

PROJECT NO. 2022-786 TEACHERS EDUCATION & FAMILY DEVELOPMENT CENTER

Centralia College and Department of Enterprise Services
Request for Qualifications for Design Services

July 1, 2022



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Department of Enterprise Services
Engineering & Architectural Services
1500 Jefferson St. SE
Olympia, WA 98501

Re: Statement of Qualifications – Project No. 2022-786; Teachers Education & Family Development Center, Centralia College

Dear Selection Committee,

We are excited to submit to you this Statement of Qualifications for the new Teacher Education & Family Development Center. The facility will play a vital role in the support of student success for the Centralia College community. Our diverse experience includes successful early learning centers with Child Development programs, elementary schools with pre-kindergarten programs, as well as facilities and operations buildings.

Our extensive background uniquely qualifies us to partner with you as your architects for the new TEFDC. We offer the relevant breadth of experience necessary to create an outstanding facility that will further the mission and advance the educational culture of Centralia College. Please consider the numerous benefits we provide:

- We have a strong Principal-led team that has **broad experience designing learning environments** at all educational levels, from Pre-K through higher education. Many of our projects co-located Pre-K with other educational programs to create learning environments similar to Centralia College's goals for this project.
- Our team has proven success designing **numerous major Community & Technical College** facilities. We provide the right balance of talents and capabilities to partner with Centralia College in all aspects of creating a remarkable facility – from design, construction and beyond.
- We have an **inclusive design process** that will fit Centralia College's collaborative environment. We take a holistic approach to design - facilitating student, faculty, staff and community involvement to develop solutions that have unified support while maintaining schedule and budget.
- We have performed comprehensive OFM-approved Energy Life Cycle Cost Analysis (ELCCAs) on all of our Major Capital Projects, as well as Life Cycle Cost Analysis (LCCMs) using OFM's Life Cycle Cost Tool (LCCT). These processes have resulted in **reducing the total life cycle costs of our buildings**.
- **Sustainable Design is a core value of our firm**. We have designed 10 LEED Platinum, Gold and Silver-Certified projects over the past 10 years, and a quarter of our architectural staff are LEED-Accredited Professionals.
- **Diversity & inclusion are integral to our practice** and our teams. We have an exceptional, diverse project team and a Diverse Business Inclusion Strategy to meet the state's participation goals.

We hope to have the opportunity to work with you, and we are grateful for your consideration. We hope to get the privilege to share more of our observations and approach to this transformative project with you in person.

Sincerely,



Matt Lane, AIA, DBIA, LEED AP BD+C
Principal
McGranahan Architects

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EXECUTIVE SUMMARY

Expressed Interest

We are excited at the opportunity to work with the college on this important campus project. We acknowledge our collective responsibility to endeavor to provide our youngest and most impressionable learners, and those who will one day teach them, a safe and inspiring environment in which to grow and develop.

The Centralia College mission, stating a commitment to **student success, academic excellence, and supporting the community in an exclusive and equitable learning environment**, aligns directly with our own values. We believe our responsibilities can be described in terms of Professional, Social, and Environmental and when all three are revered equally, together we can create thoughtful architecture that can inspire meaningful learning.

Firm Dedication and Process

Our mission statement expresses our belief that **education transforms individual lives and society; and that thoughtful architecture fosters meaningful learning**. Collectively we are dedicated to the creation of inspiring learning environments.

Balanced Approach

We bring an effective balance of creative problem solving and proactive management to serve our clients' goals. We are good listeners and we are open, candid advisors to our clients. We place strong emphasis on high-performing and creative architectural solutions within the context of all the goals, priorities, and influences that come to bear on a project.

Inclusive Process

Our team is organized to be inclusive and responsive to the particular stakeholders and project drivers while fulfilling Centralia College's goals and policies. We will achieve a successful project with a cohesive alignment of effective management, design/planning excellence and accountability to the College, students and public.

We pursue work and relationships founded on mutual respect and enjoyment, rigor, collaboration, and professionalism. Our dedication to learning and education continues in our approach to work. To best serve our clients' needs, we work with our builder partners to implement and improve best practices, achieving the highest value possible. Sharing our body of knowledge ensures the whole is greater than the sum of its parts

We do our best work when, together, we can share those needs and ideas in an open and trustful dialogue.

Why McGranahan Architects?

McGranahan Architects has been a regional leader in learning environment design for more than 50 years.

- Our approach draws on both the **built and natural environment** to support healthy cognitive, emotional and physical development of learners.
- We believe Early Learning Centers at their best **engage whole families**, ensuring that learning at the Center is supported at home; that parents feel a part of the Center community and are supported themselves.
- We bring **extensive experience** with higher educational projects to maximize innovative results while maintaining your budget and schedule.
- Our designs have consistently been **recognized regionally and nationally** by the Association for Learning Environments and the American Institute of Architects Committee on Architecture for Education.

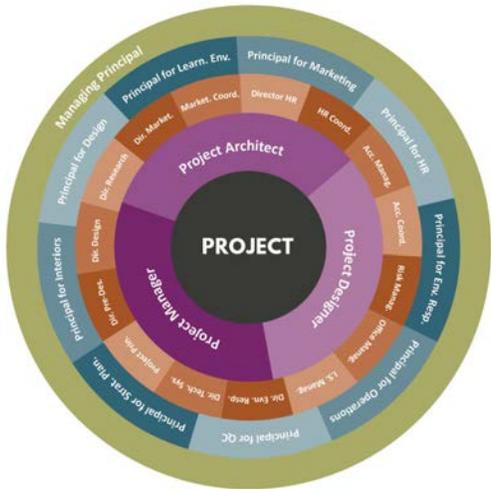
Drawing on your students, educators, families and partners, we look forward to where our exploration with you leads in the reimagining of the Teachers Education and Family Development Center.



Team Dynamic - Project Centered

McGranahan Architects holds the project at the center of everything we do. The most consistent interaction between the project and the firm takes place on the project team level, with your project at the center.

Each team is led by a Principal in Charge who ensures that the team is well supported, and our clients are well served in every aspect of our services. The Project Manager coordinates communication with the client representatives, the in-house team, sub-consultants, and contractor. The Project Designer works closely with the client and the community to identify, understand, and implement the overarching educational goals within the project. And the Project Architect ensures that the project is technically sound and meets all regulatory requirements.



Inclusive and Student Focused Design

Working with us goes beyond “client” and “architect.” We foster bonds and honest exchange because more meaningful team relationships—amongst staff, client, community, and consultants—improve the building process.

McGranahan Architects works with project stakeholders through a collaborative process in the design. We are inspired by the Reggio Emilia Approach to creating child-centered spaces, indoors and outdoors, that support developing the whole child. In the last 15 years, we have designed many standalone early learning facilities along with 18 elementary schools with Pre-kindergarten early learning components.

Project Mission and Goals

At the site tour and within the predesign we were able to gain an understanding of the College’s goals for this project. We look forward to expanding that knowledge and ensuring they are realized in the final building. Some of those goals include:

- To increase capacity to serve more students
- To continue to be an economic driver in the local community by providing a pathway for students
- To serve as a state-of-the-art lab classroom for training and employing future early learning and special needs educators
- To be sensitive toward the neighborhood and the community fabric adjacent to the campus
- To build a LEED Gold certified building while striving towards a net zero ready facility
- To provide infrastructure to manage campus-wide energy control systems and overall operational requirement
- To provide a 50-year facility



Centralia College is committed to student success, academic excellence, and supporting our community in an inclusive and equitable learning environment.

Project Understanding

This project involves the combination of classrooms for childcare, education spaces for college students, and office and operations spaces for the college’s facilities and maintenance department. These programs all have unique drivers and design considerations. Expanding on the Predesign efforts, we see several elements of focus that will impact the college most.

Focused Lens on Learning

One of the most compelling aspects of this project is the potential beauty in co-locating the youngest learners at the outset of their journey of discovery and those approaching the culmination of their formal education. A thoughtful solution will nurture the potential for serendipitous sharing of wisdom and experiences between these two groups beyond the parameters of any traditional curriculum. We will seek to understand who we are designing for and try to view our design decisions through the lens of those learners.

Safety and Security

Safety and security in any learning environment are paramount, but what that means to different people can vary significantly. While an adult may often view safety and security in terms such as a lockable door or a surveillance camera, a toddler might see the same safety and security in something as simple as a warm smile on a familiar face or a cubby to hang out in with their favorite stuffy. We will work with the individual programs and college to appropriately respond to these needs through building layout, materials, and systems.

Environmental Stewardship

Centralia College’s commitment to environmental stewardship is thoughtfully and compellingly noted throughout the published mission and vision statements. The partnership with the Center of Excellence on Clean Energy provides an exciting opportunity to discuss how that might contribute to the design process of this project and further the college’s commitment.

It is well documented that a nature-focused curriculum and/or a learning environment with a direct connection to and/or influences from nature are beneficial to learners. Extensive research* has concluded that Biophilic Design can positively impact attitude and happiness and aid cognitive performance.

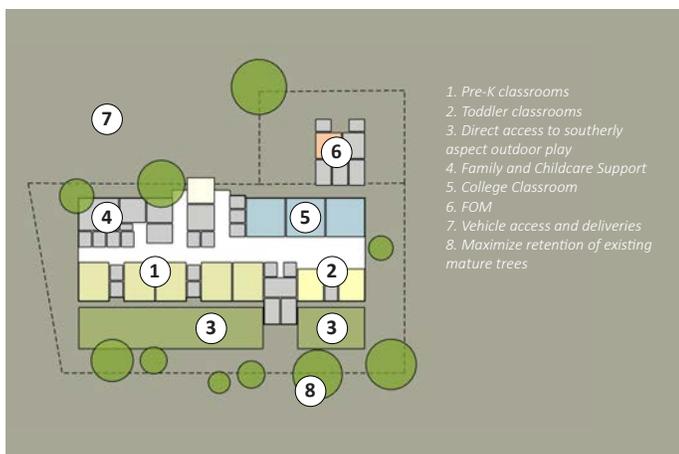
This project offers the opportunity to explore the potential of integrating nature into the design. A modular approach to understanding and rationalizing the program to introduce clarity and legibility in the form could realize some efficiencies, even on a project of this scale, and allow us to maximize the site for the benefit of students and staff.

[*https://www.terrabinbrightgreen.com/reports/14-patterns/](https://www.terrabinbrightgreen.com/reports/14-patterns/)

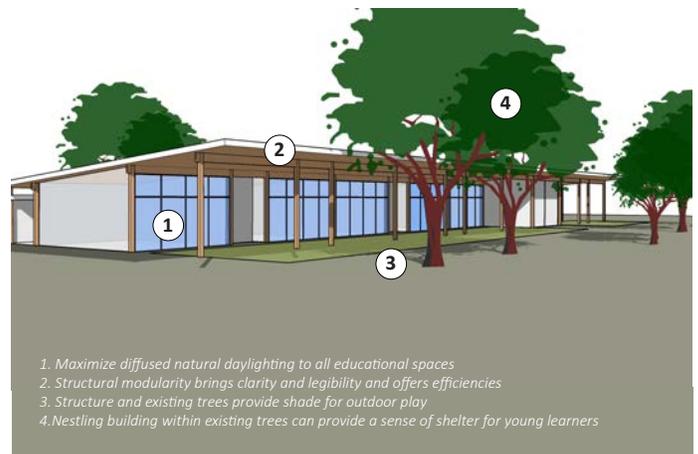
Beyond the Predesign

Now is the opportunity to deepen our shared understanding of these goals and broaden your concept of what the Teacher Education and Family Development Center can be by responding to changes driven by College goals, institutional advancement, program shifts, student involvement, and evolving construction costs.

Project Potentials



A rational strategy to the organization and proportions of spaces can immediately infuse clarity and legibility within the project. This modular approach also offers the potential to support efficiencies in material and structural systems.



This rationalization of building components could manifest in a simple yet elegant ‘pavilion in a park’ solution which maximizes natural daylight to all educational spaces while also providing those spaces with a direct access to a nature focused, sheltered outdoor play area.

Quality Design

Education facilities are complex projects with large and diverse groups of stakeholders. As such, they can often be difficult to judge narrowly. Truly successful projects address a wide variety of criteria while balancing the compulsory with the inspirational. At McGranahan Architects, we believe that for a building to be considered a holistically high quality project the design must incorporate the following:



Engaging and Inclusive Process

This project will support students seeking careers in education, daycare children, childcare specialists as well as maintenance and operations personnel. By working closely with the administration, faculty, and any industry partners we will work to understand the needs of each user. McGranahan Architects brings a rigorous and adaptable design process that produces site and client specific solutions. Our approach begins with well-developed listening skills, thoughtful consideration of issues raised, and a straight-talk approach to finding the best solutions for the students, the college, local partners, and the community.



Serving the Community

Education facilities are built in service to their community and must address the unique qualities and characteristics of their location. Although the primary function of this facility is to meet the needs of the direct programs it might serve other community needs. Schools are, in short, whatever their community needs them to be. We know that the TEFDC will become more than an arrangement of rooms to deliver traditional educational content for Centralia College students and childcare families.



Teaching and Learning

We know that the delivery of education is moving away from lecture-based activity in favor of project-based collaborative endeavor and that students are increasingly interacting in large and small groups and work with teachers, peers, and independently. We have also seen through the pandemic that current technology allows learning spaces to expand far beyond the traditional classroom. Our team will work with administration, staff, teachers, and students to envision the future of learning and ensure that the new educational environments meet the college's current and future needs.



Sustainability

Truly sustainable solutions balance ecological sustainability with both social and economic sustainability. Our design solutions must incorporate all three in order to be viable, enduring, and equitable. At McGranahan Architects we embrace and apply these principles from the inception of our projects through the end of construction. We strive to provide lasting benefits, such as lower utility bills and reduced maintenance costs, for communities that last well into the future.



Safety and Security

Safety and security are best achieved when factored into the initial layout and organization of the building. Arrival and entry points must be clearly defined, hallways designed in a straightforward fashion, without hidden corners or blind spots, and entry points that are located to be visibly accessible from within the school are a few of the key considerations we evaluate throughout the design process.



Maintenance

Washington State and Centralia College have committed a large investment in the TEFDC, and we intend to be good stewards of that capital investment. We will work with the college to ensure that the new building is easily maintainable and will last well over time. By balancing initial construction costs with reoccurring, long term maintenance costs we design facilities that optimize effective maintenance and operations, and consider the durability of all equipment, systems, and finishes. To verify the most cost-effective and appropriate choices are made, we also review the life cycle cost of all major building systems.



Cost-Effectiveness

McGranahan Architects' effective management of design and cost factors has provided a sound method of cost control. Our low percentage change order history and successful bid day results have served our clients well. We have developed tried and true methods for ensuring budget refinement and adherence, schedule development and accomplishment, and construction documents that result in our non-owner-generated change orders averaging less than 1%.



QUALIFICATIONS OF KEY PERSONNEL

Availability and Capacity

McGranahan takes a very collaborative, team approach in providing our services, ensuring that we have the right individual with the right skills working on each aspect of the project. In house, we manage staffing needs for each project to ensure that each team gets the support and expertise necessary to ensure a project’s success. They are well supported by a staff of 39 professionals who specialize in educational design. We have more than adequate capacity to staff the project as necessary to meet the schedule requirements.

Involvement

Key Personnel	Design	Construction
Matt Lane , PIC, Project Manager	50 %	25%
Glenn Myles , Project Designer	50 %	10%
Seong Shin , Interior Designer	20 %	5%
Mandy Russell , Project Architect	75 %	75%

Potential Consultants and Outreach

Our team recognizes how partnering with local minority, women, veteran-owned firms, and small businesses is critical to reducing the disparities within our industry. It is not about strictly meeting a quota but genuinely providing opportunities for firms to build their practice and gain experience with significant projects.

A relationship between the architect and consultants supports their ability to communicate and develop a cohesive, coordinated design. We will work with Centralia College to finalize engineering and specialty consultants with experience on your campus, that help you meet your Diverse Business goals, and have similar planning experience to round out the project team. We have included our proposed team members in our organization chart.

Organizational Chart



McGRANAHAN ARCHITECTS

- Matt Lane**, AIA, LEED AP BD+C, DBIA, PIC / Project Manager
- Glenn Myles**, Project Designer
- Seong Shin**, Director of Interior Design
- Mandy Russell**, AIA, LEED AP, CDT, Project Architect

PROPOSED CONSULTANTS

ELECTRICAL / IT
BCE Engineers

MECHANICAL
BCE Engineers

CIVIL
SCJ Alliance

STRUCTURAL
PSC Structural Solutions

ACOUSTICAL
Greenbusch (MWBE/SB)

LANDSCAPE
Osborne Consulting
(DBE/MBE)

COST ESTIMATING
RC Cost Group

SUSTAINABILITY
O'Brien360 (SB)

This senior level team will have full availability for direct, ongoing commitment to the project throughout design, construction, and project close-out.

Roles and Responsibilities

McGranahan values our role as “trusted advisors” to our clients. We seek to immerse ourselves in our clients’ vision and values to better assist them in achieving their facility-related goals. We take a very collaborative, team approach in providing our services, ensuring that we have the right individual with the right skills working on each aspect of the project.

In house, we manage staffing needs for each project to ensure that each team gets the support and expertise necessary to ensure a project’s success.

- Principal in Charge and Project Manager **Matt Lane** will provide team leadership, oversight, and quality control as well as support the day-to-day project management decisions and promote consensus building and design decisions.
- Project Designer **Glenn Myles** will coordinate information gathering between program, stakeholders, and departments through an inclusive process to guide design development. This will ensure we meet the college’s vision and aspirations.
- Interior Designer **Seong Shin** will be an integral part of the inclusive design process drawing on the collective intelligence of users and designers, as well as the stories of project elements – surrounding nature, local culture, and community history into the built space.
- Project Architect **Mandy Russell** will serve as the Project Architect and bridge the realms of design and documentation. Her past experience includes the directing of consultants and team members on complex projects from project-concept design through construction.



We look for every opportunity to incorporate collaborative informal learning space to encourage creative sharing and exchange of ideas for faculty and students.

Internship Program at McGranahan

McGranahan provides internship opportunities for high school and college/university students throughout the year. Our goal is to engage with emerging design voices in the local region and support the industry to mentor and develop the next generation of diverse design professionals.

This engagement is a building block and one realization of our mission dedicated to meaningful learning and inspiring learning environments. It is a way for us to make an impact on diversity within the profession as we work to reach students who otherwise might have little exposure to the field of architecture.

- McGranahan’s intentional and structured program gives students exposure to a wide range of aspects of our work.
- Students participate on project teams, give in-house presentations, participate in client interviews, and engage in our internal design challenges.



“To me, the culture of McGranahan means a culture of learning. Every experience I’ve had here emphasized, at the core, the idea of constant growth and learning. I greatly admire the ubiquitous understanding that every opportunity, meeting, learning session, and project is a chance to learn. It

creates a strong culture of collaboration and empathy as everyone works towards greater understanding through sharing knowledge and encouraging feedback.”

- Samira Mote, McGranahan High School Intern (2019)



“McGranahan has a comfortable and inclusive environment that promotes both individual and social growth. This helped me in developing professionally and personally. One of the

helpful things I learned was knowing how to ask the right questions. This came from client prep meetings I was in which helped me learn how to get meaningful information from the client. I also learned design and concept development through diagramming in a deeper aspect with the intent of explaining early and abstract ideas clearly.”

- Innocent Muhalia, McGranahan College Intern (2020)

Matt Lane, AIA, LEED AP BD+C, DBIA, PIC / Project Manager

Through his 25 years of experience, Matt has developed a deep understanding of the importance of thoughtful leadership and advocacy for addressing the long-term needs of Community and Technical Colleges. He has led all aspects of project development, from campus Master Planning, PRR funding procurement, Predesigns, design, and construction.

Matt will lead our project team and be our primary contact. He will maximize the performance of our entire team throughout the duration of the project and ensure the results fulfill the goals of the college.

Relevant Experience

- Annette B. Weyerhaeuser Early Learning Center, Tacoma Community College
- Early Learning Center at Old Redmond Schoolhouse, Lake Washington School District
- Advanced Technology Center, Bates Technical College
- Industrial Trades and Engineering Building, Clover Park Technical College
- Automotive Technology Center, Renton Technical College
- Health and Life Sciences Center, Highline College
- Health Sciences Building, Clover Park Technical College
- Health and Wellness Center, Tacoma Community College
- Facilities & Operations Shop Building, Tacoma Community College
- South Campus Academic Building, Bates Technical College
- McGavick Student & Conference Center, Clover Park Technical College
- Life Skills Center, Lake Washington High School, Lake Washington School District

Glenn Myles, Project Designer

Glenn creates design solutions that are customized to meet the unique needs of our clients. He finds his passion for design in helping our clients and communities define, achieve, and transcend their goals. Glenn brings a passion for design to every project he is involved with and relishes the challenges that come with understanding the full potential of a complex program.

He will work tirelessly to explore and research opportunities as they are uncovered through engaging dialogue and will communicate his thoughtful and inspiring design process for consideration through a graphic language of architectural diagrams.

Relevant Experience

- Early Learning Center at SAMi Environmental Learning Center, Tacoma
- Health & Wellness Center, Tacoma Community College
- Mental Health Services Integration Study, University of Washington
- Fife High School STEAM Center of Innovation Addition, Fife School District
- Stanwood High School, Stanwood-Camano School District
- Glacier Middle School, White River School District
- Environmental Learning Center (SAMi), Tacoma Public Schools
- Ebrington Primary School, Western Edu. & Library Board, Londonderry, N. Ireland*
- Ballykelly Primary School, Western Edu. & Library Board, Ballykelly, N. Ireland*

* work completed with another architectural firm



Education | Training | Certifications

University of Washington, Bachelor of Arts in Architecture
 University of Washington, Master of Architecture
 Architect: Washington
 LEED Accredited Professional
 DBIA Certified
 Past President, CPTC Foundation
 SCUP Member and Presenter



Education | Training | Certifications

University of Lincoln, Hull, England UK, Postgrad. Diploma, Arch. Practice
 University of Dundee, Dundee, Scotland UK, B. Arch & BSc. in Architecture
 University of Ulster, Jordanstown, Northern Ireland UK, Architectural Technology
 Architect: United Kingdom



Education | Training | Certifications

San Jose State University,
Bachelor of Science, Interior Architecture

Seong Shin, Director of Interior Design

Seong is Director of Interior Design at McGranahan Architects and has more than 35 years of experience in private and public projects. She will collaborate with project teams to ensure the strategy and design of each interior reflects the client’s needs, culture and beauty. Seong is skilled at leading client teams through holistic programming, space plan, interior design, and furniture consultation.

Relevant Experience

- Annette B. Weyerhaeuser Early Learning Center, Tacoma Community College
- Early Learning Center at Old Redmond Schoolhouse, Lake Washington School District
- Early Childhood Education Center Design, Pierce College Fort Steilacoom
- Early Learning Center at SAMi Environmental Learning Center, Tacoma
- Learning Commons & Engineering Renovation, University of Washington, Tacoma
- Cascade Building Renovation, Pierce College Fort Steilacoom
- Health & Life Sciences Center, Highline College
- Autism Center Predesign, University of Washington
- School of Nursing Tenant Improvement, Pacific Lutheran University
- Learning Resource Center Renovation, Clover Park Technical College
- Cascade Hall (Integrated Education Center), South Seattle College
- Academic Success Center Renovation, Highline College
- Health & Life Sciences Building, Highline College
- Harned Hall, Saint Martin’s University



Education | Training | Certifications

Ball State University, Bachelor of
Architecture
Ball State University, Bachelor of Science,
Environmental Design
Architect: Washington
CDT: Construction Specification Institute
BIM Manager

Mandy Russell, AIA, LEED AP, CDT, Project Architect

Mandy brings 20 years of experience focusing on technical design, document development, and BIM management. Her experience includes leading the development of documents from project-concept design into construction. Additionally, she has experience with complex projects of various sizes including, renovations, additions, historic landmarked buildings, and specialized educational projects. Mandy will be responsible for production of contract documents and corresponding with code officials, along with coordinating the work of the various consultants.

Relevant Experience

- Early Childhood Education Center Renovation, Pierce College Fort Steilacoom
- Davita CBO Expansion, Federal Way, Washington
- On Call Campus Architect, Pierce College
- Olympic South ECE Minor Modifications, Pierce College Fort Steilacoom
- Cascade Gender Neutral Restrooms Renovation, Pierce College Fort Steilacoom
- Library Science Building Casework Modifications, Pierce College Puyallup
- Olympic View K-8 School, Federal Way Public Schools
- Star Lake Elementary and Evergreen Middle School, Federal Way Public Schools
- Talley Student Union Addition and Renovation: Theater, Dance Hall, Student Offices, University Bookstore, and Dining Facility, Raleigh, North Carolina*
- Bullis STEM Building: Science, Technology, Engineering, and Math Building with Laboratories, Classrooms, Cafe, and a Theater. Private High School, Potomac, Maryland*

*Work completed with another firm



RELEVANT EXPERIENCE

McGranahan Architects has been providing architectural and planning services to Colleges and Universities for over 50 years, building enduring relationships and enhancing Northwest campuses. We have a wide range of experience, including programming with diverse stakeholders, designing classroom/lab spaces and integrated team environments, cost benchmarking, design documents, and creative solutions for our clients.

We have designed multiple Early Learning Centers and elementary schools with Pre-K early learning programs. Each of these projects successfully combined programs of different learning levels into singular facilities.

The following examples are a selection of projects where we have worked with a client to realize their unique vision with the constraints of time, budget, and scope.

Supporting the Success of Three Distinct Programs

The goals for this project as noted in the Predesign report are clearly stated and represent a thoughtful vision for the College and Centralia community. Each of the three distinct programs, however, possesses its own unique requirements and a set of, as of yet unstated, metrics by which the success of the completed project might be measured. With our depth of experience on similar recent projects, we believe we are uniquely qualified to lead that exploration with the college, staff and students of the programs.



Education - A thoughtfully designed space for learning encourages critical discourse and leads to meaningful growth for students and faculty alike. We understand that learning tools exist in myriad forms far beyond the obvious. With care and attention to designing an adaptable learning environment, a solution tailored for individual learners' preferences can be provided within the project parameters.



Family Development - A balance between safe, welcoming, and accessibility is critical to success. The space for children and the community needs to be beautiful as well as functional for the activities it supports. Too often, we see similar spaces organized around narrow efficiency requirements at the expense of the fears and concerns of those in our communities who rely on this support the most.



Facilities and Operations - It is evident that the existing accommodation, dispersed as it is across campus, is detrimental to the effective management of critical campus services. Centralizing this program will bring significant benefits. We will work together to ensure that move does not unintentionally compromise other fundamental values of the adjacent learning environment.



Annette B. Weyerhaeuser Early Learning Center, Tacoma Community College

Supporting Childhood and Collegiate Learners

The 13,000 SF Early Learning Center enables student parents to pursue their education by providing a safe, affordable, and nurturing environment for their children. Indoor-outdoor design features create home-away-from-home nurturing environments to enhance a welcoming, and joyful learning experience.

The facility includes academic space and resources for parents to support TCC's Child Development program. The building is safe and secure with layered zoning and enclosed outdoor play areas.

Flexible Indoor/Outdoor Learning Spaces

This project includes classrooms for Infants, Toddlers, Woddlers, and Preschoolers (age 3-5) for a total of 108 children. The flexible design enables teachers to set up their rooms to optimize physical and social learning for all ages. Classrooms are organized as learning centers that provide reading, science, art and music areas.

Outside learning is an extension of each classroom. Large windows and wide doors allow children to bring their classroom activities outdoors and the outdoors into the classroom. Transitional "back porches" provide covered spaces for art projects or rainy-day activities. Imaginative play spaces encourage social interaction and emotional and intellectual development.



- Academic and childcare spaces - classroom for adults in the Early Childhood Education program, and observation rooms for practicum and field observation
- Safe and secure layout with layered zoning
- LEED Gold Certified - natural ventilation, operable windows, radiant floor heating, CO2 and occupancy sensors, as well as Low-E materials and natural daylight

Design-Bid-Build; Completed: Fall 2008

Budget: \$5,000,000

Actual Construction Cost: \$4,837,165

Project Contact: Renee Hernandez Greenfield, MSP

Program Manager/Program Director, P: 253.566.6020,

rhernandezgreenfield@tacomacc.edu



Early Learning Center at SAMi Environmental Learning Center, Tacoma Public Schools

Immersive Education

The Environmental Learning Center, a Tacoma Public Schools STEM-based high school, includes an Early Learning Center which invites young learners from throughout the district to spend a week in an environment infused with nature. The program encourages the students, many of whom are rarely afforded the opportunity to spend time away from their urban neighborhoods, to focus on observation and curiosity about the natural world. For these young learners, the shapes, colors, and textures they see around them are often a fascinating introduction to the beauty and diversity of the natural environment.

Career Preparation Path

SAMi was inspired by and founded on the belief that active and rewarding partnerships build community at every level. The curriculum is built around that belief and SAMi students continue to work with community groups as an integral component of their science and nature based education. For those students, interested in pursuing a career in education, they are partnered with preschool teachers as part of their career preparation path. These high school students are building skills and learning to effectively engage with preschool students by sharing their passion for nature and the natural setting of the school within Point Defiance park.



- Multiple programs served and Partnership between Tacoma Public Schools, Tacoma Metro Parks and Point Defiance Zoo and Aquarium
- Designed to connect learning to its unique surroundings
- Sustainable design elements - water conservation, operable windows, exterior shading devices with orientation for daylight maximization

Design-Bid-Build, Completed: Fall 2017
 Budget: \$12,366,000 initial contract
 Actual Construction Cost: \$12,843,979
 Project Contact: Liz Minks, Co-Director, SAMi
 P: 253.720.6734, LMINKS@Tacoma.K12.Wa.US



Early Learning Center at Old Redmond Schoolhouse, Lake Washington School District

Integrating Pre-K Programs

This child-centered transformative project unifies district wide preschool programs into a two-story historic building in downtown Redmond. The renovation supports 175 students in several programs, including Head Start, Ready Start, Special Education and SNAPS, which serve many children with developmental disabilities.

Supporting Childhood Development

The design was inspired by the Reggio Emilia Approach and based on research, creating child-centered spaces that support developing the whole child. We worked with other community spaces, activities, and users within the building to improve connections between parents/guardians, teachers and students creating communal space to encourage interaction.

- Child-Centered design unifies district services
- Defined scope, systems, target value and schedule through early Feasibility Study with Preschool Programs Director, leading to efficient and effective design

Design-Bid-Build , Completed: Spring 2020
 Budget: \$9,700,000
 Actual Construction Cost: \$9,632,820
 Project Contact: Brian Buck, Director of Support Services
 P: 425.936.1102, bbuck@lwsd.org



Advanced Technology Center, Bates Technical College

Engaging an Underrepresented Community

A primary project objective was to address the specific needs of the community and introduce STEM-oriented programs to students pursuing vocational and higher education goals as well as life-long learning through an array of strategies, particularly with women and minority students who have been historically underrepresented in STEM-oriented industries.

The ATC supports the College’s goals by creating a porous and accessible campus via location on the edge of campus and transparency, establishing community trust through community use spaces, providing educational ladders through hands-on technical training and industry partnerships as well as running start programs for high school students.

The College has used the facility to reach out to numerous neighborhood organizations to engage with historically underrepresented youth, encouraging them to explore the programs within the facility and utilizing the facility to build a financial partnership to support financially disadvantaged students with scholarship opportunities.

- LEED Gold Certified
- Brings together multiple stakeholders to provide a new approach to technical education
- Provides a new identity for the Central/Mohler Campus

Design-Bid-Build; Completed: Fall 2016
 Budget: \$18,957,864
 Actual Construction Cost: \$19.5M
 Project Contact: Josh Clearman, Campus Dean for Advanced Technology, P: 253.680.7606, jclearman@bates.ctc.edu



Cascade Hall, Integrated Education Center, South Seattle College

Using Program Overlaps to Develop Community

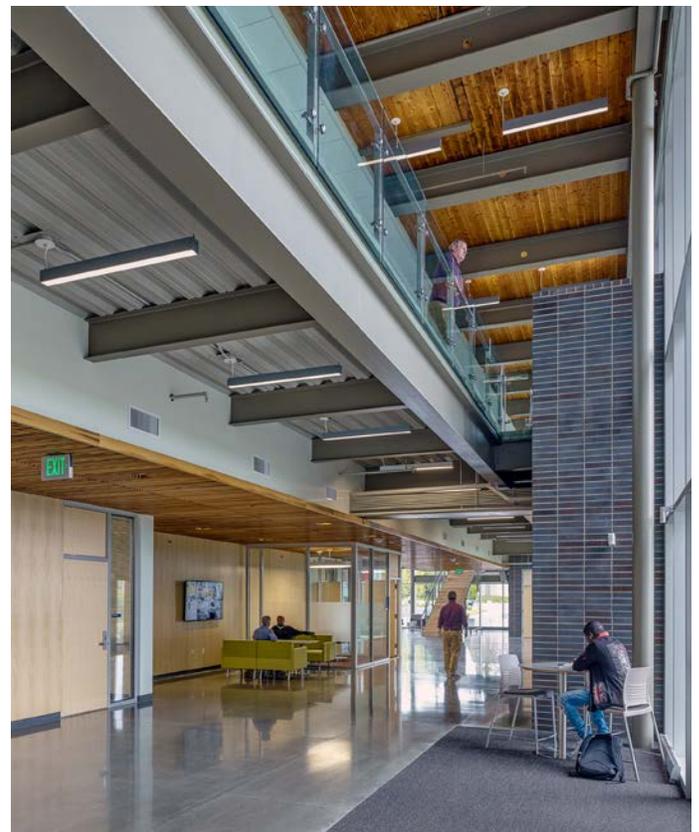
The new Integrated Education Center (IEC) building brings together two seemingly different program types and stakeholders – Health Sciences and Basic Skills/ESL. This pairing provides an opportunity to embrace the shared accommodations of varied programs and the teaching/learning needs of integrating students who use English as a second language.

This project finds an overlap of two programs to promote interactive learning and socialization to develop caring, nurturing, and communication skills towards improved education and community.

Student Focused Flexible Design

The IEC includes immersive clinical simulation labs, traditional classrooms, and various social and informal learning settings. This learning-centered environment provides wide hallways with technology, writing surfaces, and soft furniture to support learning and interaction.

Study and interactive spaces offer areas for single contemplative time and group work with peers to practice new skills and communication.



- Shared accommodations of varied programs- to promote interactive learning and socialization towards improved education and community
- LEED Gold Certified

Design-Bid-Build; Completed: Spring 2018
 Budget: \$19,325,021
 Actual Construction Cost: \$21,485,010
 Project Contact: Craig Grosinger, Director of Facilities,
 P: 206.934.6427, craig.grosinger@seattlecolleges.edu



Maintenance and Grounds Building, Highline College

Building 24A at Highline College was envisioned for a remodel and addition to relocate the maintenance department from Building 26 to the same site as grounds maintenance, which would allow for expansion of instructional programs in the vacated space on the first floor of Building 26. The study identified program needs, project scope, and verification of the project MACC.

The feasibility study determined the solution that would meet the needs of the College was a minor renovation of the existing ground maintenance building, and a new shared pre-engineered structure. McGranahan was selected to provide design and construction document services.

Relevancy to Centralia College

We have diverse experience designing facilities that safely and successfully included multiple functions and user groups. We understand the opportunities and challenges to create a facility that will simultaneously maximize the benefits for all of these needs.

For the FOM function, the project will replace the existing Security & Facilities Department modular building closer to campus maintenance equipment and more accessible to the Centralia Police Department.

For the Teacher Education & Family Development Center function, the project will co-locate faculty and staff in a new facility with classrooms, labs and play space which will accommodate children, students and families with special needs in a safe and secure environment.

We will strive to create a welcoming facility with effective safety, security, and accessibility qualities between these different functions.

Facility and Operations Experience

McGranahan Architects has been focused on the Pacific Northwest education market since 1968. In that time we have planned and designed not just hundreds of educational/student focused buildings, but also all manner of supporting facilities. From Transportation Centers, to Maintenance Facilities, Central Kitchens, and Administrative Offices, we have planned and designed all of the various support facilities that are required to operate a college and/or public school district effectively.

These experiences include:

- Highline College, Maintenance & Grounds Facility
- Tacoma Community College, Facilities Shop Building
- Lakewood School District, Support Services Center
- Clover Park School District, Transportation Center
- Mukilteo School District, Sno-Isle Tech Skills Center
- North Thurston School District, Transportation Center
- Olympia School District, Transportation Center
- Shoreline School District, Central Kitchen & District Warehouse
- Stanwood Camano School District, Maintenance & Technology Center
- Transportations Centers for Auburn, North Thurston, Olympia, Lake Stevens, Granite Falls, Yakima, Ellensburg, Port Angeles, Centralia, Chimacum, Woodland, and Sunnyside School Districts, for facilities servicing as few as 25 buses to as many as 100+. The size of each facility was based on district bus fleet size, land availability, staffing levels, and district service programs.





LIFE CYCLE COST ANALYSIS EXPERIENCE

Life Cycle Cost Analysis

Required for project over 5,000 SF the Life Cycle Cost Analysis (LCCA) includes preliminary energy analysis plus other material components of the building that influence maintenance and operations costs. It is the only state-authorized tool for the completion of the predesign because it provides a standard methodology and set of assumptions for all capital projects.

The Life Cycle Cost Tool (LCCT) or LCCM (Model) compares various lease, purchase or construct options to confirm which option is the most cost effective.

We use all these tools to help the project team choose and confirm building systems and components. This minimizes the total life cycle costs of our building and ensures compliance with State requirements.

ELCCA, LCCA & LCCT Success

Health & Life Sciences Building

Performing the LCCA using the LCCT tool helped us to select the best mechanical system. The system was further analyzed and confirmed while performing the ELCCA during the Design phase. We cost-modeled three separate mechanical systems. The college was initially considering a Chilled Beam System. However, upon completion of the LCCA, it was determined that a Variable Refrigerant Flow system (VRF) provided a net life-cycle savings of (\$500,000) over the other alternatives and had a lower initial cost than the chilled beam system.



Energy Life Cycle Cost Analysis - Design

Understanding / Approach

The Energy Life Cycle Cost Analysis (ELCCA) evaluates energy-using systems such as heating, cooling, lighting, building envelope and domestic hot water. It helps us select and demonstrate the most optimal long-term investments in energy-efficient and low-maintenance building systems.

Application for Centralia College

In collaboration with BCE mechanical & electrical engineers, we will perform a preliminary ELCCA during the Design phase and finalize it early in the CD phase. This will help us confirm the systems identified in the Predesign are the best options for the project. In accordance with state requirements, we will submit an ELCCA “workplan” to DES for comments before submitting the final report for approval.

Experience

Our design team has performed DES-approved ELCCAs on all of our major higher education and K12 projects, including many with BCE Engineers. This process has helped reduce the Energy Utilization Index (EUI) of these facilities within the past three biennia to an average of 34 KBTU/SF/YR, which is **80% better than the national standard baseline performance** for these building types.

Maximizing Value Beyond ELCCA

In addition to the ELCCA, we utilize other methods during Design to analyze the “total cost of ownership” for operating and maintaining long-lasting facilities. Flexibility, durability and maintainability will be critical to the long-term success of the project. We include the following cost analysis considerations:

- Total Cost of Ownership
- Proactive Target Value Design
- Contractor Outreach/Input

Minimizing Total Cost of Ownership

The total cost of ownership is affected by the balance of a wide variety of issues that interrelate, but do not always align. Our design approach is to balance the primary consideration of an effective learning environment with a financially sustainable model for operating the facilities; resulting in a constructible, functional, and maintainable facility.

Balancing Design and Performance

During early design and budgeting, the team has the greatest ability to achieve the most beneficial balance of design performance considerations such as:

- First cost versus life cycle costs of systems and materials – longevity, durability and maintainability as well as performance of systems and materials
- Site orientation, building form and efficiency of space utilization for energy utilization, maintainability and program diversity
- Collaboration with faculty and building operations staff for building systems, materials, and product for ease of use and campus consistency
- Enhanced commissioning to ensure design optimization of building systems and successful building operations hand off

Contractor Integration

We have built positive relationships with many Design-Bid-Build contractors. During Design, we keep contractors informed about upcoming bid schedules and often get informal input about project-specific construction strategies such as scheduling, sequencing and staging. These connections build contractor interest and lead to clearer documents and lower bids.

We have also incorporated several Design-Build best practices into the low-bid Design-Bid-Build construction process which have helped our projects to be more collaborative and less conflictive. We sometimes articulate these pledges into a Project Team Charter and post them in the job trailer:

- **Team-Building Approach** – Starting with the pre-con meeting, we take time in early construction meetings discussing and defining how to work best together as a team and avoid common project pitfalls.
- **Trust & Accountability** – We make mutual commitments to act honestly and behave in the best interest of the project, and schedule periodic check-ins throughout construction dedicated to maintaining teamwork, trust and accountability.
- **Impact** – We call attention to the positive impacts the project will have on the college and community, and how we can make it be a career-highlight project for all of us.
- **Meaning** – We define how the project is personally meaningful to each of us, what personal goals we have, and how we can help each other achieve them.

Target Value Design

Target Value Design (TVD) is a Lean principle focused on getting the most value for the client, in their terms, from the resources they have available. In application TVD involves collecting cost data from similar projects and benchmarking key systems. As different systems are considered they can be

evaluated on both their benefit to the project and their cost relative to the established benchmarks. This allows the Owner to make informed decisions on which aspects of the project they want to invest more heavily in.



Design - Work within established budget framework- share examples of relative costs for systems, finishes, and complexity



Engage - Be transparent about parameters impacting cost and schedule - life-safety, constructibility, maintenance, flexibility



Monitor - Track and share scope trade-offs and/or opportunities in real time





SUSTAINABLE DESIGN EXPERIENCE

Embedded in Our Core Values

Environmental Responsibility is one of McGranahan's core values. We view Environmental Responsibility through a broad lens, including environmental justice, and believe that it is fundamental to the success of every project we work on. Our team responds, actively and sensitively, to each site's unique conditions in ways that enhance the environment and minimize our use of natural resources, both now and into the future.

Experience

We have designed 10 LEED Gold or Silver Certified projects and 2 LEED Platinum projects within the last 10 years for colleges and universities. We use the LEED certification process as a starting point to help you prioritize how to maximize health and energy performance and enhance educational programs.

Our team is experienced with a wide array of materials and systems being implemented in education facilities in our region. Our recent projects include features such as geothermal heating, displacement ventilation, integrated lighting controls, photovoltaics, enhanced building envelopes, green roofs, biophilia, daylighting, rain gardens, and porous asphalt. Further elements of our designs have included display and live tracking of energy consumption, and visible building support systems.



Leadership in Sustainability

Since committing to the 2030 challenge in 2015, McGranahan Architects has been nationally recognized twice for leadership and delivering results within the AIA 2030 Commitment.



Additionally, we are one of only 27 firms nationally and one of only 4 in the Pacific Northwest to report that all our submitted projects completed in 2019 met the 2015 – 2020 goal of 70% reduction of carbon emissions related to building operation.

Sustainability Approach

Understanding that our State already leads the nation with a progressive building code, we look for additional sustainable opportunities with intentional efforts. During our Eco-charrette, we will explore ways to meet and exceed the sustainable goals for the project.

Environmental goals of the project will be integrated into the overall schedule to ensure that we can track, revisit, and reach each of the benchmarks at the end of each phase.

First cost capital expenses are only one piece of the College's long-term operational goals. Early cost determination helps balance the design and initial outlay of construction costs with the "total cost of ownership," weighing the project savings in one category against potential increases in others, while maintaining a culturally appropriate learning environment designed to encourage students through curiosity and community.

Early analysis during design and building massing is the most efficient way to optimize energy efficiency without additional cost impacts.

Centralia College Approach

As the ideals embodied in your aspirations take us further, reviewing systems, materials, and operations standards may be necessary to achieve those objectives. Early understanding and analysis of the energy generating potential, the Lifecycle and embodied carbon of building materials and systems, connection to surrounding ecosystems, and proper solar orientation are critical to meeting project scope, budget and operation performance goals.

Aspirations for a Net-Zero Ready

Our approach to the TEFDC will be to continue to explore and offer as many options as possible that hit Gold certification with aspiration for a net-zero ready facility. The team will work to optimize credits and deliver on goals highlighted in the Pre-design while seeking opportunity for student involvement and LEED innovation credits. Examples for optimization in site credits include tree and vegetation planting to reduce solar island impact, achieving Tree Campus U.S.A. Certification, while also providing learning and education credit for campus involvement. We believe there is similar potential in the “Indoor Environmental Quality” and “Materials and Resources.”

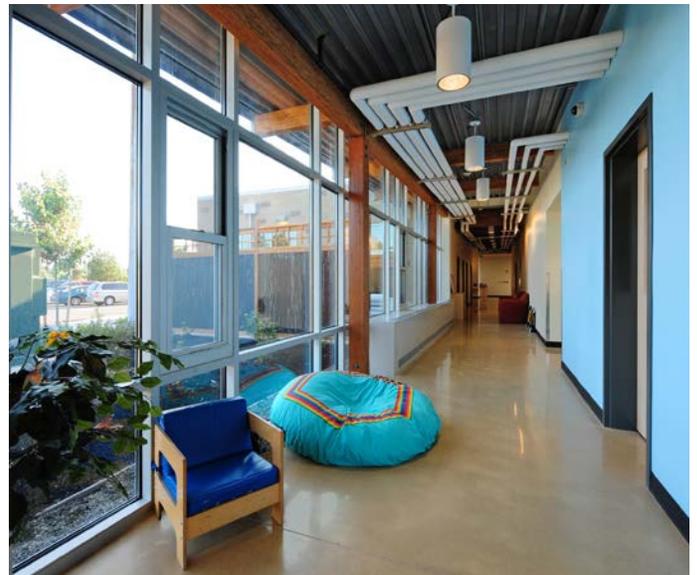


Optimizing Tools

Embedded into our design process is tools such as Covetool which enable the team to explore massing, building orientation, fenestration, solar orientation, and building systems to weigh options. Our team uses Covetool for early understanding and optimizing in addition to regular confirmation of project goals such as daylighting, views, site goals, and more.

We use Covetool, and Insight 360 to provide feedback for building site orientation, glazing positioning and percentage, and building systems. Via Covetool the design team compares multiple options for window type, wall insulation, roof insulation, HVAC systems, building orientation on site, shading strategy, and more to arrive at the most optimal way of meeting project goals.

Trade-offs as the design progresses are easily understood as our team is able to confirm the impact to EUI as different options are considered. Daylighting and glare analysis provide real-time feedback to facade and orientation options to allow the team to optimize for student comfort, reduced energy and resource needs, productivity, and wellness.



TCC Early Learning Center - LEED Gold

The team took a holistic sustainable design approach to optimize the health and energy-efficiency of the facility.

Sustainable features include:

- Reduced Heat Island Effect: Light-colored roofing and shading plants cause the site to create less heat, which minimizes its effect on city temperatures
- Construction Waste Management: Diverted over 75% of waste materials
- Stormwater Quality Control through infiltration
- Water Efficient Landscaping: Use of drought-tolerant plants & mulches led to a 56% reduction of site potable water usage
- Building Water Use Reduction: 40% reduction through water-conserving fixtures
- Energy Performance: 33% energy savings through natural ventilation, radiant heat, daylighting, high-efficiency glazing, insulation
- Materials: Regional, recycled content, low VOC-emitting
- Daylight to 94% of occupied space and views to 96% of occupied space



PAST PERFORMANCE

Track Record

McGranahan Architects has a stellar track record when it comes to designing projects that are consistent with the vision developed in Predesign. Our projects are done on time and our rate of non-owner generated change orders is less than 1%. The vast majority of the clients that we have completed a project with have hired us again. This extensive background with successful local College projects gives us added insights into creating a compelling design with you for the TEFDC project and ensuring the vision will be realized in construction and operation.

Full Project Support

Health Sciences Building, Clover Park Technical College

We helped CPTC secure funding and worked on all phases of the project.* The facility supports the rapidly expanding community and program needs in the nursing and health sciences fields. The building is organized around integrated informal learning spaces and a central medicinal garden that provides outdoor learning, daylight and views. The facility embodies the programs' focus on health and well-being, and received LEED Gold certification.



* When the state cut the budget by 10% during the CD phase, we implemented cost-reduction revisions while maintaining the programmatic SF, then maintained the schedule and completed the project within the reduced \$22.6M budget.

Holistic Project Delivery

The strength of our project approach is how we provide an inclusive, specialized, and responsive team to achieve success. Building a clear project framework from the start encourages each team member to take ownership of their personal role while remaining open and welcoming to new team members as the project progresses.

Defining, maintaining, and achieving the project's scope, schedule and budget is holistic project delivery. Our project management approach has been consistently successful because we:

- **Provide leadership, expectations, and updates** - we are thoughtful advisors and strong advocates, providing a high level of services with frequent project updates.
- **Schedule everything** - we develop detailed schedules in alignment with your academic calendar, incorporating all related tasks such as equipment selection and acquisition, agency timelines, and contractor selection.
- **Establish Integrated team approach** - we intentionally practice the characteristics of highly successful teams—psychological safety, dependability, structure and clarity, meaning, and impact.
- **Communicate project status** - we are consistently engaged with the project team, providing timely updates for ongoing issues and critical milestones.

Our priority will be to conduct a "Step Zero" meeting to ensure the clarity of each role and to set clear project expectations and aspirations to guide a collective understanding from the start of design through the end of construction.

Designs Based on Outreach and Engagement

Developing Design Alternatives

We will bring our rigorous and adaptable design process to each project. Our approach encourages site and client-specific solutions, where building trust is as important as building buildings. We have found that through community outreach, we can create a rich educational vision that reflects the needs and culture of the specific school we are designing. We cannot create thoughtful architecture without the input of all our team members, the college and the community we are serving.

Open Dialogue

We work to validate each design decision early through open dialogue and genuine collaboration and then provide clear documentation of our decisions at each design phase. We take pride in our approach of conceptual iteration and multiple touchpoints with each stakeholder group as we work to shape engaging and enticing learning environments. The time to achieve the greatest impact of a wide range of alternatives is in early design, listening for key parameters and exploring them with the team as design drivers.

Our approach encourages site and client-specific solutions, where building trust is as important as building buildings.



Engagement Example: We engaged a diverse set of stakeholders including students, staff, faculty, and community members. We sought to create a psychologically safe environment to be vulnerable and curious with each other.



Engagement Example: We facilitated an all-day workshop with District leaders and principals to explore trends in educational practices, how they translate to settings and activities in the learning environment, and lessons learned through the lens of learners' experiences.

Engagement Process

Our top priority is to deliver a project that responds to your goals, through a transparent and collaborative process focused on equity and inclusion. Key to this is project visioning – interactive work sessions with all primary stakeholders to discuss goals and objectives, establish criteria to help judge adherence to project goals throughout the design phase, and establish milestone schedule dates.

Building Trust

We ask questions that focus on building relationships, knowing that a base of trust and reciprocity is the foundation for solving challenges that arise within any built environment. This requires neighborhood histories and lived experiences within the community to be reflected. To accomplish this we engage the students, educators, families, partner organizations, and the greater community as co-creators and decision-makers.

Open Communication

Communication is equally important within the project's design and construction team. Each participant has a specific role and brings unique expertise to the team—be they an administrator, teacher, student, parent, custodian, maintenance and operations staff, community member, architect, engineer, or contractor. Engaging that expertise to the benefit of the project requires effective communication.

Outreach Efforts

We structure outreach, presentations, and project interactions with a goal to create psychological safety for people to freely offer authentic ideas, wishes, and understanding of their individual needs. We are intentional and include as many voices in the process as possible and give them equal weight.

During collaboration and outreach, no one's points are dismissed out of hand and every conversation is approached with curiosity. This includes the belief that students should have the opportunity to contribute to the community and the society in which they exist, and that participants feel empowered to address systemic disparities, injustices, and/or inequity that undermine well-being and genuine teaching and learning.

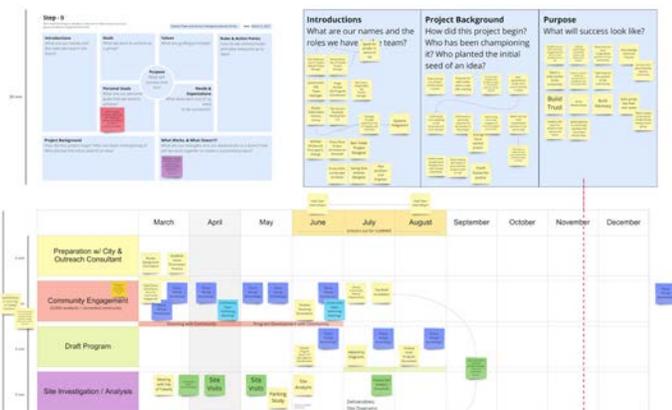
Outreach Methods

We will engage your community where they are, rather than asking them to come to us. We will participate in events that are already being held within the community, propose virtual meetings using online collaboration resources like Google Jamboard or Mentimeter to engage teachers and students when they are available, and provide multiple meeting options

when appropriate. Through this, the design team can interact with and hear perspectives from many students that may not join in a typical design dialogue.

Decision Making

Our team will provide key stakeholders with actionable data, leading to an informed decision-making process that clearly documents why key choices were made, in addition to the cost and schedule impacts of those decisions. We will also proactively develop thoughtful cost-reduction ideas throughout the process, ensuring that our discussions are solution-oriented and stress-free. As your partner, we will be dedicated to providing you with the tools needed to make informed decisions at every phase.



Equity Outreach and Engagement

McGranahan worked with the City of Tukwila on an Intergenerational Teen and Senior Center, focusing on equity and inclusion. We supported City staff and community builders in outreach and engagement on multiple levels. From holding over 40 one-on-one and small group meetings

centered around eight foundational questions to engaging a diverse group of community ‘champions’ to unpack complex ideas, we have found that many voices ensure a sense of collective ownership, vested interest, and shared value.



Team Dynamics and Collaboration

We believe that true team building starts with understanding the needs and expectations of each individual and their responsibilities within the process.

Step Zero Starting Point

Our priority will be to conduct a “Step Zero” meeting to ensure the clarity of each role and to set clear project expectations and aspirations to guide a collective understanding of the process from the start of design through the end of construction. Building a clear project framework encourages each team member to take ownership of their role while remaining open and welcoming to new team members as the project grows.

We rely on direct interaction with our client and team members to ensure that we have effectively communicated the requirements and design intent of the project. We balance the use of online collaboration with in-person meetings and presentations to effectively listen and respond to a project’s needs.

Communication and Coordination Tools

We communicate with our team throughout the design and construction process in a variety of ways. We believe that the key to success is not in the exact tools used, however, but our ability to listen, take that Step Zero, and adapt the usage of the tools to the project and team needs.

We use web-based team collaboration systems, such as NewForma; Navisworks; Bluebeam Revu; and Smartsheets; plus Teams and Zoom to facilitate communication. More significantly, our streamlined use of BIM (Building Information Modeling) delivery system for our design and construction documents sharpens our focus on the quality of the end result—accurate documents. Changes in the work of any one discipline are quickly reflected in the team’s shared models so conflicts can be addressed as they arise, rather than waiting until the next progress printing.

Maintaining Scope, Schedule, and Budget

Achieving and maintaining the project scope, schedule, and budget is holistic project delivery. Within our past performance, we have seen success when we have clarity in communication, effective tracking, and a critical path towards decision making.

Scope

Initial project understanding is key to staying focused and on track as we move into design phases. Stakeholder input and an inclusive process draws in and engages all parties to establish a realistic scope that is aligned with our project budget.

We advocate for a clear definition of responsibilities: what pieces are Owner-provided, what components are part of the construction contract, how outside vendors and suppliers are brought on board as part of predesign scoping. This provides the necessary documentation to identify and deal with scope creep in the ensuing phases.

Schedule - Establish Realistic Parameters

The success of a project schedule is determined long before construction begins. Achieving a schedule depends on developing realistic parameters at the outset of the project and is contingent on the design team uncovering all the project challenges that we will work with you to resolve, allowing the project to get to the construction phase smoothly.

Jurisdiction Integration

We view the City of Centralia as partners on the TEFDC, and we will have an early scoping meeting with them to confirm permitting requirements that could affect the project. Then we will schedule a formal a pre-application meeting with officials from Planning, Building, Fire, Water, and Public Works departments to make sure that all areas of project influence are understood and addressed. Early communication and a clear understanding of expectations is critical so we understand the key requirements from each department.

"In all of our work together, McGranahan architects has listened to us and served as a valued advisor. Their leadership brought consensus to a variety of differing thoughts and opinions and enhanced the overall design process. McGranahan brought experience to the table facilitating a three-way alliance between the owner, A/E and contractor through project management during the construction period as well."

Marty Mattes, Former Director of Facilities & Operations, Bates Technical College

Budget and Cost Control

Cost control during construction is reliant on quality documents. We have a reputation in the construction community for providing clear, consistent, and thorough documentation. That reputation attracts more quality bidders to our projects, translating to more competitive bid results for our clients. To meet budget and track scope, we utilize regular take-offs from our BIM modeling software, value engineering conscience designing, and various cloud-based tracking tools.

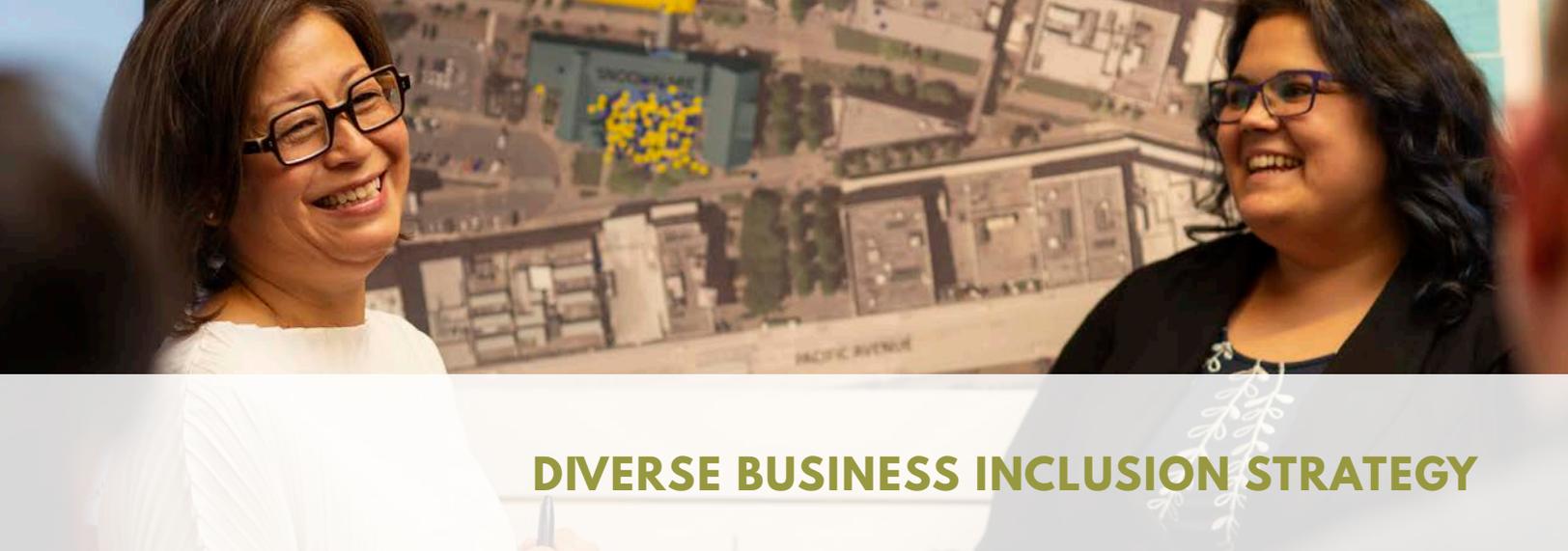
Another element of managing costs is managing expectations. As the design progresses, we are careful not to over-promise and to watch for scope creep. We work with our design committees to keep the focus on the prioritized list of needs.

Construction Administration

Once construction is underway, the most effective method for controlling costs is proactive construction administration, which means a direct and timely response to issues as they arise. We avoid many potential cost impacts or limit their scale by:

- Maintaining active participation in the project in the construction phase.
- Communicating regularly with the contractor and responding to their requests and submittals in a timely and professional manner.
- Making regular visits to the construction site and maintaining a good understanding of how the work is progressing.
- Responding immediately to conflicts that do arise.



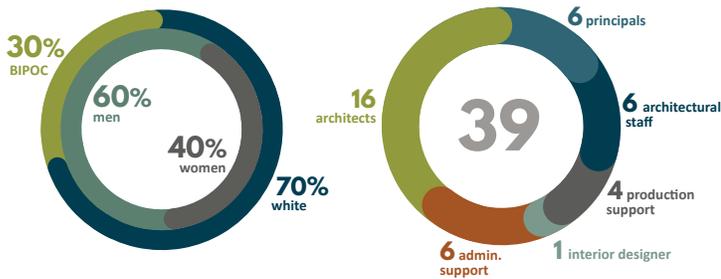


DIVERSE BUSINESS INCLUSION STRATEGY

Firm Commitment

An ethic of inclusion begins with us. McGranahan Architects is committed to ongoing learning and long-term transformation. We understand there is always room for improvement, and we strive to be inclusive, open, and willing to have difficult and constructive conversations.

Through firm-wide outreach, large and small group discussions, learning sessions, and focused independent surveys, our Diversity & Inclusion Committee is accountable for driving progress and change within the firm. We are constantly cultivating a more diverse group of leadership. Our professional/technical staff is currently 41% minority /women.



Approach

Our approach to selecting sub-consultants starts with determining disciplines and firms that would be the best fit for the project. As we build our project team, we will look for opportunities to divide elements of the scope of work beyond the traditional disciplines. This might include isolating aspects of the planning process, specifications, construction administration, document development, testing, and others. This approach also includes opportunities within each discipline for mentorship, professional development of staff, and inclusion of partner firms.

Partnership and Mentor Opportunities

While some of our direct team members may not be MWBE certified, this project offers opportunities for equity partners. The team has had success not only guiding them through the approach to community and technical college design but also learning from them.

Supporting Professional Growth

Key to supporting smaller and disadvantaged firms is developing a better relationship with the staff actually doing the work. All team members and sub-consultants are part of a detailed, kick-off meeting where project scope of work, tasks, schedules, communication lines, and expectations are discussed, defined, and agreed to. This gives individuals an opportunity to discuss strengths and areas of growth expected for this project.

Success

Our goal for engaging students, faculty, and community partners, is that they experience a design team that is diverse and multifaceted, and supports everyone's participation. Our process strengthens and enriches the community connected to the college. We look forward to crafting the team with you and reaching your goals.



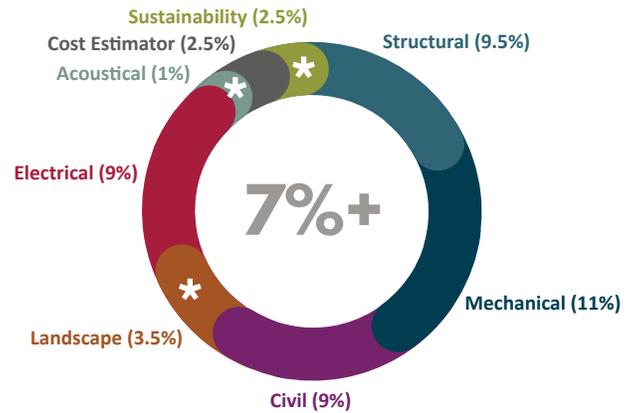
Centralia College Approach

We intentionally seek consultants with goals that go beyond certification or self-designation, ones that are committed to overall industry change.

We have identified our proposed team members, and we will work with Centralia College to confirm the most qualified team. While our planned utilization is 7% MWBE/SBE of the A&E fees, we feel there will be additional opportunities as we define the overall scope of the project and continue into construction.

BCE Engineers and other team member firms actively collaborate with and mentor MWBE and small businesses throughout the region to elevate the industry and broaden its pool of talented professionals. They will dedicate a portion of their fee to these efforts.

Proposed Minimum Utilization



Relevant Experience Utilization Percentages



13.10%

Health Sciences Building Clover Park Technical College



5.89%

Advanced Technology Center Bates Technical College,



19.39%

Cascade Hall South Seattle College



14.85%

Health and Life Science Renovation Highline College



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ARCHITECT- ENGINEER QUALIFICATIONS

1. SOLICITATION NUMBER (If any)

Project No. 2022-786

PART II - GENERAL QUALIFICATIONS

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

2a. FIRM (OR BRANCH OFFICE) NAME McGRANAHAN architects			3. YEAR ESTABLISHED 2000	4. DUNS NUMBER 087594388
2b. STREET 2111 Pacific Avenue, Suite 100			5. OWNERSHIP	
2c. CITY Tacoma			2d. STATE WA	2e. ZIP CODE 98402
6a. POINT OF CONTACT NAME AND TITLE Matt Lane, LEED AP BD+C, DBIA, Principal			a. TYPE Professional Services Corporation	
6b. TELEPHONE NUMBER 253.383.3084			6c. E-MAIL ADDRESS matt.lane@mcgranahan.com	
8a. FORMER FIRM NAME(S) (If any) McGranahan Partnership			8b. YR. ESTABLISHED 1968	8c. DUNS NUMBER 087594388
6a. POINT OF CONTACT NAME AND TITLE Matt Lane, LEED AP BD+C, DBIA, Principal			7. NAME OF FIRM (If block 2a is a branch office)	

9. EMPLOYEES BY DISCIPLINE				10. PROFILE OF FIRM'S EXPERIENCE AND ANNUAL AVERAGE REVENUE FOR LAST 5 YEARS		
a. Function Code	b. Discipline	c. No. of Employees		a. Profile Code	b. Experience	c. Revenue Index Number (see below)
		(1) FIRM	(2) BRANCH			
				E02	Educational Facilities; Classrooms	7
06	Architect	22		I05	Interior Design; Space Planning	5
48	Project Manager	5*		C11	Community Facilities	5
37	Interior Designer	2		C05	Child Care/Development Facilities	4
56	Specifications Writer	1*		A11	Auditoriums & Theaters	5
02	Administrative	9		F02	Field Houses; Gyms; Stadiums	4
	Architectural Staff	6		R06	Rehabilitation (Bldgs, Structures, Fac.)	5
				P06	Planning (Site, Installation & Project)	4
	* Project Managers and Specification Writers are also counted as Architects					
	Other Employees					
	Total	39				

11. ANNUAL AVERAGE PROFESSIONAL SERVICES REVENUES OF FIRM FOR LAST 3 YEARS (Insert revenue index number shown at right)		PROFESSIONAL SERVICES REVENUE INDEX NUMBER			
a. Federal Work		1. Less than \$100,000	6. \$2 million to less than \$5 million	7. \$5 million to less than \$10 million	8. \$10 million to less than \$25 million
b. Non-Federal Work	8	2. \$100,000 to less than \$250,000	9. \$25 million to less than \$50 million	10. \$50 million or greater	
c. Total Work	8	3. \$250,000 to less than \$500,000			
		4. \$500,000 to less than \$1 million			
		5. \$1 million to less than \$2 million			

12. AUTHORIZED REPRESENTATIVE The foregoing is a statement of facts.		b. DATE July 1, 2022
a. SIGNATURE 		
c. NAME AND TITLE Matt Lane, LEED AP BD+C, DBIA, Principal		

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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 - Matt Lane		
Firm Name - McGranahan Architects		
Address - 2111 Pacific Avenue, Suite 100		
City - Tacoma	State - WA	Zip - 98402
Telephone - 253.383.3084	Email - matt.lane@mcgranahan.com	

Addresses of multiple office locations of firm (if applicable)

Address	
City	Phone
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)

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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.:	<u>2022</u> – <u>786</u>
Project Name:	Teachers Education & Family Development Center, Centralia College
Consultant or Contractor Name:	McGranahan Architects (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:		Matt Lane, LEED AP BD+C, DBIA
	_____ Signature of authorized person	_____ Print Name of person making certifications
Title:	Principal	Place: Tacoma, Washington
	_____ Title of person signing certificate	_____ Print city and state where signed
Date:	July 1, 2022	
	_____ Date	

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