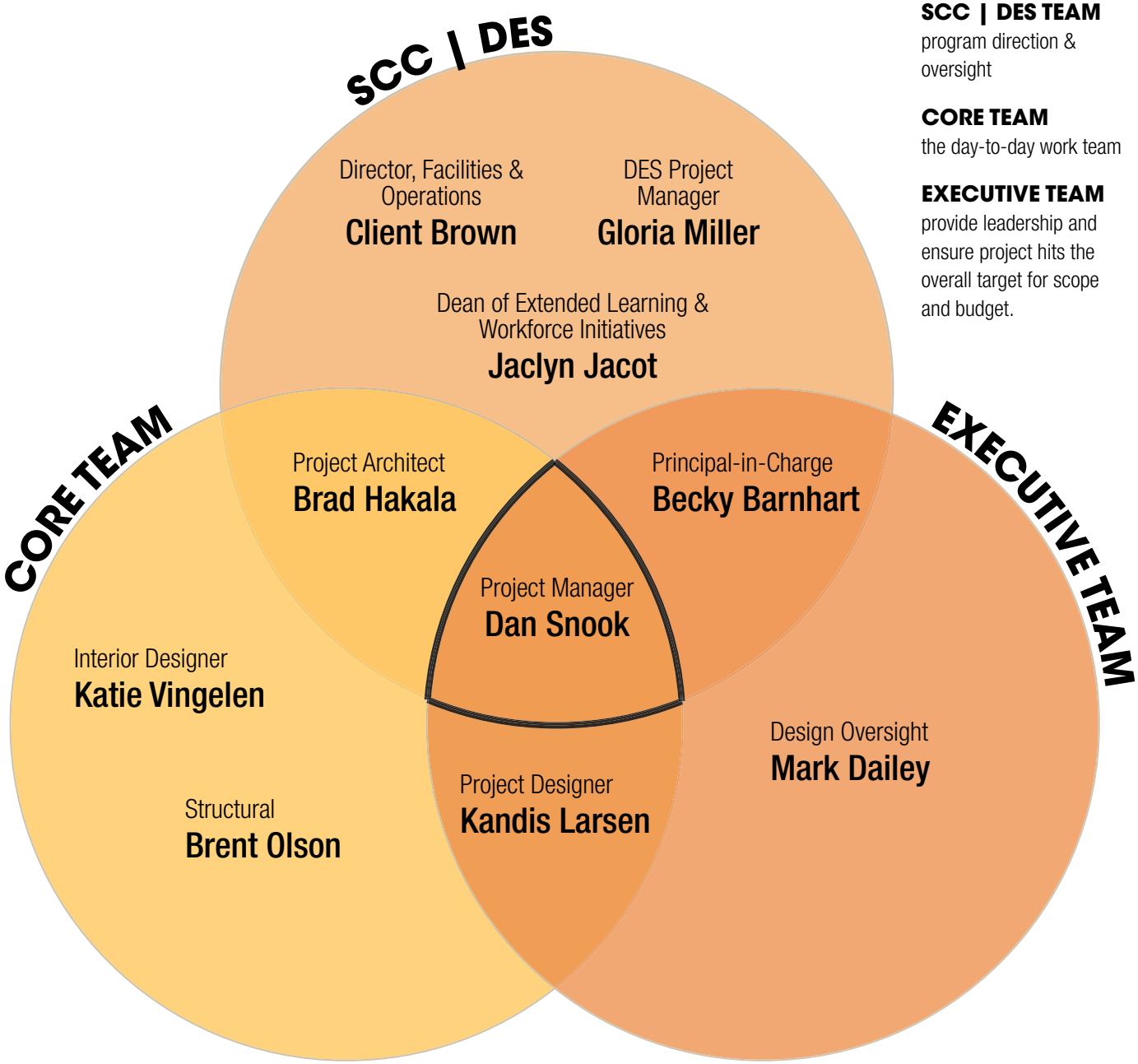
We received and acknowledge Amendments 1-3.

02 Qualifications of Key Personnel

The Team

We truly believe that the whole is greater than the sum of the parts. We have carefully curated our team members to reflect our deep higher education expertise, as well as their wide representation of all the communities of life. What's more is that each individual has been chosen for their individual passions, which are varying from one another, yet combine to be a creative force.

The team will be lead by our Project Manager, Dan Snook. He will serve as the daily point of contact throughout all phases of design and construction and will coordinate the schedule from initial concept through construction administration and closeout.



SCC | DES TEAM
program direction & oversight

CORE TEAM
the day-to-day work team

EXECUTIVE TEAM
provide leadership and ensure project hits the overall target for scope and budget.

The resumes shown on the following pages, exhibit our team's expertise and their capability to foster learning, discovery, and creative expression through inspired architecture.

EXECUTIVE TEAM

PROPOSED TIME: 30%

Becky Barnhart, AIA, NCARB, LEED AP | Principal-in-Charge

Bachelor of Architecture, Washington State University

Licensed architect: WA & ID

Leadership in Energy & Environmental Design Accredited Professional (LEED AP)

National Council of Architects Registration Board (NCARB)

Member, American Physical Plant Association (APPA)

Member, National Academy for Neuroscience in Architecture

Becky's passion to impact the lives of students through their experience in the built environment is inherent in her approach to projects. She continuously strives to be on the cutting edge of academia leading her team to innovative, flexible campus and student-centered solutions. Each day, she works to understand and promote the link between neuroscience research and human response to Higher Education's built environment leading her to a unique perspective on today's modern teaching spaces and their inherent impact on students and faculty. This focus is enhanced by her extensive background and success in funding procurement for the planning, programming, and predesign of higher educational, multi-phased projects using the Washington State OFM Guidelines.

For the Apprenticeship Center, Becky will serve as your common thread to ensure integration of all people and functions throughout the process. She will actively utilize her knowledge of the SCC campus and processes to interface between your project team, the user groups, stakeholders, and the design team. Her vast experience in working with you on past predesign, programming, feasibility studies, new building design, and complex renovations gives her a depth of experience rooted in the SCC culture. Her highly participatory processes are structured to bring out the best in everyone and lead to innovative, flexible design solutions.

SELECT RELEVANT PROJECT EXPERIENCE:

- Lewis-Clark State College, Schweitzer Career Technical Education Building, Lewiston, ID
- Spokane Community College, Building 19 Renovations Scoping Studies & Design, Spokane, WA
- District Office & Training Center, Spokane Conservation District, Spokane, WA
- Eastern Washington University, Science Building Renovation Predesign & Design, Cheney, WA

CORE TEAM

PROPOSED TIME: 50%

Dan Snook, AIA, NCARB | Project Manager

Master of Architecture, Virginia Polytechnic Institute and State University (Virginia Tech) Washington Alexandria Architecture Center

Bachelor of Science in Architectural Studies, Washington State University

Licensed architect: WA DC

National Council of Architects Registration Board (NCARB)

Member, America Institute of Architects (AIA)

Dan is an experienced Project Manager with many years in the architectural / engineering / construction industry giving him the unique perspective of how to best streamline process and while aligning with the project budget. He is skilled at coordinating multiple project activities simultaneously while working to lessen the impacts on people and campus operations. Dan will serve as SCC's day-to-day liaison between project teams, specialized consultants, agency reviewers, community groups, and contractors. His approach to integrating sustainability into the design schedule will be an asset to facilities, user groups, and across the entire architecture and engineering team as he guides you through the Life Cycle Cost process to find a holistic solution that not only meets SCC's project goals but does so in a durable and cost effective manner His proven ability to deliver high quality design within budgets while creating a team atmosphere amongst those involved is signature to his approach.

SELECT RELEVANT PROJECT EXPERIENCE:

- Spokane Falls Community College, Teaching and Learning Commons Project Request Report, Spokane, WA
- DC Infrastructure Academy, Washington DC *
- Spokane Falls Community College, Music Building, Spokane, WA
- Washington State University, Compton Union Building (CUB), Pullman, WA

** Project experience prior to joining Integrus Architecture*

EXECUTIVE TEAM

PROPOSED TIME: 10%

Mark Dailey, AIA, NCARB | Principal Design Oversight

Mark's 30 years' in higher education design on the Spokane Community College campus is combined with a robust experience in the design of innovative and flexible technical education buildings. Recognizing that the function of a campus building is not only to house learning but is also as a branding tool to invite and entice recruitment of incoming students and retain existing students, Mark guides the design team to create welcoming and inviting experiences. Mark will work closely with Kandis to develop design concepts that succinctly illustrate the intent of your Apprenticeship Building throughout the predesign and design processes.

SELECT RELEVANT PROJECT EXPERIENCE:

- Lewis-Clark State College, Schweitzer Career Technical Education Building, Lewiston, ID
- District Office & Training Center, Spokane Conservation District, Spokane, WA
- On Track Academy, Spokane Public Schools, Spokane, WA
- Eastern Washington University, Science Building Renovation Predesign & Design, Cheney, WA
- Spokane Community College, Technical Education Building, Spokane, WA

Master of Architecture, Montana State University

Bachelor of Architecture, Montana State University

Licensed architect: WA, MT, ID

National Council of Architects Registration Board (NCARB)

Member, American Institute of Architects (AIA)

Member, Rate Payer Advisory Board, Downtown Spokane Business Improvement District

Board Member, Spokane Art Fund

CORE TEAM

PROPOSED TIME: 50%

Kandis Larsen, AIA, IIDA, NCIDQ® | Project Designer

In her role as a project designer for the Apprenticeship Building, Kandis' approach will be strongly influenced by her dual degrees in architecture and interior design. Her background in flexible technical education buildings enables her to provide integrated and holistic solutions to the most challenging problems in a thoughtful and innovative approach from predesign through construction of you facility. Kandis's passion for architecture is grounded in her approach to listening, and helping to clarify, to her client's wants and needs and then providing inspiring solutions which balance function with aesthetic appeal through the use of scale, form, proportion, light, color, and texture. Her work is routinely recognized for its thoroughness and efficiency of solution as well as its striking clarity in purpose, form, and material use

SELECT RELEVANT PROJECT EXPERIENCE:

- Lewis-Clark State College, Schweitzer Career Technical Education Building, Lewiston, ID
- Spokane Community College, Building 19 Renovations, Spokane, WA
- Eastern Washington University, Science Building Renovation Predesign & Design, Cheney, WA
- Whitworth University, Innovation Lab Building, Spokane, WA

Master of Architecture, Washington State University

Bachelor of Arts in Interior Design, Washington University

Licensed architect: WA

NCIDQ® Certificate No. 30648, Washington State

CORE TEAM

PROPOSED TIME: 50%

Brad Hakala, AIA, NCARB | Project Architect

Brad's experience in all phases of architectural service allow him to coordinate design teams and clients to develop integrated and consistent solutions. He will provide technical research and guidance to our internal team throughout the process. Working closely with SCC as well as the entire and consultant team, Brad will coordinate systems into a fully integrated design solution, producing documents of high quality that meet budget and schedule. During construction, he will work closely with the Contractor to answer questions and provide design guidance. Brad's positive and collaborative spirit is a great asset to any team dynamic.

SELECT RELEVANT PROJECT EXPERIENCE:

- Lewis-Clark State College, Schweitzer Career Technical Education Building, Lewiston, ID
- On Track Academy, Spokane Public Schools Spokane, WA
- Gonzaga University, Integrated Science & Engineering Building, Spokane, WA
- Spokane Community College, Environmental Sciences Predesign / Programming, Spokane, WA

Master of Architecture, University of Oregon - Portland Center

Bachelor of Environmental Design, University of Colorado

Licensed architect: OR

Earth Advantage Steward - Commercial Buildings

Member, American Institute of Architects (AIA)

CORE TEAM

PROPOSED TIME: 75%

Katie Vingelen, LEED AP BD+C, IIDA, NCIDQ | Interior Designer

Katie is a skilled and thoughtful listener and prioritizer. She works diligently to craft enlivened, welcoming, healthy, and engaging spaces that promote naturally occurring interactions that foster both in and out of the classroom learning opportunities. Katie is a higher education learning environment specialist that will create flexible, inclusive, engaging environments that promote student success and wellbeing. With extensive programming experience, she will play a key role in understanding and prioritizing the goals and vision of SCC students, faculty and staff and ensure that vision is expressed through innovative, thoughtful design. Additionally, Katie creates accessible, engaging learning environments that promote student success through the use of adaptable and flexible interior and furniture choices. Katie's experience on the SCC campus includes predesigns, programming and space studies, renovations, and new building design.

SELECT RELEVANT PROJECT EXPERIENCE:

- Lewis-Clark State College, Schweitzer Career Technical Education Building, Lewiston, ID
- District Office & Training Center, Spokane Conservation District, Spokane, WA
- On Track Academy, Spokane Public Schools, Spokane, WA
- Central Washington University, Discovery Hall, Ellensburg, WA

Bachelor of Art in Interior Design, Washington State University

National Council for Interior Design Certificate No. 29856, WA (NCIDQ®)

Leadership in Energy & Environmental Design Accredited Professional, Building Design and Construction + Construction (LEED BD+C)

Professional Member, International Interior Design Association

Subconsultants – Integrated Approach

Your project will achieve success with a design team can work together with the chosen extended subconsultants in the definition of the project's guiding principles, provide innovative solutions, and clearly define pathways to reach the common goal for your project in cost effective ways. Therefore, we believe that assembling the project's extended team of experts early is an integral step toward project success for your new building.

We believe, ultimately, that team selection is about finding the right fit. Important criteria and qualifications to determine fit include, knowledge and experience with SCC, experience with the region, knowledge of potential lessons learned, experience and comfort working with Integrus and our team coordination systems and processes. Communication and transparency are at the core of a productive integrated project team environment.

CORE TEAM

Brent Olson, PE
Project Engineer-Structural
Integrus Architecture

SELECT RELEVANT PROJECTS:

- Eastern Washington University, Science Building Remodel, Cheney, WA
- Shaw Middle School Replacement, Spokane Public Schools, Spokane, WA
- Transportation/Maintenance Facility, Kittitas School District, Kittitas, WA

Anthony Schoen, PE, HFDP
Mechanical Systems
MW Consulting Engineers

SELECT RELEVANT PROJECTS:

- Big Bend Community College, Professional Technical Education Center, Moses Lake, WA
- Lewis-Clark State College, Schweitzer Career & Technical Education Center, Lewiston, ID
- Gonzaga Integrated Science & Engineering, Spokane, WA

Joel Evenold, PE, ESS
Electrical Systems
MW Consulting Engineers

SELECT RELEVANT PROJECTS:

- Spokane Community College, Stannard Technical Education Building, Spokane, WA
- Central Washington University, Discovery Hall, Ellensburg, WA
- Eastern Washington University Engineering Predesign, Cheney, WA

Tom Arnold, PE, DBIA, LEED AP
Civil Engineer
Coffman Engineers

SELECT RELEVANT PROJECTS:

- Spokane Community College, Apprenticeship Center Study, Spokane, WA
- Spokane Falls Community College, Value Engineering Study, Science Building, Spokane, WA
- Whitworth University, Hixson Union Building Expansion, Spokane, WA

Ken Can Voorhis, PLA
Landscape Architect
SPVV

SELECT RELEVANT PROJECTS:

- Spokane Community College, Parking Lot, Spokane, WA
- Spokane Community College, Building 15, Spokane, WA
- Central Washington University, Discover Hall, Ellensburg, WA

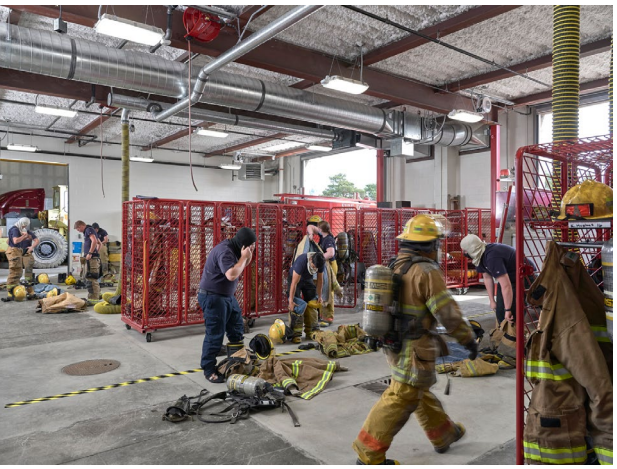
Roger Roen
Cost Estimating
Roen Associates

SELECT RELEVANT PROJECTS:

- Lewis-Clark State College, Schweitzer Career Technical Education Building, Lewiston, ID
- Spokane Community College, Building 19 Renovation, Spokane, WA
- District Office & Training Center, Spokane Conservation District, Spokane, WA

PROPOSED TIME: 50%

03 Relevant Experience



We have been honored over the last 36 years to partner with CCS on many successful projects.

Designs that Integrate Academic & Technical Knowledge

Spokane Community College has been thrust into reshaping and reinforcing its unique campus identity and experience as a result of the placement of the North Spokane Corridor. While this began as an inconvenience, it has morphed into the greatest of opportunities. The result from this has been, and will continue to be for many years, the chance to enhance student success, increase student and community engagement, and foster partnership opportunities within the Spokane community and local industry.

Integrus Architecture has been extremely fortunate to have been involved in much of the development and fulfillment of Spokane Community College's success story for the past several decades. We've worked with the College to create spaces that strengthen connections between the people, places, and community while crafting a campus that boosts pride for all.

Designing for Outreach

We recognize that higher education buildings need to be designed for more than just instruction. We design state-of-the-art, innovative technical education learning environments that successfully draw people in and provide a welcoming and inclusive environment for community-building to take place. Through our work, we have come to understand the importance of the interactions between higher education facilities, technical education programs, K-12 feeder programs, and local industry. We design active and technologically enhanced buildings to strengthen partnerships, build diversity and the campus community, and provides outreach to those who may need encouragement to enroll in, or remain in, technical education programs.

The Building as a Teaching Tool - Learn to Earn

Our team's work speaks to the depth of understanding as to how architecture specifically contributes to student and program success through the crafting of a building as a learning tool. Transparent learning spaces such as shops and systems support spaces serve to connect students to inside- and outside-the-classroom experiences. A new, leading-edge facility that creates a center for synergy and collaboration provides highly sophisticated pathways to successful education and careers by mirroring the real-world.

Flexibility & Adaptability Drive Collaboration

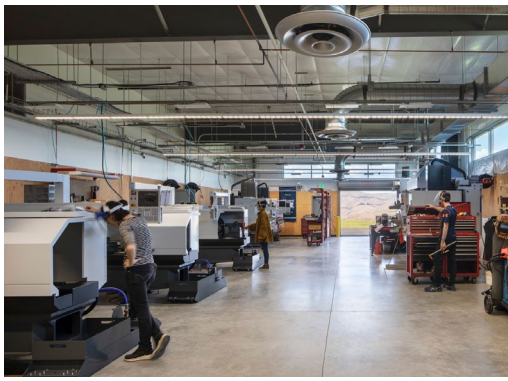
Within our own architecture practice, we capitalize on the inherent benefits of cross-pollination between our different focus areas and glean perspective from one another to foster innovation and creative design solutions. This immeasurably helps in the design of higher education buildings, many of which need to be flexible and serve multiple programs to seize economic opportunities. The SCC Apprenticeship Center is an opportunity to boost out of the classroom learning, social interactions, and inter-programmatic learning, which is integral to a successful real-world transition. Provision of flexible, adaptable classrooms and labs spaces that can transform as industry involves are critical to creating durable learning spaces and promoting cross disciplinary work.

The projects profiled on the following pages were chosen for the similarities to and integration of the program principles you've stated for your Apprenticeship Center.

Schweitzer Career Tech Education Center

Programming & Design | Lewis-Clark State College, Lewiston, ID

This premier multi-disciplinary Career Technical Education (CTE) facility was designed to elevate technical education programs into the future. To honor the College's "Learn to Earn" philosophy and Lewiston's local context, the design drew inspiration from Lewiston's mixture of local agrarian and industrial architecture while still providing students with an inviting, comfortable environment to hangout and learn through out-of-classroom interactions. Accessibility and transparency of the building structures and systems, views into classrooms, shops, and mechanical support spaces showcase both the programs and the building systems housed within allowing the building to become a living-learning-tool. The interdisciplinary nature of the facility fosters real-world interactions and enhances student success in the Engineering Technology, Industrial Electronics, and Information Technology, Auto Mechanics, Diesel Technology, HVACR, CNC Machining, Collision Repair, and Welding Technology disciplines.



Technical Trades

TEAM:

Becky Barnhart
Mark Dailey
Kandis Larsen
Brad Hakala
Katie Vingelen

Student Collaboration Spaces

GCCM
86,000 SF
Oct. 2020 completion
$19.8 M MACC
$18 actual cost

Interactive Teaching Spaces

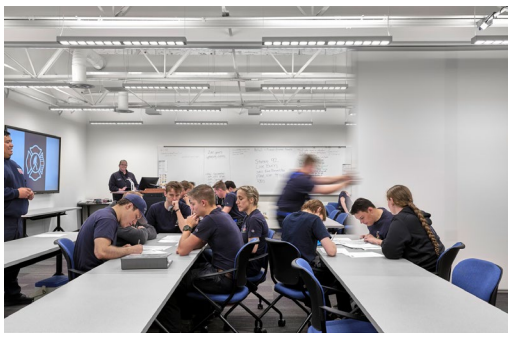
Tom Garrison
Director of Facilities & Operations,
Lewis-Clark State College
208.792.2247
tgarrison@lcsc.edu

Building 19 Renovations: Fire Sciences & Heavy Equipment

Scoping Studies & Design | Spokane Community College, Spokane, WA

Fire Sciences: Fire Sciences involved the renovation of part of Heavy Equipment to house the program. Creative problem solving resulted in a solution which gave the Fire Sciences program its own identified entry into Building 19 rather than being tucked deep into a corner of the building removed from the main entry. Spaces included in the program were the apparatus bay, decontamination area, instructional lab, classroom, and offices which were organized to separate "clean" and "dirty" functions.

Heavy Equipment: Renovation of other areas of Building 19 are currently underway to re-envision existing spaces for the Heavy Equipment program. The scope includes renovating existing classrooms to meet modern needs, converting storage and shop spaces into classrooms, and refreshing the entry and corridors to provide an updated appearance.



Student Success Focused **Interactive Teaching Spaces** **Inclusive Design**

TEAM:

Becky Barnhart
Kandis Larsen
Brad Hakala

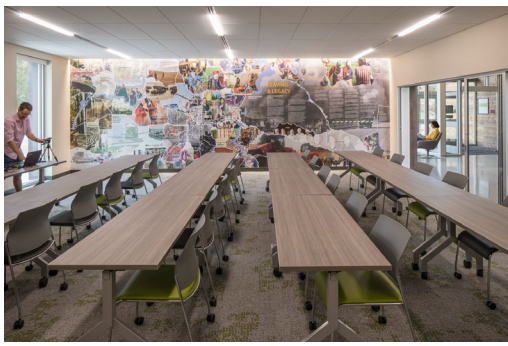
D/B/B
Fire Science: 6,840 SF; 2021 completion; $1.7 M
Heavy Equip: 4,325 SF; Aug 2022; $1.25 M MACC

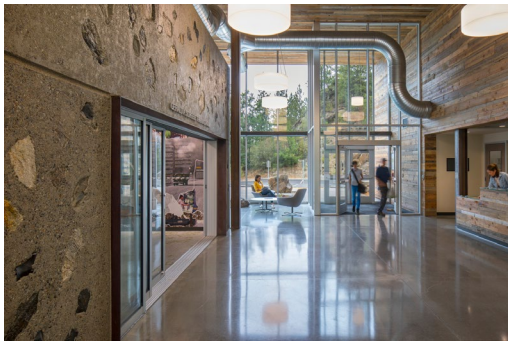
Dave Cox
Dean of Technical Education, Spokane Community College
509.533.8675
dave.cox@scc.spokane.edu

District Office & Training Center

Master Plan & Design | Spokane Conservation District, Spokane, WA

Spokane Conservation District's (SCD) mission is to develop and implement programs to protect and conserve our natural and renewable resources. SCD's new Office Building & Training Center supports eleven different programs and the architecture reflects their hardworking agrarian roots. With a clear functional plan, the building offers collaborative spaces throughout, flexible training rooms, and space for public and community outreach. The site master plan of the old quarry includes four future phases of development that will support the SCD's mission and act as an educational tool to patrons.





Teaming/Collaboration Spaces

TEAM:

Becky Barnhart
Mark Dailey
Katie Vingelen

Universal Design

D/B/B
12,400 SF
March 2021 completion
$4.7 M MACC
$4.8 actual cost
Designed LEED Silver

Interconnected Spaces

Vicki Carter
Director of Spokane
Conservation District
509.535.7274, ext 213
vicki-carter@sccd.org

On Track Academy

Programming & Design | Spokane Public Schools, Spokane, WA

The On Track Academy offers project-based learning through three different program branches for high school students in grades 9-12. Creative Suites and CTE and STEM Labs create a venue where hands on learning is encouraged, and student engagement thrives. Throughout the building there are views into labs and classrooms that showcase learning, ignite curiosity, and activate the in-between spaces. Operable partitions and overhead doors provide flexibility for space sizes to quickly change and for learning to extend into shared informal spaces and even outdoors. The building's location and orientation foster collaboration and sharing of resources with the adjacent Shaw Middle School and NewTech Skills Center.

Active Learning Classrooms **Student Collaboration Spaces** **Maker Spaces**

TEAM:

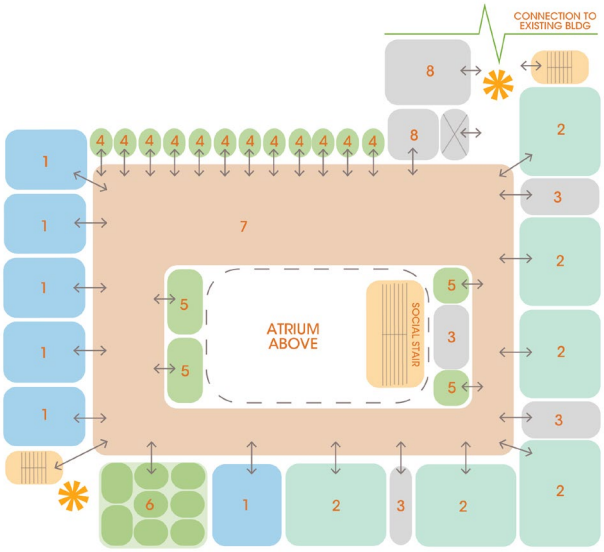
Mark Dailey
Brad Hakala
Katie Vingelen
Brent Olson

GCCM
45,500 SF
Aug 2021 completion
$13.9 M MACC
$14 actual cost
Designed LEED Silver

Greg Forsyth
Director, Capital Projects at
Spokane Public Schools
509.354.5771
Gregoryf@spokaneschools.org

OVER 50

predesigns & programming projects completed



Predesign & Programming Projects

Integrus Architecture will work with SCC to carefully craft a predesign document which is reflective of the goals and aspirations for the Apprenticeship Center project while being mindful of the competitive nature of the State scoring and budgeting process. As evidenced by the following list of completed predesign documents and their success in acquiring design and construction funding, we take great pride in our ability to work with you to strategically craft a message that positions your project for funding success within the State Capital Budget process. Below is a list of our successful predesigns and programming endeavors:

PROJECTS	DESIGN FUNDED	CONSTRUCTION FUNDED
Spokane Community College Allied Health PRR	*in process*	*in process*
Spokane Falls Community College Learning Commons Center PRR	*in process*	*in process*
Washington State University-Vancouver, Life Sciences Building	•	•
Eastern Washington University, School of Computing & Engineering Sciences	•	•
Eastern Washington University, Science Building Renovation	•	•
Wentachee Valley College, Music & Arts Center	•	•
Wenatchee Valley College, Wenatchi Hall Allied Health Building	•	•
Wenatchee Valley College, Wells Hall Replacement	•	•
Walla Walla Community College, Allied Health & Performing Arts Facility	•	•
Central Washington University, Welcome Center Renovation	•	•
Central Washington University, Lind Hall Renovation	•	•
Central Washington University, Discovery Hall	•	•
Washington State University, College of Nursing Building	•	•
Washington State University–Tri-Cities, Consolidated Information Center	•	•
Yakima Valley Community College, Deccio Higher Education Center	•	•
Spokane Falls Community College, Library Renovation & Addition	•	•
Spokane Falls Community College, Music Building Renovation & Addition	•	•

04 Life Cycle Cost Analysis Experience

At Integrus we believe in "building design for life." Knowing that first cost for your new Apprenticeship Center is only one part of the total equation, we approach Life Cycle Cost as a way to reduce total impact on campus resources – while still meeting your programmatic and aspirational goals. To do this, we will help you prioritize and ensure that long-term maintenance and durability are at the forefront of your decision-making process. These factors must be considered and weighed against overall project and sustainability goals to achieve a holistic solution.

LCCA Informs the Design

Using the Community Colleges of Spokane's Strategic Plan as a guidepost, Integrus will structure your predesign process to thoughtfully consider all long-term operational and maintenance impacts as they relate to your Four Priority Areas – Student Success, Collaboration and Communication, Sustainability, and Innovation.

You began this foundational work during the PRR process and now it is time to further develop the LCCA strategy to incorporate not only these values but also Flexibility, Adaptability, and Universal Design. These are all key aspects of a future design that will serves SCC well for many years to come. By clearly identifying and incorporating these values into every aspect of the project's delivery, Integrus will structure your predesign process to set up your new building for a lifetime of optimal energy conservation, efficient use of resources, AND provide the most conducive educational environment for your students. The two processes work "hand-in-hand" and are long-term strategies to address the ever changing needs of the many programs housed at the Apprenticeship center.

Our process will carefully study a series of potential alternatives that address the desired programmatic and sustainability outcomes, identify the advantages and disadvantages of each option, and the associated cost estimates prior to inputting data into OFM's Life Cycle Cost Tool (LCCT). The analysis generated by the LCCT will then serve as the basis for a series of discussions regarding the findings of the data and the long-term impacts for the SCC campus and operations. Once the "Preferred Alternative" is established, Integrus will work closely with SCC, DES, and the subconsultant group to carefully vet and test the initial findings of the LCCA/LCCT. This process leads to a clear understanding – across all participants- of future project goals and challenges that lay the groundwork for success as the design work commences.

As the design continues and decisions are made across the project, the LCCA is periodically updated and submitted to the State of Washington. At completion of the Apprenticeship Center, data will be collected and cross checked against the assumptions made during the design process to ensure that the targets identified during design were met in the constructed building. We then use a post occupancy process to continually learn and evolve the design.

Integrus Architecture is on the forefront of understanding and utilizing Washington State's OFM LCCA process and has a robust resume of projects that have utilized the LCCT, including several technical education and academic buildings.

One recent example of how Integrus used this process to set a project up for success is the WSU - Vancouver Life Sciences Building, profiled in the case study below.

CASE STUDY: Using LCCA to Aid in Decision Making

Life Science Building, Washington State University, Vancouver, WA

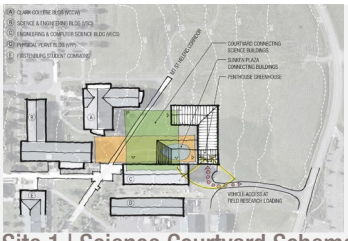
Background / Challenges:

WSU-Vancouver's Life Sciences project creates a state-of-the-art interdisciplinary teaching and research facility that supports, attracts, and retains scientists and students active in life science research. The facility will increase WSU's capacity to carry out fundamental teaching and research needed to advance Washington's industries in an area that is crucial to the State economy. As a result of capital budgeting delays, programming, predesign, and LCCA processes need to be completed in an unusually short time frame, three months versus the usual six to meet the state's submission deadline. WSU needed Integrus to deliver the predesign document that fully utilized the Office of Financial Management's (OFM) Life Cycle Cost Analysis process to determine total operations costs for the economic life of the building.

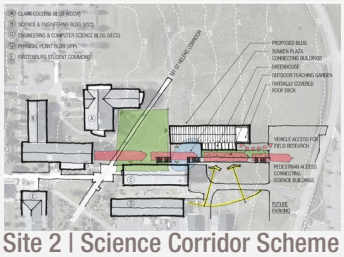
Solutions:

Working closely with WSU, stakeholders, and subconsultants, Integrus delivered a comprehensive predesign that included LCCA documentation by using the following strategies:

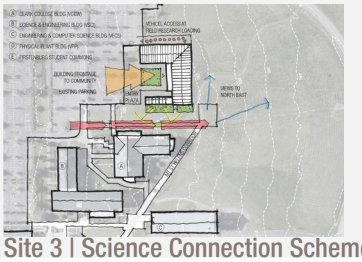
- Aligned the project's mission and goals that served as the decision-making backbone.
- Created three separate design options for analysis within the LCCA tool that were analyzed relative to passive solar impacts, energy use intensity, high performance envelope strategies, and MEP system approaches.
- Based upon the LCCA findings, WSU selected the "Science Courtyard" scheme which best lowered anticipated long-term energy costs.
- The AE team met the abbreviated schedule using an integrated and concurrent approach to the ELCCA and predesign processes.



Site 1 | Science Courtyard Scheme



Site 2 | Science Corridor Scheme



Site 3 | Science Connection Scheme

05 Sustainable Design Experience

Patrick Donnelly
AIA, LEED AP
Director of Sustainability

As the Director of Sustainability, Patrick will be involved in the early stages of the Apprenticeship Center project to determine your sustainability goals. Patrick will work with the team to develop the necessary studies (daylighting, energy, materials performance, etc.) and assist in assuring design team to ensure that those goals are met.

17 *LEED ACCREDITED PROFESSIONALS*

111 *LEED CERTIFIED & DESIGNED TO LEED STANDARD PROJECTS*

Integrus offers **in-house LEED certification** to ensure the coordinated design & documentation of your LEED approach.

A Deep Affinity with the Natural Environment

Healthy places and natural systems are fundamental to the quality of life. Sustaining these gifts for our enjoyment and for future generations is a delicate science and one that we whole-heatedly embrace. A number of Spokane Community College's Planning Principles can be supported with Integrus Architecture's pragmatic sustainable design approach. Rooted in science, our sustainable design practices will assist you in incorporating the **seven Best Practices to Reduce Greenhouse Gas Emissions** you've identified as we translate your visions and aspirations into compelling architectural form and space.

For the Apprenticeship Center we will incorporate the following concepts into our work:

Set Meaningful High-Performance Goals: Effective goals balance performance with client aspirations and constraints. As an example, one goal could be to forego the burning fossil fuels to reduce carbon emissions and create resilience of long-term fuel costs. But is this consistent with operational standards or program needs? Our process will explore questions like this to reach an optimal balance of performance and operational standards.

Integration of Performance Data-Driven Design & Documentation: We employ quantitative metrics allowing greater accuracy in modeling and forecasting. Computerized modeling measures daylight quantities that enhance user comfort and energy savings. We work closely with engineering teams to optimize the interaction of the envelope with systems, producing long-term operational cost savings.

Design for Discovery: For your Apprenticeship Center, this means creating a living-learning experience that places environmental learning at its core. Designing transparent spaces that make learning – and systems-visible can maximize awareness of environmental functions. The collection of solar energy, thoughtful use of solar exposure and the balance of shading/glare control sponsor awareness of the diurnal cycles of light and air. These strategies should be considered for your new Apprenticeship Center to blend opportunities that blend educational learning with green strategies.

CASE STUDY: Exceeding Expectations in Sustainable Design

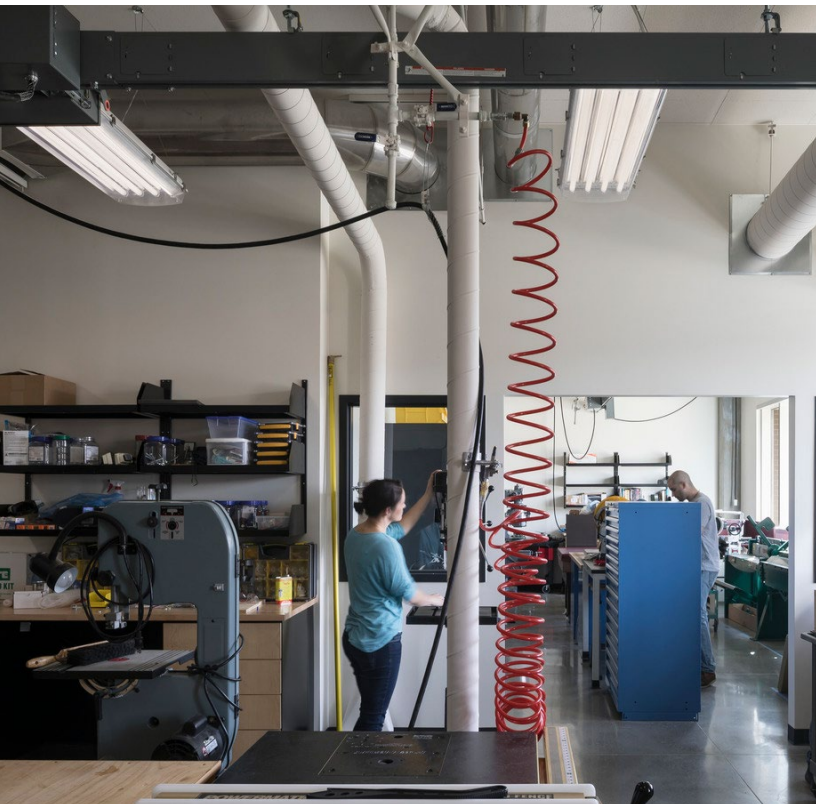
Discovery Hall, Central Washington University, Ellensburg, WA

CWU's commitment to guide the University towards a goal of carbon neutrality in all aspects of campus operations and educational pursuits is evidenced in their 2010 "Climate Commitment Action Plan." The University was mindful of the fact that science buildings are typically on the upper end of the scale in energy consumption. Integrus worked with the University and Science program representatives in a series of Eco-Charettes, using this plan as a backdrop, to drive this 119,000 gsf Physics, Geology, and Astronomy building to the original goal of LEED Silver Certification.

This "Beacon to the Science Neighborhood" has an open design incorporating transparent learning, science on display, collaborative spaces, and outdoor classrooms to encourage naturally occurring interactions. CWU had stated a goal not to"purchase" credits to acquire a LEED certification. Instead, to maximize efficiencies, the project team sought common sense opportunities and strategies to balance the University's stewardship goals with the economics of creating a science-based living-learning tool. The LEED Scorecard utilized a "yes/no/maybe yes" rating system to identify which credits were readily achievable versus those which might have imposed a higher first cost. The following creative, flexible design solutions were employed to maximize the buildings performance:

- Designing multiple outdoor learning opportunities amidst intentional indigenous low-impact zero-scaping that lessened the dependency upon irrigation.
- Management of personal comfort and control through operable windows and using the building's siting to maximize daylighting.
- Systems integration choices intentionally increased energy efficient operations.
- Low flow, dual flush valves and sensor operated faucets are ubiquitous to ensure water conservation.
- Ecologically sound material selections of concrete, steel, wood and stone were made while also celebrating the area's natural palette and the programs housed within.
- A 2-step submission process to the USGBC was used to quickly identify which design credits were achieved and how this total impacted the LEED Silver target.
- During design and construction, Integrus continually reviewed and advised the Owner as to new opportunities. During construction a similar review was held and additional strategies were incorporated. The building received a LEED Gold rating at no additional cost to the Owner.

06 Past Performance



Understanding Spokane Community College, the Region, & Industry Partnerships

Spokane Community College is looking to increase the credibility and visibility of its construction apprenticeship programs. These programs serve to train students both in the classroom and on-the-job, providing them with an "Earn While You Learn" opportunity. The Apprenticeship program is largely dependent upon the participation of industry partners who benefit from the College's ability to provide "real world" preparation and a skilled work force. Therefore, SCC plays an important role in the greater Spokane area's workforce development significantly benefiting the community. The College's aspirations for the Apprenticeship program are to increase student participation, showcase the high quality real-world training students receive, boost diversity of the program participants, and ensure that the facility supports these goals is a safe, secure, flexible, and adaptable manner. A new, leading-edge facility dedicated to the trades and industrial education will create a safer, more accessible learning environment that generates opportunities for collaboration and a student-centered facility that boosts SCC's vision of an Apprenticeship Center with a high-quality academic environment that prepares students to be transformational leaders in their chosen trade.

Universal Design: Ensuring Programs Serve All Students

Creating an accessible and equitable learning environment is a necessary first step towards recruiting a broader group of students and creating a more inclusive student experience. Physical spaces, technology, and student services are often designed for the average student. Universal design considers people's diverse characteristics and inherent learning styles in the design of all formal and informal educational environments.

Integrus Architecture will thoughtfully engage in dialogue with your project committee to seek innovative ways to apply Universal Design principles to all aspects of the project for a more inclusive experience for students, faculty, staff, and program partners.

To enhance optimal learning, the Integrus team will guide you through discussions surrounding the following Universal Design principles:

Equitable use: The design is functionally inclusive and marketable to a diverse population of backgrounds and abilities.

Flexibility in use: The design accommodates a wide range of individual preferences and abilities achievable with quick changes.

Simple & intuitive use: The design is easy to understand, regardless of the student's experience, knowledge, language skills, or current concentration level.

Perceptible information: The design communicates necessary information effectively to the student, regardless of ambient conditions or the user's sensory abilities.

Tolerance for error: The design places significance on safety and minimizes hazards and the adverse consequences of accidental or unintended actions.

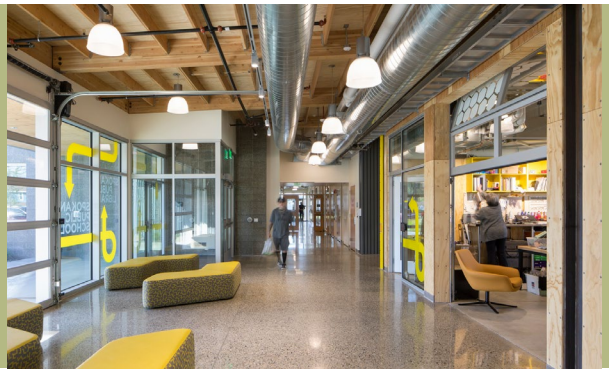
Using these paradigms, we will actively listen to your pedagogical processes & programmatic goals & work with you to guide us in the determination of accommodation levels you choose to implement for your students.

Understanding where Trades & Industrial Education is Headed

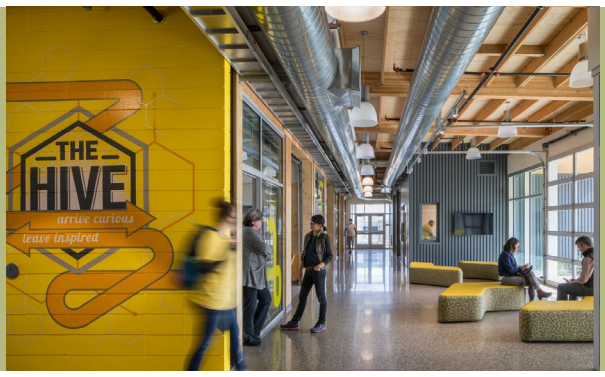
There is a shift toward programs that integrate student-centered learning - societal, environmental, and technological - with a curriculum oriented to the pressing challenges of the 21st century. Students need to be taught to not only be true global problem solvers, but "problem seekers" which allows them to proactively create responsive solutions proactively. As technological innovations advance so does the supporting education. In general, the following trends have been acknowledged as directions for the education of tomorrow's leaders:

Flexibility & Adaptability: Single-use spaces are a thing of the past. Multi-use spaces are a must. Modern learning environments and industry standards for the trades are evolving at a rapid rate to keep pace with technology and innovation. Through necessity, trades and industrial education facilities need to accommodate intentional short-term and long-term change.

Extending the Learning Sphere: Learning happens everywhere! Spilling the sphere of learning from the classroom, shops, and labs into the in-between and outdoor spaces, promotes interconnectedness of the programs enhancing student engagement and success. Visibility of programs, resulting from transparency, showcases work being done, promotes collaboration between disciplines, and improves safety.



Multi & Interdisciplinary Buildings: Innovation requires interdisciplinary collaboration. Today's employers value diversity of skill sets and a collaborative attitude. Creativity and critical thinking are fostered when the experiential learning model emulates real world situations of working alongside others performing symbiotic tasks.



Educational Buildings Serve as Recruitment & Branding Tools: Thoughtful, state-of-the-art facilities attract faculty and prospective students. Well-designed and intentional buildings feel more welcoming and serve to elevate the perceived quality of the teaching and learning that happen there.

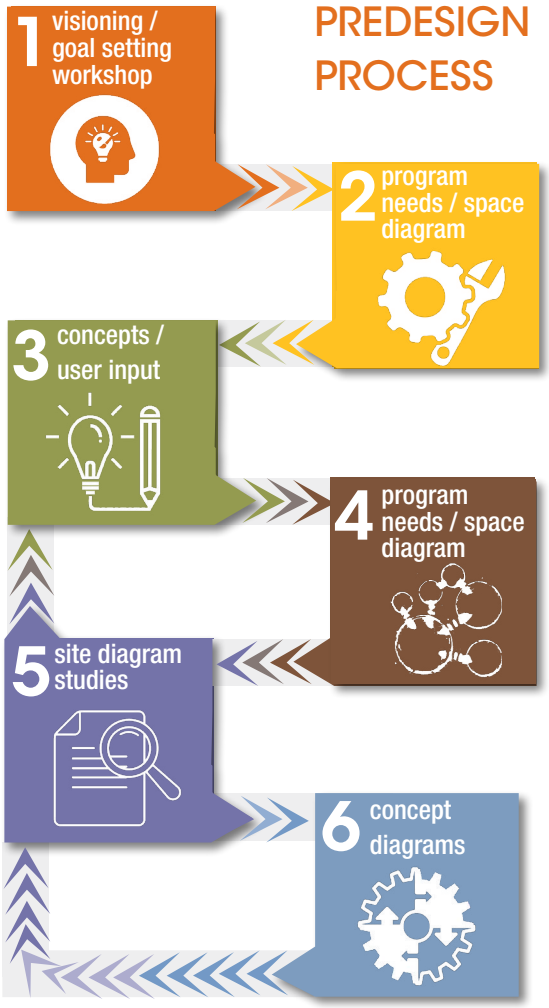
A Collaborative Predesign Process

The process for developing your Apprenticeship Center predesign will begin with inclusive "visioning" workshops in which Spokane Community College and your program user groups become active members of the design team and collaboratively create the shared vision. Project goals, expectations, and options will be explored to establish the project guiding principles.

We will gather critical information through individual interviews, site exploration, and related research. Documentation is critical to justify conclusions; realistic design concepts and budgets give credibility to the final document to demonstrate need and provide reliable information. This approach will streamline communication and serves as a catalyst for consensus building.

In developing the space program, we not only create a thorough description of the space, but also develop program specific diagrams to justify the area requirements including the furnishings and equipment placement. The development of conceptual drawings will allow for the opportunity to evaluate the programs while testing key siting concepts and impacts to the overall campus infrastructure. Working with you, we will develop several concepts to evaluate options, functional relationships, material usage, and aesthetic considerations. Through in-depth analysis of the architectural program and concepts, SCC and the design team can create a common understanding of spaces and functions that will take place within them.

A partnership will be developed between Spokane Community College and our design team, leading to consensus regarding the appropriate design, while accommodating flexibility for future change.



Tools & Methods

The Integrus team has developed a set of tools and methods that we find encourage advanced levels of communication and coordination throughout all phases of our projects. The utilization of these tools is integral to building synergy within the project team, as well setting the table for the successful management of the interrelationship between the scope, schedule, and budget.

Smartsheet / MS Project: Cloud-based scheduling tools to manage and communicate activities and milestones while understanding task dependencies and relationships.

Integrated Design Schedule: Architecturally managed process to ensure that all team members get the right information at the right time to progress the design and hit schedule milestones.

Process Meetings: In person or virtual sessions to understand, explore, and materialize solutions for successes and challenges to on-time progress.

Revit / BIM Modeling & Coordination: 3-D modeling to develop integrated building systems.

Miro & Bluebeam Studio: Collaborative platforms for reviewing, maintaining, and sharing design ideas, project plans, and specifications.

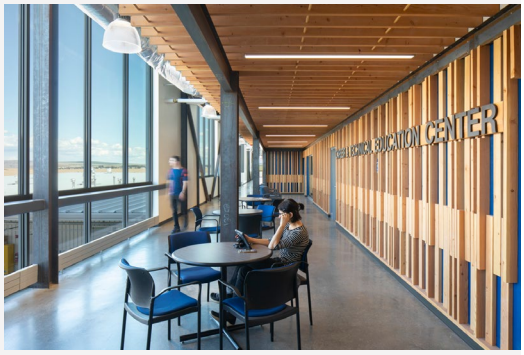
Cost Menus: Itemized project cost estimates comparing different design options that breakout itemized values to show which items may be added or removed with the intent of reaching a targeted Total Project Cost.

Sefaira & Tally: Modeling tools to assist in maximizing energy efficiencies, daylighting, and envelope performance.

CASE STUDY:

Budget Alignment

Schweitzer Career Tech Education Center, Lewis-Clark State College, Lewiston, ID



The budget request for this 3-story, 86,000 SF multidisciplinary facility was approved 5 years after the initial request was made to the state. Price escalation resulted in a $2 million misalignment of project scope and budget. Integrus proactively worked with LCSC to bring the project within budget, or risked project abandonment. The design team explored solutions with LCSC with an "all ideas are welcome" attitude to preserve square footage and function. Combining traditional steel construction with pre-engineered systems was an economical way to preserve shop space and accommodate future expansion within the priorities of the project's Guiding Principles.

Integrus increased the efficiency of the design by selecting off-the-shelf exterior finishes and leaving the exposed steel structure unpainted. These solutions enhanced the hard-working honest character of the building and programs within. Through an open-minded, communicative approach the original scope was preserved, the Guiding Principles were maintained, and the college realized a $300,000 savings upon construction completion.

Adhering to the Project Schedule

The first step in your Apprenticeship Center project will be the development of a clear project work plan, created in cooperation with your project team, the project stakeholders, and subconsultants to outline each task required to complete the project. This plan will establish milestones that take into account internal review, Life Cycle Cost Models, and review by the Office of Financial Management. This plan will be expressed in the form of a comprehensive schedule of activities that is both realistic and obtainable.

To assist with issue identification and resolution, a constant and open dialogue with project stakeholders and the subconsultant team will be critical throughout the predesign process. Your project schedule will become a "living" planning tool that integrates key activities and facilitates regular monitoring of progress. The schedule will include notations for projected durations, authoritative approvals, and critical milestone dates that will be maintained as required throughout the project.

Achieving & Maintaining Scope & Budget Alignment

Integrus will kick-off the Apprenticeship Center predesign schedule by leading Spokane Community College in a process of refining the project "Guiding Principles." These principles will build off of those established in the PRR, but since the project is now moving forward on a new site, and significant time has passed, a validation process will be critical to ensure all stakeholders are aligned as we move forward. These principles will define a set of goals and strategies that our team will continually refer back to as decisions need to be made on everything in the project including needs and budget, to program and scope

Through a series of engagement sessions, team members from Integrus and SCC will draw out the "hopes and dreams" of the students, faculty, and administration. As the design begins to take shape, a preliminary cost estimate will be established early in the process. By doing this early, our team will be able to understand the potential cost implications of various options and ensure that by the end of the predesign, SCC has a preferred alternative that meets the guiding principles while staying within the project budget.

Integrus' transparent process and active listening lead to comprehensive discussions that will guide the project committee through finding creative ways to identify design elements that can be adjusted, substituted, or removed and placed on the "alternate choices" list and at what cost they could be added back into the project as some point. Throughout the project, the Guiding Principles serve as the project's "north star" and are continually cross-checked as design decisions are made and at each budget update.

CASE STUDY:

Interrelationship of Scope, Schedule & Budget

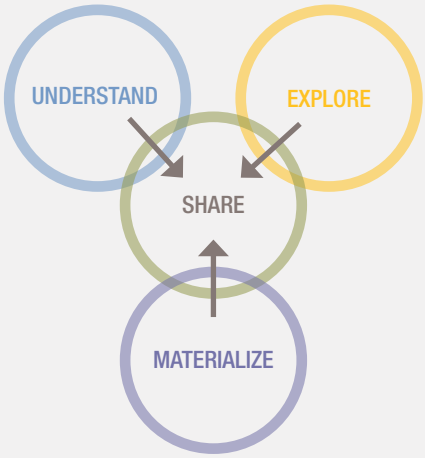
Innovation Lab Building, Whitworth University, Spokane, WA

The Department of Engineering and Physics at Whitworth University is constrained by a lack of space in an outdated facility, hindering the programs ability to recruit students and faculty, thereby stalling growth. Demand for these degrees has increased in recent years, and the University desires to become more competitive within the market. In response, the University has chosen to create a stand-alone, 17,100 sf interdisciplinary STEM facility, an "Innovation Lab," that will be a place of energy and inspiration.

The Innovation Lab will foster collaborative multi-disciplinary work and creation through fully transparent maker spaces, shops and student project areas that encourage learning through interaction. Additionally, a large, open gathering space will provide flexibility to expand the space available for learning and making and will be available as a venue for program events.

Challenges: Demand for new program space is long overdue, therefore, this project has been placed on the fast track. Capital campaigns are ongoing but given the current economic climate, the budget for the project is restrictive and finite and cannot be exceeded. Also, the current market has driven a significant escalation of building material costs making budget determination and adherence difficult.

Integrus utilized a Design-Thinking approach to assist the University and program representatives in creating a set of "Guiding Principles" for the project. These principles defined the goals and strategies that would be used when determining how to balance the project needs and reconcile those against



the limited budget. The three main goals outlined for Innovation Lab's three Guiding Principles are to:

GOAL 1: Increase student **ENROLLMENT** and **RECRUITMENT**.

GOAL 2: Create a campus **IDENTITY** and **PRESENCE** for Physics and Engineering.

GOAL 3: Provide and environment where **INNOVATION** is integral throughout.

Through a series of five one-hour "Work Sessions" team members from Integrus and Whitworth identified the goals and spaces to be included in the new Innovation Lab. However, the initial "wish list" for the project quickly revealed that the square footage needs and budget were not in alignment.

Solution: Integrus' led the committee through a series of inclusive discussions to uncover creative ways of overlapping building uses to reduce square footage and worked with the group to identify design elements that could be removed and listed as alternate choices should additional funding become available. The list of suggested "Adjustments" to the original wish list are shown in the image below. The proposed modifications to align scope and budget resulted in minor programmatic shifts which still met the Guiding Principles and intentions of Whitworth University. This predesign process was completed and approved in three months' time allowing for the next project phases to progress toward providing the University and students with a new facility.

Adjustments — Whitworth Innovation Lab Building

CHANGES	ALTERNATES	
REDUCED Design Contingency to 15% DELETED 1,100 sf • Deleted Meeting Room • Reduced Shared Space • Reduced Circulation Width • Reduced Front Porch DELETED Overhead Doors at Shops DELETED Rollup Counter Doors at Tool	ALTERNATE 1: (Cover Outdoor Work Area) ALTERNATE 2: (Wood Ceiling) ALTERNATE 3: (Glass Overhead Doors at Shops)	$58,825 $347,082 $3,509

A slide from a presentation to the Whitworth Project Committee shows the potential changes to the Innovation Lab project, and what costs would are associated with each.

07 Diverse Business Inclusion Strategies

Loretta Sachs, AIA
Director of Equity

As the Director of Equity, Loretta will be involved from the very beginning of the Apprenticeship Center project to identify all opportunities to maximize the participation of diverse and disadvantaged firms.

To promote diverse business participation for the Spokane Community College Apprenticeship Center, Integrus Architecture commits to effecting positive change through collaboration and community engagement to eliminate embedded biases that continue to generate unjust inequity. Our daily efforts in our practice, our work, and with our communities is integral in realizing this vision.

IN OUR PRACTICE:

OUR PROFESSION

- Active firm-wide participation in diversity, equity & inclusion training & professional organizations
- Active mentoring & outreach to future professionals at SCC

OUR FIRM

- Commitment to WMBE's in leadership roles
- Continue growing & promoting firm-wide diversity through recruitment & teaching

IN OUR WORK:

PRACTICE DESIGN THINKING FOR EQUITY

- Apply an equity mindset & conduct project reviews that examine for equity
- Utilize universal design principles throughout

COMMUNICATE WITH EQUITY LITERACY

- Increase firm equity literacy through knowledge sources
- Create opportunities to practice communication about equity

IN OUR COMMUNITIES:

VIEW OUR COMMUNITIES THROUGH AN EQUITY LENS

- Understand communities without hierarchical lens
- Understand how each of us "show up" in communities

COMMUNITY INVOLVEMENT

- Promote and celebrate individual and group involvement in our communities
- Organize firm wide events with community partners

STRATEGIES TO INCREASE OPPORTUNITIES FOR DIVERSE BUSINESS PARTICIPATION:

Integrus Architecture works with outside consultants for assistance on improving our understanding and our behaviors, as a firm and as individuals, to support equity.

For the Spokane Community College Apprenticeship Center project we will:

- Identify the anticipated scope of work and specific experience needed.
- Contact S/D/MWBE firms with whom we've successfully worked in the past to discuss the opportunity.
- Utilize our Internal Roster and the OMBWE Directory of Certified Firms to identify additional firms. We then contact those firms to discuss capabilities & experience.
- Actively look for mentoring opportunities with firms.

08 SF330 Part II

ARCHITECT-ENGINEER QUALIFICATIONS

1. SOLICITATION NUMBER *(If any)*

PART II – GENERAL QUALIFICATIONS

(If a firm has branch offices, complete for each specific branch office seeking work.)

2a. FIRM (Or Branch Office) NAME Integrus Architecture, PS		3. YEAR ESTABLISHED 1953	4. UNIQUE ENTITY IDENTIFIER 05-117-2526
2b. STREET 10 South Cedar		5. OWNERSHIP a. TYPE Corporation	
2c.CITY Spokane	2d. STATE WA	2e. ZIP CODE 99201	b. SMALL BUSINESS STATUS
6a. POINT OF CONTACT NAME AND TITLE Mark Dailey, AIA, President		7. NAME OF FIRM *(If block 2a is a branch office)*	
6b. TELEPHONE NUMBER 509.838.8681	6c. E-MAIL ADDRESS mdailey@integrusarch.com		
8a. FORMER FIRM NAME(S) *(If any)*		8b. YR. ESTABLISHED	8c. UNIQUE ENTITY IDENTIFIER
Walker McGough Foltz Lyerla, P.S.		1953	05-117-2526

9. EMPLOYEES BY DISCIPLINE

a. Function Code	b. Discipline	c. No. of Employees (1) FIRM	c. No. of Employees (2) BRANCH
06	Architect	37	15
06	Architectural Associate	14	8
48	Project Manager (non-architect)	0	0
54	Security Specialist	1	1
56	Specifications Writer	3	2
08	REVIT/CADD Architectural Tech	3	3
37	Interior Designer	4	3
57	Structural Engineer	10	7
57	Structural Engineer in Training	1	0
08	Structural Technician	2	2
02	Administrative	8	6
02	Other – IT	1	1
02	Other – Marketing	3	3
	Total	87	51

10. PROFILE OF FIRM'S EXPERIENCE AND ANNUAL AVERAGE REVENUE FOR LAST 5 YEARS

a. Profile Code	b. Experience	c. Revenue Index Number (*see below*)
E02	Educational Facilities	8
E06	Embassies & Chanceries	8
L04	Libraries; Museums; Galleries	4
O01	Office Buildings; Industrial Parks	4
C11	Community Facilities	5
H08	Historic Preservation	2
J01	Judicial & Courtroom Facilities	3
P13	Public Safety Facilities	2
P08	Prisons & Corrections	3
C10	Commercial: Low Rise/Shopping	2
H09	Hospital & Medical Facilities	1
G01	Garages; Vehicle Maintenance; Parking	4
L01	Laboratories; Medical Research	1
H11	Housing	1
P12	Power Generation/Transmission	1
A11	Auditoriums & Theaters	2
A06	Airports: Terminals & Hangers	4
C06	Churches; Chapels	1
I05	Interior Design; Space Planning	2
P06	Planning (Site, installation & project)	2
S09	Structural Design; Special Structures	1

11. ANNUAL AVERAGE PROFESSIONAL SERVICES REVENUES OF FIRM FOR LAST 3 YEARS

(Insert revenue index number shown at right)

a. Federal Work	7
b. Non-Federal Work	8
c. Total Work	9

PROFESSIONAL SERVICES REVENUE INDEX NUMBER

1. Less than $100,000
2. $100,000 to less than $250,000
3. $250,000 to less than $500,000
4. $500,000 to less than $1 million
5. $1 million to less than $2 million
6. $2 million to less than $5 million
7. $5 million to less than $10 million
8. $10 million to less than $25 million
9. $25 million to less than $50 million
10. $50 million or greater

12. AUTHORIZED REPRESENTATIVE

The foregoing is a statement of facts.

a. SIGNATURE 	b. DATE 2.11.2022
c. NAME AND TITLE Mark Dailey, AIA, President	

integrus ARCHITECTURE

09 Attachment 1

STATE OF WASHINGTON

DEPARTMENT OF ENTERPRISE SERVICES

1500 Jefferson St. SE, Olympia, WA 98501
PO Box 41476, Olympia, WA 98504-1476

Designated Point of Contact for Statement of Qualifications

Point of Contact Name and Title Becky Barnhart, Principal		
Firm Name Integrus Architecture		
Address 10 South Cedar		
City Spokane	State WA	Zip 99201
Telephone 509.991.9645	Email bbarnhart@integrusarch.com	

Addresses of multiple office locations of firm (if applicable)

Address 117 South Main Street	
City Seattle	Phone 206.628.3137
Address	
City	Phone
Address	
City	Phone
Address	
City	Phone

Diverse Business Certifications (if applicable)

Certification issued by the Washington State Office of Minority and Women's Business Enterprise (OMWBE)

- ☐ Minority Business Enterprise (MBE)
- ☐ Woman Business Enterprise (WBE)
- ☐ Minority Women Business Enterprise (MWBE)

Certification issued through the Washington State Department of Veteran's Affairs

- ☐ Veteran Owned Business

Certification issued through Washington Electronic Business Solution (WEBS)

- ☐ Small Business Enterprise (SBE)

COVID-19 Vaccine Requirements

21-14.1 - Proclamation by the Governor

Consultant confirms they have reviewed and understands the requirements of the Governors 21-14.1 COVID-19 Vaccine proclamation. https://www.governor.wa.gov/sites/default/files/proclamations/21-14.1%20-%20COVID-19%20Vax%20Washington%20Amendment.pdf

☒ Confirm reviewed and understand

Consultant has completed and attached COVID-19 Vaccine Verification Declaration form dated September 17, 2021 to this document. https://www.des.wa.gov/sites/default/files/public/documents/Facilities/EAS/Forms/PW-Contractor_COVID19-VacVerificationDecCert_9-17-2021.pdf?=3541a . Failure to attach COVID-19 Vaccine Verification Declaration will result in disqualifying submittal.

☒ Declaration form completed and attached.

PROCLAMATION BY THE GOVERNOR

21-14.1- COVID-19 VACCINATION REQUIREMENT

COVID-19 VACCINATION VERIFICATION DECLARATION FORM

AGENCY AGREEMENTS AND PUBLIC WORKS CONTRACTS

Contract No.:	2022 – 229
Project Name:	SCC Apprenticeship Center
Consultant or Contractor Name:	Integrus Architecture (Type/print full legal name of Consultant or Contractor Firm)

To reduce the spread of COVID-19, Washington state Governor Jay Inslee, pursuant to emergency powers authorized in RCW 43.06.220, issued Proclamation 21-14 – COVID-19 Vaccination Requirement (dated August 9, 2021), as amended by Proclamation 21-14.1 – COVID-19 Vaccination Requirement (dated August 20, 2021) and as may be amended thereafter. The Proclamation requires consultants or contractors who provide goods and services or perform public works with a Washington state agency to ensure that their personnel (including subconsultants and subcontractors) who perform contract activities on-site comply with the COVID-19 vaccination requirements, unless exempted as prescribed by the Proclamation.

I hereby certify, on behalf of the consultant or contractor identified above, as follows (check one):

☒ ***CONSULTANT OR CONTRACTOR HAS IMPLEMENTED A COVID-19 CONTRACTOR VACCINATION VERIFICATION PLAN THAT COMPLIES WITH THE VACCINATION REQUIREMENTS OUTLINED BY PROCLAMATION 21-14.1.***

The consultant or contractor:

- Has reviewed and understands the consultant's or contractor's obligations as set forth in *Proclamation 21-14 – COVID-19 Vaccination Requirement (dated August 9, 2021), as amended by Proclamation 21-14.1 – COVID-19 Vaccination Requirement (dated August 20, 2021);*
- Has implemented and agrees to update a COVID-19 Vaccination Verification Plan for its personnel that complies with Proclamation 21-14.1, and further:
  - Has required its subconsultants and subcontractors at every tier to develop, keep updated, and implement a COVID-19 Vaccination Verification Plan for their personnel, and has the subconsultant or subcontractor to prepare, submit and update (as necessary) a **COVID-19 VACCINATION VERIFICATION DECLARATION FORM(S)** from each subconsultant and subcontractor at every tier for the contract-referenced above, and agrees to make said **COVID-19 VACCINATION VERIFICATION DECLARATION FORM(S)** available for inspection upon the Agency's request; **and/or**
  - Has obtained a copy or visually observed proof of full vaccination against COVID-19 for the consultant's or contractor's personnel and has required its subconsultants and

subcontractors at every tier to do the same for all individuals subject to the vaccination requirement in Proclamation 21-14.1;

- Complies with the requirements for granting disability and religious accommodations for the consultant's or contractor's personnel (including the personnel of subconsultants or subcontractors), who are subject to the vaccination requirement in Proclamation 21-14.1;
- Has operational procedures in place to ensure that any contract activities that occur in person and on-site at Owner/Agency premises will be performed by personnel who are fully vaccinated or properly exempted as required by Proclamation 21-14.1 (including the personnel of its subconsultants or subcontractors), except for those contract activities performed for a short period of time during a given day and where moments of close proximity to others on-site will be fleeting – e.g., a few minutes for deliveries;
- Has operational procedures in place to enable consultant's or contractor's personnel (including subconsultants and subcontractors) who perform contract activities on-site and at Agency premises to provide compliance documentation that such personnel remain in compliance with Proclamation 21-14.1 and all applicable health and safety regulations, standards guidelines, etc.;
- Agrees to provide copies of COVID-19 Vaccination Verification Plans and related records within 24 hours of the Owner/Agency's request, except as may be prohibited by law. The consultant or contractor further agrees to cooperate with any investigation or inquiry by the Owner/Agency pertaining to the compliance of the vaccination requirements as outlined by Proclamation 21-14.1.

OR

☐ ***CONSULTANT OR CONTRACTOR DOES NOT HAVE AND/OR CANNOT IMPLEMENT A COVID-19 CONTRACTOR VACCINATION VERIFICATION PLAN***. The consultant or contractor does not have and/or cannot implement a current COVID-19 Contractor Vaccination Verification Plan, and the consultant or contractor is not able to develop or provide a COVID-19 Contractor Vaccination Verification Plan or documentation demonstrating its personnel meet the COVID-19 vaccination requirements as set forth in Proclamation 21-14.1 and provide the same to the Owner/Agency on or before October 18, 2021. [*Note*: Compliance with Proclamation 21-14.1 is mandatory for on-site contract activities performed by the personnel of consultants or contractors at every tier as prescribed by the Proclamation.]

I hereby certify, under penalty of perjury under the laws of the State of Washington, that the certifications herein are true and correct and that I am authorized to make these certifications on behalf of the firm listed herein.

By: Karren Eckwortzel
Signature of authorized person

Karren Eckwortzel
Print Name of person making certifications

Title: HR Director
Title of person signing certificate

Place: Seattle, WA
Print city and state where signed

Date: February 15, 2022

Return this COVID-19 Vaccination Verification Certification to the assigned DES Project Manager.