



MECHATRONICS

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INDUSTRIAL
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WENATCHEE VALLEY COLLEGE
CENTER FOR TECHNICAL EDUCATION AND INNOVATION

PROJECT No: 2022-081

SEPTEMBER 21, 2021

RGU
architecture



September 21, 2021

Attention: Angeline Ernst and Eric Lester
Department of Enterprise Services
Engineering and Architectural Services
1500 Jefferson Street SE/P.O. Box 41476
Olympia, WA 98501

Re: Wenatchee Valley College, Project No. 2022-081
Center for Technical Education and Innovation Pre-Design

Dear Selection Committee,

We have been waiting for WVC's Center for Technical Education and Innovation project to come out since assisting you with writing the Capital Project Request in 2017. We are excited about the opportunity of exploring this project further and working with you to arrive at a solution that is uniquely WVC.

We will work with you to move forward from the vision set forth in the capital request, and fashion a Pre-Design that clearly outlines your scope, budget, and schedule. Including:

- Modular Flexible/Adaptable Spaces
- Interdisciplinary and Project Based Learning
- Shared Resources and Lean Methodology
- Engagement with Community/Industry

RGU Architecture & Planning is an active leader in professional and technical education planning and design for Washington State. We are built on the foundation that design impacts educational performance and that our work must focus on creating collaborative environments that encourage student, instructor, and surrounding industry engagement. We are driven to design facilities where students succeed, and barriers are eliminated. By removing the stigma associated with Professional Technical Education, we believe we can create educational centers that celebrate the trades and provide surrounding industry with a skilled and knowledgeable workforce. The RGU team designs educational facilities where students, faculty, and industry connect. We believe that learning environments should inspire progress, a sense of belonging and pride, as well as considering the advances that are occurring in instructional and learning methodologies.

We look forward to engaging in discussion on how we can support your team in advancing your vision.

Sincerely,

A handwritten signature in blue ink, appearing to read "R. Uhrich".

Robert Uhrich, AIA, LEED AP, NCARB
RGU Architecture & Planning
Principal

122 2nd Street/PO Box 820, Asotin, WA 99402
509.758.9894
office@rguarchitecture.net

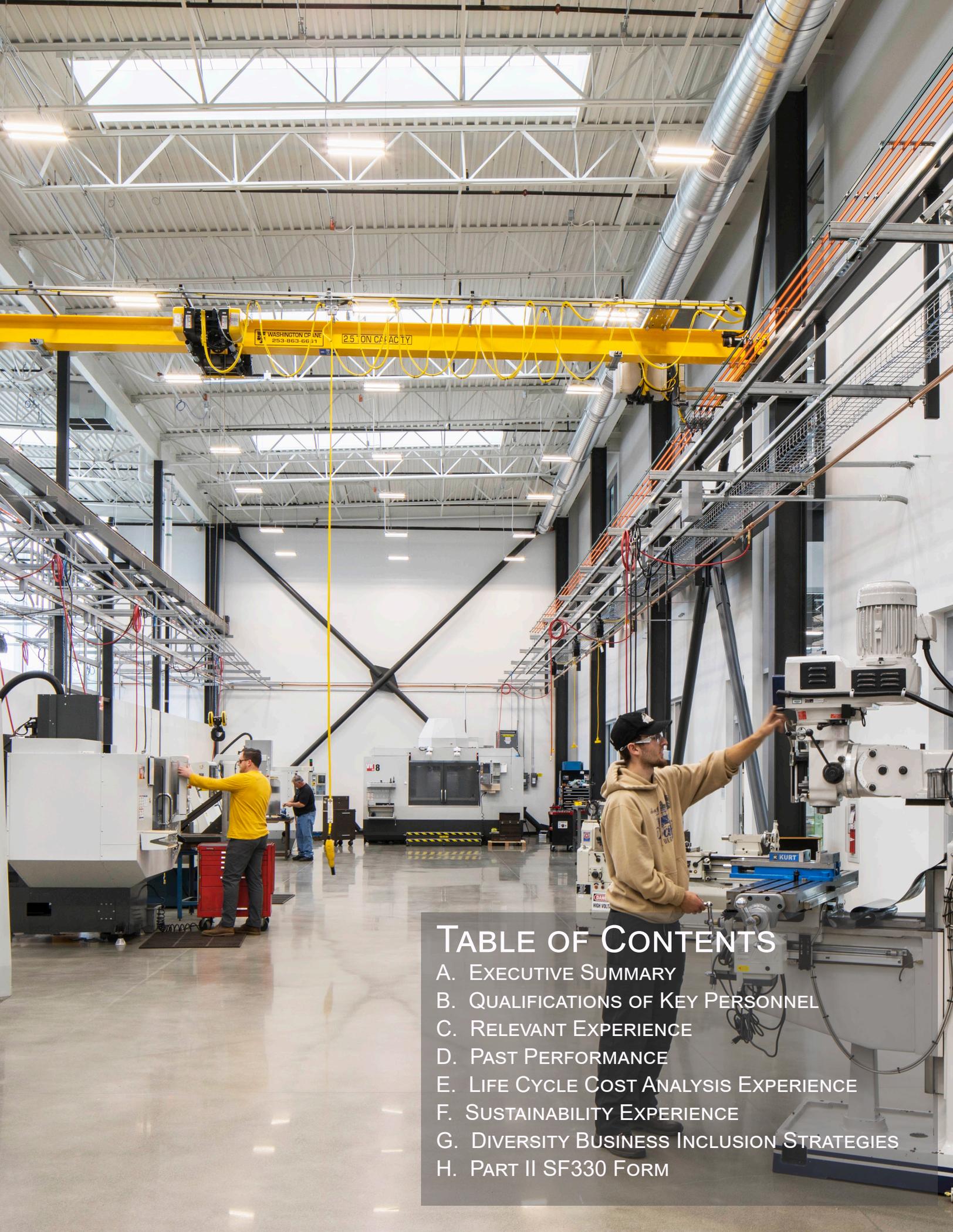


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SECTION A EXECUTIVE SUMMARY

EXECUTIVE SUMMARY



QUALIFICATIONS OF KEY PERSONNEL

The RGU Team brings leadership in planning and design of technical education and innovation centers. We prioritize your goals and objectives through our clear decision making and formalized organizational structure. Our team members are experienced, talented, and committed. They offer the knowledge, skills, and experience necessary for the development of innovative solutions.

The work processes we utilize is well-organized, effective, and highly customized to technical education learning environments. Our proven experience can be seen through the pre-design and design of Big Bend Community College's Workforce Education Center and Center for Aviation Maintenance and Technology.

We have built the following proposed team based on technical education expertise, knowledge of higher education learning environments, and proven working knowledge of Wenatchee Valley College's campus and culture:

Architectural:	RGU Architecture & Planning
	MJ Neal Associates
Landscape:	SPVV Landscape
Civil:	Syntier Engineering
Structural:	Structural Forte
Mechanical:	Hultz-BHU
Electrical:	MW Engineering
IT/AV:	Summitt Engineering
Acoustical:	Greenbusch Engineering
Cost Control:	Thomas Consulting

We will develop a pre-design that puts forth a clear and comprehensive vision of WVC's current and future technical education spatial and technical requirements.

RELEVANT PROJECTS

RGU strives to represent secondary technical education across Washington State. We have been honored to plan for and design technical education learning space for Shoreline Community College, Everett Community College, Green River Community College, Clover Park Technical College, Walla Walla Community College, Yakima Valley College, Big Bend Community College, Columbia Basin College, Washington State University, and you – Wenatchee Valley College on the Project Request Report for this project, the Center for Technical Education and Innovation (CTEI).

Additionally, we have completed technical education pre-designs for North Idaho College and Lewis Clark State College using the OFM format. RGU has planned, designed, and/or oversaw construction on over 1,000,00 square feet of technical education space.

We offer the experience gained through lessons learned and successes gained. We have files full of pictures of almost every technical education facility in the State, as well as Idaho and Oregon. We have toured and spoke with instructors at almost every college in both Eastern and Western Washington. We live and breathe technical education. Our commitment is to advance technical education and create stronger connections between education and industry. We strive to create educational pathways that lead to lifelong learning and elimination of the skills-gap.

PREVIOUS PERFORMANCE

RGU performs best when planning for and designing technical education facilities. Our expansive experience and collection of comprehensive costs on numerous Schedule, Scope, and Budget are tightly connected. Changing one affects them all. The first priority will be solidifying owner goals and objectives. A close second is

working towards identifying the **preferred alternative**. During pre-design WVC's project goals and objectives are king. An action plan will be built to uncover and solidify project goals. Understanding technical education allows us to connect with instructors. Perhaps our greatest accomplishment is being able to translate Instructors needs. This takes listening closely and often two or three iterations before instructors begin to visualize their needs and how space (lab and classroom) can be designed to deliver better student outcomes.

LIFECYCLE COST ANALYSIS

Our team includes Hultz/BHU Engineers; they have successfully performed life cycle cost analysis and energy modeling on over 100 projects. This includes project pre-design as part of the State OFM process. Their depth of knowledge of LCCA and Energy Modeling will provide clear guidance to best benefit the Center of Technical Education and Innovation.

SUSTAINABILITY

Sustainable, valuable, timeless projects are at the core of our priorities; we develop and explore options that best align with our clients' goals and visions for the project with adherence to LEED guidelines and the State's laws and regulations. Throughout our history of designing LEED projects we have adapted to different versions, and we recognize the shifts in LEED requirements to obtain our clients level of LEED certification.

DIVERSITY

Diversity is an important part of our culture. We are conscious about our staffing and continuously looking for consultants to add to our team. Annually, we hold an open house referred to as "Get to Know RGU", where we invite sub-consultant firms from across the region. Our entire team is made up of Washington State small business firms.



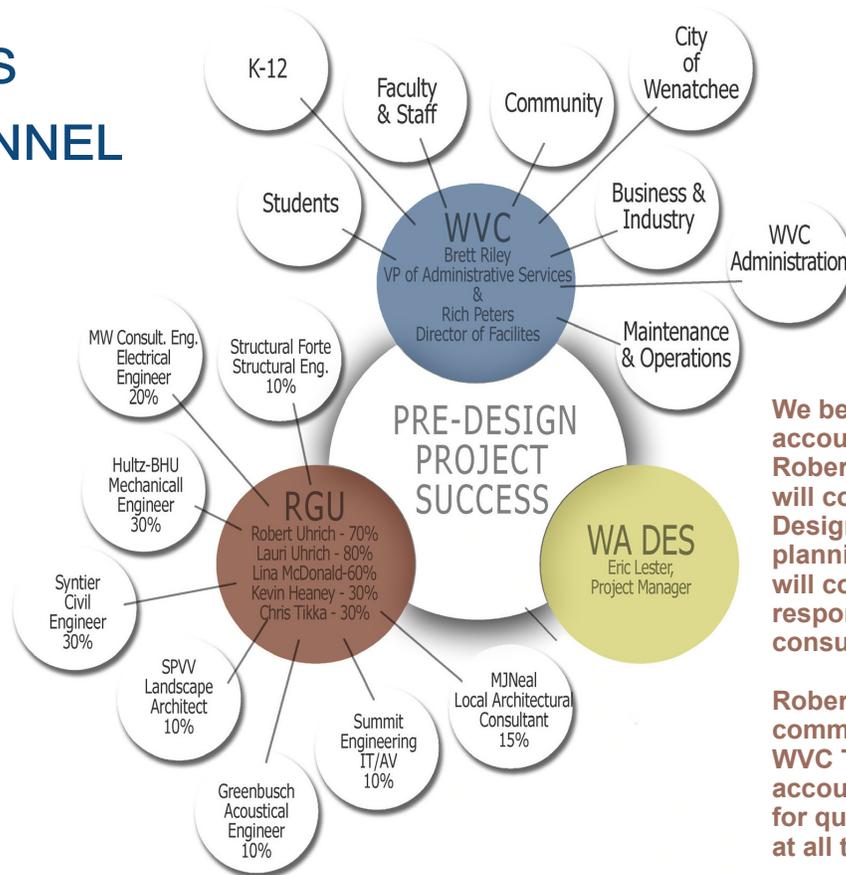
SECTION B
QUALIFICATIONS OF KEY PERSONNEL

QUALIFICATIONS OF KEY PERSONNEL

"If not for the foresight of RGU early on in the project we would not have the adaptable physical space that they have helped us to create..."

"I highly recommend RGU for any capital planning or construction project you have planned or are contemplating planning. It's never too early to engage RGU in providing their extensive expertise to your project."

*- Linda Schoonmaker,
V.P. of Administrative Services
Big Bend Community College*



We believe in collaboration, accountability, and order. Robert Uhrich of RGU will coordinate the Pre-Design effort and lead the planning/design team. He will coordinate and be responsible for all sub-consultants.

Robert will directly communicate with the WVC Team. Robert will be accountable and accessible for questions and concerns at all times.

THE RGU DIFFERENCE

RGU's focus on technical education began with CBC, when working on a project request report for a new technical education center. CBC wanted to remove the stigma associated with technical education and create a center that fostered cross-curriculum learning and engaged industry into the learning process.

They hoped to provide space that encouraged skill upgrades and lifelong learning. RGU quickly got behind CBC's goals and believed in its transformational mission to advance technical education.

Since this time, we have dedicated our firm to increasing the effectiveness of technical education learning space. We believe strongly in shared-resources, cross-curriculum project-based learning, engaging industry into the learning process, and providing students with a center that promotes pride and a sense of belonging.

WHAT MAKES US UNIQUE

To improve lab furnishings and equipment and save projects money, we have created the RGU Innovation Lab. We regularly design various equipment and furnishings to better meet instructor needs.

The equipment is incorporated into planning, design, and construction documents. It is fabricated by the contractor during construction. This increases customization and results in highly functional laboratory environments.

TEAM ASSIGNED

For WVC's CTEI Pre-Design, RGU Architecture & Planning will serve as Architect of Record and Robert Uhrich will be the main point of contact.

We have built our team based on past performance in designing technical education, working with industry, and understanding the WVC Campus and culture. Below is our proposed team:

- M J Neal for their knowledge in regional industry, bilingual capabilities, and ability to increase diversity, equity, and inclusion.
- Syntier Engineering for their expertise in site specific containment systems, associated with industrial waste, and past performance working with RGU on technical education projects.
- Hultz/BHU for their knowledge of WVC's mechanical systems and past performance with specialized systems utilized in each technical education laboratory and making the entire facility function in unison.
- MW Engineers for knowledge of WVCs

electrical systems, past performance with specialized electrical loads utilized in each technical education laboratory, and past performance on working with RGU on technical education projects.

- Summit Engineering for knowledge of WVCs data/communication systems and the ability to make this new facility function in unison with the remainder of campus.
- SPVV for their expertise in working with agricultural science programs and past performance on working with RGU on technical education projects.
- Structural Forte for their ability to make structures work with the elaborate MEP systems these facilities contain and past performance on working with RGU on technical education projects.
- The Greenbusch Group for expertise in working with sound and smell containment associated with technical education programs and past performance on working with RGU on technical education projects.



ROBERT UHRICH

AIA, LEED AP, NCARB
PRINCIPAL DESIGN ARCHITECT,
CONSTRUCTION ADMIN

EDUCATION

BACHELOR OF ARCHITECTURE
UNIVERSITY OF IDAHO

AFFILIATIONS

AIA
USGBC
NCARB
ACTE
MEMBER OF ASOTIN SCHOOL
BOARD



LAURI UHRICH

PLANNER/PROGRAMMER

EDUCATION

BACHELOR OF ART
PACIFIC LUTHERAN UNIVERSITY

VALUE TO THIS PROJECT: (Time to WVC CTEI - 70%)

Before attending architecture school, Robert worked in the trades (Welding, Fabrication, Millwright, and Carpentry). He attributes his success in architecture to the experience gained during this time. He uses this experience to work with administration, instructors, and students, to design CTE laboratory spatial environments. He understands the importance of sight lines, infrastructure, and technical education laboratories. He will work with you to deliver innovative strategies that are unique to WVC. Robert adds value by acting as a translator. During pre-design Robert will assist instructors in visioning for their new labs. He will work hand-in-hand with each instructor to review current industry trends and future growth in their field. Together they will arrive at an equipment layout for their labs that itemizes equipment and identifies both existing equipment that needs to be moved from the existing facilities and equipment that must be purchased.

RELEVANT PROJECTS:

- WVC Center for Technical Education & Innovation - PRR
- BBCC Workforce Education Center - PRR, Pre-Design, Design, and CA
- CPTC Center for Advanced Manufacturing and Technology, Design-Build, CA
- CBC Center for Career and Technical Education - PRR, Pre-Design, Design, CA
- NIC PTE Pre-Design
- SCC Health Sciences & Advanced Manufacturing - Pre-Design, Design CA
- LCSC Center for Technical Education Pre-Design
- GRC Trades and Industry - Specialty Lab Design, Construction Administration
- WWCC Wind Energy Technology Center - Design, CA
- EvCC Advanced Manufacturing Center, Lab Design, CA
- LSD DeAtley Career Technical Center, Early Planning, Pre-Design, Design, CA
- WSU Hydrogen Testing Center - Design, CA
- LCSC Spaulding Hall Renovation Pre-Design
- WSU Cleveland Hall Renovation Pre-Design
- WSU AMDT Renovation Design, CA
- CBC Bechtel National Planetarium - Pre-Design, Design, CA
- CBC Medical Science Center II - Pre-Design

VALUE TO THIS PROJECT: (Time to WVC CTEI - 80%)

Lauri will use her 20 years of grant writing experience to develop a Pre-Design action plan that objectively uncovers the unique culture of WVC and empirically quantifies program needs. To determine spatial needs she reviews historical enrollment trends, benchmarks lab and classroom space requirements to industry standards, and spends the time necessary to fully understand the College's future program direction. She adds value by her ability to coordinate and disseminate workloads to the team in an orderly and understandable fashion. She works with you to create a pre-design action plan based on OFM's requirements and her knowledge of higher education career and technical education centers. She coordinates and administers community workshops, sustainability workshops, instructor needs assessments, industry surveys, student surveys, and instructor surveys. She designs action plans that provide all the necessary data to build a pre-design that OFM will enthusiastically fund.

RELEVANT PROJECTS:

- WVC Center for Technical Education and Innovation- PRR
- WVC Facility Master Plan Update
- BBCC Workforce Education Center - PRR & Pre-Design
- CBC Center for Technical Education - PRR & Pre-Design
- CBC Performing Arts Center Replacement - PRR
- BBCC Facility Master Plan
- CBC Facility Master Plan
- LCSC Professional Technical Education Pre-Design
- DeAtley Center for Technical Education Pre-Design
- Clover Park Technical College Advanced Manufacturing Center Design-Build Competition
- CBC Medical Science Center II - Pre-Design
- NIC Career & Technical Education - Pre-Design
- CBC Bechtel National Planetarium - Pre-Design
- CBC Business Education Center - PRR & Pre-Design
- WSU Cleveland Hall Renovation - Pre-Design
- MCS STEAM Learning Center - Pre-Design, Design



VALUE TO THIS PROJECT: (Time to WVC CTEI - 60%)

Lina adds value by understanding the importance of technical laboratory equipment and the needed infrastructure requirements. Lina works well with instructors. She spends the time necessary to understand how they are using their current labs and analyze their existing equipment. She provides cost estimates for new equipment and develops a prioritized wish list for each instructor and program. For the pre-design Lina will develop an action plan (including UL verification) to move the new equipment to the new facility. This in-depth equipment analysis is a necessary part of a pre-design for Technical Education facilities. This data is needed to properly understand schedule impact and costs.

LINA McDONALD

AIA, NCARB
LAB DESIGNER

EDUCATION

MASTERS OF ARCHITECTURE
MONTANA STATE UNIVERSITY

RELEVANT PROJECTS:

- WVC Center for Technical Education and Innovation Project Request Report
- BBCC Workforce Education Center Pre-Design
- CBC Center for Technical Education Pre-Design
- LCSC Professional Technical Education Pre-Design
- DeAtley Center for Technical Education Pre-Design
- Clover Park Technical College Advanced Manufacturing Center Design and CA
- NIC CTE Pre-Design



VALUE TO THIS PROJECT: (Time to WVC CTEI - 30%)

Kevin is detail orientated and dedicated to delivering high-performance buildings. He acts as the Sustainability/Building performance lead on all RGU Projects. Throughout design and construction Kevin develops and verifies that the Owner's project goals for energy performance, daylighting, ventilation, comfort and mechanical performance are incorporated into the Owner Project Requirement (OPR) Manual and fully developed in the built environment. Kevin is creative and innovative. He oversees Quality Control and the LEED Checklist throughout the project. He will add value to WVC CTEI through maintaining the Owner Project Requirement (OPR) Manual and overseeing QA/QC.

KEVIN HEANEY

LEED AP, NCARB
SUSTAINABILITY DESIGNER

EDUCATION

BACHELOR OF ARCHITECTURE
MONTANA STATE UNIVERSITY

RELEVANT PROJECTS:

- WVC Center for Technical Education and Innovation Project Request Report
- BBCC Workforce Education Center Sustainability - LEED
- CBC Student Recreation Center Design, CA, and LEED
- LCSC Professional Technical Education Pre-Design
- DeAtley Center for Technical Education Pre-Design, Design, and CA
- YVC Kendall Prior Hall Project Request Report
- Clover Park Technical College Advanced Manufacturing Center Design-Build Competition
- SCC Allied Health & Advanced Manufacturing Pre-Design, Design, and CA
- MCS STEAM Learning Center



VALUE TO THIS PROJECT: (Time to WVC CTEI - 30%)

Chris adds value through using his unsurpassed virtual reality skills to bring a building to life during planning and design. Chris quickly develops conceptual flythroughs allowing for meaningful conversations on agility, flexibility, and shared uses of resources. His skills allow you to understand your facility and design it to be safe, secure, and accessible. He will work with instructors to create visuals of the labs and the equipment to be housed. During planning and design for various other CTE facilities, Chris has built a library of 3-D Specialty lab equipment that can easily be placed in REVIT Drawings. He will use this extensive library to quickly produce illustrations for discussion purposes.

CHRIS TIKKA

ILLUSTRATOR/TECHNICAL

EDUCATION

BACHELOR OF ARCHITECTURE
MICHIGAN STATE UNIVERSITY

RELEVANT PROJECTS:

- CBC Student Recreation Center
- BBCC Workforce Education Center
- BBCC Aviation Maintenance Center
- CBC Dental Hygiene Clinic
- CBC HUB Planning
- CBC Facility Master Plan
- DeAtley Technical Education Center
- MCS STEAM Learning Center



MARK NEAL

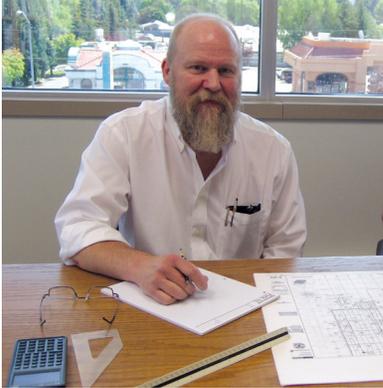
PRINCIPAL (TIME WVC CTEI -10%)

VALUE TO THIS PROJECT:

Mark offers over 30 years of local experience working with the AHJ on planning and designing. Additionally, Mark has strong ties with local industry and will assist in making sure WVC's goal of engaging industry into the facility is represented through-out pre-design.

RELEVANT PROJECTS:

- Sonico
- Wenatchee Valley Humane Society
- Columbia Valley Health Clinic
- Douglas County Law & Justice



TRISTAN BURTON, PRINCIPAL

STRUCTURAL ENG. (TIME WVC CTEI -10%)

VALUE TO THIS PROJECT:

Tristan adds value through his ability to design facilities for future growth. He is keenly aware of future needs and designs facilities with the ability to grow without extensive structural upgrades. He has worked on every RGU CTE project and offers innovative solutions to accommodate complex MEP systems.

RELEVANT PROJECTS:

- BBCC WEC & AMT
- CBC CTE
- CBC Student Recreation Center
- CBC Bechtel National Planetarium



MARIA GUERRA

INTERIOR DESIGN (TIME WVC CTEI -15%)

VALUE TO THIS PROJECT:

Maria loves both design and education. She is experienced with grants, budgeting, managing and implementing programs to support low-income, first generation students in post-secondary education opportunities. She has served on the advisory committee for WVC's CAMP Program and is bi-lingual.

RELEVANT PROJECTS:

- Sonico
- Conrad Rose Mansion
- Columbia Valley Health Clinic
- Douglas County Law & Justice



RICK HULTZ, PRINCIPAL

MECHANICAL ENG. (TIME WVC CTEI -30%)

VALUE TO THIS PROJECT:

Rick has a close working relationship with the College. He has worked on campus for the last 11 years and is knowledgeable on WVC's facilities and infrastructure. Rick's knowledge will add tremendous value in arriving at consensus regarding the systems to be used in the new facility and chiller.

RELEVANT PROJECTS:

- WVC Central Plan - Chiller Improvements
- CPTC Transportation Trades Facility
- Bates Advanced Technology Center



TOM STIRLING, PRINCIPAL

CIVIL ENGINEER (TIME WVC CTEI - 30%)

VALUE TO THIS PROJECT:

Tom offers extensive experience working on occupied college campuses. Tom was the civil engineer during the pre-design effort for BBCC's WEC project and added value by creating an innovative weighted site selection matrix that allowed for informed decision making.

RELEVANT PROJECTS:

- BBCC WEC & AMT
- WSU Martin Stadium Improvements
- WSU Veterinary Med. Research bldg
- WWCC HPERA Building



JOEL ENEVOLD

ELECTRICAL ENG. (TIME WVC CTEI - 20%)

VALUE TO THIS PROJECT:

Joel adds value through his ability to design solutions that meet each client's unique project needs. During the pre-design stage he will work with instructors and the design team to adequately understand needed electrical loads and design a system that will grow with the college.

RELEVANT PROJECTS:

- WWCC Science & Technology Bldg
- CWU - Ind. Engineering Technology
- EWU - Engineering Bldg
- SCC - Stannard Tech Ed Bldg



ANNE HANNENBURG

LANDSCAPE ARCH. (TIME WVC CTEI -10%)

VALUE TO THIS PROJECT:

Anne offers value by integrating the design to work with your irrigation system and recommend landscaping that fits the way your crew works. Additionally, on every project she seeks out instructors in the natural sciences, allied health, and landscaping architecture to design the facility to serve as an instruction tool.

RELEVANT PROJECTS:

- BBCC WEC & AMT
- CBC Student Recreation Center
- WA DVA Skilled Nursing Center
- WSU Pharmaceutical & Biomedical Bldg



ADAM JENKINS

ACOUSTICIAN (TIME WVC CTEI -10%)

VALUE TO THIS PROJECT:

Adam will identify and budget for shop/lab noise level control, sound isolation between adjacent programs, and potential vibration issues. He will address exterior noise limits established by local noise ordinances. Screening for these requirements is important during pre-design to avoid surprises later in design.

RELEVANT PROJECTS:

- BBCC WEC & AMT
- CBC Student Recreation Center
- GRCC Trades & Industry
- Wenatchee Valley Shops



RON CARLSON, PRINCIPAL

IT/AV ENGINEER (TIME WVC CTEI - 10%)

VALUE TO THIS PROJECT:

Ron brings his value of being familiar with WVC's current systems. During pre-design he will assist the design team in identifying and costing telecommunications, surveillance, access control and building automation. Additionally, Ron is well versed in equipping Zoom Rooms/Hyflex learning environments.

RELEVANT PROJECTS:

- WVC Wells Hall
- LCSC Career & Technology Center
- Hanford LIGO Laboratory
- DAS-WA Capital Campus - Olympia



GREG THOMAS

COST CONSULTANT (TIME WVC CTEI -15%)

VALUE TO THIS PROJECT:

Greg Thomas is a strong presence throughout predesign. We bounce ideas off of him on a continual basis and creatively seek ways to control costs and meet scope. Greg adds value by routinely updating the budget and continually informing us on what is happening with construction costs.

RELEVANT PROJECTS:

- CBC Center for Career & Tech Educ.
- CBC Business Education Building
- Yakima Valley Technical Skills Center
- WSU Spokane South Campus

"The team at RGU is professional, well-coordinated, responsive, attentive and receptive to all feedback. They understand their own limitations and actively seek out partners to complete specialized projects, as well as hire top-notch engineering firms in structural, civil and mechanical fields. They actively engage with their customer as well as contractors, local municipalities, and state agencies such as the Department of Enterprise Services and the Washington State Department of Archaeology and Historic Preservation to find solutions and provide the highest quality results."

*- Rebekah S Woods, J.D., Ph. D
President
Columbia Basin College*

"I have been at NIC for 23 years with the Trade & Industry Division and associated programs and can say that working with RGU Architecture has truly been one of the highlights of my career here."

"When the RGU team came on board, I was immediately impressed with Robert's expertise, knowledge, and thorough understanding of trades programs at every level and their particular needs."

"As Robert and Lauri began working with faculty in determining needs, it became quite apparent that the faculty felt extremely comfortable with the process, and the interaction was exciting as well as extremely productive."

"The enthusiasm, expertise, planning, attention to detail, and invigorating discussions and collaboration with faculty that RGU brought to the process lead to an amazing study. The dedication to addressing each program's particular needs, synergy between programs, flexibility of design, site analysis, and budget laid the framework for expectations on a new facility."

"Over the years, I have had the opportunity to be involved with several architectural firms discussing program and building needs. I must say that RGU was far superior in every aspect of the process and set the bar very high. Given the opportunity, I would work with RGU again in an instant and they have my highest recommendation."

*- Douglas Anderson
Division Chair, Trades & Industry
North Idaho College*



SECTION C
RELEVANT EXPERIENCE

RELEVANT EXPERIENCE

Below is a list of select Pre-Designs and OFM Project Request Reports (mini Pre-Designs):

- **WVC - PRR CTEI**
- **BBCC - WEC PPR & Pre-Design**
- YVC - Prior-Kendall Hall PRR
- **CBC - CTE PRR & Pre-Design**
- CBC - Performing Arts PRR
- CBC - B Building PRR & Pre-Design
- **CPTC - CAMT Design Build Report**
- **SCC - HSAMCC - Pre-Design**
- **NIC - CTE Pre-Design**
- **LCSC - CTE Pre-Design**
- LCSC - Spaulding Hall Pre-Design
- Uofl - IPTV Pre-Design
- WSU - Cleveland Hall Pre-Design
- CBC - MSC II Pre-Design
- CBC - Planetarium Pre-Design
- BBCC - STEM Pre-Design

Seven (7) of these studies are for CTE facilities with similar learning environments to WVC's CTEI (in bold). Additionally, we have designed and constructed CTE projects for the following:

- BBCC - Workforce Education Center
- GRCC - Trades and Industry
- CBC - Center for Career & Tech Ed.
- EvCC - Advanced Manufacturing
- CPTC - Center for Advanced Manufacturing and Technology
- WWCC - Wind Energy Technology
- WWCC - John Deere Renovation
- WWCC - Craik Building Renovation
- WSU - Hydrogen Testing Center
- WSU - AMDT Center

RGU has an ongoing devotion, both working with industry and education, to design state-of-the-art facilities that not only connect the trades with instruction, but also the collaboration that provides students the gateway to lifelong career paths.

Past thought on CTE programs was to separate them, both in facility and connection to campus. We have worked over the past twenty years, with numerous higher education institutions, to remove barriers for students and provide lifelong connectivity to education and careers. As you review our experience we hope that our dedication to removing barriers and providing connectivity shines through. Our experience delivering attributes similar to WVC's CTEI includes:

- Removing Classrooms and Instructional Offices from within the Laboratory spaces and placed them in centralized areas to provide inclusion to other programs and connectivity to campus.
- Creating centralized faculty/student organizational cores, with connection to campus, students, faculty, and industry. The centralized cores include:
 - o Faculty Offices
 - o Administrative Office
 - o Tutoring & Advisory Spaces
- Increasing Space Utilization through

creating Classrooms that serve technical education as well as academic/transfer programs.

- Designing Informal spaces for out of instruction learning opportunities and student-to-student and student-to-instructor, and instructor-to-instructor connectivity.
- Creating Collaboration Spaces/Laboratories for Project-Based Learning, Tutoring, pride building, and program promotion.
- Creating Industry Engagement spaces/Classrooms/Laboratories for connecting students with career opportunities and bringing stronger industry connectivity to campus.
- Creating program transparency without disruption in instruction. Allowing tours and general observation of learning in action.
- Designing for Classroom/Laboratory hands-on learning combined with distance and hybrid learning opportunities.
- Creating shared resources between programs to reduce unnecessary space and expenses.
- Designing flexible and adaptable Classrooms/Laboratories
- Designing Interdisciplinary Classrooms/Laboratories not only to serve multiple programs but also to allow growth into creating and supporting new programs.

RGU'S PROJECT COST PERFORMANCE HISTORY

ATTRIBUTES SIMILAR TO WENATCHEE VALLEY COLLEGE'S CTEI

PROJECT	PRR/EARLY PLANNING SF	PRR C-100 MACC ESCALATED	PRE-DESIGN SF	PRE-DESIGN MACC ESCALATED	DESIGN BID DAY SF	DESIGN/BID DAY \$ W/O TAX	FINAL CONST. COSTS W/O TAX	INFORMAL LEARNING ADVISING/CAREER CONNECTIVITY	PROJECT BASED LEARNING DISTANCE/HYBRID LEARNING	MODULAR LABS WELDING FABRICATION MANUFACTURING	AUTOMOTIVE AGRICULTURE ELECTRONICS COMPUTER LAB	COLLABORATION LAB CONTINUING EDUCATION/SKILL UP GRABES	INDUSTRY CONNECTIVITY	INDUSTRY TRAINING	SHARED RESOURCES	INTER-DISCIPLINARY	ADMIN OFFICES WING AWAY FROM LAB	BRANDING/STUDENT PRIDE	SHOWCASE STUDENT WORK	OUTDOOR/INDOOR	VISIBILITY/TRANSPARENCY	
CBC SRC GC/CM <i>RGU Role - Pre-Planning Gaining Student Vote, Design, CA</i>	65,000	\$25,000,000 \$384.62 SF			78,189 (Alls incl.)	\$25,395,869 GMP \$324.80 SF	UNDER CONST.	✓	✓								✓	✓	✓	✓	✓	
WVC CTEI <i>RGU Role - PRR</i>	69,980	\$28,979,344 \$414.11 SF						✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
DTEC GC/CM <i>RGU Role - Pre-Design, Design, CA</i>	35,000	\$9,600,000 \$274.00 SF	40,000	10,500,000 \$262.50 SF	39,115	\$9,957,272 \$ 254.56 SF	\$10,088,758 \$257.93 SF	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
BBCC WEC & AMT Design-Bid-Build <i>RGU Role - PRR, Pre-Design, Design, CA</i>	76,140	\$24,703,297 \$324.45 SF	76,140	\$25,627,216 \$336.58 SF	127,290 19,300	\$40,568,000 \$276.93 SF	\$42,279,440 \$288.42 SF	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
GRCC Trades Design-Bid-Build <i>RGU Role - Lab Designer, CA</i>					71,559	\$23,095,160 \$322.74 SF		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
NIC PTE <i>RGU Role - Pre-Design</i>			86,500	\$24,284,640 \$ 280.75				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LCSC PTE <i>RGU Role - Pre-Design</i>			80,000	\$22,828,134 \$ 285.35 SF						✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CPTC Design-Build <i>RGU Role - Design Build Competition, 40% of Project</i>					63,000	\$32,712,400 GMP \$519.24 SF	\$31,945,497 \$507.07 SF	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CBC CTE Design-Bid-Build <i>RGU Role - PRR, Pre-Design, Design, CA</i>	65,000	\$19,080,000 \$293.54 SF	65,000	\$18,953,000 \$291.59 SF	79,420	\$16,589,004 \$ 208 SF	\$16,819,750	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CBC B BUILDING Design-Bid-Build <i>RGU Role - PRR, Pre-Design, Design, CA</i>	19,350	\$4,654,350 \$240.54 SF	22,500	\$4,654,350 \$240.54	23,917	\$4,559,600 \$190.64 SF	\$4,564,500 \$190.85 SF	✓									✓					

BIG BEND COMMUNITY COLLEGE WORKFORCE EDUCATION CENTER & AVIATION MAINTENANCE TECHNOLOGY MOSES LAKE, WASHINGTON

PROJECT CONTACT:

Linda Schoonmaker
VP of Administration & Finance
509.793.2002

TEAM MEMBERS PROPOSED FOR WVC CTEI:

- Robert Uhrich, RGU
- Lauri Uhrich, RGU
- Lina McDonald, RGU
- Chris Tikka, RGU
- Kevin Heaney, RGU
- Tristan Burton, Structural Forte
- Tom Stirling, Syntier Engineering
- Anne Hanenburg, SPVV

CONSTRUCTION METHOD:

- Design-Bid-Build

PROJECT ROLE:

- Capital Request PRR
- Pre-Design
- Design
- Construction

PROJECT PRICE & INFO:

- PRR: \$24,703,297 for 76,140sf
- Pre-Design: \$25,627,216 for 76,140sf
- Bid Day: \$40,568,00 (Base + Alts) for 2 Bldgs.
- 127,290sf WEC and 19,200sf AMT
- Final Construction Price: \$42,279,440
- Contract Modifications: Owner Adds
- \$288/sf - Construction Costs

PROGRAMS HOUSED:

- Welding (Existing)
- Millwright/Machining (Existing)
- Industrial Electronic Technologies
- Agricultural Sciences (Growth)
- Automotive Technologies
- Aviation Maintenance Technologies
- Computer Science & Engineering

SIMILAR ATTRIBUTES TO WVC PRR:

- Higher Educational Facility serving the Same/Similar Programs at WVC
- Flexible and Adaptable Spaces
- Industry and Community Collaborative Centers
- State of the Art Technical Education Learning Center – Attracting Students and Industry
- Shared Resources between Industry and Programs
- Tutoring/Advising for Guided Pathways
- Program Transparency
- Hands-On, Interdisciplinary, and Project Based Learning
- Face-To-Face, Hybrid, and Distance Learning Opportunities
- Healthy/Innovative Environments
- LEED Silver



PROJECT DESCRIPTION:

The New Workforce Education Center brought together the college's existing technical education programs into one facility and closer to the campus core. It removed these programs from isolation and incorporated them into a unified campus. It expanded (flexible and adaptable) square footage for existing programs and provided space for new programs. The facility created spaces for inter-disciplinary learning, shared resources, project-based learning, and modular-based laboratories and classrooms, which allows for curriculum growth and changes without added expenses for retrofitting and renovating.

WEC contains an industry training lab, which supports industry/student interaction, provides additional classrooms, and provides the college with its first indoor/outdoor teaching environment. On the second floor is a large collaborative center that connects technical education programs with other campus programs, students, parents, instructors, and industry. It features centralized advising and instructional offices to maximize student access for continual mentoring, tutoring, and networking. Informal learning spaces are placed throughout the facility with program transparency (ability to view into spaces without disruption of activities) and ease of wayfinding. WEC is a facility that not only serves technical education programs but a facility that serves the entire campus and community.

COLUMBIA BASIN COLLEGE CENTER FOR CAREER AND TECHNICAL EDUCATION PASCO, WASHINGTON

PROJECT CONTACT:

Eduardo Rodriquez
VP of Administration & Finance
509.542-4408

TEAM MEMBERS PROPOSED FOR WVC CTEI

- Robert Uhrich, RGU
- Lauri Uhrich, RGU
- Lina McDonald, RGU
- Tristan Burton, Structural Forte

CONSTRUCTION METHOD:

- Design-Bid-Build

PROJECT ROLE:

- Capital Request PRR
- Pre-Design
- Design
- Construction

PROJECT PRICE & INFO:

- PRR: \$19,080,000 for 65,000sf
- Pre-Design: \$18,953,000 for 65,000sf
- Bid Day: \$16,589,004
- Final Construction Price: \$16,819,750
- Contract Modifications: Owner Adds
- \$208/sf - Construction Costs

PROGRAMS HOUSED:

- Welding (Existing)
- Fabrication (Growth)
- Millwright/Machining (Existing)
- Non and Destructive Testing Technologies (Growth)
- Diesel Technologies (Existing)
- Nuclear Technologies (Growth)
- Automotive Technologies (Existing)

SIMILAR ATTRIBUTES TO WVC PRR:

- Higher Educational Facility serving the Same/Similar Programs at WVC
- Flexible and Adaptable Spaces
- Industry Training Center
- Student Success Display
- State of the Art Technical Education Learning Center – Attracting Students and Industry
- Shared Resources between Industry and Programs
- Tutoring/Advising - moving towards guided pathways
- Program Transparency
- Hands-On, Interdisciplinary, and Project Based Learning
- Healthy/Innovative Environments



PROJECT DESCRIPTION:

The New Career and Technical Education Center was the first facility in Washington State to remove the traditional isolation created within existing technical education programs by integrating CTE programs and students into campus. Classrooms and offices were removed from the laboratory spaces. Classrooms were placed in centralized locations to serve not only their programs, but also to allow interdisciplinary learning and active engagement with non-typical technical education programs. Offices incorporated into cores and combined with advising to allow better access to instructors, mentoring, advising, and tutoring. Support spaces placed in strategic locations to allow programs to share resources, which reduced replication of spaces, and allowed for growth of new program spaces. An industry training laboratory, which supports industry/student interaction, provides additional classrooms, and allows the college to host continuing education opportunities. The facility comes together into a centralized Lobby that was designed to display student success, congregation for collaboration between all college programs, and provide a non-traditional learning environment (informal learning).

CLOVER PARK TECHNICAL COLLEGE CENTER FOR ADVANCED MANUFACTURING TECHNOLOGY LAKEWOOD, WASHINGTON

PROJECT CONTACT:

Larry Clark
VP Finance and Administration
253-589-5602

PROPOSED TEAM FOR WVC CTEI:

- Robert Uhrich, RGU
- Lauri Uhrich, RGU
- Lina McDonald, RGU
- Chris Tikka, RGU
- Kevin Heaney, RGU

CONSTRUCTION METHOD:

- Design-Build

PROJECT ROLE:

- Design-Build Competition - Lab Planning & Designer
- Lab Design & Interior Learning Environments
- Construction

PROJECT PRICE & INFO:

- GMP: \$32,712,400
- Final Construction Price: \$31,945,497
- Contract Modifications: Reduced Budget after GMP
- 63,000sf
- \$507/sf - Construction Costs

PROGRAMS HOUSED:

- Manufacturing Technologies and Operations (Existing)
- Mechatronics (Existing)
- Material Science (Existing)
- Advanced Composites Technology (Existing)
- Engineering (Growth)

SIMILAR ATTRIBUTES TO WVC PRR:

- Higher Educational Facility serving the Same/Similar Programs at WVC
- Flexible and Adaptable Spaces
- Industry and Community Collaborative Centers
- State of the Art Technical Education Learning Center – Attracting Students and Industry
- Shared Resources between Industry and Programs
- Tutoring/Advising for Guided Pathways
- Hands-On, Interdisciplinary, and Project Based Learning
- Face-To-Face, Hybrid, and Distance Learning Opportunities



PROJECT DESCRIPTION:

The New Center for Advanced Manufacturing Technology was a replacement of an existing building and brought together existing technical education programs on the Lakewood Campus and over from Thun Field in Puyallup. The new facility brings existing and growth programs together to better allow for interdisciplinary learning, project based learning, and removal of isolation by providing transparency of program spaces. A centralized Lobby provides collaboration between programs, students, community, industry, and also supports student success with display of student work. Offices have been removed from instructional areas and placed in a centralized core to provide mentoring, advising, and easier access to instructors. Additional classroom/laboratories were provided to allow tutoring opportunities and connection to industry.

GREEN RIVER COLLEGE TRADES AND INDUSTRY BUILDING AUBURN, WASHINGTON

PROJECT CONTACT:

Sam Ball
Dean of Instruction/Capital Project
Retired

PROPOSED TEAM FOR WVC CTEI:

- Robert Uhrich, RGU
- Lauri Uhrich, RGU
- Lina McDonald, RGU

CONSTRUCTION METHOD:

- Design-Bid-Build

PROJECT ROLE:

- Lab Design - Interior Learning Environments
- Construction

PROJECT PRICE & INFO:

- \$23,095,160
- 71,559sf
- \$323/sf - bid
- Final Construction Costs - unsure, we were not prime - our role was design of specialty labs

PROGRAMS HOUSED:

- Welding & Manufacturing (Existing)
- Fabrication (Growth)
- Autobody Technologies
- Alternative Fuel Technologies (Existing)
- Aviation Maintenance Technologies
- Automotive Technologies (Existing)
- Carpentry (Existing)

SIMILAR ATTRIBUTES TO WVC PRR:

- Higher Educational Facility serving college campus
- Flexible and Adaptable Spaces
- Student Success Display
- State of the Art Higher Education Learning Center – Attracting Students and Community
- Tutoring/Advising for Guided Pathways
- Healthy/Innovative Environments
- LEED Silver



PROJECT DESCRIPTION:

The New Trades facility was a replacement of five existing buildings that had been originally part of the Auburn School District and retrofitted by the college to house their technical education programs. The new facility houses all the programs under one roof and included growth space to allow for interdisciplinary learning and new program growth. All laboratory spaces were designed to accommodate their current programs and areas of needed growth by being flexible and adaptable. A large, centralized space was established to allow for interaction with community, industry, display student success, and connect this facility with campus.

LEWISTON SCHOOL DISTRICT DEATLEY CAREER TECHNICAL CENTER LEWISTON, IDAHO

PROJECT CONTACT:

Lance Hansen
Superintendent
208.748.3000

TEAM MEMBERS PROPOSED FOR WVC CTEI:

- Robert Uhrich, RGU
- Lauri Uhrich, RGU
- Lina McDonald, RGU
- Chris Tikka, RGU
- Kevin Heaney, RGU

CONSTRUCTION METHOD:

- GC/CM

PROJECT ROLE:

- Needs Assessment
- Pre-Design
- Design
- Construction

PROJECT PRICE & INFO:

- Early Planning: \$9,600,000 for 35,000 sf
- Pre-Design: \$10,500,000 for 40,000 sf
- Bid Day: \$9,957,272
- Final Construction Price: \$10,088,758
- \$258/sf - Construction Costs

PROGRAMS HOUSED:

- Manufacturing and Machining Technologies (Existing)
- Welding Technologies (Existing)
- Construction Technologies (Existing)
- Automotive Technologies (Existing)
- Engineering (Growth)
- Innovation Technologies (Growth)
- Marketing Technologies (Existing)
- Health Occupations (Growth)
- Hospitality and Tourism (Growth)
- Audio Visual Technologies
- Publications and Communication Technologies (Growth)

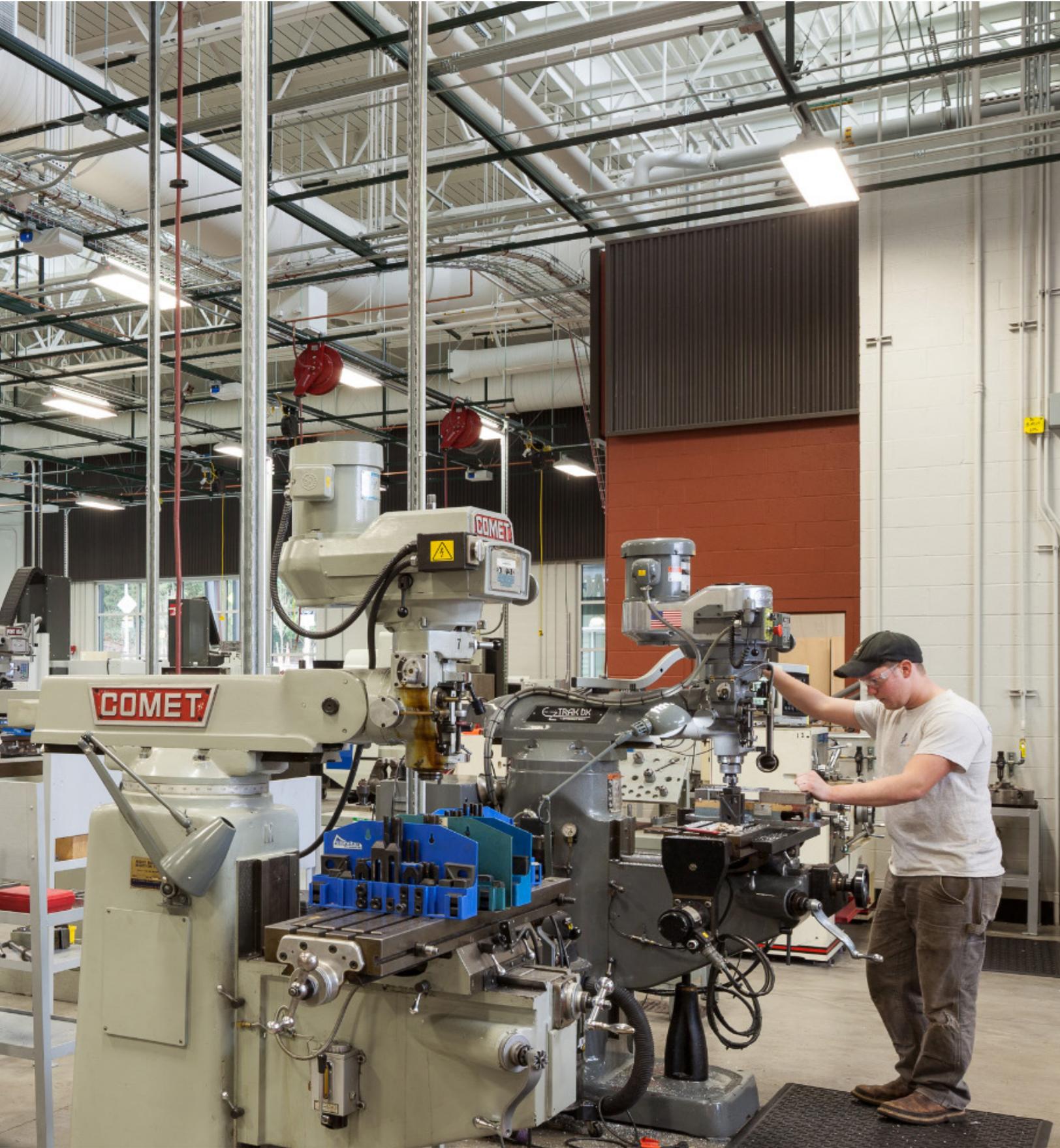
SIMILAR ATTRIBUTES TO WVC PRR:

- Educational Facility serving large Community and Outreach
- Guided Pathways K-12 with Higher Education
- Flexible and Adaptable Spaces
- Industry and Community Collaborative Center
- State of the Art Technical Education Learning Center – Attracting Students and Industry
- Shared Resources between Industry and Programs
- Tutoring/Advising for Guided Pathways
- Program Transparency
- Hands-On, Interdisciplinary, and Project Based Learning
- Face-To-Face, Hybrid, and Distance Learning Opportunities
- Healthy/Innovative Environments



PROJECT DESCRIPTION:

DCTC was a replacement and expansion of the current district's technical education programs, which brought them all together under one roof. The building was part of the district's scope to provide a new facility that not only served the local district's needs, but also expand to serve outlying districts. The new facility is adjacent to the high school and college's technical education facility, which allows the district and college to share in-program resources and set career pathways for students moving on into higher education. DCTC offers interdisciplinary learning opportunities between K-12 and higher education, developed project-based learning in K-12, and provides informal learning and tutoring opportunities not typical in K-12. An Industry-Training room can be opened into the centralized lobby to provide collaboration between students, parents, and community. The Lobby allows for display of projects and student success. The facility was designed to allow growth and expansion for additional programs in the future and expansion of existing programs.



SECTION D
PAST PERFORMANCE



BEYOND THE PRR

Our team originally assisted WVC in visioning for this project in 2017. Although only four years ago, much needs to be revisited, reconfirmed, and/or redefined.

In many ways, Wenatchee Valley College progressively anticipated and addressed the spatial impacts education is now experiencing. In one meeting a statement was made by WVC's Administration about creating a facility and campus environment that overcomes the threat of Amazon offering virtual education.

In another meeting the College spoke about customization and the need to offer best-of-class educational experiences fostered by mentoring, networking, and connecting with industry.

Creating a facility and culture of connectivity and high-touch service was viewed by administration and by instruction as vital to remaining relevant. We are excited to work with WVC to further this vision and develop it into the physical realm.

WORKING WITH OFM'S GUIDELINES

The Pre-design will solidify the direction of WVC's Technical Education Programs for the next 50 plus years.

As advocates of being good stewards of state funds it is important to turn over every stone and objectively explore all opportunities. We will work with WVC to create a customized Pre-Design Action Plan that collects the data to complete OFM's requirements and checklist.

Additionally, the plan will go further and allow you to make informed decisions about the CTEI based on experience.

We offer the experience gained through planning and designing over 1,000,000 square feet of technical education space. An important part of CTE scope is the lab size/floor plan and the itemization of the equipment to be housed. Allocating enough budget for the infrastructure and sufficient space for the necessary equipment is often overlooked.

BUILDING & MAINTAINING SCOPE, BUDGET, & SCHEDULE
Throughout the remainder of this section you will find key elements we have used on previous technical education projects to achieve/develop and maintain owners scope, budget, and schedule from pre-design through occupancy.

A great pre-design clearly defines scope, budget, and schedule. It

results in a program that will endure through the design process and make it into construction. Creative solutions and great projects formulate through exploration of opportunities, verification of needs, and documentation of findings.

Through qualitative and quantitative analysis, RGU works with key stakeholders to gain a clear understanding of program needs, program growth, and overarching project goals and objectives (performance requirements).

For your project the PRR allocated \$29,232,618 for construction and \$2,547,400 for equipment. Additionally, \$1,217,874 has been allocated for the replacement/upgrades to WVC's Central Chiller.

During the pre-design phase we will review the current allocations and reconfirm or recommend the reallocation of funds as necessary to meet the College's needs.

The schedule is tied to the College's academic year and the State of Washington's Biennium Funding Cycle. RGU will work with you to create a project schedule that works with your operations - including the moving and set up of specialty lab equipment. Sufficient time must be allocated for the move-in and testing of equipment before instructor and student use.

OFM PREDESIGN - SECTIONS AND TASKS TO BE COMPLETED H = High Involvement M = Medium Involvement L = Low Involvement RGU FIRST THOUGHTS – WILL WORK WITH WVC TO BUILD ACTION PLAN - SCHEDULE			COLLEGE					DESIGN TEAM										COMMUNITY					
Components of OFM Pre-Design	Section	Tasks	DES	ADMIN	FACIL	INSTR	STUD	ARCH	ARCH. CONS.	STRUC	MECH	ELEC	IT/AV	CIVIL	LAND	ACOUS	COST	AHJ	PUD & TRNSP	INDUST	OTHER ED		
1. Kick-Off	Project Kick Off Meetings – Assign Work	Kick Off Meeting	H	H	H			H	M			M	M		M								
2. Executive Summary	Summary of Components (Problem, Alternatives, & Preferred Alternative)	Write Executive Summary		H	M			H				M	M		M		M						
3. Problem Statement	<ul style="list-style-type: none"> Identify Problem and Opportunity Operational Program – Space Requirements Connection to WVC's Mission, Goals, and Objectives What is Needed to Solve Problem Project History 	Literature Review/Project History		M	M	M		H															
		Facility Condition Analysis	M		H	M		H			H	H	H										
		Tours or Virtual Presentation of Other Technical Education Space	M	H	H	H		H			H	H											
		Space Needs Assessment		H	M	H	H	H	M														
		Equipment Research		M		H	M	H	H			H	H					M				M	
		Goal Alignment – Verify/Develop Project Goals		H	M	M	M	H	M														
		Preliminary Concept Development & Review	M	M	M	M	M	M	H	M		H	H	H				M					
		Student, Instructor, K-12, Higher Ed, Industry Survey and/or Focus Groups - As Needed	M	H	M	L	L	H	M	NA	NA	NA	NA	L	NA	NA	NA		NA	NA	M	M	M
		Community Forum or Virtual Event to Discuss Program Need and Opportunity	M	H	H	M	M	H	M	M	M	H	H	H	H	H	H			M	M	M	M
		Weekly Progress Meetings	H	H	H	L	L	H	L	L	M	M	M	M	L	L	L						
LEED & Diversity, Equity, & Inclusion Symposium	M	H	H	H	M	H	M	H	H	H	H	H	H	H	M			M	M	M	L		
4. Analysis of Alternatives	<ul style="list-style-type: none"> Describe Alternatives Explored Discuss Advantages and Disadvantages of all Alternatives Cost Estimates for Alternatives Life Cycle Costs Schedule for each Alternative 	Site Analysis & Infrastructure Review	M	H	H	L		H	L		M	M	M	H	L	L							
		Alternative Development & Presentation	M	M	M			H	L		H	H						M					
		Alternative Cost, Schedule, and Pro Con Discussion	M	H	H	M		H	L		H	H			H	L	L	M					
		Weighted Alternative Matrix		H	H	M		H	L		M	M			H	M		M					
		Life Cycle Cost Analysis – LCCA & ELCCA	M	H	H			H				H	H		H								
		WVC Decision Making Session – Pick Alternative	H	H	H	M		H				H	H		H			M					
		Concept Development & Refining	M	H	H	H	M	H	M	L	M	M	L	M	L	L	L	M					
5. Detailed Analysis of Preferred Alternative	<ul style="list-style-type: none"> Describe Preferred Alternative in Detail Develop Program Develop Occupancies Basic Configuration, including square footage and number of floors Site Analysis Verify that Project Complies with Community and State Long-Range Plans Consistency with all laws and regulations Identify Areas for Further Study Identify Major Equipment and Possible ADA Issues Identify Planned Technology Identify Site-Related Security Issues Commissioning Identify Other Planned Projects that will impact this Project Project Management and Delivery Methods Considered – Describe how Agency will Manage Project Schedule 	Program Development – Space Utilization	N	H	H	H	L	H	M														
		Virtual Fly-through						H															
		Code & ADA Review						H	H	L	H	H	L	H	L	L			H				
		Identification of Possible Additional Issues	M	M	M	M	M	H	M	M	M	M	M	M	M	M	M	M	M	M	M	M	
		Equipment Sheet Development for Specialty Labs and Infrastructure Requirements	M	M	H	H		H				H	H					M				M	
		Technology Needs Assessment	M	H	H	H	M	H						H			M						
		Revisit Literary Review – Align Project with other Area Economic Development and Infrastructure Long-Range Plans			M	M			H														
		Schedule Development	H	H				H															
		Discussion and Decision on Delivery Method	H	H					H														
		C-100 Cost Development		H					H	L	M	M	M	M	M	M		H					
6. Project Budget Analysis for Preferred Alternative	<ul style="list-style-type: none"> Cost Estimate – C-100 Proposed Funding Facility Operations and Maintenance Requirements Furniture, Fixtures and Equipment 	Funding Discussion and Decision	M	H	H			H															
		Facility Operation and Maintenance Cost Analysis	M	M	H			H															
		Furniture, Fixtures and Equipment Itemized Cost Estimate	M	H	M	H	M	H				H	H				M						

This table represents OFM's minimum pre-design requirements. We have included the table to demonstrate the individual team members participation levels and the amount of tasks that need to be assigned and scheduled. If selected we will work with you to develop an action plan that decides the methodologies to collect data and meets the schedule for the project.

IDENTIFICATION OF ALTERNATIVES

The first and top priority will be the site for the new facility. Where the facility is placed will greatly impact scope, budget, and schedule.

The design team will work with WVC to identify three or four alternative site locations/solutions and to develop a weighted matrix for informed decision making. We will discuss, research, and provide objective data on the criteria the college believes most crucial to the success of the project.

Typically, this criteria aligns with the goals and objectives set forth in the PRR. Once an alternative has been selected, the team will gain a better understanding on the site impact to the project scope, budget, and schedule.

TOOLS - METHODOLOGIES

During pre-design we use numerous methodologies (tools) to gather and analyze data and information.

Methodologies we often use are:

- Space utilization studies
- Job Shadow Instructors and Observe Campus Life
- Tour other facilities (ask for things they would do differently and learn what they are most proud of)
- Interview and Survey Industry
- Literary review that covers national, state, local economic development plans and facility master plans
- Benchmark applicable RCW's listed in OFM Pre-Design Guidelines
- Individual and collaborative meetings, discussion groups, and meet one-on-one with the administration to thoroughly understand project objectives and restraints
- Models and Mock-ups
- Games

KEY STAKEHOLDERS

We do what it takes to uncover your unique needs and develop a pre-design that represents your programs.

Listening to key stakeholders is an

important part of fully understanding the program requirements. Instructors, administration, students and community all offer insight into the final program.

INSTRUCTION

Meetings with WVC's CTE Instructors will explore and start to define the equipment and spatial needs they currently face, create solutions for acquiring those needs, and look to forecast and meet future needs.

We will look at similarities within programs and work to define common needs that can be combined into shared resources. We will examine how these shared resources can improve existing programs, reduce unnecessary building square footage, support new programs, and allow for more integrated spaces.

ADMINISTRATION

Administrative meetings will define goals and objectives that align with the college master plan, strategic plan, SBCTC goals and objectives, OFM



requirements, and the projected growth this new facility will provide the college.

These meetings will discuss how to remove deficiencies from current technical education programs, increase usable square footage, reduce unnecessary circulation ('Lean' methodology), and maximize project budget.

Discussion of how this new facility will meet and exceed the strategic plan is a key topic that will be established and clarified in these meetings.

STUDENT

Student meetings are held to increase sustainability, retention, quality, and understanding. Key to creating increased student outcomes is creating space that students take pride and want to spend time in. Hearing from students firsthand allows for the planning and design of a space that accurately represents them.

COMMUNITY/INDUSTRY/EDUCATION PARTNERS

Community/Industry meetings and surveys gain input and perspective on the needs of local industry and for increasing the quality of life for the service district.

For BBCC's Pre-Design we held three symposiums. Two were eco-charrettes and the third addressed how the facility could assist the service district in growing the local economy and raise the quality of life for residents.

Attendance for the symposiums included industry, students, instructors, facilities, administration, economic development agencies, county officials, public utilities, transportation departments, higher education, and K-12. Discussions covered a wide array of topics and uncovered many of the attributes that were incorporated into BBCC's Workforce Education Center.

These meetings gave students a chance to speak about their needs, expectations, and what they hoped the new facility would provide.

Students expressed wanting more connections with industry. They wanted hands-on-learning experiences that represented real-world working conditions. They wanted a chance to network with future employers and have greater access to instructors outside of lab and classroom time.

Another topic discussed was growing connections and streamlining pathways between K-12 and Higher Education. The meetings were very productive and clearly showed the tremendous community enthusiasm for the new facility.

We will work with WVC to build a Pre-Design Action Plan that outlines community meetings and various other methodologies (tools) to collect the information needed to fully define the needs of your new Center for Technical Education and Innovation. We will

be creative and find ways to collect information virtually and at a distance if needed. The last two years have strengthened our ZOOM and creativity skills.

COMMUNICATION AND TRANSLATION

The ability to clearly communicate and translate information gathered between all team members is key to defining the project scope.

Loss of information through translation between team members defeats and negatively affects scope and impacts goals and objectives.

Not all team members fully understand all the aspects and functions that go into planning technical education space.

In the past, we have successfully translated the needs of various voices into one common scope, using our previous experience and vast knowledge in technical education, so that all team members can understand the project.

We are well versed in methods, applications, and curriculum, both national and local, taught in these technical programs.

We have worked with instructors and administrators to reach common goals to create state-of-the art learning environments, which produce a skilled workforce and student growth.

As part of the WVC team, we will work to define the scope to meet current

and future needs. Additionally, we are future focused and believe in creating space that endures – we refer to this as – “creating space to meet the needs of the next three instructors”.

TEAMWORK & TRUST

This is a team effort, where all perspectives and ideas are important to the overall success to the project. As a team, we all bring varied experience and knowledge to the project. As your planning and design team, we will not only assign tasks/roles to our ourselves, but also the college and other stakeholders. We will hold one another accountable for their assigned tasks/roles. Tasks will be assigned a timeline so not to delay the ability for the team to make informed decisions and keep with our overall schedule. All team members will have clearly defined roles and responsibilities.

As an experienced planning/design team, we bring previous experience and knowledge in technical education programs and facilities. We bring a vetted consultant team based on their past performance, both with technical education and higher education. We come with no preconceived ideas or intentions but provide the best ability to work with your team to mediate, define, and implement scope. We strive to gather, compile, and relay information that is easily understandable, so that the project team can openly discuss, debate, and make the right decisions for the project.

In working with past technical education projects, we understand that the college’s team members may have a difference in opinions or ideas and there may need to be some compromise. When there is disagreement, we will work as a team to uncover all possible solutions, look at the best solutions, and aid in making decisions that are right for the project.

The key to success for this project is to always maintain trust among team members, value other members ideas, and maintain collaboration instead of an individualistic approach.

DIFFICULT DECISIONS

We have found that avoiding difficult decisions often causes great impact through the remainder of design and construction - sometimes catastrophic.

Most often we will be able to bring the difficult questions up early in planning,

and work with you for the best solutions. Our knowledge and experience will allow us to bring you accurate information in a timely fashion so you make not only informed decisions, but the right decision for WVC.

Often written information does not provide enough information, so we develop graphic formats such as drawings and 3D renderings. We want you to be fully informed and able to know you are making the right decision.

ALLOWING FOR VARIANCES/ GROWTH

Changes are inevitable within any project. Although we strive to minimize these by providing clear and precise detailed information and thoroughly exploring every facet to arrive at a clearly defined scope, we still need to allow for modifications.

CTE program/facility need rapidly changes. Pre-Design’s can often be a continual work in progress after their submission to OFM. On many of the CTE facilities we have worked on the programs housed change between pre-design and design.

We will work with you to include allowances/flexibility for revision in the pre-design, so you will have sufficient budget and schedule.

Some examples of changes on other projects include:

- CBC’s CCTE – Diesel Program was removed from the facility and replaced with Nuclear Technology
- GRCC Trades & Industry – Autobody was removed and replaced with Aviation Maintenance
- CPTC – CAMT – After design competition (similar to pre-design but more in depth) all proposed Laboratory square footages needed to be decreased to allow for increased square footage in Mechatronics
- BBCC – WEC – During Pre-Design, we included shell space in the original planned budget. The Owner needed additional program space over the next five years, which they knew they would need to fund themselves. Through design phases, we developed the shell space and provided them an additional 44,000 square feet of technical education and support space. The college was able to finish this additional square footage

for much less than the cost of an additional facility and on a more beneficial schedule.

We will work with you to fully define your needs and explore all opportunities.

BUDGET ALIGNMENT

Achieving and maintaining a budget for a project is one of the most, if not the most, difficult task teams are faced with when developing scope.

Every decision comes at a cost. RGU brings expertise in developing budgets on technical education facilities and will bring solutions to the team that will exceed expectations and maximize use of funds. Implementing the same approach used to develop scope, we look at the Owners requirements for the project and what they expect to be the end built result in their new facility. Initially we develop a baseline budget based on cost from our work with other technical education facilities, and then by adjusting for variations developed in scope for WVC.

Budget addresses all hard costs, soft costs, and allows for design contingency until final decisions are made and scope is fully developed. As the scope develops, so does budget, and we are able to reduce contingency as actual costs become more defined. Providing you with a true and accurate budget in pre-design, so you will not need to make adjustments in design and construction.

As with developing scope, we will also be presenting the associated cost, allowing you to make informed decisions as we move through pre-design.

Throughout the design process we will establish milestones to make sure we are within budget. Our cost consultant, Greg Thomas, will be involved throughout the process to confirm cost and continually keep us updated on the current construction market.

We are well versed in investigating and budgeting for things that often get missed in technical education pre-designs. Items that need to be budgeted for include:

- Specialized Systems: Hygiene Extraction Systems, compressed air, cooling loads
- Electrical Loads: Equipment loads and not under powering the Facility
- Instruction Equipment: Moving and re-certifying existing equipment vs purchasing new



- Acoustics: Noise isolation and Containment
- Lighting: Specialized and Task Lighting

On past projects, where RGU was not involved in the pre-design process, critical things were not addressed and budgeted, which greatly impacted design.

SCHEDULE ALIGNMENT

When it comes to schedule, it is all about access to WVC. RGU's system of scheduling is based on organization of tasks and assignment of roles, so that we can maintain progression throughout and deliver a comprehensive pre-design on time.

Understanding the value of WVC's time and other roles and responsibilities on campus, we will work within your abilities to assign roles and tasks to individuals at WVC, so they have adequate time to be completed.

We will schedule and host meetings and presentations at WVC when administration, instructors, staff, students, community, industry, and other key members are available.

We will use virtual meeting formats to provide more flexibility with individual schedules and provide easier access to meetings and presentations. Each meeting will allow adequate time for discussion, review, and key decisions to be made.

Initially we will establish a timeline for completion of the pre-design, based on your desired completion date and requirements from OFM.

We will then work backward, from

completion to initiation, to establish achievable milestones and coordination with your academic schedule. Then finalize a schedule that will allow all to attend meetings, present on their assigned tasks, engage in discussion, and make informed decisions.

DOCUMENTATION - OPR

Throughout the Pre-Design we begin the process of filling out an Owner's Project Requirement (OPR) Manual. The OPR contains 13 sections covering everything from owners goals to mechanical system requirements.

We attach the OPR as an Appendix to the Pre-Design for reference as the design progresses. This becomes the basis of design.

DESIGN & CONSTRUCTION

We look forward to the possibility of continuing on with this project through design and construction. ***The Pre-Design and the associated OPR will form the basis-of-design.***

We will schedule coordination meetings at the convenience of WVC. During early design/schematic design we will begin to translate pre-design/programming in to building/site drawings that will define functionality, adjacencies, usability, and aesthetics.

We will further define building systems (MEP), building materials/finishes, and site development (infrastructure). We will begin to move the project from a two-dimensional concept to a three-dimensional reality.

In design development, schematic drawings are reviewed, revised, and

expanded to incorporate details and specifications.

We begin to solidify interior and exterior building finishes, refine building systems, and define furnishing/equipment in technical education laboratory/classroom layouts. We will review constructability and resolve any issues that conflict with the project program. Verification of scope and budget will occur continuously.

At the beginning of construction documents, we will meet with all agencies having jurisdiction over the project to make sure that we are aligned with local and state requirements.

We will continually meet with WVC as we finalize drawings and specifications, establish milestones for your review of documents as they are completed, and allow you adequate time for review. At each milestone we walk you through every page and every detail.

At 100% completion of documents, we schedule adequate time for your review and questions, then make any necessary adjustment before moving to bidding and construction.

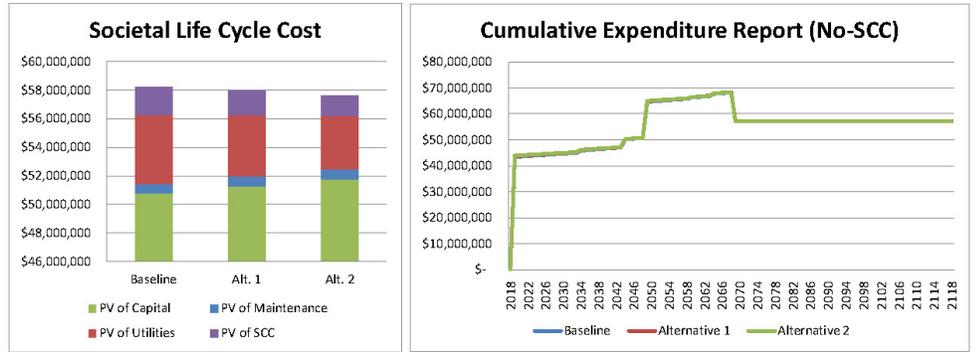
During the bidding stage, we host informational meetings and site visits to ensure contractors fully understand the scope, construction documents, budget, and schedule.

Upon completion of bidding, we work with the chosen contractor throughout construction to ensure that they stay on schedule, maintain quality, and do not impact other activities at WVC. To ensure continuity, Robert Uhrich will be lead on the project from pre-design to closeout.



SECTION E LIFE CYCLE COST ANALYSIS EXPERIENCE

LIFE CYCLE COST ANALYSIS



Baseline Short Description
LEED Silver Code Compliant
Alternative 1 Short Description
LEED Silver, High Efficiency
Alternative 2 Short Description
LEED Gold, Zero Energy Capable

The life cycle cost analysis (LCCA) is a very effective tool to evaluate the costs of building options over their entire life to select the most economical solution.

RGU and Hultz|BHU Engineers have performed LCCA's for numerous institutional and industrial facilities, comparing various building mechanical systems, different envelope insulation levels, varying orientations for the building, energy rebate options, and related factors.

With the CTEI analysis we will create an energy model of the building, using a program that simulates hourly operation of all building energy consuming items for an entire year. The energy model includes an hourly weather profile (including wind speed, solar gains, outdoor temperature and humidity), indoor conditions, hourly occupancy schedule, and equipment efficiencies. Using this program, the overall energy use by fuel source is calculated, and using the local energy rates the annual energy costs are determined. This information is combined with construction cost estimates, replacement costs, and maintenance costs, with a discount factor, to determine the life cycle cost for each alternative.

RGU completed a LCCA for BBCC WEC and Hultz|BHU Engineers has performed LCCA analysis including

energy modeling on over 100 projects, including many for project pre-design as part of the State OFM process.

SOME OF THESE PROJECTS INCLUDE:

- Washington State L&I | DOSH Building | LCCA/LCCT | Pre-Design
- L&I /WDSA | Safety & Health Lab Training Center | LCCA/LCCT | Pre-Design
- WSP | Rock Island Weigh Station | LCCA/LCCT | Pre-Design
- DSHS | Western State Hospital | Kitchen/Commissary | LCCA/LCCT | Pre-Design
- DSHS | Western State Hospital | Multiple Ward Buildings | LCCA/LCCT | Pre-Design
- DSHS | Western State Hospital | Forensic Sciences Building | LCCA/LCCT | Pre-Design
- Capitol Campus | John L. O'Brien Building | LCCA
- DOC | Tumwater Warehouse & Office | LCCA
- Washington State Historical Society | Museum & Research Center | LCCA
- Everett Bomarc Business Center | LCCA
- Charles Wright Academy | Performing Arts Center | LCCA
- North Thurston School District | Evergreen Forest Elementary | LCCA
- Issaquah School District | Clark Elementary School & Alternate High School | LCCA
- Clover Park School District | Hudtloff Middle School | LCCA
- Bates Technical College | Mohler Campus | Communications Technology Building | LCCA
- North Thurston School District | New Salish Middle School | LCCA
- Renton School District | Dimmitt Middle School | LCCA
- Clover Park School District | Harrison Preparatory & Elementary School | LCCA
- Bainbridge Island School District | Bainbridge Island High School | LCCA
- Bates Technical College | South Campus | Auditorium, Library, Biotech, Computer Labs | LCCA
- Central Kitsap School District | Silverdale Elementary School | LCCA
- DSHS | Green Hill School | Residential Mental Health Unit | LCCA
- DSHS | Green Hill School | Intensive Management Unit | LCCA



SECTION F
SUSTAINABILITY DESIGN EXPERIENCE

SUSTAINABILITY DESIGN EXPERIENCE

SUSTAINABLE APPROACH

Facilitating a project to a successful completion means that we collaborate with all stakeholders to develop and explore options that will have the greatest long-lasting value for our communities. A Center for Technical Education and Innovation will be a relatively large building; by the nature of the variety of uses a lot of resources will be consumed throughout the building's life. Challenging decisions ahead will be utilizing logical direction from the Leadership in Energy & Environmental Design (LEED) guidelines and the Life Cycle Cost Analysis (LCCA) and Energy Life Cycle Cost Analysis (ELCCA) analysis tools provided by Washington's Office of Financial Management (OFM).

SUSTAINABLE STRATEGIES USED FOR TECH BUILDINGS

- Lighting - Reduce reliance on artificial lighting, utilize natural daylight, and install energy efficient lighting.
- Heating/Cooling – Primarily, Instruction Laboratories generate large amounts of heat and typical require cooling; we have incorporated heat recovery systems that take heat from lab spaces and distribute to spaces that require heat.
- Water – Labs use a lot of hot water to clean equipment; we have designed systems that recover 95% of the wastewater to be reused equipment cleaning. Effectively, reducing potable water consumption, and water heating energy.
- Flexibility/Adaptability – Electrical busways throughout welding labs were designed to be changed for various equipment loads. Additional, overhead grid systems were installed to accommodate changes to equipment layouts and allowing for flexibility in the supporting systems.
- Collaboration – Reduce square-footage by designing supporting space commonalities adjacent to each other ease of access and efficient use.

LEED SUSTAINABLE STRATEGIES

- Integrative Process - For LEED credits to pursue this is paramount as it impacts other LEED decisions; the information gathered in this process orients, protects, and opens the building to best benefit from: natural renewable resources, and material assembly selections.
- Location & Transportation - Since, the building will be located on a campus there is no control of choosing the site for public transportation and proximity to public services there may be a few credits, but instead develop space and amenities for alternative transportation for Green Vehicles and Bicycles. Wenatchee Valley College wants space for green vehicles, which aligns with Washington's legislative action RCW 19.27.540 to provide charging infrastructure to 10% of spaces.
- Sustainable Site - There are several credits that potentially could be interwoven to provide WVC with a unique eco-friendly site; possible including: a green house and gardens, with open space for the WVC community enjoy the outdoors, and potentially utilize a rain management system from roof rainwater catchments.
- Water Efficiency - SPVV Landscape Architects design landscapes that are low-maintenance and require minimal water usage while creating a positive inviting environment.
- Energy & Atmosphere - Together with MW Engineers (mechanical electrical plumbing engineers) and Hultz and BHU Engineers Inc. (budget/estimate engineers) will be exploring energy conservation opportunities and energy production systems that will add to the value of the project.
- Materials & Resources - We write in our specifications to require that most of the materials are sourced from verifiable eco-friendly companies.
- Indoor Environmental Quality - Our specifications include low-emitting materials and adhesives that are non-harmful to the building's occupants.
- Innovation + Regional Priority - Innovation credits are challenging to obtain; the pursuits must be established early in the design and LEED needs comparative or quantitative measures to justify the course of action. Regional Priority Credits (RPC) are bonus credits, and it is highly recommended to get three of these credits; credits include: Construction Indoor Air Quality Management Plan, Sourcing of Raw Materials, Environmental Product Declarations. Depending on the outcome of the ELCCA, Renewable Energy may be a potential bonus credit.

SUSTAINABLE BUDGET

- The U.S. Green Building Council recommends up to a 3% budget allocation.

OTHER SUSTAINABLE CONSIDERATION

- Through the Predesign Process we will explore: Zero Energy Building (Executive Order 20-01),
- Clean Buildings (RCW 19.27.540), Greenhouse Gas Emissions Reduction Policy (RCW 70.235.070), and how this relates to the Center of Technical Education and Innovation.





SECTION G
DIVERSE BUSINESS INCLUSION STRATEGIES

DIVERSE BUSINESS INCLUSION



DIVERSITY INCLUSION

In May of 2006, RGU recognized the need for proactive diversity measures throughout our hiring practices, selection of specialty consultants and project bidding processes. As an architectural firm, we are in the unique position of offering growth and economic opportunities to a wide array of individuals, firms, and construction companies.

A primary goal as a firm is to offer the highest quality comprehensive architectural services throughout Eastern and Central Washington. Achievement of this goal requires in-depth knowledge of area specialty consultants and their unique skill sets.

We are keenly aware of the challenges of being a small start-up firm and owe tremendous thanks to those that have given us opportunities over the years. We are charged with assisting others through these challenging economic times and believe it is our responsibility to give primary consideration to local, small, OMWBE, Veteran, and start-up firms possessing the needed skill sets.

Our HR/Marketing Director on a weekly basis spends approximately two hours on marketing, outreach and record keeping efforts related to diverse business outreach. RGU updates and improves its diverse business outreach and recruitment implementation on an ongoing basis. Strategic meetings are held on a quarterly basis to review and improve our efforts.

RGU DIVERSITY MISSION

Achieving project excellence requires a rich diverse design perspective that is rooted in local climate and cultural standards.

RGU OUTREACH EFFORTS

INCLUDE THE FOLLOWING:

- Holding an annual "Get to Know RGU" open house
- Attending networking events
- Maintaining a data base of firms interested in teaming arrangements
- Ongoing meetings when requested with potential employees, specialty consultants, and construction firms
- Selection of local and OMWBE best fit firms on a project by project basis
- Working with local Small Business Development Agencies to market our business and learn about potential teaming opportunities with other local OMWBE and small businesses
- Reviewing Washington States OMWBE database on a semi annual basis - sending and requesting firm information as necessary
- Attending and speaking at "Get to know the Buyer" events
- Recruiting and offering assistance to minority businesses when opportunities present themselves.
- Assisting diverse businesses and local Contractors with rfp and bidding processes.

RGU IMPACT

As a small business, which through persistence, hard work, and devotion to each and every opportunity provide to us, we understand the value in providing opportunities to others. We engage other small businesses, on nearly all our projects, and strive to provide opportunities to minority, women, and veteran owned businesses.

Our greatest impact for diversifying public work opportunities has been in assisting smaller and minority owned construction firms in learning the bidding process.

Examples include assisting local Native American plumbing company, Marvin Plumbing, with obtaining a DUNS number in order to bid a local federal government project. Additionally, we assisted Falcon Construction another minority owned small general contractor in successfully bidding and administering a federally funded ARRA project. Through our assistance Falcon was able to learn the paperwork required. He learned about progress billing, schedule of values, and change order processes. Additionally, he was able to secure additional government contracts and grow his company.

We are always available to help and enjoy assisting others. Our support for diversity in the work force includes:

- 50% current employees are women
- 100% of 2013 specialty consultants are small businesses
- 20% of 2013 specialty consultants are minority owned



SECTION H
PART II SF 330 FORM

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 MJ Neal Associates, Architects PLLC			3. YEAR ESTABLISHED 35 yrs	4. DUNS NUMBER 956521041
2b. STREET 200 Palouse St., Ste. 202			5. OWNERSHIP	
2c. CITY Wenatchee	2d. STATE WA	2e. ZIP CODE 98801	a. TYPE PLLC	
6a. POINT OF CONTACT NAME AND TITLE Mark J. Neal, AIA, NCARB, Managing Member			b. SMALL BUSINESS STATUS Small Business	
6b. TELEPHONE NUMBER 509-663-6455		6c. E-MAIL ADDRESS mjn@mjnealaia.com		
8a. FORMER FIRM NAME(S) (If any)			8b. YR. ESTABLISHED	8c. DUNS NUMBER

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			
	Architect	4		A08	Animal Facilities	1
	Designer / Intern	6		C05	Child Care/Development Facilities	1
	Drafter	1		C06	Churches; Chapels	3
	Administrative	1		C08	Codes; Standards; Ordinances	1
				C10	Commercial Building	3
				C11	Community Facilities	1
				C18	Cost Estimating; Cost Engineering	1
				D07	Dining Halls; Clubs; Restaurants	1
				E02	Educational Facilities; Classrooms	1
				F03	Fire Protection	2
				G01	Garages; Parking Decks	1
				H08	Historical Preservation	1
				H09	Hospital & Medical Facilities	4
				H11	Housing	4
				I01	Industrial Buildings; Mfg Plants	2
				I05	Interior Design; Space Planning	1
				J01	Judicial and Courtroom Facilities	5
				M08	Modular Systems Design	1
				O01	Office Buildings; Industrial Parks	2
				P06	Planning (Site, Install, Project)	1
	Other Employees			R04	Recreation Facilities (Parks)	1
Total				R12	Roofing	1
11. ANNUAL AVERAGE PROFESSIONAL SERVICES REVENUES OF FIRM FOR LAST 3 YEARS (Insert revenue index number shown at right)		Z01 Zoning; Land Use Studies PROFESSIONAL SERVICES REVENUE INDEX NUMBER 1				
a. Federal Work	1	1. Less than \$100,000		6. \$2 million to less than \$5 million		
b. Non-Federal Work	5	2. \$100,00 to less than \$250,000		7. \$5 million to less than \$10 million		
c. Total Work	5	3. \$250,000 to less than \$500,000		8. \$10 million to less than \$25 million		
		4. \$500,000 to less than \$1 million		9. \$25 million to less than \$50 million		
		5. \$1 million to less than \$2 million		10. \$50 million or greater		

12. AUTHORIZED REPRESENTATIVE

The foregoing is a statement of facts.

a. SIGNATURE 	b. DATE 9/17/21
c. NAME AND TITLE Mark J. Neal, AIA, NCARB, Managing Member	

ARCHITECT ENGINEER QUALIFICATIONS

1. SOLICITATION NUMBER (If any)
Project No. 2022-081

PART II - GENERAL QUALIFICATIONS

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

2a. FIRM (OR BRANCH OFFICE) NAME <i>Hultz BHU Engineers, Inc.</i>			3. YEAR ESTABLISHED <i>1971</i>	4. DUNS NUMBER <i>01-809-2465</i>
2b. STREET <i>1111 Fawcett Avenue Suite 100</i>			5. OWNERSHIP	
2c. CITY <i>Tacoma</i>	2d. STATE <i>WA</i>	2e. ZIP CODE <i>98402</i>	a. TYPE <i>Corporation</i>	
6a. POINT OF CONTACT NAME AND TITLE <i>Richard Hultz, Principal</i>			b. SMALL BUSINESS STATUS <i>N/A</i>	
6b. TELEPHONE NUMBER <i>253.383.3257</i>	6c. E-MAIL ADDRESS <i>rickh@hultzbhu.com</i>		7. NAME OF FIRM (If block 2a is a branch office) <i>N/A</i>	
8a. FORMER FIRM NAME(S) (If any) <i>(1) Blunt & Hamm Engineers; (2) Blunt, Hamm, & Urquhart Engineers; (3) Hultz & Associates; (4) Hultz BHU Engineers, Inc.</i>			8b. YR. ESTABLISHED <i>(1) 1971; (2) 1985; (3) 1990; (4) 1998</i>	8c. DUNS NUMBER <i>01-809-2465</i>

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			
02	Administrative	2		A11	Auditoriums & Theaters	1
08	CADD Technician	6		A12	Automation; Controls; Instrumentation	3
21	Electrical Engineer	3		B01	Barracks; Dormitories	2
42	Mechanical Engineer	4		E02	Educational Facilities; Classrooms	6
48	Project Manager	5		E05	Elevators; Escalators; People Movers	3
				G02	Gas Systems (Propane; Natural, Etc.)	5
				H04	Heating; Ventilating; Air Conditioning	6
				H07	Highway; Street; Airfield Paving; Parking Lot	1
				H09	Hospitals & Medical Facilities	2
				H11	Housing (Residential, Apartments, Condos)	2
				L05	Lighting (Interior; Display; Theater, Etc.)	3
				L06	Lighting (Exterior; Streets, Athletic Fields)	6
				O01	Office Buildings; Industrial Parks	2
				P08	Plumbing & Piping	6
				R04	Recreation Facilities Parks, Marinas)	1
				R06	Rehabilitation (Buildings; Structures, Facilities)	1
				V01	Value Analysis; Life Cycle Costing	3
Total		20				

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

(Insert revenue index number shown at right)

a. Federal Work	3
b. Non-Federal Work	6
c. Total Work	6

PROFESSIONAL SERVICES REVENUE INDEX NUMBER

- Less than \$100,000.
- \$100,000 to less than \$250,000
- \$250,000 to less than \$500,000
- \$500,000 to less than \$1 million
- \$1 million to less than \$2 million
- \$2 million to less than \$5 million
- \$5 million to less than \$10 million
- \$10 million to less than \$25 million
- \$25 million to less than \$50 million
- \$50 million or greater

I. AUTHORIZED REPRESENTATIVE

The foregoing is a statement of facts.

31. SIGNATURE 	32. DATE <i>September 17, 2021</i>
--	---------------------------------------

33. NAME AND TITLE <i>Richard Hultz, P.E.</i>
--

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 MW Consulting Engineers, PS			3. YEAR ESTABLISHED 1984	4. DUNS NUMBER 130135908
601 West First Avenue, Suite 1300			5. OWNERSHIP	
2c. CITY Spokane	2d. STATE WA	2e. ZIP 99201	a. TYPE Corporation, P.S.	
6a. POINT OF CONTACT NAME AND TITLE			b. SMALL BUSINESS STATUS	
6b. TELEPHONE NUMBER (509) 838-9020			6c. E-MAIL ADDRESS Joelc@mwengineers.com	
8a. FORMER FIRM NAME(S)			8b. YR. ESTABLISHED	8c. DUNS NUMBER

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			
01	Administrative	7		C12	Communications Systems TV	1
04	CADD Technician	4		E02	Educational Facilities; Classrooms	5
16	Communications Engineer	1		E03	Electrical Studies and Design	3
07	Construction Inspector	2		E06	Embassies and Chanceries	5
19	Electrical Designer	4		F02	Field Houses; Gyms; Stadiums	2
19	Electrical Engineer	9		F03	Fire Protection	1
25	Information Systems Engineer	1		G01	Garages; Vehicle Maintenance	1
56	Lighting Designer	2		H04	Heating; Ventilating; Air Cond.	4
27	Mechanical Designer	3		H09	Hospitals & Medical Facilities	4
27	Mechanical Engineer	13		H11	Housing (Residential, Multi-Family	1
55	Plumbing Designer	5		J01	Judicial and Courtroom Facilities	2
49	Scheduler	1		L01	Laboratories: Medical Research	3
50	Security Specialist	1		L04	Libraries; Museums; Galleries	1
				L05	Lighting (Interiors; Display; Theatre	1
				O01	Office Buildings; Industrial Parks	1
				P07	Plumbing & Piping Design	2
				P08	Prisons & Correctional Facilities	2
				R06	Rehabilitation (Buildings; Structures)	3
				S02	Security Systems; Intruder & Smoke	1
				S08	Special Environments; Clean Rooms	1
				U03	Utilities (Gas & Steam)	1
Total		53		V01	Value Analysis; Life-Cycle Costing	1

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

12. AUTHORIZED REPRESENTATIVE	
The foregoing is a statement of facts.	
a. SIGNATURE 	b. DATE 09/16/2021
c. NAME AND TITLE Joel R. Enevold, PE, Principal	

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 The Greenbusch Group, Inc.			3. YEAR ESTABLISHED 1989	4. UNIQUE ENTITY IDENTIFIER 609094511
2b. STREET 1900 West Nickerson Street, Suite #201			5. OWNERSHIP	
2c. CITY Seattle			2d. STATE WA	2e. ZIP CODE 98119
6a. POINT OF CONTACT NAME AND TITLE Rami Kaur President			a. TYPE Corporation	
6b. TELEPHONE NUMBER (206) 378-0569 ext. 108			6c. E-MAIL ADDRESS ramik@greenbusch.com	
8a. FORMER FIRM NAME(S) (If any)			8b. YEAR ESTABLISHED	8c. UNIQUE ENTITY IDENTIFIER

8a. FORMER FIRM NAME(S) (If any)			8b. YEAR ESTABLISHED	8c. UNIQUE ENTITY IDENTIFIER

9. EMPLOYEES BY DISCIPLINE				10. PROFILE OF FIRM'S EXPERIENCE AND ANNUAL AVERAGE REVENUE FOR LAST 5 YEARS		
a. Function Code Federal / E&AS	b. Discipline	c. Number of Employees		a. Profile Code Federal / E&AS	b. Experience	c. Revenue Index Number (see below)
		(1) FIRM	(2) BRANCH			
01 / 27	Acoustical/Sound System Engineer	8		A01 / 001	Acoustics/Sound System	4
02	Administrative	2		A11 / 008	Auditoriums & Theaters	2
08 / 47	CADD Technician	2		C11	Communities Facilities	2
45	Commissioning Engineer	2		033	Boilers	1
31	Elevator/Escalator Consultant & Mechanical Engineer	1		E02 / 029	Educational Facilities; Classrooms	3
				E05 / 031	Elevators; Escalators; People-Movers	4
42 / 04	Mechanical Engineer / Designer	6		E07 / 035	Energy Conservation; New Energy Sources	1
				G01 / 039	Garage/Parking, Vehicle Maintenance	2
				H04 / 043	Heating; Ventilating; Air Conditioning	4
				H08 / 047	Historical Preservation	3
				H09 / 048	Hospitals / Medical Facilities	2
				H11 / 050	Housing (Residential, Multi-Family)	2
				L04 / 060	Libraries; Museums; Galleries	2
				005	Noise Pollution Control/Studies	2
				O01 / 072	Office Buildings; Industrial Parks	2
				P07	Plumbing & Piping Design	3
				P08 / 084	Prisons & Correctional Facilities	1
	Other Employees			P13	Public Safety Facilities	2
	Audio Video Consultant	2		R06 / 089	Rehabilitation (Buildings; Facilities)	4
				R12	Roofing	1
				S11 / 100	Sustainable Design	2
				S12 / 087	Swimming Pools	2
Total		22		T02	Testing & Inspection (Commissioning)	4

<p>11. ANNUAL AVERAGE PROFESSIONAL SERVICES REVENUES OF FIRM FOR LAST 3 YEARS (Insert revenue index number shown at right)</p> <table style="width: 100%;"> <tr> <td>a. Federal Work</td> <td style="text-align: center;">2</td> </tr> <tr> <td>b. Non-Federal Work</td> <td style="text-align: center;">6</td> </tr> <tr> <td>c. Total Work</td> <td style="text-align: center;">6</td> </tr> </table>	a. Federal Work	2	b. Non-Federal Work	6	c. Total Work	6	<p style="text-align: center;">PROFESSIONAL SERVICES REVENUE INDEX NUMBER</p> <table style="width: 100%;"> <tr> <td>1. Less than \$100,000</td> <td>6. \$2 million to less than \$5 million</td> </tr> <tr> <td>2. \$100,000 to less than \$250,000</td> <td>7. \$5 million to less than \$10 million</td> </tr> <tr> <td>3. \$250,000 to less than \$500,000</td> <td>8. \$10 million to less than \$25 million</td> </tr> <tr> <td>4. \$500,000 to less than \$1 million</td> <td>9. \$25 million to less than \$50 million</td> </tr> <tr> <td>5. \$1 million to less than \$2 million</td> <td>10. \$50 million or greater</td> </tr> </table>	1. Less than \$100,000	6. \$2 million to less than \$5 million	2. \$100,000 to less than \$250,000	7. \$5 million to less than \$10 million	3. \$250,000 to less than \$500,000	8. \$10 million to less than \$25 million	4. \$500,000 to less than \$1 million	9. \$25 million to less than \$50 million	5. \$1 million to less than \$2 million	10. \$50 million or greater
a. Federal Work	2																
b. Non-Federal Work	6																
c. Total Work	6																
1. Less than \$100,000	6. \$2 million to less than \$5 million																
2. \$100,000 to less than \$250,000	7. \$5 million to less than \$10 million																
3. \$250,000 to less than \$500,000	8. \$10 million to less than \$25 million																
4. \$500,000 to less than \$1 million	9. \$25 million to less than \$50 million																
5. \$1 million to less than \$2 million	10. \$50 million or greater																

12. AUTHORIZED REPRESENTATIVE

The foregoing is a statement of facts.

a. SIGNATURE	b. DATE
	September 17, 2021
c. NAME AND TITLE Rami Kaur, President	

THANK YOU



122 2nd Street/PO Box 820
Asotin, WA 99402
509.758.9894
office@rguarchitecture.net