Centralia College

Teacher Education and Family Development Center Predesign Report

OFM Project No.: 40000109

April 2022

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1.0 EXECUTIVE SUMMARY

Centralia College established a Bachelor of Applied Science degree in Teacher Education (BAS-TE) in 2017 to meet the needs of school districts in Southwest Washington. This program focuses on meeting two critical areas – K-8 and Special Education certifications. The initial enrollment for the program supported that need but overwhelmed the available space. It also illustrated the need to develop program specific facilities to maintain and improve the quality of education. More recently, the Covid-19 pandemic demonstrated the necessity to train K-8 and Special Education teachers in alternative delivery methods. Finally, this program addresses several equity and inclusion goals of the college, providing residents of a rural community who are time, place, or economically bound and cannot pursue this degree at institutions outside of the area.

This report builds on prior work of a 2017 Project Request Report (PRR) for the 2019-2021 biennium, which also included funding for replacing an aged and deficient, 2,400 square foot modular building used for Facilities and Security departments (Facilities, Operations and Maintenance / FOM). The PRR provided funding approval for a combined facility to replace the buildings used by these two major programs and for the demolition of those existing buildings.

Current Deficiencies. Critical to this program is the lab environment that allows the students to gain an in-depth understanding of how young children think and learn, and how that carries through into the school setting. The present lab setting at Centralia consists of a 32-year-old modular building and former single-family residences, at various locations around the campus. All the facilities were altered to their current use and are not effective spaces for delivery of program specific instruction that will help ensure students gain certification. The existing program is housed in separate structures, disbursed across 6 -7 city blocks, creating significant communication and coordination difficulties for both students and faculty.

Opportunities & Goals. The goal of this project is to construct a facility that enables the college to enhance current operations such as the Child and Family Studies program, deliver program specific instruction at a quality setting, and coordinate the program services for students and faculty. In summary, the opportunities and goals of this project are:

Teacher Education and Family Development Center:

- To carry forward the goals set forth in 2015 by providing accessible, high-quality educational programs such as the BAS-Teacher Education (BAS-TE) degree with endorsements in Elementary Education and Special Education to fill a gap for those seeking to attain a bachelor's degree;
- To continue to be an economic driver in the local community by providing a pathway for students and paraprofessionals with an AA Education degree opportunities for additional credentialing and higher wages;
- To increase capacity of higher education to serve more students as stated in WSAC Strategic Master Plan 2012 Update;
- To serve as a state-of-the-art lab classroom for training and employing future early learning and special needs educators;
- To provide access to safe, outdoor, nature-based play space;
- To provide a sustainably built and operating LEED™ Gold certified building while striving towards a net-zero ready facility;
- To provide a 50-year facility;

- To provide a facility on or contiguous to the main campus boundaries;
- To accommodate children, students, and families with special needs;
- To co-locate program faculty, staff, classrooms, and lab classrooms (childcare);
- To build consistently with the quality standard of major construction over the past dozen years; and
- To be sensitive toward neighborhood and the community fabric adjacent to the campus.

Facilities, Operations & Maintenance (FOM):

- To provide a facility with proper data and video infrastructure to properly manage campus security monitoring for best response to incidents, in turn complying with mandates required by the U.S. Department of Education;
- To locate campus security to a site more accessible to local jurisdiction (i.e., Centralia Police Department);
- To replace the current modular security and facilities department building with construction of a 50-year facility;
- To provide infrastructure to manage campus-wide energy control systems and overall operational requirements; and
- To locate the facility closer to existing campus maintenance equipment and cart storage.

Alternatives considered

Centralia College and the Predesign Team considered three building sites defined in 3.0 Analysis of Alternatives, and identified on the Campus Map of Potential Sites:

- Alternative #1: No Action
- Alternative #2: Preferred Site 'B' with TE&FDC combined with FOM
- Alternative #3: Non-Preferred Site 'A' with TE&FDC (16,116 GSF), with FOM elsewhere on campus
- Alternative #4: Site B, Preferred Site 'B' with TE&FDC, separate FOM site south of TEC (across Pear)

Preferred Alternative and Why

After considering the above three sites, it was determined that the preferred alternate is Alternative #2 with the TE&FDC and FOM located on Site B in one building. To support this decision, the following key points are summarized as:

- Property Acquisition – Properties needed to build the project are owned by Centralia College or are in the process of being purchased by Centralia College.
- The preferred site identified in the Project Request Report (PRR) has two property owners who refuse to sell to the College at fair market value, making this site unusable for the proposed Teacher Education and Family Development Center building.
- The preferred site is adjacent to Centralia College's existing Early Childhood Education Assistance Program (ECEAP) facility and staff, facilitating communication between the two similar Early Learning programs.
- The preferred site is in close proximity to Centralia College's student commons building, TransAlta Commons, the center of student life on campus.
- An existing Centralia College student parking lot is directly across the street from the proposed facility location.
- Building one building for two functions, the Teacher Education and Family Development Center function, and the Facilities, Operation & Maintenance function provides cost savings in construction and long term building operations and maintenance expenses.
- Locating the Facilities, Operations, and Maintenance elsewhere on campus (Alternatives 3 & 4) would require elimination of existing on-campus parking.
- The proposed new Facilities, Operations & Maintenance (FOM) facility is adjacent to existing maintenance supply areas and vehicle storage.

Project Schedule Summary

The project schedule based on the 2023-25 Biennium:
Detailed Project Schedule is found in Section 4.0

Phase	Start	Complete
Consultant Selection	April, 2022	April, 2022
Design	May, 2022	January, 2023
Bidding	February, 2023	March, 2023
Construction	July 1, 2023	June, 2024
Occupancy	September, 2024	

Basic Project Cost Summary

The costs below are based on construction as scheduled above for this 18,420 gross square foot (GSF) project program. Detailed budget costs are addressed in 5.0 Budget Analysis and Appendix C4 – C100.

Cost Summary:

Category	Budget
Acquisition	$ 1,105,142
Consultant Services	$ 1,447,312
Construction Contracts (MACC)	$ 8,946,425
Construction Contingency	$ 448,221
WA State Sales Tax	$ 770,361
FF&E, Art Work, Proj. Mgmt	$ 383,456
Other Costs	$ 0
Total (rounded)	$ 13,101,000

2.0 PROBLEM STATEMENT

Before the current staffing shortage of certified K-8 educators exacerbated by the COVID-19 pandemic, Centralia College had responded to a high-level need of certified K-8 and Special Education teachers by establishing a Bachelor of Applied Science degree in Teacher Education (BAS-TE). This degree program's goal is to close equity and inclusion gaps in Southwest Washington. The shortage of certified K-8 educators worsened when the pandemic started and continues, and current Centralia College facilities used by the program are not sufficient to meet required standards and deliver high quality education. The square footage of this project will replace the equivalent number of deficient facilities identified in the PRR, and those buildings will be demolished (see existing and proposed BAS-TE facilities on following pages). The Statement of Need (Appendix B1, BAS-TE Statement of Need) submitted by the college for approval of the BAS-TE degree addressed the critical need in the region, stating *"...there are currently positions in both school districts for qualified special education staff, these positions have not been filled and districts are utilizing subs that are not qualified"* (page 9). The Statement of Need also cites the Center for Education Data and Research in their 2014 report: "*...it seems likely that the limited supply of such teachers contributes to staffing problems in Washington State*" (page 11).

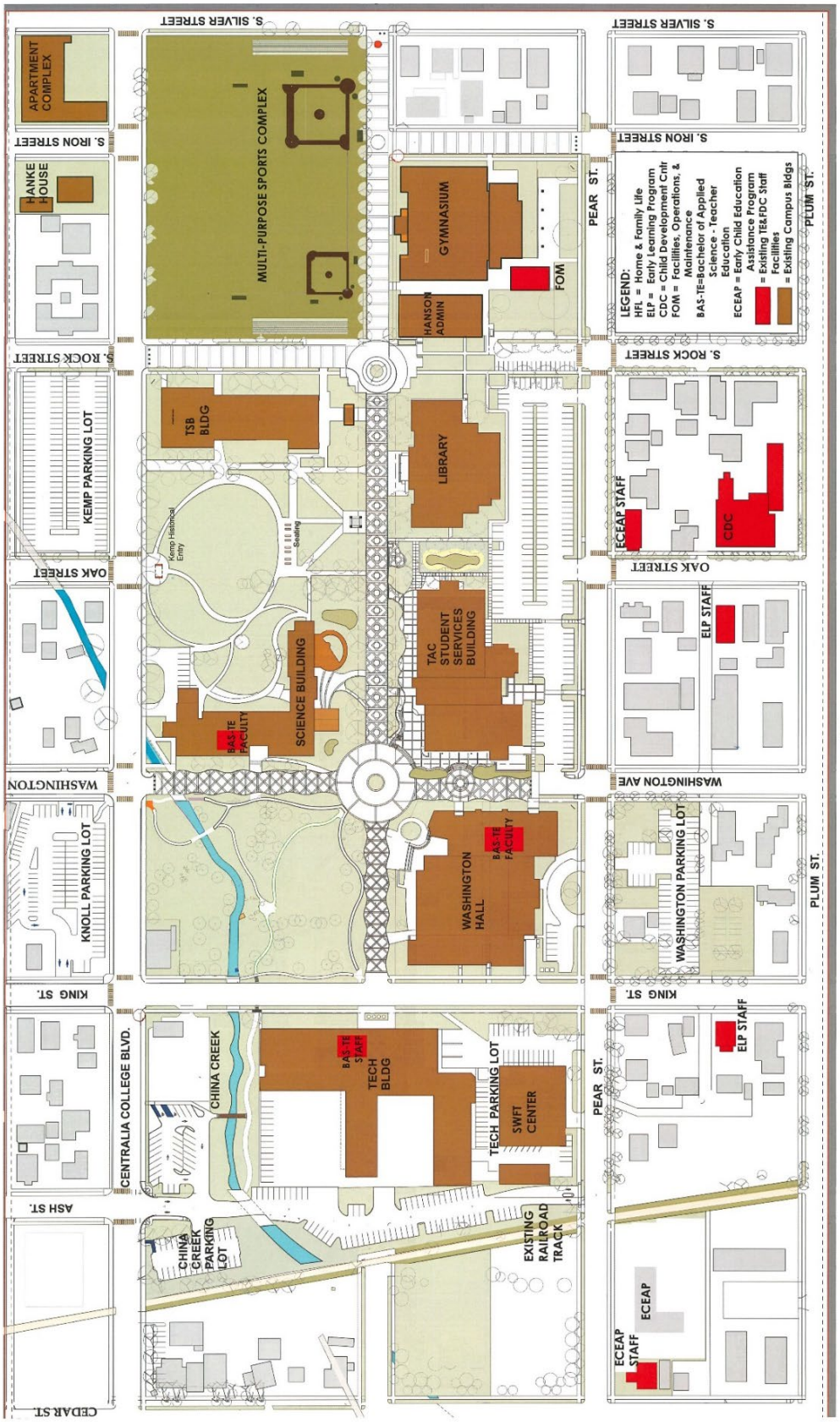
The first-year enrollment (Fall 2017) for the program totaled 60 students, doubling the initial estimate of 30. This surge in enrollments applied tremendous strain on the facilities necessary to support the program. The most recent pre-Covid enrollment for the program is Fall Quarter, 2019 and shows continual growth (Appendix B3 2019-2020 Education FTE). The FTES (Full Time Equivalent Student) is 74, and is projected to grow to over 164, with the ability to add an additional cohort. As the state emerges from pandemic status, the demand is expected to grow significantly in two professions – health care providers and teachers. Having this facility on line to meet both current and projected demand is critical to a vibrant and robust K-12 education system.

Centralia's effort to improve the educational setting for the BAS-TE and supporting lower division courses is supported by the local school districts, Lewis County Economic DevelopmentCouncil, City of Centralia, Lewis County Early Learning Coalition and Public Health Department, and the Washington State Department of Early Learning (DEL) (Appendix B2, Letters of Support). The proposed Teacher Education facility is an opportunity to provide an affordable teacher education path to higher education, and potential to fill the increasing needs for quality-trained teachers for area early learners, producing educators competitive with those employed throughout Washington state.

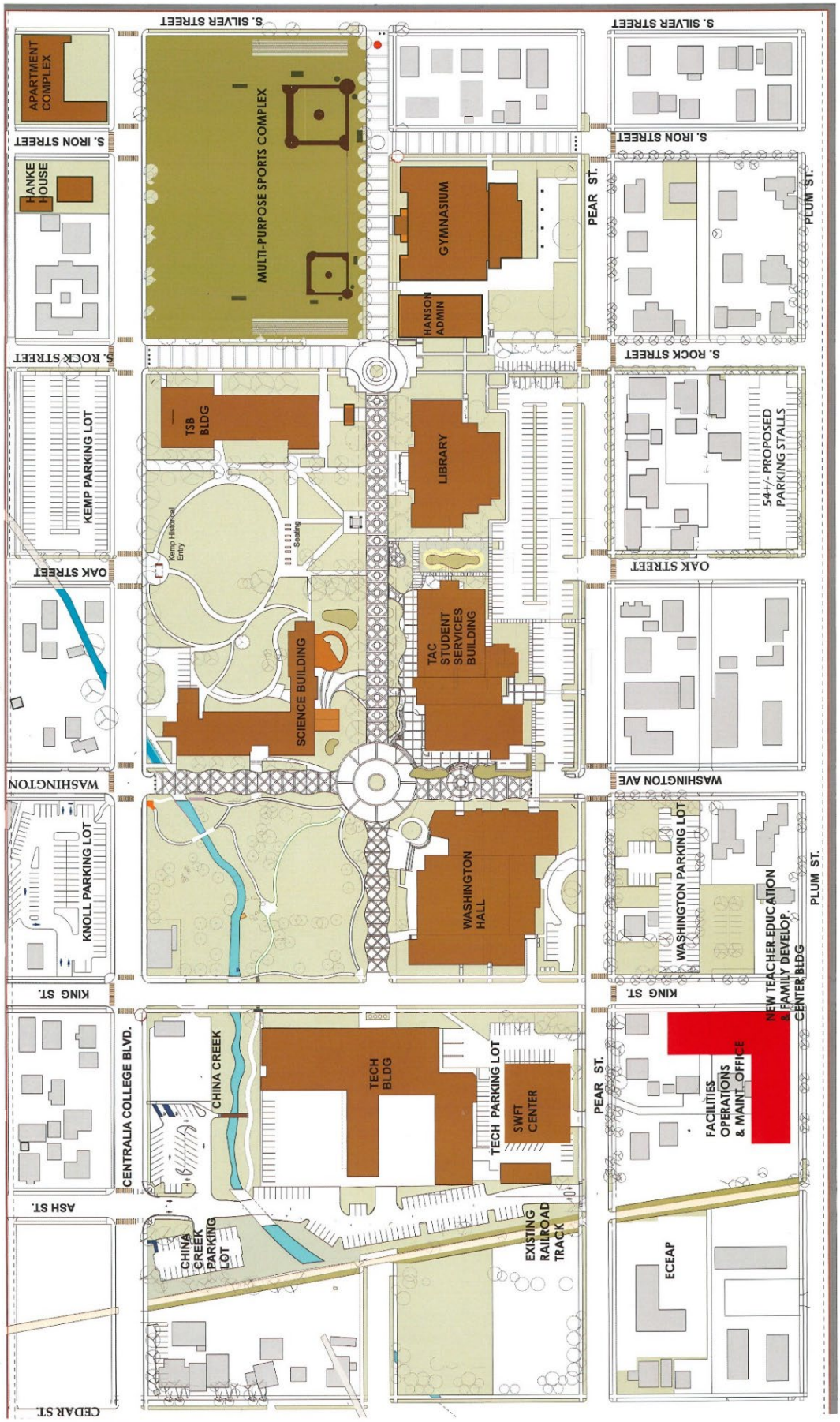
Current Facilities and Deficiencies. The Child and Family Studies department operates in eight separate facilities on and around the Centralia College campus, incorporating lab settings for classes with college credit as part of the program. This function supports the BAS-TE degree program in a lab setting. The labs are a part of the instructional program which currently serves over 829 students (duplicated headcount) and generates approximately 74.12 FTES annually (Appendix B3, Enrollments). BAS-TE Students must navigate the entire campus as part of the program for instruction and meeting/advising with faculty. See existing locations and proposed location of the BAS-TE program on campus maps on the following pages.

As stated above, the current labs and offices for Child and Family Studies are in eight buildings around campus, and four of them are in aging buildings converted from single family residences. The Main Child Development building is over 37 years old, constructed in the 1980's with residential standard wood framing, and converted from a former forestry program building. While the college has maintained the facility adequately, it is deficient, and the functionality and safety of the space is severely compromised. Currently the buildings do not meet educational needs, and with the implementation of the BAS-TE program the deficiency has become even

greater. These facilities would not meet the current codes for fire, seismic, and accessibility (ADA). The Riverside Fire District has expressed a grave concern about the continued use of these facilities for educational purposes. (Appendix B4, City of Centralia, Document 1).



Existing locations of BAS-TE faculty, staff, and facilities on Centralia College Campus



Proposed location of BAS-TE facility for all staff, faculty, and students at Centralia College Campus

In the process of establishing the BAS-TE degree, the college's lower division courses leading to an AA in Early Childhood Education or transferring for a teaching degree were identified as a strength and a core component for the success of the program. However, based on the current facility arrangement, the early childhood lab setting is a major deterrent to the quality and growth of the BAS-TE degree program. As with all Centralia College BAS programs, the BAS-TE relies heavily on existing AA degree programs and courses for preparing potential students. In addition, the Washington State Department of Early Learning (DEL) has initiated interest in working with Centralia College in establishing another BAS degree for Early Childhood Education professionals (Appendix B2, Letters of Support, Document 1). In order to contribute to the SBCTC Mission Study, Twenty Year Action Plan, Strategy four (Appendix B5, SBCTC Mission Study, page 7) of contributing more to the production of baccalaureate degrees, the facilities must be replaced. This Study was initiated in 2008, calling for full replacement by 2028.

Security and Safety. Additionally, the Facilities, Operations & Maintenance (FOM) offices are in a 40-year-old modular building modified several times over the past several decades. Over the past decade, the Federal Clery Act has implemented major requirements the college has to meet to continue receiving federal financial aid, which over 70% of students receive. The current facility was not designed for the level of surveillance and security monitoring now required by the U.S. Department of Education. As with most small rural colleges, Centralia relies on a close partnership with the city police department for rapid response and preventative steps. With the advancement of security cameras, and the increased need for observation, response plans with the city include police access to the surveillance system. Attached is a letter from the Centralia Police Department supporting the relocation of our surveillance system to a more accessible site (Appendix B4, Centralia Police Department Letter, Document 2). Currently, both the location and the facility are less than satisfactory, which would become problematic in an emergency on campus.

Energy / Economy of Environmental Systems. Likewise, economic and environmental factors have resulted in more emphasis on energy control systems for complex facilities such as college campuses. For example, the latest building constructed on campus includes separate systems for radiant floor heating system, variable refrigerant flow (VRF), passive thermal, and natural ventilation. The complexity of functions in the facility required different systems to achieve LEED™ Gold certification, and a separate control system from the one used for the rest of the campus. These systems also include lighting and access scheduling as well. The current facility was not designed to accommodate, monitor, and control the growing technical and space needs for housing and securing the expanded systems.

The new facility will have the proper data and video infrastructure to properly manage security, energy control systems, and overall operational requirements. Once the new FOM Facility is built, the current structure will be razed.

Statutory and Other Requirements

Teacher certification requirements. The early childhood education program requires up to 99 hours of field experience during the two-year program. The field experience is completed in the college's early learning facilities for ECEAP and Children's Lab School. The field experience must be completed in a facility that is an approved Early Achiever's licensed facility. The new facility will provide two benefits to this program, 1) students needing field experience will have direct access to the faculty, and 2) the dedicated college classrooms will provide more hands-on learning for students in classroom management (preparing appropriate learning spaces) and curriculum development (expanded activities and practice teaching their peers).

The BAS Teacher Education program requires 33 hours per quarter of practicum experience and a minimum of 450 hours of student teaching experience in K-8 classrooms. The new facility will benefit the program in the opportunity to expand to a daytime offering. Limited classrooms on campus currently prohibit this. Dedicated education classrooms will allow for staging that provides the students enhanced hands-on learning by having lab materials readily available and the ability to stage the classroom similar to an elementary

classroom setting. Students in the education programs must demonstrate proficiency in state regulated learning targets to earn a degree. BAS graduates pass a series of state assessments that allow them to qualify for certification.

Early Learning Program Requirements. The Child Development Center supports 7 licensed childcare and Early Childhood Education and Assistance Program (ECEAP) classrooms. The licensed facility is required to follow foundational quality standards, the Washington Administrative Code (WAC), and the Washington State Retail Food Code requirements. ECEAP requires these classrooms to also meet or exceed the Department of Child, Youth and Families' (DCYF) ECEAP Performance Standards, and maintain a high-quality level 4 or higher rating by Washington State's Early Achievers program. Regular inspections by DCYF and Department of Health are required. These requirements are set by the state to ensure children in licensed and ECEAP care are in safe, healthy, and nurturing environments.

Security and Safety Requirements. As a higher education institution, the college is required to meet all elements of the Clery Act (*Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act of 1990, 20 U.S.C. §1092(f) (2018)*), which is overseen by the United States Department of Education. These requirements have two major repercussions for non-compliance – fines over $50,000 per finding, and loss of federal financial aid for students. Any incident, where each step in the statutory process is not followed, can result in a finding for each misstep. Recent cases in Washington State with colleges have resulted in fines of nearly half a million dollars. The loss of Federal financial aid would be equally devastating, as approximately 70% of the students attending Centralia College receive this support.

Since the buildings to be replaced have been constructed, the seismic codes for this region have been revised to meet more rigid standards. Building codes and construction methods have evolved and continue to evolve, incorporating lessons learned from experience in relation to horizontal and lateral (wind and seismic) forces. The current building code, the 2018 International Building Code (IBC), incorporates the most recently accepted design criteria for seismic design. Buildings designed using the provisions of the 2018 IBC are expected to have a low probability of collapse if subjected to the maximum considered earthquake. Buildings designed under earlier codes, especially prior to 1997, are much more likely to experience collapse if subjected to the same maximum considered earthquake. Much of the improvement in safety has come from stricter connection requirements between walls and roof diaphragms, as well as from an increase in the strength of the maximum considered earthquake.

Caseload and enrollments. Education and BASTE courses are capped at 24 students due to facility limitations. If students are on a waiting list, caps may be increased if room size permits. The goal is to increase the class caps to 30 with properly designed rooms in the education building that can hold that capacity. In addition, due to facility constraints, BASTE courses are held once per year. Expansion beyond evening offerings is prohibited due to lack of space available during the day in existing building. Currently, Education courses are held one – two times per year. As indicated in Appendix B3 2019-2020 Enrollments & Estimated Enrollments, the college is unable to meet 50% of the projected demand in the region.

College Mission, Goals, Objectives

Mission

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

Mission Focus Areas

Centralia College students will progress, persist, and complete their educational endeavors.

Centralia College students will complete well-defined educational and program goals relevant to future success.

Centralia College will engage our communities in educational, recreational, and cultural opportunities while demonstrating equity, stewardship, and sustainability.

The connection to the mission is clear – this project will support our community by addressing key needs in K-8 and Special education, students will receive high quality education that will allow them to be successful in their teaching careers, while attending in a safe, secure and energy efficient setting.

Meeting the needs of the State of Washington, and in particular the southwest region is the central goal of the college, and this project contributes greatly to that goal. In addition, the college is focused on removing obstacles for the residents of Southwest Washington in order to meet Equity, Diversity and Inclusion (EDI) goals. Having a program such as the BAS-TE offered to students in a safe and accessible environment to meet regional K-8 and Special Education needs is a major step in that direction.

The statutory program requirements listed above make fulfillment of the mission difficult at best. In particular the ability to deliver high-quality and relevant hands-on learning that skills labs and expand educational services and childcare provide to students and families. As indicated in the Statement of Need and the updated enrollment chart, Appendix B3 2019-2020 Enrollments & Estimated Enrollments, the anticipated caseload/demand is more than double current capacity.

In addition, the age and condition of facilities that were not designed or originally constructed for current program needs are both ineffective and unsafe and will also generate large downstream maintenance issues to be addressed at a later date. Replacement and removal from the Washington State building inventory of these buildings is an opportunity to demonstrate stewardship and provide high quality education.

Problem Solution

In general, construction of a new facility, will address the following issues:

- Disjointed educational process for students by consolidating the various elements of the BAS-TE program into one location.
- Address identified building life-safety concerns for students and faculty by constructing a facility to current codes.
- Meet state and regulatory requirements for BAS-TE, and Early Learning program with a more effective and efficient designed building.
- Ensure college compliance with security and energy regulatory requirements and increase the support efficiency of facilities operations.
- Provide the opportunity to add more hands-on, skills-based curriculum to education courses.

Relevant History

Bachelor of Applied Science Programs. As Centralia College developed and grew the Bachelor of Applied Science program, it was able to build on lower division programs that had infrastructure in place. This was the case in the Applied Management (BAS-AM), Diesel Technology (BAS-D), Information Technology (BAS-IT), and the most recent Behavioral Healthcare (BAS-BH). The BAS-D and BAS-IT had classroom and lab facilities that required some expansion and modification, but for the most part simply extended the program to meet the requirements for the next two years. The BAS-AM and BAS-BH also built on existing lower division courses, and classroom needs were met with existing facilities. However, the BAS-TE program, while building on a lower division base, had much higher needs for the upper division courses. These included more interaction and observation, in a setting with subjects rather than equipment and technology. This is a primary factor in the need for a dedicated facility for this program.

2017 Project Request Report. The addition of the BAS-TE program was in step with the overall principle of the Bachelor's in Applied Science program, which seeks to meet regional educational needs of employers and also use the leverage of currently offered Associate in Arts degrees and programs. Since the first iteration of the campus facility master plan in 1999, it was envisioned that the college would replace the current structure that houses the majority of the Child and Family Studies program. The combination of these two goals resulted in the college establishing this project as its highest priority when it submitted the Project Request Report (PRR) to the State Board of Community and Technical Colleges (SBCTC) in 2017. Through a competitive scoring process, the SBCTC ranked and submitted for legislative approval the project for funding.

SBSCTC Facility Condition Survey. The SBCTC conducts a biannual review of campus facilities and develops a Facility Condition Survey (FCS) for the system of community and technical colleges in Washington State. The two major components of this project, the Child Development Center (CDC) and Facilities Operations and Maintenance (FOM) buildings scored poorly on the survey and listed as needing significant improvement. However, the inexpensive quality of the prefabricated modular units used in the original construction at the time does not provide a strong foundation for renovation or remodeling. This is part of the basis for seeking replacement over renovation.

Below is a table listing the buildings being replaced, the individual and total square footage, and the individual and average deficiency score.

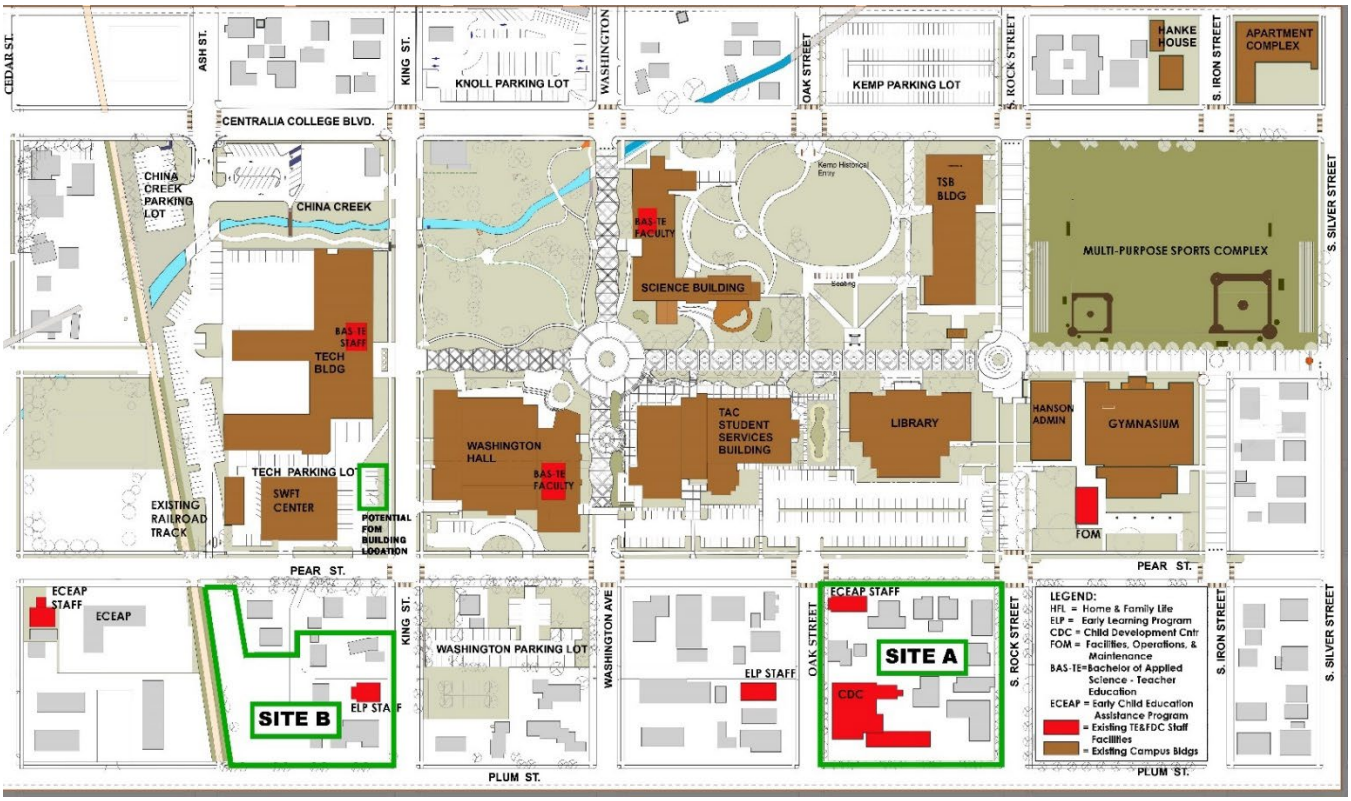
Building Name	Size (SF)	Most Recent Score
Early Childhood Education (121-217)	2,600	365
Child Development Center (121-CDC)	7,920	340
Facilities, Operations & Maintenance (121-FOM)	2,400	362
Home & Family Life Center (121-HFL)	2,510	534
Laboratory Annex (121-LAX)	3,600	526
Total Footage/Average Score	**19,030**	**425**
Score Legend		
146 To 175 = Superior		
176 To 275 = Adequate		
276 To 350 = Needs Improvement/Additional Maintenance		
351 To 475 = Needs Improvement/Renovation		
476 To 730 = Replace or Renovate		

This project meets the driving principle of the BAS program, has been in the strategic vision of the college for several decades, and has been through a competitive vetting procedure of the SBCTC to reach the predesign phase of the Washington State capital project process.

3.0 ANALYSIS OF ALTERNATIVES (including the preferred alternative)

The Project Request Report (PRR) completed in 2017 produced a report that looked at preliminary programmatic needs of Teacher Education provided by the College, support from the larger Lewis County agencies and communities, and determination to develop a new facility. This predesign report further refines program space needs (GSF) for both the Teacher Education and Family Development Center (TE&FDC) and the Facilities, Operations and Maintenance (FOM) buildings, best-fit sites adjacent to the Centralia College campus, and advantages/disadvantages of the alternatives. (Appendix C2 – Documents 1-6, Program and Adjacency Diagrams of Alternates 2, 3, and 4)

- Alternate #1: No action - Do nothing
- Alternate #2: Preferred Site 'B' with TE&FDC combined with FOM (18,420 GSF total)
- Alternate #3: Non-Preferred Site 'A' with TE&FDC (16,116 GSF), with FOM located east of SWFT Center (2,304 GSF); (18,420 GSF total)
- Alternate #4: Preferred Site 'B' with TE&FDC (16,116 GSF), with FOM located east of SWFT Center (2,304 GSF); (18,420 GSF total)



Potential sites to locate the TE&FDC and the FOM building

Alternative No. 1 - No Action

Advantages

- Initial capital cost savings to taxpayers.
- Avoids disruption to campus during construction.

Disadvantages

- Current program lab classrooms are conducted in a modular building of sub-standard quality that does not provide for long-term use.
- Extensive deferred maintenance, repair, and utility costs associated with a substandard building. For the fiscal years 2018-2021, labor hours alone amounted to $418,000.
- The teacher Education, Early Learning, Home & Family Life, Child Development Center, and ECEAP faculty and facilities are dispersed throughout the campus at multiple locations. A non-centralized location makes communication between faculty and staff difficult.
- More impact to the natural environment due to continued use of energy inefficient structures of the current Teacher Education building and associated inefficient use of carbon-based fuels.
- The growth and size of the program are limited by the size of the existing facilities.
- Life safety and security are issues in some current facilities.
- Less revenue due to smaller student enrollment in the BAS-TE degree program.
- This site in the campus master plan is intended to also include future student parking.
- FOM is housed in a modular building installed in 1980, well past its useful life span. It is located at the opposite end of campus from the vehicle maintenance and supplies storage facility.
- The first iteration of the campus facility master plan 22 years ago envisioned the college would replace the current structure that houses most of the Child and Family Studies program.

Alternative No. 2 – Preferred Site 'B' with a Combined Teacher Education & Family Development Center (TE&FDC), and Facilities Operations, Maintenance (FOM) Offices in one building

Advantages

- Contiguous lots with sufficient area of land needed for the proposed building are either owned by Centralia College or are in the process of being purchased by Centralia College for the proposed size of the TE&FDC / FOM building, avoiding the need for eminent domain procedures
- The site is adjacent to an existing large Centralia College student parking lot and a federally funded preschool operation.
- ADA access to the site is good and accessible parking stalls are adjacent to the proposed location.
- The 'L' shaped site allows for good separation between the childcare side of the building and the College student / FOM / Security side of the building.
- The existing mid-block alley provides an access road to FOM maintenance vehicle and staff.
- It is more cost effective and efficient to build and manage one building with two separate functions than to build two separate buildings.
- The site is at the west end of campus, close to the student union building / center of campus and the vehicle maintenance and supplies storage facility on campus.
- As a separate project after the completion of the TE&FDC / FOM building, Site A can be developed to adjust for displaced parking with preferred site.
- Locating Security offices close to childcare operations has significant advantages.

Disadvantages

- The Facilities, Operations and Maintenance offices are not logical operations adjacent to a childcare facility.
- The site is in a residential neighborhood south of campus.
- The site is not on one of the main west-to-east circulation corridors of the College – West Pear Street.

Alternative No. 3 – Non-Preferred Site 'A' with the Teacher Education & Family Development Center (TE&FDC), with Facilities Operations, Maintenance (FOM) Offices located east of the SWFT Center (across Pear Street)

Advantages

- Half of the city block of this site is already owned by Centralia College.
- Separating TE&FDC from FOM allows the college maintenance staff and the childcare operation and education operations (completely different functions) to not conflict with each other.
- The site is on one of the main west-to-east circulation corridors of Centralia College campus – West Pear Street.

Disadvantages

- Two property owners who own lots needed for the proposed building are unwilling to sell their lots to the college. This makes the available land too small for the proposed building and will required eminent domain procedures.
- The site is south and east of the center of campus, making it difficult for students to get to classes on time.
- The proposed location of the FOM building compromises access and removes parking for the SWFT Center.

- The site is in a residential neighborhood south of campus.
- Two separate buildings are more expensive to build than a single building housing two operations. Two separate buildings are not as efficient to manage and less energy efficient than a single building.

Alternative No. 4 – Preferred Site 'B' with the Teacher Education & Family Development Center (TE&FDC), and the Facilities Operations, Maintenance (FOM) Offices located south of the Technology Center Building and east of the SWFT Center

Advantages

- Contiguous lots with sufficient area of land needed for the proposed building are owned by Centralia College for the proposed size of the TE&FDC building.
- The site is adjacent to an existing large Centralia College student parking lot.
- Separating TE&FDC from FOM allows the college maintenance staff and the childcare operation and education operations (completely different functions) to not conflict with each other.

Disadvantages

- The site is in a residential neighborhood south of campus.
- Two separate buildings are more expensive to build than a single building housing two operations. Two separate buildings are not as efficient to manage and less energy efficient than a single building.
- The proposed location of the FOM building compromises access and removes parking for the SWFT Center.

Cost Estimates

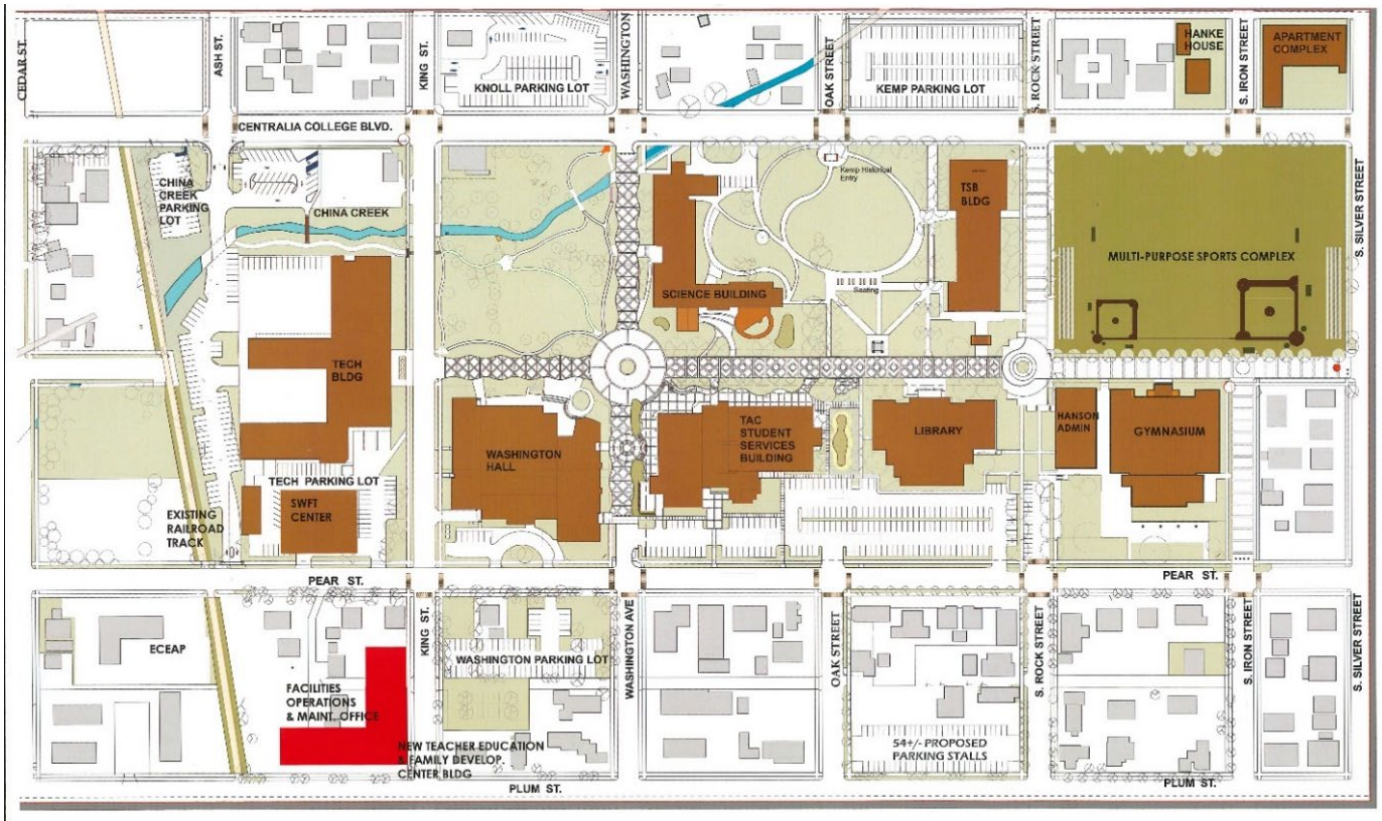
The on-going challenges of the "No Action" option is continual repairs on sub-standard facilities, including costs of meeting current infrastructure required for technology, security, and life safety. These facilities required over 2,400 hours of staff time resulting in a labor cost of $418,000 from FY2018-21. The budget required for Alternative 2 and 3 are the same, and the cost estimate between Alternative 2 and 4 shows that building (2) buildings in lieu of a single building creates additional site and building costs of approximately $472,000. For this reason, a single building housing both the Teacher Education / Family Development Center and the Facilities, Operations & Maintenance offices is the preferred option.

Life Cycle Cost Model

OFM'S Life Cycle Cost model tool was used to compare the life cycle cost between leased space and owned space outlined in the preferred alternative. The LCCM revealed that the best value for the next 20 to 50 years is ownership. The 50-year net present value between these options is: Lease Option: $40 million Ownership Option: $30 million. The ownership option provides a $10 million dollar savings to the College over 50 years. Refer to the LCCM summary document in the appendix.

Schedule Estimate

There is no impact difference on the schedule between the alternate sites.



Conclusion

The analysis of the advantages and disadvantages, chart below, favors Alternative No. 2 over the other alternates. The advantages include the proximity to the center of campus for the TE&FDC students, proximity to parking, least cost of construction and the proximity to other facilities operations infrastructure for the FOM office.

ADVANTAGES/DISADVANTAGES	Alternative 1 Do Nothing	Alternative 2 Preferred Site w/FOM on Site	Alternative 3 Non-Preferred Site w/ FOM located elsewhere	Alternative 4 Preferred Site w/FOM located elsewhere
Campus and Community Connectivity Relationship to existing building entries, campus pathways, and campus communal outdoor spaces				
Campus Presence Strong sense of welcome through visibility to building's entrypoints				
Master Plan Compatibility Scale and use aligned with master plan intentions				
Program Relationships Classroom Space Requirements Classroom-to-Childcare Rooms: observation, demonstration Faculty-Staff Adjacencies FOM Relationship to supply & vehicle storage				
Parking Impact Number of parking stalls lost				
Constructibility Total Construction costs Cost impacts to mitigate site conditions Acquisitions necessary for implementation				
Utility Extension/Availability Costs and resources to bring in or extend utilities and infrastructure				
Code & Jurisdictional Implications Height limit, setbacks, volume, and scale				
Impact to Existing Surroundings Opportunity to improve buffers at campus edges Improve connections to remote ECEAP locations				
User Accessibility Travel from parking and other buildings on campus				
Service Accessibility Adjacency to road or parking and ability to screen				
Sustainability Opportunities Natural daylighting strategies, photovoltaic panel implementation				

Most Advantageous

Not a Differating Factor

Disadvantages to the Project

Cultural and Historical Assessments

Historical Significance. A Level 1 Environmental Assessment and an Architectural and Cultural Assessment was made of the three structures that need to be demolished for this project to be built (407, 411, and 415 South King Street). A determination was made by the Washington State Department of Archeology and Historic Preservation that these buildings are not eligible for listing in the National Register of Historic Places. (See Appendix C6, Properties Reports)

Archaeological Resources. State of Washington Public Colleges are required to comply with applicable Federal and State laws and regulations, particularly 36 CFR 800 (as amended December 19, 2014), of the regulations that implements Section 106 of the National Historic Preservation Act of 1966, and Title 27 Revised Code of Washington, Chapter 27.44 Indian Graves and Records, Chapter 27.53 Archaeological Sites and Resources, and Title 68 Chapter 60.050 Protection of Historic Graves, as well as Governor's Executive Order Number 21-02 Archaeological and Cultural Resources. The requirement would be the same for both sites A and B.

Notification to relevant Tribes of construction involving any earthwork must be made from the College's Tribal liaison to each Tribal leader and historic preservation officer. Plans and Procedures for Unanticipated Discovery of Archaeological Resources must be put in place and potential archaeological monitoring may be required. All sites considered must comply. Tribes and their contacts for Centralia College are included in Appendix C7, Tribal Contact Information.

4.0 DETAILED ANALYSIS
Preferred Alternative

Setting a Vision

This project is envisioned as a collaborative effort between the faculty of the Bachelor of Science in Teacher Education (BAS-TE), the students and staff of Centralia College with young children, the students of Centralia College enrolled in the BAS-TE degree program and the greater Centralia community. The project's goal is to pull all the dispersed faculty, staff and departments of the BAS-TE program into one facility specifically designed for the program. Locating the proposed building as close to the center of the Centralia College campus is just as important, to allow students in the BAS-TE program to have a sense of belonging to and being part of Centralia College.

The proposed single story building will combine college classrooms for students enrolled in Early Learning Programs at Centralia College, administration and staff offices for the Early Learning faculty and staff, Pre-K and Toddler Classrooms for providing (1) Childcare Services, and (2) Learning laboratories to provide the Early Learning College Students hands on experience in their chosen field of study. Every childcare classroom has direct access to outside play yards, with two separated locations, one for younger toddler children, one for older pre-K children.

The building is proposed to have controlled access to the childcare wing so that there is complete security of the children in this wing of the building. The building will include a commercial kitchen for preparation of food for the Childcare classrooms.

The building will dramatically improve instructional capabilities by providing more functional, flexible, up-to-date, and well-equipped classrooms and learning laboratories necessary to address current instructional methodologies and emerging technologies, meet current and increasing student enrollment, to provide Lewis County and southwest Washington with more qualified Early Learning teachers. The BAS-TE degree program will be able to increase the number of graduates of this new 4-year degree program offered by Centralia College.

Co-located in the same building with the Early Learning Programs will be Centralia College's Facilities, Operations and Maintenance (FOM) offices. Moving these offices to the west end of campus brings together existing campus maintenance facilities and workshops with the administration staff that run and maintain the buildings and security of the campus. A separate entrance is proposed for the FOM offices. The existing mid-block alley of the preferred site provides maintenance vehicle access to the proposed new offices.

Building Configuration

From the Project Request Report (PRR), the total square footage for the building is 18,240 square feet. The project is envisioned as a one-story structure separated into three distinct functions: (1) a childcare wing that provides Childcare services to staff, faculty and students of Centralia College, as well as the greater Centralia community, that doubles as an educational laboratory for the Early Learning Program college students. This is 49% of the total area of the building; (2) a college classrooms wing for students enrolled in the Early Learning Programs offered by Centralia College, 20% of the total area of the building, and (3) offices for the Facilities, Operations and Maintenance offices that provide maintenance and security for all of Centralia College's buildings and grounds, 13% of the total area of the building. Finally, administration offices, restrooms and support space make up 18% of the total area of the building.

Occupancy

The program for the Teacher Education & Family Development Center + Facilities Operations & Maintenance – TE&FDC+FOM is designed based on the Occupancy Table 1004.5 of the 2018 International Building Code, Washington State's Department of Early Learning's regulations on maximum number of children in childcare classroom multiplied by the minimum area per child. SBC&TC's Facilities Coding Manual identifies the proposed spaces in the building under Fixed Asset and Equipment (FAE) as: Classroom Space - A1, Faculty Offices & Support Facilities – F1, Day Care – H4, and Supplies & Facilities / Grounds Maintenance Support – I1. Finally, and most importantly, input from Centralia College's Early Learning Programs director, staff and College administrators guides us in our building program's final configuration.

Toddler Classroom:	14 students max. & 35 sq feet per child x 2 classrooms:	28 children
Toddler Staff:	3 staff per classroom x 2 classrooms:	6 staff
Pre-K Classroom:	20 students max. & 35 sq feet per child x 5 classrooms:	100 children
Pre-K Staff:	3 staff per classroom x 5 classrooms:	15 staff
College Classrooms:	900 SF/20 SF per student = 45 students x 3 classrooms:	135 students
TE&FDC Staff:	21 total additional staff:	21 staff
FOM Staff:	5 total staff:	5 staff
MAXIMUM TOTAL OCCUPANTS OF BUILDING:		310 OCCUPANTS

Nature of Space

The BAS-TE program will be delivered to the students and community at the new TE&FDC facility with general classrooms for student instruction, childcare classrooms for families that offer a lab setting for hands-on program learning, faculty and staff offices, family support offices, conference room, childcare kitchen, laundry, storage, and support spaces such as restrooms, custodial, and mechanical/electrical/telecom. Outdoor play areas will be developed for daily use adjacent to the childcare classrooms. The reception/lobby area is imagined as locating on a quiet street, King Street South, opposite an existing student parking lot, and immediately south of the center of Centralia College's student activity, TransAlta Commons building. This connection was expressed as highly desirable for child-parent drop-off, and access to and from areas most travelled by students during down-time or study between classes.

Space Program

The Space Program for the building was developed and refined by working with the Director of Early Learning Programs at Centralia College, students enrolled in the Early Learning Program, and other college administration staff. As mentioned above, this process used regulations from Washington State's Department of Early Learning to determine the size of childcare rooms, maximum occupancy limits, square footages, and occupancy loads based on the 2018 IBC Building Code. Separating the Early Learning teaching and childcare functions (TE&FDC) from the Facilities, Operations and Maintenance (FOM) offices was an immediately reaction by both the TE&FDC and FOM staffs.

In February, 2022, Centralia College suffered a ransomware attack, which crippled the multiple servers it relied upon for maintaining current and historical files for the many systems supporting administration and management. While a number of data files are on cloud-based systems and not impacted, the space program was on a server that was compromised. This was reported to law enforcement, including the FBI, and all the impacted hardware was quarantined due to concerns about virus and the fact they are part of a crime scene undergoing investigation. Through assistance with the

SBCTC, some historic data was obtained related specifically to the buildings being replaced in this project, but a campus wide comparison will not be done until the servers are released. We are anticipating this to be in Fall, 2023.

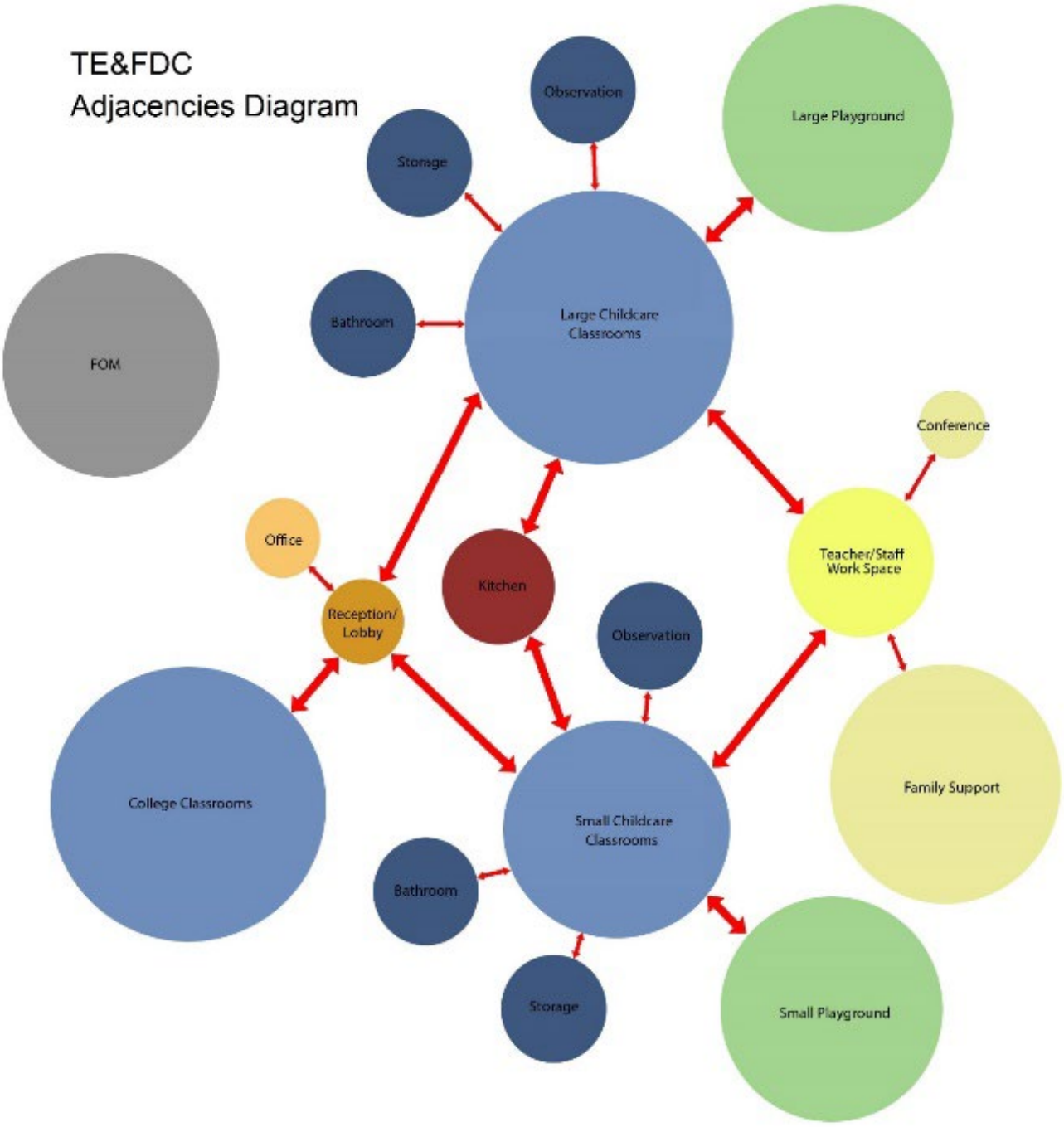
Below is a comparison of the project square footage compared to the area being replaced:

Description of Capital Analsysis Model category		Classroom	Lab	Faculty Office and Support	General Administration and Student Services	Plant Operations	Non-program Specific Support Space			
Program areas in buildings being replaced										
Building Name	**UFI**	**A1**	**B1**	**F1**	**G1**	**I1**	**J4**	**Total Assignable**	**GSF**	**ASF / GSF**
FACILITIES, OPERATIONS & MAINTENANCE	A02548	-	-	-	871	1,222	100	2,193	2,400	91%
OFFICE	A03193	-	558	438	305	12	-	1,313	2,600	51%
CHILD DEVELOPEMENT CENTER	A04011	-	6,603	92	84	19	143	6,941	7,920	88%
HOME & FAMILY LIFE CENTER	A08717	1,188	726	300	105	86	-	2,405	2,510	96%
CHILD & FAMILY STUDIES	A04649	-	176	1,366	107	-	-	1,649	2,000	82%
Sum		1,188	8,063	2,196	1,472	1,339	243	14,501	17,430	83%
Program areas in predesign for new building										
Building Name	**UFI**	**A1**	**B1**	**F1**	**G1**	**I1**	**J4**	**Total Assignable**	**GSF**	**ASF / GSF**
Teacher Education and Family Development Center	TBD	-	9,535	2,350	905	1,900	490	15,180	18,420	82%

Overall, the building square footage expanded by 990 square feet, the result of converting exterior circulation to interior space. Former classroom/lab space has been merged into the lab category and results in an increase of 284 square feet for direct instruction delivery. Faculty office and support space was increased by 154 square feet, for better instructional support for students. Reconfiguring of general administration and plant operation space resulted in no significant adjustment (net decrease of six square feet) but a more effective use of facility resources. Non program space was increased to more adequately support facility specific operations.

Overall, the facility assignable square footage ratio decreased slightly from 83% to 82%, but the alignment, adjacencies and circulation will be much more student friendly and supportive of the learning process. Of particular importance, is the location of campus security in the same facility with young children.

An Adjacency diagram was developed (see figure next page) for what spaces needed to be in close proximity of other spaces, and conversely, what spaces need to be separated from other spaces.



Adjacency diagram of the TE&FDC+FOM Program

Working with the college administration staff and the director and faculty from the Early Learning Programs at Centralia College, one Space Program was agreed upon by all parties with the provision that separating the TE&FDC and FOM would be handled with clearly defined separate entrances and architectural separation. The allocation of square footages is shown in the chart below:

SPACE PROGRAM - ALTERNATE #2

CC Teacher Ed & Family Development Center				
ALTERNATE #2 - Preferred Site, includes FOM				
KEY	SPACE	SF	NO. EA.	TOTAL SF
	CHILD CARE			
1	Toddler Classroom	500	2	1,000
2	Pre-k Classroom	700	5	3,500
3	Conference Room	240	2	480
4	Teacher/Staff (open office)	50	8	400
5	Office (private)	125	2	250
6	Toddler Restroom (shared - 2 toilets)	100	1	100
7	Pre-k Restroom (shared - 3 toilets)	125	2	250
8	Pre-K Restroom (single - 2 toilets)	75	1	75
9	Laundry	120	1	120
10	Kitchen	800	1	800
11	Uni-sex Restroom	50	2	100
12	Storage	410	1	410
	Area Sub-Total			7,485
	COLLEGE LEVEL EDUCATION			
13	College Classroom (1 w/ sink)	900	3	2,700
14	Office	125	2	250
15	Student Lobby	125	1	125
	Area Sub-Total			3,075
	GENERAL			
16	Reception/Lobby	380	1	380
	Family Support:			
17	Office (open office)	50	9	450
18	Office (private)	125	6	750
19	Office (shared)	125	2	250
	Public Restrooms:			
20	Family Public Restroom	430	1	430
21	Janitor	140	1	140
22	Mech/Elect Room	300	1	300
	Area Sub-Total			2,700
	Building Area Sub-Total			13,260
	Circulation @ 20%			2,851
	Child Care and Education Building Total			16,111
	FOM			
23	Reception/Lobby	400	1	400
24	Office	240	1	240
25	Conference Room	400	1	400
26	Work room	240	1	240
27	HVAC Control	240	1	240
28	Video Monitor	120	1	120
29	Uni-Sex Restroom	60	1	60
30	Storage	60	1	60
31	Mech/Elect Room	160	1	160
	Area Sub-Total			1,920
	Circulation @ 20%			389
	FOM Building Total			2,309
	Overall Building Total			18,420

As the space program was developed, it was important to keep the total square footage of the building at the size established in the Project Request Report, to maximize the use of potential available capital funds.

Although there is not a natural compatibility between the Teacher Education & Family Development Center functions and the Facilities, Operations and Maintenance functions, cost savings that will be realized in both construction costs and operational costs by combining the two operations into one building is an important consideration in moving forward with this project. Also, the Security Office is part of the Facilities operations, and the proximity to the Early Learning Program is beneficial.

This led to examining two different site, Site A, identified in the PRR as the preferred site, and Site B, three blocks to the west of Site A. The Predesign team in collaboration with College administration, and the Early Learning Program Director and staff exploring separating or not separating the TE&FDC and FOM functions. A decision was made by Centralia College's Vice President of Finance and Administration, Leslie Fountain Williams, that the cost efficiencies realized by constructing and operating one building outweighs separating TE&FDC and FOM into separate buildings. Along with other advantages to Site B discussed below, Site B was chosen. An overriding reason to choose Site B is the ability of the college to acquire the necessary contiguous lots that provide sufficient area to accommodate the proposed TE&FDC + FOM building.

Site B

Site Analysis *preferred site*

The following were considered in selection of the best site for the Teacher Education & Family Development Center and Facilities, Operations & Maintenance Offices:

- The Project Request Report (PRR) completed in 2017 chose 'Site A' as the preferred site. Site A is not possible to use because two property owners are not willing to sell their lots to the College.
- The preferred site is 'Site B' shown above, bound by West Pear & Plum Streets on the north and south, South King Street on the east and the railroad track easement on the west. This site is Alternate #2 as described in Section 3.0 and includes constructing the FOM as part of the Teacher Education & FDC building. The total square footage of the facility requested by this predesign report is an overall total of 18,420 GSF. See Space Program on page 6 above.
- 'Site B', the preferred site, has had the existing structures given a Level 1 Environmental Assessment, and a Cultural Resources / Architectural Historical assessment, included in this report (Appendix C6.4 AEG Ph 1 ESA). The Cultural Resources Assessments found that none of the (3) structures that needed to be demolished for this project are historically significant structures that would qualify for the National Historic Register. (Appendix C6 Preferred Site Properties & DAHP Reports)
- A single-story configuration for both the TE&FDC and FOM respond to the building use, available site area, frequency of and accessibility for occupants, and immediate surrounding structures of primarily single-story residential structures. It is delineated in the site plan footprint and features on the TE&FDC and FOM Site Plan (Graphic) Analysis, Appendix C2, Alternate Plans & Space Programs. Room Data Sheets have been developed to define general size and possible configuration of individual spaces. Additional room features are captured that indicate building code data, utilities/services systems, fixed equipment (included in MACC), and loose furnishings (FF&E costs to Owner). These can be found in Appendix A, Room Data Sheets.
  Studies completed, underway, or requested.
- A SEPA Checklist will be required before site plan approval is granted by the City of Centralia but has not been completed for this report. A Phase 1 Environmental Survey Assessment has been made for two of the three structures anticipated to be demolished for this project. 407 South King Street could not be assessed due to on-going purchase negotiations between the landowner and the College.

Geotechnical Assessment

The United States Department of Agriculture (USDA) Web Soil Survey Map (WSS) classifies the on-site soils as map unit 212, which corresponds to a "Spanaway gravelly sandy loam". Soil percolation rate for this soil can vary typically between 2 and 20 inches per hour, which is conducive for stormwater infiltration systems. Based on review of a nearby site soil geotechnical report done previously for a Centralia College project, shallow groundwater can be expected approximately 6 feet below existing ground surface. This will necessitate the design and construction of shallow stormwater retention systems to treat stormwater runoff of the developed site. Most of the site has been previously developed as single family residential and therefore disturbed soils can be expected, as well as areas of previously imported soils. A detailed soils investigation, study, and geotechnical report are recommended to be done for the site as part of the design of the project to identify soil characteristics for drainage facilities, excavation, grading and building foundation for design. Expected high ground water elevations should also be determined.

Two major soil units are found at this site. On the surface, we find a brown, gravelly silty sand. The depth of this unit varied, and it appears to have been removed by previous construction in some areas or is present in only thin layers under asphalt pavement. Underlying the topsoil unit, we found the dense to very dense sands and gravels of the Skookumchuck River flood plain deposits. These soils extended for the full depth of the explorations. These are dense soils capable of supporting heavy weight per square inch. Conventional spread footings will work well with this soil type. The full geotechnical report is included in Appendix C – Soils Investigation Report for Centralia College Commons.

Transportation Assessment

As previously stated in the report above, the expected maximum daily occupants of the proposed project can be expected to be about 310 people. All the users will be existing faculty and staff that already work at the College site. It is expected that there will be an increase in new students in the BAS-TE degree program that will generate 10 -20 new visitors for the new facility. Most of these trips can be expected during the AM and PM peak traffic period. A Level 1 Traffic Impact analysis should be prepared as part to the design to satisfy City of Centralia's requirements for determination of any needed roadway or traffic improvements. The site of the new facility will increase the pedestrian traffic along the frontage of the project site as well as from the existing college parking lot located across South King Street, just NE of the project site.

Other traffic related work for the site will include abandoning the alley on the site that runs east to west; and the improvement of the existing alley that comes into the subject site south from West Pear St. The southern terminus of this alley will require a vehicle turnaround such as a hammerhead. This access will be primarily for delivery and maintenance vehicles as well as emergency vehicles. The alley is recommended to be paved for maintenance purposes.

Stormwater Assessment

Stormwater improvements will need to comply with City of Centralia's current stormwater manual. This project will trigger all the stormwater requirements for the new and replaced project areas.

The site area is approximately 1.4 acres. Of this, about 80 to 85% of the developed site may be impervious roofs, walks, and other paved surfaces. The City of Centralia will require that stormwater runoff be treated and controlled per their stormwater management requirements. The City will require detailed stormwater plans as well as a stormwater analysis and report. A Department of Ecology Stormwater Permit will also be required. This will involve completion and submittal to WSDOE a Construction General Permit Application along with required fees. Proof of this permit must be submitted to the City of Centralia Engineering Department before construction plans will be approved.

A SWPPP (Stormwater Pollution Prevention Plan) will be required to be prepared and submitted to City for approval as well. Finally, the City of Centralia requires that a stormwater maintenance plan be prepared and that a "Maintenance Agreement" be completed, accepted by City, and recorded at the Lewis County's Auditor's office.

New project stormwater facilities will need to include collection of stormwaters by means of roof drains, catch basins, and area drains; conveyance using ditches, swales, and pipes; treatment of pollution generating roadway surfaces; stormwater runoff storage as required per stormwater modeling; and disposal using 100% onsite retention and percolation into the soils onsite. For the required quality and quantity treatment raingardens/biofiltration system can work well along with overflow to underground percolation galleries and/or open stormwater percolation basins.

Preliminary sizing calculations were completed for the anticipated stormwater runoff for the site using the WWHM (Western Washington Hydrology Method), as prescribed by City and State requirements. Assumptions included using 51,250sf of impervious area and 10,500sf of pervious area.

An open stormwater basin that would meet City stormwater requirements would need to have a percolation area of 2,250 square feet and be capable of storing 6,750 cubic feet of runoff. Ground water is expected to be high in the site, possibly 6 feet below finish grade. With this high ground water level, the stormwater retention/percolation basin may need to be shallow, possibly only 3 feet total depth. This

design will need to be coordinated with the geotechnical evaluation of actual ground water depth. A ground water mounding analysis may also be required due to high ground water. A suitable area of the site exists along the western portion of the site, running parallel to the adjoining railroad ROW. Most of this area is about 30 ft. wide, not suitable for a building but wide enough for placement of a stormwater percolation basin for the proposed developed site.

No soils work has been done up to this time to determine soil percolation rates. The model was run using an assumed percolation rate of 4 inches per hour. This is a conservative rate, during final design a design percolation rate should be determined by the project's Geotech consultant and sizing recalculated. If actual percolation rates are found to be faster than 4" per hour the overall size of the retention stormwater system can be expected to be smaller.

Frontage Improvements

The existing curb and walks along the frontage of the site are in very poor condition and it is expected that the City will require its replacement as part of the proposed project. The ADA sidewalk ramp at the corner of Plum and King Street is a non-conforming one and will need to be improved. The improvements are considered maintenance. It is assumed that the existing City stormwater collection and conveyance along the frontage will remain and not be replaced or improved. Overlay of the frontage roads to the centerline of the street can be expected to be required. A five ft. wide walk, concrete curb and gutter, and landscaped island between new curb and walk, will be required. Street trees will be required in the new landscaped island per City requirements.

Water Rights & Availability

The "Draft Water System Plan" (WSP) found on the City of Centralia's Web page was reviewed. This report is the most updated version of the City's water system Plan as required to be prepared and accepted by the State of Washington Department of Health. In this report the City shows that they have adequate water rights for anticipated short term growth of the City and therefore there should not be any issue with the City supplying the new project with domestic water. At or before the time of site plan submittal for the planned project, a request should be sent to the City in order to obtain a certificate of water availability (COW).

Water and Sewer

A City of Centralia maintained gravity sewer main exists along the project's frontage on South King Street and should be able to be connected to the sewer connection of the proposed building.

A City of Centralia maintained domestic/fire water line runs along the frontage of South King St. The size per water system map found in the WSP (Water System Plan) indicates that the main could be 6" in diameter or smaller. Another exhibit in the WSP indicates that available fire flow around the proposed project site may flow between 500 to 2,000 gpm (gallons per minute). We can assume that it may be the lower value, there are no nearby fire hydrants near the project site. The nearest fire hydrants are located near the intersection of Cherry St and King St. and at the intersection of Pear St. and King St. The City of Centralia has been contacted to get information on the size of the water main along the King St. frontage, but a response has not been obtained up to this time. Existing pipe size and available fire flows and pressures will need to be obtained from the city for design purposes.

It is expected that the proposed building will be required to have fire sprinklers, and new fire hydrants around the building. A fire department connection and Post Indicator valve assemble will be required along with a fire line to the proposed building. It is assumed that the other fire system related equipment will be located inside the building. If it is found that the existing water main along King Street is inadequate for fire

flow purposes, a new 6”- or 8”-diameter water main may need to be extended, at a minimum, from the water main on West Pear St. to the water main at the intersection of King St. and West Plum St. The project construction cost estimate includes the installation of 1,000 LF of 8” water main.

A new water service line with meter and backflow device will be required for the proposed building. A 1-1/2 meter is assumed to be required. For the projected 310 occupants of the proposed building a daily domestic water flow of 3,000 to 4,500 gallons per day can be expected. A maximum hourly flow could be as high as 40gpm.

Water for site landscape irrigation will also need to be provided. See landscape section of report for additional information.

The water design will be reviewed and approved by the City of Centralia.

Land Acquisition

The preferred site identified in the Project Request Report (PRR) from 2017 had to be abandoned when (2) property owners on this preferred site made it clear that they would not be willing to sell their property to the college at a reasonable price. The Preferred Site identified in this Predesign report has two land acquisition needed for the proposed building, one is owned by the Centralia College Foundation which is holding it for the College, and the second property is currently in the final stages of negotiation for purchase. With this one acquisition, all the land needed for the proposed building will be owned by Centralia College.

Property Setback Requirements

The required setback from the front, side and rear property lines on the preferred lot is 25’-0”. The Adjacency Diagram, Alternate #2, in Appendix C8.3 Parking and Access Impacts, shows the setback lines required as a dash-dot line on all sides of the proposed lots where the building is proposed.

Parking

An agreement between the City of Centralia and Centralia College stipulates that for every classroom on campus, the college provides (10) parking stalls. With the additions of the proposed TE&FDC’s (3) new college classrooms, the total number of classrooms that Centralia College has will be 60 and the total number of existing parking stalls is 681, which exceeds the code requirement.

	Current	Projected
Current classrooms	45	48
Current labs	12	12
Current Total Rooms	57	60
Parking Stalls required per room per code	10	10
Minimum Parking Stalls required	570	600
Current College parking stalls	681	681
Excess of Current Parking stalls over code requirements	111	81

Landscape

The Landscape design will incorporate Crime Prevention Through Environmental Design (CPTED) strategies to increase both real and perceived safety. Trees will be selected and located to ensure all areas of the site are well lit and visible. Street trees will be limbed up or branched at a minimum 6' height and plantings will not exceed 2' height along the roadway to allow visual access and natural monitoring. Secure 6-foot height black vinyl fencing with lockable gates around play areas will control entry.

Layout and selection of durable materials and components minimize maintenance demands. Stormwater will be directed to a large grass bio-filtration area that can also be used for open play during the dry seasons, and a smaller attractively landscaped bio-filtration area where natural materials (i.e. water, rocks, logs, plants, etc.) promote exploration and engaging with nature.

Careful selection of a variety of materials within designated play areas, such as colorful safety surfacing; different gradients of sand, gravel, rocks, and steppingstones; and plants with different textures and fragrances stimulate the senses and support learning activities for both students and children. Play equipment, spaces, components, and materials that encourage all types of play (i.e. imaginative, collaborative, fine and gross motor, etc.) meet the various developmental stages of children. Thoughtful design that considers input from the experts (teachers, students, and children), will maximize opportunities not only for children to practice physical skills like balance and movement, but will also enable students to encourage curiosity and exploration, provide quiet spaces to calm, and to teach pro-social skills like cooperation, communication & conflict resolution.

The benches and tables selected give students and staff opportunities to passively observe and assess or to actively engage children in individual, small or large groups. Storage of play materials can also be integrated as an interactive part of responsibilities and the play experience.

Recommended plantings will be similar to those prominent on campus, linking and unifying this site with the larger campus.

Master Plan Compliance

The 2017 Master Plan identified 'Site A' as the future site for the 'Future Child Care and Family Services' facility immediately south of the Library (See Appendix C1, Master Plan 2017). One factor for locating south of the campus was to alleviate traffic concerns from the main streets and businesses to the north of the college, which was discussed with the City of Centralia and included in their Comprehensive Development Plan. This specific site was identified in the Project Request Report for the TE&FDC (See Appendix C1 Master Plan 2017 Excerpts). However, as the College continued to pursue growth and a future for consolidating the program staff and locations, its selection for the TE&FDC has been deemed as the 'non-preferred' site. The site analysis of the 'preferred site' (Site B) above has offered many reasons why it has been selected.

The major challenge to this site was the unwillingness of the property owners to sell to the college for this project. Both properties are rentals. One owner is out of state and has not responded to multiple requests made via email, telephone, and certified mail. The other property owner was initially open to the transaction in 2017, but due to changes in circumstances is no longer interested, even at a price greater than appraised value. The combination of both property owners refusing to consider selling has made this location less optimal.

The preferred site (Site B) is totally within the footprint of the master plan approved by the Board of Trustees. The college already owns one parcel and is in the process of securing the second. The third parcel owner has agreed to sell, and the college is in the negotiation process, with the agreement to be signed by the end of

March 2022. And the site keeps this operation on the south side of the campus, as identified in the City of Centralia Comprehensive Plan.

Shifting to Site B has multiple advantages to the project and in the long-range planning of the college. The site is located across the street from a major college parking lot. There is also an alley from the site north to Pear Street, which will allow quick and non-disruptive access for maintenance vehicles and equipment. It is adjacent to an existing federally funded childcare facility, which is overseen by the same department that will be occupying the new facility, allowing for additional efficiencies. The location supports anticipated traffic from students, parents, staff, and outside parties doing business with the college. The original preferred site (Site A) was identified due to its ability to have proximity to campus departments that oversee and interact with the programs in the new facility. Site B also allows for this consideration.

At the completion of the new facility, the plan was for the original building site to be used for campus parking. This plan is still in place as the parking for the new facility will be based out of the current lot across the street, and the displaced parking will be in the new lot.

In summary, locating the project at the preferred site supports the master plan logic developed in 2017 regarding circulation, adjacency to major operations, and parking, while avoiding the need to invoke an expensive and potentially volatile eminent domain process.

Archeological and Cultural Resources

The preferred site will require the demolition of three residences: 407 South King Street, 411 South King Street, and 415 South King Street. These three residences have been reviewed pursuant to Governor's Executive Order 21-02 for eligibility to the National Register of Historic Places, and opinions have been issued for each building. A project Review Form or EZ-1 Form was initiated and response letter received from the Washington State Department of Archaeology and Historic Preservation (DAHP). The review identifies that none of the residences qualify as being eligible under National Register criterion C. (See Appendix C7.1 Preferred Site Properties & DAHP Reports)

Cultural Resources Review (Native American Tribal Review). Before the start of construction, a tribal review of the proposed excavation for the building must be requested from the tribes listed in Appendix C7.2, Archaeological & Cultural Resources. Inadvertent Discovery of cultural artifacts must be addressed and plan and procedures in place to direct potential contractors on the project.

Site Plan Approval and Building Permit by the Jurisdiction Having Authority (AHJ)

The Jurisdiction Having Authority (AHJ) for the Preferred Site is the City of Centralia. The building site is currently zoned R:8 - Medium Density Residential. Childcare centers are allowed in this zone if a Conditional Use Permit is obtained. College facilities and college classrooms are not allowed.

The design team for the College would need to apply to rezone the site to OSPF, Open Space Public Facility. It would be an allowed use without special approvals, according to Hillary Hoke, Assistant Director of the Community Planning Department of the City of Centralia. The lots are within the Campus Master Plan, which has been incorporated into the City of Centralia Comprehensive Plan. Since the four lots of the preferred site will be owned by Centralia College no other existing property owners on this city block would have to participate in the rezone process. Each year, applicants can apply for the rezone up until March 1st of that year. After March 1st, submitting for the rezone must wait until the following January-February period.
The existing alley Right of Way (ROW) may need to be vacated. Since Centralia College does not own all the properties that border the alley ROW, the other property owners would have the chance to purchase

the half that borders their property line. Otherwise, the structures would have to be at least 10' from the alley line. Any property line that borders a residential use would have to have a 6' privacy fence and landscaping with trees every 20'.

Frontage improvements would be required on King Street and Plum Street.

There was a small amount of water on the preferred site during the regional flooding that occurred in 2007. The City will require elevating the height of the main floor one foot above FEMA's established 100-year flood elevation.

Early in the design process, a Site Plan Review application must be filed with the Community Development Department of the City of Centralia. This process will trigger what submittals will be needed, including but not limited to the State Environmental Policy Act (SEPA), rezoning, frontage improvements, and other potential fire and life safety requirements.

Along with the above, the City would need to have the design team document by a licensed surveyor that the proposed structure's floor elevation is one foot above FEMA's 100-year flood elevation, possibly have a traffic impact analysis submitted, and a geotechnical survey/ report of the underlying soils of the specific site.

Building Configuration *preferred site*

The preferred 'Site B' is an 'L' shaped property on the corner of South King Street and West Plum Street. The geometry of the site strongly suggests an 'L' shaped building to fit all the square footage needed on the preferred site. The 'L' shaped floor plan works well with the building program in separating the Toddler and Pre-K childcare functions from the college level classrooms. The north-south mid-block existing alley creates a natural access for the College's maintenance vehicles coming to the Facilities, Operations and Maintenance office, proposed to be located at the north end of the preferred site.

The site is large enough to allow for the required two playground areas for the two ages of children. These playgrounds are within the setback zone but are allowed as they are not buildings. See Appendix C8.1, Site Analysis, Preferred Plan for a potential schematic layout of the building. The balance of the preferred site, especially along the western property line, adjacent to the now abandoned railroad line, will allow for an adequate laydown area during the construction of the building.
The proposed single-story building will keep the building in scale with the surrounding residential buildings, that are a mix of one- and two-story structures.

High Performance Public Buildings / Sustainability

In accordance with Chapter 39.35D RCW, all state-funded buildings 5,000 square feet or more must be designed, constructed and certified to the LEED™ Silver standard at a minimum. An initial pass at the LEED™ Scoresheet for the TE&FDC has been developed to identify potential points. Centralia College's Owner Project Requirements ask that this project achieve a LEED™ Gold certification as the minimum sustainable standard. Refer to Appendix C9 – LEED™ Checklist to see how a LEED Gold Certification can be achieved. Per the State of Washington's State Efficiency and Environmental Performance (SEEP), to the extent possible with the available funding to build the project, the building will be designed as a zero-energy capable structure. Please refer to the Appendix for the complete analysis of the energy efficiency of the mechanical systems of the building. Additionally, we offer Best Practices to reduce greenhouse gas emissions toward the State's limit goals established in RCW 70.235.020. (See Appendix C9.1 Greenhouse Reduction Plan)

As stated in the Problem Statement, the identified need for a quality TE&FDC facility will offer a local institution of higher learning, in turn producing quality teachers that wish to remain in the community. Providing Lewis County residents the ability to become credentialed Early Learning educators will help Washington State reduce annual per capita vehicle miles traveled, in accordance with RCW 47.01.440. This same reduction in vehicle use helps Washington State meet federal emission reduction standards. Designing to LEED™ Gold and Net-Zero-Ready requires pre-occupancy commissioning.

Centralia College is located on the Twin Transit bus line, and the main route travels on Pear Street, which borders this project. The Twin Transit main route serves the incorporated areas within 20 miles of the campus and has a special route that extends to the east to include the City of Morton, 55 miles from the college. This, in combination with on-line and hybrid learning models will reduce the number of commuter miles for college students, faculty, and staff.

The property to the east of the building contains parcels that have been designated for future parking expansion, when needed. It also contains infrastructure for automotive electric charging stations. It is anticipated that when the demand or requirements for this system to be installed on campus, this would be the location. However, it is not anticipated that the facility will be impacted by this future development.

Americans with Disabilities Act

The proposed building, site access to the building, and public transportation serving the building will be fully compliant with all requirements of the Americans with Disabilities Act (ADA). Entrances into the building, hallways within the building, and all accommodations, restroom, doors, ramps, fixtures will be fully compliant. While the ADA law establishes minimum standards for accessibility, this project will strive for Universal Design Principles, design that accommodates a wide range of individual preferences and abilities (i.e. left- or right-handed, vision-impaired, hearing-impaired, etc.) and provides choice in methods of use. Simple and intuitive use, easy to understand regardless of the user's experience, knowledge, language skills or current concentration level. Design that eliminates unnecessary complexity.

Infrastructure, Technology, and Security

The college has an Information Technology Master Plan filed with the OCIO, and the facility will be equipped according to that plan. The only IT requirement additional to that plan will be the establishment of a fiber optic line from Washington Hall (on the adjacent block north of this location). Since the college owns the majority of the block east of the site. This lot is situated adjacent to the project site and the building (Washington Hall) where the IT operation is housed. The fiber optic line will have to cross two side streets (Pear and King) or to connect and is not a major concern.

This building will require controlled access to the areas containing teaching laboratories for children. The exercise area will be required to have fencing. The current facility has both fencing and surveillance cameras for the play areas, will be replicated in this project. Exterior and interior doors to the teaching laboratories will have controlled access. This building will also house the campus security office, which will help provide prompt response to security situation. All other entrances, offices and classrooms will be part of the campus security system of electronic locks, lighting, and mass notification.

Project management and delivery method alternatives

The conventional design-bid-build project delivery method is recommended to meet this project's priorities. Understanding the number of projects being requested in the upcoming biennia, construction is not slated to begin until the 2023-2025 biennium. Critical to the design process is the level of input and

desire of the college's administration to provide collaboration and acceptance by the department staff. Therefore, design can be completed in the biennium prior to anticipated construction.

There are typically three type of project delivery methods:

- The most common project delivery method is design-bid-build. It allows stakeholders to have more input during the planning, design, and construction phases and typically results in a lower cost at bid, though is dependent on market conditions.
- The design-build method may be the most schedule efficient approach, saving design and construction time. It minimizes risk for the owner with a single point of contact for the designer and contractor. When the contracting market is busy, costs of design-bid-build delivery method can be as high as design-build or GC/CM as there are fewer interested general contractors / available sub-contractors.
- A general contractor/construction manager (GC/CM) method is a collaborative management and construction process between the owner, architect, and contractor. It engages with a qualifications-based selection of the contractor earlier than the design-bid-build delivery method and may allow for earlier construction. There is opportunity to identify and control risks and costs early. The architect has a direct agreement with the owner separate from that of the general contractor.

Centralia College is in predominantly rural Lewis County, south of the State Capitol of Olympia. Centralia College has a history of receiving excellent value in the construction of their major capital project buildings using the Design-Bid-Build delivery method. For every major capital project built on the Centralia College campus, since 1986, 36 years ago, a local general contractor, using primarily local sub-contractors, has successfully been the qualified low bidder of each major capital project on the Centralia College campus. The cost of living in Lewis County is lower than surrounding counties west of the Cascade mountains and the consequence is high value to the college when local contractors successfully are selected through the Design-Bid-Build delivery method.

Management within Agency

Project delivery will be managed by the Washington State Department of Enterprise Services (DES) through a professional services agreement with the architect for basic and additional services and a project management agreement with Centralia College. Once final acceptance of the construction contract is executed, the College will be ultimately responsible for maintenance and upkeep of the building and grounds. Basic services may extend beyond the final acceptance for post-construction LEED services and one-year warranty enforcement.

Centralia College has a long history of successful major capital projects, with three major buildings totaling over 210,000 square feet since 2002. The most recent two structures achieved LEED Gold status. The experienced staff includes the current facilities director, Rick Perkins who was a part of the last two major projects brings a strong facilities background to the team. The new Vice President for Finance and Administration, Dr. Leslie Fountain-Williams has experience in constructing teaching facilities for nursing programs. The college has also contracted for consulting services with the former Vice President for Finance and Administration, Steve Ward, who overall the construction and renovation of Centralia College facilities from 1993 to his retirement in 2021. This team, supported by Department of Enterprise Services (DES) project major Rafael Urena, a licensed architect, and DES staff for over ten years, has the appropriate amount of experience to oversee this project.

Schedule

Expanding on the schedules in Section 3.0 comparing the alternatives, the preferred alternate schedule considers critical processes and highlights additional milestones to reach full operation by the Teacher Education and Family Development Center as an integral part of the Centralia College campus and student life

delivered by exceptional staff and quality facilities. The Estimated Project Schedule is included at the end of this Section.

Value Engineering and Constructability Review

A value engineering analysis and constructability review has been incorporated into the project schedule as the project surpasses the $10 million threshold as defined in RCW 28B.10.016. Value engineering occurs in late Schematic Design phase or early Design Development phase reviewed by a third-party team. The design team will participate in the presentation of the findings and recommendations, then will present the recommendations accepted and/or rejected to the College. With consensus, the design team will move forward on further design refinement.

The constructability review will be implemented during the latter part of Contract Documents phase and conducted by a third-party team to review details that affect the project delivery and project cost implications.

Potential Delay Factors

Projects always have potential delays that arise, some anticipated, some unanticipated. An anticipated project delay is the project not being funded for construction in the 2023-2025 state biennium budget cycle, which would delay construction at least two years to the following biennium budget, starting July 1, 2025.

Community Benefits

Centralia College is a key component of downtown Centralia that contributes to the vision and goals for development in the community. In addition to the support demonstrated by Riverside Fire, Centralia Police Department, Centralia Community Development and Building Department (Appendix B4), City of Centralia Planning Division understands the proposed project and the contributions this project will serve the community and students.

Estimated Project Schedule

PREFERRED ALTERNATIVE #2
Site B TE&FDC w/ FOM

Budget Approval	February 2022
Acquisition	March 2022
Survey/Geotech	May 2022
Architect Selection	April 2022
Design	April 2022 - January 2023
Value Engineering	August, 2022
Constructability Review	November 2022
Permitting	September 2022 - January 2023
Bidding	February - March 2023
Contract Awarding	March – April 2023
Construction	July-2023 - June 2024
Commissioning/Closeout	June 2024 - August 2024
Occupancy	September 2024


CENTRALIA COLLEGE

5.0 PROJECT BUDGET ANALYSIS (preferred alternative)

A detailed cost estimate was developed in order to complete the C-100 Form for the TE&FDC/FOM project. Some assumptions were made about the design and are described below.

Major Assumptions

The estimate was performed on a one story, 18,420 gross-square-foot facility with seven (7) childcare classrooms and three (3) college student classrooms on the Preferred 'Site B'. The proposed layout of the building can be found in Section 4.0 of this report. Preliminary room layouts and data sheets are provided in Appendix A, Project Data Sheets.

Leading Environmental & Energy Design – LEED™ -Gold Certified

A 'LEED™ - Gold Certified' facility has been estimated in the overall project cost. The minimum low impact / sustainable performance requirement for the use of State of Washington publicly funded projects is a 'LEED™ – Silver-Certified' facility. The certification levels are established by the US Green Building Council (USGBC). The certification levels – Certified, Silver-Certified, Gold-Certified and Platinum-Certified, establish higher and higher levels of energy efficient design, lower and lower impact on the surrounding environment and the ability for the building to generate its own energy needed for the building to operate. Achieving a 'LEED™ – Gold-Certified' rating for the project is a direct request by Centralia College.

Project Budget

C-100 Cost Summary. The original C-100 cost estimate from the PRR was established using June 2020 construction costs escalated by 2020 cost of living increases to an estimated start of construction in July 2023. Those cost totals are displayed in the table below.

This Predesign report is requesting Capital Project Funds for construction of this project in the 2023-2025 State Biennium budget cycle. The assumed escalation of 10.7% of the June 2021 C-100 is correct for a start of construction date of July 1, 2023. For the full C-100 form, see the Appendix C.

SUMMARY TABLE FROM THE C-100 FORM – BASE MONTH JUNE 2020 (Appendix C10.1, C-100)

Category	Cost
Acquisition	$1,105,142
Consultant Services	$1,447,312
Construction Contracts (MACC)	$8,946,425
Construction Contingency	$448,221
WA State Sales Tax	$770,361
FF&E, Art Work, Proj. Mgmt	$383,456
TOTAL (Rounded to $1,000)	$13,100,917
TOTAL Escalated (Rounded)	$13,101,000

CONSTRUCTION COST SUMMARY – CURRENT – FEBRUARY 2022

SITEWORK			
G10	Site Preparation	$241,089	
G20	Site Improvements	$294,704	
G30	Site Mechanical Utilities	$289,520	
G40	Site Electrical Utilities	$184,680	
G60	Other Site Construction	$135,204	
SUBTOTAL		$1,145,197	
	Escalation Factor	1.0466	$1,198,564
FACILITY CONSTUCTION			
A10	Foundations	$302,934	
A20	Basement Construction	none	
B10	Superstructure	$573,778	
B20	Exterior Closure	$718,240	
B30	Roofing	$423,072	
C10	Interior Construction	$369,432	
C20	Stairs	None	
C30	Interior Finishes	$679,555	
D10	Conveying	None	
D20	Plumbing Systems	$383,242	
D30	HVAC Systems	$1,020,682	
D40	Fire Protection Systems	$126,125	
D50	Electrical Systems	$1,200,420	
F10	Special Construction	None	
F20	Selective Demolition	$116,464	
General Conditions (10%)		$705,914	
Bonds & Insurance (3.5%)		$271,777	
Contractor's Fee (5%)		$401,842	
Estimating Contingency (0%)		None	
SUBTOTAL		$7,293,477	
	Escalation Factor	1.0623	$7,747,861
DIRECT COSTS			
MAXIMUM ALLOWABLE CONSTRUCTION COST (MACC): TODAY'S $'s			$8,946,425
Construction Contingency Escalated (5%)			$448,221
SALES TAX (8.2%)			$770,361
CONSTRUCTION CONTRACTS TOTAL – TODAY'S DOLLARS			**$10,165,007**

CONSTRUCTION COST ESCALATION AND MARKET CONDITIONS

The project cost escalation is established by the C-100 tool prescribing a rate of 2.83 percent per annum. This is lower than recent historical escalation and lower than industry recommended five to six percent per annum for 2022 and 2023.

Additionally, market conditions have the potential for a larger impact on construction costs than escalation. Contractors and subcontractors have a significant backlog. In many cases they do not have the resources to bid new work, which reduces competition. They are selective about the projects they pursue in terms of location, client, liability, and production opportunities. They are conservative in estimating and unlikely to take significant risks. The location of this project in the City of Centralia, in the middle of Lewis County, may mitigate some of the escalation of construction projects experienced in larger urban and suburban areas of Washington State.

One mechanism to mitigate this uncertainty in the market is to carry a higher construction contingency. The C-100 tool confines construction contingency to five percent for new construction. We recommend increasing the construction contingency to a minimum of ten percent. This includes five percent for change orders and five percent management reserve to manage market condition risks.

By increasing both the inflation rate to recommended industry rates and construction contingency to account for tight labor and market conditions, cost risk mitigation could be accounted for and funded. Without it, there is strong potential for the project to be under funded and the owner and the design team may need to look at reduction of the program.

Comparisons of costs of construction of similar facilities throughout Washington State, shown in the chart below, shows that the cost per square foot for the Centralia College project is in the middle or low range of construction costs per square foot for similar facilities. There are at least two reasons for this low cost per square-foot. First, the proposed building at 18,430 square feet, is approximately one-third larger than the buildings used in the cost comparison. Second, building costs in predominantly rural Lewis County are less than in the more urban areas west of the Cascades, especially if the public bid process selects a local general contractor, a pattern that has been the case for every major capital construction project at Centralia College in the last 35 years.

Centralia College has requested that the building achieve a LEED™ Gold Certification. LEED™ version 4 (v4), Gold Certification target, is a higher target than the comparable projects analyzed: LEED™ Gold v4 is the equivalent of LEED™ Platinum in version 2009. The comparable projects were either LEED™ Silver or Gold in the 2009 version.

Achieving a LEED™ Gold v4 Certification will result in at least a 3% higher cost than an equivalent LEED™ Silver Certification building. A LEED™ Gold v4 Certification building requires enhanced commissioning and usually at least two different mechanical systems to condition the building's temperature that increases the cost of construction. The new 2018 Washington State Energy Code (WSEC) currently requires a very high level of energy efficiency in the mechanical system. A LEED™ Gold v4 Certification building must achieve a level of efficiency above this, resulting in higher initial costs. Other costs for a LEED™ Gold v4 Certification building:

1. Indoor Air Quality Assessment: Air testing is usually more expensive than a flush-out but can result in an additional point.
2. Thermal Comfort: Providing occupants with desk fans for individual control.

3. Renewable Energy: Most projects achieving Gold or higher under the newer LEED versions are able to leverage some sort of PVs (either on-site or via the campus), which have costs for acquisitions and installation.

LEED Gold is a goal the college has set for all major construction projects, understanding that LEED Silver is the required standard. While the college will strive to achieve this standard, if the financial impact proves economically unviable, LEED Silver will be the fallback position. In addition to these LEED standards, the college is committed to sustainable construction practices and will work to design and construct a facility that is Net Zero ready.

The following table is a comparison of comparable projects and resulting construction costs.

CC TE & FDC

COMPARABLE PROJECT RESULTS

Date: 9/10/2021

Project : Centralia College Teacher Education and FDC — **Duration:** 11 months

Location: Centralia, WA — **Gross Square Footage:** 18,430

Mid-Point Month: Jan 2024 — **Architect:** msgs

No.	Project	Comments	Bid Date	GSF	Building Const. Cost per GSF when bid	Site Construction Cost per Bldg. SF when bid	Total Cost per Sq Foot, Corrected to Centralia 9/2021	Total Cost per Sq Foot, Escalated to 1 / 2024
Baseline	PD Level Centralia College TE & FDC	Predesign	Present	18,430			$ 400.00	$ 452.09
	Site Prep and Utilities	Demo, Grading, Utilities					$ 50.00	$ 56.51
	Site Improvements	Paving and Landscape					$ 30.00	$ 33.91
		Total					**$ 480.00**	**$ 542.51**
1	Skagit Valley College Early Learning Center	Mithun & PDA	May-21	4,245	$ 417.10		$ 417.10	$ 471.42
	Site Prep and Utlities	HB Hansen				$ 52.15	$ 52.15	$ 58.94
	Site Improvements					$ 33.46	$ 33.46	$ 37.81
		Total					**$ 502.71**	**$ 568.17**
2	Peninsula College Early Childhood Development Center	Schacht Aslani	Dec-15	11,933	$ 354.26		$ 455.04	$ 514.30
	Site Prep	Pile foundations				$ 35.43	$ 45.51	$ 51.44
	Site Improvements	Allied Health mixed in				$ 16.75	$ 21.52	$ 24.32
		Total					**$ 522.07**	**$ 590.05**
3	TCC Weyerhauser Early Learning Center	McGranahan	Jan-07	13,730	$ 265.94		$ 440.28	$ 497.61
	Site Prep	Pease Constr.				$ 49.50	$ 81.95	$ 92.62
	Site Improvements					$ 19.01	$ 31.47	$ 35.57
		Total					**$ 553.70**	**$ 625.80**
4	OC Sophia Bremer Child Development Center	Rice Fergus Miller	Oct-09	12,500	$ 245.79		$ 385.50	$ 435.70
	Site Prep	Serpanok Constr.				$ 12.71	$ 19.94	$ 22.53
	Site Improvements					$ 13.49	$ 21.16	$ 23.92
		Total					**$ 426.60**	**$ 482.15**
5	Capitol Campus Child Care Ctr.	Schacht Aslani, PDA	Dec-19	19,600	$ 343.93		$ 366.04	$ 413.71
	Site Prep and Utlities	Walsh Construction				$ 84.54	$ 89.98	$ 101.69
	Site Improvements	Progr. Design / Build				$ 39.43	$ 41.96	$ 47.43
		Total					**$ 497.98**	**$ 562.83**
6	Saylor Current Construction Manual Prototype	Elementary school	Jan-20	43,000	$ 388.00		$ 415.91	$ 470.07
	Site prep	Prototypical				$ 35.00	$ 37.52	$ 42.40
	Site improvements					$ 25.00	$ 26.80	$ 30.29
		Total					**$ 480.23**	**$ 542.77**
7	Overall Average, six projects	Building		12,402 SF			$ 413.31	$ 467.13
		Site Prep					$ 54.51	$ 61.60
		Site Improvements					$ 29.39	$ 33.22
		Total					**$ 497.21**	**$ 561.96**

Proposed Funding

The majority of funds anticipated for this building will be provided by the State of Washington's State Board of Community and Technical Colleges (SBCTC). A commitment of $1,000,000 has been made by the Centralia College Foundation, under Corporate Resolution 18-002 (Appendix C10.2) approved by the Foundation's Board of Directors on December 13, 2017. State funding, if approved, will provide $11,055,000 of the project's cost. The $1 million dollar commitment by the Centralia College Foundation brings available funds for the project to $12,055,000. This still leaves total project cost $1,046,000 above available funds. Centralia College President, Bob Mohrbacher, in a letter of March 30, 2022 (Appendix C10.3), committed Centralia College to providing an additional $1,051,000 to the project, bringing available funds to $13,106,000, above the C-100 estimate of project cost by $5,000.

Centralia College hopes that this project can receive funding in the 2023-2025 State Biennium Budget cycle. There is adequate time between now and July 1, 2023, to design and permit the building, allowing construction to begin on the first day of the new funding biennium, July 1, 2023. Current inflationary pressures in our country in all commodities, and especially in the building trades, makes starting construction as soon as possible translate into more value for public funds spent. The cost of construction on a square foot basis is going up each month. Building this project in 2023/2024 will cost less than any future biennium cycle.

Facilities Operations and Maintenance Requirements

Centralia College's Facilities, Operations and Maintenance (FOM) Office is responsible for the daily functioning of the College's buildings, including monitoring of each building's heating, ventilation and air conditioning (HVAC) systems. From the FOM office, using direct digital controls that are run to each building on campus, the temperature of each building, and each room in each building can be monitored and controlled. Maintenance needs, such as replacing air filters or failures in any mechanical systems, from hot water heaters to fan coil units, can all be monitored from the FOM office.

Since this project is replacing substandard buildings with no significant difference in square footage, the college is not anticipating increased maintenance costs. The LEED Gold target will most likely produce a lower utility cost per square foot, and the college is anticipating a major reduction in the $100,000 per year maintenance costs required to keep the current building safe and productive. Custodial support will shift from the allocation to the current facilities to the new building. The same is true for grounds.

In addition to the mechanical systems, the FOM office is responsible for monitoring the campus wide network of security cameras. Any security issue that arises on campus can immediately be seen and responded to.

Furniture, Fixtures and Equipment

Fixed equipment and specialties as well as Furnishings and Casework are included in the Uniformat II Level 2 cost estimate total of $679,555 above under C30 – Interior Finishes. This money is earmarked for fixed or permanently mounted equipment, including kitchen equipment, built in counters, and reception desks, and window coverings. Other equipment necessary for the building to function including furniture, flat screen monitors, and computers are provided by a separate $188,174 budget within the C-100 spread sheet under tab "D – Equipment". Other specialized equipment will be transferred from the current facilities or supplied by the college.

6.0 APPENDIX A ROOM DATA SHEETS

CHILD CARE

1 Toddler Classroom
2 Pre-K Classroom
3 Conference Room
4 Teacher/Staff (open office)
5 Office (private)
6 Toddler Restroom (shared)
7 Pre-K Restroom (shared)
8 Pre-K Restroom (shared)
9 Laundry
10 Kitchen
11 Uni-Sex Restroom
12 Storage

COLLEGE LEVEL CLASSROOMS

13 College Classroom
14 Office

GENERAL

15 Reception/Lobby
16 Office (open office)
17 Office (private)
18 Office (shared)
19 Family Public Restroom
20 Janitor
21 Mech/Elect Room

FACILITIES OPERATIONS & MAINTENANCE (FOM)

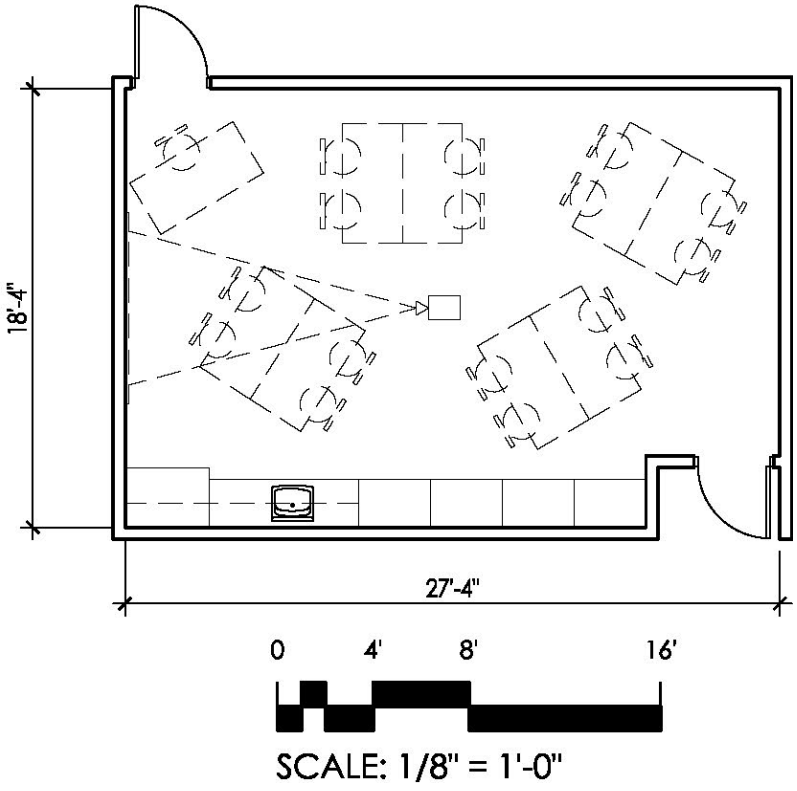
22 Reception/Lobby
23 Office (private office)
24 Conference Room
25 Work Room
26 HVAC Control
27 Video Monitor
28 Uni-Sex Restroom
29 Storage
30 Mech/Elect

DETAILED SPACE REQUIREMENTS 1

CATEGTORY:	CHILDCARE
SPACE NAME:	TODDLER CLASSROOM
SQUARE FOOTAGE:	500
QUANTITY:	2
OCCUPANTS BY CODE:	14 each room

1

TODDLER CLASSROOM - 500 SF



SCALE: 1/8" = 1'-0"

FIXED FURNISHINGS

1. Storage Cabinet w/ Cubbies
2. Open Shelving/Book
3. Sink
4. Paper Towel Dispenser
5. Pen/Tack Boards
6. Window Coverings
7. A/V Equip Mounts
8. Changing Table unless in shared toilet room

FURNISHINGS & EQUIPMENT

1. Overhead Projector
2. Speaker (Clg Mount)
3. A/V Screen
4. Projector (Clg Mount)
5. Classroom Tables
6. Classroom Chairs
7. Rolling Cabinet
8. Work Table
9. Office Desk
10. Office Chair
11. Computer Station
12. Printer

DETAILED SPACE REQUIREMENTS 1

SPACE NAME:	TODDLER CLASSROOM
SQUARE FOOTAGE:	500

Building Code Information

Net Area:	<500 NSF
Occupant Load Factor:	35 (Daycare)
# Occupants by Code:	14 each room
Occupant Group:	E – OCCUPANCY

Function

TODDLER CLASSROOM

Adjacencies

Shared Restrooms, Teacher/Staff Open Office, Small Playground, Kitchen

Technical Requirements and Finishes

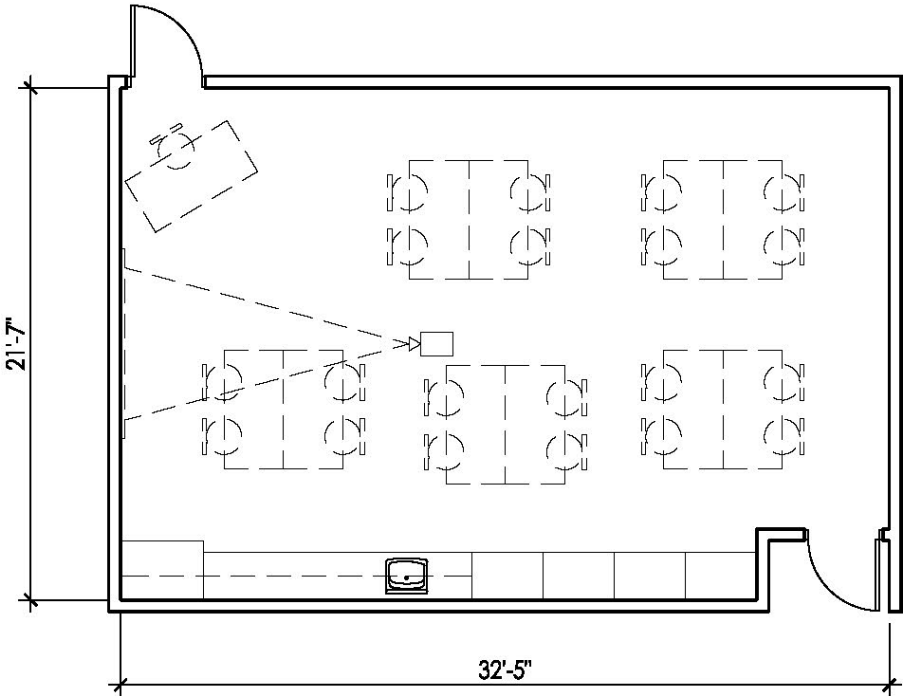
Power:		**Floor:**	
Perimeter Floor Outlets		VCT	
110V, 20A, 1 Phase	X	Sheet Vinyl, Linoleum	X
208V, 30A, 1 Phase		Epoxy	
208V, 30A, 3 Phase		Carpet	X
408V, 100A, 3 Phase		Sealed Concrete	
		Other	
Communication:			
Phone	X	**Partitions:**	
Data	X	GWB, Epoxy Paint	
PA/Speaker System	X	GWB, Paint	X
"Smart" Podium		Other	
Lighting:		**Base:**	
Task Lighting		4" Rubber	X
Light Level		Integrated w/Floor	
100 fc @ bench/desk	X	Other	
75 fc @ bench/desk			
Safe Light		**Ceiling:**	
Special Lighting		Open	
Darkening	X	Acoustical Clg Tile	X
Zoned Desk		GWB, Paint	
Other		Height Required	9'
HVAC:	X	**Doors:**	
		3'x7'	X
Plumbing:		3'-6"x7'	
Sink	X	Vision Panel	X
Floor Drain			
Floor Sink		**Storage:**	
Potable Hot Water	X	Standard Filing Cab.	
Potable Cold Water	X	Rotating Filing Cab.	
		Display Cases	
Natural Daylight:		Storage Cab. (Furn.)	X
Electric Blinds	TBD	Casework (Built-in)	X
Roller Blinds	X	Other	

DETAILED SPACE REQUIREMENTS 2

CATEGTORY:	CHILDCARE
SPACE NAME:	PRE-K CLASSROOM
SQUARE FOOTAGE:	700
QUANTITY:	5
OCCUPANTS BY CODE:	20 each room

2

CHILDCARE PRE-K CLASSROOM - 700 SF



FIXED FURNISHINGS

1. Storage Cabinet w/ Cubbies
2. Open Shelving/Book
3. Sink
4. Paper Towel Dispenser
5. Pen/Tack Boards
7. A/V Equip Mounts
8. Changing Table w/ step up

FURNISHINGS & EQUIPMENT

1. Overhead Projector
2. Speaker (Clg Mount)
3. A/V Screen
4. Projector (Clg Mount)
5. Classroom Tables
6. Classroom Chairs
7. Rolling Cabinet
8. Work Table
9. Office Desk
10. Office Chair
11. Computer Station
12. Printer

DETAILED SPACE REQUIREMENTS 2

SPACE NAME:	PRE-K CLASSROOM
SQUARE FOOTAGE:	700

Building Code Information

Net Area:	<700 NSF
Occupant Load Factor:	35 (Daycare)
# Occupants by Code:	20 each room
Occupant Group:	E – OCCUPANCY

Function

PRE-K CLASSROOM

Adjacencies

Shared Restrooms, Teacher/Staff Open Office, Large Playground, Kitchen

Technical Requirements and Finishes

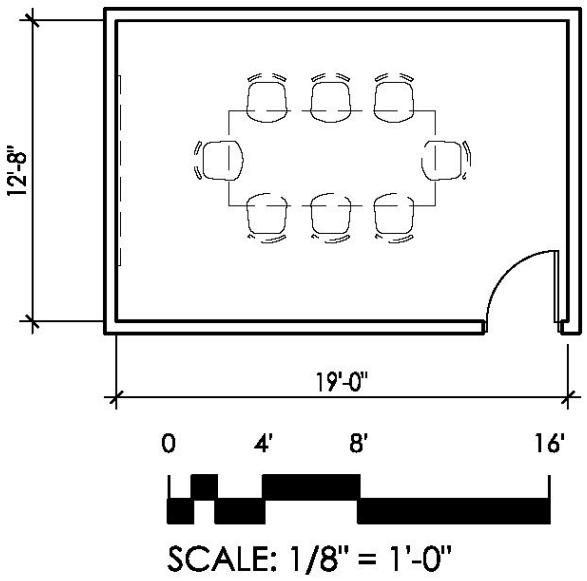
Power:		**Floor:**	
Perimeter Floor Outlets		VCT	X
110V, 20A, 1 Phase	X	Sheet Vinyl, Linoleum	X
208V, 30A, 1 Phase		Epoxy	
208V, 30A, 3 Phase		Carpet	X
408V, 100A, 3 Phase		Sealed Concrete	
		Other	
Communication:			
Phone	X	**Partitions:**	
Data	X	GWB, Epoxy Paint	
PA/Speaker System	X	GWB, Paint	X
"Smart" Podium		Other	
Lighting:		**Base:**	
Task Lighting		4" Rubber	X
Light Level		Integrated w/Floor	
100 fc @ bench/desk	X	Other	
75 fc @ bench/desk			
Safe Light		**Ceiling:**	
Special Lighting		Open	
Darkening	X	Acoustical Clg. Tile	X
Zoned Desk		GWB, Paint	
Other		Height Required	9'
HVAC:	X	**Doors:**	
		3'x7'	X
Plumbing:		3'-6"x7'	
Sink	X	Vision Panel	X
Floor Drain			
Floor Sink		**Storage:**	
Potable Hot Water	X	Standard Filing Cab.	
Potable Cold Water	X	Rotating Filing Cab.	
		Display Cases	
Natural Daylight:		Storage Cab. (Furn.)	X
Electric Blinds	TBD	Casework (Built-in)	X
Roller Blinds	X	Other	

DETAILED SPACE REQUIREMENTS 3

CATEGORY: CHILDCARE
SPACE NAME: CONFERENCE ROOM
SQUARE FOOTAGE: 240
QUANTITY: 2
OCCUPANTS BY CODE: 16 each room

3

CHILDCARE CONFERENCE ROOM - 240 SF



SCALE: 1/8" = 1'-0"

FIXED FURNISHINGS

1. Pen/Tack Board
2. Window Coverings as needed

FURNISHINGS & EQUIPMENT

1. Speaker (Clg. Mount)
2. Conference Table
3. Chairs
4. Coat Rack

DETAILED SPACE REQUIREMENTS 3

SPACE NAME:	CONFERENCE ROOM
SQUARE FOOTAGE:	240

Building Code Information

Net Area:	<240 NSF
Occupant Load Factor:	15
# Occupants by Code:	16 each room
Occupant Group:	A – OCCUPANCY (Unconcentrated)

Function

CONFERENCE ROOM

Adjacencies

Teacher/Staff Open Office, Family Support, Reception/Lobby

Technical Requirements and Finishes

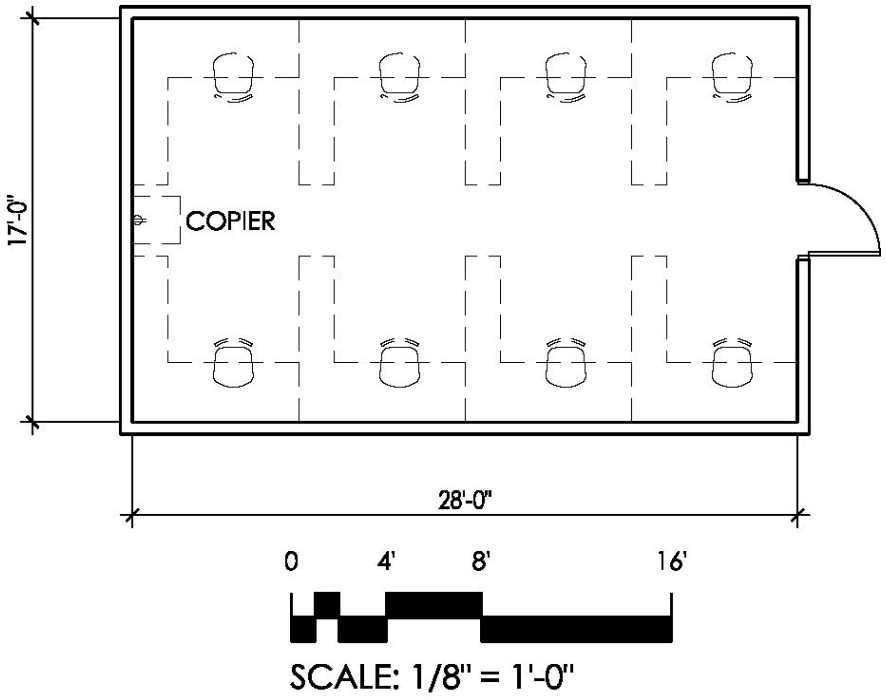
Power:		**Floor:**	
Perimeter Floor Outlets		VCT	
110V, 20A, 1 Phase	X	Sheet Vinyl, Linoleum	
208V, 30A, 1 Phase		Epoxy	
208V, 30A, 3 Phase		Carpet	X
408V, 100A, 3 Phase		Sealed Concrete	
		Other	
Communication:			
Phone	X	**Partitions:**	
Data	X	GWB, Epoxy Paint	
PA/Speaker System	X	GWB, Paint	X
"Smart" Podium		Other	
Lighting:		**Base:**	
Task Lighting		4" Rubber	X
Light Level		Integrated w/Floor	
100 fc @ bench/desk	X?	Other	
75 fc @ bench/desk	X?		
Safe Light		**Ceiling:**	
Special Lighting		Open	
Darkening	X	Acoustical Clg. Tile	X
Zoned Desk		GWB, Paint	
Other		Height Required	9'
HVAC:	X	**Doors:**	
		3'x7'	X
Plumbing:		3'-6"x7'	
Sink	X	Vision Panel	X
Floor Drain			
Floor Sink		**Storage:**	
Potable Hot Water		Standard Filing Cab.	
Potable Cold Water		Rotating Filing Cab.	
		Display Cases	
Natural Daylight:		Storage Cab. (Furn.)	?
Electric Blinds	TBD	Casework (Built-in)	?
Roller Blinds	X	Other	

DETAILED SPACE REQUIREMENTS 4

CATEGORY: CHILDCARE
SPACE NAME: TEACHER/STAFF (OPEN OFFICE)
SQUARE FOOTAGE: 400
QUANTITY: 1
OCCUPANTS BY CODE: 8

4

CHILDCARE TEACHER/STAFF (OPEN OFFICES) - 8@50=400 SF
+ 80 SF CIRCULATION SPACE (20%) = 48 SF



SCALE: 1/8" = 1'-0"

FIXED FURNISHINGS

1. Work Counters
2. Pen/Tack Board
3. Window Coverings as needed

FURNISHINGS & EQUIPMENT

1. Workstation
2. Office Chair
3. Lateral File Cabinet
4. Computer Station
5. Printer
6. Copy Machine

DETAILED SPACE REQUIREMENTS 4

SPACE NAME:	TEACHER/STAFF (OPEN OFFICE)
SQUARE FOOTAGE:	400
OCCUPANTS BY CODE:	8

Building Code Information

Net Area:	<400 NSF
Occupant Load Factor:	50 (IBC 1004.8)
# Occupants by Code:	8
Occupant Group:	E – OCCUPANCY

Function
TEACHER/STAFF WORK SPACE

Adjacencies
Conference Room, Child Care Classrooms, Family Support

Technical Requirements and Finishes

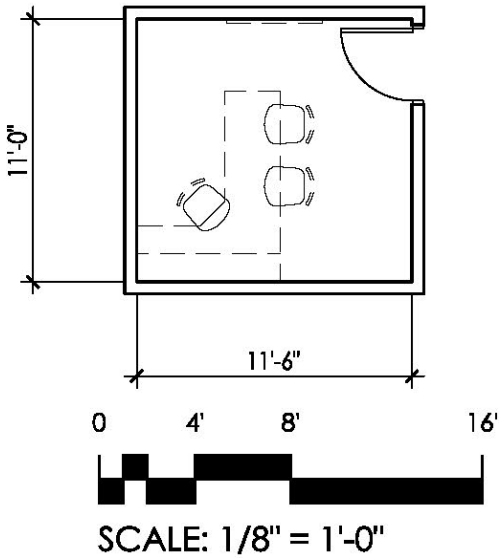
Power:		**Floor:**	
Perimeter Floor Outlets		VCT	
110V, 20A, 1 Phase	X	Sheet Vinyl, Linoleum	
208V, 30A, 1 Phase		Epoxy	
208V, 30A, 3 Phase		Carpet Tile	X
408V, 100A, 3 Phase		Sealed Concrete	
		Other	
Communication:			
Phone	X	**Partitions:**	
Data	X	GWB, Epoxy Paint	
PA/Speaker System	X	GWB, Paint	X
"Smart" Podium		Other	
Lighting:		**Base:**	
Task Lighting		4" Rubber	X
Light Level		Integrated w/Floor	
100 fc @ bench/desk	X	Other	
75 fc @ bench/desk			
Safe Light		**Ceiling:**	
Special Lighting		Open	
Darkening		Acoustical Clg. Tile	X
Zoned Desk		GWB, Paint	
Other		Height Required	9'
HVAC:	X	**Doors:**	
		3'x7'	X
Plumbing:		3'-6"x7'	
Sink		Vision Panel	X
Floor Drain			
Floor Sink		**Storage:**	
Potable Hot Water		Standard Filing Cab.	
Potable Cold Water		Rotating Filing Cab.	
		Display Cases	
Natural Daylight:		Storage Cab. (Furn.)	X
Electric Blinds	TBD	Casework (Built-in)	X
Roller Blinds	X	Other	

DETAILED SPACE REQUIREMENTS 5

CATEGORY:	CHILDCARE
SPACE NAME:	OFFICE (PRIVATE)
SQUARE FOOTAGE:	125
QUANTITY:	2
OCCUPANTS BY CODE:	1 each

5

CHILDCARE PRIVATE OFFICES - 125 SF



SCALE: 1/8" = 1'-0"

FIXED FURNISHINGS

1. Coat Storage
2. Pen/Tack Board
3. Window Coverings as needed

FURNISHINGS & EQUIPMENT

1. Office Desk
2. Office Chair
3. Guest Chair
4. Computer Station
5. Printer

DETAILED SPACE REQUIREMENTS 5

SPACE NAME:	OFFICE (PRIVATE)
SQUARE FOOTAGE:	125

Building Code Information

Net Area:	<125 NSF
Occupant Load Factor:	150
# Occupants by Code:	1 each
Occupant Group:	E – OCCUPANCY

Function

Childcare Offices (Childcare Manager & Asst Childcare Manager)

Adjacencies

Childcare Classrooms (and each other?)

Technical Requirements and Finishes

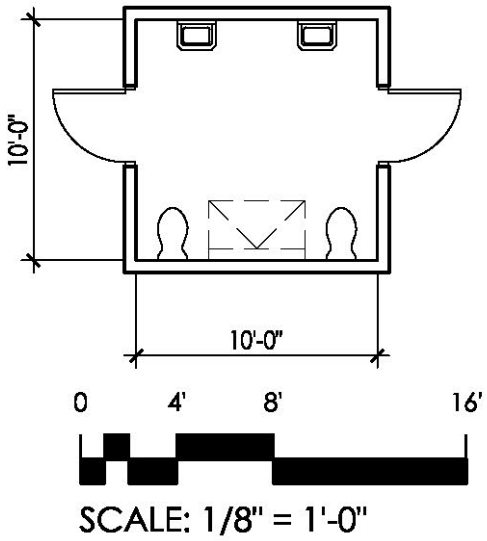
Power:		Floor:	
Perimeter Floor Outlets		VCT	
110V, 20A, 1 Phase	X	Sheet Vinyl, Linoleum	
208V, 30A, 1 Phase		Epoxy	
208V, 30A, 3 Phase		Carpet	X
408V, 100A, 3 Phase		Sealed Concrete	
		Other	
Communication:			
Phone	X	Partitions:	
Data	X	GWB, Epoxy Paint	
PA/Speaker System		GWB, Paint	X
"Smart" Podium		Other	
Lighting:		Base:	
Task Lighting		4" Rubber	X
Light Level		Integrated w/Floor	
100 fc @ bench/desk	X	Other	
75 fc @ bench/desk			
Safe Light		Ceiling:	
Special Lighting		Open	
Darkening	X	Acoustical Clg. Tile	X
Zoned Desk		GWB, Paint	
Other		Height Required	9'
HVAC:	X	Doors:	
		3'x7'	X
Plumbing:		3'-6"x7'	
Sink		Vision Panel	X
Floor Drain			
Floor Sink		Storage:	
Potable Hot Water		Standard Filing Cab.	
Potable Cold Water		Rotating Filing Cab.	
		Display Cases	
Natural Daylight:		Storage Cab. (Furn.)	
Electric Blinds		Casework (Built-in)	
Roller Shades/Blinds	X	Other	

DETAILED SPACE REQUIREMENTS 6

CATEGORY: CHILDCARE
SPACE NAME: TODDLER RESTROOM (SHARED – 2 TOILETS)
SQUARE FOOTAGE: 100
QUANTITY: 1
OCCUPANTS BY CODE: NA

6

CHILDCARE TODDLER RESTROOM (SHARED - 2 TOILETS) - 100 SF



SCALE: 1/8" = 1'-0"

FIXED FURNISHINGS

1. Diaper Changing Table
2. Toilet
3. Sink
4. Toilet Accessories
5.

FURNISHINGS & EQUIPMENT

1. NA

DETAILED SPACE REQUIREMENTS 6

SPACE NAME:	TODDLER RESTROOM (SHARED – 2 TOILETS)
SQUARE FOOTAGE:	100

Building Code Information

Net Area:	<100 NSF
Occupant Load Factor:	NA
# Occupants by Code:	NA
Occupant Group:	E – OCCUPANCY

Function

Childcare Restroom

Adjacencies

Between Toddler Classrooms

Technical Requirements and Finishes

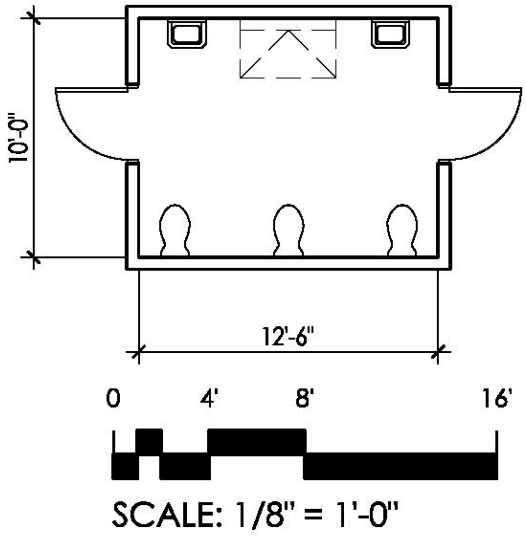
Power:		**Floor:**	
Perimeter Floor Outlets		VCT	
110V, 20A, 1 Phase	X	Sheet Vinyl, Linoleum	X
208V, 30A, 1 Phase		Epoxy	
208V, 30A, 3 Phase		Carpet	
408V, 100A, 3 Phase		Sealed Concrete	
		Other	
Communication:			
Phone		**Partitions:**	
Data		GWB, Epoxy Paint	
PA/Speaker System		GWB, Paint	X
"Smart" Podium		Other	
Lighting:		**Base:**	
Task Lighting		4" Rubber	X
Light Level		Integrated w/Floor	
100 fc @ bench/desk	X	Other	
75 fc @ bench/desk			
Safe Light		**Ceiling:**	
Special Lighting		Open	
Darkening	X	Acoustical Clg. Tile	
Zoned Desk		GWB, Paint	X
Other		Height Required	8'
HVAC:	X	**Doors:**	
		3'x7'	X (Dutch)
Plumbing:		3'-6"x7'	
Sink	X	Vision Panel	
Floor Drain			
Floor Sink		**Storage:**	
Potable Hot Water	X	Standard Filing Cab.	
Potable Cold Water	X	Rotating Filing Cab.	
		Display Cases	
Natural Daylight:		Storage Cab. (Furn.)	X
Electric Blinds		Casework (Built-in)	
Roller Blinds		Other	

DETAILED SPACE REQUIREMENTS 7

CATEGORY:	CHILDCARE
SPACE NAME:	PRE-K RESTROOM (SHARED – 3 TOILETS)
SQUARE FOOTAGE:	125
QUANTITY:	2
OCCUPANTS BY CODE:	NA

7

CHILD CARE PRE-K RESTROOM
(SHARED - 3 TOILETS) - 125 SF



SCALE: 1/8" = 1'-0"

FIXED FURNISHINGS

1. Diaper Changing Table
2. Toilet
3. Sink
4. Toilet Accessories
5.

FURNISHINGS & EQUIPMENT

1. NA

DETAILED SPACE REQUIREMENTS 7

SPACE NAME: PRE-K RESTROOM (SHARED – 3 TOILETS)
SQUARE FOOTAGE: 125

Building Code Information

Net Area: <125 NSF
Occupant Load Factor: NA
Occupants by Code: NA
Occupant Group: E – OCCUPANCY

Function

Childcare Restroom

Adjacencies

Between Pre-K Classrooms

Technical Requirements and Finishes

Power:
- Perimeter Floor Outlets _____
- 110V, 20A, 1 Phase __X_____
- 208V, 30A, 1 Phase _____
- 208V, 30A, 3 Phase _____
- 408V, 100A, 3 Phase _____

Communication:
- Phone _____
- Data _____
- PA/Speaker System _____
- "Smart" Podium _____

Lighting:
- Task Lighting _____
- Light Level _____
- 100 fc @ bench/desk __X_____
- 75 fc @ bench/desk _____
- Safe Light _____
- Special Lighting _____
- Darkening __X_____
- Zoned Desk _____
- Other _____

HVAC: __X_____

Plumbing:
- Sink ___X_____
- Floor Drain _____
- Floor Sink _____
- Potable Hot Water ___X_____
- Potable Cold Water ___X_____

Natural Daylight:
- Electric Blinds _____
- Roller Blinds _____

Floor:
- VCT _____
- Sheet Vinyl, Linoleum __X_____
- Epoxy _____
- Carpet _____
- Sealed Concrete _____
- Other _____

Partitions:
- GWB, Epoxy Paint _____
- GWB, Paint __X_____
- Other _____

Base:
- 4" Rubber __X_____
- Integrated w/Floor _____
- Other _____

Ceiling:
- Open _____
- Acoustical Clg. Tile _____
- GWB, Paint __X_____
- Height Required __8'_____

Doors:
- 3'x7' __X (Dutch)__
- 3'-6"x7' _____
- Vision Panel _____

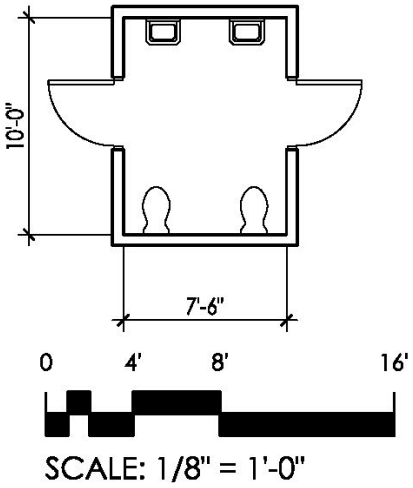
Storage:
- Standard Filing Cab. _____
- Rotating Filing Cab. _____
- Display Cases _____
- Storage Cab. (Furn.) __X_____
- Casework (Built-in) _____
- Other _____

DETAILED SPACE REQUIREMENTS 8

CATEGORY:	CHILDCARE
SPACE NAME:	PRE-K RESTROOM (SHARED – 2 TOILETS)
SQUARE FOOTAGE:	75
QUANTITY:	1
OCCUPANTS BY CODE:	NA

8

CHILD CARE PRE-K RESTROOM
(SHARED - 2 TOILETS) - 75 SF



SCALE: 1/8" = 1'-0"

FIXED FURNISHINGS

1. Toilet
2. Sink
3. Toilet Accessories
4.

FURNISHINGS & EQUIPMENT

1. NA

DETAILED SPACE REQUIREMENTS 8

SPACE NAME: PRE-K RESTROOM (SHARED – 2 TOILETS)
SQUARE FOOTAGE: 75

Building Code Information

Net Area: <75 NSF
Occupant Load Factor: NA
Occupants by Code: NA
Occupant Group: E – OCCUPANCY

Function

Childcare Restroom

Adjacencies

Pre-K Classroom

Technical Requirements and Finishes

Power:
- Perimeter Floor Outlets _____
- 110V, 20A, 1 Phase __X_____
- 208V, 30A, 1 Phase _____
- 208V, 30A, 3 Phase _____
- 408V, 100A, 3 Phase _____

Communication:
- Phone _____
- Data _____
- PA/Speaker System _____
- "Smart" Podium _____

Lighting:
- Task Lighting _____
- Light Level _____
- 100 fc @ bench/desk __X_____
- 75 fc @ bench/desk _____
- Safe Light _____
- Special Lighting _____
- Darkening __X_____
- Zoned Desk _____
- Other _____

HVAC: __X_____

Plumbing:
- Sink ___X_____
- Floor Drain _____
- Floor Sink _____
- Potable Hot Water ___X_____
- Potable Cold Water ___X_____

Natural Daylight:
- Electric Blinds _____
- Roller Blinds _____

Floor:
- VCT _____
- Sheet Vinyl, Linoleum __X_____
- Epoxy _____
- Carpet _____
- Sealed Concrete _____
- Other _____

Partitions:
- GWB, Epoxy Paint _____
- GWB, Paint __X_____
- Other _____

Base:
- 4" Rubber __X_____
- Integrated w/Floor _____
- Other _____

Ceiling:
- Open _____
- Acoustical Clg. Tile _____
- GWB, Paint __X_____
- Height Required __8'_____

Doors:
- 3'x7' __X (Dutch)__
- 3'-6"x7' _____
- Vision Panel _____

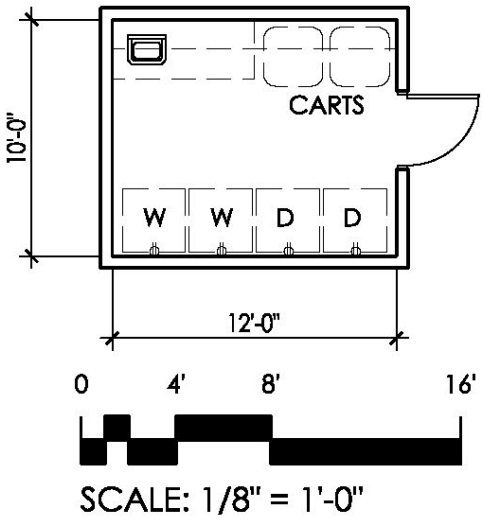
Storage:
- Standard Filing Cab. _____
- Rotating Filing Cab. _____
- Display Cases _____
- Storage Cab. (Furn.) __X_____
- Casework (Built-in) _____
- Other _____

DETAILED SPACE REQUIREMENTS 9

CATEGORY:	CHILDCARE
SPACE NAME:	LAUNDRY
SQUARE FOOTAGE:	120
QUANTITY:	1
OCCUPANTS BY CODE:	1

9

CHILD CARE LAUNDRY - 120 SF



SCALE: 1/8" = 1'-0"

FIXED FURNISHINGS

1. Upper Cabinets
2. Storage Cabinets
3. Work Counter
4. Sink
5.

FURNISHINGS & EQUIPMENT

1. Washer
2. Dryer
3. Mobile Carts
4.

DETAILED SPACE REQUIREMENTS 9

SPACE NAME:	LAUNDRY
SQUARE FOOTAGE:	120
OCCUPANTS BY CODE:	1

Building Code Information

Net Area:	<120 NSF
Occupant Load Factor:	300
# Occupants by Code:	1
Occupant Group:	E – OCCUPANCY

Function

Childcare laundry

Adjacencies

CHILDCARE CLASSROOMS

Technical Requirements and Finishes

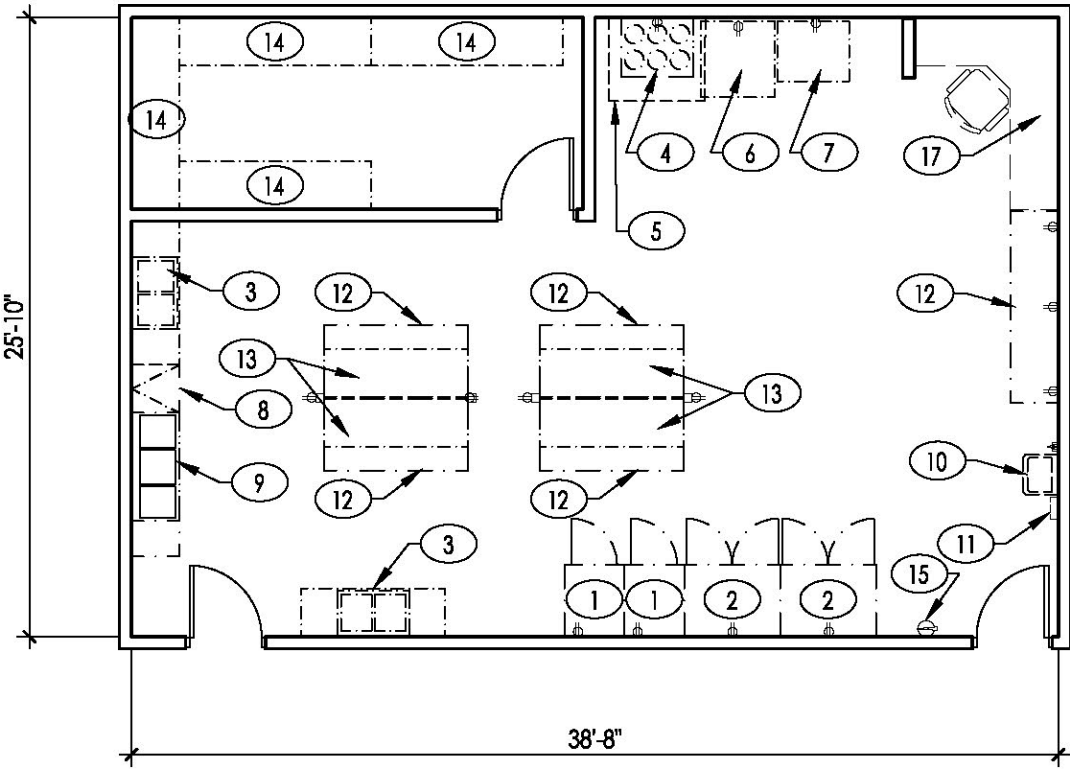
Power:		Floor:	
Perimeter Floor Outlets		VCT	
110V, 20A, 1 Phase	X	Sheet Vinyl, Linoleum	
208V, 30A, 1 Phase	X (or verify gas)	Epoxy	
208V, 30A, 3 Phase		Carpet	
408V, 100A, 3 Phase		Sealed Concrete	X
		Other	
Communication:			
Phone	X	Partitions:	
Data	X	GWB, Epoxy Paint	
PA/Speaker System	X	GWB, Paint	X
"Smart" Podium		Other	FRP
Lighting:		Base:	
Task Lighting		4" Rubber	X
Light Level		Integrated w/Floor	
100 fc @ bench/desk	X	Other	
75 fc @ bench/desk			
Safe Light		Ceiling:	
Special Lighting		Open	
Darkening	X	Acoustical Clg. Tile	
Zoned Desk		GWB, Paint	X
Other		Height Required	9'
HVAC:	X	Doors:	
		3'x7'	X
Plumbing:		3'-6"x7'	
Sink	X	Vision Panel	
Floor Drain	X		
Floor Sink		Storage:	
Potable Hot Water	X	Standard Filing Cab.	
Potable Cold Water	X	Rotating Filing Cab.	
		Display Cases	
Natural Daylight:		Storage Cab. (Furn.)	X
Electric Blinds		Casework (Built-in)	X
Roller Shades		Other	

DETAILED SPACE REQUIREMENTS 10

CATEGORY:	CHILDCARE
SPACE NAME:	KITCHEN
SQUARE FOOTAGE:	1,000
QUANTITY:	1
OCCUPANTS BY CODE:	5

10

CHILDCARE KITCHEN - 1000 SF



FURNISHINGS & EQUIPMENT

1. Freezer
2. Refrigerator
3. 2-Compartment Sink
4. 6-Burner Range
5. Type 1 Exhaust Hood
6. Convective Elec Oven
7. Warming/Proofing Oven
8. Undercounter Dishwasher
9. 3-Compartment Sink
10. Handwashing Sink
11. Paper Towel Dispenser
12. Prep Table, 72”x36”
13. Upper Shelf, 72”x24”
14. Shelving
15. SM Fire Extinguisher
16. Pen/Tack Board
17. Workstation

DETAILED SPACE REQUIREMENTS 10

SPACE NAME:	KITCHEN
SQUARE FOOTAGE:	1,000

Building Code Information

Net Area:	<1,000 NSF
Occupant Load Factor:	200
# Occupants by Code:	5
Occupant Group:	E – OCCUPANCY

Function

Prep Kitchen for Childcare

Adjacencies

CHILDCARE CLASSROOMS

Technical Requirements and Finishes

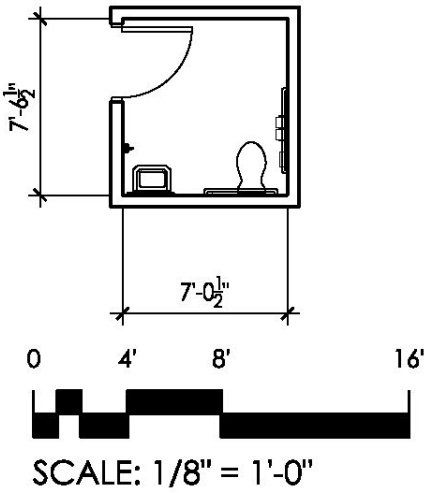
Power:		**Floor:**	
Perimeter Floor Outlets		VCT	
110V, 20A, 1 Phase	X	Sheet Vinyl	
208V, 30A, 1 Phase	X (verify)	Epoxy	X (non-slip)
208V, 30A, 3 Phase	X (verify)	Carpet	
408V, 100A, 3 Phase		Sealed Concrete	
		Sheet Linoleum	
Communication:			
Phone		**Partitions:**	
Data		GWB, Epoxy Paint	
PA/Speaker System		GWB, Paint	X
"Smart" Podium		Other	FRP/SS
Lighting:		**Base:**	
Task Lighting		4" Rubber	X
Light Level		Integrated w/Floor	X
100 fc @ bench/desk	X	Other	
75 fc @ bench/desk			
Safe Light		**Ceiling:**	
Special Lighting		Open	
Darkening		Acoustical Clg. Tile	X (mildew resist)
Zoned Desk		GWB, Paint	
Other		Height Required	9'
HVAC:	X	**Doors:**	
		3'x7'	X
Plumbing:		3'-6"x7'	
Sink	X	Vision Panel	
Floor Drain	X		
Floor Sink	X	**Storage:**	
Potable Hot Water	X	Standard Filing Cab.	
Potable Cold Water	X	Rotating Filing Cab.	
		Display Cases	
Natural Daylight:		Storage Cab. (Furn.)	X
Electric Blinds		Casework (Built-in)	X
Roller Shades		Other	

DETAILED SPACE REQUIREMENTS 11

CATEGORY:	CHILDCARE
SPACE NAME:	FAMILY RESTROOM
SQUARE FOOTAGE:	50
QUANTITY:	2
OCCUPANTS BY CODE:	NA

11

CHILDCARE FAMILY RESTROOM - 50 SF



FIXED FURNISHINGS

1. Storage Cabinet
2. Lavatory
3. Toilet
4. Toilet Accessories

FURNISHINGS & EQUIPMENT

1. NA

DETAILED SPACE REQUIREMENTS 11

SPACE NAME:	FAMILY RESTROOM
SQUARE FOOTAGE:	50

Building Code Information

Net Area:	<50 NSF
Occupant Load Factor:	NA
# Occupants by Code:	NA
Occupant Group:	E – OCCUPANCY

Function

RESTROOM

Adjacencies

Child Care Teacher/Staff Open Office

Technical Requirements and Finishes

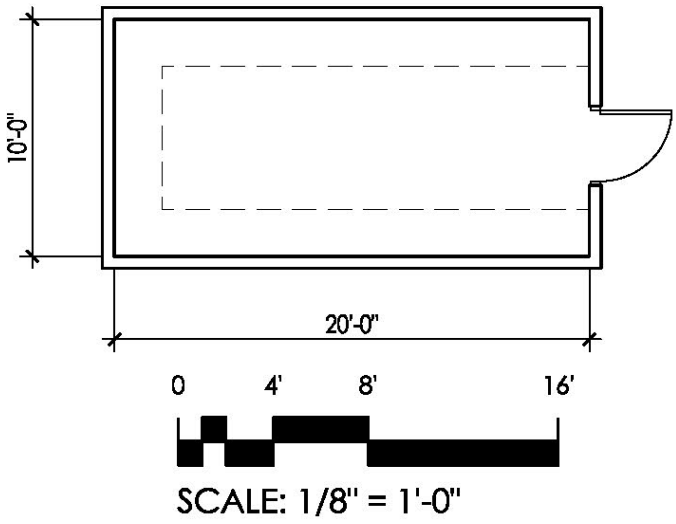
Power:		Floor:	
Perimeter Floor Outlets		VCT	
110V, 20A, 1 Phase	X	Sheet Vinyl/Linoleum	
208V, 30A, 1 Phase		Epoxy	
208V, 30A, 3 Phase		Carpet	
408V, 100A, 3 Phase		Sealed Concrete	
		Ceramic Tile	X
Communication:			
Phone		Partitions:	
Data		GWB, Epoxy Paint	
PA/Speaker System		GWB, Paint	X
"Smart" Podium		Other	
Lighting:		Base:	
Task Lighting		4" Rubber	
Light Level		Integrated w/Floor	
100 fc @ bench/desk		Other: Ceramic Tile	X
75 fc @ bench/desk			
Safe Light		Ceiling:	
Special Lighting		Open	
Darkening		Acoustical Clg. Tile	X
Zoned Desk		GWB, Paint	X
Other		Height Required	9'
HVAC:	X	Doors:	
		3'x7'	X
Plumbing:		3'-6"x7'	
Sink	X	Vision Panel	
Floor Drain			
Floor Sink		Storage:	
Potable Hot Water	X	Standard Filing Cab.	
Potable Cold Water	X	Rotating Filing Cab.	
		Display Cases	
Natural Daylight:		Storage Cab. (Furn.)	X
Electric Blinds		Casework (Built-in)	
Roller Shades		Other	

DETAILED SPACE REQUIREMENTS 12

CATEGORY:	CHILDCARE
SPACE NAME:	STORAGE
SQUARE FOOTAGE:	200
QUANTITY:	1
OCCUPANTS BY CODE:	1

12

CHILD CARE STORAGE - 200 SF



SCALE: 1/8" = 1'-0"

FIXED FURNISHINGS

1. Lower & Upper Cabinets
2. Storage Shelving
3.

FURNISHINGS & EQUIPMENT

1. NA

DETAILED SPACE REQUIREMENTS 12

SPACE NAME:	STORAGE
SQUARE FOOTAGE:	200

Building Code Information

Net Area:	<200 NSF
Occupant Load Factor:	300
# Occupants by Code:	1
Occupant Group:	E – OCCUPANCY

Function
GENERAL STORAGE

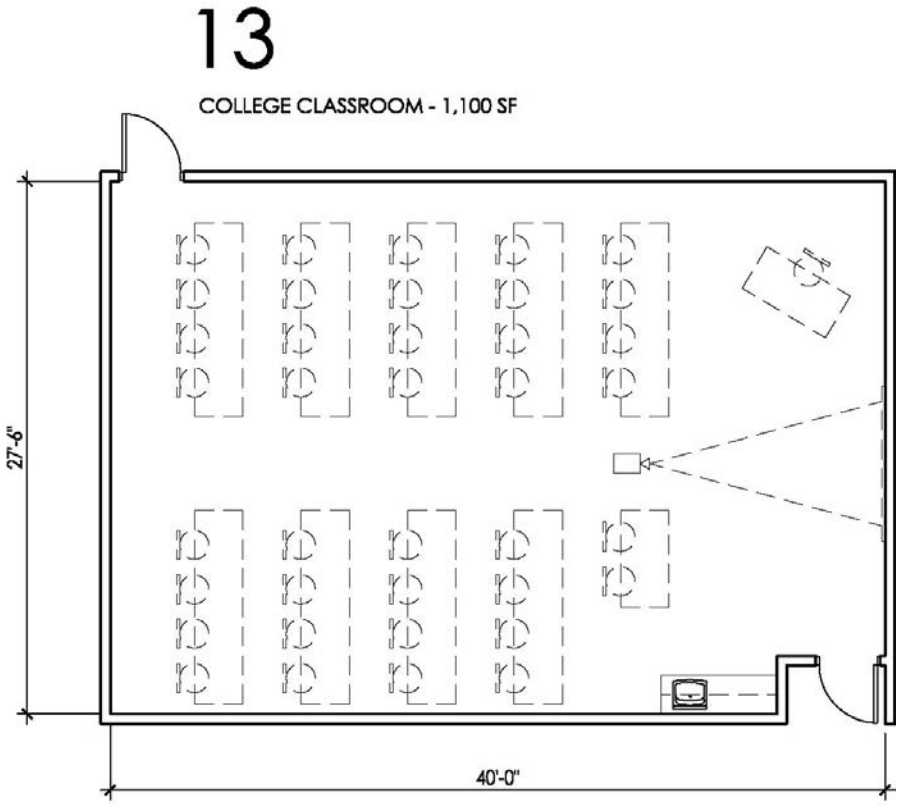
Adjacencies
General Classrooms, Reception

Technical Requirements and Finishes

Power:		**Floor:**	
Perimeter Floor Outlets		VCT	
110V, 20A, 1 Phase	X	Sheet Vinyl/Linoleum	X
208V, 30A, 1 Phase		Epoxy	
208V, 30A, 3 Phase		Carpet	
408V, 100A, 3 Phase		Sealed Concrete	X
		Other	
Communication:			
Phone		**Partitions:**	
Data		GWB, Epoxy Paint	
PA/Speaker System		GWB, Paint	X
"Smart" Podium		Other	
Lighting:		**Base:**	
Task Lighting		4" Rubber	X
Light Level		Integrated w/Floor	
100 fc @ bench/desk		Other	
75 fc @ bench/desk			
Safe Light		**Ceiling:**	
Special Lighting		Open	
Darkening	X	Acoustical Clg. Tile	X
Zoned Desk		GWB, Paint	
Other		Height Required	9'
HVAC:	X	**Doors:**	
		3'x7'	X
Plumbing:		3'-6"x7'	
Sink		Vision Panel	
Floor Drain			
Floor Sink		**Storage:**	
Potable Hot Water		Standard Filing Cab.	
Potable Cold Water		Rotating Filing Cab.	
		Display Cases	
Natural Daylight:		Storage Cab. (Furn.)	X
Electric Blinds		Casework (Built-in)	
Roller Shades		Other	

DETAILED SPACE REQUIREMENTS 13

CATEGORY: COLLEGE LEVEL EDUCATION
SPACE NAME: COLLEGE CLASSROOM
SQUARE FOOTAGE: 990
QUANTITY: 5
OCCUPANTS BY CODE: 49



FIXED FURNISHINGS

1. Lower/Upper Cabinet
2. Sink
3. Storage Cabinet
4. Coat Hooks
5. White Board
6. A/V Projector-Speakers Mounts
7. A/V Screen
8. Window Coverings as needed

FURNISHINGS & EQUIPMENT

1. "Smart" Podium
2. Projector (Clg. Mount)
3. Classroom Tables
4. Classroom Chairs
5. Rolling Cabinet
6. Office Desk
7. Office Chair
8. Computer Station
9.
10.

DETAILED SPACE REQUIREMENTS 13

SPACE NAME:	COLLEGE CLASSROOM
SQUARE FOOTAGE:	990

Building Code Information

Net Area:	<1,100 NSF
Occupant Load Factor:	20
# Occupants by Code:	54 each classroom
Occupant Group:	E – OCCUPANCY

Function
GENERAL CLASSROOM

Adjacencies
Other General Classrooms, Male/Female Restrooms, General Offices

Technical Requirements and Finishes

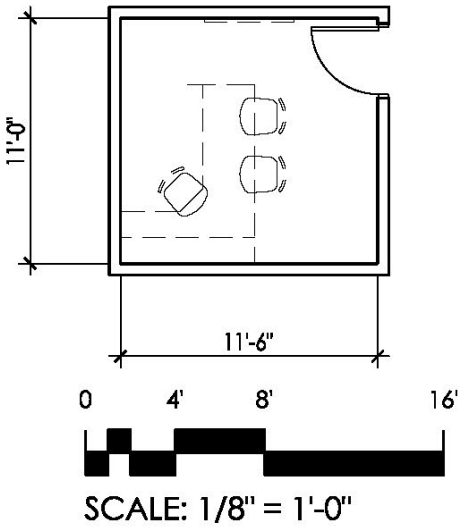
Power:		**Floor:**	
Perimeter Floor Outlets		VCT	X
110V, 20A, 1 Phase	X	Sheet Vinyl/Linoleum	X
208V, 30A, 1 Phase		Epoxy	
208V, 30A, 3 Phase		Carpet	
408V, 100A, 3 Phase		Sealed Concrete	
		Other	
Communication:			
Phone	X	**Partitions:**	
Data	X	GWB, Epoxy Paint	
PA/Speaker System	X	GWB, Paint	X
"Smart" Podium		Other	
Lighting:		**Base:**	
Task Lighting		4" Rubber	X
Light Level		Integrated w/Floor	
100 fc @ bench/desk	X	Other	
75 fc @ bench/desk			
Safe Light		**Ceiling:**	
Special Lighting		Open	
Darkening	X	Acoustical Clg. Tile	X
Zoned Desk		GWB, Paint	
Other		Height Required	9'
HVAC:	X	**Doors:**	
		3'x7'	X
Plumbing:		3'-6"x7'	
Sink	X	Vision Panel	X
Floor Drain			
Floor Sink		**Storage:**	
Potable Hot Water	X	Standard Filing Cab.	
Potable Cold Water	X	Rotating Filing Cab.	
		Display Cases	
Natural Daylight:		Storage Cab. (Furn.)	
Electric Blinds	X	Casework (Built-in)	
Roller Shades	X	Other	

DETAILED SPACE REQUIREMENTS 14

CATEGORY: COLLEGE LEVEL EDUCATION
SPACE NAME: OFFICE (PRIVATE)
SQUARE FOOTAGE: 125
QUANTITY: 2
OCCUPANTS BY CODE: 1 each

14

COLLEGE PRIVATE OFFICES - 125 SF



FIXED FURNISHINGS

1. Pen/Tack Board
2. Coat Hooks
3. Window Covering as needed

FURNISHINGS & EQUIPMENT

1. Office Desk
2. Office Chair
3. Guest Chair
4. Computer Station
5. Printer
6. Clg. Mount OTPT Hooks

DETAILED SPACE REQUIREMENTS 14

SPACE NAME:	OFFICE (PRIVATE)
SQUARE FOOTAGE:	125

Building Code Information

Net Area:	<125 NSF
Occupant Load Factor:	150
# Occupants by Code:	1 each
Occupant Group:	E – OCCUPANCY

Function

OFFICE – GENERAL

Adjacencies

General Classrooms, Reception/Lobby, General Storage

Technical Requirements and Finishes

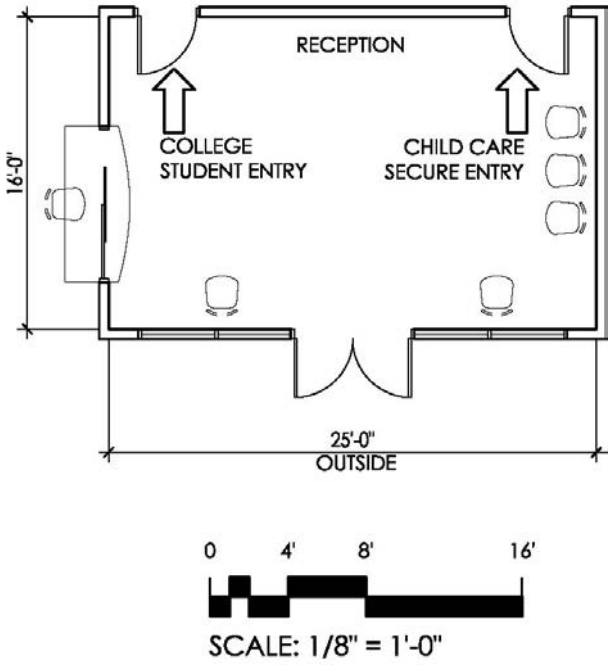
Power:		**Floor:**	
Perimeter Floor Outlets		VCT	
110V, 20A, 1 Phase	X	Sheet Vinyl or Linoleum	
208V, 30A, 1 Phase		Epoxy	
208V, 30A, 3 Phase		Carpet	X
408V, 100A, 3 Phase		Sealed Concrete	
		Other	
Communication:			
Phone	X	**Partitions:**	
Data	X	GWB, Epoxy Paint	
PA/Speaker System		GWB, Paint	X
"Smart" Podium		Other	
Lighting:		**Base:**	
Task Lighting		4" Rubber	X
Light Level		Integrated w/Floor	
100 fc @ bench/desk	X	Other	
75 fc @ bench/desk			
Safe Light		**Ceiling:**	
Special Lighting		Open	
Darkening	X	Acoustical Clg. Tile	X
Zoned Desk		GWB, Paint	
Other		Height Required	9'
HVAC:	X	**Doors:**	
		3'x7'	X
Plumbing:		3'-6"x7'	
Sink		Vision Panel	X
Floor Drain			
Floor Sink		**Storage:**	
Potable Hot Water		Standard Filing Cab.	
Potable Cold Water		Rotating Filing Cab.	
		Display Cases	
Natural Daylight:		Storage Cab. (Furn.)	
Electric Blinds		Casework (Built-in)	
Roller Shades/Blinds	X	Other	

DETAILED SPACE REQUIREMENTS 15

CATEGORY:	GENERAL
SPACE NAME:	RECEPTION/LOBBY
SQUARE FOOTAGE:	500
QUANTITY:	1
OCCUPANTS BY CODE:	10

15

LOBBY RECEPTION - 400 SF



FIXED FURNISHINGS

1. Reception Counter
2. Pass-through window (secure)
3. Fire Extinguisher Cabinet

FURNISHINGS & EQUIPMENT

1. Lobby Chairs
2. Informational Displays

DETAILED SPACE REQUIREMENTS 15

SPACE NAME:	RECEPTION/LOBBY
SQUARE FOOTAGE:	500

Building Code Information

Net Area:	<400 NSF
Occupant Load Factor:	50
# Occupants by Code:	8
Occupant Group:	E – OCCUPANCY

Function

Main Entrance, Reception Area check-in, Control

Adjacencies

Main Entrance, entrance to General and Child Care Areas, Public Restrooms

Technical Requirements and Finishes

Power:

Perimeter Floor Outlets	
110V, 20A, 1 Phase	X
208V, 30A, 1 Phase	
208V, 30A, 3 Phase	
408V, 100A, 3 Phase	

Communication:

Phone	
Data	
PA/Speaker System	X
"Smart" Podium	

Lighting:

Task Lighting	
Light Level	X
100 fc @ bench/desk	
75 fc @ bench/desk	
Safe Light	
Special Lighting	X
Darkening	
Zoned Desk	
Other	

HVAC: X

Plumbing:

Sink	
Floor Drain	
Floor Sink	
Potable Hot Water	
Potable Cold Water	

Natural Daylight:

Electric Blinds	
Roller Shades	

Floor:

VCT	
Sheet Vinyl/Linoleum	
Epoxy	
Carpet (tile)	X
Sealed Concrete	
Other	Walk Off Mat

Partitions:

GWB, Epoxy Paint	
GWB, Paint	X
Other	

Base:

4" Rubber	X
Integrated w/Floor	
Other	

Ceiling:

Open	
Acoustical Clg. Tile	X
GWB, Paint	
Height Required	9'

Doors:

3'x7'	X
3'-6"x7'	
Vision Panel	X

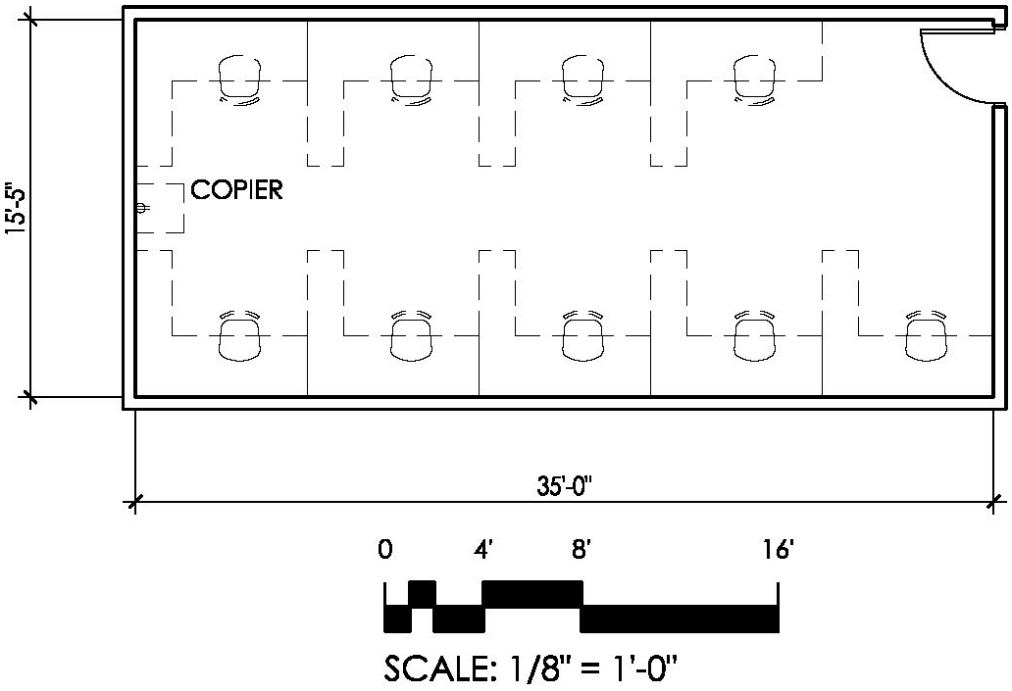
Storage:

Standard Filing Cab.	
Rotating Filing Cab.	
Display Cases	X
Storage Cab. (Furn.)	
Casework (Built-in)	
Other	

CATEGORY:	GENERAL
SPACE NAME:	OFFICE (OPEN OFFICE)
SQUARE FOOTAGE:	450 (9 at 50 SF each)
QUANTITY:	1
OCCUPANTS BY CODE:	9

16

GENERAL OPEN OFFICE - 9@50=450 SF + 90 SF
CIRCULATION SPECE (20%) = 540 SF



FIXED FURNISHINGS

1. Window Coverings as needed
2. Coat Hooks

FURNISHINGS & EQUIPMENT

1. Work Stations
2. Office Chairs
3. Computer Station
4. Printer/Copier

DETAILED SPACE REQUIREMENTS 16

SPACE NAME:	OFFICE (OPEN OFFICE)
SQUARE FOOTAGE:	450

Building Code Information

Net Area:	<450 NSF
Occupant Load Factor:	50 (IBC 1004.8)
# Occupants by Code:	9
Occupant Group:	E – OCCUPANCY

Function
GENERAL OFFICE – open office

Adjacencies
#17/18 Offices, #15 Reception

Technical Requirements and Finishes

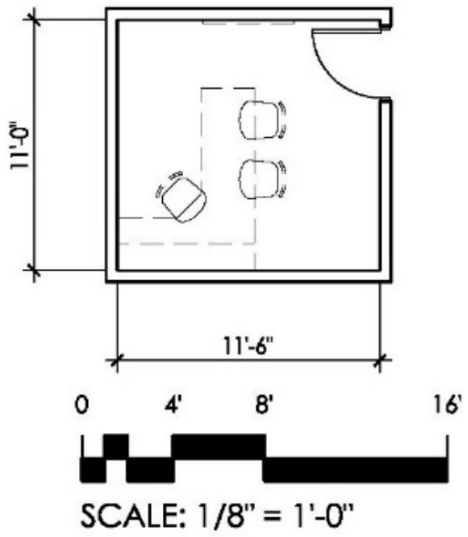
Power:		**Floor:**	
Perimeter Floor Outlets		VCT	
110V, 20A, 1 Phase	X	Sheet Vinyl/Linoleum	
208V, 30A, 1 Phase		Epoxy	
208V, 30A, 3 Phase		Carpet Tile	X
408V, 100A, 3 Phase		Sealed Concrete	
		Other	
Communication:			
Phone	X	**Partitions:**	
Data	X	GWB, Epoxy Paint	
PA/Speaker System		GWB, Paint	X
"Smart" Podium		Other	
Lighting:		**Base:**	
Task Lighting		4" Rubber	X
Light Level		Integrated w/Floor	
100 fc @ bench/desk	X	Other	
75 fc @ bench/desk			
Safe Light		**Ceiling:**	
Special Lighting		Open	
Darkening		Acoustical Clg. Tile	X
Zoned Desk		GWB, Paint	
Other		Height Required	9'
HVAC:	X	**Doors:**	
		3'x7'	X
Plumbing:		3'-6"x7'	
Sink		Vision Panel	X
Floor Drain			
Floor Sink		**Storage:**	
Potable Hot Water		Standard Filing Cab.	
Potable Cold Water		Rotating Filing Cab.	
		Display Cases	
Natural Daylight:		Storage Cab. (Furn.)	
Electric Blinds	X?	Casework (Built-in)	
Roller Shades	X	Other	

DETAILED SPACE REQUIREMENTS 17

CATEGORY:	GENERAL
SPACE NAME:	OFFICE (PRIVATE)
SQUARE FOOTAGE:	125
QUANTITY:	4
OCCUPANTS BY CODE:	1 each

17

GENERAL PRIVATE OFFICES - 125 SF



SCALE: 1/8" = 1'-0"

FIXED FURNISHINGS

1. Pen/Tack Board
2. Window Covering as needed

FURNISHINGS & EQUIPMENT

1. Office Chair
2. Office Desk
3. Computer Station
4. Printer
5. Coat Hooks or Closet Rods
6. Guest Chair
7. File Storage

DETAILED SPACE REQUIREMENTS 17

SPACE NAME:	OFFICE (PRIVATE)
SQUARE FOOTAGE:	125

Building Code Information

Net Area:	<125 NSF
Occupant Load Factor:	150
# Occupants by Code:	1 each
Occupant Group:	E – OCCUPANCY

Function

GENERAL OFFICE – Private

Adjacencies

#18 Shared Offices, #16 Family Support, #15 Reception/Lobby

Technical Requirements and Finishes

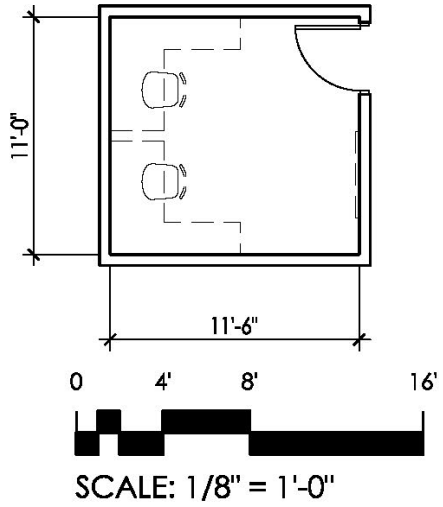
Power:		Floor:	
Perimeter Floor Outlets	_____	VCT	_____
110V, 20A, 1 Phase	__X_____	Sheet Vinyl or Linoleum	_____
208V, 30A, 1 Phase	_____	Epoxy	_____
208V, 30A, 3 Phase	_____	Carpet Tile	__X_____
408V, 100A, 3 Phase	_____	Sealed Concrete	_____
		Other	_____
Communication:			
Phone	__X_____	Partitions:	
Data	__X_____	GWB, Epoxy Paint	_____
PA/Speaker System	_____	GWB, Paint	__X_____
"Smart" Podium	_____	Other	_____
Lighting:		Base:	
Task Lighting	_____	4" Rubber	__X_____
Light Level	_____	Integrated w/Floor	_____
100 fc @ bench/desk	__X_____	Other	_____
75 fc @ bench/desk	_____		
Safe Light	_____	Ceiling:	
Special Lighting	_____	Open	_____
Darkening	_____	Acoustical Clg. Tile	__X_____
Zoned Desk	_____	GWB, Paint	_____
Other	_____	Height Required	__9'_____
HVAC:	__X_____	Doors:	
		3'x7'	__X_____
Plumbing:		3'-6"x7'	_____
Sink	_____	Vision Panel	__X_____
Floor Drain	_____		
Floor Sink	_____	Storage:	
Potable Hot Water	_____	Standard Filing Cab.	__X_____
Potable Cold Water	_____	Rotating Filing Cab.	_____
		Display Cases	_____
Natural Daylight:		Storage Cab. (Furn.)	_____
Electric Blinds	_____	Casework (Built-in)	_____
Roller Shades/Blinds	__X_____	Other	_____

DETAILED SPACE REQUIREMENTS 18

CATEGORY: GENERAL
SPACE NAME: OFFICE (SHARED)
SQUARE FOOTAGE: 125
QUANTITY: 2
OCCUPANTS BY CODE: 2 each

18

GENERAL OFFICE (SHARED) - 125 SF



SCALE: 1/8" = 1'-0"

FIXED FURNISHINGS

1. Pen/Tack Board
2. Window Covering as needed

FURNISHINGS & EQUIPMENT

1. Office Chair
2. Office Desk
3. Computer Station
4. Printer
5. Coat Hooks or Closet Rods
6. Guest Chair
7. File Storage

DETAILED SPACE REQUIREMENTS 18

SPACE NAME:	OFFICE (SHARED)
SQUARE FOOTAGE:	125
OCCUPANTS BY CODE:	2 each

Building Code Information

Net Area:	<125 NSF
Occupant Load Factor:	50
# Occupants by Code:	2 each
Occupant Group:	E – OCCUPANCY

Function

OFFICE to be shared by two program staff (part-time)

Adjacencies

#17 Offices, #16 Family Support, #15 Reception/Lobby

Technical Requirements and Finishes

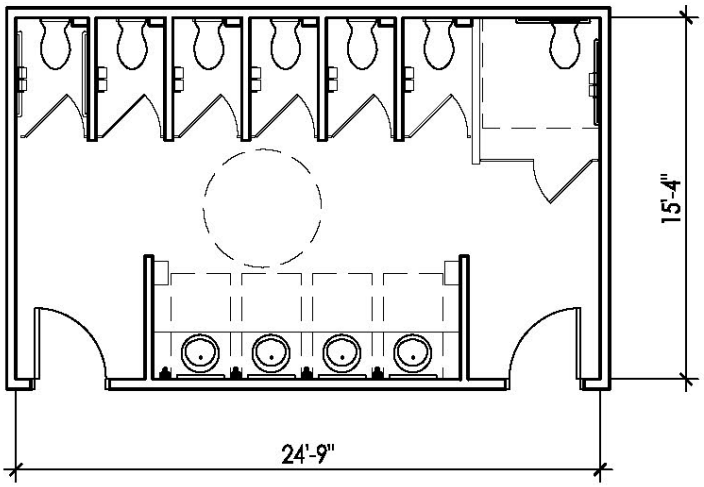
Power:		**Floor:**	
Perimeter Floor Outlets		VCT	
110V, 20A, 1 Phase	X	Sheet Vinyl or Linoleum	
208V, 30A, 1 Phase		Epoxy	
208V, 30A, 3 Phase		Carpet Tile	X
408V, 100A, 3 Phase		Sealed Concrete	
		Other	
Communication:			
Phone	X	**Partitions:**	
Data	X	GWB, Epoxy Paint	
PA/Speaker System		GWB, Paint	X
"Smart" Podium		Other	
Lighting:		**Base:**	
Task Lighting		4" Rubber	X
Light Level		Integrated w/Floor	
100 fc @ bench/desk	X	Other	
75 fc @ bench/desk			
Safe Light		**Ceiling:**	
Special Lighting		Open	
Darkening		Acoustical Clg. Tile	X
Zoned Desk		GWB, Paint	
Other		Height Required	9'
HVAC:	X	**Doors:**	
		3'x7'	X
Plumbing:		3'-6"x7'	
Sink		Vision Panel	X
Floor Drain			
Floor Sink		**Storage:**	
Potable Hot Water		Standard Filing Cab.	
Potable Cold Water		Rotating Filing Cab.	
		Display Cases	
Natural Daylight:		Storage Cab. (Furn.)	
Electric Blinds		Casework (Built-in)	
Roller Shades/Blinds	X	Other	

DETAILED SPACE REQUIREMENTS 19

CATEGORY: GENERAL/PUBLIC RESTROOMS
SPACE NAME: FAMILY PUBLIC RESTROOM
SQUARE FOOTAGE: 240
QUANTITY: 1
OCCUPANTS BY CODE: NA

19

FAMILY PUBLIC RESTROOM - 380 SF



FIXED FURNISHINGS

1. Toilet Partition Doors
2. Toilet Accessories
3. Lavatories
4. Flush Valves/Toilets
5. Electric Hand Dryers

FURNISHINGS & EQUIPMENT

1. Waste Receptacles

DETAILED SPACE REQUIREMENTS 19

SPACE NAME:	FAMILY PUBLIC RESTROOM
SQUARE FOOTAGE:	380

Building Code Information

Net Area:	<380 NSF
Occupant Load Factor:	NA
# Occupants by Code:	NA
Occupant Group:	E – OCCUPANCY

Function

Public Restroom

Adjacencies

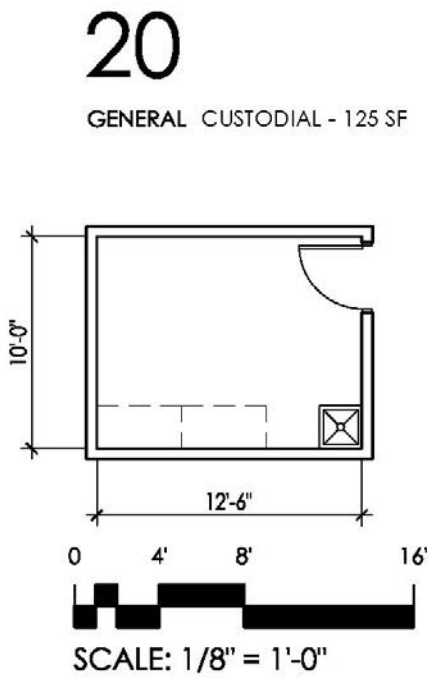
#15 Reception/Lobby, #13 General Classrooms, #16 Family Support

Technical Requirements and Finishes

Power:		**Floor:**	
Perimeter Floor Outlets		VCT	
110V, 20A, 1 Phase	X	Sheet Vinyl or Linoleum	
208V, 30A, 1 Phase		Ceramic Tile	X
208V, 30A, 3 Phase		Carpet Tile	
408V, 100A, 3 Phase		Sealed Concrete	
		Other	
Communication:			
Phone		**Partitions:**	
Data		GWB, Epoxy Paint	
PA/Speaker System		GWB, Paint	X
"Smart" Podium		Other: Tile	X
Lighting:		**Base:**	
Task Lighting	X	4" Rubber	
Light Level		Integrated w/Floor	Tile
100 fc @ bench/desk	X	Other	
75 fc @ bench/desk			
Safe Light		**Ceiling:**	
Special Lighting		Open	
Darkening		Acoustical Clg. Tile	
Zoned Desk		GWB, Paint	X
Other		Height Required	9'
HVAC:	X	**Doors:**	
		3'x7'	X
Plumbing:		3'-6"x7'	
Sink (Lav)	X	Vision Panel	
Floor Drain	verify code		
Water Closet/Urinal	X	**Storage:**	
Potable Hot Water	X	Standard Filing Cab.	
Potable Cold Water	X	Rotating Filing Cab.	
		Display Cases	
Natural Daylight:		Storage Cab. (Furn.)	
Electric Blinds		Casework (Built-in)	
Roller Shades		Other	

DETAILED SPACE REQUIREMENTS 20

CATEGORY:	GENERAL
SPACE NAME:	CUSTODIAL
SQUARE FOOTAGE:	125
QUANTITY:	1
OCCUPANTS BY CODE:	1



FIXED FURNISHINGS

1. Storage Cabinet/ Shelves
2. Tack Board
3. Mop Sink
4. Mop hooks

FURNISHINGS & EQUIPMENT

1. Mop bucket
2. Mobile Cart(s)
3. Vertical File Cabinet
4. Coat Hooks

DETAILED SPACE REQUIREMENTS 20

SPACE NAME:	CUSTODIAL
SQUARE FOOTAGE:	125

Building Code Information

Net Area:	<125 NSF
Occupant Load Factor:	300
# Occupants by Code:	1
Occupant Group:	E – OCCUPANCY

Function

Custodial and maintenance supplies and records

Adjacencies

Centrally located, #22 Mechanical/Electrical

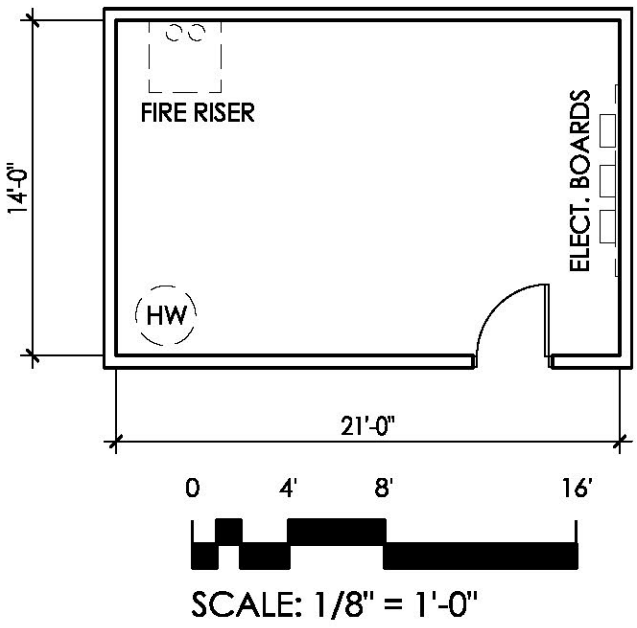
Technical Requirements and Finishes

Power:		**Floor:**	
Perimeter Floor Outlets		VCT	
110V, 20A, 1 Phase	X	Sheet Vinyl or Linoleum	
208V, 30A, 1 Phase		Epoxy	
208V, 30A, 3 Phase		Carpet	
408V, 100A, 3 Phase		Sealed Concrete	X
		Other	
Communication:			
Phone	X	**Partitions:**	
Data	X	GWB, Epoxy Paint	
PA/Speaker System		GWB, Paint	X
"Smart" Podium		Other	
Lighting:		**Base:**	
Task Lighting		4" Rubber	X
Light Level		Integrated w/Floor	
100 fc @ bench/desk	X	Other	
75 fc @ bench/desk			
Safe Light		**Ceiling:**	
Special Lighting		Open	
Darkening		Acoustical Clg. Tile	
Zoned Desk		GWB, Paint	X
Other		Height Required	9'
HVAC:	X	**Doors:**	
		3'x7'	X
Plumbing:		3'-6"x7'	
Sink		Vision Panel	
Floor Drain	X		
Floor Sink	X	**Storage:**	
Potable Hot Water	X	Standard Filing Cab.	
Potable Cold Water	X	Rotating Filing Cab.	
		Display Cases	
Natural Daylight:		Storage Cab. (Furn.)	
Electric Blinds		Casework (Built-in)	
Roller Shades		Other	

CATEGORY:	GENERAL
SPACE NAME:	MECH/ELECT ROOM
SQUARE FOOTAGE:	300
QUANTITY:	1
OCCUPANTS BY CODE:	1

21

GENERAL MECH/ELECT - 300 SF



SCALE: 1/8" = 1'-0"

FIXED FURNISHINGS & EQUIPMENT

1. Water Heater
2. Fire Riser
3. Electrical Panel (main)
4. Telecom Equipment

DETAILED SPACE REQUIREMENTS 21

SPACE NAME:	MECH/ELECT ROOM
SQUARE FOOTAGE:	300

Building Code Information

Net Area:	<300 NSF
Occupant Load Factor:	300
# Occupants by Code:	1
Occupant Group:	E – OCCUPANCY

Function

Mechanical, electrical equipment, fire riser, telecom equipment

Adjacencies

Exterior Service Access, Custodial

Technical Requirements and Finishes

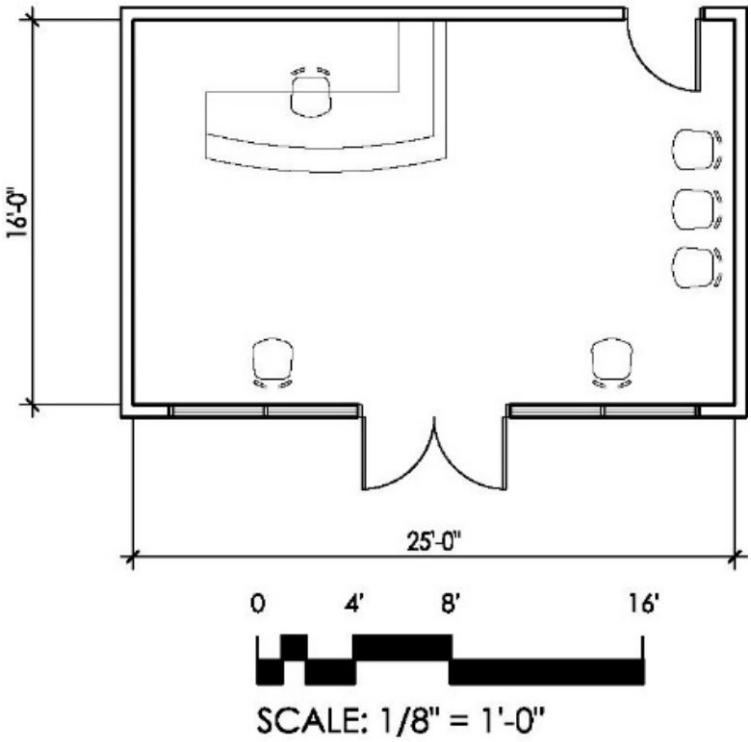
Power:		**Floor:**	
Perimeter Floor Outlets		VCT	
110V, 20A, 1 Phase	X	Sheet Vinyl or Linoleum	
208V, 30A, 1 Phase	verify	Epoxy	
208V, 30A, 3 Phase	verify	Carpet Tile	
408V, 100A, 3 Phase	verify	Sealed Concrete	X
		Other	
Communication:			
Phone	X	**Partitions:**	
Data	X	GWB, Epoxy Paint	
PA/Speaker System		GWB, Paint	X
"Smart" Podium		Other: Plywood	Equip Bds
Lighting:		**Base:**	
Task Lighting		4" Rubber	X
Light Level		Integrated w/Floor	
100 fc @ bench/desk	X	Other	
75 fc @ bench/desk			
Safe Light		**Ceiling:**	
Special Lighting		Open	X
Darkening		Acoustical Clg. Tile	
Zoned Desk		GWB, Paint	X
Other		Height Required	9' min
HVAC:	X	**Doors:**	
		3'x7'	X
Plumbing:		3'-6"x7'	
Sink		Vision Panel	
Floor Drain	?		
Floor Sink		**Storage:**	
Potable Hot Water	X	Standard Filing Cab.	
Potable Cold Water	X	Rotating Filing Cab.	
		Display Cases	
Natural Daylight:		Storage Cab. (Furn.)	
Electric Blinds		Casework (Built-in)	
Roller Shades		Other	

DETAILED SPACE REQUIREMENTS 22

CATEGTORY: FOM
SPACE NAME: RECEPTION / LOBBY
SQUARE FOOTAGE: 400
QUANTITY: 1
OCCUPANTS BY CODE: 8

22

RECEPTION/LOBBY - 400 SF



FIXED FURNISHINGS

1. Reception Counter
2. Fire Extinguisher Cabinet

FURNISHINGS & EQUIPMENT

1. Workstation
2. Office Chair
3. Lobby Chairs
4. Computer Station
5. Printer

DETAILED SPACE REQUIREMENTS 22

SPACE NAME:	RECEPTION / LOBBY
SQUARE FOOTAGE:	400

Building Code Information

Net Area:	<400 NSF
Occupant Load Factor:	50
# Occupants by Code:	8
Occupant Group:	B – OCCUPANCY

Function

Campus Security, Facilities/Operations/Maintenance Departments

Adjacencies

Main Entrance, Conference Room, Restroom

Technical Requirements and Finishes

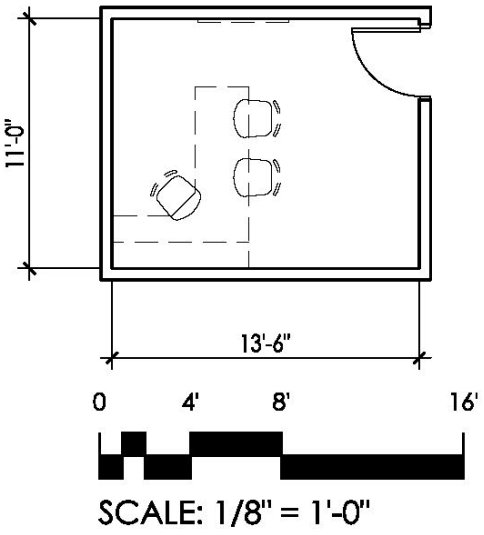
Power:		**Floor:**	
Perimeter Floor Outlets		VCT	
110V, 20A, 1 Phase	X	Sheet Vinyl/Linoleum	
208V, 30A, 1 Phase		Epoxy	
208V, 30A, 3 Phase		Carpet	X
408V, 100A, 3 Phase		Sealed Concrete	X
		Walk Off Mat	X
Communication:			
Phone	X	**Partitions:**	
Data	X	GWB, Epoxy Paint	
PA/Speaker System	X	GWB, Paint	X
"Smart" Podium		Other	
Lighting:		**Base:**	
Task Lighting		4" Rubber	X
Light Level		Integrated w/Floor	
100 fc @ bench/desk	X	Other	
75 fc @ bench/desk			
Safe Light		**Ceiling:**	
Special Lighting		Open	
Darkening		Acoustical Clg. Tile	X
Zoned Desk		GWB, Paint	
Other		Height Required	9'
HVAC:	X	**Doors:**	
		3'x7'	X
Plumbing:		3'-6"x7'	
Sink		Vision Panel	
Floor Drain			
Floor Sink		**Storage:**	
Potable Hot Water		Standard Filing Cab.	X
Potable Cold Water		Rotating Filing Cab.	
		Display Cases	
Natural Daylight:		Storage Cab. (Furn.)	
Electric Blinds		Casework (Built-in)	X
Roller Blinds		Other	

DETAILED SPACE REQUIREMENTS 23

CATEGORY: FOM
SPACE NAME: OFFICE (PRIVATE)
SQUARE FOOTAGE: 150
QUANTITY: 2
OCCUPANTS BY CODE: 1 each

23

OFFICES - 150 SF



SCALE: 1/8" = 1'-0"

FIXED FURNISHINGS

1. Coat Storage
2. Pen/Tack Board
3. Window Coverings as needed

FURNISHINGS & EQUIPMENT

1. Office Desk
2. Office Chair
3. Guest Chair
4. Computer Station
5. Printer

DETAILED SPACE REQUIREMENTS 23

SPACE NAME:	OFFICE (PRIVATE)
SQUARE FOOTAGE:	150

Building Code Information

Net Area:	<150 NSF
Occupant Load Factor:	150
# Occupants by Code:	1 each
Occupant Group:	B – OCCUPANCY

Function

Facilities Operations & Maintenance Office

Adjacencies

Conference Room, Work Room

Technical Requirements and Finishes

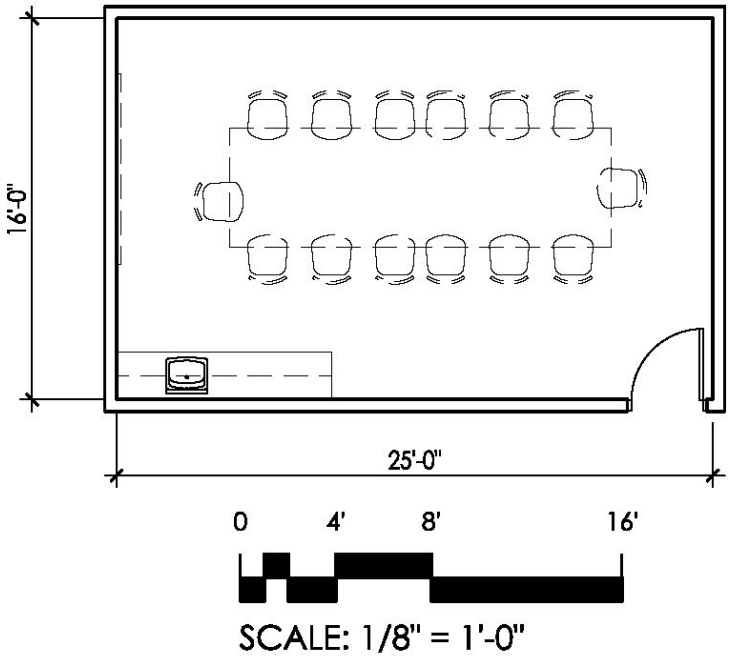
Power:		**Floor:**	
Perimeter Floor Outlets		VCT	
110V, 20A, 1 Phase	X	Sheet Vinyl/Linoleum	
208V, 30A, 1 Phase		Epoxy	
208V, 30A, 3 Phase		Carpet tile	X
408V, 100A, 3 Phase		Sealed Concrete	
		Other	
Communication:			
Phone	X	**Partitions:**	
Data	X	GWB, Epoxy Paint	
PA/Speaker System		GWB, Paint	X
"Smart" Podium		Other	
Lighting:		**Base:**	
Task Lighting		4" Rubber	X
Light Level		Integrated w/Floor	
100 fc @ bench/desk	X	Other	
75 fc @ bench/desk			
Safe Light		**Ceiling:**	
Special Lighting		Open	
Darkening	X	Acoustical Clg. Tile	X
Zoned Desk		GWB, Paint	
Other		Height Required	9'
HVAC:	X	**Doors:**	
		3'x7'	X
Plumbing:		3'-6"x7'	
Sink		Vision Panel	
Floor Drain			
Floor Sink		**Storage:**	
Potable Hot Water		Standard Filing Cab.	
Potable Cold Water		Rotating Filing Cab.	
		Display Cases	
Natural Daylight:		Storage Cab. (Furn.)	
Electric Blinds		Casework (Built-in)	
Roller Shades/Blinds	X	Other	

DETAILED SPACE REQUIREMENTS 24

CATEGORY: FOM
SPACE NAME: CONFERENCE ROOM
SQUARE FOOTAGE: 400
QUANTITY: 1
OCCUPANTS BY CODE: 16 each room

24

CONFERENCE ROOM - 400 SF



FIXED FURNISHINGS

1. Pen/Tack Board
2. Counter/Cabinet
3. Sink
4. Window Coverings as needed

FURNISHINGS & EQUIPMENT

1. Speaker (Clg. Mount)
2. Conference Table
3. Chairs

DETAILED SPACE REQUIREMENTS 24

SPACE NAME:	CONFERENCE ROOM
SQUARE FOOTAGE:	400

Building Code Information

Net Area:	<400 NSF
Occupant Load Factor:	15
# Occupants by Code:	26
Occupant Group:	A – OCCUPANCY (Unconcentrated)

Function

CONFERENCE ROOM

Adjacencies

Teacher/Staff Open Office, Family Support, Reception/Lobby

Technical Requirements and Finishes

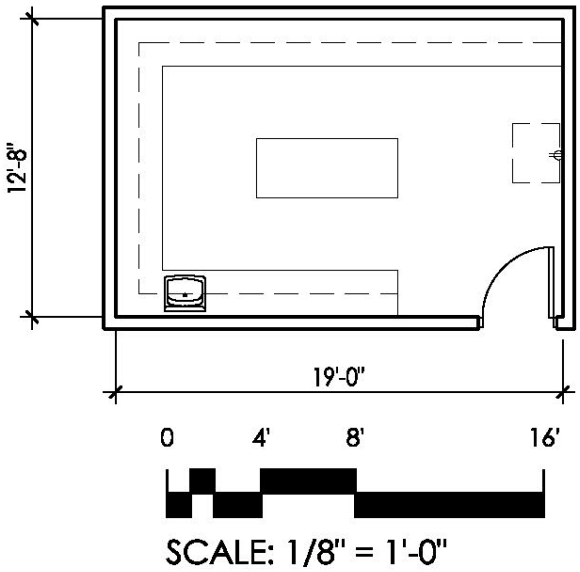
Power:		**Floor:**	
Perimeter Floor Outlets		VCT	
110V, 20A, 1 Phase	X	Sheet Vinyl, Linoleum	X
208V, 30A, 1 Phase		Epoxy	
208V, 30A, 3 Phase		Carpet Tile	X
408V, 100A, 3 Phase		Sealed Concrete	X
		Other	
Communication:			
Phone	X	**Partitions:**	
Data	X	GWB, Epoxy Paint	
PA/Speaker System	X	GWB, Paint	X
"Smart" Podium		Other	
Lighting:		**Base:**	
Task Lighting		4" Rubber	X
Light Level		Integrated w/Floor	
100 fc @ bench/desk	verify	Other	
75 fc @ bench/desk	verify		
Safe Light		**Ceiling:**	
Special Lighting		Open	
Darkening	verify	Acoustical Clg. Tile	X
Zoned Desk		GWB, Paint	
Other		Height Required	9'
HVAC:	X	**Doors:**	
		3'x7'	X
Plumbing:		3'-6"x7'	
Sink	X	Vision Panel	X
Floor Drain			
Floor Sink		**Storage:**	
Potable Hot Water		Standard Filing Cab.	
Potable Cold Water		Rotating Filing Cab.	
		Display Cases	
Natural Daylight:		Storage Cab. (Furn.)	
Electric Blinds		Casework (Built-in)	X
Roller Blinds	X (as needed)	Other	

DETAILED SPACE REQUIREMENTS 25

CATEGORY:	FOM
SPACE NAME:	WORK ROOM
SQUARE FOOTAGE:	240
QUANTITY:	1
OCCUPANTS BY CODE:	4

25

WORK ROOM - 240 SF



FIXED FURNISHINGS

1. Work Counters
2. Pen/Tack Board
3. Window Coverings as needed

FURNISHINGS & EQUIPMENT

1. Plan Rack
2. Printer
3. Copy Machine

DETAILED SPACE REQUIREMENTS 25

SPACE NAME:	WORK ROOM
SQUARE FOOTAGE:	240

Building Code Information

Net Area:	<240 NSF
Occupant Load Factor:	50 (IBC 1004.8)
# Occupants by Code:	4
Occupant Group:	B – OCCUPANCY

Function
WORK ROOM

Adjacencies
Office, Conference Room

Technical Requirements and Finishes

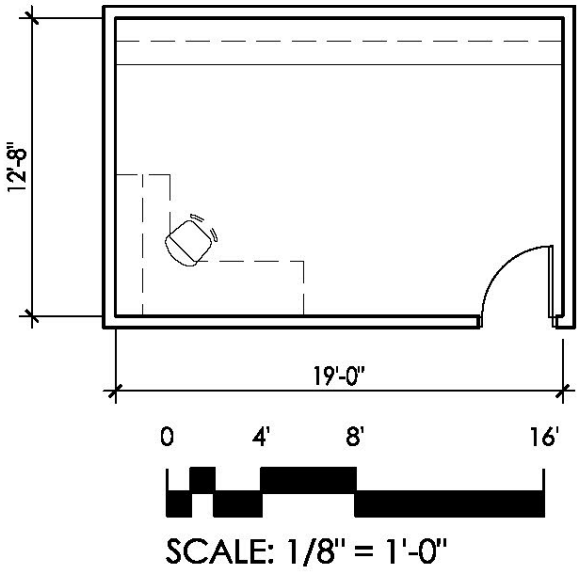
Power:		**Floor:**	
Perimeter Floor Outlets		VCT	
110V, 20A, 1 Phase	X	Sheet Vinyl/Linoleum	X
208V, 30A, 1 Phase		Epoxy	
208V, 30A, 3 Phase		Carpet Tile	X
408V, 100A, 3 Phase		Sealed Concrete	
		Other	
Communication:			
Phone	X	**Partitions:**	
Data	X	GWB, Epoxy Paint	
PA/Speaker System	X	GWB, Paint	X
"Smart" Podium		Other	
Lighting:		**Base:**	
Task Lighting		4" Rubber	X
Light Level		Integrated w/Floor	
100 fc @ bench/desk	X	Other	
75 fc @ bench/desk			
Safe Light		**Ceiling:**	
Special Lighting		Open	
Darkening		Acoustical Clg. Tile	X
Zoned Desk		GWB, Paint	
Other		Height Required	9'
HVAC:	X	**Doors:**	
		3'x7'	X
Plumbing:		3'-6"x7'	
Sink		Vision Panel	X
Floor Drain			
Floor Sink		**Storage:**	
Potable Hot Water		Standard Filing Cab.	
Potable Cold Water		Rotating Filing Cab.	
		Display Cases	
Natural Daylight:		Storage Cab. (Furn.)	X
Electric Blinds	TBD	Casework (Built-in)	X
Roller Blinds	X	Other	

DETAILED SPACE REQUIREMENTS 26

CATEGORY:	FOM
SPACE NAME:	HVAC CONTROL
SQUARE FOOTAGE:	240
QUANTITY:	1
OCCUPANTS BY CODE:	1

26

HVAC CONTROL - 240 SF



FIXED FURNISHINGS

1. Pen/Tack Board
2. Work Counter/ Shelving
3. Window Covering as needed

FURNISHINGS & EQUIPMENT

1. Office Desk
2. Office Chair
3. Guest Chair
4. Computer Station
5. Printer
6. HVAC control equipment

DETAILED SPACE REQUIREMENTS 26

SPACE NAME: HVAC CONTROL (Equipment/Office)
SQUARE FOOTAGE: 240

Building Code Information

Net Area: <240 NSF
Occupant Load Factor: 150
Occupants by Code: 1
Occupant Group: B - OCCUPANCY

Function

Campus HVAC Systems Control Equipment

Adjacencies

Work Room

Technical Requirements and Finishes

Power:
- Perimeter Floor Outlets _____
- 110V, 20A, 1 Phase X
- 208V, 30A, 1 Phase _____
- 208V, 30A, 3 Phase _____
- 408V, 100A, 3 Phase _____

Communication:
- Phone X
- Data X
- PA/Speaker System _____
- "Smart" Podium _____

Lighting:
- Task Lighting _____
- Light Level _____
- 100 fc @ bench/desk X
- 75 fc @ bench/desk _____
- Safe Light _____
- Special Lighting _____
- Darkening _____
- Zoned Desk _____
- Other _____

HVAC: X

Plumbing:
- Sink _____
- Floor Drain _____
- Floor Sink _____
- Potable Hot Water _____
- Potable Cold Water _____

Natural Daylight:
- Electric Blinds _____
- Roller Shades/Blinds X

Floor:
- VCT _____
- Sheet Vinyl or Linoleum X
- Epoxy _____
- Carpet _____
- Sealed Concrete _____
- Other _____

Partitions:
- GWB, Epoxy Paint _____
- GWB, Paint X
- Other _____

Base:
- 4" Rubber X
- Integrated w/Floor _____
- Other _____

Ceiling:
- Open _____
- Acoustical Clg. Tile X
- GWB, Paint _____
- Height Required 9'

Doors:
- 3'x7' X
- 3'-6"x7' _____
- Vision Panel X

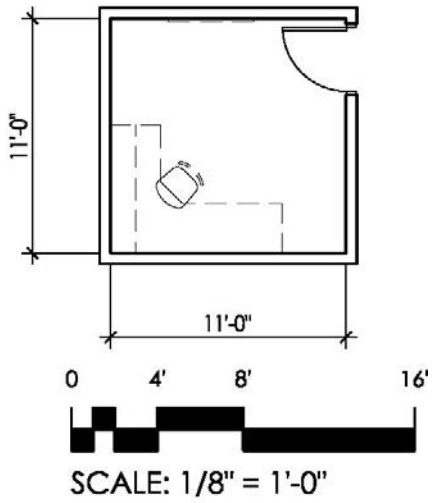
Storage:
- Standard Filing Cab. _____
- Rotating Filing Cab. _____
- Display Cases _____
- Storage Cab. (Furn.) _____
- Casework (Built-in) X
- Other _____

DETAILED SPACE REQUIREMENTS 27

CATEGORY: FOM
SPACE NAME: VIDEO MONITOR
SQUARE FOOTAGE: 120
QUANTITY: 1
OCCUPANTS BY CODE: 1

27

VIDEO MONITOR - 120 SF



SCALE: 1/8" = 1'-0"

FIXED FURNISHINGS

1. Window Coverings as needed
2. Pen/Tack Board
3. Coat Hooks

FURNISHINGS & EQUIPMENT

1. Work Stations
2. Office Chairs
3. Computer Station
4. Monitor(s)

DETAILED SPACE REQUIREMENTS 27

SPACE NAME: VIDEO MONITOR
SQUARE FOOTAGE: 120

Building Code Information

Net Area: <120 NSF
Occupant Load Factor: 100
Occupants by Code: 1
Occupant Group: B – OCCUPANCY

Function

Security video monitoring

Adjacencies

HVAC Control, Work Room

Technical Requirements and Finishes

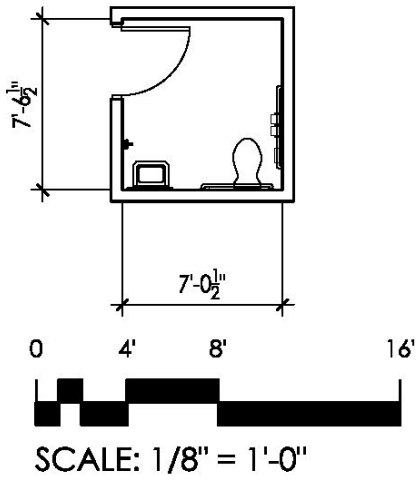
Power:		**Floor:**	
Perimeter Floor Outlets		VCT	
110V, 20A, 1 Phase	X	Sheet Vinyl, Linoleum	X
208V, 30A, 1 Phase		Epoxy	
208V, 30A, 3 Phase		Carpet Tile	X
408V, 100A, 3 Phase		Sealed Concrete	
		Other	
Communication:			
Phone	X	**Partitions:**	
Data	X	GWB, Epoxy Paint	
PA/Speaker System		GWB, Paint	X
"Smart" Podium		Other	
Lighting:		**Base:**	
Task Lighting		4" Rubber	X
Light Level		Integrated w/Floor	
100 fc @ bench/desk	X	Other	
75 fc @ bench/desk			
Safe Light		**Ceiling:**	
Special Lighting		Open	
Darkening		Acoustical Clg. Tile	X
Zoned Desk		GWB, Paint	
Other		Height Required	9'
HVAC:	X	**Doors:**	
		3'x7'	X
Plumbing:		3'-6"x7'	
Sink		Vision Panel	X
Floor Drain			
Floor Sink		**Storage:**	
Potable Hot Water		Standard Filing Cab.	
Potable Cold Water		Rotating Filing Cab.	
		Display Cases	
Natural Daylight:		Storage Cab. (Furn.)	
Electric Blinds		Casework (Built-in)	
Roller Shades	X	Other	

DETAILED SPACE REQUIREMENTS 28

CATEGORY: FOM
SPACE NAME: RESTROOM
SQUARE FOOTAGE: 60
QUANTITY: 1
OCCUPANTS BY CODE: NA

28

RESTROOM - 50 SF



SCALE: 1/8" = 1'-0"

FIXED FURNISHINGS

1. Storage Cabinet
2. Lavatory
3. Toilet
4. Toilet Accessories

FURNISHINGS & EQUIPMENT

1. NA

DETAILED SPACE REQUIREMENTS 28

SPACE NAME:	RESTROOM
SQUARE FOOTAGE:	60

Building Code Information

Net Area:	<60 NSF
Occupant Load Factor:	NA
# Occupants by Code:	NA
Occupant Group:	B – OCCUPANCY

Function
RESTROOM

Adjacencies
Reception / Lobby, Conference Room

Technical Requirements and Finishes

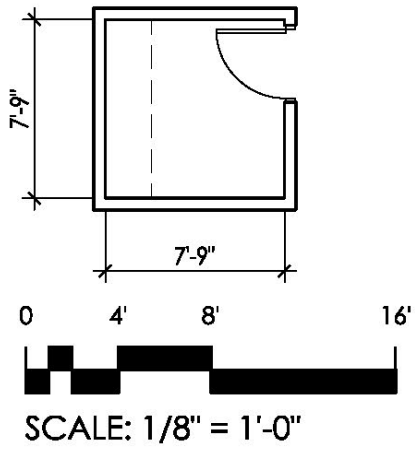
Power:		**Floor:**	
Perimeter Floor Outlets		VCT	
110V, 20A, 1 Phase	X	Sheet Vinyl/Linoleum	
208V, 30A, 1 Phase		Epoxy	
208V, 30A, 3 Phase		Carpet	
408V, 100A, 3 Phase		Sealed Concrete	
		Ceramic Tile	X
Communication:			
Phone		**Partitions:**	
Data		GWB, Epoxy Paint	
PA/Speaker System		GWB, Paint	X
"Smart" Podium		Other	
Lighting:		**Base:**	
Task Lighting		4" Rubber	
Light Level		Integrated w/Floor	
100 fc @ bench/desk	X	Other: Ceramic Tile	X
75 fc @ bench/desk			
Safe Light		**Ceiling:**	
Special Lighting		Open	
Darkening		Acoustical Clg. Tile	X
Zoned Desk		GWB, Paint	X
Other		Height Required	9'
HVAC:	X	**Doors:**	
		3'x7'	X
Plumbing:		3'-6"x7'	
Sink	X	Vision Panel	
Floor Drain			
Floor Sink		**Storage:**	
Potable Hot Water	X	Standard Filing Cab.	
Potable Cold Water	X	Rotating Filing Cab.	
		Display Cases	
Natural Daylight:		Storage Cab. (Furn.)	X
Electric Blinds		Casework (Built-in)	
Roller Shades		Other	

DETAILED SPACE REQUIREMENTS 29

CATEGORY:	FOM
SPACE NAME:	STORAGE
SQUARE FOOTAGE:	60
QUANTITY:	1
OCCUPANTS BY CODE:	1

29

STORAGE - 60 SF



SCALE: 1/8" = 1'-0"

FIXED FURNISHINGS

1. Storage Shelving
2.

FURNISHINGS & EQUIPMENT

1. NA

DETAILED SPACE REQUIREMENTS 29

SPACE NAME:	STORAGE
SQUARE FOOTAGE:	60

Building Code Information

Net Area:	<60 NSF
Occupant Load Factor:	300
# Occupants by Code:	1
Occupant Group:	B – OCCUPANCY

Function
GENERAL STORAGE

Adjacencies
Work Room

Technical Requirements and Finishes

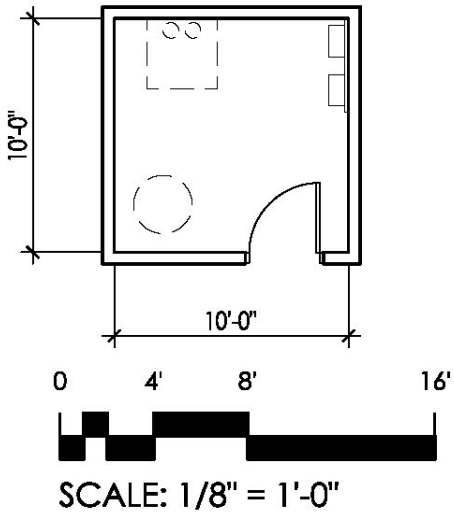
Power:		**Floor:**	
Perimeter Floor Outlets		VCT	
110V, 20A, 1 Phase	X	Sheet Vinyl/Linoleum	X
208V, 30A, 1 Phase		Epoxy	
208V, 30A, 3 Phase		Carpet	
408V, 100A, 3 Phase		Sealed Concrete	X
		Other	
Communication:			
Phone		**Partitions:**	
Data		GWB, Epoxy Paint	
PA/Speaker System		GWB, Paint	X
"Smart" Podium		Other	
Lighting:		**Base:**	
Task Lighting		4" Rubber	X
Light Level		Integrated w/Floor	
100 fc @ bench/desk	X	Other	
75 fc @ bench/desk			
Safe Light		**Ceiling:**	
Special Lighting		Open	
Darkening		Acoustical Clg. Tile	X
Zoned Desk		GWB, Paint	
Other		Height Required	9'
HVAC:	X	**Doors:**	
		3'x7'	X
Plumbing:		3'-6"x7'	
Sink		Vision Panel	
Floor Drain			
Floor Sink		**Storage:**	
Potable Hot Water		Standard Filing Cab.	
Potable Cold Water		Rotating Filing Cab.	
		Display Cases	
Natural Daylight:		Storage Cab. (Furn.)	X
Electric Blinds		Casework (Built-in)	
Roller Shades		Other	

DETAILED SPACE REQUIREMENTS 30

CATEGORY:	FOM
SPACE NAME:	MECH/ELECT ROOM
SQUARE FOOTAGE:	100
QUANTITY:	1
OCCUPANTS BY CODE:	1

30

MECH/ELECT - 100 SF



SCALE: 1/8" = 1'-0"

FIXED FURNISHINGS & EQUIPMENT

1. Water Heater
2. Fire Riser
3. Electrical Panel (main)
4. Telecom Equipment

DETAILED SPACE REQUIREMENTS 30

SPACE NAME:	MECH/ELECT ROOM
SQUARE FOOTAGE:	100

Building Code Information

Net Area:	<100 NSF
Occupant Load Factor:	300
# Occupants by Code:	1
Occupant Group:	B – OCCUPANCY

Function

Mechanical, electrical equipment, fire riser, telecom equipment

Adjacencies

Exterior Service Access, Work Room

Technical Requirements and Finishes

Power:		**Floor:**	
Perimeter Floor Outlets		VCT	
110V, 20A, 1 Phase	X	Sheet Vinyl, Linoleum	
208V, 30A, 1 Phase	verify	Epoxy	
208V, 30A, 3 Phase	verify	Carpet Tile	
408V, 100A, 3 Phase	verify	Sealed Concrete	X
		Other	
Communication:			
Phone	X	**Partitions:**	
Data	X	GWB, Epoxy Paint	
PA/Speaker System		GWB, Paint	X
"Smart" Podium		Other: Plywood	Equip Bds
Lighting:		**Base:**	
Task Lighting		4" Rubber	X
Light Level		Integrated w/Floor	
100 fc @ bench/desk	X	Other	
75 fc @ bench/desk			
Safe Light		**Ceiling:**	
Special Lighting		Open	X
Darkening		Acoustical Clg. Tile	
Zoned Desk		GWB, Paint	X
Other		Height Required	9' min
HVAC:	X	**Doors:**	
		3'x7'	X (exterior)
Plumbing:		3'-6"x7'	
Sink		Vision Panel	
Floor Drain	?		
Floor Sink		**Storage:**	
Potable Hot Water	X	Standard Filing Cab.	
Potable Cold Water	X	Rotating Filing Cab.	
		Display Cases	
Natural Daylight:		Storage Cab. (Furn.)	
Electric Blinds		Casework (Built-in)	
Roller Shades		Other	

APPENDIX B
PREDESIGN CHECKLIST – PROBLEM STATEMENT

B1 BA-STE Statement of Need
B2 Educational Letters of Support
- 1 CC ECEAP & Worker Retraining
- 2 Lewis Co Early Learning Coalition
- 3 Public Health & Social Services
- 4 Chehalis School District
- 5 Winlock School District
- 6 Onalaska School District
- 7 Rochester School District
- 8 Lewis Economic Development Council

B3 Enrollments
B4 Jurisdictional Letters of Support
- 1 Riverside Fire
- 2 Centralia Police Department
- 3 City Building Department
- 4 Centralia Community Development

B5 SBCTC Mission Study
B6 Clery Act

BACHELOR OF APPLIED SCIENCE IN TEACHER EDUCATION: ELEMENTARY EDUCATION & SPECIAL EDUCATION

STATEMENT OF NEED
FORMS A AND B

Submitted 2 February 2015

By

Centralia College

600 Centralia College Blvd.
Centralia WA 98531

FORM A

COVER SHEET
STATEMENT OF NEED

Program Information

Institution Name: **Centralia College**

Degree Name: **BAS-Teacher Education: Elementary Education & Special Education** CIP Code: 131001

Name(s) of existing technical associate degree(s) that will serve as the foundation for this program:

Degree: AAS-T Paraprofessional CIP Code: 131291 Year Began: **2002**

Degree: AA – Early Childhood Education CIP Code: 131210 Year Began: **1987**

Degree: AA – Education CIP Code: 130101 Year Began: **1993**

Proposed Start Implementation Date (i.e. Fall 2014): **Fall 2016**

Projected Enrollment (FTE) in Year One: 15 at Full Enrollment by Year: 2017

Funding Source: State FTE: ☐ Self-Support: ☒ Other: ☐

Mode of Delivery

Single Campus Delivery: **Centralia College**

Off-site:

Distance Learning: Online and hybrid

Statement of Need: *Employer Demand*
Student Demand
Options for place-bound students

Contact Information (Academic Department Representative)

Name: Cristi Heitschmidt

Title: Dean of Child and Family Studies

Address: 600 Centralia College Blvd., Centralia WA 98531

Telephone: 360-736-9391, ext. 654

Fax: 360-330-7113

Email: cheitschmidt@centralia.edu

John Martens Vice President, Instruction Date

FORM B

Statement of Need – Criteria #1

Criteria 1 Relationship to institutional role, mission, and program priorities.	Standard Describe how the proposed program reflects and supports the role and mission of the institution, and reflects program priorities.

RCW 28B.50.20 establishes the purpose of the community and technical college systems. In its interpretation of its role under 28B.50.20, Centralia College has adopted a broad mission statement and three core themes that further define this mission.

Mission Statement

Improving peoples' lives through lifelong learning

Core Theme 1: Access, Diversity, Persistence

Centralia College shall make the benefits of higher education accessible by enrolling a wide range of students including people who have been traditionally underserved, by progressing and graduating a significant number of students, and by making its educational offerings as affordable as possible.

Core Theme 2: Educational Programs

Centralia College shall provide to our greater community an ever-increasing number of educated people having the knowledge and skills to become lifelong learners and productive and responsible citizens, more capable of realizing their highest human potential.

Theme 3: Stewardship

Centralia College shall serve as a model of effective stewardship to the citizens of Washington State by prudently managing resources, providing training and qualified college employees, and by continuously implementing sustainability best practices.

Each of the Core Themes has a set of measureable outcomes that have been adopted by the board of trustees. This year the board of trustees adopted core theme 2.8.

Core Theme Objective 2.8: Baccalaureate Degrees (Board adopted 14 August 2014)

Centralia College shall increase access to the benefits of higher education by offering applied baccalaureate degrees that are responsive to need and accessible to students completing technical associate degrees. Program success will be based on post-graduation student employment, salary, and advancement.

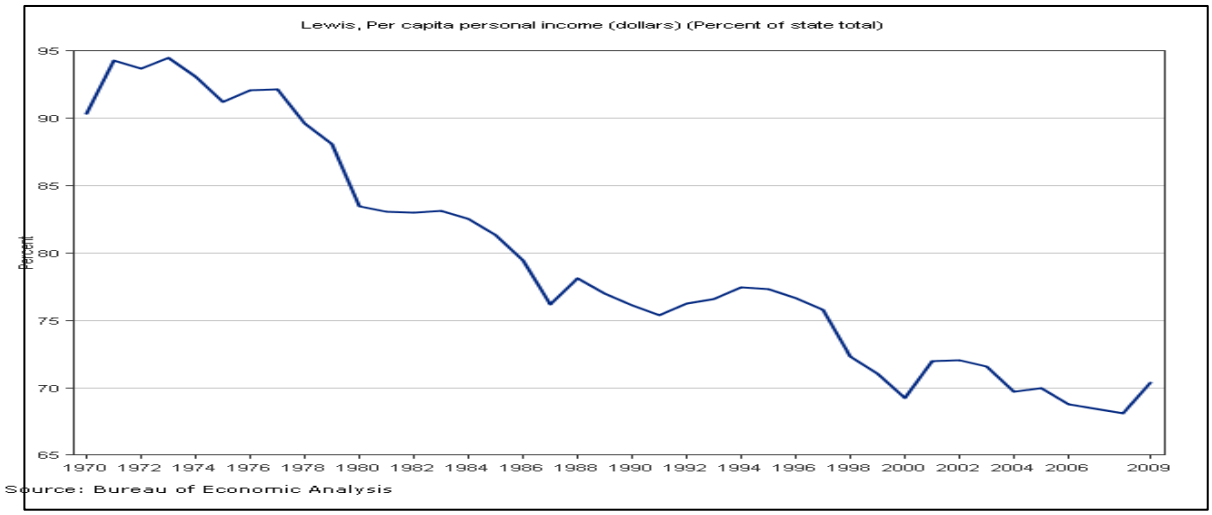
Centralia College is the nexus of higher education in District 12, Lewis and south Thurston Counties, brokering and offering opportunities for higher education to the citizens of our essentially rural service district. It is the mission of the college to provide accessible, high-quality educational programs that lead to intellectual growth and meaningful employment. A local BAS-Teacher Education (BAS-TE) degree with

endorsements in Elementary Education and Special Education and offered at BAS tuition rates fills a gap in our educational offerings and meets the affordability requirement for those seeking to attain a bachelor's degree.

Centralia College's vision is "to be an economic driver in our local economy." Lewis County currently and historically has one of the highest unemployment rates in the state. According to the Employment Security Department for Washington State, the August 2014 unemployment rate for Lewis County is 8.5 percent compared to the state average of 5.7 percent. All counties, except Thurston County, that neighbor Lewis County also report unemployment rates significantly higher than the state average.

Wages and income for Lewis County also lag state and national averages. The county's annual average wage in 2011 was $34,320 with the mining industry paying the highest wages. The median hourly wage in the county was $17.57, which placed the county below the statewide average of $21.01. Over the period 2006-2010, 13.3 percent of the county's population was living below the poverty level. The economic barriers of the area further indicate the need for high levels of education to support better paying job opportunities. (*Employment Security Department; Bureau of Labor Statistics; Bureau of Economic Analysis; U.S. Census Bureau; U.S. Census Bureau, American Community Survey)*

Historically, Lewis County has relied on natural resource extraction industries to provide living wage jobs. With the decline in the timber industry throughout the past 30+ years and the compounding loss of mining opportunities with the closing of the TransAlta coal mine in 2006, the relative average wage in Lewis County has also declined. The Bureau of Economic Analysis chart below shows the Lewis County per capital income relative to the state average over the past 40 years.



The cost of college is a barrier for students with limited financial resources. Although, St. Martin's University and City University also provide teacher education degrees on Centralia College's campus, the cost of the programs are significantly higher than the cost of BAS tuition as outlined by the State Board of Community and Technical Colleges.

Centralia College can offer students a quality education at a reduced cost making college more financially accessible for students with limited financial means.

The purpose of the BAS-TE degree is to provide a career ladder for current paraprofessionals to have more opportunities for advancement within their school district. According to EMSI data, the median hourly earnings for teacher assistants in Lewis County are $12.73. The attainment of the BAS-TE and advancement to a certificated teaching position would provide a higher wage and provide paraprofessionals and their families a higher standard of living. The median hourly earnings for special education teachers in Lewis County is $25.29 which is a significant increase from the median hourly earnings of a paraprofessional. (EMSI, retrieved June 18, 2014)

Moreover, "growing our own" takes advantage of the knowledge of staff who understand the local culture and can work effectively within it, providing a better outcome for all children including those with special needs.

With working professionals, it is important to provide education in a time and place that allows for continued employment while pursuing educational goals. The BAS-TE program will blend online classwork with intensive weekend and summer classroom instruction. This blend of online and classroom instruction, outside of standard K-12 educational hours, will allow the students to continue working in their current profession while progressing in their education.

A local BAS-TE degree would fill the gap in Centralia College's educational offerings while meeting the need of keeping an undergraduate degree affordable and attainable for those living in a rural area who strongly want to remain living in the area and further their educational and earning potential.

In addition to paraprofessionals, the BAS-TE degree will provide a pathway for students who have an AA degree in Education, an AA in Early Childhood Education or other education concentrated degrees. The endorsements contained in the BAS-TE degree will also provide additional credentialing opportunities for existing certified teachers.

Program Priorities

The BAS-TE is designed to provide a rigorous educational experience that fulfills the program's mission:

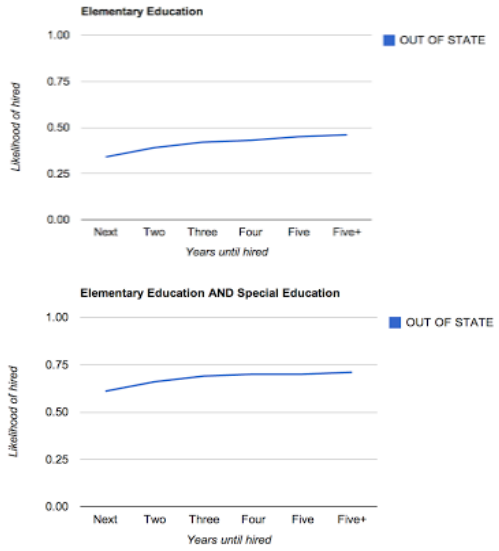
> To graduate individuals who are well-grounded in education and training and are prepared to obtain initial teaching certification in the state of Washington with primary endorsements in elementary education and special education.

The Centralia College BAS-TE reflects and supports the role and mission of Centralia College and its attainment has been designated a priority by the college's board of trustees for the coming year. The BAS-TE at Centralia College will not only provide students with the training they need to be elementary educators but will also provide them the training needed to receive an endorsement in special education allowing them to work effectively with and provide quality instruction to special education students as

well. According to Professional Educator Standards Board (PESB) “As a general rule, teachers with multiple endorsements are more likely to be hired, in particular those who have the special education endorsement.” (data.pesb.wa.gov/production, retrieved November 24, 2014). Based on the hiring prediction tool of PESB (see graphic below) an elementary education and special education endorsement are approximately twice as likely to be hired as a teacher with only elementary education. This holds true for teachers who are prepared from out of state as well as in state institutions.

Special education

Below are two screen shots from the hiring predication tool.



Teachers who add the special education endorsement to their teaching certificate are more likely to be hired by one of Washington's public school districts.
Note: "Out of state" in the charts refers to those who are prepared from out of state, but this trend holds for instate as well.

In summary, the proposed BAS-TE program is well aligned with the college’s mission and priorities. It provides the opportunity to improve the graduates’ economic prospects and is a step in the progression of life-long learning. It is aligned with the college’s vision of being an economic driver in the economy. And, it helps the college meet Core Theme Objective 2.8.

Criteria 2 Support of the statewide strategic plans.	Standard Describe how the program will support SBCTC Mission goals outlined in the Mission Study and WSAC policies and goals for higher education as articulated in the Strategic Master Plan for Higher Education.

BAS-TE Aligns with SBCTC Mission Goals

Through the SBCTC Mission Study, several goals were identified as part of a Twenty-Year Action Plan that address needs relating to economic demand, student success, and innovation. Two specific goals identified in the action plan are directly supported by the BAS-TE program: (4) Contribute more to the production of baccalaureate degrees, and (9) Promote the adoption of web-based and mobile technology tools for eLearning and online student services.

BAS-TE Addresses WASAC Policies and Goals

This program addresses Step I of the WSAC Strategic Master Plan Update 2012 which is to "Increase capacity of higher education to serve more students."

BAS-TE Will Help Fulfill Statewide Needs

Following the passage of the Legislature's Substitute House Bill 2655 in 2010, ramped up WA CTC efforts have resulted in applied baccalaureate degree program enrollments of 729 headcount, and 475 FTE for 2013 (SBCTC). WA CTC baccalaureate programs have increased enrollments of historically underserved students in the CTC system and increased wages for graduates. While this is a big step in the right direction, it leaves substantially more work to be done toward meeting the Washington state goal of increasing the total number of baccalaureate degrees awarded to 42,400 per year by 2019 (Kaikkonen, 2013).

In addition, the Legislature's 2014 Substitute Bill 6129, mandates colleges create "a paraeducator career ladder and an articulated pathway for teacher preparation and certification." The current entrance requirements for a paraprofessional in a Title I school is a high school diploma or GED and one of the following: at least two years of study at an institution of higher education; obtain an associate (or higher) degree; meet a rigorous standard of quality and can demonstrate, through a formal state or approved local academic assessment a) knowledge of, and the ability to assist in instructing reading, writing, and mathematics or b) knowledge of and the ability to assist in instructing reading readiness, writing readiness, and mathematics readiness as appropriate (OSPI). When passing the WEST-B was approved as an entrance requirement, the number of paraprofessionals obtaining the AAS-T Paraprofessional degree declined dramatically.

In a report to the Education Committees of Washington State Legislature dated January 7, 2015 the following recommendation was outlined:

"Recommendation 8: Establish three regional grants to expand and enhance current Alternate Routes to Certification to meet teacher shortage in hard to fill areas.

Rationale: Over 38% of paraeducators have earned AA degrees or hold a BA degree, which allows them to qualify for Alternate Routes to Certification – Routes 1 and 2. In order to encourage paraeducators to enroll in Alternative Route programs, our recommendation is to enhance the Alternate Routes to Certification by encouraging school districts to support a partnership with community and technical colleges or four-year universities through state-funded grants awarded to provide employment, scholarship, and coaching to paraeducators completing Teacher Certification."

"Recommendation 12: The Professional Educator Standards Board (PESB) and the State Board of Community and Technical Colleges (SBCTC) shall explore the feasibility of piloting a BAS degree program leading to teacher certification in Elementary Education and English Language Learners or Special Education at one or more community and technical colleges."

Centralia College's existing Paraprofessional AAS-T, and the proposed BAS-TE degree, directly addresses the Legislative mandate by providing a local option for students who are place bound or seeking a more affordable program. Centralia College is developing prior learning assessments and/or competency based assessments for current paraprofessionals to earn credit for work experience so they do not have to begin the program by taking lower division classes that their work experience demonstrates they have already mastered. This will save the students time and money in earning their AAS-T Paraprofessional degree and shorten the career path to the BAS-TE degree and ultimately teaching certification.

Students wishing to obtain a Washington state teaching credential must take preparatory classes through a program approved by the Washington Professional Educator Standards Board (PESB). Centralia College will work in conjunction with the PESB to obtain curriculum and program approval.

Criteria 3	Standard
Employer/community demand for graduates with baccalaureate level of education proposed in the program.	Employer demand must exceed regional supply of graduates with relevant degrees. Demand must be based on data sources including but not limited to local employer survey, traditional labor market data, industry data, trade association data, and other transactional data. Please provide evidence of the gap between the number of program graduates versus the number of job openings locally and regionally.

Employer/community demand for graduates with baccalaureate level of education proposed in the program.

Centralia and Chehalis school districts coordinate special education through the Centralia-Chehalis Special Education Cooperative. The remaining eleven school districts are small and more rural and rely on ESD 113 for special education needs. In a letter of support from the Chehalis-Centralia Student support Cooperative, director Loretta Schade-Duncan states, "In the past few years we have had a difficult/challenging time

finding qualified special education staff, in addition to trying to attract them to our area to work. At the present time we still have special education teaching position unfilled." Mary Lou Bissett, Assistant Superintendent for Chehalis School District states, "This year, the Chehalis School District could employ two additional highly qualified special education teachers at the secondary level. With the new highly qualified rules in place it is very difficult to find special education instructors."

Districts were asked to provide the number of special education and elementary education teachers they have hired in the last five years and their projections of hiring need to the next five years. This information is compiled in the tables below. During this process, the concern of not having rich candidate pools, positions remaining unfilled and/or filled with underqualified candidates was a reoccurring comment. Our districts are desperate for qualified educators to fill critical positions in our rural school districts. Centralia/Chehalis Special Services, representing the largest special education need in our district, stated "there are currently positions in both school districts for qualified special education staff, these positions have not been filled and districts are utilizing subs that are not qualified." In addition to the K-12 classrooms, the Centralia/Chehalis districts have 11 special education preschool classrooms that require a certified Special Education Teacher for each classroom.

District hiring from 2010-2014

District	Special Education Teachers	Elementary Ed. Teachers
Adna	1	4
Onalaska	1	5
Rochester	7	15
Mossyrock	1	3
Centralia	15	50
Napavine	4	9
Toledo	6	

District projected hiring 2015-2020

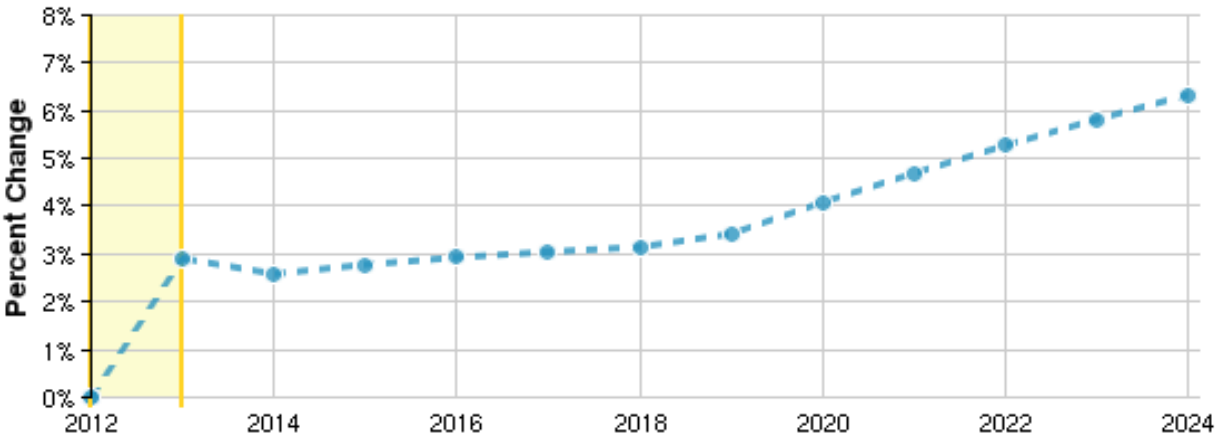
District	Special Education Teachers	Elementary Ed. Teachers
Adna	1	3
Rochester	6	21
Centralia	15	55
Napavine	2	6
Toledo	4	

Based on data from the Employment Security Department, Elementary School Teachers are in demand for Pacific Mountain WDA: Grays Harbor, Lewis, Mason, Pacific, and Thurston counties. Data indicate the short and long-term trend toward growth with an average annual growth rate (2012-2022) of 1.3 percent which equates to 70 annual openings.
Special education teachers, kindergarten and elementary school are also in demand in the region with an average annual growth rate of 1.3 percent which equates to seven annual openings. There are currently an estimated 224 employed special education teachers in the region in 2012.

Regional trends for special education teachers in Lewis County indicates a 2.9 percent growth, one job, from 2012 to 2013 with a consistent increase projected through 2024. However according to Rebecca Turnbull, Director for ESD 113, "This year, our 13 school districts had to fill 12 special education teacher openings; four of the teachers did not have an endorsement in special education. We anticipate at least four more open positions for the upcoming school year and are very concerned about the pool of applicants who might be willing to work in one of our rural, Lewis County school districts." In addition to the current "weak" applicant pools for open positions, fifty-five percent of special education teachers in Lewis County are between the ages of 45-64 and it will be important to prepare new graduates to replace upcoming retirements (EMSI, retrieved June, 2014). Based on results from the NCES Teacher Follow-up Survey 2007-2008, indicate that SPED teachers exited the profession at higher rates (12.3 percent) than any other assignment field (CEDR report).

Although the median wage for special education teachers is relatively low $21.75-$25.29, the wage is significantly higher than the median wage of $17.57 of Lewis County residents.

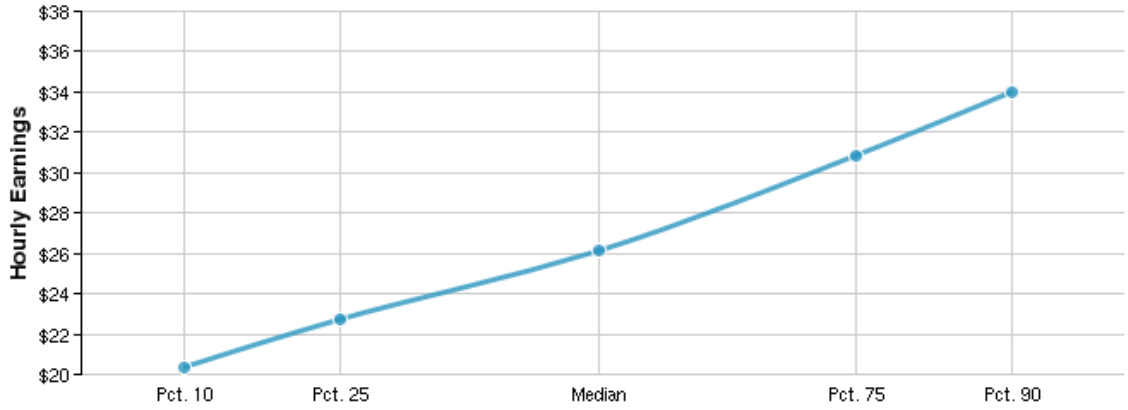
Lewis County job trend for special education (EMSI data 7/17/2014)



Lewis county earnings (EMSI data 7/17/2014)

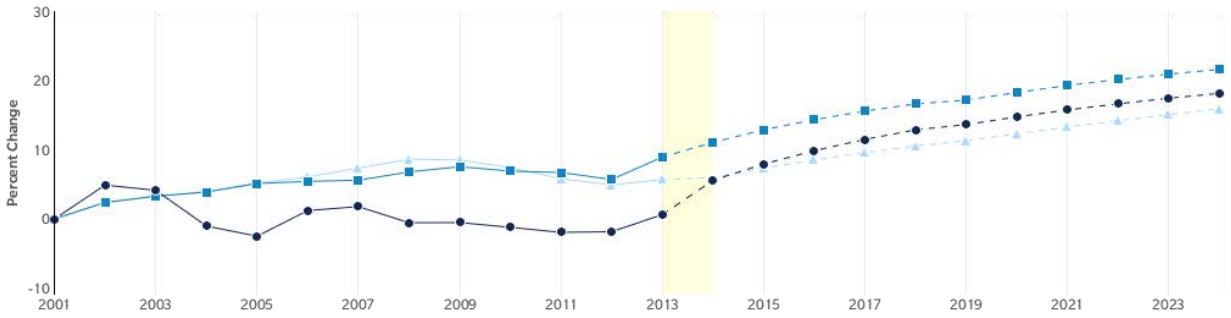
Occupation	Median Earnings
Special Education Teachers, Preschool	$23.97
Special Education Teachers, Elementary School	$25.29

Special Education Teachers, Middle School	$21.75



Data is also showing an increase in jobs in neighboring Thurston County with a current increase of 4.9 percent from 2013 to 2014 and a continued upward trend that exceeds the expected national trend.

Thurston County Regional Trend compared to state and nation (EMSI data 7/17/2014)



Based on the Center for Education Data & Research (CEDR) report "The STEM and Special Education Teacher Pipelines: Why Don't we See Better Alignment Between Supply and Demand?" published in 2014 states "Special Education (SPED) is another area where staffing problems are acute." The report also states that "the evidence presented…, if the criterion for picking a specific area of training is the prospect for future employment, one would choose STEM or SPED over other areas in which to specialize." Additionally, the report indicates that "it seems likely that the limited supply of such teachers contributes to staffing problems in Washington State." This statement supports the testimony received when speaking to local school districts and continues to suggest that the shortage discussed in the "educator Supply and Demand in Washington state 2006, Spring 2007" is still relevant. According to the PESB, a person with an elementary endorsement has about a 50 percent chance of being hired in Washington within five years. However, having a special education endorsement in addition improves the candidate's changes by about 20 points. Simply stated, candidates with an endorsement in special education has a higher likelihood of obtaining employment.

From the "Annual Report 2008-2009, Certificates Issued and Certificate Personnel Placement Statistics (OSPI) April 2010":

- Special education was one of the top five endorsements on first-issue teaching certificate during 2008-2009 (second only to elementary education)
- Special education was one of the highest placement rates.
- "The state-identified teaching shortage areas for 2007-09 include: special education…"
- Employment rate for teachers with special education endorsements was 87.4 percent.

The "Educator Supply and Demand in Washington State 2006 Report, Spring 2007" (most recent report) shows:

- "A *recruitment/retention shortage"* occurs when too few candidates are attracted to a particular subject area or role or too many leave in a short period of time (often because it is seen as too stressful or difficult.) This appears to be the case with special education, where the number of individuals entering the field has decreased over time and annually falls far below the number of openings. This shortage persists even though 18 of Washington's 21 approved teacher preparation programs offer preparation in special education. The implication is that policy initiatives in this area should probably focus on the incentives and disincentives that affect entry into the field."

Occupation data show, in Washington state, a change of 14 percent in jobs in special education teachers, preschool and a 3 percent increase in special education teachers, kindergarten and elementary school from 2012 to 2013 (EMSI).

Occupation	2012 Jobs	2013 Jobs	Change	Percent of Change
Special Education Teachers, Preschool	486	553	67	14%
Special Education Teachers, Kindergarten and Elementary School	2,819	2,893	74	3%
Special Education Teachers, Middle School	1,179	1,192	13	1%

Careerinfonet: Special Education Teachers, Kindergarten and Elementary School, expected increase from 2012 to 2022 in Washington is +12 percent compared to +6 percent for the rest of the nation.

According to WOIS, "positions in rural and inner cities are most plentiful" (http://www.wois.org/use/occs/viewer.cfm?occnum=100455#eo).

It is also noteworthy that Lewis and South Thurston Counties have a higher number of students identified as needing Special Education services than the rest of Washington state (OSPI Report Card).

The current lack of higher education attainment in Lewis County impacts both employers and the vitality of the community and quality of life for its residents. Because there are not enough educated teachers to fill current and projected demands in teacher education, special education schools will not be able to effectively meet the needs of their students. The BAS-TE will supply the local workforce and improve the lives of Lewis County residents.

OSPI report cards indicate 10,829 student enrolled in Lewis County in 2014. Of which 15% of the student population are special education students. Data from 2010-2014 shows overall enrollment has increased by 400 students with 24.75 percent of the increased student population requiring special education. The K-12 school districts located in Centralia College's service district have a special education population that either meets the state average of 12.6 percent or exceeds the state average 1-5 percent. In order to provide a quality education for this population, more special education teachers who want to live in a rural area are needed.

Criteria 4	Standard
Applied baccalaureate program builds from existing professional and technical degree program offered by the institution.	Describe the existing professional and technical degree program that will be used as the foundation for the applied baccalaureate program. How long has the program been in existence? What has been the enrollment history of the program over the past five years?

Applied baccalaureate program builds from existing professional and technical degree program offered by the institution.

Centralia College will create a seamless, transferrable BAS-TE program allowing a variety of existing program graduates to transfer directly into the BAS program.

Below are the completion rates from 2009-2014 of programs offered through Centralia College, and South Puget Sound Community College that would provide workforce pathways to the BAS-TESE.

In addition, Centralia College is developing prior learning assessments and/or competency based assessments for current paraprofessionals to earn credit for work experience so they do not have to begin the program by taking lower division classes

that their work experience demonstrates they have already mastered. This will save the students time and money in earning their AAS-T Paraprofessional degree and shorten the career path to the BAS-TE degree and ultimately teaching certification.

Centralia College completions:

AAS Early Childhood Education	17
AAS-T Early Childhood Education	9
AA Education	24**

**Centralia College also offers an AA emphasis Education which would be a feeder into the BAS-TE program. The college tracks graduation rates of AA degrees but does not break that number into emphasis areas. Currently there are currently 127 education advisees. Fifty-seven of the advisees are codes as AAS or AAS-T students. The remaining 70 students would be AA students. Using Centralia Colleges 2011 graduation rate of 34%, it is estimated that 24 students will obtain an AA in Education.

South Puget Sound Community College completions:

AAS in Early Childhood Education	32

Student demand for program within the region.

Centralia College conducted a preliminary survey of interest in June 2014. One hundred and thirty students currently enrolled at Centralia College as well as local school district paraeducators were surveyed.

- Results of student demand for this program indicate that 50 percent of currently-enrolled students are personally interested in getting into a teaching position that requires a bachelor's degree.
- Thirty-eight percent of currently-enrolled students told us they were likely to enroll in the program within the next two to five years.

Lewis County has more than 200 paraeducators, with approximately 50 substitute paraeductors. Forty-five paraeducators responded to the survey.

- Results of Lewis County paraeducators demand for this program indicate that 40 percent of paraeducators are personally interested in getting into a teaching position that requires a bachelor's degree.
- Thirty-six percent of paraeducators told us they were likely to enroll in the program within the next two to five years.
- Combined, 46.60 percent of respondents are personally interested in getting into a teaching position that requires a bachelor's degree.
- Combined, seventeen respondents told us they were likely to enroll in the program within the next two to five years.

"Educator Supply and Demand in Washington State 2006 Report, Spring 2007" (most recent report) states:

- "Distribution shortages tend to occur because graduates of preparation programs (which are predominantly in urban areas) are often placebound – unwilling or unable to move because of spousal employment, family

connections, or similar reasons. Others may choose to stay put because they prefer an urban lifestyle. Distribution shortages can be difficult to address, although one policy option might be "grow your own" programs that deliver preparation programs to prospective teachers who already live in non-urban areas. These individuals would be more likely to remain in the area once they have completed their program."

Five year enrollment

We will offer a starting point in the program every two years rather than every year. The chart below includes projected enrollment for the first five-years of the program. The majority of the program will be online. The current faculty negotiated contract contains a capacity of online classes at 25 students, hence the cap for enrollments.

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
15 (1st group starts)	15 (continued from previous year)	25 (2nd group starts)	25 (continued from previous year)	25 (3rd group starts)

Criteria 6 Efforts to maximize state resources to serve place-bound students.	Standard Describe how the program will serve place-bound working adults. Identify similar programs offered by public or independent institutions in the region. Describe options that have been explored for collaboration with other public baccalaureate institutions, businesses, and/or community organizations considered in the development of the proposal. Describe unique aspects of the proposed program that differentiate it from similar programs and/or describe why expansion of an existing program would be desirable or necessary.

Efforts to maximize state resources to serve place-bound students.

Lewis County currently and historically has one of the highest rates of unemployment in the state. The attainment of a BAS-TE degree will give paraprofessionals more opportunities for advancement in their school districts providing a higher wage and giving themselves and their families a higher standard of living. "Growing our own" takes advantage of the knowledge of staff who understand the local culture and can work effectively within it, increases retention of current staff and provides a better outcome for children with special needs.

Lewis County has some interesting differences from other areas of the state. It is a very wide county (126 miles east to west). Travel from Packwood to the nearest program in

Olympia takes 2 ½ hours. Residents have a tendency to love where they live and not want to move, which is evidenced by statistics showing Lewis County residents have a slightly higher rate of home ownership (69.3 percent) and for living in one place for longer than one year (84 percent).

City University and St. Martins University have programs co-located on the Centralia College campus. We have discussed opportunities to collaborate with these programs such as offering endorsement courses. The cost of tuition at City University and St. Martins University is significantly higher than the BAS tuition costs. High tuition rates pose a barrier to many perspective students due to the low median wage in Lewis County. Other programs require students to travel to either Olympia or Longview and due to the rural nature of Lewis County, the distance, time, and cost of gasoline can be prohibitive for many students.

South Puget Sound and Centralia College have a long history of cooperation and sharing programs and as members of the Pacific Mountain Workforce Development Council have shared many projects through that entity. In a letter dated, January 15, 2015, the Director of Early Childhood Education and the Interim Dean of Social Sciences and Business have signed a letter of support that states "South Puget Sound Community College agrees to refer students in varying programs, including, but not limited to Early Childhood Education, Education, and Paraprofessional, to a four-year program in Teacher Education at Centralia College."

The Centralia-Chehalis Student Support Program is already located on the Centralia College campus. Classes are provided for birth-three early intervention programs as well as the Visions high school completion programs. Students enrolled in Centralia College Early Childhood Education practicum classes utilize the program for practicum experiences.

Centralia College has strong support for this program from the Lewis County Autism Coalition, Popes Kid's Place, Basics NW, Lewis County Parent-to-Parent, local birth-to-three early intervention programs known as In-Tot and Growing Together, as well as the Lewis County Developmental Disabilities Advisory Board.

The BAS-TE program will require students to participate in practicum classes which include interning in local schools. Centralia College already has placement areas in place to support the interning needs, as part of the ECE programs. Centralia-Chehalis Special Education Coop is located on the Centralia College campus and current Education Program students are placed in their program to gain hands-on experience and knowledge.

Classes will occur primarily on weekends and in the summer when college facilities are least used and working professionals are able to attend. Online and hybrid courses will be heavily utilized to reduce the burden placed on the more rural student caused by attending classes in person. Surveys indicate that the majority of students have access to the internet, however computer labs are available on main campus as well as the East County Center at Morton. Most local libraries are part of the Timberland Regional Library system and students can access computers at those sites as well.

There are no other community colleges in Washington State currently offering a BAS-TE. Centralia College administrators attended a meeting, along with other colleges in the same stages of development, hosted by the Center of Excellence for Careers in Education at Green River Community College. Based on the location of the other colleges that attended the joint meeting, there are no likely collaborations.

The Centralia College BAS-TE program would be unique by offering a BA-level program that is typically offered in more populated areas. Areas such as the Spokane region have a lower level of unfilled Special Education teacher positions, possibly because there are three programs within the region (Educator Supply and Demand in Washington State, 2006).

Lower costs of delivering a local BAS-TE program through Centralia College resulting in lower tuition rates would be more attractive to rural and lower-income populations.

Conclusion

Centralia College is a rural college with unique area needs. With the high unemployment rates and the low median hourly rates in the county, it is important for the college to provide programs that allow students who are working to continue working while pursuing degrees that will increase their standard of living.

Although the area is rural and the school districts are relatively small, there is still a need to educate all students.

- Local school districts hired thirteen special education teachers for the 2014-2015 school year
- Fifty-five percent of special education teachers in Lewis County are between the ages of 45-64
- Special education teachers exit the profession at higher rates, 12.3 percent than any other assignment field
- The number of K-12 students with special education needs is increasing
- Classes will be available for students seeking initial certification and certified instructors who need clock hours and/or a special education endorsement
- A pathway for current paraprofessionals who can utilize prior learning to earn credits toward their AAS-T Paraprofessional degree and enter BAS-TE quicker
- A pathway for a variety of degrees
    - Associate in Arts/Associate in Applied Science – Transfer Degree in Early Childhood Education for Teacher Certification
    - Associate in Applied Science in Early Childhood Education
    - Associate in Applied Science – Transfer Degree in Early Childhood Education
    - Early Childhood Education Certificate State Credential
    - Early Childhood Education Initial Certificate
    - Early Childhood Education Short Certificate
    - Associate in Applied Science – Transfer Degree in Educational Paraprofessional: Special Education Emphasis
    - Associate in Arts - Education

The BAS-TE is a great example of the identification of an emerging need and an opportunity to build upon well-established strengths at Centralia College.

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Appendix B2

Letters of Support

1. Centralia College ECEAP & Worker Retraining
2. Lewis County Early Learning Coalition
3. Public Health & Social Services
4. Chehalis School District
5. Winlock School District
6. Onalaska School District
7. Rochester School District
8. Lewis Economic Development Council

Given the needs of our rural community and our partnership with the Department of Early Learning, we understand the need to develop the workforce in the field of PreK-12 Education. The Department of Early Learning has a goal of 90 percent of 5-year-olds ready for kindergarten by 2020, with race and family income no longer predictors of success. According to the Department of Early Learning, they estimate 19,068 slots will be needed by the 2020-21 school year to serve all eligible children who are likely to enroll. This is an additional 7,377 enrollment slots by 2020, which will necessitate approximately 400 new classrooms. Currently, K-12 schools and ESDs comprise about 55 percent of ECEAP providers. A Seattle Pacific University study found, "The U.S. Department of Education says Washington is short on teachers in at least 17 subject areas. This year, colleges and universities in Washington State provided about 3,000 qualified teachers, while the predicted need is about twice that number. 'It's kind of like this perfect storm,' says Associate Professor of Educational Administration and Supervision Bill Prenevost." (*Seattle Times*, 2017)

The Department of Early Learning has expressed strong support of the Bachelor's of Applied Science in Teacher Education (BAS-TE) degree. It is an affordable teacher education degree that will directly fill the ever-growing need for qualified teachers in our community and connecting communities. The children in Washington State deserve quality-trained educators in early learning, elementary education and content areas. DEL supports the efforts of Centralia College to provide a high quality, stable, hands-on education that will promote the developing workforce for our current and estimated future shortages. The BAS-TE program is already directly impacting recent expansion efforts with expansion teachers enrolled in the program. The program is focused on providing our community a workforce that will fill the gaps with state's future expansion and growing need of qualified teaching in content areas in P-3, Mathematics, and English Language Learners. Department of Early Learning's Nicole Rose, Assistant Director of Quality Practice and Professional Growth, stated her support by acknowledging our partnership, "... for many years to build strong community ties and enhance access to high-quality early learning and higher education for Washington's children, families and students."

Centralia College's Teacher Education and Family Development project will provide a facility that exhibits the value of high quality education. This facility will demonstrate an environment that meets health and safety licensing requirements and current building codes, demonstrates a high quality learning facility that aligns with the state's early achiever quality standards, and offers adequate space for teacher lab observation without compromising the children's space and learning. We are dedicated to a community partnership that will produce quality outcomes throughout our P-12 system for our schools, community and state's future.

Teresa Schneider
ECEAP Program Director
Centralia College
360-623-8603

Margret Friedley
Worker Retraining Director
Centralia College
360-623-8410

Early Childhood Education & Assistance Program
Washington State Department of Early Learning

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LEWIS COUNTY
Early Learning Coalition

November 15, 2017

SBCTC Capital Scoring Committee
PO Box 42495
Olympia, WA 98504

Dear Scoring Committee:

On behalf of Lewis County's Early Learning Coalition please accept this letter of support for Centralia College's proposal for the new Child and Family Studies building.

Lewis County Early Learning Coalition have partnered for many years to build strong community ties and enhance the pathways to higher education for our families / students.

An expansion of Centralia Colleges Child and Family Studies programs would be a welcome addition of state support for our joint efforts to increase educational attainment in our region.

Sincerely,

Teresa Schneider

Teresa Schneider
Chair, LCELC

LEWIS COUNTY
Washington's First County
est. 1845

Public Health & Social Services

360 NW North Street
Chehalis WA 98532

November 28, 2017

SBCTC Capital Scoring Committee
P O Box 42495
Olympia WA 98504

Dear Scoring Committee:

On behalf of Lewis County Public Health & Social Services please accept this letter of support for Centralia College's proposal for the new Child and Family Studies building.

Lewis County Public Health & Social Services and Centralia College's Child and Family Studies have partnered for many years to build strong community ties and enhance the pathways to higher education for our families and students. We can always count on representation from Child and Family Studies to participate in health assessments, discussions, and brainstorming on how to best approach gaps in services for our community members.

They recognize that the health of a community includes educational attainment and providing access to education for underserved populations is vital. Representatives serve on our county-wide Health Partnership collaboration group, the department provides much needed programs such as Parents as Teachers (PAT) and they support our visitation program, Nurse Family Partnership (NFP) with appropriate referrals. An expansion of the Centralia College Child and Family Studies program would be a welcome addition of state support for our joint efforts to increase the health and educational attainment in our region.

Please feel free to contact me with any questions you may have.

Sincerely,

Danette D. York, MPH, CPH
Lewis County Public Health & Social Services Director

O 360.740.1223 F 360.740.1472 TDD 360.740.1480

Danette D. York, M.P.H., C.P.H. Director
Rachel Wood, M.D., M.P.H. Health Officer

CHEHALIS
SCHOOL DISTRICT

LEARNERS TODAY. LEADERS TOMORROW.

November 15, 2017

SBCTC Capital Scoring Committee
PO Box 42495
Olympia, WA 98504

Dear Scoring Committee:

On behalf of Chehalis School District please accept this letter of support for Centralia College's proposal for the new Child and Family Studies building. Centralia Community College and Chehalis School District have partnered for many years to build strong community ties and enhance the pathways to higher education for our families /students.

An expansion of Centralia Colleges Child and Family Studies programs would be a welcome addition of state support for our joint efforts to increase educational attainment in our region.

Sincerely,

Ed Rothlin, Superintendent

Ed Rothlin
Superintendent

Mary Lou Bissett
Assistant Superintendent

Heather C. Pinkerton
Director of Business & Operations

310 SW 16th St Chehalis, WA 98532 T 360 807 7200 F 360 748 8899 www.chehalisschools.org

Winlock School District

311 NW Fir Street, Winlock Washington 98596 --- Phone: 360-785-3582 --- Fax: 360-864-3101
Superintendent: Rick Serns, District Secretary: Erika Lopez, Business Manager: Myrna Gillihan

November 16, 2017

SBCTC Capital Scoring Committee
PO Box 42495
Olympia, WA 98504

Dear Scoring Committee:

On behalf of the Winlock School District please accept this letter of support for Centralia College's proposal for the new Child and Family Studies building.

The Winlock School District and Centralia College have partnered for many years to build strong community ties and enhance the pathways to higher education for our families / students.

An expansion of Centralia Colleges Child and Family Studies programs would be a welcome addition of state support for our joint efforts to increase educational attainment in our region.

Sincerely,

Rick Serns

Rick Serns, Superintendent
Winlock School District

"Be the Difference"

ONALASKA SCHOOL DISTRICT

DISTRICT OFFICE
Jeff Davis, Superintendent
Tami Weiher, Business Manager
Alicia Clevenger, Payroll/Benefits
Kathleen Ahmann, Secretary

540 Carlisle Avenue
Onalaska WA 98570
360-978-4111 opt. 5
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www.onysd.wednet.edu

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Pam Kinsman
Scott Reed
Chet Iverson, DVM

"Cultivating and Harvesting High Expectations and Excellence"

November 15, 2017

SBCTC Capital Scoring Committee
PO Box 42495
Olympia, WA 98504

Dear Scoring Committee:

On behalf of the Onalaska School District, please accept this letter of support for Centralia College's proposal for the new Child and Family Studies Building. Due to increased programming by the college for services that are provided to our school districts, a new facility is warranted.

Onalaska School District and Centralia College have partnered for many years to build strong community ties and enhance the pathways to higher education for our families and students.

An expansion of Centralia College's Child and Family Studies programs would be a welcome addition of state support for our joint efforts to increase educational attainment in our region.

Sincerely,

Jeff Davis
Superintendent
Onalaska School District

ROCHESTER SCHOOL DISTRICT NO. 401
10140 Hwy 12 SW, Rochester, WA 98579 (360) 273-5536 FAX (360) 273-5547
'ROCHESTER SCHOOLS' AT THE HEART OF THE COMMUNITY

November 16, 2017

SBCTC Capital Scoring Committee
PO Box 42495
Olympia, WA 98504

Dear Scoring Committee:

On behalf of Rochester School District please accept this letter of support for Centralia College's proposal for the new Child and Family Studies building.

Rochester School District has partnered for many years to build strong community ties and enhance the pathways to higher education for our families / students.

An expansion of Centralia Colleges Child and Family Studies programs would be a welcome addition of state support for our joint efforts to increase educational attainment in our region.

Sincerely,

Kimberly M. Fry
Superintendent

Lewis Economic Development Council

December 18, 2017

Stephen L. Ward
Vice President, Finance and Administration
Executive Director, Foundation
Centralia College
600 Centralia College Blvd
Centralia, WA 98531

Dear Mr. Ward:

The Lewis County Economic Development Council has a long-standing partnership with Centralia College in regard to economic development in our area. As businesses seek to locate in communities, they investigate and assess many factors. Having a strong and vibrant college in the area is a definite advantage when it comes to workforce training, but the overall education platform is also a key factor. The work of the college in providing a K-12 and Early Childhood Education teachers is a valuable component in establishing our region as an investment worthy and attractive investment for potential employers.

The Lewis County EDC is a strong supporter of the Baccalaureate in Applied Science – Teacher Education program at Centralia College and improving the facilities supporting this program. We ask for the approval of their grant application.

Cordially,

Matt Matayoshi
Executive Director

Appendix B3

2019-2020 Enrollments and Estimated Enrollments

Course	Title	Credit	2019 Students	Annual FTES	Est. **Students	Est. **Annual FTEs
			HC		HC	
ECED& 105	Intro Early Child Education	5	7	0.78	20	2.22
ECED& 107	Health/Safety/Nutrition	5	17	1.89	40	4.44
ECED& 120	Practicum – Nurturing Relationships	2	17	0.76	40	1.78
ECED& 160	Curriculum Development	5	17	1.89	40	4.44
ECED& 170	Environments – Young Child	3	31	2.07	60	4
ECED& 180*	Lang/Literacy Dev	3	22	1.47	75	5
ECED& 190	Observation & Assessment	3	30	2	60	4
EDUC& 115*	Child Development	5	42	4.67	75	8.3
EDUC& 130	Guiding Behavior	3	56	3.73	60	2.67
EDUC& 150	Child/Family/Community	3	22	1.47	40	2.67
EDUC& 204	Exceptional Child	5	17	1.89	40	4.44
EDUC& 205	Intro to Ed w/Field Experience	5	17	1.89	40	4.44
EDUC 300	Intro to Special Education	5	25	2.78	60	6.67
EDUC 315	Teaching Science	5	25	2.78	60	6.67
EDUC 330	Technology and Teaching	2	25	1.11	60	2.67
EDUC 345	Teaching Language Arts & Development	3	25	1.67	60	4
EDUC 350	Diversity in Students	3	25	1.67	60	4
EDUC 351	Issues of Abuse	3	22	1.47	55	3.67
EDUC 355	Emergent Reading	5	25	2.78	60	6.67
EDUC 360	Assessment & Evaluation	5	25	2.78	55	6.11
EDUC 365	Intermediate Reading	3	25	1.67	55	3.67
EDUC 370	Support: Child & Family	3	6	0.4	18	1.2
EDUC 380	Dev of Differently Abled	5	6	0.67	18	2
EDUC 385	SPED Assessment	3	6	0.4	18	1.2
EDUC 400	Education & The Law	3	25	1.67	60	4
EDUC 410	Exceptional Learners	5	6	0.67	18	2
EDUC 420	Curriculum & Instruction	5	25	2.78	60	6.67
EDUC 421	Classroom Management	5	25	2.78	60	6.67
EDUC 425	Integrated Methods	5	22	2.44	55	6.11
EDUC 480	SPED Seminar	2	6	0.13	18	0.8
EDUC 481	Practicum 1	2	25	1.11	60	2.67
EDUC 482	Practicum 2	2	25	1.11	60	2.67

Course	Title	Credit	2019 Students	Annual FTES	Est. **Students	Est. **Annual FTEs
			HC		HC	
EDUC 483	Practicum 3	2	25	1.11	60	2.67
EDUC 484	Practicum 4	2	22	0.98	55	2.44
EDUC 497	Student Teaching, I	10	22	4.88	55	12.22
EDUC 498	Student Teaching, II	10	16	3.56	37	8.22
EDUC 490	Student Teaching SPED	10	6	1.33	18	4
MATH 315	Teaching Math	5	22	2.44	55	6.11
SST 365	Teaching Social Studies	5	22	2.44	55	6.11
	Totals		829	74.12	1895	164.18

HC - Headcount
* Required for admissions for BASTE program
** Estimated students if education and BASTE program has classroom space for two cohorts.

Caseload and Training Requirements: Education and BASTE courses are capped at 24 due to facility limitations. If students are on a waiting list, caps may be increased if room size permits. The goal is to increase the class caps to 30 with properly designed rooms in the education building that can hold that capacity. In addition, due to facility constraints, BASTE courses are held once per year. Expansion beyond evening offerings is prohibited due to lack of space available during the day in existing building. Currently, Education courses are held one – two times per year. One class is online and the other on campus.

COVID 19 required K-12 teachers to quickly pivot from in person to virtual instruction and then a combined modality upon return. The current technology and training environment available to our BASTE students is not sufficient to adequately train them for the multiple modality expectations of school district during and potentially post COVID or similar pandemics. The new facility is expected to be able to assist school districts in training current teachers in distance education modalities.

Vaccination mandates, COVID considerations and retirements are leaving significant gaps in high quality certificated teachers in K-12. School districts are hiring students prior to graduation, requesting conditional certifications so students can begin teaching before they are finished with the program, and email weekly regarding the need for long-term substitutes. The current demand is significantly higher than the current supply of highly qualified certificated teachers.

CENTRALIA COLLEGE

Appendix B4

City of Centralia

1. Riverside Fire Authority
2. Centralia Police Department
3. Centralia Building Department
4. Centralia Community

RIVERSIDE FIRE AUTHORITY

Prepare · Prevent · Save · Serve

1818 Harrison Avenue, Centralia, WA. 98531 360-736-3975

November 30, 2017

Re: Letter of Support Centralia College

To whom it may concern,

I am writing in support of another project proposed by the Centralia College that continues to follow their vision to provide students, faculty, staff and the greater community with safe, inviting, higher learning facilities.

In my 30-year tenure as a Firefighter, Fire Officer and Fire Marshal in Centralia, I have watched the campus facilities evolve. The campus was once dotted with antiquated wood frame, brick and mortar structures having no fire protection systems and little or no fire detection systems. These have systematically been replaced with state of the art facilities complete with fire protection and detection systems, providing area separation and emergency voice communications to campus-wide audiences. Where practical, other buildings have been rehabilitated to include these life safety features and to bring them into compliance with today's building & fire codes and life safety standards. Despite these positive steps bringing improvement, there are still areas of concern the college seeks to address with this funding request.

The college has acquired properties adjacent to the campus as a part of its master plan. Many of these properties include existing century-old single-family dwellings of balloon-frame construction, one of the most hazardous. These are being utilized in the interim for classrooms, and faculty and staff offices, but were clearly not designed nor intended for this purpose. There is no fire protection available and the means of egress is inadequate and often requires students and staff to exit from second floors. Single-station smoke alarms are in place but do not meet today's fire alarm system standards. There is no signal to a fire alarm panel to indicate a fire and no annunciation to occupants in adjacent rooms or floors. New students attending classes in these facilities may have a false sense of security that an alarm will sound in the event of a fire. However, it is impractical to retrofit these dwelling units with fire protection and detection systems when the means of egress system will remain inadequate.

According to the National Fire Protection Association, fires in residential occupancies account for approximately 80 percent of all fire-related deaths annually. As a fire and life safety educator and one

who is charged with ensuring buildings in my community are safe for public occupancy, I have a deep concern with continued use of aging residential dwellings to serve as classrooms and office spaces for faculty and staff.

Another challenge Centralia College faces is continued use of 40-plus year-old modular structures to care for our most vulnerable population, children under the age of 6 years-old. Though fitted with a fire alarm system, there is no fire suppression and retrofitting pipes in a flat roof structure would be impossible without leaving exposed piping. The maze of rooms and corridors with relatively low ceiling heights, light weight construction and no fire separation creates a means of egress challenge in the event of a fire. Predictably, rapid smoke development, the primary killer in dwelling fires, will lead to poor visibility and could leave a child or children trapped in an impossible rescue situation.

The Centralia College and the Riverside Fire Authority have enjoyed a long standing relationship that fosters cooperation toward achieving safe campus facilities for students to live and learn in. The Riverside Fire Authority applauds the efforts of Centralia College Leadership and staff in seeking the necessary funding to provide safe student, faculty, staff and early childhood learning facilities in a newly constructed mixed use facility.

If I can be of further assistance in support of this funding request, please do not hesitate to contact me at: 360-736-3975.

Sincerely,

Richard Mack
Assistant Chief Fire Marshal

Centralia Police Department
118 W. Maple Street / P.O. Box 609
Centralia, Washington 98531

Carl E. Nielsen, Chief of Police
Phone 360-330-7680
cpd@cityofcentralia.com

November 30, 2017

Dr. Bob Morbacher
President – Centralia College
600 Centralia College Blvd.
Centralia, WA 98531-4099

Subject: Support of Teacher Education & Family Development Center

Dr. Morbacher,

I am writing this letter in support of your proposed building of the new Teacher Education & Family Development Center (TEFD) at your main campus in the City of Centralia.

The Centralia Police Department has made it a priority to work continuously with your organization to improve campus safety since I arrived in 2015. As you are aware, those efforts have resulted in training and education for your staff and students in order to make your campus as safe as possible and prepared for major incidents that are becoming more and more frequent on campuses across our nation.

While your staff has been gracious enough to allow law enforcement access to your surveillance systems, the current location of those systems provides some challenges should an incident occur. After speaking with Vice President Steve Ward, I fully support the proposed building and location of the new TEFD. This new site will easily allow access for first responders to gain access to your surveillance systems as well as being large enough for us to immediately set up an incident command center should an event occur in or around your campus. As you are also aware, as these incidents unfold, time is critical for life-saving efforts, so I firmly believe this new location will save lives should we have to deal with one of these tragic incidents.

Thank you for you and your staff's continued support of our department in making our community and your institution a safe place to live and learn. Please do not hesitate to contact me if you need anything from me or my staff.

Sincerely,

Carl E. Nielsen
Chief of Police

Building Department, City of Centralia
118 W. Maple, PO Box 609
Centralia, WA 98531

November 30, 2017

Washington State Board of Community and Technical Colleges
ATTN: Capital Projects Scoring Committee
1300 Quince St SE
Olympia, WA 98504

RE: Centralia College – Teacher Education / Family Development Center

To Whom It May Concern:

City of Centralia staff has a long-standing business relationship with Centralia College faculty working closely on campus construction, planning, and growth issues. This collaboration has helped create a college campus that fits seamlessly into the neighborhood.

We are familiar with the buildings that are proposed to be replaced. These buildings are not designed for the current use as they are converted single-family residences and modular structures. Retrofitting these facilities to address seismic concerns wouldn't be a practical option. It would also be very difficult and costly to bring these building up to modern fire standards and meet current ADA standards. In our opinion moving forward with this project would be a logical and practical next step in moving forward.

We look forward to working on this next project with Centralia College to better serve our community and students. If you have any questions, feel free to contact me at 360.330.7662.

Sincerely,

Erik Jensen
Building Inspector
City of Centralia

CENTRALIA
COMMUNITY DEVELOPMENT

November 28, 2017

Washington State Board of Community and Technical Colleges
ATTN: Capital Projects Scoring Committee
1300 Quince St SE
Olympia, WA 98504

RE: Centralia College – Teacher Education / Family Development Center

To Whom It May Concern:

City of Centralia staff has worked closely with Centralia College faculty over the years on facilities master planning, code and variance issues, construction projects, etc. This collaboration has helped create a college campus that fits seamlessly into the neighborhood and is adjacent to the downtown area that benefits students, faculty, staff and residents alike.

The next project for the college, the Teacher Education/Family Development Center, is a logical and practical step forward. This new project will replace several previously converted single family residences and modular structures with a modern facility. Combining the many classes, offices and faculty areas will increase efficiency, and enhance safety and security for the program.

The proposed site on the south side of the campus has been in the Facilities Master Plan since inception and is already in use by the program. This location, adjacent to the college's largest parking lot, coordinates well with traffic patterns and blends well with the existing neighborhood. The city does not anticipate significant issues with zoning, permitting, variances, infrastructure, utility services, stormwater, etc. and foresees a smooth construction process, as has consistently happened on past construction projects.

We look forward to working with Centralia College on this next step and better serving our community and students. Please feel free to contact me at 360-330-7670 if you have any questions. Thank you.

Sincerely,

Emil Pierson, AICP
Community Development Director

118 West Maple Street, P.O. Box 609, Centralia, WA 98531-0609
· Telephone (360) 330-7662 · FAX (360) 330-7673 · Email: www.centraliaguide.com

CENTRALIA COLLEGE

Appendix B5

SBCTC Mission Study

Mission Study

Washington State Community and Technical Colleges

SBCTC
WASHINGTON STATE BOARD FOR COMMUNITY & TECHNICAL COLLEGES

Preface

In September 2008, the State Board for Community and Technical Colleges commissioned a task force of Board members, trustees, presidents, faculty and SBCTC staff to gain a better understanding of where Washington's community and technical college system is today and where it needs to be in the future.

Using the Higher Education Coordinating Board's ***Strategic Master Plan for Higher Education*** and the SBCTC's own ***System Direction*** to inform its work, the task force focused on current and future needs in the areas of:

- **Economic Demand** – Strengthening state and local economies by meeting the demands for a well-educated and skilled workforce.
- **Student Success** – Achieving increased educational attainment for all residents across the state.
- **Innovation** – Using technology, collaboration and innovation to meet the demands of the economy and improve student success.

The purpose of the study was to:

- Understand how well the community and technical college system is serving the people of Washington State in all three mission areas: academic transfer, workforce education and basic skills;
- Understand future needs and strategic challenges based on demographic, economic, financial and cultural trends over the next 20 years;
- Identify emerging, effective means of delivering education to adults from our own experiences and from the successes of others; and
- Make policy recommendations to the State Board about the future size and shape of the college system, including recommendations about future investment of resources.

The overarching goal of this Mission Study is to find more and better ways to reduce barriers and expand opportunities so more Washingtonians can reach higher levels of education. This study provides a long-term outlook at how community and technical college education will need to change and grow to meet the needs and expectations of future learners.

State Board for Community and Technical Colleges

Board Members

Jim Bricker, Coupeville, chair

Sharon Fairchild, Spokane, vice chair

Elizabeth Chen, Federal Way

Jim Garrison, Mount Vernon, Mission Study Task Force chair

Shaunta Hyde, Lake Forest Park

Jeff Johnson, Olympia

Tom Koenninger, Vancouver

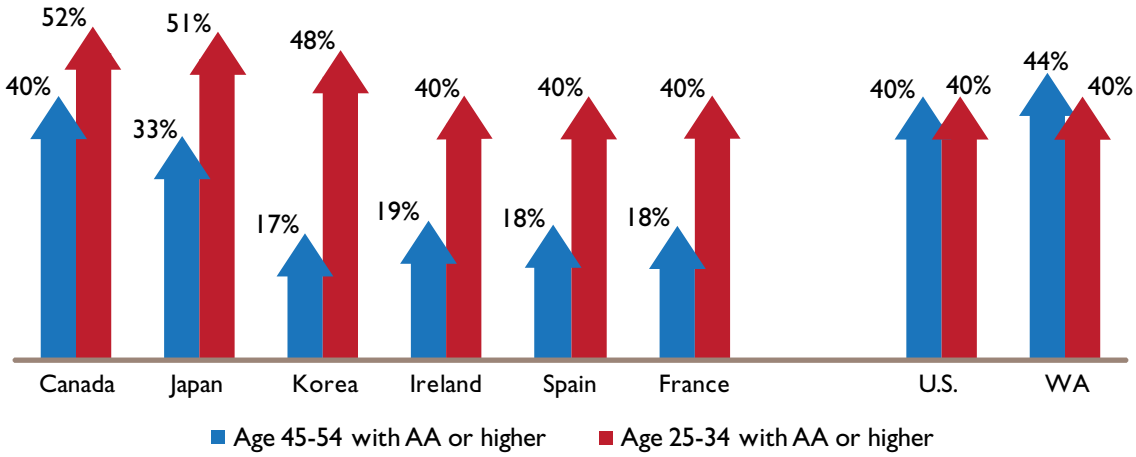
Erin Mundinger, Omak

Beth Willis, Lakewood

Our State's Most Urgent Need: Educating more people to higher levels of skill and knowledge

Our state's most urgent need is to educate more people to higher levels of skill and knowledge. This is the only way we can hope to sustain a prosperous economy that will provide opportunities for all of us, and for our children.

While other nations are increasing the educational attainment of new generations of citizens, the U.S. and Washington are not. Instead, the percentage who are well-educated stagnates or even declines.



Source: Higher Education Coordinating Board's Implementing the 2008 Strategic Master Plan for Higher Education

Educating a higher percentage of our young people to higher levels isn't just a challenge of needing ***more***. We need both ***more*** and ***different*** educational opportunities to rise to this challenge.

The current model of classroom learning is the product of centuries of academic tradition – tradition that is moving towards multiple modes, personalized learning, and increased success for today's students. New technologies, dramatic changes in student demographics and learning styles, and a new imperative for greater productivity all demand greater attention to how people learn, where they learn, and what skills and knowledge we need to provide.

A primary challenge is to educate those who have been under-represented in our higher education system: people of color, Latinos, low-wage workers who are raising children, immigrants with limited English, and youth and adults who lack college-level academic skills. We simply can't increase our state's overall educational attainment unless we find ways to recruit, retain and succeed with these potential students, because these are the fastest growing demographic groups in our state.

Our colleges can do more to help students succeed in school. Many of today's students struggle with barriers of time, distance, and competing work and family obligations. We need to find more ways to dismantle those barriers and make more of our programs accessible anytime, anywhere. We need to ensure that more of the students we enroll stay in college long enough to earn degrees and certificates to gain the skills they will need to move up a career ladder and contribute to our state's economic growth.

To do that, we have to accelerate the work we are doing to make our system more user-friendly. Enrolling in college is a daunting and sometimes intimidating experience. Students need to be encouraged and supported rather than stymied by lack of financial aid, lack of child care or transportation, or lack of access to the computer technology that can eliminate the barriers of time and distance.

We also need to ensure that once students enroll, we prepare them for success at the next level, ensure they won't have to backtrack or repeat classes, and provide the personalized guidance and academic support they need to achieve their goals.

The Call to Action: Achieving our mission in the 21st century

During the past year, the faculty, leaders and stakeholders of Washington's community and technical colleges have engaged in a lively, productive, system-wide dialogue about how to rise to these challenges.

This document is a result of that dialogue. It is a call to action, and a new vision of how we can serve a diverse population with a wide range of skills, knowledge and hopes for their future. It presents new ways to build on our strengths, and to venture beyond academic traditions to adapt to the 21st century.

Washington's 34 community and technical colleges are already diverse in student population, course offerings, and career pathways. We welcome college graduates who need specific technical skills, new immigrants who may never have sat in a classroom, and busy working parents who want to improve their prospects for career advancement.

Our colleges have earned a reputation as nimble, responsive and innovative institutions that nurture hope and opportunity for students from all walks of life, and provide our state's employers with skilled and confident workers, managers and leaders.

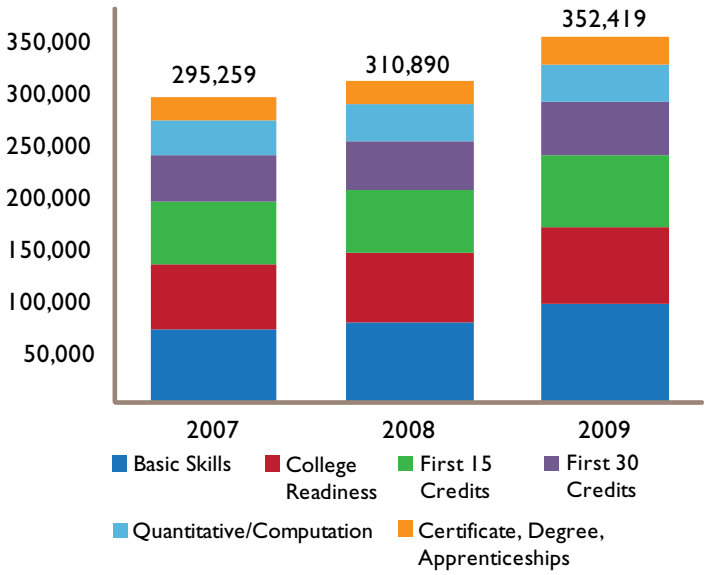
Washington's community and technical colleges are already key to Washington's progress and prosperity, and to our students' ability to succeed in today's competitive global economy. Today, nearly half a million people are enrolled in one or more of our programs, and over the years, countless Washington residents have launched their careers from one of our campuses. Our colleges are gateways to opportunity, known for transparent public accountability, and continuous, research-based improvements to meet changing student needs.

But we are in no position to rest on our laurels. On the contrary, our successes simply lead to greater challenges.

The Challenges We Face

To help more people attain higher levels of skill and knowledge as our state becomes more diverse, we need to attract, retain and succeed with more low-income youth, more Latinos, more under-educated adults, and more people who don't live close to one of our campuses, especially those in central and southwest Washington. All of these groups are now less likely than others to get the education they need to thrive and to contribute to our prosperity.

In just two years, colleges increased overall student achievement by 19%



Our community and technical college system has earned national recognition for creating funding incentives to increase degree completions. The Student Achievement Initiative rewards colleges for increasing the number of students who reach critical benchmarks towards degree completion by gaining college-level skills, completing first year coursework and gateway math classes, and by earning degrees and certificates or completing apprenticeship programs. This new system has improved student outcomes. Still, our dropout rate is unacceptably high, and we need to do more to reduce it.

To keep pace with employers' needs for technically skilled workers, by 2030 we need to increase by 9,000 the number of people who earn technical associate degrees, complete apprenticeships and earn skill certificates. With three-fourths of newly trained mid-level workers receiving their education at Washington's community and technical colleges, it's clear the system must play a critical role.

Washington also needs more people with baccalaureate and graduate degrees. Community and technical colleges must expand their contribution to help meet this need. Currently, four out of every ten people who earn a four-year college degree started at a community or technical college before transferring to a university. Bachelor's degree programs are now available on 24 of the 34 community and technical

college campuses, some through collaborations with universities, and some in our own applied baccalaureate programs. But we can do more to help place-bound working adults earn more of these degrees to stimulate innovation and economic growth.

Our colleges' Integrated Basic Education and Skills Training (I-BEST) programs combine academic, English language and job skills training to help people achieve their goals faster. Other innovations, such as the creation of learning communities and new classroom assessments, are also helping to improve student retention and achievement. But despite their success, limited funding constricts the expansion of these innovations that benefit both students and prospective employers.

eLearning is the fastest-growing mode of instruction in our system, with enrollments growing 20-35 percent per year for the past five years. Today, more than 130,600 students learn in online and hybrid (mixed online and in-person) courses. Colleges currently offer more than 17,500 online and hybrid classes, and more than one third of our faculty now teach online. Students can earn degrees completely online at 27 of our colleges in more than 100 different degree and certificate programs.

By 2020, we anticipate all students will take courses with online components and all students will use online student services for registration, course selection and business functions. In fact, student demand for online classes and services now outstrips our ability to provide them, making it harder for colleges to attract, retain and succeed with place-bound students and busy, working parents.

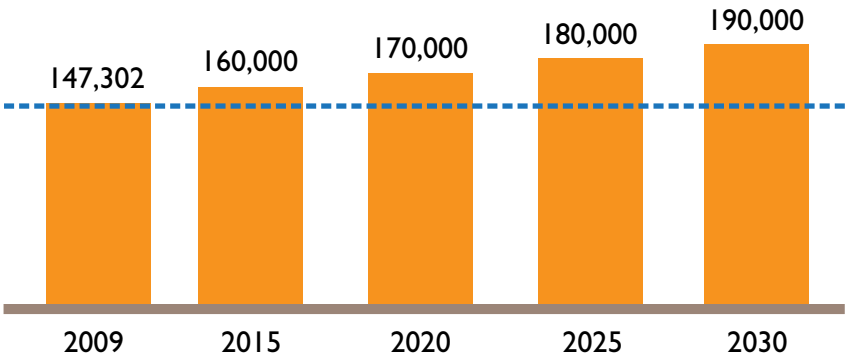
Technology-driven changes in the way students learn are requiring faculty to develop new skills and become guides who help students integrate knowledge across disciplines and teach them how to gather and assess information. A global explosion of online learning resources now allows faculty to borrow, remix and share "open source" curricula and free online textbooks. This is both a wonderful opportunity and a daunting challenge. To keep pace with the evolution of online learning, we need a significant increase in faculty professional development, and new recognition and rewards for faculty leaders, innovators and early adopters.

Washington's community and technical colleges spend less on administration than their peers in other states and the system is working to reduce administrative costs even further by centralizing and out-sourcing online functions such as email, servers, network applications and database administration. We want to further reduce these costs, so that we can deploy a larger share of our resources directly to student learning.

Perhaps the most daunting challenge we face is the collision between growing needs and reduced resources. It will take many years to recover from this recession, the state's budget cuts, and the increasing competition for reduced revenues. We will do all we can to focus scarce resources on teaching and learning and redouble our efforts to achieve more administrative efficiencies to improve student success rates. At the same time, however, we will need sustained and effective advocacy to compete for the resources we need to keep the American promise of hope, opportunity and upward mobility through educational advancement.

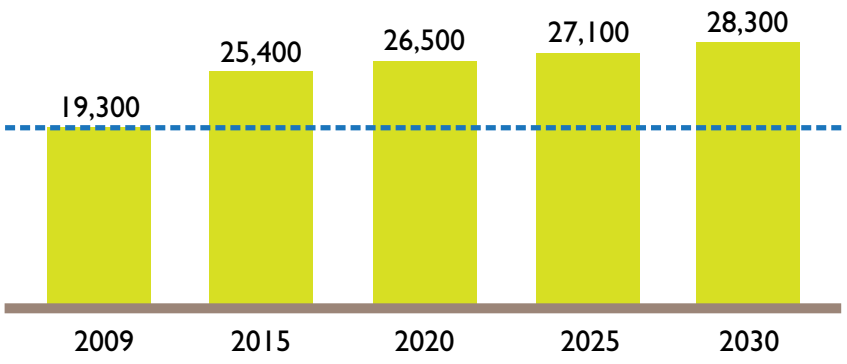
Our Twenty-Year Action Plan:

Colleges will need to serve 43,000 more full-time students by 2030



1. Serve more people, including groups who have been underserved in the past. We will increase our capacity to meet population growth and close the gap in access and participation for underserved populations. We will create an innovation fund to provide resources for colleges to test new locations and try new strategies to attract and succeed with low-income young adults, students of color – especially our growing Latino population – and underserved areas of our state such as southwest and central Washington.

Professional-technical graduates will need to increase by 50%



2. Close the statewide skills gap for technically trained workers. As the state's major provider of new, technically trained workers, the community and technical college system will expand capacity in workforce training programs, especially in high demand fields such as health care, information technology, engineering technology, math and science to meet the needs of Washington employers. We will continue to provide incentives to colleges to expand high demand, I-BEST and other integrated training programs. We will also cultivate new partnerships with employers, invest in high-quality, flexible short-term job training programs, and award credit for work-based learning to provide incentives for workers to earn degrees and certificates.

3. Increase funding for adult basic skills programs. Currently, programs for people who need to learn English and those who lack college-level skills are systematically under-funded. Since students in these programs cannot afford tuition, they are charged a nominal $25-per-quarter fee, which does not cover the cost of instruction. We must do more for this under-educated segment of our population for three reasons: First, our economy needs higher levels of skill and literacy even for most entry-level jobs. Second, multiple studies have shown that when we educate these adults, their children do better in school, benefiting the next generation and beyond. Third, those who have the least education and the lowest incomes should not be further disadvantaged by chronic under-funding of the programs they need to lift themselves and their families out of poverty.

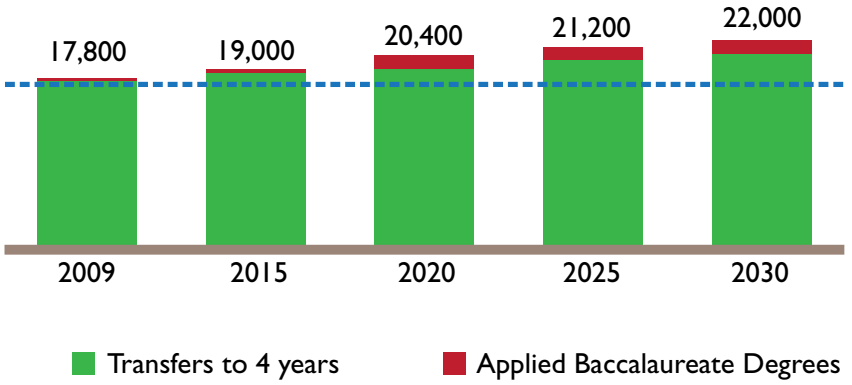
A system-wide study of how to equalize funding for adult basic skills will produce specific recommendations.

4. Contribute more to the production of baccalaureate degrees. Many transfer students cannot leave their jobs and families behind to pursue bachelor's degrees. The community and technical college system will work with universities and the Higher Education Coordinating Board to expand access for transfer-eligible students who want to earn baccalaureate degrees. We will work toward improving access to university campuses and to co-located university programs on our own campuses. We will also expand community and technical college programs that lead to applied baccalaureate degrees.

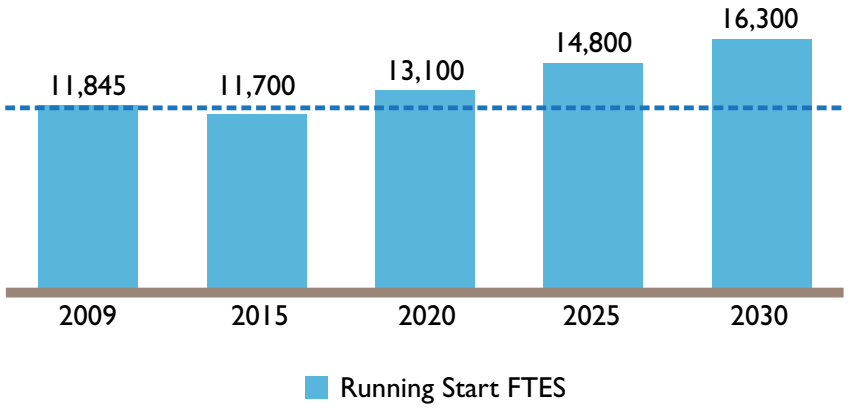
5. Work with our partners in the P-20 education system to create seamless, easy-to-navigate pathways for all students. Tech Prep, Running Start and other dual-enrollment programs are helping thousands of high school students get a head start on college, while reducing costs for both students and the taxpayer. I-BEST, Direct Transfer Agreements and common course numbering are making the educational system more transparent and easier to use. But there is much more to be done to ensure curricula are transferable from one institution to another, pathways from high schools to community and technical colleges to universities are clear to students, and high school students know what the post-high school education system has to offer and how to navigate it.

6. Use performance measures and funding as incentives to improve student retention and achievement. In 2007, the community and technical college system adopted the Student Achievement Initiative, which has earned national recognition for rewarding colleges that improve student persistence and degree completion. This accountability and achievement system should be more fully funded over the next three years and it should be used to identify and promote effective practices for increasing achievement gains, with a special focus on moving students from pre-college to college-level coursework and improving degree completion.

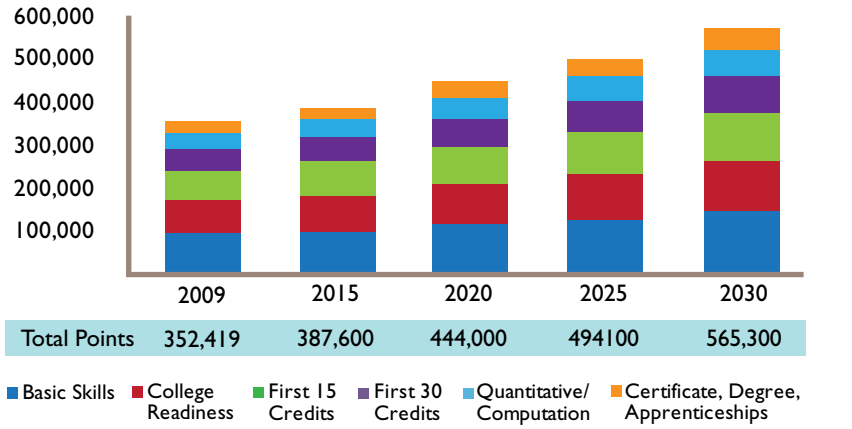
Transfer students need to increase by 25%; Applied Baccalaureates need to grow by 1,400



Running Start will increase by 4,200 FTES or 35%

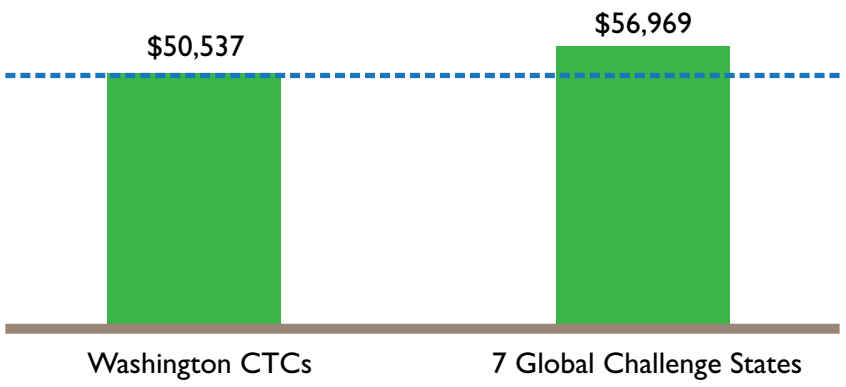


Colleges will increase student achievement by 60%



The State Board for Community and Technical Colleges will work with the Governor, the Legislature and the Higher Education Coordinating Board to consolidate multiple state-level accountability measures to build on the success of the Student Achievement Initiative. The community and technical college system will also advocate for improving system-wide capacity for data-driven performance evaluation and decision making.

Washington's community and technical college faculty salaries lag by nearly 13%

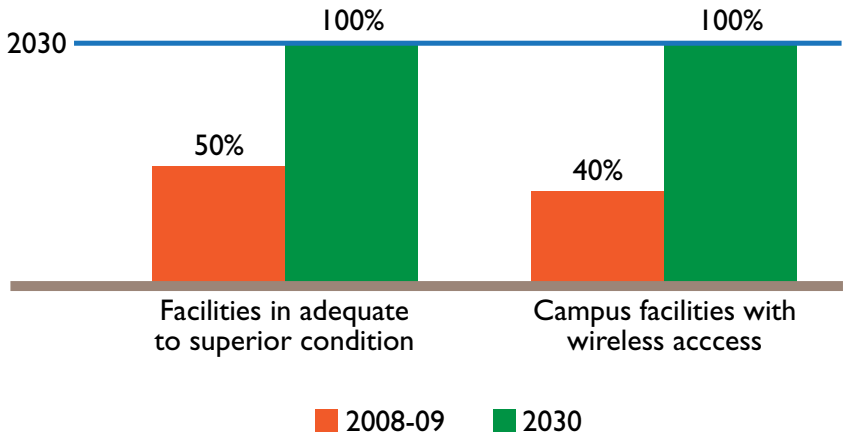


The Global Challenge States (GCS) comprise the top-ranked states in the Progressive Policy Institute's New Economy Index. The Index, used by the Governor in her "Washington Learns" report, is based on several factors, including: jobs, globalization, economic vitality and competition, and technological innovation capacity. The 2007 GCS used in this 2008 study were: CA, CO, CT, MD, MA, NJ and VA. In making this comparison, average salaries were adjusted using a cost-of-living index to account for the cost of living in each of the states.

7. Invest in sustaining faculty and staff excellence. Growth in student demand, dramatic changes in technology, and increasing diversity of students' cultural expectations and learning styles all combine to create new challenges for faculty and staff. To recognize and reward faculty and staff for rising to these challenges, the community and technical college system will continue to work towards implementation of the recommendations of the Compensation Study Task Force on cost of living adjustments, peer average salaries, faculty increments, part-time faculty salaries, and converting part-time faculty positions to full-time. We will also create new strategies to attract and retain high quality faculty and staff that reflect the diversity of our students, and plan for succession for the large number of faculty and staff who will retire during the coming decade.

The system will offer accessible, affordable, system-wide professional development opportunities to support the work colleges are doing to accelerate improvements in student learning and retention and to meet the educational needs of traditionally underserved student groups. Professional development to expand the integration of web-based and mobile learning technologies will be essential to meet students' growing demands for web-based learning and services.

21st century education requires 21st century facilities



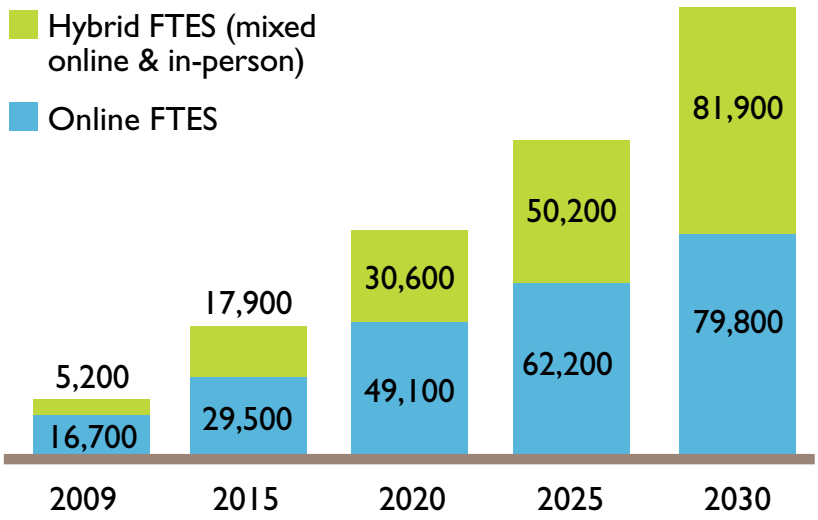
8. Build a 21st century learning infrastructure. The community and technical college system will expand online learning and other technology-based services to reduce the capital and maintenance costs of additional buildings and classrooms. Colleges need the technology investments outlined in the Board's recent Strategic Technology Plan, including campus-wide wireless web access and expanded eLearning and online student services. This will reduce – but not eliminate – the need for energy-efficient buildings with smart classrooms and new, web-based communications infrastructure.

As new population centers emerge around the state, new college locations will be established based on evidence of where people are underserved, and where there are growing populations within commute distance. Where new locations are needed, leased facilities will test student demand. Online delivery and collaboration with neighboring colleges will avoid unnecessary duplication, and new locations will be operated by existing college districts to keep overhead low.

Action Plan, continued

9. Promote the adoption of web-based and mobile technology tools for eLearning and online student services. Student demand for eLearning and online student services has outstripped the community and technical college system's ability to provide them. The system's Strategic Technology Plan calls for centrally purchased services so that all colleges will have the capacity to offer "anywhere, anytime" learning and student services. Central purchasing and deployment of these services will be less costly, more efficient, and provide greater consistency and ease of use for students. The system will develop strategies to ensure that all students – especially low-income students – have access to the technology they need. Last year, nearly 40 percent of our graduates took at least 15 credits through eLearning. Modest projections show it will grow to all students by 2030.

Every student will enroll in at least one eLearning class by 2030



The community and technical college system will deploy an online Open Course Library that supports the 80 most commonly enrolled courses. This web-based repository of course content, learning resources and open textbooks will improve the quality and consistency of teaching and learning and can substantially reduce textbook costs for students. It will be faculty-driven, shared by all colleges and faculty, and designed to provide all colleges with an opportunity to participate in its creation and evolution.

10. Devote a larger share of system resources to teaching and learning by making smarter use of technology and promoting efficiencies in college district governance. The community and technical college system will invest in shared technology to reduce costs and improve administrative efficiency. We will centralize commodity-based technical services and functions, outsource functions that can be provided at less cost and with better service, standardize technology infrastructure across colleges, and encourage and share local innovations.

The State Board for Community and Technical Colleges and local colleges will analyze the benefits and limitations of college district boundaries, and the extent to which consolidations or shared services could improve service to students and communities in each region of the state.

The Work Ahead

These ten strategies for change are our agenda for the years ahead. They signify our willingness to re-examine long-held assumptions about the enterprise of teaching and learning, to be early adopters of new technologies, and to embrace radical changes in our roles and responsibilities.

Some of the recommendations in this Action Plan build on initiatives already underway. Others will require more detailed analysis to develop implementation plans. The next steps will be to set specific priorities, timelines and assignments. Limited resources will make this work very challenging.

Collaborate with system stakeholders to set priorities and implement change

To achieve these goals, we will collaborate closely within the community and technical college system, with stakeholders, and with public and private partners. We will use the existing, well-organized decision and implementation structure of associations, commissions, councils, and faculty organizations to develop implementation plans and timelines. The State Board is committed to leading this effort to increase productivity, achieve greater student success, and keep pace with the evolution of our economy and technology.

Mobilize advocacy for sustained investment in the community and technical college system

No matter how successful these efforts are, the community and technical college system will still be challenged to compete for and win sustained state funding and special support for targeted innovations.

The State Board for Community and Technical Colleges will continue to educate opinion leaders and citizens about the value of our system and enlist their aid in advocating for the resources we need to make the most effective possible contribution to sustained economic growth and prosperity.

Innovate, experiment and stay focused on improving productivity

There is a real danger that a constriction in the capacity of community and technical colleges to produce well-prepared employees will become a bottleneck that slows Washington's recovery from the current recession. We cannot let this happen. We must rise to the challenge by creating faster, better, less costly ways to teach and learn.

We must innovate our way out of today's crisis. There is a world of promise for improving productivity through eLearning, greater administrative efficiency, smarter and faster pathways for students, and stronger linkages between school-based and work-based learning.

If we use 21st century technology, tools and innovations to break free from centuries of education tradition, we can create a truly student-centered system of personalized education that serves every student well, meets the demands of a growing and ever more diverse population, and accelerates Washington's economic recovery.

Community and Technical College System Mission Study Task Force Members

State Board members

Jim Garrison, chair
Sharon Fairchild
Jeff Johnson
Beth Willis

Trustees

Tom Gaffney, *Everett Community College*
Bob Myers, *Wenatchee Valley College*
Sue Cole, *Whatcom Community College*
Tom Malone, *Seattle Community College District*

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Tom Eckert, *Bellingham Technical College*
Pamela Transue, *Tacoma Community College*
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Faculty

Tim Allwine, *Lower Columbia College*
Mike Dodge, *Olympic College (Poulsbo)*
Allan French, *South Seattle Community College*
Karen Toreson, *Shoreline Community College*

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Evelyn Hawkins

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Charlie Earl
Jan Yoshiwara

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Front Cover	Clark College
Page 5	Clark College, Bates Technical College
Page 10	Clark College, Whatcom Community College
Page 11	Lower Columbia College, Skagit Valley College, Clark College (clockwise, L to R)
Back Cover	Whatcom Community College, Skagit Valley College, Lower Columbia College (L to R)

Washington State Board for Community and Technical Colleges

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May 2010

Appendix B6 - CLERY ACT

Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act

20 USC § 1092

(f) Disclosure of campus security policy and campus crime statistics

(1) Each eligible institution participating in any program under this subchapter and part C of subchapter I of chapter 34 of Title 42 shall on August 1, 1991, begin to collect the following information with respect to campus crime statistics and campus security policies of that institution, and beginning September 1, 1992, and each year thereafter, prepare, publish, and distribute, through appropriate publications or mailings, to all current students and employees, and to any applicant for enrollment or employment upon request, an annual security report containing at least the following information with respect to the campus security policies and campus crime statistics of that institution:

(A) A statement of current campus policies regarding procedures and facilities for students and others to report criminal actions or other emergencies occurring on campus and policies concerning the institution's response to such reports.

(B) A statement of current policies concerning security and access to campus facilities, including campus residences, and security considerations used in the maintenance of campus facilities.

(C) A statement of current policies concerning campus law enforcement, including--

(i) the enforcement authority of security personnel, including their working relationship with State and local police agencies; and

(ii) policies which encourage accurate and prompt reporting of all crimes to the campus police and the appropriate police agencies.

(D) A description of the type and frequency of programs designed to inform students and employees about campus security procedures and practices and to encourage students and employees to be responsible for their own security and the security of others.

(E) A description of programs designed to inform students and employees about the prevention of crimes.

(F) Statistics concerning the occurrence on campus, in or on noncampus buildings or property, and on public property during the most recent calendar year, and during the 2 preceding calendar years for which data are available--

(i) of the following criminal offenses reported to campus security authorities or local police agencies:

(I) murder;
(II) sex offenses, forcible or nonforcible;
(III) robbery;
(IV) aggravated assault;
(V) burglary;
(VI) motor vehicle theft;
(VII) manslaughter;
(VIII) arson; and
(IX) arrests or persons referred for campus disciplinary action for liquor law violations, drug-related violations, and weapons possession; and

(ii) of the crimes described in subclauses (I) through (VIII) of clause (i), and other crimes involving bodily injury to any person in which the victim is intentionally selected because of the actual or perceived race, gender, religion, sexual orientation, ethnicity, or disability of the victim that are reported to campus security authorities or local police agencies, which data shall be collected and reported according to category of prejudice.

(G) A statement of policy concerning the monitoring and recording through local police agencies of criminal activity at off-campus student organizations which are recognized by the institution and that are engaged in by students attending the institution, including those student organizations with off- campus housing facilities.

(H) A statement of policy regarding the possession, use, and sale of alcoholic beverages and enforcement of State underage drinking laws and a statement of policy regarding the possession, use, and sale of illegal drugs and enforcement of Federal and State drug laws and a description of any drug or alcohol abuse education programs as required under section 1011i of this title.

(I) Redesignated (H)

(2) Nothing in this subsection shall be construed to authorize the Secretary to require particular policies, procedures, or practices by institutions of higher education with respect to campus crimes or campus security.
(3) Each institution participating in any program under this subchapter and part C of subchapter I of chapter 34 of Title 42 shall make timely reports to the campus community on crimes considered to be a threat to other students and employees described in paragraph (1)(F) that are reported to campus security or local law police agencies. Such reports shall be provided to students and employees in a manner that is timely and that will aid in the prevention of similar occurrences.
(4)(A) Each institution participating in any program under this subchapter [20 U.S.C.A. § 1070 et seq.] and part C of subchapter I of chapter 34 of Title 42 [42 U.S.C.A. § 2751 et seq.] that maintains a police or security department of any kind shall make, keep, and maintain a daily log, written in a form that can be easily understood, recording all crimes reported to such police or security department, including--

(i) the nature, date, time, and general location of each crime; and
(ii) the disposition of the complaint, if known.

(B)(i) All entries that are required pursuant to this paragraph shall, except where disclosure of such information is prohibited by law or such disclosure would jeopardize the confidentiality of the victim, be open to public inspection within two business days of the initial report being made to the department or a campus security authority.
(ii) If new information about an entry into a log becomes available to a police or security department, then the new information shall be recorded in the log not later than two business days after the information becomes available to the police or security department.
(iii) If there is clear and convincing evidence that the release of such information would jeopardize an ongoing criminal investigation or the safety of an individual, cause a suspect to flee or evade detection, or result in the destruction of evidence, such information may be withheld until that damage is no longer likely to occur from the release of such information.
(5) On an annual basis, each institution participating in any program under this subchapter and part C of subchapter I of chapter 34 of Title 42 [42 U.S.C.A. § 2751 et seq.] shall submit to the Secretary a copy of the statistics required to be made available under paragraph (1)(F). The Secretary shall--

(A) review such statistics and report to the Committee on Education and the Workforce of the House of Representatives and the Committee on Labor and Human Resources of the Senate on campus crime statistics by September 1, 2000;

(B) make copies of the statistics submitted to the Secretary available to the public; and

(C) in coordination with representatives of institutions of higher education, identify exemplary campus security policies, procedures, and practices and disseminate information concerning those policies, procedures, and practices that have proven effective in the reduction of campus crime.

(6)(A) In this subsection:

(i) The term "campus" means--

(I) any building or property owned or controlled by an institution of higher education within the same reasonably contiguous geographic area of the institution and used by the institution in direct support of, or in a manner related to, the institution's educational purposes, including residence halls; and
(II) property within the same reasonably contiguous geographic area of the institution that is owned by the institution but controlled by another person, is used by students, and supports institutional purposes (such as a food or other retail vendor).

(ii) The term "noncampus building or property" means--

(I) any building or property owned or controlled by a student organization recognized by the institution; and
(II) any building or property (other than a branch campus) owned or controlled by an institution of higher education that is used in direct support of, or in relation to, the institution's educational purposes, is used by students, and is not within the same reasonably contiguous geographic area of the institution.

(iii) The term "public property" means all public property that is within the same reasonably contiguous geographic area of the institution, such as a sidewalk, a street, other thoroughfare, or parking facility, and is adjacent to a facility owned or controlled by the institution if the facility is used by the institution in direct support of, or in a manner related to the institution's educational purposes.

(B) In cases where branch campuses of an institution of higher education, schools within an institution of higher education, or administrative divisions within an institution are not within a reasonably contiguous geographic area, such entities shall be considered separate campuses for purposes of the reporting requirements of this section.
(7) The statistics described in paragraph (1)(F) shall be compiled in accordance with the definitions used in the uniform crime reporting system of the Department of Justice, Federal Bureau of Investigation, and the modifications in such definitions as implemented pursuant to the Hate Crime Statistics Act. Such statistics shall not identify victims of crimes or persons accused of crimes.
(8)(A) Each institution of higher education participating in any program under this subchapter and part C of subchapter I of chapter 34 of Title 42 shall develop and distribute as part of the report described in paragraph (1) a statement of policy regarding--

(i) such institution's campus sexual assault programs, which shall be aimed at prevention of sex offenses; and
(ii) the procedures followed once a sex offense has occurred.

(B) The policy described in subparagraph (A) shall address the following areas:

(i) Education programs to promote the awareness of rape, acquaintance rape, and other sex offenses.
(ii) Possible sanctions to be imposed following the final determination of an on-campus disciplinary procedure regarding rape, acquaintance rape, or other sex offenses, forcible or nonforcible.
(iii) Procedures students should follow if a sex offense occurs, including who should be contacted, the importance of preserving evidence as may be necessary to the proof of criminal sexual assault, and to whom the alleged offense should be reported.
(iv) Procedures for on-campus disciplinary action in cases of alleged sexual assault, which shall include a clear statement that--

(I) the accuser and the accused are entitled to the same opportunities to have others present during a campus disciplinary proceeding; and
(II) both the accuser and the accused shall be informed of the outcome of any campus disciplinary proceeding brought alleging a sexual assault.

(v) Informing students of their options to notify proper law enforcement authorities, including on-campus and local police, and the option to be assisted by campus authorities in notifying such authorities, if the student so chooses.
(vi) Notification of students of existing counseling, mental health or student services for victims of sexual assault, both on campus and in the community.
(vii) Notification of students of options for, and available assistance in, changing academic and living situations after an alleged sexual assault incident, if so requested by the victim and if such changes are reasonably available.

(C) Nothing in this paragraph shall be construed to confer a private right of action upon any person to enforce the provisions of this paragraph.
(9) The Secretary shall provide technical assistance in complying with the provisions of this section to an institution of higher education who requests such assistance.
(10) Nothing in this section shall be construed to require the reporting or disclosure of privileged information.
(11) The Secretary shall report to the appropriate committees of Congress each institution of higher education that the Secretary determines is not in compliance with the reporting requirements of this subsection.
(12) For purposes of reporting the statistics with respect to crimes described in paragraph (1)(F), an institution of higher education shall distinguish, by means of separate categories, any criminal offenses that occur--

(A) on campus;
(B) in or on a noncampus building or property;
(C) on public property; and
(D) in dormitories or other residential facilities for students on campus.

(13) Upon a determination pursuant to section 1094(c)(3)(B) of this title that an institution of higher education has substantially misrepresented the number, location, or nature of the crimes required to be reported under this subsection, the Secretary shall impose a civil penalty upon the institution in the same amount and pursuant to the same procedures as a civil penalty is imposed under section 1094(c)(3)(B) of this title.
(14)(A) Nothing in this subsection may be construed to--

(i) create a cause of action against any institution of higher education or any employee of such an institution for any civil liability; or
(ii) establish any standard of care.

(B) Notwithstanding any other provision of law, evidence regarding compliance or noncompliance with this subsection shall not be admissible as evidence in any proceeding of any court, agency, board, or other entity, except with respect to an action to enforce this subsection.
(15) This subsection may be cited as the "Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act".

Notes

The Hate Crime Statistics Act, referred to in subsec. (f)(7), is Public Law 101- 275, Apr. 23, 1990, 104 Stat. 140, which is set out as a note under section 534 of Title 28, Judiciary and Judicial Procedure.

Effective Dates

1998 Acts. Amendment by Pub.L. 105-244 **effective Oct. 1, 1998**, except as otherwise provided, see section 3 of Public Law 105-244.
1992 Acts. Section 486(c)(3) of Pub.L. 102-325 provided that:

> "The amendment made by this subsection to subparagraph (F)(ii) of section 485(f)(1) of the Act [subsec. (f)(1)(F)(ii) of this section] shall be effective with respect to reports made pursuant to such section on or after September 1, 1993. The statistics required by subparagraph (F) of such section shall--
>
> **"(A)** in the report required on September 1, 1992, include statistics concerning the occurrence on campus of offenses during the period from August 1, 1991, to July 31, 1992;
> **"(B)** in the report required on September 1, 1993, include statistics concerning the occurrence on campus of offenses during (i) the period from August 1, 1991, to December 31, 1991, and (ii) the calendar year 1992;
> **"(C)** in the report required on September 1, 1994, include statistics concerning the occurrence on campus of offenses during (i) the period from August 1, 1991, to December 31, 1991, and (ii) the calendar years 1992 and 1993; and
> **"(D)** in the report required on September 1 of 1995 and each succeeding year, include statistics concerning the occurrence on campus of offenses during the three calendar years preceding the year in which the report is made."

1990 Acts. Section 204(c) of Pub. L. 101-542, provided that: "The amendments made by this section [enacting subsec. (f) of this section] shall take effect on September 1, 1991, except that the requirement of section 485(f)(1)(F) and (H) of the Higher Education Act of 1965 [subsec. (f)(1)(F) and (H) of this section] (as added by this section) shall be applied to require statistics with respect to school years preceding the date of enactment of this Act [Nov. 8, 1990] only to the extent that data concerning such years is reasonably available."

Congressional Findings for Public Law 101-542

Section 202 of P.L. 101-542 provided that: "The Congress finds that--
"(1) the reported incidence of crime, particularly violent crime, on some college campuses has steadily risen in recent years;
"(2) although annual 'National Campus Violence Surveys' indicate that roughly 80 percent of campus crimes are committed by a student upon another student and that approximately 95 percent of the campus crimes that are violent are alcohol- or drug-related, there are currently no comprehensive data on campus crimes;
"(3) out of 8,000 postsecondary institutions participating in Federal student aid programs,

only 352 colleges and universities voluntarily provide crime statistics directly through the Uniform Crime Report of the Federal Bureau of Investigation, and other institutions report data indirectly, through local police agencies or States, in a manner that does not permit campus statistics to be separated;
"(4) several State legislatures have adopted or are considering legislation to require reporting of campus crime statistics and dissemination of security practices and procedures, but the bills are not uniform in their requirements and standards;
"(5) students and employees of institutions of higher education should be aware of the incidence of crime on campus and policies and procedures to prevent crime or to report occurrences of crime;
"(6) applicants for enrollment at a college or university, and their parents, should have access to information about the crime statistics of that institution and its security policies and procedures; and
"(7) while many institutions have established crime preventive measures to increase the safety of campuses, there is a clear need--

> **"(A)** to encourage the development on all campuses of security policies and procedures;
> **"(B)** for uniformity and consistency in the reporting of crimes on campus; and
> **"(C)** to encourage the development of policies and procedures to address sexual assaults and racial violence on college campuses."

Amendments
1998 Amendments. Subsec. (f)(1)(F). Pub.L. 105-244, § 486(e)(1)(A), rewrote subpar. (F), which formerly read: "Statistics concerning the occurrence on campus, during the most recent calendar year, and during the 2 preceding calendar years for which data are available, of the following criminal offenses reported to campus security authorities or local police agencies--
"(i) murder;
"(ii) sex offenses, forcible or nonforcible;
"(iii) robbery;
"(iv) aggravated assault;
"(v) burglary; and
"(vi) motor vehicle theft."
Subsec. (f)(1)(H), (I). Pub.L. 105-244, § 486(e)(1)(B), (C), struck out subpar. (H) and redesignated subpar. (I) as (H). Prior to repeal, former subpar. (H) read:
"(H) Statistics concerning the number of arrests for the following crimes occurring on campus:
"(i) liquor law violations;
"(ii) drug abuse violations; and
"(iii) weapons possessions."
Pub.L. 105-244, § 102(b)(3), substituted "section 1011i of this title" for "section 1145g of this title" in subpar. (I), now redesignated (H).
Subsec. (f)(4). Pub.L. 105-244, § 486(e)(5), (6), redesignated former par. (4) as (5) and inserted a new par. (4). Former par. (5) redesignated (6).
Subsec. (f)(5). Pub.L. 105-244, § 486(e)(5), redesignated former par. (4) as (5). Former par. (5) redesignated (6).
Pub.L. 105-244, § 486(e)(2)(A), (B), substituted "On an annual basis, each" for "Upon the request of the Secretary, each" and "paragraph (1)(F)" for "paragraphs (1)(F) and (1)(H)" in former par. (4), prior to the redesignation of such par. (4) as (5).
Subsec. (f)(5)(A). Pub.L. 105-244, § 486(e)(2)(C) to (E), substituted "Education and the Workforce" for "Education and Labor"; substituted "September 1, 2000" for "September 1, 1995"; and struck out "and" at the end of former par. (4)(A), prior to the redesignation of such par. (4)(A) as (5)(A).

Subsec. (f)(5)(B), (C). Pub.L. 105-244, § 486(e)(2)(F), (G), redesignated former subpar. (B) as (C) and inserted a new subpar. (B) in former par. (4), prior to the redesignation of such par. (4) as (5).
Subsec. (f)(6). Pub.L. 105-244, § 486(e)(5), redesignated former par. (5) as (6).
Subsec. (f)(6)(A). Pub.L. 105-244, § 486(e)(3), rewrote former par. (5)(A), prior to redesignated as par. (6)(A). Prior to such redesignation, former par. (5)(A) read:
"(5)(A) For purposes of this subsection, the term "campus" includes--
"(i) any building or property owned or controlled by the institution of higher education within the same reasonably contiguous geographic area and used by the institution in direct support of, or related to its educational purposes; or
"(ii) any building or property owned or controlled by student organizations recognized by the institution."
Subsec. (f)(7). Pub.L. 105-244, § 486(e)(4), (5), substituted "paragraph (1)(F)" for "paragraphs (1)(F) and (1)(H)" and added "Such statistics shall not identify victims of crimes or persons accused of crimes." at the end of former par. (6) and redesignated such former par. (6) as par. (7). Former par. (7) was redesignated (8).
Subsec. (f)(8). Pub.L. 105-244, § 486(e)(5), redesignated former par. (7) as (8).
Subsec. (f)(9) to (15). Pub.L. 105-244, § 486(e)(7), added pars. (9) to (15).
1992 Amendments. Subsec. (f)(1)(F)(ii). Pub.L. 102-325, § 486(c)(1), substituted "sex offenses; forcible or nonforcible;" for "rape;".
Subsec. (f)(7). Pub.L. 102-325, § 486(c)(2), added par. (7).
Subsec. (f)(1). Pub.L. 102-26, § 10(d), substituted "August 1, 1991" for "September 1, 1991" in the provisions preceding subpar. (A) and in subpar. (F) substituted "calendar year" and "calendar years" for "school year" and "school years", respectively.
1990 Amendments. Subsec. (f). Pub.L. 101-542, § 204(a), added subsec. (f).

Conforming Regulations
Section 401(a) of Pub.L. 101-542 provided that: "The Secretary is authorized to issue regulations to carry out the provisions of this Act [Pub.L. 101-542, for distribution of which, see Short Title Note set out under section 1001 of this title]."

APPENDIX C
PREDESIGN CHECKLIST – PROJECT ANALYSES

ANALYSIS OF ALTERNATIVES

C1 Master Plan 2017 Excerpts
- Facility Master Plan Priorities
- 01 Centralia College Master Plan 2017
- 03 Pedestrian Plan
- 04 Circulation Plan
- 11-A Utility Plan – Storm Water
- 11-B Utility Plan – Power
- 11-C Utility Plan – Water

C2 Alternate Plans & Program
- BAS-TE Current Staff Locations
- BAS-TE Proposed TE&FDC New Site
- Alternate Adjacency Diagrams on Sites
- Separate FOM Floor Plan on Separate Site
- Alternate #2, 3 & 4 Space Programs
- Advantages / Disadvantages Matrix

C3 Alternative Cost Estimates
- 1 Alternative Target Value Estimates
- 2 Independent Construction Cost Estimate – Preferred Site Alternate # 2

C4 Life Cycle Cost Model

C5 Estimated Schedule

DETAILED ANALYSIS OF PREFERRED ALTERNATIVE

C6 Site Analysis – Preferred Plan
- 1 Ownership, / Acquisitions / Aerial Photo
- 2 Site Survey, Easements
- 3 Site Zoning Map
- 4 AEG Phase 1 Environmental Survey Assessment
- 5 Soils Investigation Report – CC Commons_2013

C7 Cultural Resources Assessments
- 1 Preferred Site Properties & DAHP Reports
- 2 Archaeological & Cultural Resources - Tribal Contacts

C8 Building Analysis – Preferred Plan
- 1 Site Analysis / Setbacks / Solar Orientation
- 2 Basic Floor Plan
- 3 Parking & Access Impacts

C9 LEED™ Checklist
- 1 Greenhouse Reduction Plan

C10 Costs (Detailed – Preferred Plan)
- 1 C-100 Form – Preferred Plan
- 2 Foundation Funding Resolution
- 3 Cent. College Funding Support

C11 Basis of Design Narratives
- Mechanical
- Plumbing
- Fire Protection
- Sustainable Design
- Electrical System
- Telecommunication System
- Lighting Design

C12 Detailed Schedule

C1- Master Plan 2017 Excerpts

Facility Master Plan Priorities 2018-2023

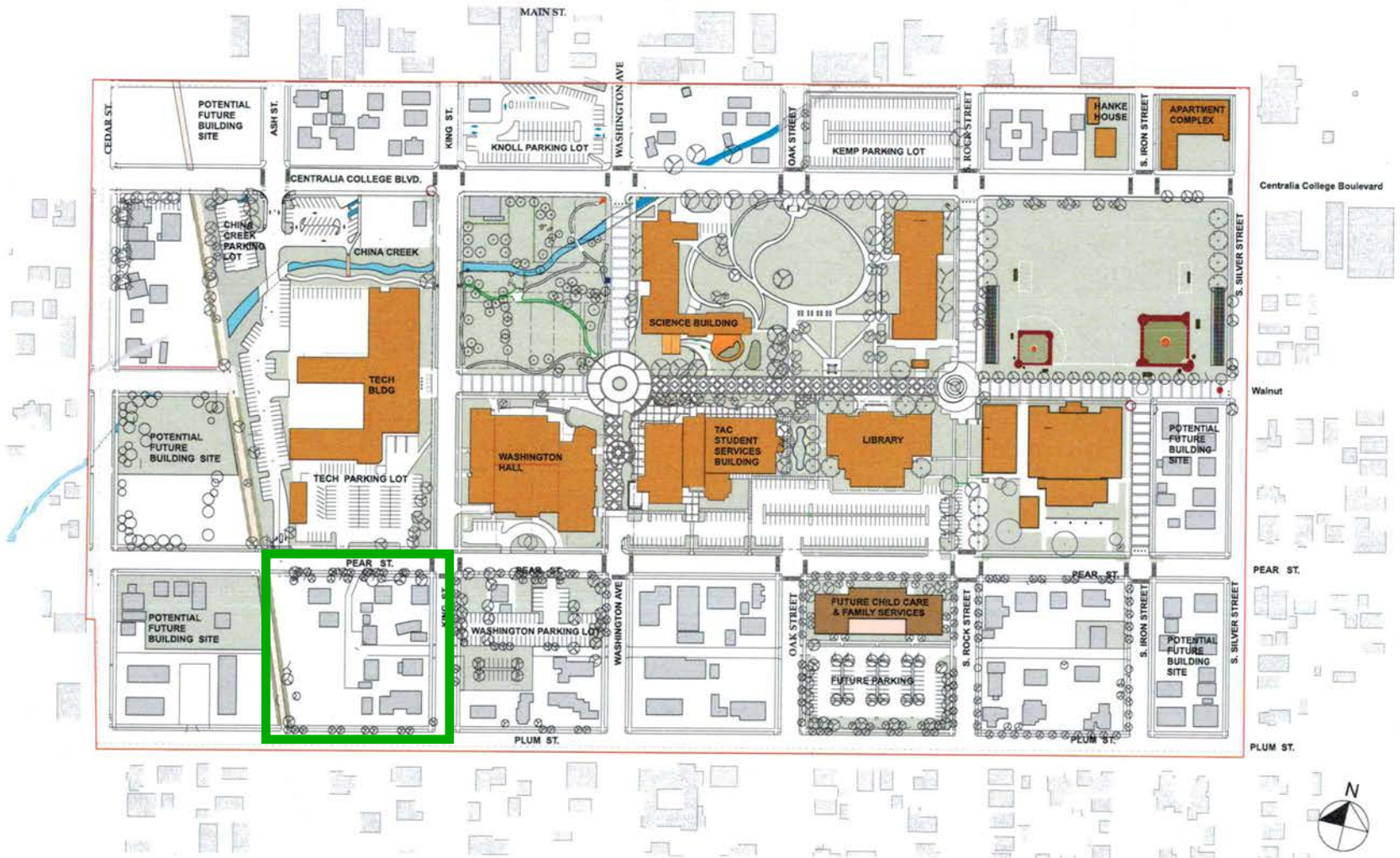
Since the college's master plan was first written in 1999, it has called for a consolidated Early Childhood Education program to be located on the southern perimeter of campus, The proposed location in the Master Plan allows for direct connection to the educational programs and city utilities, as well as easy access for the community and the required exterior play areas in a safe environment.

Major Facilities

- Establish Child and Family Studies facilities on SBCTC Capital List for funding
- Complete Field of Dreams (Athletic Facility) project
- Repurpose TSB (Transitional Services Bldg.) for one stope center functionality
- Repurpose Kirk Library after Phoenix Center relocation
- Establish entry concept on Centralia College Blvd. (raze Kemp)
- Complete Esplanade on Walnut and Washington

Transformation Emphasis

- Sustainable and energy efficiencies
- Safety related lighting and landscaping
- Achieve Tree Campus U.S.A. Certification
- Increase pedestrian and interactive common spaces
- Mass notification systems



Master Plan 2017

SCALE: 1" =100'

msgs

Rovelstad architects

CENTRALIA COLLEGE MASTER PLAN 2017

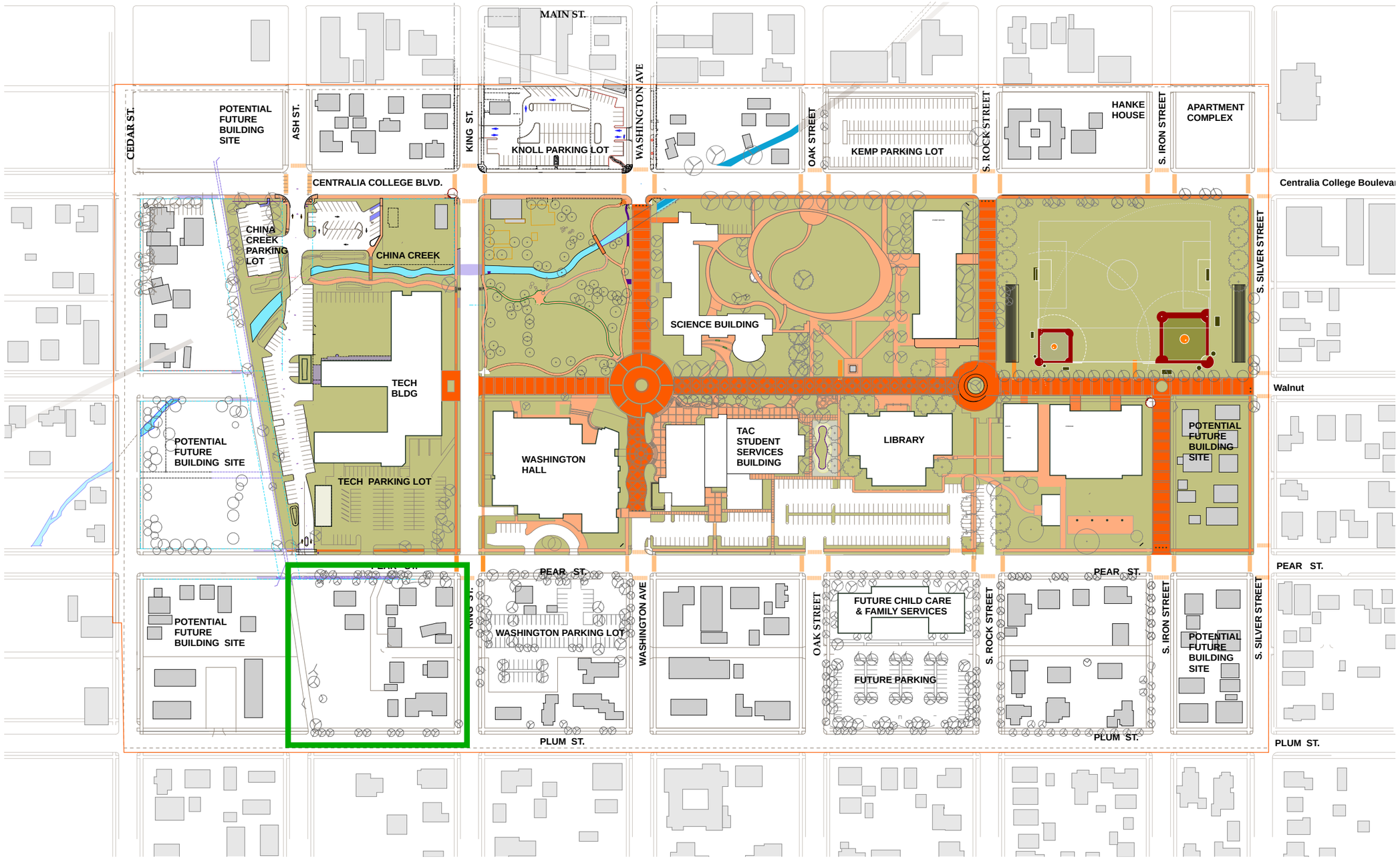
PROJECT NO:

SHEET TITLE

Master 22x34

01

Users/andyrovelstad/Documents/A-CC Campus/Master Plan/4. drawings/CC MASTER PLAN July 2017 .pln



Pedestrian Plan

SCALE: 1/64" = 1'-0"

msgs
Rovelstad architects

CENTRALIA COLLEGE
MASTER PLAN 2017

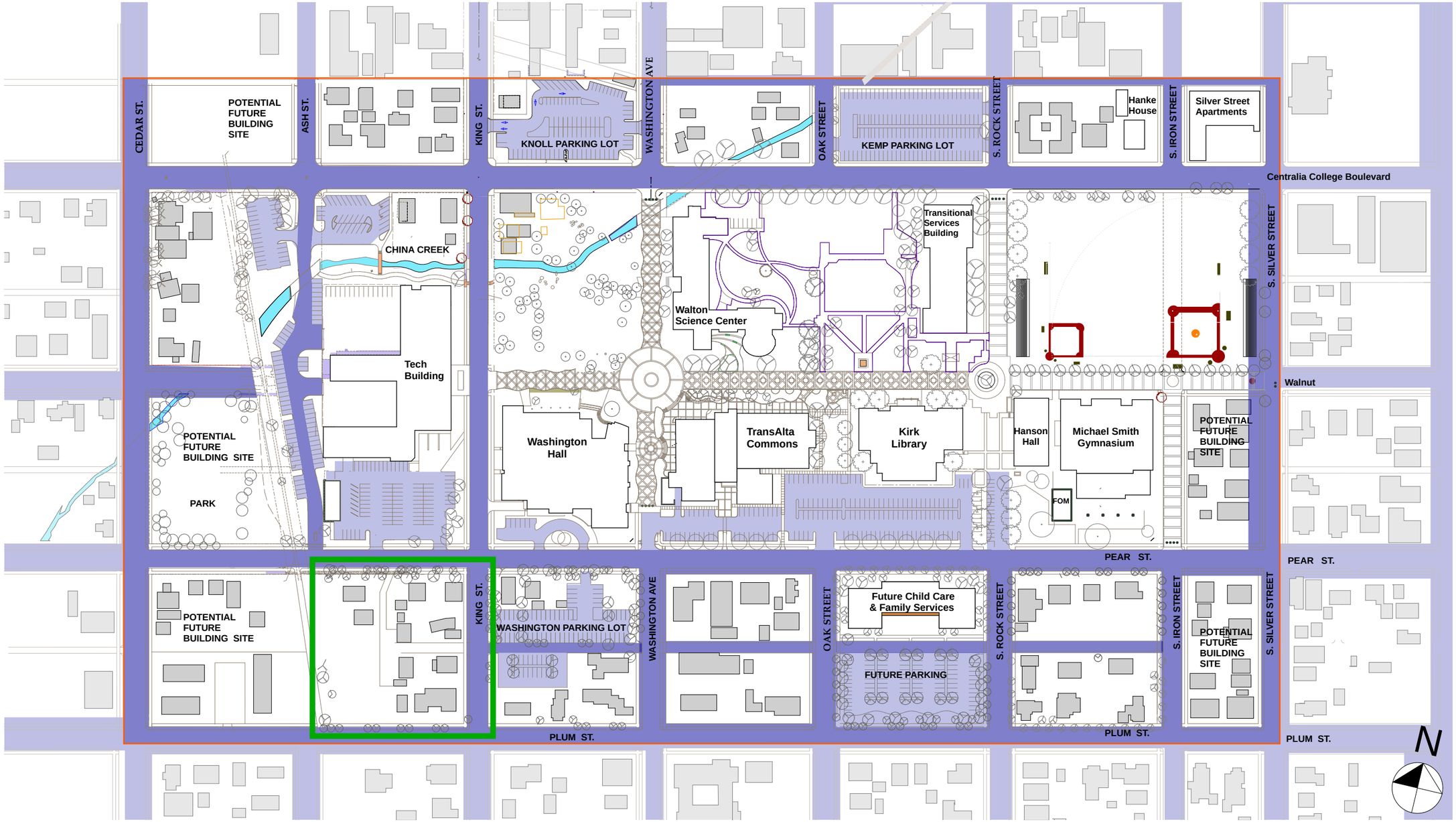
CENTRALIA COLLEGE

PROJECT NO:

SHEET TITLE

Pedestrial Plan

03



Circulation Plan

SCALE: 1" =200'

Rovelstad architects
300 Morrill Pl
Bainbridge Island, WA
98110
206-518-3678 (C)

msgs architects

Centralia College
MASTER PLAN 2017

State Project Number
2017-831

DATE	12/18/17

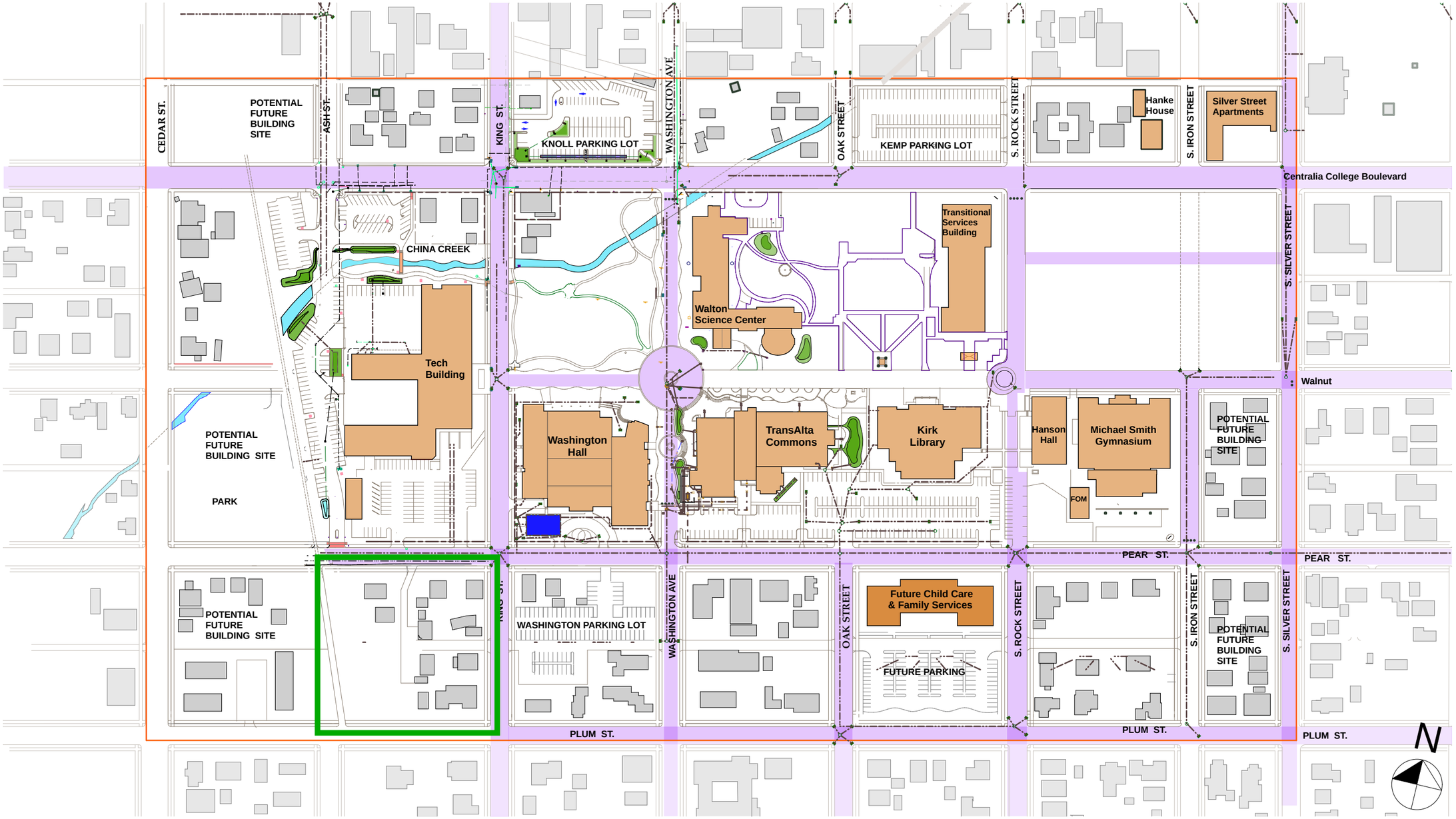
CENTRALIA COLLEGE

04
Circulation Plan

Rovelstad architects
300 Morrill Pl
Bainbridge Island, WA
98110
206-518-3678 (C)

msgs architects

Centralia College MASTER PLAN 2017



Rain Gardens

Underground Water Detention

Main City Distribution

Sanitary Sewer Line

Storm Water Line

Storm Water Access

Storm Water Inlet

Key to symbol

Utility Plan - Storm Water (Historic Project Data)

SCALE: 1" =200'

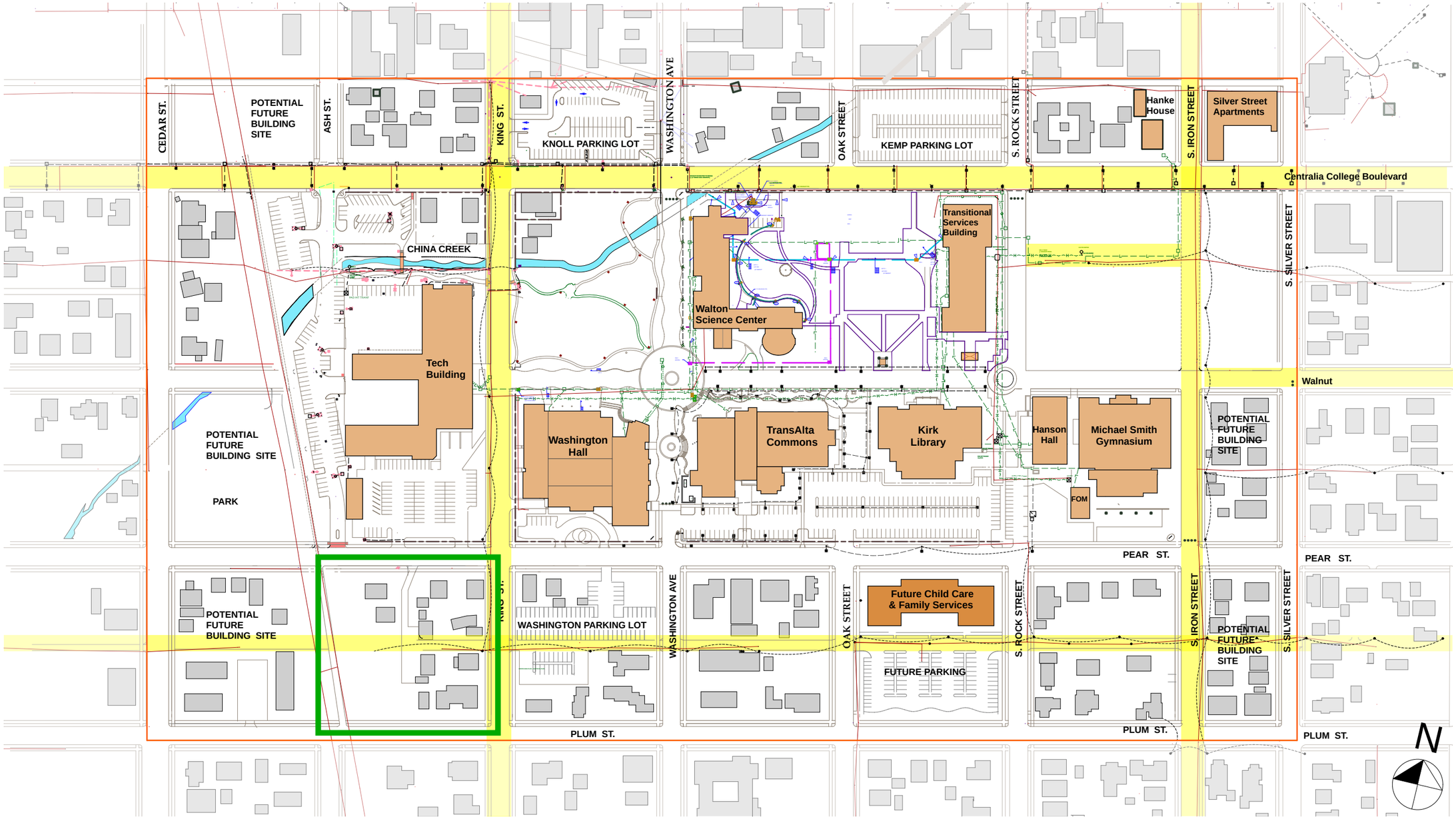
State Project Number 2017-831

DATE	12/18/17

CENTRALIA COLLEGE

11-A

Storm Water Plan



City Power Distrubution
Transformer
Junction Box
Light
Power - Underground
Power - Over Head
High - Voltage
Low Voltage

Key to symbol

Utility Plan - Power (Historic Project Data)

SCALE: 1" =200'

Rovelstad architects
300 Morrill Pl
Bainbridge Island, WA
98110
206-518-3678 (C)

msgs architects

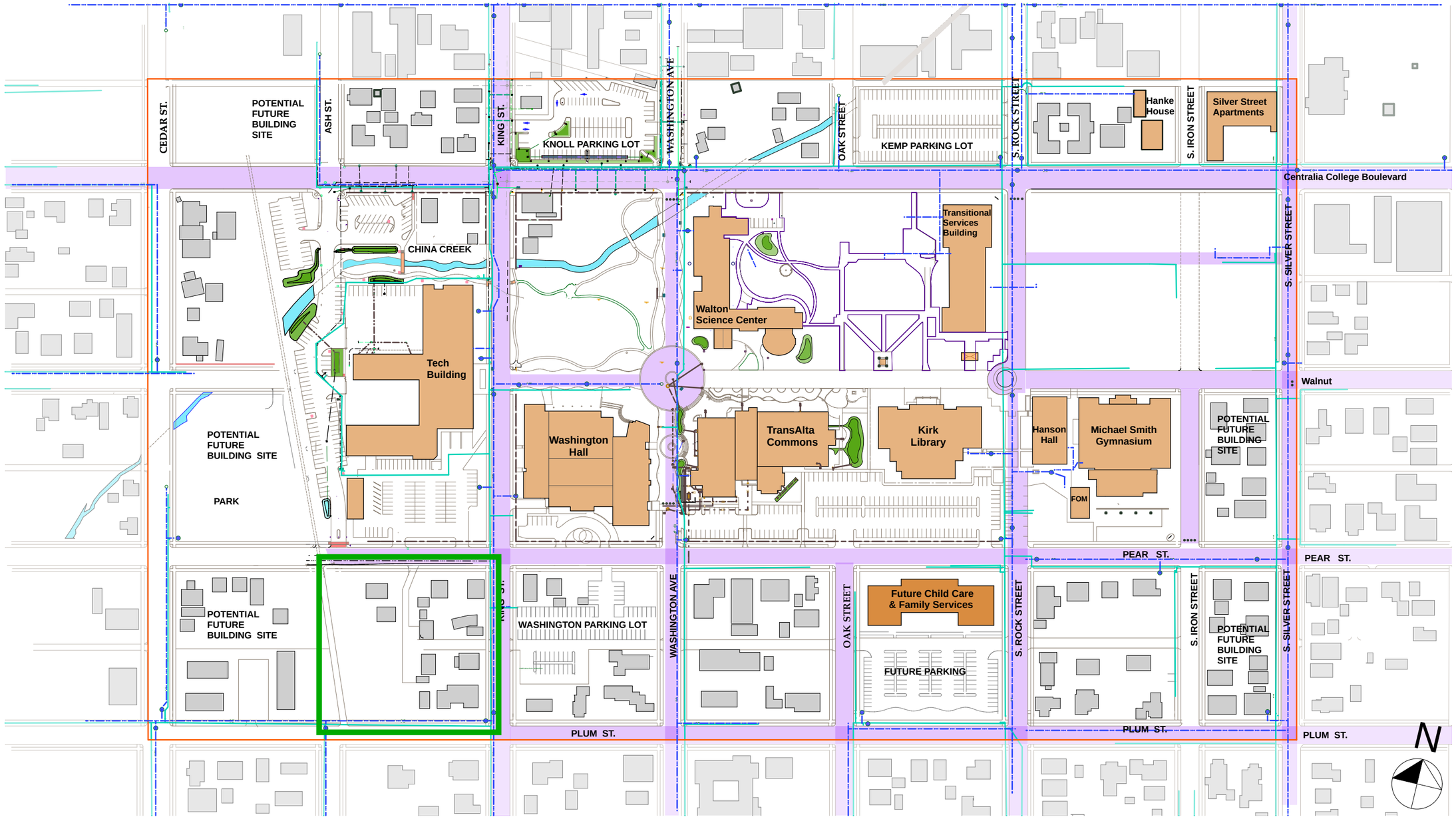
Centralia College
MASTER PLAN 2017

State Project Number
2017-831

DATE	12/18/17

CENTRALIA COLLEGE

11-B
Utility Plan-Power



Utility Plan - Water (Historic Project Data)

SCALE: 1" =200'

City Water Distribution
Water Line

Key to symbol

Rovelstad architects
300 Morrill Pl
Bainbridge Island, WA
98110
206-518-3678 (C)

msgs architects

Centralia College
MASTER PLAN 2017

State Project Number
2017-831

DATE	12/18/17

CENTRALIA COLLEGE

11-C
Utility Plan -Water

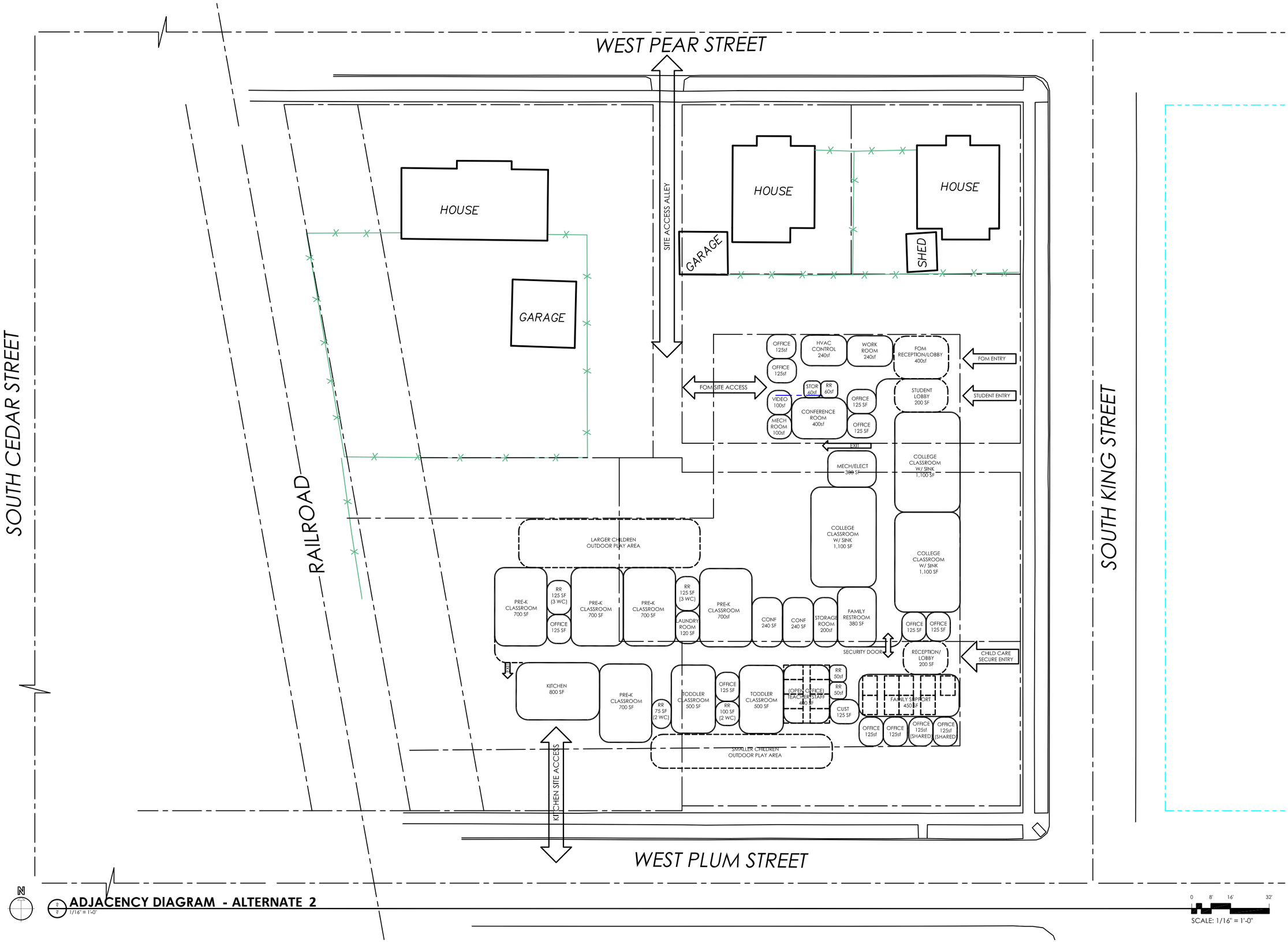
CEDAR ST.
ASH ST.
KING ST.
WASHINGTON
OAK STREET
S. ROCK STREET
S. IRON STREET
S. SILVER STREET
CENTRALIA COLLEGE BLVD.
KNOLL PARKING LOT
KEMP PARKING LOT
HANKE HOUSE
APARTMENT COMPLEX
CHINA CREEK PARKING LOT
CHINA CREEK
Kemp Historical Entry
TSB BLDG
BAS-TE FACULTY
SCIENCE BUILDING
Seating
MULTI-PURPOSE SPORTS COMPLEX
BAS-TE STAFF
TECH BLDG
WASHINGTON HALL
BAS-TE FACULTY
TAC STUDENT SERVICES BUILDING
LIBRARY
HANSON ADMIN
GYMNASIUM
FOM
TECH PARKING LOT
SWFT CENTER
EXISTING RAILROAD TRACK
PEAR ST.
ECEAP STAFF
ECEAP
B
ELP STAFF
WASHINGTON PARKING LOT
ELP STAFF
ECEAP STAFF
CDC
A
PLUM ST.

LEGEND:
HFL = Home & Family Life
ELP = Early Learning Program
CDC = Child Development Cntr
FOM = Facilities, Operations, & Maintenance
BAS-TE=Bachelor of Applied Science - Teacher Education
ECEAP = Early Child Education Assistance Program
= Existing TE&FDC Staff Facilities
= Existing Campus Bldgs

BAS-TE Current Staff Locations Campus Map with Alternative Sites

CEDAR ST.
ASH ST.
KING ST.
KNOLL PARKING LOT
WASHINGTON
OAK STREET
KEMP PARKING LOT
S. ROCK STREET
HANKE HOUSE
S. IRON STREET
APARTMENT COMPLEX
CENTRALIA COLLEGE BLVD.
CHINA CREEK PARKING LOT
CHINA CREEK
Kemp Historical Entry
TSB BLDG
MULTI-PURPOSE SPORTS COMPLEX
S. SILVER STREET
SCIENCE BUILDING
Seating
TECH BLDG
WASHINGTON HALL
TAC STUDENT SERVICES BUILDING
LIBRARY
HANSON ADMIN
GYMNASIUM
TECH PARKING LOT
SWFT CENTER
EXISTING RAILROAD TRACK
PEAR ST.
PEAR ST.
ECEAP
KING ST.
WASHINGTON PARKING LOT
WASHINGTON AVE
OAK STREET
S. ROCK STREET
S. IRON STREET
S. SILVER STREET
FACILITIES OPERATIONS & MAINT. OFFICE
54+/- PROPOSED PARKING STALLS
NEW TEACHER EDUCATION & FAMILY DEVELOP. CENTER BLDG
PLUM ST.
PLUM ST.

BAS-TE PROPOSED TE&FCD BUILDING CAMPUS MAP NEW SITE



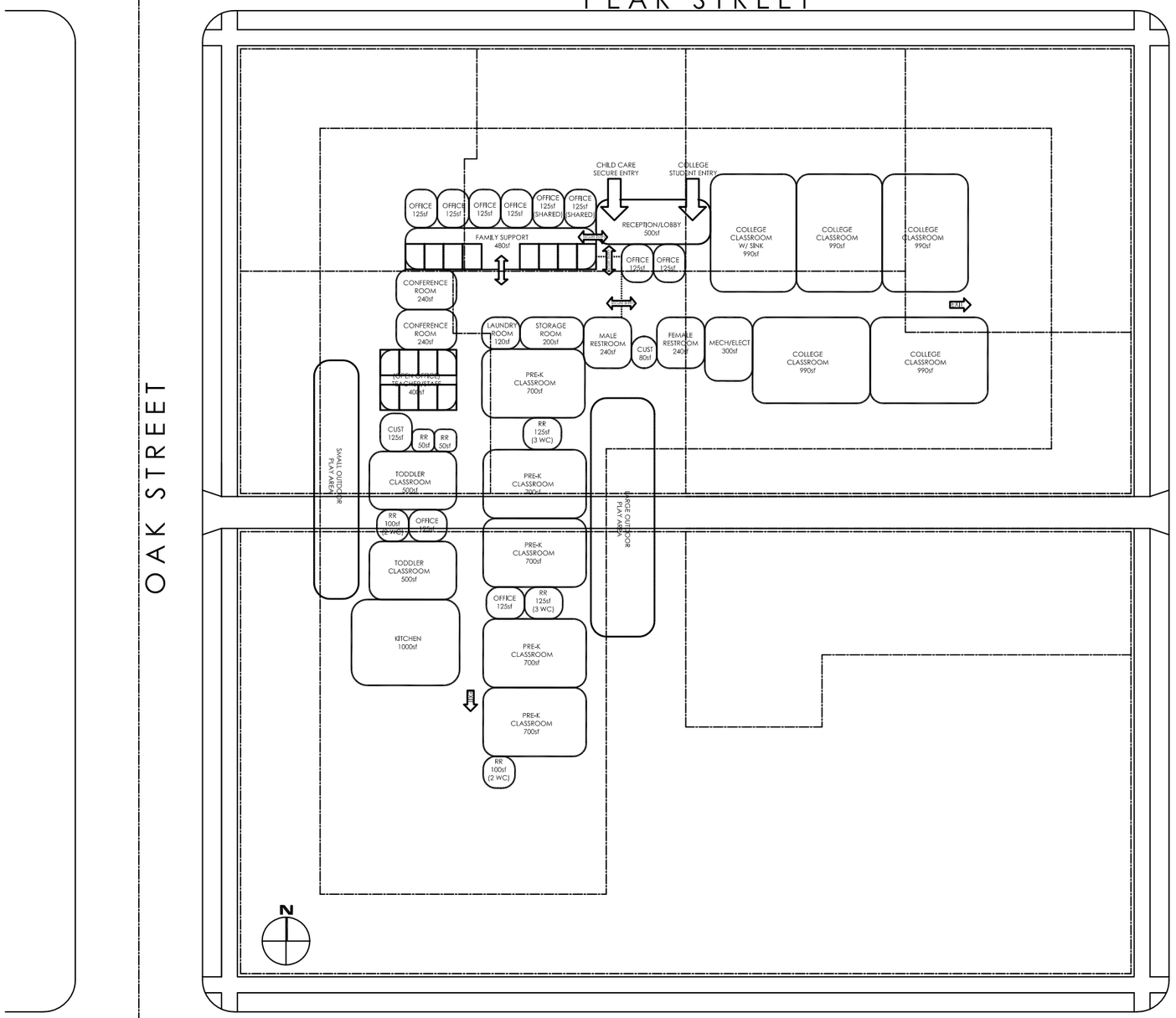
N

ADJACENCY DIAGRAM - ALTERNATE 2

1/16" = 1'-0"

0 8' 16' 32'

SCALE: 1/16" = 1'-0"



ADJACENCY DIAGRAM - ALTERNATE 3

1 ALT-3 1/16" = 1'-0"

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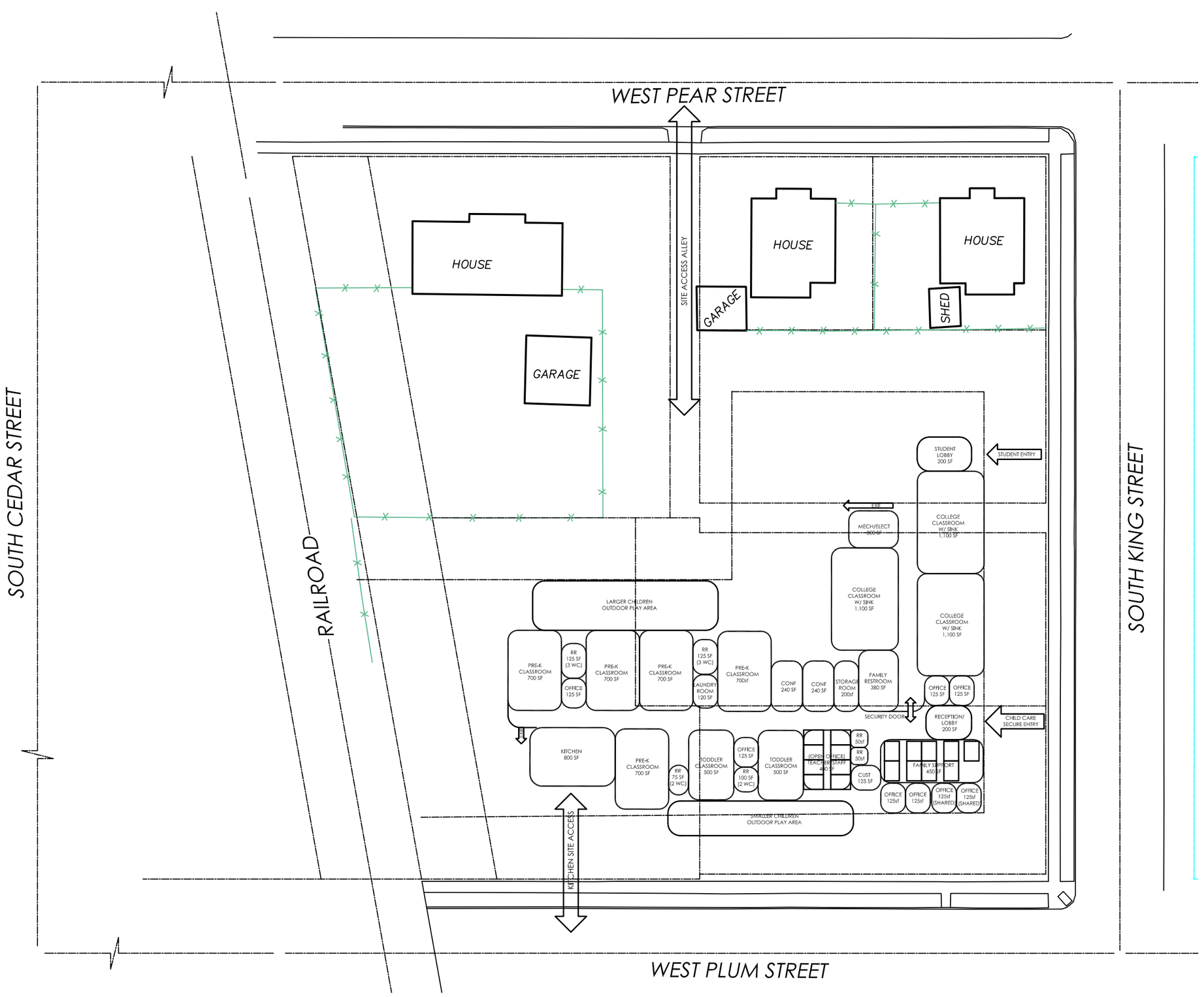
SCALE: 1/16" = 1'-0"



N

ADJACENCY DIAGRAM - ALTERNATE 4

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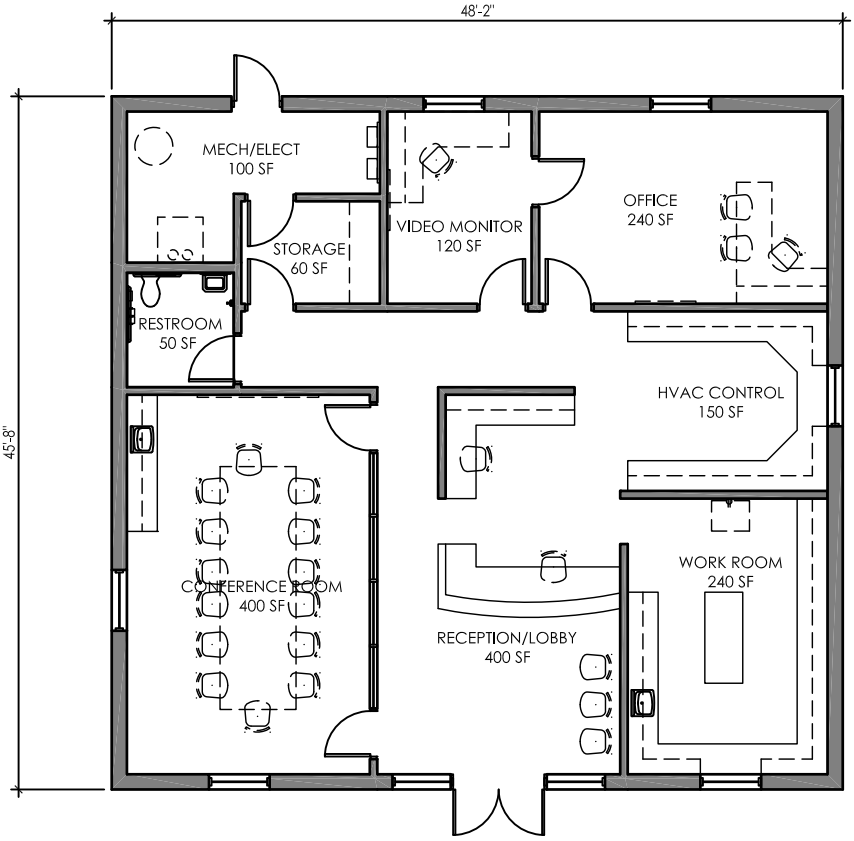
SCALE: 1/16" = 1'-0"



2,200 SF

FOM FLOOR PLAN

CENTRALIA COLLEGE
600 Centralia College Blvd,
Centralia WA 98531

Project Number	21-124
Date	March 2022
Drawn By	ELV

FOM

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SPACE PROGRAM - ALTERNATE #2

CC Teacher Ed & Family Development Center				
ALTERNATE #2 - Preferred Site, includes FOM				
KEY	**SPACE**	**SF**	**NO. EA.**	**TOTAL SF**
	CHILD CARE			
1	Toddler Classroom	500	2	1,000
2	Pre-k Classroom	700	5	3,500
3	Conference Room	240	2	480
4	Teacher/Staff (open office)	50	8	400
5	Office (private)	125	2	250
6	Toddler Restroom (shared - 2 toilets)	100	1	100
7	Pre-k Restroom (shared - 3 toilets)	125	2	250
8	Pre-K Restroom (single - 2 toilets)	75	1	75
9	Laundry	120	1	120
10	Kitchen	800	1	800
11	Uni-sex Restroom	50	2	100
12	Storage	410	1	410
	Area Sub-Total			7,485
	COLLEGE LEVEL EDUCATION			
13	College Classroom (1 w/ sink)	900	3	2,700
14	Office	125	2	250
15	Student Lobby	125	1	125
	Area Sub-Total			3,075
	GENERAL			
16	Reception/Lobby	380	1	380
	Family Support:			
17	Office (open office)	50	9	450
18	Office (private)	125	6	750
19	Office (shared)	125	2	250
	Public Restrooms:			
20	Family Public Restroom	430	1	430
21	Janitor	140	1	140
22	Mech/Elect Room	300	1	300
	Area Sub-Total			2,700
	Building Area Sub-Total			13,260
	Circulation @ 20%			2,851
	Child Care and Education Building Total			16,111
	FOM			
23	Reception/Lobby	400	1	400
24	Office	240	1	240
25	Conference Room	400	1	400
26	Work room	240	1	240
27	HVAC Control	240	1	240
28	Video Monitor	120	1	120
29	Uni-Sex Restroom	60	1	60
30	Storage	60	1	60
31	Mech/Elect Room	160	1	160
	Area Sub-Total			1,920
	Circulation @ 20%			389
	FOM Building Total			2,309
	Overall Building Total			18,420

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SPACE PROGRAM - ALTERNATE #3

CC Teacher Ed & Family Development Center				
ALTERNATE #3 - Non Preferred Site, FOM located elsewhere on campus				
KEY	**SPACE**	**SF**	**NO. EA.**	**TOTAL SF**
	CHILD CARE			
1	Toddler Classroom	500	2	1,000
2	Pre-k Classroom	700	5	3,500
3	Conference Room	240	2	480
4	Teacher/Staff (open office)	50	8	400
5	Office (private)	125	2	250
6	Toddler Restroom (shared - 2 toilets)	100	1	100
7	Pre-k Restroom (shared - 3 toilets)	125	2	250
8	Pre-K Restroom (single - 2 toilets)	75	1	75
9	Laundry	120	1	120
10	Kitchen	800	1	800
11	Uni-sex Restroom	50	2	100
12	Storage	410	1	410
	Area Sub-Total			7,485
	COLLEGE LEVEL EDUCATION			
13	College Classroom (1 w/ sink)	900	3	2,700
14	Office	125	2	250
15	Student Lobby	125	1	125
	Area Sub-Total			3,075
	GENERAL			
16	Reception/Lobby	380	1	380
	Family Support:			
17	Office (open office)	50	9	450
18	Office (private)	125	6	750
19	Office (shared)	125	2	250
	Public Restrooms:			
20	Family Public Restroom	430	1	430
21	Janitor	140	1	140
22	Mech/Elect Room	300	1	300
	Area Sub-Total			2,700
	Building Area Sub-Total			13,260
	Circulation @ 20%			2,851
	Child Care and Education Building Total			16,111
	FOM			
23	Reception/Lobby	400	1	400
24	Office	240	1	240
25	Conference Room	400	1	400
26	Work room	240	1	240
27	HVAC Control	240	1	240
28	Video Monitor	120	1	120
29	Uni-Sex Restroom	60	1	60
30	Storage	60	1	60
31	Mech/Elect Room	160	1	160
	Area Sub-Total			1,920
	Circulation @ 20%			389
	FOM Building Total			2,309
	Overall Building Total			18,420

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SPACE PROGRAM - ALTERNATE #4

CC Teacher Ed & Family Development Center				
ALTERNATE #4 - Preferred Site, FOM located elsewhere on campus				
KEY	**SPACE**	**SF**	**NO. EA.**	**TOTAL SF**
	CHILD CARE			
1	Toddler Classroom	500	2	1,000
2	Pre-k Classroom	700	5	3,500
3	Conference Room	240	2	480
4	Teacher/Staff (open office)	50	8	400
5	Office (private)	125	2	250
6	Toddler Restroom (shared - 2 toilets)	100	1	100
7	`	125	2	250
8	Pre-K Restroom (single - 2 toilets)	75	1	75
9	Laundry	120	1	120
10	Kitchen	800	1	800
11	Uni-sex Restroom	50	2	100
12	Storage	410	1	410
	Area Sub-Total			7,485
	COLLEGE LEVEL EDUCATION			
13	College Classroom (1 w/ sink)	900	3	2,700
14	Office	125	2	250
15	Student Lobby	125	1	125
	Area Sub-Total			3,075
	GENERAL			
16	Reception/Lobby	380	1	380
	Family Support:			
17	Office (open office)	50	9	450
18	Office (private)	125	6	750
19	Office (shared)	125	2	250
	Public Restrooms:			
20	Family Public Restroom	430	1	430
21	Janitor	140	1	140
22	Mech/Elect Room	300	1	300
	Area Sub-Total			2,700
	Building Area Sub-Total			13,260
	Circulation @ 20%			2,851
	Child Care and Education Building Total			16,111
	FOM			
23	Reception/Lobby	400	1	400
24	Office	240	1	240
25	Conference Room	400	1	400
26	Work room	240	1	240
27	HVAC Control	240	1	240
28	Video Monitor	120	1	120
29	Uni-Sex Restroom	60	1	60
30	Storage	60	1	60
31	Mech/Elect Room	160	1	160
	Area Sub-Total			1,920
	Circulation @ 20%			389
	FOM Building Total			2,309
	Overall Building Total			18,420

ADVANTAGES/DISADVANTAGES

	Alternative 1 Do Nothing	Alternative 2 Preferred Site w/FOM on Site	Alternative 3 Non-Preferred Site w/ FOM located elsewhere	Alternative 4 Preferred Site w/FOM located elsewhere
Campus and Community Connectivity Relationship to existing building entries, campus pathways, and campus communal outdoor spaces				
Campus Presence Strong sense of welcome through visibility to building's entrypoints				
Master Plan Compatibility Scale and use aligned with master plan intentions				
Program Relationships Classroom Space Requirements Classroom-to-Childcare Rooms: observation, demonstration Faculty-Staff Adjacencies FOM Relationship to supply & vehicle storage				
Parking Impact Number of parking stalls lost				
Constructibility Total Construction costs Cost impacts to mitigate site conditions Acquisitions necessary for implementation				
Utility Extension/Availability Costs and resources to bring in or extend utilities and infrastructure				
Code & Jurisdictional Implications Height limit, setbacks, volume, and scale				
Impact to Existing Surroundings Opportunity to improve buffers at campus edges Improve connections to remote ECEAP locations				
User Accessibility Travel from parking and other buildings on campus				
Service Accessibility Adjacency to road or parking and ability to screen				
Sustainability Opportunities Natural daylighting strategies, photovoltaic panel implementation				
COST	$0.00	$9,655,816	$10,146,761	$10,171,036

Most Advantageous

Not a Differating Factor

Disadvantages to the Project

		CAPITOL CAMPUS FINAL PD 8-16-18				TARGET VALUE ESTIMATE - ALT 2 "Preferred Site B, TE & FDC and FOM as One Building"				
		19,023 SF				18,420 SF		C-100 CORRELATED	GC MARKUPS & NOTES:	
				$/SF	%	DIRECT		COST W/ GC	BOND and INSURANCE	3.5%
DIRECT HARD COSTS		Final PD 2018	Escalated 1/2022:	15.4%		COSTS (NO ESC.)	$/SF	MARKUPS (NO ESC.)	BUILDER'S FEE	5.0%
G10	site prep	$ 240,352	$ 277,459	$ 14.59		$ 331,560	$ 18.00	$ 360,323	site demo, cut/fill, rough & final grade	
G20	site improvements	$ 248,181	$ 286,496	$ 15.06		$ 276,300	$ 15.00	$ 300,269	parking, sidewalks, landscaping, irrig,etc.	
G30	site civil/mechanical utilities	$ 357,280	$ 412,439	$ 21.68		$ 368,400	$ 20.00	$ 400,359	water, fire, sewer, storm drainage	
G40	site electrical utilities	$ 225,210	$ 259,979	$ 13.67		$ 184,200	$ 10.00	$ 200,179	demo, primary service, site lighting	
G60	site other- outdoor play yard	$ 336,000	$ 387,874	$ 20.39		$ 276,300	$ 15.00	$ 300,269	new play yard & play equipment	
A10	foundations	$ 418,781	$ 483,435	$ 25.41		$ 331,560	$ 18.00	$ 360,323	conventional fnds and slab on grade	
A20	basement construction	above	$ -	$ -		$ -	$ -	$ -	none	
B10	vertical structure	$ 83,608	$ 96,515	$ 5.07		$ 92,100	$ 5.00	$ 100,090	columns, shear elements	
B10	roof structure	$ 241,714	$ 279,031	$ 14.67		$ 331,560	$ 18.00	$ 360,323	roof framing and deck	B10= 460,413
B20	exterior closure	$ 593,874	$ 685,560	$ 36.04		$ 773,640	$ 42.00	$ 840,753	siding assembly, glazing, doors	
B30	roofing & waterproofing	$ 491,451	$ 567,325	$ 29.82		$ 497,340	$ 27.00	$ 540,484	roofing, insulation and skylights	
C10	interior doors/partitions	$ 478,047	$ 551,851	$ 29.01		$ 497,340	$ 27.00	$ 540,484	doors, relites, walls	
C20	vertical transportation/stairs	$ -	$ -	$ -			$ -	$ -	none	
C30	interior finishes	$ 300,610	$ 347,020	$ 18.24		$ 313,140	$ 17.00	$ 340,305	Slip resistant, washable materials	
C30	fixed equipment & specialties	$ 155,949	$ 180,025	$ 9.46		$ 165,780	$ 9.00	$ 180,161	kitchen equip; toilet acc., operable wall	
C30	furnishings & casework	$ 237,587	$ 274,267	$ 14.42		$ 257,880	$ 14.00	$ 280,251	blinds, casework, tops	C30= 800,717
D10	conveying	$ -	$ -	$ -		$ -	$ -	$ -	none	
D20	plumbing	$ 501,067	$ 578,425	$ 30.41		$ 552,600	$ 30.00	$ 600,538	many toilets & lavs	
D30	hvac	$ 948,367	$ 1,094,781	$ 57.55		$ 1,013,100	$ 55.00	$ 1,100,986	confirm with mech engineer	
D40	fire protection	$ 127,755	$ 147,479	$ 7.75		$ 128,940	$ 7.00	$ 140,126	confirm with mech engineer	
D50	electrical	$ 966,972	$ 1,116,258	$ 58.68		$ 1,013,100	$ 55.00	$ 1,100,986	building electrical and low voltage; confirm	
F10	special construction	$ -	$ -	$ -		$ -	$ -	$ -	none	
F20	selective/building demolition	$ 116,207	$ 134,147	$ 7.05		$ 128,940	$ 7.00	$ 140,126	residential demo, fdns, haz mat	
								$ 654,987	GENERAL CONDITIONS	8.0%
	DIRECT SUB-TOTALS	$ 7,069,012	$ 8,160,368	$ 428.97		$ 7,533,780	$ 409.00	$ 8,842,322	Constr Total in 9/2021 Dollars	
	Check							$ 8,842,322	$ -	(matches G:40)
INDIRECT HARD COSTS										
	general conditions	$565,521	$652,829	$ 34.32	8%	$ 602,702	$ 32.72	Function of time, allow $50k / month		
	bonds and insurance	$106,035	$122,406	$ 6.43	3.5%	$ 284,777	$ 15.46	P+P bonds, GL insurance, B+O tax		
	contractor fee	$309,623	$357,424	$ 18.79	5%	$ 421,063	$ 22.86	GC fee		
	estimating contingency	$0	$0	$ -		$ -		Included above		
	INDIRECT SUBTOTALS		$ 1,132,659	$ 59.54		$ 1,308,542	$ 71.04			
								$/SF Target	Difference from target/SF	
CONSTRUCTION TOTAL IN 1/2022 DOLLARS			$ 9,293,027	$ 488.52		$ 8,842,322	$ 480.04	$480.00	$0.04	
	escalation to Jan 2024		$ 10,147,985	$ 533.46		$ 9,655,816	$ 524.20	escalated construction cost to projected midpoint		
TOTAL PROJECT BUDGET						constr/total ratio:	0.690	based upon 45% soft cost multiplier		
	total project budget escalated					$ 14,000,933	$ 760.09			

		CAPITOL CAMPUS FINAL PD 8-16-18				TARGET VALUE ESTIMATE - ALT 3 "TE+FDC Non Preferred Site, FOM s/o TEC"			
		19,023 SF				18,420 SF		C-100 CORRELATED	GC MARKUPS & NOTES:
				$/SF	%	DIRECT		COST W/ GC	BOND and INSURANCE 3.5%
DIRECT HARD COSTS		Final PD 2018	Escalated 1/2022:	15.4%		COSTS (NO ESC.)	$/SF	MARKUPS (NO ESC.)	BUILDER'S FEE 6.0%
G10	site prep	$ 240,352	$ 277,459	$ 14.59		$ 368,400	$ 20.00	$ 404,172	site demo, cut/fill, rough & final grade
G20	site improvements	$ 248,181	$ 286,496	$ 15.06		$ 331,560	$ 18.00	$ 363,754	parking, sidewalks, landscaping, irrig,etc.
G30	site civil/mechanical utilities	$ 357,280	$ 412,439	$ 21.68		$ 405,240	$ 22.00	$ 444,589	water, fire, sewer, storm drainage
G40	site electrical utilities	$ 225,210	$ 259,979	$ 13.67		$ 202,620	$ 11.00	$ 222,294	demo, primary service, site lighting
G60	site other- outdoor play yard	$ 336,000	$ 387,874	$ 20.39		$ 276,300	$ 15.00	$ 303,129	new play yard & play equipment
A10	foundations	$ 418,781	$ 483,435	$ 25.41		$ 331,560	$ 18.00	$ 363,754	conventional fnds and slab on grade
A20	basement construction	above	$ -	$ -		$ -	$ -	$ -	none
B10	vertical structure	$ 83,608	$ 96,515	$ 5.07		$ 92,100	$ 5.00	$ 101,043	columns, shear elements
B10	roof structure	$ 241,714	$ 279,031	$ 14.67		$ 331,560	$ 18.00	$ 363,754	roof framing and deck B10= 464,797
B20	exterior closure	$ 593,874	$ 685,560	$ 36.04		$ 773,640	$ 42.00	$ 848,760	siding assembly, glazing, doors
B30	roofing & waterproofing	$ 491,451	$ 567,325	$ 29.82		$ 497,340	$ 27.00	$ 545,632	roofing, insulation and skylights
C10	interior doors/partitions	$ 478,047	$ 551,851	$ 29.01		$ 497,340	$ 27.00	$ 545,632	doors, relites, walls
C20	vertical transportation/stairs	$ -	$ -	$ -			$ -	$ -	none
C30	interior finishes	$ 300,610	$ 347,020	$ 18.24		$ 313,140	$ 17.00	$ 343,546	Slip resistant, washable materials
C30	fixed equipment & specialties	$ 155,949	$ 180,025	$ 9.46		$ 165,780	$ 9.00	$ 181,877	kitchen equip; toilet acc., operable wall
C30	furnishings & casework	$ 237,587	$ 274,267	$ 14.42		$ 257,880	$ 14.00	$ 282,920	blinds, casework, tops C30= 808,343
D10	conveying	$ -	$ -	$ -		$ -	$ -	$ -	none
D20	plumbing	$ 501,067	$ 578,425	$ 30.41		$ 552,600	$ 30.00	$ 606,257	many toilets & lavs
D30	hvac	$ 948,367	$ 1,094,781	$ 57.55		$ 1,013,100	$ 55.00	$ 1,111,472	confirm with mech engineer
D40	fire protection	$ 127,755	$ 147,479	$ 7.75		$ 128,940	$ 7.00	$ 141,460	confirm with mech engineer
D50	electrical	$ 966,972	$ 1,116,258	$ 58.68		$ 1,013,100	$ 55.00	$ 1,111,472	building electrical and low voltage; confirm
F10	special construction	$ -	$ -	$ -		$ -	$ -	$ -	none
F20	selective/building demolition	$ 116,207	$ 134,147	$ 7.05		$ 147,360	$ 8.00	$ 161,669	residential demo, fdns, etc.
								$ 844,719	GENERAL CONDITIONS 10.0%
	DIRECT SUB-TOTALS	$ 7,069,012	$ 8,160,368	$ 428.97		$ 7,699,560	$ 418.00	$ 9,291,906	Constr Total in 9/2021 Dollars
	Check							$ 9,291,906	$ - (matches G:40)
INDIRECT HARD COSTS									
	general conditions	$565,521	$652,829	$ 34.32	10%	$ 769,956	$ 41.80	Higher % for two separate buildings and site	
	bonds and insurance	$106,035	$122,406	$ 6.43	3.5%	$ 296,433	$ 16.09	P+P bonds, GL insurance, B+O tax	
	contractor fee	$309,623	$357,424	$ 18.79	6%	$ 525,957	$ 28.55	GC fee	
	estimating contingency	$0	$0	$ -		$ -		Included above	
	INDIRECT SUBTOTALS		$ 1,132,659	$ 59.54		$ 1,592,346	$ 86.45		
								$/SF Target	Difference from target/SF
CONSTRUCTION TOTAL IN 1/2022 DOLLARS			$ 9,293,027	$ 488.52		$ 9,291,906	$ 504.45	$480.00	$24.45
	escalation to Jan 2024		$ 10,147,985	$ 533.46		$ 10,146,761	$ 550.86	escalated construction cost to projected midpoint	
TOTAL PROJECT BUDGET						constr/total ratio:	0.690	based upon 45% soft cost multiplier	
	total project budget escalated					$ 14,712,804	$ 798.74		

		CAPITOL CAMPUS FINAL PD 8-16-18				TARGET VALUE ESTIMATE - ALT 4 "TE+FDC Preferred Site; FOM s/o TEC"			
		19,023 SF				18,420 SF		C-100 CORRELATED	GC MARKUPS & NOTES:
				$/SF	%	DIRECT		COST W/ GC	BOND and INSURANCE 3.5%
DIRECT HARD COSTS		Final PD 2018	Escalated 1/2022:	15.4%		COSTS (NO ESC.)	$/SF	MARKUPS (NO ESC.)	BUILDER'S FEE 6.0%
G10	site prep	$ 240,352	$ 277,459	$ 14.59		$ 405,240	$ 22.00	$ 444,589	site demo, cut/fill, rough & final grade
G20	site improvements	$ 248,181	$ 286,496	$ 15.06		$ 331,560	$ 18.00	$ 363,754	parking, sidewalks, landscaping, irrig,etc.
G30	site civil/mechanical utilities	$ 357,280	$ 412,439	$ 21.68		$ 405,240	$ 22.00	$ 444,589	water, fire, sewer, storm drainage
G40	site electrical utilities	$ 225,210	$ 259,979	$ 13.67		$ 202,620	$ 11.00	$ 222,294	demo, primary service, site lighting
G60	site other- outdoor play yard	$ 336,000	$ 387,874	$ 20.39		$ 276,300	$ 15.00	$ 303,129	new play yard & play equipment
A10	foundations	$ 418,781	$ 483,435	$ 25.41		$ 331,560	$ 18.00	$ 363,754	conventional fnds and slab on grade
A20	basement construction	above	$ -	$ -		$ -	$ -	$ -	none
B10	vertical structure	$ 83,608	$ 96,515	$ 5.07		$ 92,100	$ 5.00	$ 101,043	columns, shear elements
B10	roof structure	$ 241,714	$ 279,031	$ 14.67		$ 331,560	$ 18.00	$ 363,754	roof framing and deck B10= 464,797
B20	exterior closure	$ 593,874	$ 685,560	$ 36.04		$ 773,640	$ 42.00	$ 848,760	siding assembly, glazing, doors
B30	roofing & waterproofing	$ 491,451	$ 567,325	$ 29.82		$ 497,340	$ 27.00	$ 545,632	roofing, insulation and skylights
C10	interior doors/partitions	$ 478,047	$ 551,851	$ 29.01		$ 497,340	$ 27.00	$ 545,632	doors, relites, walls
C20	vertical transportation/stairs	$ -	$ -	$ -			$ -	$ -	none
C30	interior finishes	$ 300,610	$ 347,020	$ 18.24		$ 313,140	$ 17.00	$ 343,546	Slip resistant, washable materials
C30	fixed equipment & specialties	$ 155,949	$ 180,025	$ 9.46		$ 165,780	$ 9.00	$ 181,877	kitchen equip; toilet acc., operable wall
C30	furnishings & casework	$ 237,587	$ 274,267	$ 14.42		$ 257,880	$ 14.00	$ 282,920	blinds, casework, tops C30= 808,343
D10	conveying	$ -	$ -	$ -		$ -	$ -	$ -	none
D20	plumbing	$ 501,067	$ 578,425	$ 30.41		$ 552,600	$ 30.00	$ 606,257	many toilets & lavs
D30	hvac	$ 948,367	$ 1,094,781	$ 57.55		$ 1,013,100	$ 55.00	$ 1,111,472	confirm with mech engineer
D40	fire protection	$ 127,755	$ 147,479	$ 7.75		$ 128,940	$ 7.00	$ 141,460	confirm with mech engineer
D50	electrical	$ 966,972	$ 1,116,258	$ 58.68		$ 1,013,100	$ 55.00	$ 1,111,472	building electrical and low voltage; confirm
F10	special construction	$ -	$ -	$ -		$ -	$ -	$ -	none
F20	selective/ building demolition	$ 116,207	$ 134,147	$ 7.05		$ 128,940	$ 7.00	$ 141,460	residential demo, fdns, etc.
								$ 846,740	GENERAL CONDITIONS 10.0%
	DIRECT SUB-TOTALS	$ 7,069,012	$ 8,160,368	$ 428.97		$ 7,717,980	$ 419.00	$ 9,314,135	Constr Total in 9/2021 Dollars
	Check							$ 9,314,135	$ - (matches G:40)
INDIRECT HARD COSTS									
	general conditions	$565,521	$652,829	$ 34.32	10%	$ 771,798	$ 41.90	Higher % for two separate buildings and sites	
	bonds and insurance	$106,035	$122,406	$ 6.43	3.5%	$ 297,142	$ 16.13	P+P bonds, GL insurance, B+O tax	
	contractor fee	$309,623	$357,424	$ 18.79	6%	$ 527,215	$ 28.62	GC fee	
	estimating contingency	$0	$0	$ -		$ -		Included above	
	INDIRECT SUBTOTALS		$ 1,132,659	$ 59.54		$ 1,596,155	$ 86.65		
								$/SF Target	Difference from target/SF
CONSTRUCTION TOTAL IN 1/2022 DOLLARS			$ 9,293,027	$ 488.52		$ 9,314,135	$ 505.65	$480.00	$25.65
23	escalation to Jan 2024		$ 10,147,985	$ 533.46		$ 10,171,036	$ 552.17	escalated construction cost to projected midpoint	
TOTAL PROJECT BUDGET						constr/total ratio:	0.690	based upon 45% soft cost multiplier	
24	total project budget escalated					$ 14,748,002	$ 800.65		

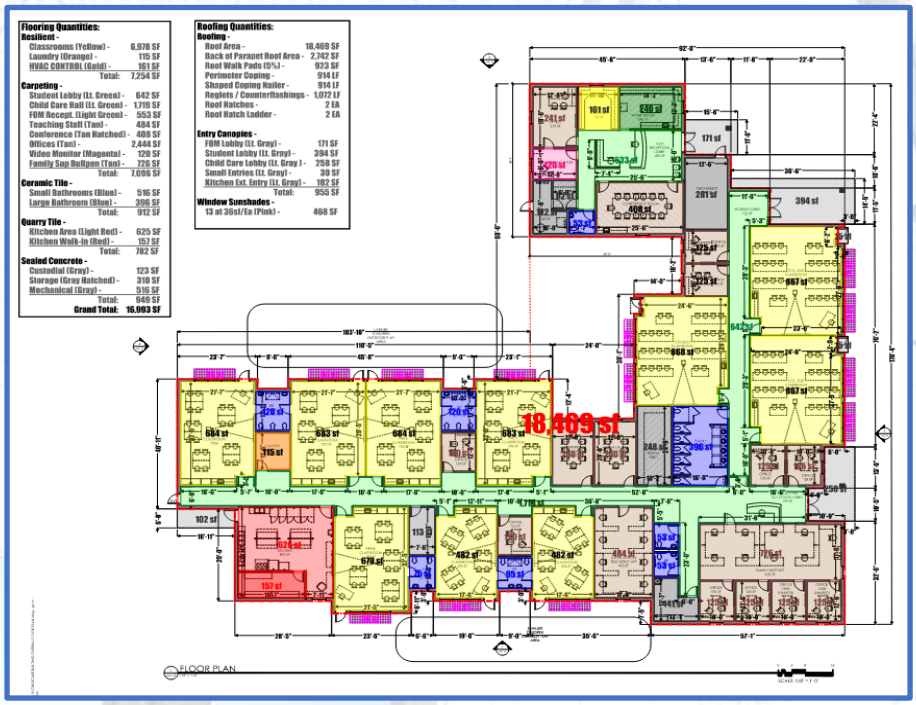
Pacific Northwest Division
9001 Springwood Ave. NE ■ Bainbridge Island, WA 98110

Independent Construction Cost Estimate

for

Centralia College Teacher Education and Family Development Center

West Pear St @ South King St, Centralia, WA 98531



prepared for:

MSGS Architects

Mr. Bill Sloane
510 Capitol Way South
Olympia, WA 98501

Febuary 8, 2021

PROJECT: Centralia College Teacher Education and FDC

Address: Plum St @ King St, Centralia, WA

Project Delivery Analysts, LLC
9001 Springwood Ave NE, Bainbridge Island, WA 98110

Predesign Estimate Summary

Estimate By: WPJ

Page No.: SUMMARY SHEET

Duration (Mos.): 12

Date: 8-Feb-22

	18,468 SF	37,897 SITE SF	0 SF	18,468 SF

NO.	DESCRIPTION	A. BUILDING		B. SITEWORK		C. OFF-SITEWORK		LINE TOTALS	
		ESTIMATE	$ / SF	ESTIMATE	$ / SF	ESTIMATE	$ / SF	ESTIMATE	$ / SF
DIRECT HARD COSTS									
1.	Building Demolition	$ 0	$ 0.00	$ 116,464	$ 3.07	$ 0	$ 0.00	$ 116,464	$ 6.31
2.	Earthwork, Site Demo, Prep	$ 0	$ 0.00	$ 241,089	$ 6.36	$ 0	$ 0.00	$ 241,089	$ 13.05
3.	Site Improvements	$ 0	$ 0.00	$ 294,704	$ 7.78	$ 0	$ 0.00	$ 294,704	$ 15.96
4.	Site Civil/Mech. Utilities	$ 0	$ 0.00	$ 289,520	$ 7.64	$ 0	$ 0.00	$ 289,520	$ 15.68
5.	Site Electrical	$ 0	$ 0.00	$ 184,680	$ 4.87	$ 0	$ 0.00	$ 184,680	$ 10.00
6.	Site Other / Play Area	$ 0	$ 0.00	$ 135,204	$ 3.57	$ 0	$ 0.00	$ 135,204	$ 7.32
7.	Foundations & Slab on Grade	$ 302,934	$ 16.40		$ 0.00		$ 0.00	$ 302,934	$ 16.40
8.	Vertical Structure	$ 256,568	$ 13.89		$ 0.00		$ 0.00	$ 256,568	$ 13.89
9.	Roof Structure	$ 317,210	$ 17.18		$ 0.00		$ 0.00	$ 317,210	$ 17.18
10.	Exterior Enclosure	$ 718,240	$ 38.89		$ 0.00		$ 0.00	$ 718,240	$ 38.89
11.	Roofing / Waterproofing	$ 423,072	$ 22.91		$ 0.00		$ 0.00	$ 423,072	$ 22.91
12.	Interior Construction	$ 369,432	$ 20.00		$ 0.00		$ 0.00	$ 369,432	$ 20.00
13.	Interior Finishes	$ 338,948	$ 18.35		$ 0.00		$ 0.00	$ 338,948	$ 18.35
14.	Fixed Equipment and Specialties	$ 175,952	$ 9.53		$ 0.00		$ 0.00	$ 175,952	$ 9.53
15.	Furnishings and Casework	$ 164,655	$ 8.92		$ 0.00		$ 0.00	$ 164,655	$ 8.92
16.	Special Construction / PEMB	$ 0	$ 0.00		$ 0.00		$ 0.00	$ 0	$ 0.00
17.	Conveying	$ 0	$ 0.00		$ 0.00		$ 0.00	$ 0	$ 0.00
18.	Fire Protection	$ 126,125	$ 6.83		$ 0.00		$ 0.00	$ 126,125	$ 6.83
19.	Plumbing	$ 383,242	$ 20.75		$ 0.00		$ 0.00	$ 383,242	$ 20.75
20.	HVAC	$ 1,020,682	$ 55.27		$ 0.00		$ 0.00	$ 1,020,682	$ 55.27
21.	Electrical	$ 1,200,420	$ 65.00		$ 0.00		$ 0.00	$ 1,200,420	$ 65.00
	DIRECT SUBTOTALS	**$ 5,797,481**	**$ 313.92**	**$ 1,261,661**	**$ 33.29**	**$ 0**	**$ 0.00**	**$ 7,059,142**	**$ 382.24**
INDIRECT HARD COSTS									
20.	Security / Access Premium	$ 0	$ 0.00	$ 0	$ 0.00	$ 0	$ 0.00	$ 0	$ 0.00
21.	General Conditions / Mob @ 10%	$ 579,748	$ 31.39	$ 126,166	$ 3.33	$ 0	$ 0.00	$ 705,914	$ 38.22
22.	GC Bond, Insurance, B+O Tax	$ 223,203	$ 12.09	$ 48,574	$ 1.28	$ 0	$ 0.00	$ 271,777	$ 14.72
25.	G.C. OH & P @ 5%	$ 330,022	$ 17.87	$ 71,820	$ 1.90	$ 0	$ 0.00	$ 401,842	$ 21.76
26.	Estimating Contingency Incl Above	$ 0	$ 0.00	$ 0	$ 0.00	$ 0	$ 0.00	$ 0	$ 0.00
	INDIRECT SUBTOTALS	**$ 1,132,973**	**$ 61.35**	**$ 246,560**	**$ 6.51**	**$ 0**	**$ 0.00**	**$ 1,379,533**	**$ 74.70**
	TOTALS - TODAY'S DOLLARS	**$ 6,930,000**	**$ 375.27**	**$ 1,508,000**	**$ 39.80**	**$ 0**	**$ 0.00**	**$ 8,439,000**	**$ 456.93**

ESTIMATE NOTES:

1.	Estimate assumes Washington State Prevailing Wages throughout
2.	
3.	
4.	
5.	

ESCALATED TOTALS (not including WSST):

1.	Cost Escalation to Jan 2024 Construction Midpoint	$ 776,400	$ 42.04
2.	Washington State Sales Tax - by Owner	$ -	$ -
	Escalated Total	**$ 9,215,400**	**$ 498.99**

SPECIFIC EXCLUSIONS:

1.	Washington State Sales Tax, Change Order Contingency are by Owner
2.	Cost Escalation beyond projected mid point month above.
3.	Building and Environmental Permit Fees; Utility Fees and Meters
4.	Hazardous material abatement beyond the allowance included.
5.	Loose fixtures, furnishings and equipment.
6.	Other soft costs (Owner contingency, design, permits, test & inspect, CM/PM, bidding, etc)

General conditions cost per month, for information:	**$ 58,826**	

msgs architects

PROJECT: Centralia College Teacher Education & Family Dev Ctr
Address: Plum St @ King St, Centralia, WA

PROJECT DELIVERY ANALYSTS, LLC
9001 Springwood Avenue NE, Bainbridge Island, WA 98110

Comparison to Target Value Estimate

Page No.: 1 OF 1
Date: 8-Feb-22

Estimate By: WPJ

ITEM	DESCRIPTION	CURRENT PD ESTIMATE, SITE "C"		TVE ALTERNATE 2		DELTA			COMMENTS
		COST	$ / SF	COST	$ / SF	COST	$ / SF	PCT	
		18,468 SF		18,420 SF				48 SF	
DIRECT HARD COSTS									
1.	Building Demolitions	$ 116,464	$ 6.31	$ 128,940	$ 7.00	$ (12,476)	$ (0.68)	-9.7%	Simple structures, inc haz mat allowance
2.	Sitework: Earthwork, Site Demo	$ 241,089	$ 13.05	$ 331,560	$ 18.00	$ (90,471)	$ (4.90)	-27.3%	Flat site, good drainage
3.	Site Improvements	$ 294,704	$ 15.96	$ 276,300	$ 15.00	$ 18,404	$ 1.00	6.7%	
4.	Site Civil and Mechanical	$ 289,520	$ 15.68	$ 368,400	$ 20.00	$ (78,880)	$ (4.27)	-21.4%	Close to existing mains, good pressure
5.	Site Electrical	$ 184,680	$ 10.00	$ 184,200	$ 10.00	$ 480	$ 0.03	0.3%	Allowance
6.	Site Other - Play	$ 135,204	$ 7.32	$ 276,300	$ 15.00	$ (141,096)	$ (7.64)	-51.1%	Fairly small playground area
7.	Foundation Construction	$ 302,934	$ 16.40	$ 331,560	$ 18.00	$ (28,626)	$ (1.55)	-8.6%	Fiber reinforced slab i.l.o. mesh
8.	Vertical Structure	$ 256,568	$ 13.89	$ 92,100	$ 5.00	$ 164,468	$ 8.91	178.6%	Wall studs are included here, not below
9.	Roof Structure	$ 317,210	$ 17.18	$ 331,560	$ 18.00	$ (14,350)	$ (0.78)	-4.3%	Simple framing plan
10.	Exterior Enclosure	$ 718,240	$ 38.89	$ 773,640	$ 42.00	$ (55,400)	$ (3.00)	-7.2%	Relatively low glazing %
11.	Roofing and Waterproofing	$ 423,072	$ 22.91	$ 497,340	$ 27.00	$ (74,268)	$ (4.02)	-14.9%	Low slope, scupper and downspouts
12.	Interior Construction	$ 369,432	$ 20.00	$ 497,340	$ 27.00	$ (127,908)	$ (6.93)	-25.7%	Minimal interior glazing
13.	Interior Finishes	$ 338,948	$ 18.35	$ 313,140	$ 17.00	$ 25,808	$ 1.40	8.2%	
14.	Fixed Equipment & Specialties	$ 175,952	$ 9.53	$ 165,780	$ 9.00	$ 10,172	$ 0.55	6.1%	Kitchen equipment in contract, not FF+E
15.	Furnishings & Casework	$ 164,655	$ 8.92	$ 257,880	$ 14.00	$ (93,225)	$ (5.05)	-36.2%	Desks, work stations, shelving with FF+E
16.	Special Construction	$ 0	$ 0.00	$ 0	$ 0.00	$ 0	$ 0.00	0.0%	
17.	Conveying Systems	$ 0	$ 0.00	$ 0	$ 0.00	$ 0	$ 0.00	0.0%	
18.	Fire Protection	$ 126,125	$ 6.83	$ 128,940	$ 7.00	$ (2,815)	$ (0.15)	-2.2%	
19.	Plumbing	$ 383,242	$ 20.75	$ 552,600	$ 30.00	$ (169,358)	$ (9.17)	-30.6%	
20.	HVAC	$ 1,020,682	$ 55.27	$ 1,013,100	$ 55.00	$ 7,582	$ 0.41	0.7%	
21.	Electrical	$ 1,200,420	$ 65.00	$ 1,013,100	$ 55.00	$ 187,320	$ 10.14	18.5%	See P2S estimate
	DIRECT SUBTOTALS	**$ 7,059,142**	**$ 382.24**	**$ 7,533,780**	**$ 409.00**	**$ (474,638)**	**$ (25.70)**	**-6.3%**	
INDIRECT HARD COSTS									
20.	General Conditions	$ 705,914	$ 38.22	$ 602,702	$ 32.72	$ 103,212	$ 5.59	17.1%	Higher percentage, LEED documentation
21.	Security / Access Premium	$ 0	$ 0.00	$ 0	$ 0.00	$ 0	$ 0.00	0.0%	Not applicable
22.	Bond, Insurance, B&O Tax @ 3.5%	$ 271,777	$ 14.72	$ 284,777	$ 15.46	$ (13,000)	$ (0.70)	-4.8%	Percentage of the subtotal
23.	General Contractor Fee @ 5%	$ 401,842	$ 21.76	$ 421,063	$ 22.86	$ (19,221)	$ (1.04)	-4.8%	
26.	Estimating Contingency	$ 0	$ 0.00	$ 0	$ 0.00	$ 0	$ 0.00	-	Included above
	INDIRECT SUBTOTALS	**$ 1,379,533**	**$ 74.70**	**$ 1,308,542**	**$ 71.04**	**$ 70,990**	**$ 3.84**	**5.1%**	
	GRAND TOTALS	**$ 8,439,000**	**$ 456.93**	**$ 8,842,300**	**$ 480.04**	**$ (403,648)**	**$ (21.86)**	**-4.8%**	
	ESCALATION to JAN 2024	**$ 776,400**	**$ 42.04**	**$ 813,500**	**$ 44.16**	**$ (37,100)**	**$ (2.01)**	**-4.8%**	
	ESCALATED TOTAL	**$ 9,215,400**	**$ 498.99**	**$ 9,655,800**	**$ 524.20**	**$ (440,400)**	**$ (23.85)**	**-4.8%**	

Overview:

1.	The comparion is to the most recent Target Value Estimate of Alternate 2 - TE & FDC and FOM on Site 'B'.
2.	The gross area was checked and found to be very close to the area provided by the Designer.
3.	Building demolition includes a haz mat abatement allowance.
4.	Vertical structure category is higher than the TVE due to sorting structural stud framing to the category versus to the Exterior Enclosure category.
5.	Roof structural framing using deep wood I-joists per the Engineer's sketch was very efficient cost-wise.
6.	Finished roofing category was straightforward. Low slope membrane to perimeter scuppers to exterior downspouts.
7.	Generally, the TVE is higher due to many of the comparable projects being smaller in area and higher in cost per gross area. In other words, economy of scale favors larger work.
8.	Electrical estimate may be high. Not clear if the Engineer's cost for building electrical included site power, lighting, and comm service. Possible overlap.
9.	
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12.	
11.	
12.	

	A. BUILDING	Estimate Detail	SHEET EST A

AREAS:

Enclosed:

First floor	18,468	SF	Per plan A2.10 and confirm by MSGS
Mechanical mezzanine	0	SF	None
Subtotal	**18,468**	**SF**	
Canopies 964 SF @ 0% value	0	SF	Not counted toward gross area
Total GSF	**18,468**	**SF**	

CONTROL QUANTITIES:

			Ratio to Gross Area
Number of Levels	1	EA	
Gross Area	18,468	SF	1.000
Covered Area / Canopies	964	SF	0.052
Perimeter length	900	LF	Includes return walls, alcoves

ITEM	DESCRIPTION	QTY	U/M	UNIT COST	EXTENSION	NOTES
7. Foundations & Slab on Grade						
7.01	Concrete slab on grade 4" thick over 6" gravel	18,468	SF	$ 6.50	$ 120,042	
7.02	Fibrous concrete slab reinforcement, 1.5#/CY	18,468	SF	$ 0.35	$ 6,464	Per structural narrative
7.03	Underslab vapor barrier, incl 10% laps	20,315	SF	$ 0.50	$ 10,157	
7.04	Pad footings allowance	3.6	CY	$ 550.00	$ 1,956	16 ea @ 2'x2'x1.5', at headers
7.05	Strip footings at exterior walls 1'-6" x 1'-0" cont	52.5	CY	$ 525.00	$ 27,563	
7.06	Thickened slab at interior bearing walls 1'-6" wide x 12" deep	17.5	CY	$ 325.00	$ 5,688	Along corridors
7.07	8" wide concrete stem wall at exterior ftg, to 6" above top of sla	1,350	SF	$ 24.00	$ 32,400	
7.08	Footing Reinforcing steel at 175 lb./cy	7.2	Tons	$ 2,400.00	$ 17,276	Incl thickened slab @ 125 lb/cy
7.09	Foundation drainage 6" diameter	900	LF	$ 28.00	$ 25,200	Perf plastic pipe w/ gravel
7.10	Foundation wall waterproofing	900	SF	$ 5.00	$ 4,500	At stem wall
7.11	Hold downs to SOG	233	EA	$ 50.00	$ 11,650	At shear walls
7.12	Rough hardware, misc connector metal	3%	PCT	$ 252,737	$ 7,582	
7.13	Design / estimating contingency	12%	PCT	$ 270,477	$ 32,457	
			Subtotals		**$ 302,934**	
8. Vertical Structure						
8.01	Wood posts, allowance	10%	PCT	$ 199,050	$ 19,905	% of roof framing per historical
8.02	Misc steel column and post connectors	5.0%	PCT	$ 19,905	$ 995	
8.03	Exterior wall stud framing 2x6 @ 16" oc	13,082	SF	$ 7.00	$ 91,574	Based on 17'-0" parapet height
8.04	Interior structural wall stud framing 2x6 @ 16" oc	4,200	SF	$ 6.75	$ 28,350	Bearing wall along corridors
8.05	Interior non structural wall stud framing - see below	0	BF	$ 5.25	$ 0	See Interior Const for demising
8.06	Steel lintels over window openings in masonry wall	256	LF	$ 30.00	$ 7,680	Galvanized steel angle iron
8.07	Additional king studs at headers	1,200	BF	$ 5.00	$ 6,000	Allowance to support headers
8.08	Plywood panels at interior struct walls, sanded ACX 15/32"	4,200	SF	$ 4.20	$ 17,630	
8.11	Plywood shear layer at exterior framed walls, CDX 15/32"	13,082	SF	$ 4.00	$ 52,328	
8.12	Misc wall blocking and backing for wall hung fixtures	18,468	GSF	$ 0.25	$ 4,617	
8.13	Design / estimating contingency	12%	PCT	$ 229,079	$ 27,489	
			Subtotals		**$ 256,568**	
9. Roof Structure						
9.01	Roof framing headers, dimensional	68	LF	$ 20.00	$ 1,364	Across recesses in bearing wall
9.02	Roof beam for supporting RED joists @ Reception	48	LF	$ 50.00	$ 2,400	Size TBD
9.03	Wood I-joists (30" RED-L joists @ 32" OC)	6,926	LF	$ 18.00	$ 124,659	Per RedBuilt quote
9.04	Bottom chord bridging and blocking 2x6 (at bearing points)	1	LS	$ -	$ 0	Included with RedBuilt quote
9.05	Red joist unload, assemble and erect	40%	PCT	$ 124,659	$ 49,864	Field labor, equipment and mark up

9.06	Roof sheathing	18,468	SF	$	4.00	$ 73,872	3/4" CDX plywood T & G
9.07	Rooftop skylight and mechanical curbs	400	LF	$	25.00	$ 10,000	For 400 SF of skylights + HVAC
9.08	RED joist engineering and freight	0%	PCT	$	-	$ 0	Included with RedBuilt quote
9.09	Misc metal beam to post connectors	8%	PCT	$	3,764	$ 301	
9.10	Roof level bridging and blocking, allowance	15%	PCT	$	138,423	$ 20,763	
#REF!	Design / estimating contingency	12%	PCT	$	283,223	$ 33,987	
			Subtotals			**$ 317,210**	

10. Exterior Enclosure

	Exterior Doors, Frames and Hardware -						
10.01	Exit doors Hollow Metal from MEP, HMxHM, insulated	13	LEAF	$	1,350.00	$ 17,550	
10.02	Entry doors, frames Glass x Aluminum paired 6072	3	PR	$	3,000.00	$ 9,000	To Lobbies from King St
10.03	Entry doors, frames Glass x Aluminum single 3070	1	EA	$	1,600.00	$ 1,600	
10.04	Field paint exterior HM doors	13	EA	$	150.00	$ 1,950	
10.05	Key card access hardware	3	EA	$	1,500.00	$ 4,500	Allowance, confirm
10.06	Panic hardware sets per code	16	EA	$	500.00	$ 8,000	At entries and CR exit doors
10.07	ADA door operators	3	EA	$	3,500.00	$ 10,500	Three locations assumed
	Windows and Glazing -						
10.08	Storefront entrances, dual glazed, insulated	121	SF	$	64.00	$ 7,744	Per elevations
10.09	Storefront punch windows, dual glazed, insulated	1,508	SF	$	64.00	$ 96,512	
10.10	Operable premium, hardware and hinges	407	SF	$	15.00	$ 6,109	25% area rule of thumb
10.11	Manual window cranks for operable windows, material	1	LS	$	2,500.00	$ 2,500	
10.12	Manual window cranks for operable windows, labor	24	MH	$	100.00	$ 2,400	
10.13	Brick veneer o/WAB, insulation (no studs or sheathing)	11,107	SF	$	26.00	$ 288,782	Brick, sealer, sheathing, batts, WAB
10.14	Corrugated siding o/WAB, insulation (no studs or sheathing)	1,975	SF	$	35.00	$ 69,125	AEP siding, sheathing, batts, WAB
10.15	Interior GWB layer to 14'-0"	10,773	SF	$	2.50	$ 26,934	Inside face of exterior wall
10.16	Sheet metal parapet coping at roof perimeter	900	SF	$	25.00	$ 22,500	12" wide, prefinished
10.17	Louvered sunshades	468	SF	$	35.00	$ 16,380	Brushed or polished metal
10.18	Entry and exit canopy overhangs	964	SF	$	50.00	$ 48,200	Canopy structure, complete
10.19	Weatherseal exterior exposed wood beams and columns	1,000	SSF	$	1.00	$ 1,000	Allowance
10.20	Design / estimating contingency	12%	PCT	$	641,285	$ 76,954	
			Subtotals			**$ 718,240**	

11. Roofing, Skylights and Waterproofing

11.01	Mechanically fastened TPO roof	18,468	SF	$	7.00	$ 129,276	
11.02	1/4" cover board	18,468	SF	$	0.50	$ 9,234	
11.03	Rigid insulation R38 min	18,468	SF	$	6.00	$ 110,808	Tapered for drainage
11.04	Peel & stick vapor barrier	18,468	SF	$	1.00	$ 18,468	Below sheathing
11.05	Wrap membrane up inside face of parapet wall	3,199	SF	$	6.00	$ 19,194	Confirmed with arch't
11.06	Membrane walking pads	923	SF	$	15.00	$ 13,851	At 5% of area
11.07	Roof access hatch	2	EA	$	1,500.00	$ 3,000	Assume at MEP and custodial rms
11.08	Roof ladder	28	VLF	$	150.00	$ 4,200	Located with hatch
11.09	Skylights above corridor, allowance	400	SF	$	85.00	$ 34,000	Allowance per MSGS
11.10	Through wall sheet metal scuppers	12	EA	$	600.00	$ 7,200	
11.11	Downspouts - 12 each	192	LF	$	18.00	$ 3,456	From scupper to footing drain
11.12	Reglets / counterflashing	1,072	LF	$	8.00	$ 8,576	
11.13	General sheet metal allowance	5.0%	PCT	$	200,326	$ 10,016	
11.14	Caulking and sealants	18,468	GSF	$	0.35	$ 6,464	
11.15	Design / estimating contingency	12%	PCT	$	377,743	$ 45,329	
			Subtotals			**$ 423,072**	

12. Interior Construction

	Interior Partitions and GWB -						
12.01	Interior Partition, GWB ea side, 2x6 WS, Sound Batts	14,336	SF	$	13.25	$ 189,952	Full height partitions to +14'-0"
12.02	Add GWB layers and insulation batts to bearing wall	4,200	SF	$	6.50	$ 27,300	Stud framing included with structure
12.03	Chase / Plumbing Wall, GWB ea side, (2) cavities, (2) Sou	532	SF	$	15.25	$ 8,113	At restrooms
12.04	Partial height pony wall at FOM reception counter	72	SF	$	14.00	$ 1,008	

12.05	Interior wood blocking and backing allow	1	LS	$ 2,000.00	$	2,000	
12.06	Firesealant and firestopping allow	18,468	SF	$ 0.25	$	4,617	
12.07	Acoustical sealants or caulking	18,468	SF	$ 0.30	$	5,540	Pending acoustical consultant rec.
	Interior Doors -						
12.08	Interior passage doors 3070 WD or HM x HM frame w/hard	21	EA	$ 1,350.00	$	28,350	Slab Doors
12.09	Corridor/Office passage drs 3070 WD/HM frame w/hdwr	28	EA	$ 1,400.00	$	39,200	With Vision Panels (at Corridors)
12.10	Panic hardware sets, allow	10	EA	$ 500.00	$	5,000	Classroom/Corridor Exit Doors
12.11	Card reader access control hardware	3	EA	$ 1,800.00	$	5,400	Secured Entries
12.12	Ceiling access doors allowance	6	EA	$ 350.00	$	2,100	
	Interior Glazing, Misc -						
12.13	Interior relites at Office by Reception and to Family Suppor	56	SF	$ 55.00	$	3,080	4'x7' each
12.14	Install vision panel glazing at door cut outs	234	SF	$ 35.00	$	8,190	Assume 24"x36" door cut outs
12.15	Design / estimating contingency	12%	PCT	$ 329,850	$	39,582	
			Subtotals		**$**	**369,432**	

13. Interior Finishes - Floors, Walls, Ceilings

	Flooring -						
13.01	Carpet at Lobby, Offices, Conference	7,806	SF	$ 5.50	$	42,931	Includes 10% cutting waste
13.02	Sealed concrete at mech spaces and storage	949	SF	$ 1.00	$	949	Including Custodial
13.03	Ceramic tile at RR floor	912	SF	$ 12.50	$	11,400	
13.04	Glazed Quarry Tile Flooring	782	SF	$ 15.00	$	11,730	At Kitchen and Walk-in
13.05	Resilient Flooring w 15% waste	8,342	SF	$ 6.00	$	50,053	Classrooms and Laundry
	Bases -						
13.06	Rubber base, 4"	2,978	LF	$ 2.50	$	7,444	Typical unless noted
13.07	Tile base	440	LF	$ 15.00	$	6,600	Both quarry and ceramic bases
13.08	Marble thresholders	11	EA	$ 100.00	$	1,100	
	Walls -						
13.09	Ceramic tile at restroom to +6'	1,980	SF	$ 10.00	$	19,800	4"x4" wall tile, all walls
13.10	Paint inside gwb face of exterior wall	7,695	SF	$ 0.70	$	5,387	Paint to +10' AFF
13.11	Paint interior walls, both faces	25,826	SF	$ 0.70	$	18,078	To +10' ceiling line
13.12	Paint or stain interior doors and frames	49	EA	$ 150.00	$	7,350	
	Ceilings -						
13.13	GWB ceilings with paint, restroom	912	SF	$ 9.00	$	8,208	Drywall, suspension system, paint
13.14	Acoustical ceilings at lobby, office, conference, CRs	16,930	SF	$ 6.50	$	110,043	Lay in ceilings at +10' AFF typical
13.15	Exposed structure elsewhere - no work	949	SF	$ 0.00	$	0	None at mech and storage
	Miscellaneous Painting Scope -						
13.16	Touch up and punch list	24	MH	$ 65.00	$	1,560	
13.17	Design / estimating contingency	12%	PCT	$ 302,632	$	36,316	
			Subtotals		**$**	**338,948**	

14. Fixed Equipment & Specialties

	Kitchen Equipment per historical project:						
14.01	Food prep stove, commercial grade	1	EA	$ 8,000.00	$	8,000	Previous project, escalated
14.02	Exhaust hood, stainless steel	1	EA	$ 9,200.00	$	9,200	
14.03	Dry chemical fire protection at hood	1	EA	$ 4,000.00	$	4,000	
14.04	Refrigerators, commercial, reach in	2	EA	$ 7,000.00	$	14,000	
14.05	Freezer, commercial grade, stand up	1	EA	$ 9,200.00	$	9,200	
14.06	Dishwasher, commercial, stainless	1	EA	$ 7,500.00	$	7,500	
14.07	3-compartment sink - see plumbing	0	EA	$ 4,600.00	$	0	
14.08	Freight and installation of equipment	15%	PCT	$ 51,900.00	$	7,785	Industry rule of thumb
14.09	Base cabinet with stainless steel counter incl installation…	20	LF	$ 575.00	$	11,500	West wall, north wall
14.10	Upper cabinet including installation	20	LF	$ 285.00	$	5,700	
14.11	Prefabricated walk in cooler	0	EA	$ -	$	0	Not included
	Laundry Equipment - not in contract						
	AV Equipment:						
14.12	Projection screens	10	EA	$ 1,595.20	$	15,952	Sake Series 120" (16:9 Aspect)
14.13	Above ceiling projector mounts	10	EA	$ 1,200.00	$	12,000	For OFOI projectors

	Interior Specialties -						
14.14	Bathroom accessories Unisex Restroom	9	RMS	$ 2,000.00	$	18,000	Dbl qty at Large Restroom
14.15	Shower accessories for bicycle commuters	1	LS	$ 1,500.00	$	1,500	For LEED point
14.16	Bathroom partitions	7	EA	$ 1,750.00	$	12,250	Porcelain enamel, ceiling mounted
14.17	Restroom signage and misc signs	15	EA	$ 75.00	$	1,125	One per door + 3 code signs
14.18	Whiteboards	416	SF	$ 25.00	$	10,400	One 4' x8' per Classroom/Conf.
14.19	Tackboards	416	SF	$ 18.00	$	7,488	One 4' x8' per Classroom/Conf.
14.20	Fire extinguisher cabinets - Allowance	6	EA	$ 250.00	$	1,500	
14.21	Design / estimating contingency	12%	PCT	$ 157,100	$	18,852	
			Subtotals		**$**	**175,952**	
15. Furnishings and Casework							
15.01	Permanent walk off system	24	SF	$ 30.00	$	720	One 3' x8' metal grid
	Window Coverings:						
15.02	Mini blinds	1,629	SF	$ 5.50	$	8,960	At storefront and punch windows
	Casework:						
15.03	Lower cabinets	74	LF	$ 375.00	$	27,750	
15.04	Upper cabinets	74	LF	$ 250.00	$	18,500	
15.05	Full height cabinets	54	LF	$ 425.00	$	22,950	
15.06	Reception desks	23	LF	$ 700.00	$	16,100	
15.07	Work counters at FOM wing	85	LF	$ 175.00	$	14,875	Counter only, wall supported
15.08	Solid surface counters over base units above	326	SF	$ 65.00	$	21,217	With 4" splashes
15.09	P-lam counters at work rooms	198	SF	$ 30.00	$	5,942	With 4" splashes
	Millwork, Misc. -						
15.10	Window sills, wood base, running trim allowance	1,000	LF	$ 10.00	$	10,000	Millwork allowance
15.11	Design / estimating contingency	12%	PCT	$ 147,013	$	17,642	
			Subtotals		**$**	**164,655**	
16. Special Construction / Pre-Fabricated							
16.01	NO WORK	0	LS	$ 0.00	$	0	
			Subtotals		**$**	**0**	
17. Conveying							
17.01	NO WORK	0	LS	$ 0.00	$	0	
			Subtotals		**$**	**0**	
18. Fire Protection - see P2S estimate							
	Fire Protection System:						
18.01	Backflow preventer, fittings, 4" piping	1	LS	$ 5,000.00	$	5,000	Interior fittings for sprinkler tie in
18.02	Enclosed area	18,420	SF	$ 4.50	$	82,890	General coverage, some exposed
18.03	Location factor	5.3%	PCT	$ 82,890	$	4,415	
18.04	Small tools, safety	2.0%	PCT	$ 82,890	$	1,660	
18.05	Mobilization	3.0%	PCT	$ 87,305	$	2,619	
18.06	Fire Protection Contractor OH+P	17.5%	PCT	$ 91,585	$	16,027	
18.07	Design / estimating contingency	12%	PCT	$ 112,612	$	13,513	
			Subtotals		**$**	**126,125**	
19. Plumbing - see P2S estimate							
	Fixtures including Rough-in:						
19.01	Heat Pump Water Heater	2	FU	$ 9,441.71	$	18,883	Per fixture price, no rough in
19.02	Circulation Pump	1	FU	$ 1,880.00	$	1,880	
19.03	Expansion tank	1	FU	$ 1,726.70	$	1,727	
19.04	Master Mixing Valve	1	FU	$ 1,686.30	$	1,686	
19.05	RPBA	1	FU	$ 3,256.91	$	3,257	Backflow preventor
19.06	Water Closet	20	FU	$ 2,060.00	$	41,200	
19.07	Lavatory	15	FU	$ 1,430.00	$	21,450	
19.08	kitchen sink	4	FU	$ 2,013.00	$	8,052	
19.09	Countertop Sink	12	FU	$ 1,400.00	$	16,800	

19.10	Drinking Fountain	2	FU	$ 1,650.50	$	3,301	
19.11	Janitor's Sink	2	FU	$ 653.00	$	1,306	
19.12	Floor Drain	12	EA	$ 281.00	$	3,372	
19.13	Grease Interceptor	1	EA	$ 20,000.00	$	20,000	PDA estimate
19.14	Hot and cold water piping	2,250	LF	$ 17.98	$	40,465	
19.15	Insulation	2,250	LF	$ 15.41	$	34,673	
19.16	Shut off valves for water piping	200	EA	$ 51.00	$	10,200	
19.17	Roof Drains	8	EA	$ 671.50	$	5,372	Conflict with arch't, external drains
19.18	Rainleader & ORL Piping- 2"	200	LF	$ 22.28	$	4,456	
19.19	Waste Piping- Mains, 4"	300	LF	$ 31.27	$	9,381	Incl hangers, couplings
19.20	Waste Piping- branches, 2"	200	LF	$ 22.28	$	4,456	
19.21	Vent Piping- 2"	300	LF	$ 22.28	$	6,684	
19.22	Condensate Drain Piping (from fan coils)	400	LF	$ 18.60	$	7,440	
19.23	Participate in Commissioning	32	MH	$ 75.00	$	2,400	PDA estimate
19.24	Location factor	4.3%	PCT	$ 268,441	$	11,415	RS Means National Avg to WA
19.25	Small tools, safety	1.1%	PCT	$ 268,441	$	2,966	
19.26	Mobilization	3.0%	PCT	$ 279,855	$	8,396	
19.27	Mechanical Contractor OH+P	17.5%	PCT	$ 291,217	$	50,963	
19.28	Design / estimating contingency	12%	PCT	$ 342,180	$	41,062	
				Subtotals	**$**	**383,242**	

20. HVAC - see P2S estimate

	Mechanical Equipment						
20.01	Rooftop DOAS ERV	2	EA	$ 135,000	$	270,000	Rooftop unit
20.02	VRF heat pump	2	LS	$ 35,111	$	70,221	Heat pump, gas, split system
20.03	Fan Coils (Cassette)	35	SF	$ 2,764	$	96,738	Fan coil, indoor, above ceilings
20.04	Refrigerant linesets	35	SF	$ 190	$	6,639	Refrigerant line sets, copper
20.05	Branch Controller	2	EA	$ 2,400	$	4,800	
20.06	Manufacturer's controls	2	EA	$ 6,000	$	12,000	
	Ductwork and Kitchen Exhausts						
20.07	Exhaust Ductwork- mains	600	LF	$ 27.13	$	16,278	Sheet metal, spiral
20.08	Exhaust Ductwork- branches	500	LF	$ 10.74	$	5,370	
20.09	Insulation	2,827	SF	$ 2.41	$	6,814	Duct insulation, fiberglass
20.10	Fittings (elbows)	200	EA	$ 58.05	$	11,610	
20.11	Exhaust grille / diffusers	55	EA	$ 140.41	$	7,723	Ceiling mount, round, 8" dia
20.12	Kitchen exhaust hood system	3	EA	$ 6,000	$	18,000	Main hood with Equipment category
20.13	Makeup air unit	1	EA	$ 20,000	$	20,000	To kitchen
	Controls, TAB and Commission						
20.14	Test, Adjust and Balance	18,420	SF	$ 2.00	$	36,840	
20.15	Commissioning	18,420	SF	$ 2.00	$	36,840	See notes
20.16	DDC Controls	18,420	SF	$ 5.00	$	92,100	
20.17	Location factor	4.6%	PCT	$ 711,973	$	32,874	
20.18	Small tools, safety	1.2%	PCT	$ 711,973	$	8,402	
20.19	Mobilization	3.0%	PCT	$ 744,847	$	22,345	
20.20	Mechanical Contractor OH+P	17.5%	PCT	$ 775,595	$	135,729	
20.21	Design / estimating contingency	12%	PCT	$ 911,324	$	109,359	
				Subtotals	**$**	**1,020,682**	

21. Electrical - see P2S message

	Building Power and Lighting Div. 26						
21.01	Building power, complete	18,468	SF	$ 30.00	$	554,040	
21.02	Building lighting, complete	18,468	SF	$ 8.00	$	147,744	Fixtures and labor
21.03	Lighting controls, LEED standards	18,468	SF	$ 3.00	$	55,404	Daylighting, occupancy sensors
	Building Comm Systems Div. 27						
21.04	Telecom / AV complete	18,468	SF	$ 16.00	$	295,488	
	Building Signal and Security Div. 28						
21.05	Fire alarm system	18,468	SF	$ 3.00	$	55,404	

21.06	Security system	18,468	SF	$	5.00	$ 92,340	Card readers incl
21.07	Electrical Contractor OH+P	0%	PCT	$	443,232	$ 0	Included
21.08	Design / estimating contingency	0%	PCT	$	1,108,080	$ 0	Included

Subtotals	**$ 1,200,420**
TOTALS	**$ 5,797,481**
Check	$ -

TE & FDC Floor Plan and Elevations, Preliminary, by MSGS, dated October 2021

Not to scale- images are re-formatted to fit the sheet.

Analysts Delivery Project LLC	**A. BUILDING**	**Centralia College TE & FDC** **Plum St @ King St, Centralia, WA**	**SHEET** **ESD-A1**

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	B. SITEWORK	Estimate Detail	SHEET EST B

AREAS:

Overall site area:	37,897	SF	0.87 Acres	(Lots D, E, F, G and H, per Lewis Co records)
Offsite area	14,300	SF	Property line to curb line	
Building footprints	-18,468	SF	Main level outline of new building	
Subtotal site	**33,729**	SF	Developed outdoor space	
Paved Areas….	14,350	SF	AC Pavement, gravel road, sidewalks	
Landscaped Area….	19,370	SF	Lawns, Parkways, Native	
Subtotal assigned area	**33,720**	SF	Developed outdoor space	
Remaining site area	9	SF	Native, existing, misc	

Existing Site Areas:

Overall site area….	37,897	SF	Same as above
Existing building footprints….	-7,929	SF	Main floor areas, incl porches and detached structures
Subtotal existing site	**29,968**	SF	
On site paving, sidewalks….	9,000	SF	Pavement, hardscapes
Remaining open space….	20,968	SF	Yards, lawns, parkway

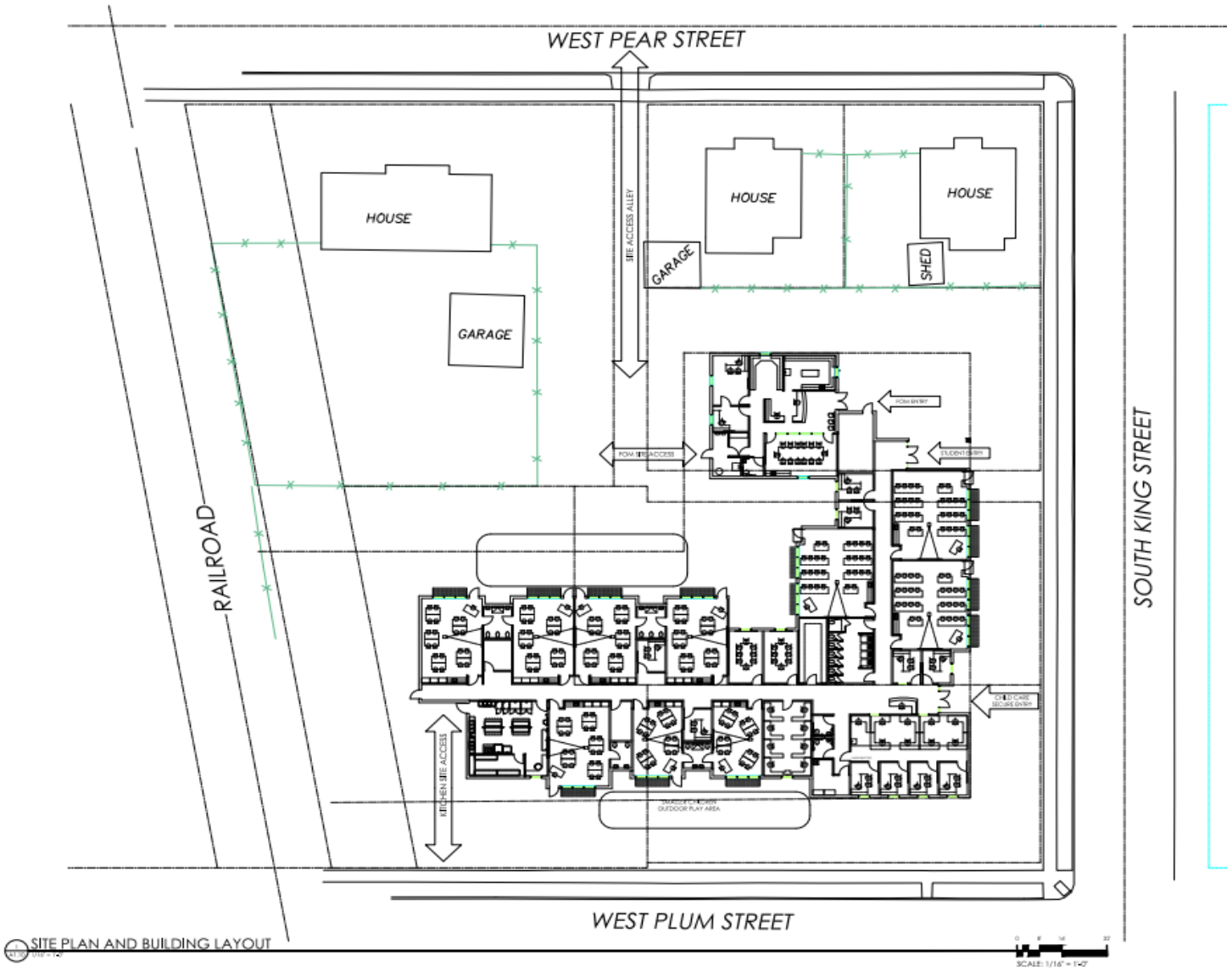
ITEM	DESCRIPTION	QTY	U/M	UNIT COST	EXTENSION	NOTES
1. Building Demolition						
	Building Demolition and Removals - PDA estimate:					
1.01	Demo and dispose of existing single family residences	5,256	SF	$ 7.00	$ 36,792	Finished area + one attached garage
1.02	Demo and dispose detached garages	1,152	SF	$ 5.00	$ 5,760	Lots D and E, per Lewis Co site
1.03	Demo and dispose outdoor storage sheds	1,136	SF	$ 4.00	$ 4,544	
1.04	Demo and dispose carport 24'x21'	504	SF	$ 4.00	$ 2,016	Lot D
1.05	Demo and dispose of porches	602	SF	$ 6.00	$ 3,612	Not included as Finished Area
1.06	Demo and dispose wood deck	200	SF	$ 5.00	$ 1,000	Lot F, small quantity
1.07	Demolish / Remove exist. conc foundations	6,089	SF	$ 3.50	$ 21,312	Main floor areas, inc garages
1.08	Disconnect Utility Services to Buildings - make safe	3	EA	$ 1,000.00	$ 3,000	Lots D, E and F
1.09	Allowance for haz mat abatement (ie lead paint, asbestos)	8,650	SF	$ 3.00	$ 25,950	Rough allowance, no info
1.10	Design / estimating contingency	12%	PCT	$ 103,986	$ 12,478	
			Subtotals		**$ 116,464**	
2. Site Demolition / Earthwork / Site Preparation						
	Site demo and clearing - see SCJ estimates					
2.01	Site mobilization	10%	PCT	$ 500,000	$ 50,000	See SCJ est dated 1-28-22
2.02	Construction entrance	1	LS	$ 3,500.00	$ 3,500	
2.03	Abandon water service	3	EA	$ 1,500.00	$ 4,500	
2.04	Abandon sewer service	3	EA	$ 1,500.00	$ 4,500	
2.05	Remove tree	10	EA	$ 350.00	$ 3,500	
2.06	Remove fence	400	LF	$ 5.00	$ 2,000	
2.07	Clear and grub	1.5	ACRE	$ 15,000	$ 22,500	Check acreage calculation
2.08	Sawcut pavement	600	LF	$ 3.00	$ 1,800	
2.09	AC Demolition and Removals	9,000	SF	$ 1.00	$ 9,000	PDA estimate
2.10	Remove existing city sidewalk	0	SF	$ 3.50	$ 0	See site improvements below
2.11	Remove existing street paving for utility connections	500	SF Allow	$ 6.00	$ 3,000	PDA estimate
2.12	Remove existing curbs	0	LF	$ 6.00	$ 0	See site improvements below
	Excavation and Earthwork:					
2.13	Imported fill, graded and compacted	2,000	CY	$ 35.00	$ 70,000	
2.14	Traffic control	1	LS	$ 5,000.00	$ 5,000	
2.15	Utility potholing	1	LS	$ 1,500.00	$ 1,500	PDA estimate
2.16	Stripping and haul off	0	CY	$ 35.00	$ 0	See clear and grub

2.17	Fine grading	37,897	SF	$	0.20	$ 7,579	PDA estimate
	TESC Program						
2.18	Erosion control fencing	1,500	LF	$	10.00	$ 15,000	
2.19	Inlet protection	8	EA	$	150.00	$ 1,200	
	Earthwork Other Provisions:						
2.20	Construction staking	1	ALLOW	$	8,000.00	$ 8,000	Per SCJ estimate
2.21	Roadside cleanup	1	ALLOW	$	3,000.00	$ 3,000	
2.21	Design / estimating contingency	12%	PCT	$	212,579	$ 25,510	
			Subtotals			**$ 241,089**	

3. Site Improvements

	Portland Cement Concrete -						
3.01	Remove and replace sidewalks 4" slab o/ 4" CSBC	400	SY	$	75.00	$ 30,000	Demo included
3.02	New concrete walks	250	SY	$	50.00	$ 12,500	On site circulation
3.03	Remove and replace cast in place concrete curbs	600	LF	$	45.00	$ 27,000	Demo included
3.04	Misc equipment pads	2	EA	$	1,000.00	$ 2,000	Heat pump, dumpster
	ROW Asphalt Concrete -						
3.05	Patch city street at utility tie ins	1	LS	$	3,500.00	$ 3,500	Minimum job charge
	Asphalt Concrete -						
3.05	Hot mix asphalt, in place (3")	100	TN	$	150.00	$ 15,000	Converts to 5,500 SF x 3" deep
3.06	Crushed top course (2")	100	TN	$	40.00	$ 4,000	
3.07	Gravel base (12")	350	TN	$	40.00	$ 14,000	
3.08	Pavement markings - misc arrow, legends	1	LS	$	1,500.00	$ 1,500	PDA estimate
3.09	Pavement markings, striping personal vehicle stalls	20	EA	$	100.00	$ 2,000	
	Gravel Paving -						
3.10	Gravel road (12")	200	TN	$	40.00	$ 8,000	Converts to 3,000 SF x 12" deep
	Fencing -see Outdoor Play						
	Site Development -						
3.11	Dumpster enclosure - PDA estimate / allowance	1	EA	$	7,500.00	$ 7,500	Fence, gate, pad
3.12	Bollards	4	EA	$	500.00	$ 2,000	
3.13	Miscellaneous Signage Allowance	1	LS	$	2,500.00	$ 2,500	HC sign, entrance sign, etc
	Landscape and Irrigation -						
3.14	Mobilization	2%	PCT	$	235,810	$ 4,716	SCJ estimate, rev 2-4-22
3.15	Bed prep, fine grade	19,370	SF	$	0.15	$ 2,906	All l.s. areas (NIC large bio swale)
3.16	Compost 3" deep at planting beds	179	CY	$	50.00	$ 8,968	
3.17	Composted soil 18" deep, small bio swale	3	CY	$	50.00	$ 166	
3.18	Composted soil 3" deep, all sod lawn area	39	CY	$	50.00	$ 1,954	
3.19	18" depth of Composted Soil - retention area	494	CY	$	50.00	$ 24,722	Incl large bioswale by railroad
3.20	Bed mulch - all planting beds and sm bio swale 3"	91	CY	$	50.00	$ 4,535	Check math, compost is 181 CY
3.21	New lawn area	4,220	SF	$	0.59	$ 2,500	Seed lawn
3.22	Erosion control lawn	1,100	SF	$	2.27	$ 2,500	Small bio swale?
3.23	Rocks, boulders, stepping stones	1	LS	$	1,500.00	$ 1,500	
3.24	Irrigation System, including heads, valves, fittings	19,370	SF	$	1.75	$ 33,898	
	Plant material, installed:						
3.25	Evergreen screen trees	11	EA	$	250.00	$ 2,750	6' min ht
3.26	Street and shade trees	13	EA	$	375.00	$ 4,875	2" cal, 12'-14' ht
3.27	Large screening shrubs	20	EA	$	55.00	$ 1,100	5 gal @ 4'-5' oc
3.28	Medium shrubs	75	EA	$	30.00	$ 2,250	2-3 gal, @ 3'-4' oc
3.29	Small, low or mounding shrubs	200	EA	$	20.00	$ 4,000	1 gal, @ 2'-3' oc
3.30	Ornamental grasses	150	EA	$	25.00	$ 3,750	1 gal, @ 3'-4' oc
3.31	Groundcovers	750	EA	$	15.00	$ 11,250	1 gal, @ 2-1/2-3' oc
3.32	Perennials/seasonal color	50	EA	$	30.00	$ 1,500	1 gal @ 1-1/2'-2-1/2' oc
3.33	Landscape Plant Establishment / Maintenance	2	MOS	$	5,895.00	$ 11,790	
3.34	Design / estimating contingency	12%	PCT	$	263,129	$ 31,575	
			Subtotals			**$ 294,704**	

4. Site Civil / Mechanical Utilities							
	Storm Drainage / Structures / Water Quality						
	Storm Water Collection and Conveyance -						
4.01	HDPE storm drain piping, including trench and backfill:						
4.02	4" roof drain leaders	900	LF	$	15.00	$ 13,500	
4.03	8" drain piping	300	LF	$	50.00	$ 15,000	
4.04	Drainage retention basin	1	EA	$	50,000.00	$ 50,000	
4.05	Storm drain catch basins, type I	4	EA	$	2,500.00	$ 10,000	
4.06	Raingarden for treatment - see landscape estimate	0	LS	$	-	$ 0	
4.07	Building ftg drains, see bldg. foundations Estimate	0	LF	$	0.00	$ 0	
	Sanitary sewer:						
4.08	PVC sanitary sewer piping with trench and backfill						
4.09	6" PVC piping only	200	LF	$	75.00	$ 15,000	Incl trench and backfill
4.10	Pipe testing	1,350	LF	$	2.00	$ 2,700	Include water and fire pipe
4.11	Connect to existing sewer	1	EA	$	3,000.00	$ 3,000	
4.12	New sanitary sewer manholes - assume none	0	EA	$	4,000.00	$ 0	Assume tie in to exist MH
	Domestic Water and Fire:						
4.13	Water line piping, ABS, including trenching						
4.14	6" ABS fire service	150	LF	$	80.00	$ 12,000	
4.15	8" dia water main	1,000	LF	$	100.00	$ 100,000	
4.16	1-1/2" ABS water service and meter	1	LS	$	2,500.00	$ 2,500	
4.17	Connect to existing water main	2	EA	$	5,000.00	$ 10,000	
4.18	4" detector check with FDC standpipe and PIV	1	SETS	$	4,000.00	$ 4,000	Outdoor fittings for Fire Dept
4.19	Fire hydrant	2	EA	$	4,500.00	$ 9,000	
4.20	Valves 8"	3	EA	$	1,500.00	$ 4,500	
4.21	Valves 6"	4	EA	$	1,200.00	$ 4,800	
4.22	Thrust block	10	EA	$	250.00	$ 2,500	
4.23	Design / estimating contingency	12%	PCT	$	258,500	$ 31,020	
			Subtotals			**$ 289,520**	
5. Site Electrical and Communications							
	Site Power:						
5.01	Site power and lighting allowance	18,468	GSF	$	10.00	$ 184,680	PDA allowance
5.02	Electrical Contractor OH+P	0%	PCT	$	184,680	$ 0	Included
5.03	Design / estimating contingency	0%	PCT	$	184,680	$ 0	Included
			Subtotals			**$ 184,680**	
6. Site Other - Outdoor Play							
6.01	Large playground surfacing	56	CY	$	60.00	$ 3,360	12" depth play chips
6.02	Small playground surfacing	1,010	SF	$	12.00	$ 12,120	Play files, sand, syn turf
6.03	Playground edging	115	LF	$	12.50	$ 1,438	6x18 reinf CIP conc
6.04	Play equipment and storage	1	EA	$	50,000.00	$ 50,000	Pre K area
6.05	Play equipment and storage (small children area)	1	EA	$	20,000.00	$ 20,000	
6.06	Benches	2	EA	$	2,000.00	$ 4,000	
6.07	Tables	2	EA	$	2,000.00	$ 4,000	Owner FF+E?
6.08	Fencing	310	LF	$	80.00	$ 24,800	6' ht, black vinyl, check cost
6.09	Gates	2	EA	$	500.00	$ 1,000	
6.10	Design / estimating contingency	12%	PCT	$	120,718	$ 14,486	
			Subtotals			**$ 135,204**	
			TOTALS			**$ 1,261,661**	



Site Plan and Building Layout, by MSGS, received Jan 2022

DESIGN / ESTIMATE REVIEW NOTES

Project: **Centralia College Teacher Education & Family Dev Ctr**
Date: **2/8/22**
Sort codes: 1=standard qualifications; 2=specific qualifications; 3=assumptions; 4=exclusions; 5=inclusions; 6=value engineering; 7=constructability / buildability; 8=added from prior estimate; 9=questions

Sort code	No.	Reference	Date	Item Description
1	1			Design / estimating contingency is included at 12% for pre-design phase, new construction.
1	2			Estimate based upon TE & FDC Pre-Design Floor Plan and Elevations, dated October 2021 and received by PDA 1/6/22.
1	3			Handling & disposal of hazardous materials (asbestos, lead paint, mercury, etc.) is included with building demo as a rough guesstimate. It was noted the existing residences are very old - circa 1900, 1924 and 1950. Probably will be a cost but scope is unknown. No hazardous soil removal included - unknown.
1	4			Payment and performance bond premiums are included.
1	5			Specific main exclusions are shown on the main summary sheet.
1	6			The direct construction costs are done in today's dollars for Centralia. Cost escalation is included below the line based upon one year to a construction mid point of January 2024. The rate was based upon 5% for 2022 and 4% for 2023.
1	7			The estimate presumes a competitive bid climate, particularly four to six responsive bidders among the General Contractors and major subs.
1	8			The estimate was prepared assuming a single phase continuous 12 month construction schedule, and delivered via conventional design/bid/build process.
3	9		1/7/22	The plan area was confirmed very closely using Bluebeam to the area shown by MSGS using AutoCADD, which was used for consistency sake.
3	10		2/8/22	Commissioning is typically done by an independent owner agent and not in the construction contract. Note that P2S mechanical included commissioning as a line item of $2 per SF. Possible scope overlap with the Owner, though the mechanical contractor does have significant labor involved to participate in the Cx process. Confirm.
3	11		2/8/22	PDA assumed a grease interceptor will be necessary for the kitchen, and included a cost within the building plumbing category.
3	12			400 SF of skylights are included per Q and A with the Designer.
3	13			It was assumed there will be two roof hatch and roof ladder combinations needed.
3	14			The room at the southwest of the Kitchen is estimated as a traditionally framed architectural partition / door, not a prefabricated walk-in cooler.
3	15			The low slope roof was estimated to drain from a centerline ridge downward to outside wall parapets. Twelve through-wall metal scuppers are assumed, along with same number of downspouts to grade or a footing drain. No internal plumbing roof drains needed.
4	16			The estimate does not include telephone equipment, telephones, routers, switches, computers, network cards or network software.
4	17			The estimate does not include utility company charges for power, television or telephone to the site.
4	18			The estimate assumes all dashed items in plan - workstations, desks, chairs, shelving, etc, are Owner FF+E items.

DESIGN / ESTIMATE REVIEW NOTES

Project: **Centralia College Teacher Education & Family Dev Ctr**

Date: **2/8/22**

Sort codes: 1=standard qualifications; 2=specific qualifications; 3=assumptions; 4=exclusions; 5=inclusions; 6=value engineering; 7=constructability / buildability; 8=added from prior estimate; 9=questions

Sort code	No.	Reference	Date	Item Description
4	19			Laundry room equipment is assumed as FF+E,
4	20			Civil estimate excludes city permit and connection fees.
5	21			An outdoor utility transformer and precast vault are included with the sitework estimate. Confirm which scope is by the Contractor and which is by the local utility.
5	22			One whiteboard and one tackboard is included at each classroom and conference room. None at offices, confirm.
6	23			All interior partitions were estimated full height to underside of roof structure (+14'-0"). Possible VE to stop select walls at the ceiling line, but this is not recommended in child care or classroom environments.
6	24			The interior walls are estimated as 2x6 wood studs at 16" o.c. per PCS structural narrative. VE opportunity to downsize to 2x4 studs at non-structural demising walls. Something to consider once wall schedules are assigned.
5	25			Kitchen equipment is included in the construction estimate, using historical info from the Capitol Campus project.
7	26			Possible overlap with building electrical and site electrical. Building electrical is estimated on a cost per GSF basis, not clear if site electrical was part of the building allowance. Left message with Engineer.
8	27			The exterior elevations and quantities were revised to reflect at top of parapet at 17'-6" (3'-6" higher than the top of roof deck).
8	28			The slab on grade reinforcing was changed from wire mesh to fiber reinforcement. Our analysis found this to create a net savings, primarily due to the market cost of steel products and the schedule savings from use of workforce and equipment to place the wire mesh.
				End of Section

Project and Existing Facility Information Sheet

* ***Requires a user input*** | *Green Cell* = *Value can be entered by user.* | *Yellow Cell* = *Calculated value.*

*	**Agency**	State of Washington OFM
*	**Project Title**	Centralia College Teacher Education and Family Development Center

*	**Date of Analysis:**	**2/25/2022**

	Analysis Period	
*	Years of Analysis (If not 30 or 50)	

Existing Facility Description	Current program lab classrooms are conducted in a modular building of sub standard quality. Other programs are dispersed at multiple locations on campus. FOM is housed in an older modular building.

	Existing Lease Information	**Lease 1**	**Lease 2**	**Lease 3**	**Lease 4**	**Lease 5**	**Lease 6**	**Total**
	Existing Square Feet							-
	Lease Start Date / Last Lease Increase							
	Lease End Date							
	Lease Rate per Month							$ -
	Lease Rate per SF per Year at End Date							
	Additional Operating Costs per Month	$ -						$ -
	Total Lease Costs per Month							$ -
*	Persons Relocating	40						**40**
	SF per Person Calculated	0						-
	Estimated Lease Renewal Rate - 5 Year							$ -

Lease Option 1 Information Sheet

* ***Requires a user input*** | *Green Cell* = *Value can be entered by user.* | *Yellow Cell* = *Calculated value.*

New Lease Option 1 Description	Faciity built on campus by developer and leased to college. Assume half construction cost paid as one-time tenant improvement. 15% rent increase every 5 years. Maintenance and management included in rent.

	New Lease Information		
*	Lease Location	Centralia	Market Area: Southwest Counties
*	Lease Square Feet Type	Gross	
*	New Facility Square Feet	18,420	
*	New Lease Start Date	8/1/2024	
	SF per Person Calculated	461	

	New Lease Costs	Years of Term	Rate / SF / Year	Rate / Month	Adjusted to FS Rate	Total FS Rate / Month	Estimated FSG Market Rate	Estimated FSG Rate / Month	Real Estate Transaction Fees for Term
*	Years 1 - 5	5	$ 21.50	$ 33,003	$ 24.84	$ 38,123	$ 29.18	$ 44,792	$ 49,504
	Years 6 - 10	5	$ 24.73	$ 37,953	$ 28.06	$ 43,074	$ 32.89	$ 50,481	$ 28,465
	Years 11 - 15	5	$ 28.43	$ 43,646	$ 31.77	$ 48,766	$ 37.06	$ 56,892	$ 32,734
	Years 16 - 20	5	$ 32.70	$ 50,193	$ 36.03	$ 55,313	$ 41.77	$ 64,117	$ 37,645
	Years 21 - 25	5	$ 37.60	$ 57,722	$ 40.94	$ 62,842	$ 47.08	$ 72,260	$ 43,291
	Total Length of Lease	25							$ 191,638
	Transaction Fee for first 5 Years	2.50%	*of total rent for first 5 years of term*						
	Transaction Fee for Additional Years	1.25%	*of total rent for term beyond 5 years*						

Note: Real estate transaction fees calculated on base lease - not full service rate including added services and utilities.

Added Services	New Lease Operating Costs (Starting in current year)	Known Cost / SF / Year	Estimated Cost / SF / Year in 2024 - Gross	Total Cost / Year	Cost / Month
☑	Energy (Electricity, Natural Gas)	$ -	$ 1.16	$ 21,382	$ 1,782
☑	Janitorial Services	$ -	$ 1.45	$ 26,780	$ 2,232
☑	Utilities (Water, Sewer, & Garbage)	$ -	$ 0.43	$ 7,889	$ 657

Escalated to lease start date

☑	Grounds	$ -	$ 0.07	$ 1,246	$ 104
☑	Pest Control	$ -	$ 0.09	$ 1,661	$ 138
☑	Security	$ -	$ 0.09	$ 1,661	$ 138
☐	Maintenance and Repair	$ -	$0.00	$ -	$ -
☐	Management	$ -	$0.00	$ -	$ -
☑	Road Clearance	$ -	$ 0.05	$ 830	$ 69
☑	Telecom	$ -	$ -	$ -	$ -
	Additional Parking	$ -	$ -	$ -	$ -
	Other	$ -	$ -	$ -	$ -
	Total Operating Costs	**$ -**	**$ 3.34**	**$ 61,448**	**$ 5,121**

	New Lease One Time Costs	**Current Estimate**	**Calculated (for reference)**	
*	Real Estate Transaction Fees	$ 191,638	$ 191,638	*Per Std %*
*	Tenant Improvements	$ 6,377,503	$ 276,300	*$346.23 per SF*
*	IT Infrastructure	$ 14,000	$ 14,000	*$350 per Person*
*	Furniture Costs	$ 20,000	$ 20,000	*$500 per Person*
*	Building Security and Access Systems	$ 55,260		
*	Moving Vendor and Supplies	$ 8,200	$ 8,200	*$205 per Person*
	Other / Incentive			
	Total	$ 6,666,602	$ 510,138	

Biennium Budget Impacts for New Lease	**Biennium Time Period**		**Existing Lease**	**New Lease**	**Biennium**
	Start	**Finish**	**Option**	**Option 1**	**Impact:**
21-23 Biennium Lease Expenditure	7/1/2021	6/30/2023	$ -	$ -	$ -
23-25 Biennium Lease Expenditure	7/1/2023	6/30/2025	$ -	$ 7,085,956	$ 7,085,956
25-27 Biennium Lease Expenditure	7/1/2025	6/30/2027	$ -	$ 914,955	$ 914,955
27-29 Biennium Lease Expenditure	7/1/2027	6/30/2029	$ -	$ 914,955	$ 914,955
29-31 Biennium Lease Expenditure	7/1/2029	6/30/2031	$ -	$ 1,028,814	$ 1,028,814

Ownership Option 1 Information Sheet

*	***Requires a user input***	*Green Cell*	*= Value can be entered by user.*	*Yellow Cell*	*= Calculated value.*

*	**Project Description**	New construction of one-story 18,420 sq ft facility with seven childcare classrooms and three college student classrooms on the preferred 'Site B'.	
*	**Construction or Purchase/Remodel**	Construction	
*	**Project Location**	Centralia	Market Area = Southwest Counties

	Statistics	
*	Gross Sq Ft	18,420
*	Usable Sq Ft	15,180
	Space Efficiency	82%
	Estimated Acres Needed	2.00
	MACC Cost per Sq Ft	$458.13
	Estimated Total Project Costs per Sq Ft	$692.45
	Escalated MACC Cost per Sq Ft	$480.57
	Escalated Total Project Costs per Sq Ft	$726.37

*	**Move In Date**	8/1/2024

Interim Lease Information	**Start Date**
Lease Start Date	
Length of Lease (in months)	
Square Feet (holdover/temp lease)	
Lease Rate- Full Serviced ($/SF/Year)	
One Time Costs (if double move)	

Construction Cost Estimates (See Capital Budget System For Detail)			
	Known Costs	**Estimated Costs**	**Cost to Use**
Acquisition Costs Total	$ 1,105,142	$ 500,000	$ 1,105,142

A & E	**Consultant Services**			
	A & E Fee Percentage (if services not specified)		8.03% Std	8.03%
	Pre-Schematic Design services	$ 135,021		
	Construction Documents	$ 511,706		
	Extra Services	$ 484,178		
	Other Services	$ 229,897		
	Design Services Contingency	$ 68,040		
	Consultant Services Total	$ 1,428,842	$ 1,054,834	$ 1,428,842
	Construction Contracts			
MACC	Site Work	$ 1,145,197		
	Related Project Costs	$ -		
	Facility Construction	$ 7,293,477		
	MACC SubTotal	$ 8,438,674	$ 5,526,000	$ 8,438,674
	Construction Contingency (5% default)	$ 671,934	$ 421,934	$ 671,934
	Non Taxable Items			$ -
	Sales Tax	$ 747,070	$ 664,968	$ 747,070
	Construction Additional Items Total	$ 1,419,004	$ 1,086,901	$ 1,419,004
	Equipment			
	Equipment	$ 177,138		
	Non Taxable Items			
	Sales Tax	$ 14,525		
	Equipment Total	$ 191,663		$ 191,663
	Art Work Total	$ 63,735	$ 42,193	$ 63,735
	Other Costs			
	Other Costs Total	$ -		$ -
	Project Management Total	$ 107,946		$ 107,946
	Grand Total Project Cost	**$ 12,755,006**	**$ 8,209,929**	**$ 12,755,006**

Construction One Time Project Costs			
One Time Costs	**Estimate**	**Calculated**	
Moving Vendor and Supplies		$ 8,602	*$205 / Person in FY09*
Other (not covered in construction)			

Total	$ -	$ 8,602	

	Ongoing Building Costs				
Added Services	New Building Operating Costs	Known Cost /GSF/ 2024	Estimated Cost /GSF/ 2024	Total Cost / Year	Cost / Month
☑	Energy (Electricity. Natural Gas)	$ -	$ 1.16	$ 21,382	$ 1,782
☑	Janitorial Services	$ -	$ 1.45	$ 26,780	$ 2,232
☑	Utilities (Water, Sewer, & Garbage)	$ -	$ 0.43	$ 7,889	$ 657
☑	Grounds	$ -	$ 0.07	$ 1,246	$ 104
☑	Pest Control	$ -	$ 0.09	$ 1,661	$ 138
☑	Security	$ -	$ 0.09	$ 1,661	$ 138
☑	Maintenance and Repair	$ -	$ 5.68	$ 104,627	$ 8,719
☑	Management	$ -	$ 0.46	$ 8,511	$ 709
☑	Road Clearance	$ -	$ 0.05	$ 830	$ 69
☑	Telecom	$ -	$ -	$ -	$ -
	Additional Parking	$ -	$ -	$ -	$ -
	Other	$ -	$ -	$ -	$ -
	Total Operating Costs	**$ -**	**$ 9.48**	**$ 174,586**	**$ 14,549**

Life Cycle Cost Analysis - Project Summary

Agency	State of Washington OFM
Project Title	Centralia College Teacher Education and Family Development Center

Existing Description	Current program lab classrooms are conducted in a modular building of sub standard quality. Other programs are dispersed at multiple locations on campus. FOM is housed in an older modular building.

Lease Option 1 Description	Faciity built on campus by developer and leased to college. Assume half construction cost paid as one-time tenant improvement. 15% rent increase every 5 years. Maintenance and management included in rent.

Lease Option 2 Description	

Ownership Option 1 Description	New construction of one-story 18,420 sq ft facility with seven childcare classrooms and three college student classrooms on the preferred 'Site B'.

Ownership Option 2 Description	

Ownership Option 3 Description	

Lease Options Information	**Existing Lease**	**Lease Option 1**	**Lease Option 2**
Total Rentable Square Feet	-	18,420	-
Annual Lease Cost (Initial Term of Lease)	$ -	$ 396,030	$ -
Full Service Cost/SF (Initial Term of Lease)	$ -	$ 21.50	$ -
Occupancy Date	n/a	8/1/2024	
Project Initial Costs	n/a	$ 6,666,602	$ -
Persons Relocating	40	40	-
RSF/Person Calculated	-	461	-

Ownership Information	**Ownership 1**	**Ownership 2**	**Ownership 3**
Total Gross Square Feet	18,420	-	-
Total Rentable Square Feet	15,180	-	-
Occupancy Date	8/1/2024		
Initial Project Costs	$ -	$ -	$ -

Est Construction TPC ($/GSF)	$ 726	$ -	$ -
RSF/Person Calculated	380	-	-

Financial Analysis of Options

	Display Option?	No	Yes	No	Yes	No	No	No	No	No	Yes	No	No	No	Yes	No
	Financial Comparisons	**Existing Lease**	**Lease 1**	**Lease 2**	**Ownership 1**				**Ownership 2**				**Ownership 3**			
Years	**Financing Means**	**Current**	**Current**	**Current**	**GO Bond**	**COP**	**COP Deferred ***	**63-20**	**GO Bond**	**COP**	**COP Deferred**	**63-20**	**GO Bond**	**COP**	**COP Deferred**	**63-20**
0	0 Year Cumulative Cash		$ -		$ -						$ -				$ -	
	0 Year Net Present Value		$ -		$ -						$ -				$ -	
	Lowest Cost Option (Analysis Period)															

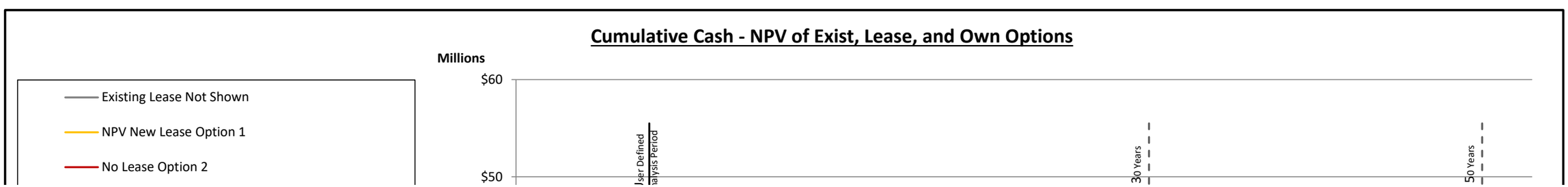
	Financial Comparisons	**Existing Lease**	**Lease 1**	**Lease 2**	**Ownership 1**				**Ownership 2**				**Ownership 3**			
Years	**Financing Means**	**Current**	**Current**	**Current**	**GO Bond**	**COP**	**COP Deferred ***	**63-20**	**GO Bond**	**COP**	**COP Deferred**	**63-20**	**GO Bond**	**COP**	**COP Deferred**	**63-20**
30	30 Year Cumulative Cash		$ 24,103,353		$ 25,444,956						$ -				$ -	
	30 Year Net Present Value		$ 22,024,227		$ 23,068,901						$ -				$ -	
	Lowest Cost Option (30 Years)		**1**		**2**											

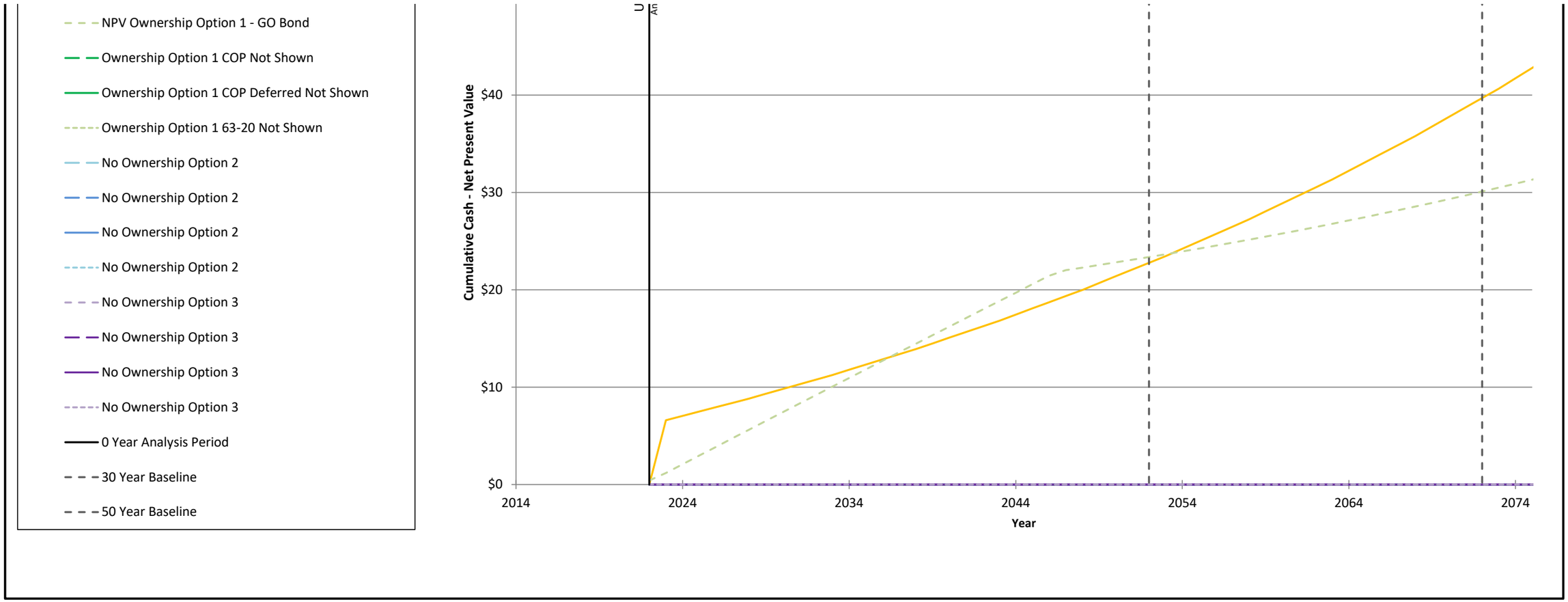
The best NPV result for the 30 year analysis period is the Lease 1 option using Current financing. This option becomes the best financial alternative in 2022.

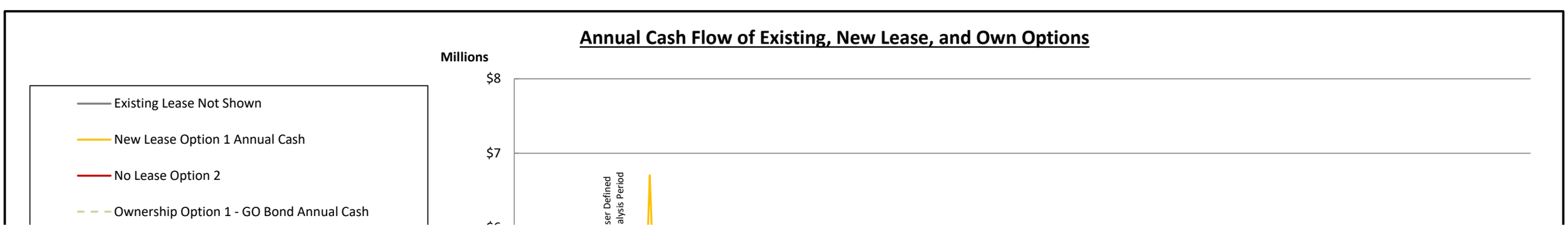
	Financial Comparisons	**Existing Lease**	**Lease 1**	**Lease 2**	**Ownership 1**				**Ownership 2**				**Ownership 3**			
Years	**Financing Means**	**Current**	**Current**	**Current**	**GO Bond**	**COP**	**COP Deferred ***	**63-20**	**GO Bond**	**COP**	**COP Deferred**	**63-20**	**GO Bond**	**COP**	**COP Deferred**	**63-20**
50	50 Year Cumulative Cash		$ 46,185,305		$ 34,208,440						$ -				$ -	
	50 Year Net Present Value		$ 38,653,160		$ 29,669,218						$ -				$ -	
	Lowest Cost Option (50 Years)		**2**		**1**											

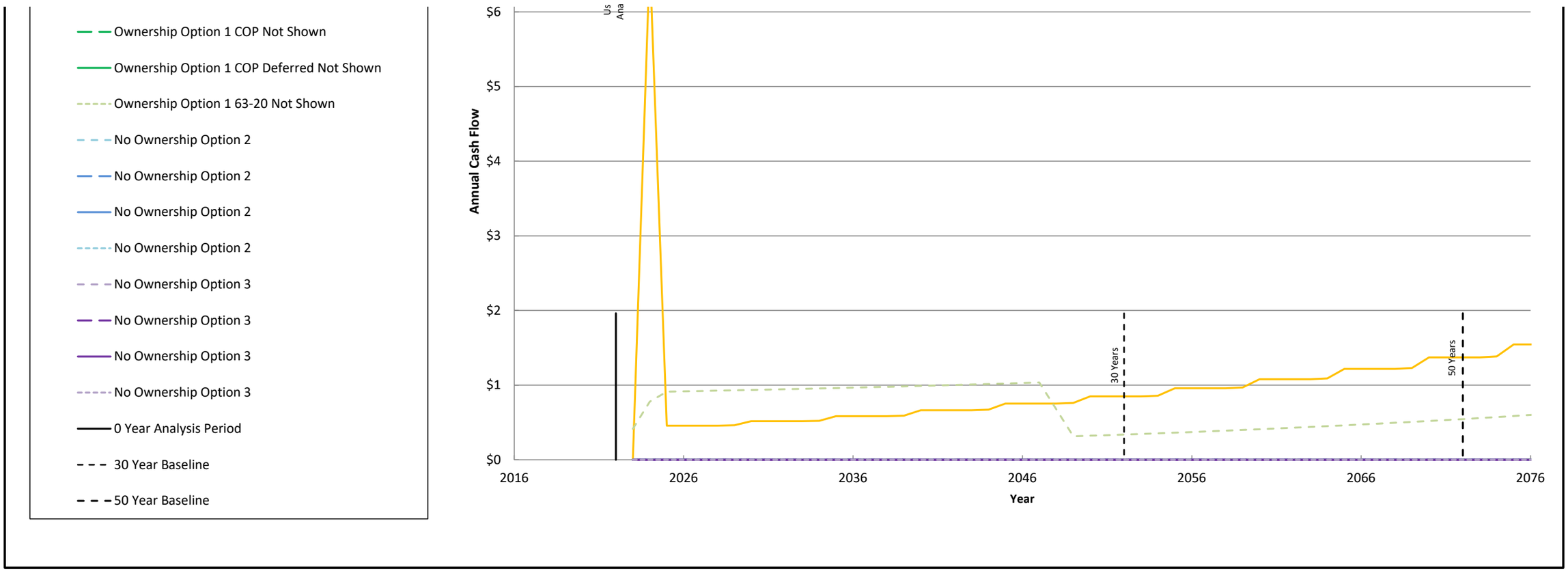
The best NPV result for the 50 year analysis period is the Ownership 1 option using GO Bond financing. This option becomes the best financial alternative in 2054.

** - Defers payment on principle for 2 years while the building is being constructed. See instructions on Capitalized Interest.*




NPV Ownership Option 1 - GO Bond
Ownership Option 1 COP Not Shown
Ownership Option 1 COP Deferred Not Shown
Ownership Option 1 63-20 Not Shown
No Ownership Option 2
No Ownership Option 2
No Ownership Option 2
No Ownership Option 2
No Ownership Option 3
No Ownership Option 3
No Ownership Option 3
No Ownership Option 3
0 Year Analysis Period
30 Year Baseline
50 Year Baseline
Cumulative Cash - Net Present Value
$40
$30
$20
$10
$0
2014
2024
2034
2044
2054
2064
2074
Year


Annual Cash Flow of Existing, New Lease, and Own Options
Millions
Existing Lease Not Shown
New Lease Option 1 Annual Cash
No Lease Option 2
Ownership Option 1 - GO Bond Annual Cash
$8
$7



Financial Assumptions

Date of Life Cycle Cost Analysis:	2/25/2022
Analysis Period Start Date	8/2/2022
User Input Years of Analysis	0

All assumptions subject to change to reflect updated costs and conditions.

	Lease Options			Ownership Option 1			Ownership Option 2			Ownership Option 3		
	Existing Lease	**Lease Option 1**	**Lease Option 2**	**GO Bond**	**COP**	**63-20**	**GO Bond**	**COP**	**63-20**	**GO Bond**	**COP**	**63-20**
Inflation / Interest Rate	2.420%	2.420%	2.420%	3.040%	3.190%	3.290%	3.040%	3.190%	3.290%	3.040%	3.190%	3.290%
Discount Rate	0.700%	0.700%	0.700%	0.700%	0.700%	0.700%	0.700%	0.700%	0.700%	0.700%	0.700%	0.700%

Length of Financing	N/A	N/A	N/A	25	25	25	25	25	25	25	25	25

See Financial Assumptions tab for more detailed information

COP Deferred and 63-20 Financing defer the payment on principle until construction completion.

New Lease Assumptions

Real Estate Transaction fees are 2.5% of the lease for the first 5 years and 1.25% for each year thereafter in the initial term of the lease.

Tenant Improvements are estimated at $346.23 per rentable square foot.

IT infrastructure is estimated at $350 per person.

Furniture costs are typically estimated at $500 per person and do not include new workstations.

Moving Vendor and Supplies are typically estimated at $205 per person.

Default Ownership Options Assumptions

Assumes a 2 month lease to move-in overlap period for outfitting building and relocation.

Assumes surface parking.

The floor plate of the construction option office building is 25,000 gross square feet.

The estimated total project cost for construction is $420.00 per square foot.

See the Capital Construction Defaults tab for more construction assumptions.

Capital Default Costs

Category	Costs
Est. Construction Cost MACC ($/GSF)	$ 300.00
Est. Construction Cost TPC ($/GSF)	$ 420.00
TPC / MACC Typical Ratio	1.40
Property - Cost per Acre	$ 250,000.00
Contractor Fees	22.5%
Art Work	0.5%
SF per Floor (max)	25,000
Building Site Compared to Floor Plate	1.20
Parking Stall Number Ratio: 1 to GSF	300
Surface Parking Stall Area in SF	400
SF per Acre	43,560
A/E Fees Ownership Option 1 (Based on Construction MACC)	8.03%
A/E Fees Ownership Option 2 (Based on Construction MACC)	12.50%
A/E Fees Ownership Option 3 (Based on Construction MACC)	12.50%

63-20 Additional State Incurred Legal Fees	$ 150,000.00

Ownership Option 1 - Period from Issuance of Bond to Construction Completion	
Financing Method	**Months**
GO Bond	18
COP	18
COP - Capitalized Interest	24
63-20	24

Ownership Option 2 - Period from Issuance of Bond to Construction Completion	
Financing Method	**Months**
GO Bond	18
COP	18
COP - Capitalized Interest	24
63-20	24

Ownership Option 3 - Period from Issuance of Bond to Construction Completion	
Financing Method	**Months**
GO Bond	18
COP	18
COP - Capitalized Interest	24
63-20	24

Estimated Project Schedule

PREFERRED ALTERNATIVE #2
Site B TE&FDC w/ FOM

Budget Approval	February 2022
Acquisition	March 2022
Survey/Geotech	May 2022
Architect Selection	April 2022
Design	April 2022 - January 2023
Value Engineering	August, 2022
Constructability Review	November 2022
Permitting	September 2022 - January 2023
Bidding	February - March 2023
Contract Awarding	March – April 2023
Construction	July-2023 - June 2024
Commissioning/Closeout	June 2024 - August 2024
Occupancy	September 2024

A 000676003003
808 W PEAR STREET
DAHP ID: TBD

B 000671000000
804 W PEAR STREET
DAHP ID: TBD

C 000672000000
802 W PEAR STREET
DAHP ID: TBD

D 000673000000- in Negotiations for purchase by Centralia College
407 S KING STREET
DAHP ID: TBD

E 000674000000 – Centralia College
411 S KING STREET
DAHP ID: TBD

F 000675000000 - Centralia College
415 S KING STREET
DAHP ID: TBD

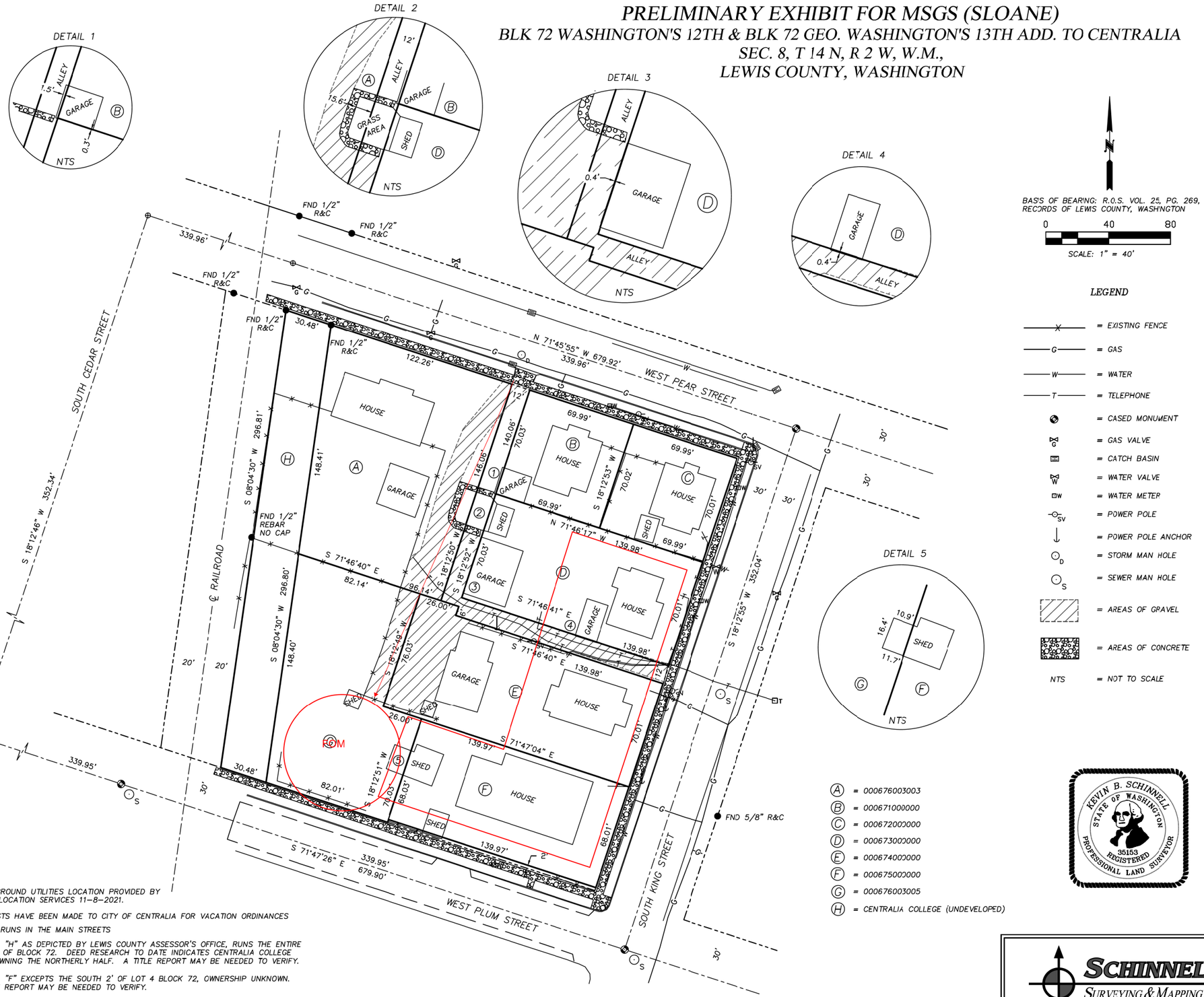
G 000676003005 - Centralia College
0 W PLUM ST / PO BOX 236
UNDEVELOPED

H CENTRALIA COLLEGE – UNDEVELOPED OR PUBLIC/QUASI-PUBLIC

SITE **B - PREFERRED SITE**

PRELIMINARY EXHIBIT FOR MSGS (SLOANE)

BLK 72 WASHINGTON'S 12TH & BLK 72 GEO. WASHINGTON'S 13TH ADD. TO CENTRALIA
SEC. 8, T 14 N, R 2 W, W.M.,
LEWIS COUNTY, WASHINGTON



N

BASIS OF BEARING: R.O.S. VOL. 25, PG. 269, RECORDS OF LEWIS COUNTY, WASHINGTON

0 40 80

SCALE: 1" = 40'

LEGEND

- = EXISTING FENCE
- G = GAS
- W = WATER
- T = TELEPHONE
- = CASED MONUMENT
- = GAS VALVE
- = CATCH BASIN
- = WATER VALVE
- = WATER METER
- SV = POWER POLE
- = POWER POLE ANCHOR
- D = STORM MAN HOLE
- S = SEWER MAN HOLE
- = AREAS OF GRAVEL
- = AREAS OF CONCRETE
- NTS = NOT TO SCALE

DETAIL 5

- (A) = 000676003003
- (B) = 000671000000
- (C) = 000672000000
- (D) = 000673000000
- (E) = 000674000000
- (F) = 000675000000
- (G) = 000676003005
- (H) = CENTRALIA COLLEGE (UNDEVELOPED)

KEVIN B. SCHINNELL
STATE OF WASHINGTON
35153
REGISTERED
PROFESSIONAL LAND SURVEYOR

NOTES:

1) UNDERGROUND UTILITIES LOCATION PROVIDED BY C-N-I LOCATION SERVICES 11-8-2021.
2) REQUESTS HAVE BEEN MADE TO CITY OF CENTRALIA FOR VACATION ORDINANCES
3) SEWER RUNS IN THE MAIN STREETS
4) PARCEL "H" AS DEPICTED BY LEWIS COUNTY ASSESSOR'S OFFICE, RUNS THE ENTIRE LENGTH OF BLOCK 72. DEED RESEARCH TO DATE INDICATES CENTRALIA COLLEGE ONLY OWNING THE NORTHERLY HALF. A TITLE REPORT MAY BE NEEDED TO VERIFY.
5) PARCEL "F" EXCEPTS THE SOUTH 2' OF LOT 4 BLOCK 72, OWNERSHIP UNKNOWN. A TITLE REPORT MAY BE NEEDED TO VERIFY.
6) a. THE ALLEY EXTENDING NORTHWESTERLY FROM KING STREET WAS DEDICATED PER PLATS OF GEO. WASHINGTON'S 13TH ADDITION.
   b. THE 12' STRIP EXTENDING SOUTHWESTERLY FROM WEST PEAR STREET REPRESENTS AN EXCEPTION OF THE EASTERLY 12' OF PARCEL "A".

SCHINNELL
SURVEYING & MAPPING, PLLC

21-174WS.DWG | DRAWN BY: L. ANDERSON | JOB No. 21-174 | DATE: 11-17-21


Proposed site of Teacher Education & FDC Building
W Pear St
W Plum St
S Ash St
S King St
S Washington Ave
S Oak St
Yew St
Legend
City_Limits_2019
UGA_Boundary_2020
Parcels_4_08_21
Comp_Plan_Zoning_2021_10_26
ZONE_
R5A
R2
R4
R8
R15
R20
LBD
C1
C2
C3
GCD
H1
M1
M2
PMP
OSPF

Associated Environmental Group, LLC

Phase I

Environmental Site Assessment

Conducted on:

Centralia College Properties
411 and 415 South King Street
Centralia, Washington 98531

Prepared for:

MSGS Architects
510 Capitol Way South
Olympia, Washington 98501

AEG Project #: 21-211
Date of Report: February 6, 2022

Associated Environmental Group, LLC

February 6, 2022

Mr. Bill Sloane
MSGS Architects
510 Capitol Way South
Olympia, Washington 98501

Subject: **Phase I Environmental Site Assessment**
Centralia College Properties
411 and 415 South King Street
Centralia, Washington 98531
AEG Project No. 21-211

Dear Mr. Sloane,

Associated Environmental Group (AEG) is pleased to provide the results of the *Phase I Environmental Site Assessment* (Phase I ESA) report of the abovementioned address (the "Property"). This assessment was performed in conformance with the scope and limitations as detailed in the ASTM Practice E1527-13 Standard Practice for Environmental Site Assessments: Phase I Environmental Site Assessment Process.

This assessment included a site reconnaissance as well as research and interviews with representatives of the public, property ownership, site manager, and regulatory agencies. An assessment was made, conclusions stated, and recommendations outlined.

We appreciate the opportunity to provide environmental services to you. If you have any questions concerning this report, or if we can assist you in any other matter, please contact us at (360) 352-9835.

Sincerely,

Scott Rose, L.G., L.H.G.
Senior Reviewer

EXECUTIVE SUMMARY

Associated Environmental Group LLC (AEG) has performed a Phase I Environmental Site Assessment (Phase I ESA) under All Appropriate Inquiry (AAI) Standard Practices in general conformance with ASTM E1527-13, *Standard Practice for Environmental Site Assessments: Phase I Environmental Site Assessment Process* for the property at 411 and 415 South King Street, Centralia, Lewis County, Washington 98531 (the "Property"). The Phase I ESA is designed to provide MSGS Architects with an assessment concerning environmental conditions (limited to those issues identified in the report) as they exist at the Property.

Property Description

The Property is situated on the northwest corner of the intersection of South King Street and West Plum Street within the incorporated limits of the City of Centralia, Washington. Please refer to the table below for further description of the Property.

Property Data	
Address	411 and 415 South King Street
Additional Addresses	None identified
Historical Addresses	None identified
Property Use	Residential
Land Acreage	0.95 acres (Lewis County Assessor)
Number of Buildings	Four
Number of Floors	One
Basement	No
Gross Building Area (SF)	Approximately 4,000 aggregate SF (Lewis County Assessor)
Date of Construction	1924 (411 South King Street) and 1950 (415 South King Street) (Lewis County Assessor)
Type of Construction	Wood frame
Assessor's Parcel Number	000674000000, 000675000000, 000676003005, 000676003004, 000676003009
Additional Improvements	Associated landscaping and garden sheds
Onsite Activities	Vacant residential (415) and general office (411)
Site Assessment Performed by	Verna Lee Curry
Site Assessment Conducted on	January 26, 2022
Regulatory Database Listings	None

No evidence of reportable quantities of hazardous materials was observed on the Property.

The utility providers were identified as follows:

Utility	*Provider*
Drinking Water	City of Centralia
Sewer	City of Centralia
Electricity	Lewis County Public Utility District
Natural Gas	Puget Sound Energy

According to available historical sources, the Property was formerly unimproved land as early as 1891 and was developed for residential use (415 South King Street) by 1901. The residence and a wood shed were the only structures on the Property in 1901. By 1924, the Property at 411 South King Street was also developed for residential use. Both properties included a residence and a detached garage. According to the Lewis County Assessor, the residence at 415 South King Street was constructed in 1950; however, AEG considers it likely that that date refers to an addition to the residence and not the original date of construction. Historical resources indicate that the Property was developed for residential use and has historically been in residential use since at least 1901. No significant changes were observed on the Property after 1950.

Adjoining Properties

	Occupant/Use
North	Residence (808 West Pear Street) and a residence (407 South King Street)
Northeast	South King Street followed by a surface parking lot (402 South King Street)
South	West Plum Street followed by a residence (501 South King Street) and a residence (816 West Plum Street)
East	South King Street followed by a vacant lot (408 South King Street) and a residence (424 South King Street)
West	Abandoned railway followed by a commercial property (910 South Pear Street)
Southwest	Abandoned railway and West Ash Street followed by a residential property (501 South Ash Street)
Southeast	South King Street followed by a residence (720 West Plum Street)

Findings and Conclusions

AEG has performed a Phase I ESA in conformance with the scope and limitations of ASTM Practice E 1527-13 under AAI for the property at 411 and 415 South King Street in Centralia, Lewis County, Washington 98531. Any exceptions to or deletions from this practice are described in Section 2.4 of this report.

A *recognized environmental condition (REC)* refers to the presence or likely presence of any hazardous substances or petroleum products in, on, or at a property: due to release to the environment; under conditions indicative of a release to the environment; or under conditions that pose a material threat of a future release to the environment. The following was identified during this assessment:

- No *RECs* were identified for the Property.

A *controlled REC* refers to a REC resulting from a past release of hazardous substances or petroleum products that has been addressed to the satisfaction of the applicable regulatory authority, with hazardous substances or petroleum products allowed to remain in place subject to the implementation of required controls. The following was identified during this assessment:

- No *controlled RECs* were identified for the Property.

A *historical REC* refers to a past release of any hazardous substances or petroleum products that has occurred in connection with the property and has been addressed to the satisfaction of the applicable regulatory authority or meeting unrestricted use criteria established by a regulatory authority, without subjecting the property to any required controls. The following was identified during this assessment:

- No *historical RECs* were identified for the Property.

A *de minimis* condition refers to a condition that generally does not present a threat to human health or the environment and that generally would not be the subject of an enforcement action if brought to the attention of appropriate governmental agencies. The following was identified during this assessment:

- No *de minimis* conditions were identified for the Property.

A *Business Environmental Risk (BER)* refers to environmental concerns identified by AEG, which do not qualify as RECs; however, warrant further discussion. The following was identified during this assessment:

- Based on the original age of the structures and site observations, AEG considers it likely that asbestos-containing materials and lead-based paint may be present.

Recommendations

AEG has performed a Phase I ESA in conformance with the scope and limitations of ASTM Practice E1527-13 for the property at 411 and 415 South King Street in Centralia, Lewis County, Washington (Property). Any exceptions to, or deletions from, this practice are described in Section 1.4 of this report.

This assessment has revealed evidence of *RECs, CRECs, HRECs,* and/or *BERs* for the Property as discussed above. Based on the findings, AEG does not recommend further investigation; however, the following is recommended:

- Although not a Phase I requirement, due to the age of the Property buildings, a full asbestos survey and lead-based paint survey should be conducted prior to the disturbance of building materials for demolition or significant remodeling purposes

		EAST: King Street followed by one residential property WEST: Undeveloped land
1909	No significant changes	NORTH: One dwelling (407 South King Street) and undeveloped land SOUTH: Plum Street followed by one dwelling and outbuilding EAST: No significant changes WEST: Ash Street followed by undeveloped land
1924, 1948, 1957, 1963	Developed with two dwellings (411 and 415 South King Street)	NORTH: No significant changes SOUTH: No significant changes EAST: No significant changes WEST: Railway followed by South Ash Street and undeveloped land

6.2 Aerial Photographs

AEG reviewed historical aerial photographs obtained from EDR. Observations from the aerial photographs were interpreted and limited to an area within approximately 500 feet of the Property. Information was interpreted from the source and no inference was made pertaining to on-site activities between time periods that were available from the historical records. A copy of the aerial photography is included in Appendix C.

Review of the aerial photographs indicated the following:

Year	***Property***	***Adjoining Properties***
1941, 1953, 1956, 1968, 1975	Developed with two residential-like structures	NORTH: Developed with two residential-like structures SOUTH: Roadway followed by residential-like structures EAST: Roadway followed by residential-like structures WEST: Railway easement followed by undeveloped land
1981, 1990, 2006, 2009, 2013, 2017	No significant changes	NORTH: Developed with two residential-like structures SOUTH: Roadway followed by residential-like structures EAST: Roadway followed by residential-like structures WEST: Railway easement followed by one long, narrow building and residential-like structures

6.3 City Directories

In an effort to document past occupants of the Property and immediately surrounding properties, AEG reviewed available historical business directories obtained from EDR that include reverse street directories such as those published by R. L. Polk & Company and Cole Publications, commonly referred to as Polk and Cole directories. A copy of the city directory report is included in Appendix C. Review of the city directories indicated the following:

City Directory Summary
Property
411 South King Street – Private individual (1957, 1963, 1968, 1973, 1978, 1983, 1988, 1992, 1995, 2000, 2005, 2010, 2014, 2017) 415 South King Street – Private individual and Shamp Roofing Company (1957, 1963), unlisted (1968, 1973), private individual (1978, 1983, 1988, 1992, 1995, 2000, 2005, 2010, 2014, 2017)
Adjoining Properties
No environmentally sensitive listings were identified during the city directory review.

6.4 Historical Topographic Maps

The earliest historical topographic map (1916) depicted the Property as located in an urban area developed with the current street infrastructure. The Property was shaded to indicate dense urban development with no features depicted (1954). The 1975 topographic map, an aerial topographic map, depicts the Property in a dense urban area. The 1985 topographic map is shaded to indicate dense urban development. No features were observed on the 2014, 2017, or 2020 topographic maps. No mining, excavations, or oil/natural gas pipelines were depicted in the topographic maps. No features of concern were identified on the Property or adjoining properties during the topographic map review. Copies of the historical topographic maps are included in the report appendices.

6.5 Other Historical Sources

An internet search of .gov sites for the Property address revealed no evidence of a known release at the Property within the first 20 search results.

6.6 Prior Assessments

No prior assessments were provided for review for this assessment.

6.7 Data Failure

The following data failures were encountered during this assessment:

- Research intervals of more than five years were encountered during our review of historical sources; however, activities at the Property were found to be consistent at the beginning and end of these extended research intervals. In accordance with ASTM criteria, such intervals do not constitute data failure.

7.0 REGULATORY ENVIRONMENTAL RECORDS REVIEW

AEG requested and reviewed records pertaining to the Property obtained from regulatory and government agency databases to identify conditions that may pose a REC to the Property. A summary of the requested records and responsive agencies is presented in Section 7.1.

7.1 Requested Records

Regulatory Database Search – AEG reviewed the results of a regulatory database search for listings pertaining to the Property and surrounding properties within the standard ASTM prescribed radius of up to one mile, conducted by EDR dated January 18, 2022. A copy of the regulatory database report, which includes detailed descriptions of the databases noted below, is included in Appendix C of this report.

Washington State Department of Ecology – AEG searched for readily available information on the Ecology website pertaining to the Property, adjoining properties, and nearby properties of concern identified during our review of the regulatory database listings. The Property was not identified in Ecology databases or mapped on their interactive map.

Building Permits and Land Use – AEG contacted the Centralia City Clerk, Public Records Officer for historical permits for the Property to help establish the historical development of the Property. As of the date of this assessment, the city has not responded. Given available information, this limiting condition is not expected to represent a significant environmental concern; however, AEG will issue an addendum to this report if items of environmental concern are identified; however, based on the quality of information obtained from other sources, this limitation is not expected to significantly alter the findings of this investigation.

Centralia Fire Department – AEG contacted the Centralia City Clerk, Public Records Officer, for records associated with above ground or underground storage tanks associated with the Property. As of the date of this assessment, the city has not responded. Given available information, this limiting condition is not expected to represent a significant environmental concern; however, AEG will issue an addendum to this report if items of environmental concern are identified; however, based on the quality of information obtained from other sources, this limitation is not expected to significantly alter the findings of this investigation.

7.1 Record Review Findings

Significant findings from our review of the records obtained from the EDR regulatory database report combined with responsive agencies are detailed below.

7.1.1 Property

The Property was identified as an Asbestos site in the database report. The listing is associated with an abatement in the kitchen at the Property. Asbestos is not included in the definition of

hazardous materials but is referred to as a non-ASTM issue. Given that asbestos is not classified as a hazardous material, this listing is not classified as a REC for the Property.

7.1.2 Adjoining and Surrounding Properties

AEG reviewed the results of a regulatory database search for listings pertaining to Adjoining and surrounding properties within the standard ASTM search distances conducted by EDR. There are 64 listings within a 1-mile radius of the Property. To screen the potential risk of subsurface impact from these listed sites to the Property, AEG first evaluated whether there were listed sites on Adjoining properties or not, and then used the following criteria to evaluate whether the nearby properties could be eliminated from further consideration as potential risks to the Property.

1. Properties that are at lower elevations, or directions or distances beyond impact to the Property, or whose issues have been dealt with and closed with a "No Further Action" letter, or whose listing is for tracking purposes only or only represents proper notification of registration of USTs, ASTs, or hazardous activities without violations, or whose listing is for *de minimis* issues only, do not currently present environmental risks to the Property.
2. Any non-adjoining cross-gradient sites located more than 365 feet identified with a volatile organic compound (VOC) release.
3. Any non-adjoining cross-gradient petroleum hydrocarbon release site located more than 165 feet from the Property.
4. Any non-adjoining site listed in the EDR report under RCRA, AST, UST, HMIRS, FINDS, EDR Hist Auto, EDR Hist Cleaner, ALLSITES, ICIS and/or NPDES databases (see the list of acronyms in the database report) were not further reviewed because these databases are not indicative of known or suspected releases at a site. The sites that are listed in these databases only are considered minimal risk and not potential RECs.

No adjoining properties were identified in the regulatory database report.

Additional listings were included in the regulatory database report; however, no properties of concern were identified.

Orphan Listings

The regulatory database search sometimes includes a list of "unplottable" or "orphan" sites which may or may not be located within the minimum search distances. No orphan sites were identified in the database report.

Vapor Encroachment Screening

A Tier I (non-intrusive) Vapor Encroachment Screening (VES) was conducted in general accordance with the methodology set forth in ASTM E2600-15 *Standard Guide for Vapor Encroachment Screening on Property Involved in Real Estate Transactions* was conducted. The

purpose of the Tier I VES is to conduct an initial screen to identify, to the extent feasible, the potential vapor encroachment condition (VEC) in connection with the Property with respect to chemicals of concern that may migrate as vapors into existing or planned structures on a property due to contaminated soil and groundwater on the property or within close proximity to the Property.

Based on ASTM Standard Guide, the critical distance is equal to 100 feet, with the exception of dissolved petroleum hydrocarbons, which have a critical distance of 30 feet. If non-aqueous phase petroleum hydrocarbons are present, the 100 feet distance is utilized.

This VES utilized readily available data sources previously discussed in this Phase I ESA to include the type of soils, geology and groundwater characteristics of the Property as well as known or potentially contaminated sites as identified on Federal, State, tribal and local databases and observations made during the site reconnaissance. AEG also utilized previously discussed standard historical sources of information to identify potential historical sources of contamination on the Property and surrounding properties which may be indicative of a VEC.

Multiple properties were identified in the environmental records reviewed; however, none were classified as a VEC that would warrant an additional Tier II VES.

8.0 SITE RECONNAISSANCE

On January 26, 2021, AEG conducted a site reconnaissance of the Property and adjoining properties. Figure 1, *Site Location Map,* presents the location of the Property and adjoining properties. Appendix A, *Site Photographs,* provides photo documentation of the Property and nearby areas obtained during the site reconnaissance.

AEG observed all exterior spaces of the Property. AEG did not enter either residential structure but did observe the interiors of the garden sheds. Unidentified conditions may exist in areas not observed. Given current site use and interviews, this limiting condition is not considered significant and is not expected to alter the findings of this assessment.

8.1 General Site Characteristics

Concern	Comments
Domestic Wells and Cisterns	Not observed
Wastewater	Not observed
Additional Site Observations	Not observed
Storm Water Drains	Not observed
Environmentally Sensitive Activities Conducted on Property	Not observed

8.2 Potential Environmental Conditions

Concern	Comments
Regulated Hazardous Substances or Waste or Petroleum Products	Not observed
Maintenance or Cleaning Supplies	No evidence of the use of reportable quantities of hazardous substances was observed on the Property. Small quantities of general cleaning and maintenance supplies were found to be properly labeled and stored at the time of the assessment with no signs of leaks, stains, or spills. The storage and use of these materials are not expected to represent a significant environmental concern.
AST/UST	Not observed
Drums, Totes, and Other Containers	Not observed
Electrical or Mechanical Equipment Likely to Contain Fluids including Lifts, Elevators, and Air Compressors	The manufacture, process, or distribution in commerce or use of any PCB in any manner other than in a totally enclosed manner was prohibited after January 1, 1977; however, transformers and other electrical equipment installed prior to 1977 could contain PCBs at a level that subjects them to regulation by the EPA. PCBs in electrical equipment are controlled by EPA regulations 40 CFR, Part 761. Under the regulations,

	there are three categories into which electrical equipment can be classified: 1) Less than 50 parts per million (ppm) of PCBs – "*Non-PCB;"* 2) 50 ppm-500 ppm – "*PCB-Contaminated;"* and, 3) Greater than 500 ppm – "*PCB-Containing."* One pole-mounted transformer was observed on the Property. The transformer was not labeled to indicate PCB content. No leaks or spills were observed on the transformer. Given the good condition of the equipment, the transformer is not expected to represent a significant environmental concern.
Interior Stains or Corrosion	Not observed
Strong, Pungent, or Noxious Odors	Not observed
Pools of Liquid	Not observed
Floor Drains, Sumps, and Clarifiers	Not observed
Grease Trap	Not observed
Pits, Ponds, and Lagoons	Not observed
Stained Soil or Pavement	Not observed
Stressed Vegetation	Not observed
Solid Waste Disposal or Evidence of Fill Materials	Not observed
Waste Water Discharges	Not observed
Wells	Not observed
Biomedical Wastes	Not observed
Railroad Tracks/Spurs	Not observed
Bodies of Water	Not observed

8.3 Adjoining and Vicinity Properties Reconnaissance

The adjoining property reconnaissance consisted of observing the adjoining properties from the Property premises.

Concern	Comments
Regulated Hazardous Substances or Waste or Petroleum Products	Not observed
AST/UST	Not observed
Drums, Totes, and Other Containers	Not observed
Electrical or Mechanical Equipment Likely to Contain Fluids	Not observed
Strong, Pungent, or Noxious Odors	Not observed
Pools of Liquid	Not observed
Drains, Sumps, and Clarifiers	Not observed
Pits, Ponds, and Lagoons	Not observed

Stained Soil and Pavement	Not observed
Stressed Vegetation	Not observed
Solid Waste Disposal or Evidence of Fill Materials	Not observed
Waste Water Discharges	Not observed
Wells	Not observed
Biomedical Wastes	Not observed
Railroad Tracks/Spurs	Not observed

9.0 ADDITIONAL SERVICES

Assessment of the following non-ASTM considerations was performed.

9.1 Radon

Radon is a colorless, odorless, naturally occurring, radioactive, inert, gaseous element formed by radioactive decay of radium atoms. The EPA has designed a map to assist National, State, and local organizations target resources and implement radon-resistant building codes. The map is not intended to be used to determine if a structure should be tested for radon but rather to determine the potential for elevated levels of radon. Being sited in a Zone 2 or Zone 3 area does not guarantee that radon is not a risk management issue.

Radon zones are identified as Zones 1, 2, and 3, with Zone 1 including those areas where the potential exists for radon to exceed the EPA action limit of 4.0 picoCuries per Liter (pCi/L). Zones 2 and 3 are at or below the EPA action limit.

According to the EPA Map of Radon Zones, the Property is in Zone 3, where average predicted radon levels are typically below the current US EPA action limit. Based on the commercial use of the Property with no habitable living spaces, radon gas is not considered to be a concern.

9.2 Asbestos-Containing Materials (ACMs)

Asbestos is the name given to several naturally occurring, fibrous silicate minerals mined for their useful properties such as thermal insulation, chemical and thermal stability, and high tensile strength. Asbestos is commonly used as an acoustic insulator, and in thermal insulation, fire proofing and other building materials. Many products in use today contain asbestos.

Asbestos is made up of microscopic bundles of fibers that may become airborne when asbestos-containing materials are damaged or disturbed. When these fibers get into the air they may be inhaled into the lungs, where they can cause significant health problems. Asbestos is regulated under 40 CFR Part 763. The presence of asbestos-containing materials (ACM) or presumed ACM (PACM) is considered a risk management issue and not a REC for the Property.

An asbestos survey was not conducted as part of this assessment. Based on the reported date of construction (1924 and 1950), AEG considers it likely that ACM is present. The following materials would be classified as suspect ACMs in a thorough asbestos survey.

Material	Location
Plaster	Walls and Ceilings
Ceiling Tile	Ceilings
Thermal Systems Insulations, Packings and Gaskets	Heating Systems, Cooling Systems, Heating and Cooling Piping, Ductwork, Boilers

Floor Tile and Associated Mastics, Flooring Felts, Flooring Papers	Floors
Vinyl Sheet Flooring and Adhesives	Floors
Cove Base and Associated Mastic	Walls
Ceramic Tile Adhesives and Grouts	Walls, Floors and Ceilings
All Adhesives	Walls, Floors and Ceilings
Grout and Caulking	Windows and Doors
Gypsum Wallboard, Tape and Joint Compound	Walls and Ceilings
Insulation Materials	Walls, Ceilings and Attics
Roofing Materials	Roof and Parapet Wall Systems
Brick and Block, Mortars	Walls

According to the EPA, ACM and PACM that is intact and in good condition can, in general, be managed safely in-place under an O&M Program until removal is dictated by renovation, demolition, or deteriorating material condition. The EPA's National Emission Standards for Hazardous Air Pollutants (NESHAP) requires that an asbestos survey adhering to Asbestos Hazard Emergency Response Act (AHERA) sampling protocol be performed prior to demolition or renovation activities that may disturb ACMs or PACMs. This requirement may be enforced by the local air pollution control or air quality management district and specifies that all suspect ACMs be sampled to determine the presence or absence of asbestos prior to any renovation or demolition activities to prevent potential exposure to workers and/or building occupants. Similarly, Occupational Safety and Health Administration (OSHA) regulations require that specific work practices be implemented when handling construction materials and debris that contain lead-containing materials.

No damaged or water-stained materials were observed on the day of the site reconnaissance.

9.3 Lead-Based Paint (LBP)

Lead is a pliable, soft metal that is used in the construction of pipes, rods, and containers. Before 1978, lead was a common ingredient in paint because it added strength, shine and extended the life of the paint. In 1978, the EPA banned the use of lead pigments in paints used on interior and exterior residential surfaces. Lead poisoning can result from children having access to, and ingestion (by chewing) of lead-based paint covered surfaces. Inhalation of dust produced by normal oxidation, or scraping/sandblasting of the paint, which may contain significant amounts of lead, is also a health hazard. The EPA/HUD action level for LBP is 0.5% dry weight.

Based on the reported date of construction (1924 and 1950), AEG considers it likely that LBP is present. No peeling and flaking paint was observed.

9.4 Mold

As part of this assessment, AEG performed a limited visual inspection for the conspicuous presence of mold. Molds live in the soil, on plants, and on dead or decaying matter and can be found in both indoor and outdoor air and settled on indoor and outdoor surfaces.

Moisture control is the key to mold control. Molds need both food and water to survive; since molds can digest most things, water is the factor that limits mold growth. Molds will often grow in damp or wet areas indoors. Common sites for indoor mold growth include bathroom tile, basement walls, areas around windows where moisture condenses, and near leaky water fountains or sinks. Common sources or causes of water or moisture problems include roof leaks, deferred maintenance, condensation associated with high humidity or cold spots in the building, localized flooding due to plumbing failures or heavy rains, slow leaks in plumbing fixtures, and malfunction or poor design of humidification systems. Uncontrolled humidity can also be a source of moisture leading to mold growth, particularly in hot, humid climates.

No mold growth or water intrusion was observed or reported in the Property structures.

9.5 Wetlands

No federally regulated wetlands are located on the Property, based on the United States Fish & Wildlife Service National Wetlands Inventory website.

10.0 CERTIFICATION

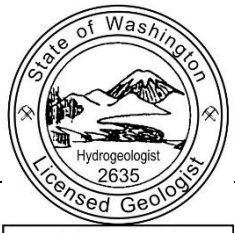
Verna Lee Curry collected data, performed the site reconnaissance, and prepared this report. Scott Rose, an Environmental Professional, reviewed the Phase I ESA.

We declare that, to the best of our professional knowledge and belief, we meet the definition of Environmental Professional as defined in §312.10 of 40 CFR 312. We have the specific qualifications based on education, training, and experience to assess a property of the nature, history, and setting of the Property. We have developed and performed all appropriate inquiries in conformance with the standards and practices set forth in 40 CFR Part 312.

Researched/Prepared* **by:**

Verna Lee Curry, MS Environmental Science
Environmental Professional

Overseen and reviewed by:



Scott Rose, L.G., L.H.G.
Senior Hydrogeologist

SCOTT I ROSE

*All work was conducted, overseen, and reviewed by an Environmental Professional as defined by §312.10 of 40 CFR 312. Experience is included in Appendix B.

11.0 REFERENCES

American Society for Testing and Materials (ASTM), 2013, *Standard Practice for Environmental Site Assessments: Phase I Environmental Site Assessment Process*, ASTM E1527-13.

American Society for Testing and Materials (ASTM), 2015, *Standard Guide for Vapor Encroachment Screening on Property Involved in Real Estate Transactions*, ASTM E2600-15.

Environmental Data Resources, *Certified Sanborn Map Report 6822585.3,* January 19, 2022.

Environmental Data Resources, *EDR Historical Topo Map Report 6822585.2,* January 18, 2022.

Environmental Data Resources, *The EDR Aerial Photo Decade Package 6822585.8,* January 20, 2022.

Environmental Data Resources, *The EDR-City Directory Image Report 6822585.5,* January 19, 2022.

Environmental Data Resources, *The EDR Radius Map Report with GeoCheck 6822585.2s,* January 18, 2022.

12.0 USER RELIANCE

The information and opinions rendered in this report are exclusively for use and reliance by MSGS Architects and their designated representatives.

User(s)	**Address**
Mr. Bill Sloane	510 Capitol Way South
MSGS Architects	Olympia, Washington 98501

AEG will not distribute or publish this report without written consent from MSGS Architects except as required by law or court order. The information and opinions expressed in this report are given in response to a limited assignment for MSGS Architects and should be considered and implemented only in light of that assignment. The services provided by AEG in completing this site assessment have been provided in a manner consistent with normal standards of the profession; no other warranty is made, expressed, or implied.

No environmental site assessment can wholly eliminate uncertainty regarding the potential for recognized environmental conditions (RECs) in connection with the Property. Performance of this environmental site assessment pursuant to ASTM Standard E 1527-13 and the AAI rule is intended to reduce, but not eliminate, uncertainty regarding the potential for RECs in connection with the Property.

This report is not for the use or benefit of, nor may it be relied upon by, any other person or entity for any purpose without the advance written consent of AEG. In expressing the opinions stated in this report, AEG has exercised the degree of skill and care ordinarily exercised by a reasonably prudent environmental professional in the same community and in the same timeframe given the same or similar facts and circumstances. Documentation and data provided by the client, designated representatives of the client or other interested third parties, or from the public domain, and referred to in preparation of this assessment, have been used and referenced with the understanding that AEG assumes no responsibility or liability for their accuracy.

ASTM E1527-13-4.6 states that:

> "*…an environmental site assessment meeting or exceeding this practice and completed in less than 180 days prior to the date of acquisition of the property…the date of the intended transaction is presumed to be valid."*

Any information in the ESA that is more than 180 days old must be updated (i.e., regulatory records review, site reconnaissance, interviews, specialized knowledge, and environmental liens). ESA reports *older than one calendar year* are not valid and do not meet AAI or ASTM E1527-13 standards.

RELIANCE LETTER

February 6, 2022

To: MSGS Architects
510 Capitol Way South
Olympia, Washington 98501

and

U.S. Small Business Administration ("SBA")

Re: Centralia College Properties
411 and 415 South King Street
Centralia, Washington 98531
AEG Project #21-211

Dear Lender and SBA:

Mr. Scott Rose of Associated Environmental Group, LLC ("Environmental Professional") meets the definition of an Environmental Professional as defined by 40 C.F.R. § 312.10(b) and has performed or supervised the performance of the following "Environmental Investigation(s)" (check all that apply):

____A Transaction Screen of the Property dated _____, and any addendum(s) thereto, conducted in accordance with ASTM International's most recent standard (currently ASTM E1528-14).

_X_ A Phase I or updated Phase I Environmental Site Assessment of the Property dated February 6, 2022, and any addendum(s) thereto, conducted in accordance with ASTM International's most recent standard (currently ASTM E1527-13). In addition, the Environmental Professional has addressed the performance of the "additional inquiries" set forth at 40 C.F.R. § 312.22.

____ A Phase II Environmental Site Assessment (ESA) of the Property dated _____, and any addendum(s) thereto, conducted in accordance with generally accepted industry standards of practice and consisting of a scope of work that would be considered reasonable and sufficient to identify the presence, nature and extent of a Release as it impacts the Property.

Reliance by SBA and Lender. Environmental Professional (and Environmental Professional's firm, where applicable) understand(s) that the Property may serve as collateral for an SBA guaranteed loan, a condition for which is an Environmental Investigation of the Property by an Environmental Professional. Environmental Professional (and Environmental Professional's firm, where applicable) authorize(s) Lender and SBA to use and rely upon the Environmental Investigation. Further, Environmental Professional (and Environmental Professional's firm, where applicable) authorize(s) Lender and SBA to release a copy of the Environmental Investigation to

the borrower for information purposes only. This letter is not an update or modification to the Environmental Investigation. Environmental Professional (and Environmental Professional's firm, where applicable) makes no representation or warranty, express or implied, that the condition of the Property on the date of this letter is the same or similar to the condition of the Property described in the Environmental Investigation.

Insurance Coverage. Environmental Professional (and Environmental Professional's firm, where applicable) certifies that he or she or the firm is covered as of the date of the Environmental Investigation by errors and omissions liability insurance with a minimum coverage of $1,000,000 per claim (or occurrence), and that evidence of this insurance is attached. As to the Lender and SBA, Environmental Professional (and Environmental Professional's firm, where applicable) specifically waive(s) any dollar amount limitations on liability up to $1,000,000 as well as any time limitations on liability, other than state or Federal statutes of limitation.

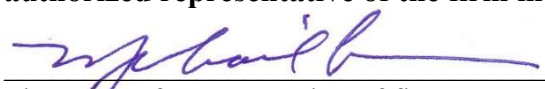
Waiver of Right to Indemnification. Environmental Professional and Environmental Professional's firm waive any right to indemnification from the Lender and SBA.

Impartiality. Environmental Professional certifies that (1) to the best of his or her knowledge, Environmental Professional is independent of and not a representative, nor an employee or affiliate of seller, borrower, operating company, or any person in which seller has an ownership interest; and (2) the Environmental Professional has not been unduly influenced by any person with regard to the preparation of the Environmental Investigation or the contents thereof.

Acknowledgment. The undersigned acknowledge(s) and agree(s) that intentionally falsifying or concealing any material fact with regard to the subject matter of this letter or the Environmental Investigations may, in addition to other penalties, result in prosecution under applicable laws including 18 U.S.C. § 1001.

Environmental Professional
Printed Name: Mr. Scott Rose, L.G./L.H.G.

(Note: The Environmental Professional must always sign this letter above. If the Environmental Professional is employed or retained by an Environmental Firm, then an authorized representative of the firm must also sign below).



Signature of representative of firm
Printed Name and Title: Mr. Michael Chun, General Manager / Principal
Name of Environmental Firm: Associated Environmental Group, LLC

Enclosure: Evidence of Insurance; Effective Date: September 13, 2021

SOILS INVESTIGATION REPORT

FOR CENTRALIA COLLEGE COMMONS BUILDING

CENTRALIA COLLEGE

CENTRALIA, WASHINGTON

Bradley-Noble Geotechnical Services

A Division of The Bradley Group, Inc.

P.O. Box 12267 – Olympia, WA 98508 – 360 357 7883

Bradley-Noble Geotechnical Services
A Division of The Bradley Group, Inc.
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Phone 360-357-7883 • FAX 360-867-9307

SOILS INVESTIGATION REPORT
FOR CENTRALIA COLLEGE COMMONS BUILDING
CENTRALIA COLLEGE
CENTRALIA, WASHINGTON

This report presents the results of our subsurface investigation for the proposed four-story Centralia College Commons Building to be constructed on the campus of the Centralia College at the northeast corner of Washington Avenue and Pear Street in the City of Centralia, Washington. As part of the subsurface investigation program, we also conducted an infiltration test in the indicated area of the future storm water infiltration facility that will be part of the project. Our purposes in exploring the subsurface soil conditions were to evaluate bearing capacity of the site soils, to present recommendation for site development, and to address other geotechnical considerations for the project.

From the information provided to us, we understand that the new four-story commons building will be framed using a combination of reinforced concrete and structural steel. We expect that the ground level floor will be a concrete slab on-grade. Building loads will be supported by isolated footings supporting column loads, and continuous perimeter footings supporting exterior wall loads. Strip footings are expected to be used for support of interior bearing walls. Elevator pits are expected to be included in the project. New exterior sidewalks are expected to provide access to the building.

Subsurface exploration and preparation of this report on behalf of Centralia College was authorized by Mr. Bill Sloane, AIA of MSGS Architects.

SITE CONDITIONS

Surface Conditions

The project area is of low relief. The site is presently occupied by the C.O.E. Building, a single-story structure. Most of the balance of the site is currently used for parking and travel lanes and is asphaltic concrete paved. Landscape areas are also included, generally around the perimeter of the project area.

We expect that the existing C.O.E. Building will be razed as part of the pre-construction with the footings and slabs on-grade removed. We also expect that the existing asphalt pavement will also be removed as part of the project demolition. We also understand that this site was the former grandstand area of the Centralia High School which predated the use of the property by Centralia College. Footings of the grandstand may be encountered during the demolition and must also be removed.

Subsurface Conditions

Between 30 September and 1 October 2013, we explored the subsurface conditions by four test borings at locations indicated on the enclosed site plan. These explorations were made using a continuous-flight, hollow-stem auger to advance the borings and to provide borehole support between sampling intervals. Samples were obtained at standard intervals using a two-inch outside diameter, split-spoon sampler driven by a pin-guided, 140-pound weight free falling 30 inches

The blows per six-inch interval were recorded. The first six-inch drive interval is allowed for seating the sampler. The blow counts for two six-inch intervals, when combined, yield the Standard Penetration Resistance (N-value) of the soils encountered in the sample interval. The number of blows required to drive the sampler the last 12 inches provides a measure of the relative density of granular soils or the consistency of cohesive soils. When the number of blows exceeds 50 for a six-inch or less advancement of the sampler, refusal is inferred. The results obtained from the Standard Penetration Test, along with other tests and geotechnical judgments, were used to develop the recommendations of this report.

Two major soil units are found at this site. On the surface, we find a brown, gravelly silty sand. The depth of this unit varied and it appears to have been removed by previous construction in some areas or is present in only thin layers under asphalt pavement. Underlying the topsoil unit, we found the dense to very dense sands and gravels of the Skookumchuck River flood plain deposits. These soils extended for the full depth of the explorations.

Geologic Map of the Centralia Quadrangle, Washington compiled by Henry W. Schasse, Washington Division of Geology and Earth Resources Open File Report 87-11 maps this area as Qal, Alluvium deposited in streambeds and fans with the surface relatively undissected. *Geology and Ground-Water Resources of West-Central Lewis County, Washington* by J. M. Weigle and B. L. Foxworthy, Water Supply Bulletin No. 17, Plate 2-Geologic Map of the Central Part of Area Investigated in Lewis County, maps this area as Qo, outwash from the Vashon glacier. Qo is described as poorly sorted, rudely stratified gravels and sand as much as 90 feet thick. Material forming this unit is a combination of material derived from reworking of glacial deposits, both from alpine

glaciers and from the Vashon lobe of the Cordilleran glacier. The alpine glaciers transport rocks of andesite were obtained from the volcanic rocks of the central Cascades while the Vashon glacier transport rocks of granitic origin are from the northern Cascades and British Columbia. These materials were reworked and transported downstream by the Skookumchuck River resulting in a blend of the two major lithic units.

The Skookumchuck flood plain deposits are in unconformable contact with the bedrock unit of this area. These are the Eocene to Pliocene (?) siltstones and sandstones with a thickness greater than 10,000 feet.

Ground water levels are expected to be at or near their seasonal lows. We expect that as we move into winter, the water levels will rise in response to rainfall. We also expect that the ground water levels are hydraulically connected to China Creek to the project north and the Skookumchuck River. With the site being underlain by permeable and porous sands and gravels, we expect that the piezometric level under the site will change to reflect the water levels of China Creek and the Skookumchuck River. We expect that these changes in the piezometric level will occur rapidly to reflect rise and fall of these water sources.

DISCUSSION AND RECOMMENDATIONS

Site Preparation

We do not expect that high ground water levels will have any influence on the construction of this project with the exception of deep trenching or deep elevator pits. To limit the impact on the project, site development work should be conducted during the dry season, typically mid-June through October when the piezometric level is expect to be at its seasonal low.

The existing structure including underground utilities, foundations, slab on-grade, pavement, and landscape areas are to be removed from the new Commons building footprint. This removal should extend a minimum of five feet outside of new building lines. If any topsoil is encountered, it must be removed and disposed of off site. Excavation is to extend to expose the dense to very dense soils with a N-value greater than 20. Once these soils are exposed, they are to be proof-rolled as discussed in the Earthwork Criteria section of this report to ensure that a firm base is created.

The site soils are considered to be cohesionless. All excavation and trenching must be conducted in conformance with the Department of Labor and Industries Standards in

Chapter 296-155 WAC, Construction Work, Part N, Excavation, Trenching and Shoring. For control, we recommend a soil type C be used.

Underground utility work conducted during the wet season should expect to encounter ground water at shallow depths. Work in the dry season is not expected to encounter ground water in shallow trenches or excavations, but should encounter ground water by ten feet below the surface. Deep excavations for man-holes or other deep utilities should expect to shore the sides of the excavation to prevent sloughing as well as dewatering. We expect that dewatering of the excavations can be accomplished by using the standard method of pumping. Discharge water will need to be cleaned of silts before discharging outside of the construction area.

To ensure a dry elevator pit, use of a water stop between concrete cold joints is recommended. Use of waterproofing of the exterior pit walls is recommended. Vol-clay panels or other waterproof membranes should be considered to ensure a water-tight elevator pit.

Foundation Support

We expect that column foundations will be supported by the dense to very dense sandy gravels or gravelly sands. These soils offer good support for standard spread foundations or isolated column footings. We recommend a design bearing value of 5000 p.s.f. for column or continuous foundations founded on these soils. We expect that the only minimal fill will be required to develop the plan subgrade elevation. For a structural fill section constructed in strict conformance to the Earthwork Criteria section of this report, standard spread footings placed onto this structural fill section may use a design bearing value of 3000 p.s.f. The gradation of the imported structural fill section should be selected to allow it to function also as a capillary break section as discussed in the Floor Slab section of this report. A one-third increase in the bearing capacity is permissible for short-term wind or seismic loading.

Exterior footings should be founded a minimum of 1.5 feet below planned finish grade for frost protection and confinement. We recommend that continuous and strip footings have a minimum width of 16 inches. Isolated footings supporting column loads should have a minimum dimension of 3.0 by 3.0 feet square.

Settlement of structures designed to the recommended bearing values and placed on soils prepared as discussed should not be significant. Generally, we expect combined total and differential settlement of one inch or less to occur. Proof-rolling of the native soils before casting of foundations or placing structural fill sections is required as discussed in this report. Good compaction control during construction of structural fill sections is required to ensure that these estimates are not exceeded.

Floor Slabs

We expect that the concrete slab on-grade will be subjected to light commercial type of loadings. The concrete slab should be designed to the current edition of the *Reinforcing Steel Institute's Design Manual* for the expect floor loads.

We expect that the ground floor slab will be supported by a compacted structural fill section conforming to the recommendations of this report. We also expect that underslab conduits will be placed shallowly in the structural fill section. To facilitate construction, we recommend that the upper six inches of the structural fill section be selected using a finer grained material to facilitate embedment of the conduits. We recommend the use of a 5/8-inch minus crushed rock for the upper six inches. If a vapor barrier is to be included, we recommend that the vapor barrier be placed between the lower structural fill section and the crushed rock used to embed conduits and facilitate fine grading operations. Where trenching extends through the vapor barrier, the contractor must restore its integrity.

Lateral Soil Pressure

We understand that no retaining walls or foundation walls in excess of four feet in height and restraining earth are included in the project. If walls meeting these criteria are included, we should be consulted for appropriate soil design values.

Lateral loads may be resisted by passive soil pressure or by friction between footings and either structural fill sections or native soils. For passive soil pressure for footings cast into the dense Skookumchuck River deposits, a passive soil pressure of 400 p.c.f. may be used. To use this value, good compaction control during placement of backfill against the footing is required. An alternative is to use Controlled Density Fill (CDF) for backfill material. We recommend that the CDF have a minimum 28 day compressive strength of 200 p.s.i. For footings founded in the structural fill section and backfilled as specified, a passive soil pressure of 300 p.c.f. is permissible. To ensure lateral support for footings founded in the structural fill section, the structural section must extend a minimum of four feet outside of building lines. A coefficient of friction of 0.5 is permissible between footings and native sands and gravels or structural fill sections.

If lateral and uplift loads cannot be resisted using the recommended soil design values, then we recommend the use of drilled uplift piles to resist these forces. We expect that the piles will be able to develop an uplift resistance by transference of 25 pounds per square inch below five feet from the surface. Diameter and depth of uplift resistance piles will be controlled by the forces that need to be resisted and a minimum embedment depth of 20 feet. The upper five feet of the pile is not to be used to resist

uplift forces. A minimum pile diameter of 16 inches is required to ensure that the reinforcing steel cage to has at least three inches of cover between the steel and earth. The cage must be full length of the pile. Uplift resistance capacity is controlled by the connection of the pile to the column footing.

Seismic Site Period

The project area is in a zone of high spectral response acceleration. Figure 1613.3.1(2) in the *2012 International Building Code* (IBC) has a site response of 0.45g of 1.0-second spectral response for a Site Class B. Table 1613.3.2 Site Class Definitions would place this site into a soil site class C based on N-values.

Actual ground motion during a seismic event is influenced by the distance from the focus, the depth to bedrock under the site, and conditions (degree of consolidation and saturation) of the soils supporting the structure. We do not believe that the underlying soils are prone to spontaneous liquefaction under seismic loading.

Infiltration Test

We were requested to determine the infiltration rate of the site soils. Enclosed with this report is a diagram of the test apparatus and the grain size distribution of a representative sample of the soils recovered from the infiltration area. Water was introduced into the test interval using a precision flow meter. A constant head was developed at a flow rate of 1 gallon per 3.8 seconds. This flow rate then was maintained until 350 gallons of water had been introduced. The site soils in their natural state are considered to be free draining.

Earthwork Criteria

In areas under structures, paving sections, and sidewalks, strip all topsoil and organic material. For structural fill in areas under footings and slab on-grade, we recommend that all soils be compacted to a minimum density of 95 percent of ASTM D-1557. This includes proof rolling native soils exposed in the bottom of the excavation before placing fill. If it is not possible to verify density of native soils by standard compaction testing, then the development of a firm and non-yield surface is a suitable method of compaction verification. This includes proof rolling in-place soils, soils that have been disturbed during construction, and all structural fill materials.

For imported structural fill, we recommend that a clean, six-inch minus, well-graded gravel or gravelly sand (classifying as GW or SW as determined by ANSI/ASTM test method D-2487), conforming to APWA specification 9-03.14 for gravel borrow, be

used. We also recommend that no more than 7 percent by weight pass the number 200 screen as tested by ANSI/ASTM D-1140 test procedure.

All fill should be placed in uniform horizontal lifts of six- to eight-inch loose thickness. Each lift should be conditioned to the optimum moisture content and compacted to the specified minimum density before placing the next lift. We further recommend that all utility trench backfill be compacted as specified above. Earthwork should be performed under the continuous supervision and testing of an approved testing agency to ensure compliance with the compaction requirements.

Placement of fill section on slopes greater than 5:1 (horizontal to vertical) will be benched as directed into the native soils. Height and width of the bench will be determined in the field by the soils engineer or engineering geologist.

Unrestricted slopes shall not exceed 2:1 (horizontal to vertical) for fill embankments and cuts that expose native soils. All fill slopes will be rolled. The project's civil engineer is responsible for the protection of the constructed fill slopes from uncollected runoff. We recommend that all cut-and-fill slopes be seeded as soon as possible after construction, so that vegetation can protect the slopes from sheet washing.

No fill is to be placed during periods of unfavorable weather or while the fill is frozen or thawing. When work is stopped by rain, placement of fill will not resume until the soils engineer or engineering geologist determines that the moisture content is suitable for compactive effort and that the previously placed fill has not been loosened. The contractor will take appropriate measures during unfavorable weather to protect the fill already placed. Measures that may be required include limiting wheeled traffic and grading to provide temporary drainage of the fill. At the direction of the soils engineer or engineering geologist, the contractor will be responsible for the removal and reworking of fill that has softened or has less than the required compaction.

Limits of Liability

BRADLEY-NOBLE GEOTECHINCAL SERVICES is responsible for the opinions and conclusions contained in this report. These are based on the data relating only to the specific project and locations discussed herein.

This report was prepared with the standard and accepted practices of our industry. In the event conclusions and recommendations based on these data are made by others, such conclusions and recommendations are not the responsibility of the soils engineer or engineering geologist unless he has been given an opportunity to review them and concurs in such conclusions or recommendations in writing.

The analysis and recommendations submitted in this report are based upon the data obtained in the explorations at the locations indicated on the attached plan. This report does not reflect any variations that may occur between these explorations. The nature and extent of variations between explorations my not become evident until construction is underway.

BRADLEY-NOBLE GEOTECHNICAL SERVICES

Report prepared by:

David C. Strong, L.E.G.

18 November 2013

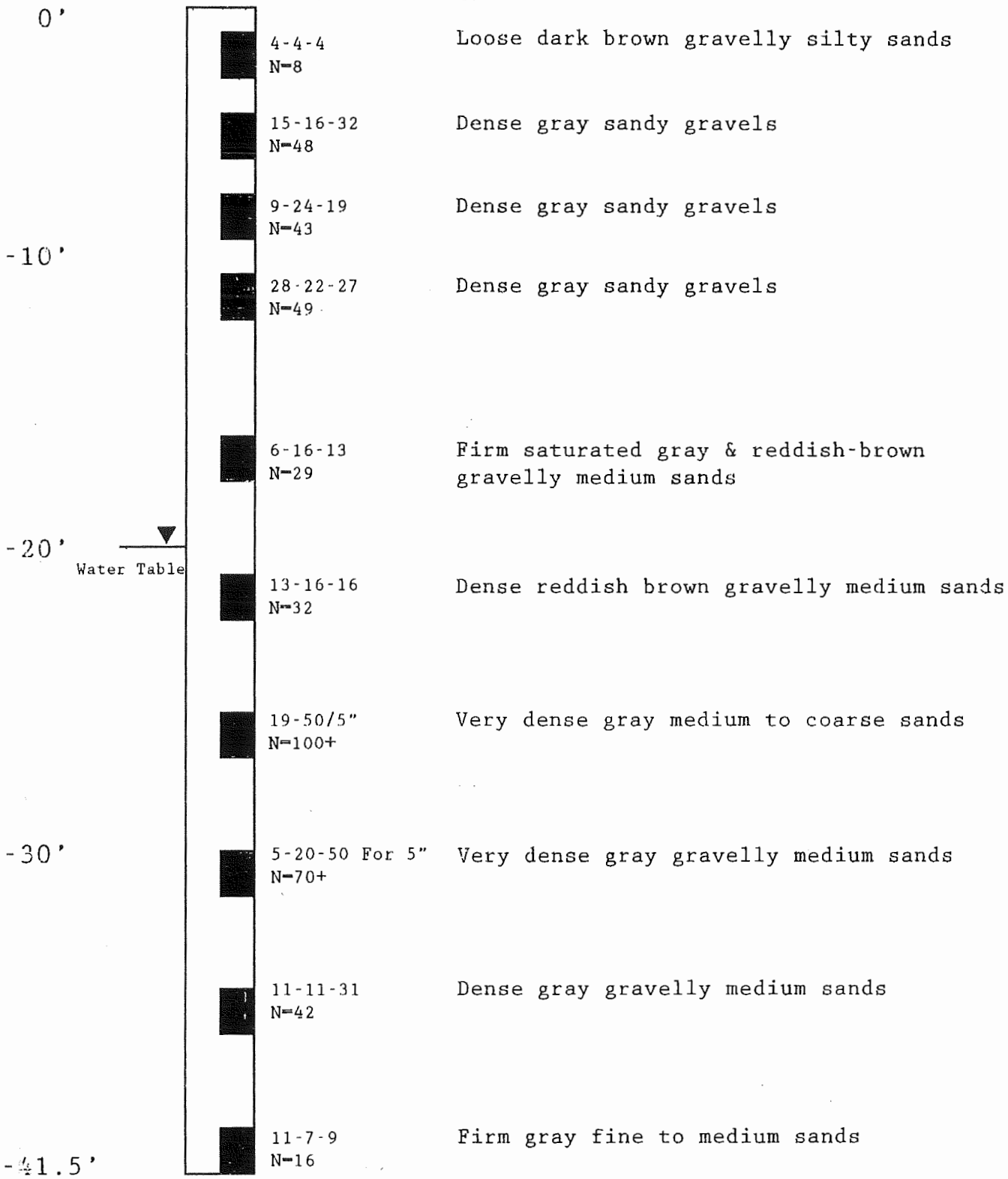
Bradley-Noble Geotechnical Services
360-357-7883

Job No. 13.10-01
Testing by D. Strong

Centralia College

Student Union Building

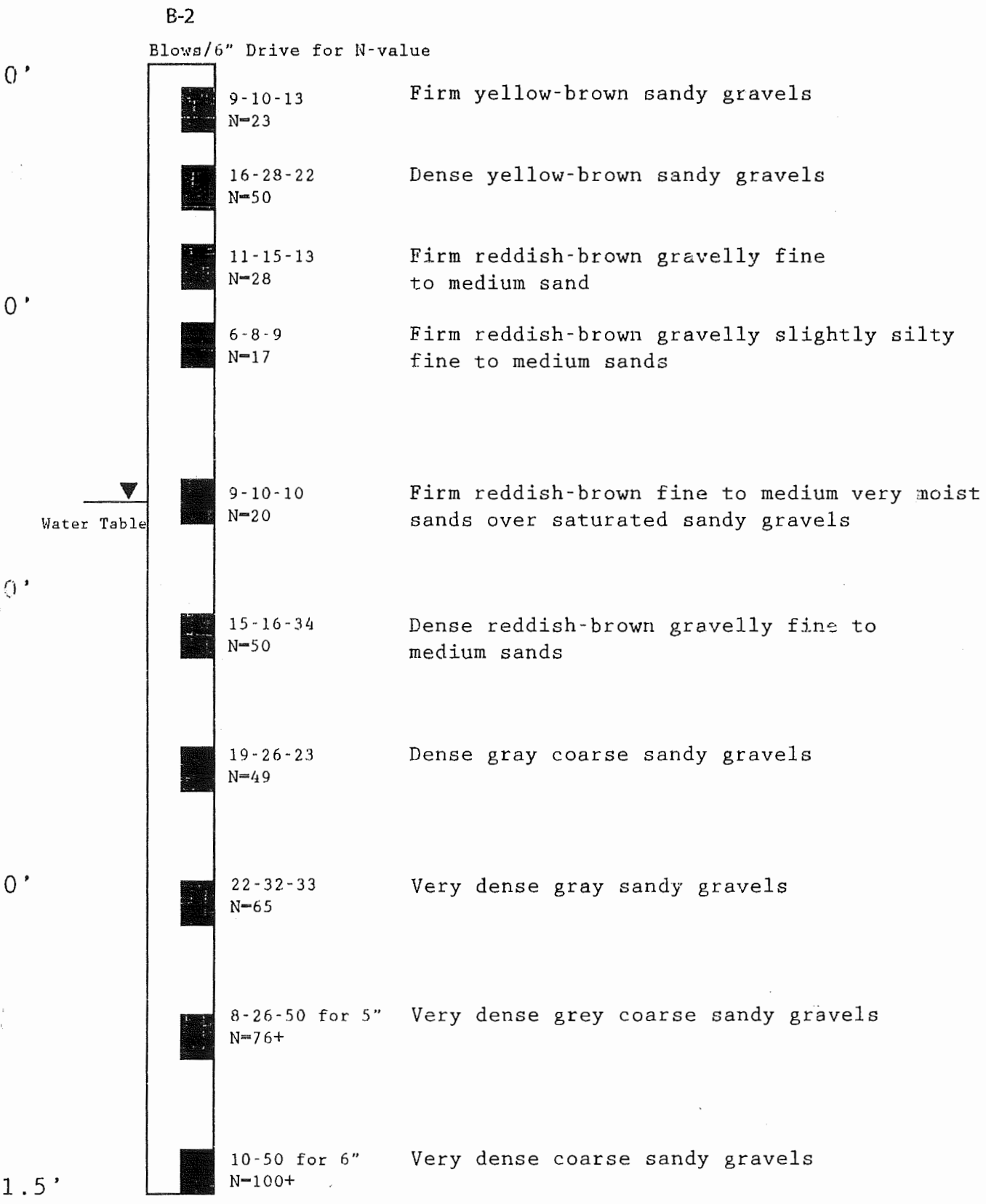
B-1



Vertical scale 1.0":5.0'

Bradley-Noble Geotechnical Services
360-357-7883

Job No. 13.10-01
Testing by D. Strong

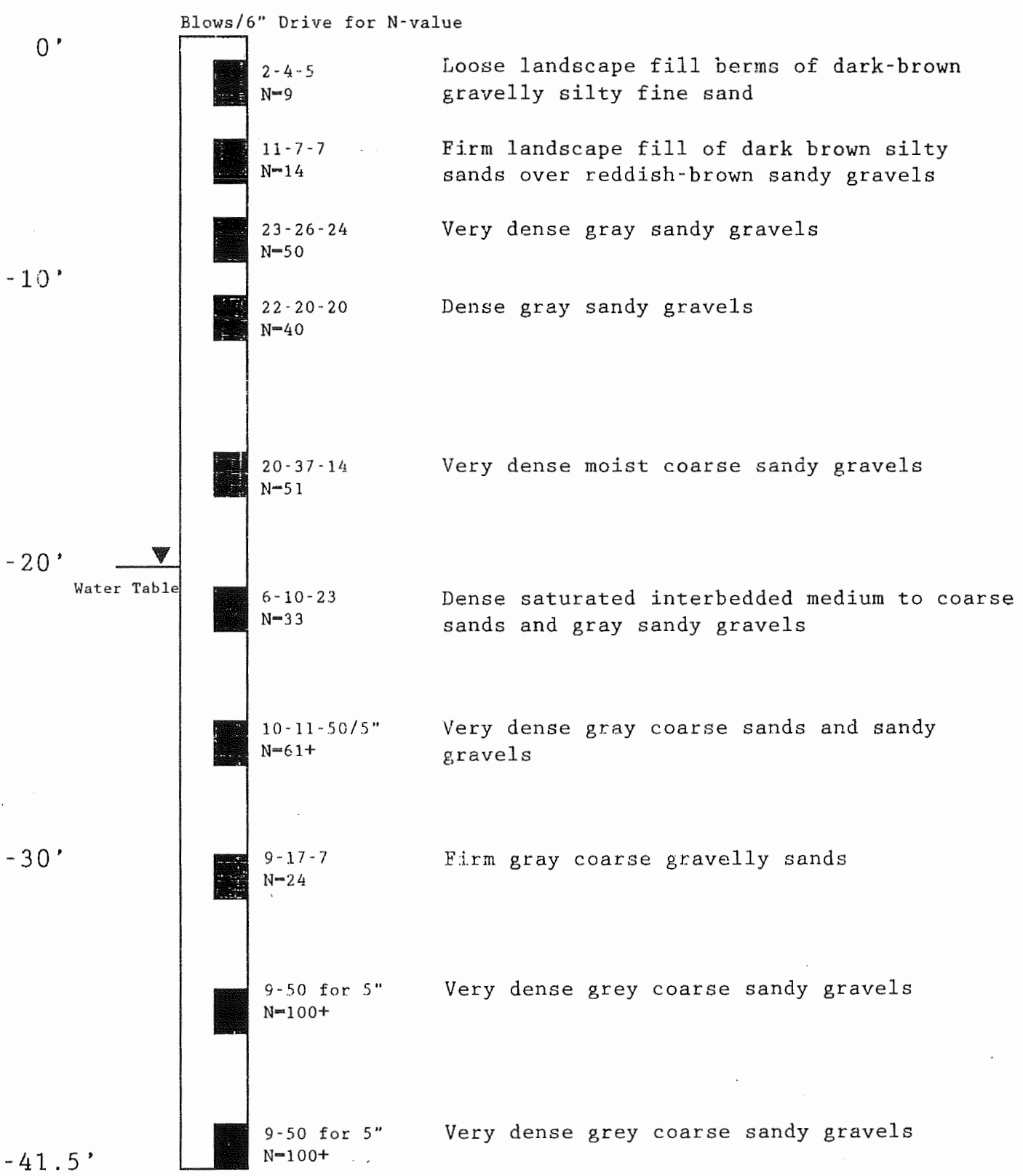


Vertical scale 1.0":5.0'

Bradley-Noble Geotechnical Services
360-357-7883

Job No. 13.10-01
Testing by D. Strong

B-4



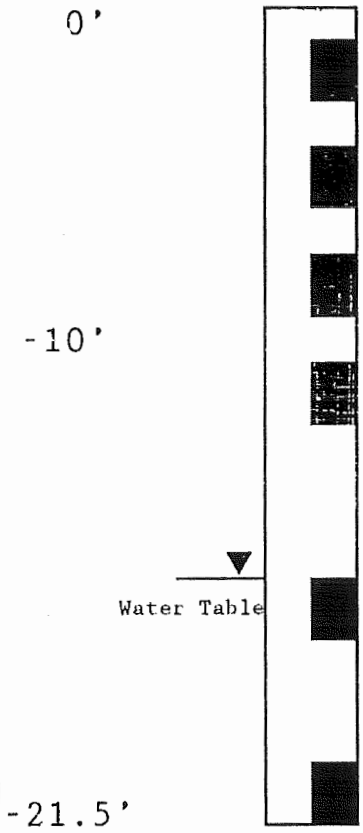
Vertical scale 1.0":5.0'

Bradley-Noble Geotechnical Services
360-357-7883

Job No. 13.10-01
Testing by D. Strong

B-3

Blows/6" Drive for N-value



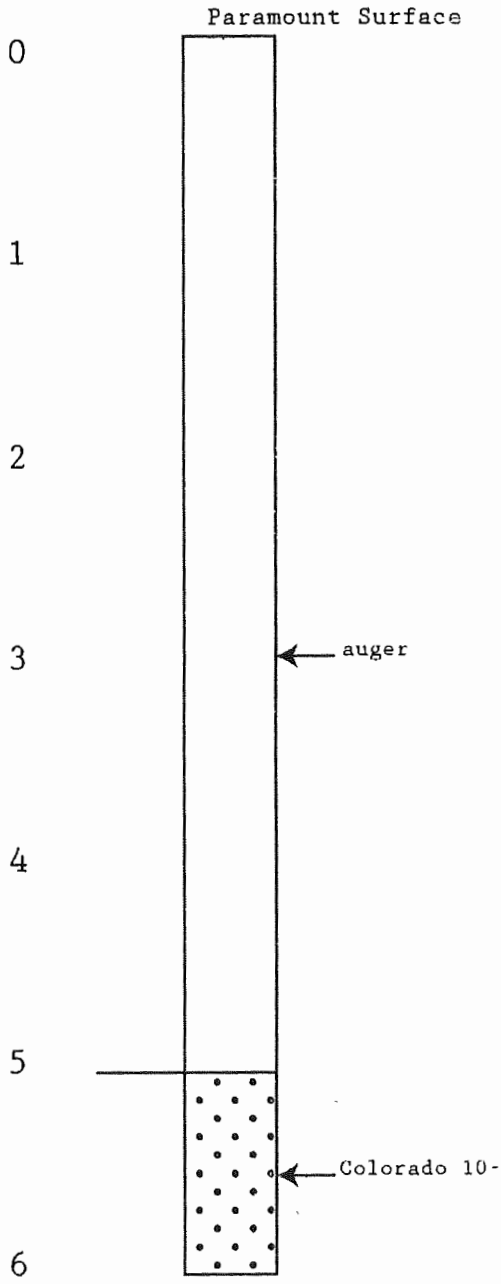
8-13-15 N=28	Firm brown gravelly medium to coarse sands
6-11-18 N=29	Firm brown gravelly medium to coarse sands
28-18-19 N=37	Dense brown gravelly medium to coarse sands
8-12-16 N=28	Firm brown gravelly medium to coarse sands
10-13-26 N=28	Dense saturated coarse sandy gravel
17-42-44 N=86	Very dense coarse sandy gravel

Vertical scale 1.0":5.0'

Bradley-Noble Geotechnical Services
360-357-7883

Job No. 13.10-01
Testing by D. Strong

Infiltration Test



Drilled to -6.0' & then backed auger to -5 feet.
Added Colorado 10-20 sand to hold infiltration interval open.

Water added to auger by flowing through a DLJ precision flow meter at the rate of 1 gallon per 3.8 seconds to create a constant head. Maximum rise of the water column in the auger was stabilized at -3.9 below pavement level. Continued testing until 350 gallons of water had been introduced.

At end of test, water was cut off, and the water infiltrated in the test interval and auger in less than 30 seconds

9"Ø diameter bore hole

Vertical scale 1.0":5.0'

Gradation Analysis Summary Data

Job Name: Centralia College
Job Number: 402-017-01
Date Tested: 10/2/13
Tested By: Kevin Vandehey

Sample Location: Perc Test 4.0'-5.0'
Sample Name: Perc Test 4.0'-5.0'
Depth: 4.0'-5.0'

Moisture Content (%) 9.4%

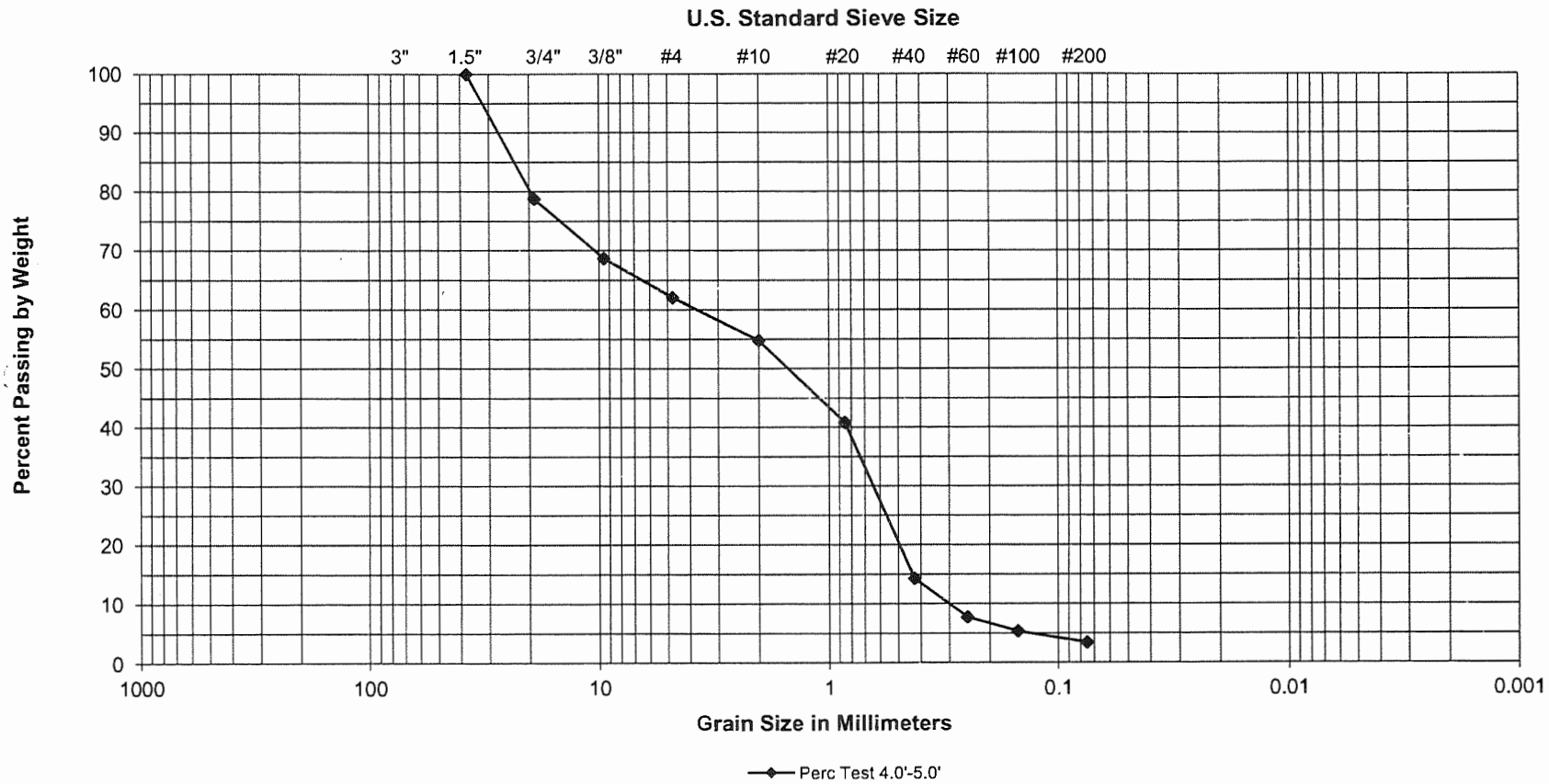
Sieve Size	Percent Passing
3.0 in. (75.0)	100.0
1.5 in. (37.5)	100.0
3/4 in. (19.0)	78.8
3/8 in. (9.5-mm)	68.7
No. 4 (4.75-mm)	62.1
No. 10 (2.00-mm)	54.8
No. 20 (.850-mm)	40.8
No. 40 (.425-mm)	14.3
No. 60 (.250-mm)	7.7
No. 100 (.150-mm)	5.3
No. 200 (.075-mm)	3.4

Size Fraction	Percent by Weight
Coarse Gravel	21.2
Fine Gravel	16.7
Coarse Sand	7.3
Medium Sand	40.5
Fine Sand	10.9
Fines	3.4
Total	**100.0**

LL	- -
PL	- -
PI	- -
D_{10}	0.31
D_{30}	0.64
D_{60}	3.70
D_{90}	27.00
Cc	0.36
Cu	11.94

ASTM Classification
Group Name: **Poorly-Graded Sand with Gravel**
Symbol: **SP**

INSIGHT GEOLOGIC, INC.



COBBLES	GRAVEL		SAND			SILT OR CLAY
	COARSE	FINE	COARSE	MEDIUM	FINE	

Centralia College

CENTRALIA, WASHINGTON

INSIGHT GEOLOGIC, INC.

Graph 1
Gradation Analysis Results

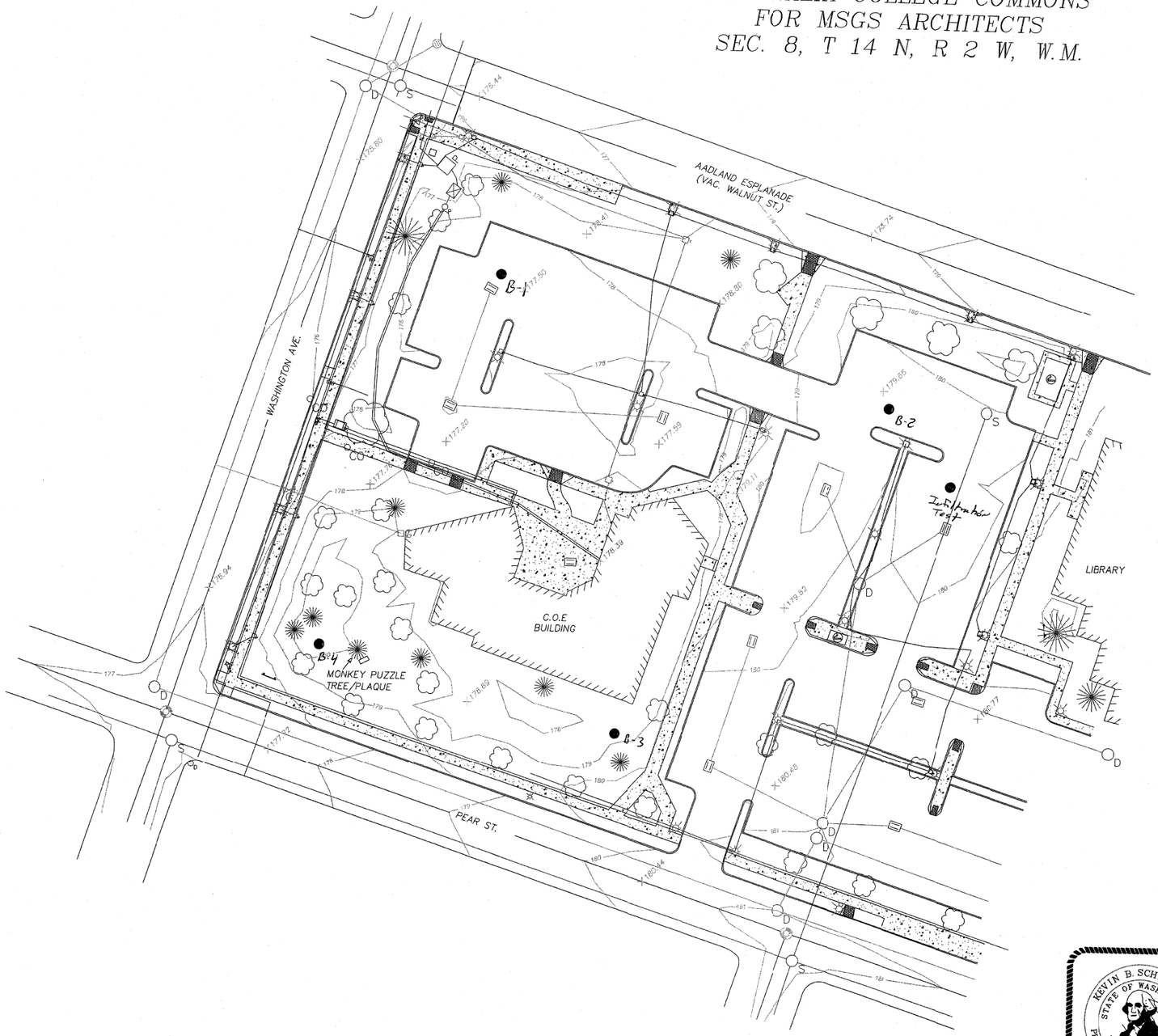
TOPOGRAPHIC SURVEY OF CENTRALIA COLLEGE COMMONS FOR MSGS ARCHITECTS SEC. 8, T 14 N, R 2 W, W.M.

SCALE: 1"=40 FEET

0 20 40 80

LEGEND

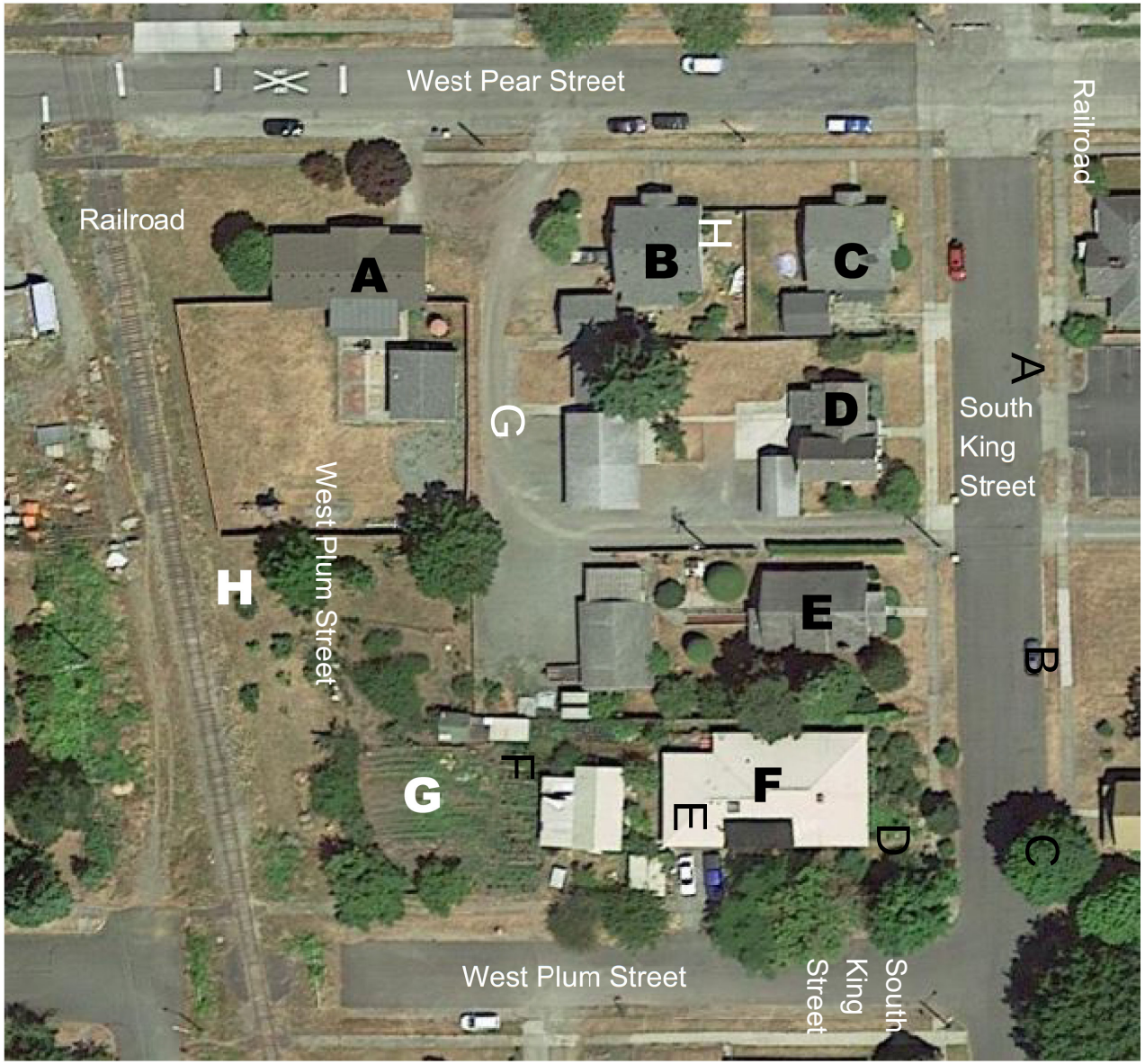
- = CONIFER TREE
- = DECIDUOUS TREE
- W = WATER VALVE
- □W = WATER METER
- = FIRE HYDRANT
- □G = GAS METER
- G = GAS VALVE
- □P = POWER VAULT
- = TRANSFORMER
- = LIGHT
- □T = TELEPHONE VAULT
- = CATCH BASIN
- D = STORM MANHOLE
- S = SANITARY SEWER MANHOLE
- CO = CLEANOUT
- = MONUMENT
- = SIGN
- = SMOKING SHELTER



KEVIN B. SCHINNELL
STATE OF WASHINGTON
35153
REGISTERED
PROFESSIONAL LAND SURVEYOR

13-149.DWG (10-10-13) R.WEIHER

SCHINNELL SURVEYING & MAPPING, PLLC
P.O. Box 1614
918 Centralia College Blvd.
Centralia, WA 98531
Ph. (360) 736-0394
Fax (360) 736-3009



A 000676003003
808 W PEAR STREET
DAHP ID: TBD

B 000671000000
804 W PEAR STREET
DAHP ID: TBD

C 000672000000
802 W PEAR STREET
DAHP ID: TBD

D 000673000000
407 S KING STREET
DAHP ID: TBD

E 000674000000 – Centralia College
411 S KING STREET
DAHP ID: TBD

F 000675000000
415 S KING STREET
DAHP ID: TBD

G 000676003005
0 W PLUM ST / PO BOX 236
UNDEVELOPED

H CENTRALIA COLLEGE – UNDEVELOPED
OR PUBLIC/QUASI-PUBLIC

SITE B - PREFERRED SITE

Description and History of

407 S. King

Centralia, WA

DAHP Project 2022-01-00106

Resource #604137

Prepared by

Shanna Stevenson

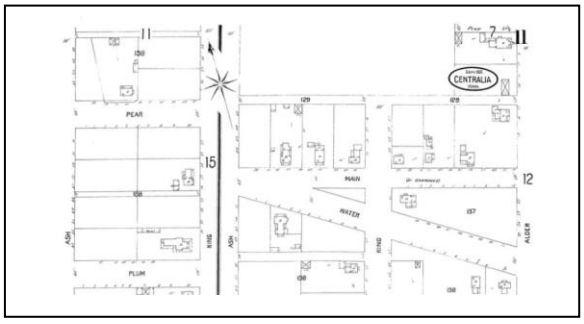
Dba/Heritage Services

Olympia

January 10, 2022

407 S. King

History



The house is part of the Washington Addition to Centralia platted by 1890 by George Washington. By 1893 there is a $200 improvement on the property when it was owned by Simeon R. Haynes (Haines) according to Lewis County Assessment Rolls. The 1892 census of Centralia lists Haynes as a carpenter. The 1901 Sanborn Map of Centralia (the earliest available for this area) shows the current house with a full width front porch across the one story wing. It was one of two houses on the block in 1901 along with a structure at 415 S. King. In the early nineteen teens, the Puget Sound & Willapa Bay Railroad came through Centralia to the west of the property. (By 1918, it was part of the Chicago, Milwaukee & St. Paul Railroad.)

According to Lewis County Auditor records, the house had numerous owners before the early 1920s. The property was purchased by Arthur and Susan Croushorn Rowswell in 1923. The Rowswells came from Illinois to Centralia. Rowswell was a deputy sheriff for Lewis County. The Rowswells were charter members of the local First Baptist Church. Arthur died in 1958 and Susan lived on in the house until her death in 1977. Family members owned the home until it was sold that same year. The 2022 owners purchased the house in 1979.

Description:

The house is a Pioneer style popular around the turn of the 20th century in a two-story upright and one-story wing form.

Facing east on King Street adjacent to an alley mid-block, the house is clad with clapboard on a concrete block foundation. The house has composition roof with a fascia board under the eaves. The south side upright, two-story portion has a front gable roof with a center sash window on the second floor and two sash windows on the first floor. The windows of the

house are all replacement vinyl and most have non-operable decorative shutters. The windows have plain surrounds with a slight ledge across the top. There are added decorative pendants in the gable ends. The entry, at the intersection of the upright and wing, is reached by a flight of concrete steps and landing. It is sheltered by a shed roof (a replacement of the original full width porch as shown on Sanborn maps) supported a square wooden post. There appears to be replacement clapboard at the entry which has a newer door and storm door. The front façade wing has two sash windows. The side-gable wing also has a decorative element at the apex of the gable.

There are two first floor windows on the south side of the house and a small, rectangular window under the eaves at the rear of the second floor. The west side of the two story upright projects outward and is clad with drop siding. There are single offset sash windows on both the first and second floors.

The rear entry is reached from concrete steps and is sheltered by a wide shed-roofed porch with a hipped section flush with the north side of the house. There are two small sash windows under the shed roof. The back of the house is clad with wood board and batten. The entry has a newer door and storm door.

The north side of the house has paired sash windows.

There is a small gable-roofed out building to the rear of the house with a composition roof, broad eves and a fascia board. It has an offset entry on the north side and window on the south side. The building is clad in drop siding.

There are two newer outbuildings on the property to the rear of the house. One is a garage with an attached carport clad in T-111 siding and the other is a small shed with a metal roof clad in clapboard.

According to the current owner, the house had two doors from the front porch, one of which has been filled in.

One of the outbuildings was likely a stable which featured the original stalls. There is also a root cellar on the property and one of the outbuildings, according to the owner, may have been a blacksmith shop. There are also remnants of the original orchard on the property

Sources:

Numerical Index of Block 72 of Washington Addition to Centralia at State Archives.
Lewis County Auditor Records online.
Lewis County Assessor Records online.
Lewis County Assessor Property record cards at State Archives.
1892 Census of Centralia accessed through Washington Digital Archives.
Lewis County Assessment Rolls accessed through Family Search website for 1891, 1892 and 1893.
Lewis County Assessment Rolls 1895-1920 at State Archives.
Sanborn Fire Insurance maps of Centralia for 1901, 1908, 1924 and 1945 accessed through Timberland Regional Library reference databases online.
"Retired Law Officer Dies," Obituary for Arthur Rowswell, *Centralia Daily Chronicle*, June 7, 1958, pg. 1.
"Birthday reception Sunday will honor Susan Rowswell," *Centralia Daily Chronicle*, May 31, 1977, pg. 2.
Obituary for Susan Rowswell *Centralia Daily Chronicle*, November 28, 1977, pg. 3.
Telephone interview with Michael Rowswell, December 28, 2021.
Telephone interview with Jeanne Howard January 2, 2022.
Chicago, Milwaukee & St. Paul Railroad Company—History of the Lines West of Mobridge, South Dakota by Valuation Sections and Subsidiary Companies. Chicago, Illinois: Valuation Department of the Chicago, Milwaukee & St. Paul Railroad Company, 1915-16. Revised 1925.

407 S. King Chain of Title for Lot 2 Block 72 of Washington Addition to Centralia

George and Charity Washington to Simeon and Catherine Haynes, 1890, Book Z, page 12.
Simeon and Catherine Haynes to Donald B. and Agnes McBride, 1895, Book 45, page 105.
Donald B. and Agnes McBride to Jay Agnew, 1901, Book 62, page 147. (Agnew also bought Lot 1).
Jay and Mabel Agnew to W. A. and Edna Roney, 1905, Book 81, page 276.
W. A. and Edna Roney to Lucy Hogue, 1910, Book 109, page 11.
Lucy Hogue to Henry Brautigam, 1916, Book 144, page 375.
Henry Brautigam to Aaron and Belle Nixon, 1919, Book 145, page 384.
Aaron and Belle Nixon to Bertha and A. P. French 1919-1920 (deeded back to Nixon) Book 145, page 557, Book 157, page 22.
Aaron and Belle Nixon to Steele & Born Realty Co, 1920 Book 158, page 43.
Steele & Born Realty Co to Nathan S. Treat, 1921, Book 161, page 515.
Nathan and Emma Treat to Arthur and Susan Roswell 1923, Book 170, page 73 (property is now only Lot 2).
Arthur and Susan Roswell, 1955, to Mary L. Martin and George Roswell, Book 376 page 305.
Mary L. Martin and George Roswell to Paul and Mary Lockner, 1977, Book 153, page 622.
Paul and Mary Lockner to Jeanne and Lon Howard, 1979, Book 191, page 226.

Description and History of

415 S. King

Centralia, WA

DAHP Project 2022-01-00106

Resource #604165

Prepared by

Shanna Stevenson

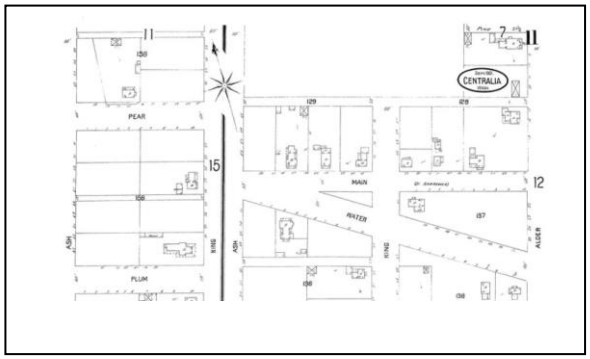
Dba/Heritage Services

Olympia

January 10, 2022

415 S. King Street Narrative

Historical Information:



The house is part of the Washington Addition to Centralia, platted by 1890 by George Washington. By 1891, according to Lewis County Assessor Records, there is a $1000 improvement on the property which indicates the original house was built by that time, owned by George and Sarah Noble. George Noble is listed as a contractor in the 1892 census of Centralia. The property was foreclosed by the Lewis County Sheriff (likely for taxes during an economic downturn) from Sarah A. Noble and purchased in 1893 at a Sheriff's sale by Pioneer Building and Loan Association for $1302.63. The house is shown on the 1901 Sanborn Map (the earliest available for this area of Centralia) as an irregularly shaped two story structure with a wood shed on the property. In the early nineteen teens the Puget Sound & Willapa Bay Railroad came through Centralia to the west of the property. (By 1918, it was part of the Chicago, Milwaukee & St. Paul Railroad.)

The house went through many ownerships as evidenced by the Lewis County Auditor's Records.

Lewis County Assessor Cards, State Archives

F. A. and Nancy Shamp bought the existing house in 1953 from Frank and Beulah Rehak who owned a local nursing home. In 1960, the Shamps took out a building permit to alter the house from a two story to one story brick ranch- style home adding additional bedrooms, although the house, according to the family was not completed for some time. Some of the original building fabric remains in the house. The design and construction work was done by the Shamps. The Shamps moved in 1963 to Federal Way and the house was vacant until Darlene Shamp Page and George Page moved there in the late 1960s. It was again vacant from 1972 to 1990 when the Pages returned to live in the house and did

a major remodel and continued to make changes over the life of the building. The Pages sold the property to Centralia College in 2021.

F. A. Shamp had a roofing business which he ran from the house in the 1950s and was also a minister in the Assemblies of God Church in Bucoda and Rochester.

Description:

The house is a large U-shaped Ranch style home with attached garage on the west end. The house faces south with California Roman brick veneer on the south and east sides and vertical wood T-111 cladding on the other facades. The house has a poured concrete foundation.

The low hipped roof has metal cladding and is broken by a brick chimney on the east side of the hip as well as by several other metal pipes. There is also a large rectangular skylight on the south slope of the roof. The pitch of the roof was altered in the 1990s to accommodate the installation of the sunroom. The wide eaves are typical of the Ranch style.

The center of the front of the house is a glassed-in atrium sunroom (a later addition) with rectangular glass panels on the roof and eight vertical glass panels on the front which was installed in the 1990s on what was formerly the patio.

Adjacent to the atrium on the east side is a large picture window and next to the window is an angled entry which has rounded concrete steps. There is a rectangular sliding glass window on the east side of the front façade. The windows are replacement metal-clad wood windows. The entry doors are also newer.

The west side of the garage has vertical wood T-111 cladding and a newer metal sliding glass window. Towards the rear is what appears to be the original entry door of the 19th century house. The

paneled door has a glass upper section which has colored glass panes surrounding it.

On the rear of the house, the garage is set back from the main house which allows for an infill wood deck and there are sliding glass doors from the main house onto the deck. This façade has vertical wood T-111 cladding. There are five sliding windows with plain surrounds along the back of the house, one of which is a newer vinyl window.

The east side of the house is clad with the California Roman brick veneer. The front part has wood-frame French doors, installed in the 1990s, which open onto a wooden deck and arbor (changed from an earlier configuration). This side of the house has one small rectangular window and two sliding windows with brick sills.

An older wooden gable-roofed building is on the west side of the house which is a garden area. The building has horizontal wood cladding and bracketed eaves. There is a covered area on the west side of the building and the building has newer sliding glass windows on this façade. There is a covered opening on the south side and the building has multi-pane windows on the east side with an entry door and is surrounded by decking.

Sources:

Numerical Index of Block 72 of Washington Addition to Centralia at State Archives.

Lewis County Auditor Records online.
Lewis County Assessor Records online.
Lewis County Assessor Record cards at State Archives.
1892 Census of Centralia accessed through Washington Digital Archives.
Lewis County Assessment Rolls accessed through Family Search website for 1891, 1892 and 1893.
Lewis County Assessment Rolls 1895-1920 at State Archives.
Sanborn Fire Insurance maps of Centralia for 1901, 1908, 1924 and 1945 accessed through Timberland Regional Library reference databases online.
Obituary for Fred A. Shamp, Sr., *Centralia Daily Chronicle*, December 30, 1974, pg. 13.
"Area Construction Has Year-End Rise," *Centralia Daily Chronicle*, January 2, 1960, pg. 2. The article has a listing for permit for $7000 for F. A. Shamp to construct a single family residence at 415 S. King and $1000 permit for new electric service at that address.
Chicago, Milwaukee & St. Paul Railroad Company—History of the Lines West of Mobridge, South Dakota by Valuation Sections and Subsidiary Companies. Chicago, Illinois: Valuation Department of the Chicago, Milwaukee & St. Paul Railroad Company, 1915-16. Revised 1925.
Telephone interviews with Reverend George Page, December 31, 2021 and January 6, 2022.

<u>Chain of Title for Lot 4 Block 72 of Washington Addition to Centralia</u>

George Washington to J. R. Russell 1890 Book W, page 549.
J. R. and Addie Russell to Sarah Noble 1890 Book X, page 479.
Lewis County Sheriff to Pioneer Building and Loan Association 1893 Book 41, page 168.
Pioneer Savings and Loan to Grace E. Munn 1897 Book 51, pg. 113.
Grace and Edwin Munn to J. N. Wyatt 1903 Book 73, pg. 365.
J. N. and Sarah Wyatt to Stephen Gardner Book 94, page 162.
Stephen and Maggie Gardner to R. G. Ommen 1908 Book 103, page 189.
R. G. and Nellie Ommen to James Carrithers 1910 Book 109, page 58.
J. T. and Sarah Carrithers to Nels Peterson 1915 Book 127, page 269.
Nels Peterson to M. J. Vaughn 1916 Book 137, page 190.
M. J. and Grace Vaughan to Frank Hopkins 1916 Book 137, pg. 206.
Frank and Nettie Hopkins to Lewis County Savings & Loan 1931 Book 211, page 85.
Lewis County Savings and Loan to Lewis Rehak 1946 Book 312, page 117.
Lewis and Delores Rehak to Beulah Rehak 1952 Book 356, page 293.

Beulah and Frank Rehak to F. A. and Nancy Shamp 1953 Book 365, page 20.
Nancy Shamp to George and Darlene Shamp Page 1992 Book 530, page 380.
George Page and Sandra O'Shaughnessy to Centralia College 2021, #3567836.

Allyson Brooks Ph.D., Director
State Historic Preservation Officer

January 20, 2022

Mr. Bill Sloane
msgs arhictects

In future correspondence please refer to:
Project Tracking Code: 2022-01-00106
Re: Centralia College Documentation 2022

Dear Mr. Sloane:

Thank you for contacting the Washington State Department of Archaeology and Historic Preservation (DAHP). The above referenced project has been reviewed on behalf of the State Historic Preservation Officer (SHPO) under provisions of Governor's Executive Order 21-02. Our review is based upon documentation contained in your communication.

The following historic resources are not eligible for listing in the National Register of Historic Places:

- Property ID: 604137 Residence 407 S King St, Centralia
- Property ID: 604165 Residence 415 S King St, Centralia

Based upon the photographs and information provided, it appears both buildings have incurred modifications to their plan, siding, and/or windows that detract from their historic integrity of design, materials, workmanship, and feeling. This low level of integrity prevents either building from physically conveying any potential historical associations of significance they may have. Therefore, they are not eligible for listing in the NRHP.

Thank you for the opportunity to review and comment. Please ensure that the DAHP Project Number (a.k.a. Project Tracking Code) is shared with any hired cultural resource consultants and is attached to any communications or submitted reports. If you have any questions, please feel free to contact me.

Sincerely,

Holly Borth
Preservation Design Reviewer
(360) 890-0174
Holly.Borth@dahp.wa.gov

Description and History of

411 S. King

Centralia, WA

DAHP Project 2019-01-00537

Property # 718331

Prepared by

Shanna Stevenson

Dba/Heritage Services

Olympia

February 13, 2019

411 S. King Description

Front Façade.

This one-and one-half story front gable house faces east. The house is set on a concrete foundation and has wood shingle cladding in the gable ends and clapboard cladding. It has a composition roof. The foundation has flared wood shingle cladding at the base. The Craftsman style house has wide, bracketed eaves with a fascia board. The ends of the brackets all have a distinctive notched feature.

The house has all original wood windows. The front facade has a shed roof porch. It has a with a center gable with matching detailing to the main roofline. The front of the gable end has clapboard cladding. The three-quarter width porch is centered on the front façade, reached by a low flight of concrete steps, and is supported by tapered posts supported by lower, square, wooden pilasters with an incised element. The porch railing has narrow square balusters. The south side of the porch is enclosed with a multi-pane glass curtain. Centered over the porch are paired sash windows with narrow upper sections with vertical mullions in the gable end.

The central front door appears to be an original wooden door with brass knocker and has an outer, newer metal grill safety door. The front entry is flanked by tripartite windows which have narrow vertical mullions in the upper sections.

A large red-brick chimney with square shoulders extends through the roofline in the front part of the south facade. There is large shed-roof dormer on this facade with three square windows.

South Façade.

Rear Façade.

Below the dormer is a rectangular bay with tripartite windows matching those on the front facade. There is a one-over-one smaller sash window on the rear of this facade.

The rear of the house has paired wooden sash windows with vertically-divided top mullions in the gable end. There is a shed roof extension with a metal pipe in the roof on the south side of the rear with a newer entry door reached from a newer ramp. There is another sash window to the north side with detailing to match the upper windows. There is an entry door on the

Northeast Façade.

north side of this extension.

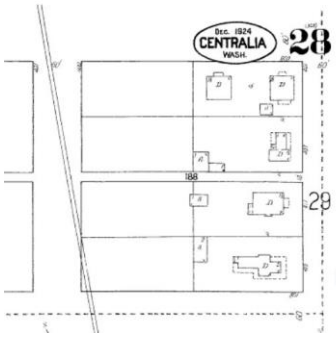
The north side of the house has a series of original wooden windows including square, one-over-one sash, and sash with upper vertical mullions.

Downstairs Interior.

Most of the interior has been clad with wooden paneling over the original surfaces except for a front room and bedrooms. There is a remodeled kitchen as well. A brick fireplace and hearth remains. The upstairs is reached by a steep interior stairway and mostly has the same paneling. There is one bedroom and an open space there. The house has three bedrooms and one bathroom.

Upstairs Interior.

Set on a large lot, there are several newer outbuildings to the rear of the property. Notable in the front landscaping is a mature monkey puzzle tree.



1924 Sanborn Map.

History:

According to Lewis County Assessor Records, there was no improvement on the property in 1920 but by 1925 there is a $700 improvement when the property is owned by George and Katharine McGee.[1] The 1924 Sanborn map shows the house as well.[2] The 1925-26 Polk City Directory for Centralia shows George and Katherine [Katharine] McGee living at 411 S. King.[3] McGee operated a butcher shop at 115 Main Street.

1925-26 Centralia City Directory.

The McGees moved to Longview and George McGee died there in 1944.[4] Longtime owners were Curtis and Betty Idecker who purchased the property in the 1960s and owned it for more than 50 years. According to their son, Steve Idecker, they installed the interior

[1] Lewis County Assessor Records.
[2] Sanborn Map accessed through Timberland Library.
[3] Polk City Directory.
[4] Washington State Digital Archives Death Records.

Betty Idecker from https://www.newellhoerlings.com/notices/Betty-Ideker

paneling, built the current fireplace and planted the monkey tree on the property. Curtis Idecker worked in local mills including Agnew's mill. Curtis and Betty Idecker were married in South Dakota before coming to Centralia. The Ideckers also built the outbuildings before the property was sold to Centralia College in 2018.[5] Betty Idecker died in 2018.[6]

Chain of Title:

Block 72 Lot 3 Washington Plat of Centralia 411 S. King

George Washington to Public, September 23, 1890 Plat, Volume 3, page 28.

Washington to Sarah Peters, June 29, 1892 Volume 33, pg. 460.

Peters to August Stebbins, October 20 1892 Volume 39, pg. 425.

Sheriff's deed to Ethel M. Beal, April 12, 1919 Volume 148, pg. 502.

Beal to Neal Ryckman, March 8, 1922 Volume 163, pg. 402.

Ryckman to George and Katharine McGee, Volume 170, pg. 272.

McGee to A. W. Kaija, September 17, 1941, Volume 254, pg. 519.

Kaija to Dayton Garrison, November 25, 1944, AFN 395267

Garrison to A. A. Carlson, August 3, 1945, Volume 295, pg. 191.

Carlson to Gordon Brines, April 29, 1948, Volume 329, pg. 493.

Brines to Richard Barner, February 17, 1958, Volume 393, pg. 254.

Barner to Raymond Reynoldson, September 26, 1963 Volume 429, pg. 603.

[5] Telephone interview with Steve Idecker, February 7, 2019.
[6] http://www.tributes.com/obituary/show/Betty-Vivian-Ideker-106524060 and https://www.newellhoerlings.com/notices/Betty-Ideker

Reynoldson to Curtis Idecker, June 29, 1964, Volume 434, pg. 214.

Idecker to Centralia College, December 31, 2018, AFN 3495922.

Bibliography:

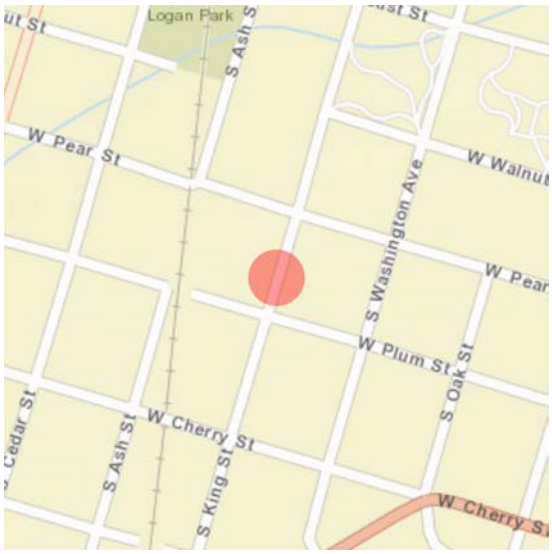
http://www.tributes.com/obituary/show/Betty-Vivian-Ideker-106524060
https://www.newellhoerlings.com/notices/Betty-Ideker
Lewis County Assessor Records.
Lewis County Auditor Records.
Numerical Index for Block 72 Washington Plat at State Archives.
Polk City Directories.
Sanborn Maps Accessed through Timberland Library.
Telephone interview with Steve Idecker, February 7, 2019.
Washington State Digital Archives Death Records.

Historic Property Report

Resource Name: 411 S. King House

Property ID: 718331

Location



Address: 411 S King St, Centralia, WA, 98531, USA

Geographic Areas: Centralia Certified Local Government, Lewis County, T14R02W44, CENTRALIA Quadrangle

Information

Number of stories: 1.50

Construction Dates:

Construction Type	Year	Circa
Built Date	1924	☑

Historic Use:

Category	Subcategory
Domestic	Domestic - Single Family House
Domestic	Domestic - Single Family House

Historic Context:

Category
Architecture

Architect/Engineer:

Category	Name or Company

Historic Property Report

Resource Name: 411 S. King House

Property ID: 718331

Thematics:

Local Registers and Districts

Name	Date Listed	Notes

Project History

Project Number, Organization, Project Name	Resource Inventory	SHPO Determination	SHPO Determined By, Determined Date
2019-01-00537, , Centralia College House Documentation 2019	2/11/2019	Determined Not Eligible	Holly Borth, 2/20/2019

Historic Property Report

Resource Name: 411 S. King House

Property ID: 718331

Photos

IMG_0998.JPG

IMG_1039.JPG

IMG_1031.JPG

IMG_1007.JPG

IMG_1004.JPG

IMG_1002.JPG

Historic Property Report

Resource Name: 411 S. King House

Property ID: 718331

Inventory Details - 2/11/2019

Common name: 411 S. King House

Date recorded: 2/11/2019

Field Recorder: Shanna Stevenson

Field Site number:

SHPO Determination

Detail Information

Characteristics:

Category	Item
Foundation	Concrete - Poured
Form Type	Single Dwelling - Bungalow
Roof Type	Gable
Roof Material	Asphalt/Composition - Shingle
Cladding	Wood - Clapboard
Cladding	Wood - Shingle
Plan	Rectangle
Structural System	Wood - Balloon Frame
Foundation	Concrete - Block

Styles:

Period	Style Details
Early 20th Century American Movements (1900-1940)	Craftsman

Surveyor Opinion

Property appears to meet criteria for the National Register of Historic Places: No

Property is located in a potential historic district (National and/or local): No

Property potentially contributes to a historic district (National and/or local): No

Significance narrative: According to Lewis County Assessor Records, there was no improvement on the property in 1920 but by 1925 there is a $700 improvement when the property is owned by George and Katharine McGee. The 1924 Sanborn Centralia map shows the house as well. The 1925-26 Polk City Directory for Centralia shows George and Katherine [Katharine] McGee living at 411 S. King. McGee operated a butcher shop at 115 Main Street in Centralia.

The McGee's moved to Longview and George McGee died there in 1944. Longtime owners were Curtis and Betty Idecker who purchased the property in the 1960s and owned it for more than 50 years. According to a family member, they installed the interior paneling, built the current fireplace and planted the monkey puzzle tree on the property. Curtis Idecker worked in local lumber mills including Agnew's mill. Curtis and Betty Idecker were married in South Dakota before coming to Centralia. The Ideckers also built the outbuildings before the property was sold to Centralia College in 2018. Betty Idecker died in 2018.

Physical description:

This one-and one-half story front gable house faces east. The house is set on a concrete foundation and has wood shingle cladding in the gable ends and clapboard cladding. It has a composition roof. The foundation has a flared wood shingle cladding at the base. The Craftsman style house has wide, bracketed eaves with a fascia board. The ends of the brackets all have a distinctive notched feature.

The house has all original wood windows. The front facade has a shed roof porch with a center gable with matching detailing to the main roofline. The front of the gable end has clapboard cladding. The porch is centered on the front façade, reached by a low flight of concrete steps, and is supported by tapered posts supported by lower, square, wooden pilasters with an incised element. The porch railing has narrow square balusters. The south side of the porch is enclosed with a multi pane glass curtain. Centered over the porch in the gable end are paired sash windows with narrow upper sections with vertical mullions.

The central front door appears to be an original wooden door with brass knocker and has an outer, newer metal grill safety door. The front door is flanked by tripartite windows which have narrow vertical mullions in the upper sections.

A large red-brick chimney with square shoulders extends through the roofline in the front part of the south facade. There is large shed-roof dormer on this facade with three square windows.

Below the dormer is a rectangular bay with tripartite windows matching those on the front facade. There is a one-over-one sash window on the rear of this facade.

The rear of the house has paired wooden sash windows with vertically divided mullions in the gable end. There is a one-story shed roof extension with a metal pipe in the roof on the south side of the rear with a newer entry door reached from a newer ramp. There is another sash window to the north side with detailing to match the upper windows. There is an entry door on the north side of this extension.

The north side of the house has a series of original wooden windows including square, one-over-one sash, and sash with upper vertical mullions.

Most of the interior has been clad with wooden paneling over the original surfaces except for a front room and bedrooms. There is a remodeled kitchen as well. A brick fireplace and hearth remain. The upstairs is reached by a steep interior stairway and mostly has the same paneling. There is one bedroom and an open space here. The house has three bedrooms and one bathroom.

Set on a large lot, there are several newer outbuildings to the rear of the property. Notable in the front landscaping is a mature monkey puzzle tree.

Bibliography:

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https://www.newellhoerlings.com/notices/Betty-Ideker
Lewis County Assessor Records.
Lewis County Auditor Records.
Numerical Index for Block 72 Washington Plat at State Archives.
Polk City Directories
Sanborn Maps Access through Timberland Library.
Telephone interview with Steve Idecker, February7, 2019.
Washington State Digital Archives Death Records.

APPENDIX C7 – ARCHAEOLOGICAL & CULTURAL RESOURCES

TRIBAL CONTACT INFORMATION

Notification to each Tribe shall be initiated during Schematic Design Phase and no later than Design Development completion

DEPARTEMENT OF ARCHAEOLOGICAL & HISTORICAL PRESERVATION (DAHP) CONTACT:

Rob Whitlam
State Historic Preservation Officer
Dept of Archaeology & Historic Preservation
1110 S. Capitol Way, Suite 30
P.O. Box 48343, Olympia, WA 98504-8343
Tel: (360) 890-2615
Email: rob.whitlam@DAHP.wa.gov

TRIBAL CONTACTS:

Cowlitz Indian Tribe

James Gordon, Cultural Resources Technician
Seth Russell, Tribal Historic Preservation Officer
Office: 360-353-9924; Cell: 202-669-4936
Email: srussell@cowlitz.org

Confederated Tribes of the Chehalis Reservation

The Honorable Harry Pickernell, Sr., Chairman
Dan Penn, Tribal Historic Preservation Officer
P.O. Box 536, Oakville, WA 98568
Office: 360-273-5911; Direct: 360-709-1747
Email: dpenn@chehalistribe.org

Confederated Tribes and Bands of the Yakama Nation

The Honorable Delano Saluskin
Kate Valdez, Tribal Historic Preservation Officer
Office: 509-865-1068
Email: kate@yakama.com
Jerry Meninick, Deputy Cultural Resources
Office: 509-865-1068
Email: jerry_meninick@yakama.com

Quinalt Indian Nation

Guy Capoeman, President
Office: 360-276-8211 ext-7309
Guy.Capoeman@quinalt.org
Dave Bingaman, Director
Office: 360-276-8211 ext-7309
dbingaman@quinalt.org

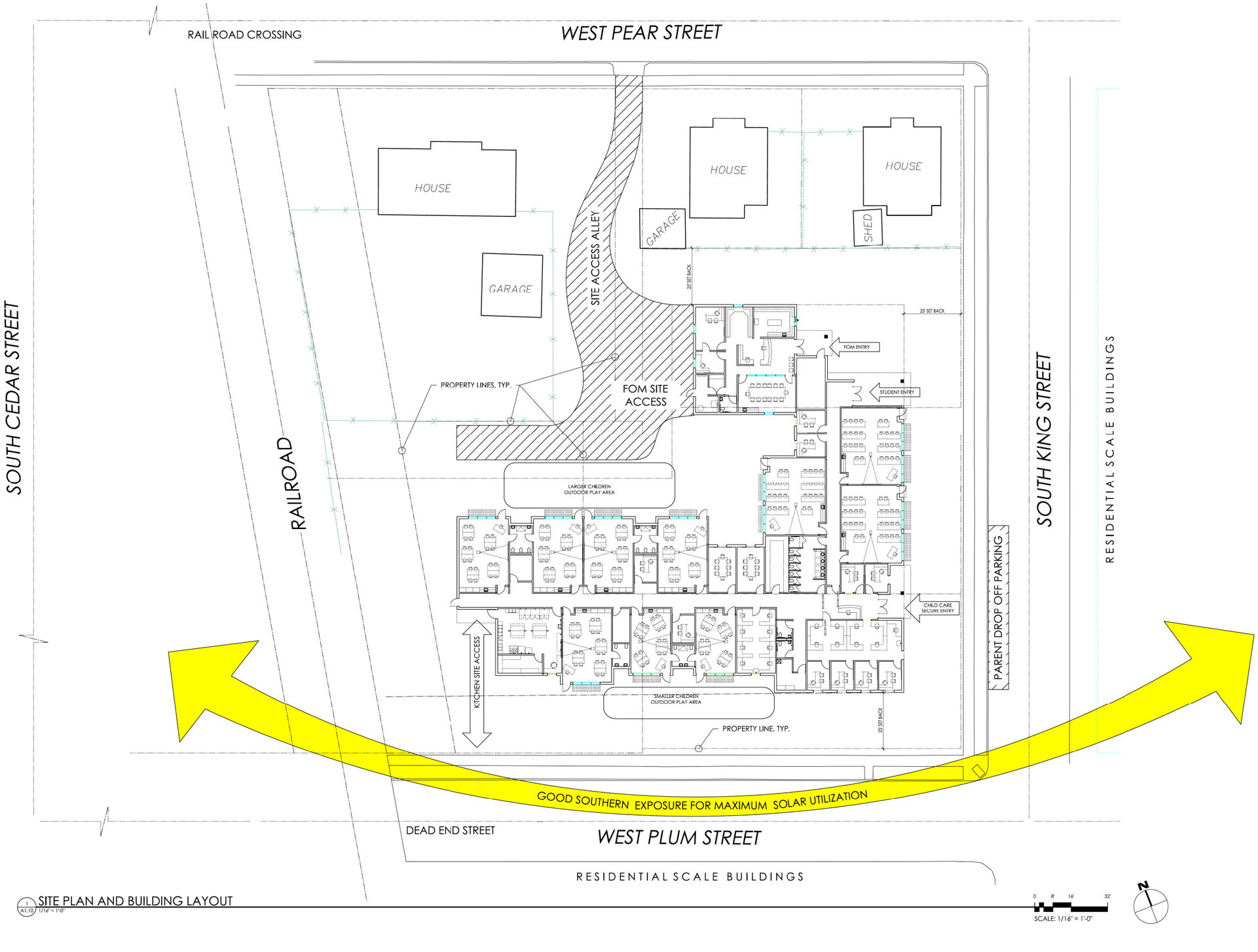
Nisqually Indian Tribe

The Honorable Willie Frank III, Chair
Brad Beah, Tribal Historic Preservation Officer
Office: 360-3456-5221
Email: beach.brad@nisqually-nsn.gov

Squaxin Island Tribe

The Honorable Kristopher Peters, Chair
Rhonda Foster, Tribal Historic Preservation Officer
Email: rfoster@squaxin.us
Shaun Dinubilo, Archaeologist
Email: sdinubilo@squaxin.us

SITE ANALYSIS



1 A1.10 SITE PLAN AND BUILDING LAYOUT 1/16" = 1'-0"

0 8' 16' 32'
SCALE: 1/16" = 1'-0"

N

1 A2.10 FLOOR PLAN
1/8" = 1'-0"

0 4' 8' 16'
SCALE: 1/8" = 1'-0"

Keynotes

General Notes:

Legend:

msgs architects
p 360 943 6774 | 360 352 7005
www.msgsarch.com
510 capitol way south
olympia, washington 98501

CENTRALIA COLLEGE
Teacher Education &
Family Dev Ctr Pre-Design
600 Centralia College Blvd, Centralia WA 98531
STATE PROJECT No. 00-000

PRELIMINARY
NOT FOR CONSTRUCTION

---- OCTOBER 2021

Revisions	Closing Date

Sheet Title

CHILDCARE BUILDING OVERALL FLOOR PLAN

Sheet No.
A2.10

MSGS Project No.
21-124

21-124 - 21-124-A2.10 CHILDCARE BUILDING OVERALL FLOOR PLAN.dwg - genel - 12/21/2021 10:22 AM

WEST PEAR STREET

SOUTH CEDAR STREET

RAILROAD

SOUTH KING STREET

WEST PLUM STREET

SITE ACCESS ALLEY

KITCHEN SITE ACCESS

HOUSE

GARAGE

HOUSE

GARAGE

HOUSE

SHED

OFFICE 125sf
OFFICE 125sf
HVAC CONTROL 240sf
WORK ROOM 240sf
FOM RECEPTION/LOBBY 400sf
FOM ENTRY
FOM SITE ACCESS
STOR 60sf
RR 60sf
VIDEO 100sf
MECH ROOM 100sf
CONFERENCE ROOM 400sf
OFFICE 125 SF
OFFICE 125 SF
STUDENT LOBBY 200 SF
STUDENT ENTRY
EXIT
MECH/ELECT 389 SF
COLLEGE CLASSROOM W/ SINK 1,100 SF
COLLEGE CLASSROOM W/ SINK 1,100 SF
COLLEGE CLASSROOM W/ SINK 1,100 SF
LARGER CHILDREN OUTDOOR PLAY AREA
PRE-K CLASSROOM 700 SF
RR 125 SF (3 WC)
OFFICE 125 SF
PRE-K CLASSROOM 700 SF
PRE-K CLASSROOM 700 SF
RR 125 SF (3 WC)
LAUNDRY ROOM 120 SF
PRE-K CLASSROOM 700sf
CONF 240 SF
CONF 240 SF
STORAGE ROOM 200sf
FAMILY RESTROOM 380 SF
OFFICE 125 SF
OFFICE 125 SF
25' TYP.
SETBACK
SECURITY DOOR
RECEPTION/ LOBBY 200 SF
CHILD CARE SECURE ENTRY
EXIT
KITCHEN 800 SF
PRE-K CLASSROOM 700 SF
RR 75 SF (2 WC)
TODDLER CLASSROOM 500 SF
OFFICE 125 SF
RR 100 SF (2 WC)
TODDLER CLASSROOM 500 SF
(OPEN OFFICE) TEACHER STAFF 480 SF
RR 50sf
RR 50sf
CUST 125 SF
FAMILY SUPPORT 450 SF
OFFICE 125sf
OFFICE 125sf
OFFICE 125sf (SHARED)
OFFICE 125sf (SHARED)
SMALLER CHILDREN OUTDOOR PLAY AREA

TYPICAL CIRCULATION

ROUTE FOR STUDENTS

EXISTING CENTRALIA COLLEGE STUDENT PARKING LOT

N

ADJACENCY DIAGRAM - ALTERNATE #2

1/16" = 1'-0"

PREFERRED SITE

0 8' 16' 32'

SCALE: 1/16" = 1'-0"

LEED v4 for BD+C: New Construction and Major Renovation

Project Checklist

Project Name: Centralia College Teacher Education & Family Development Center

Date: 1/26/2022

v 4.1 credit substitution

Y	?	N			
1			Credit	Integrative Process	1

8	3	21		Location and Transportation	16
		16	Credit	LEED for Neighborhood Development Location	16
1			Credit	Sensitive Land Protection	1
		2	Credit	High Priority Site	2
3	2		Credit	Surrounding Density and Diverse Uses	5
1	1	3	Credit	Access to Quality Transit	5
1			Credit	Bicycle Facilities	1
1			Credit	Reduced Parking Footprint	1
1			Credit	Green Vehicles	1

5	4	1		Sustainable Sites	10
Y			Prereq	Construction Activity Pollution Prevention	Required
1			Credit	Site Assessment	1
	2		Credit	Site Development - Protect or Restore Habitat	2
1			Credit	Open Space	1
	2	1	Credit	Rainwater Management	3
2			Credit	Heat Island Reduction	2
1			Credit	Light Pollution Reduction	1

5	2	4		Water Efficiency	11
Y			Prereq	Outdoor Water Use Reduction	Required
Y			Prereq	Indoor Water Use Reduction	Required
Y			Prereq	Building-Level Water Metering	Required
1	1		Credit	Outdoor Water Use Reduction	2
3	1	2	Credit	Indoor Water Use Reduction	6
		2	Credit	Cooling Tower Water Use	2
1			Credit	Water Metering	1

20	7	6		Energy and Atmosphere	33
Y			Prereq	Fundamental Commissioning and Verification	Required
Y			Prereq	Minimum Energy Performance	Required
Y			Prereq	Building-Level Energy Metering	Required
Y			Prereq	Fundamental Refrigerant Management	Required
6			Credit	Enhanced Commissioning	6
10	4	4	Credit	Optimize Energy Performance	18
1			Credit	Advanced Energy Metering	1
1	1		Credit	Demand Response	2
	1	2	Credit	Renewable Energy Production	3
	1		Credit	Enhanced Refrigerant Management	1
2			Credit	Green Power and Carbon Offsets	2

5	3	5		Materials and Resources	13
Y			Prereq	Storage and Collection of Recyclables	Required
Y			Prereq	Construction and Demolition Waste Management Planning	Required
		5	Credit	Building Life-Cycle Impact Reduction	5
1	1		Credit	Building Product Disclosure and Optimization - Environmental Product Declarations	2
1	1		Credit	Building Product Disclosure and Optimization - Sourcing of Raw Materials	2
1	1		Credit	Building Product Disclosure and Optimization - Material Ingredients	2
2			Credit	Construction and Demolition Waste Management	2

10	1	5		Indoor Environmental Quality	16
Y			Prereq	Minimum Indoor Air Quality Performance	Required
Y			Prereq	Environmental Tobacco Smoke Control	Required
2			Credit	Enhanced Indoor Air Quality Strategies	2
3			Credit	Low-Emitting Materials	3
1			Credit	Construction Indoor Air Quality Management Plan	1
1		1	Credit	Indoor Air Quality Assessment	2
	1		Credit	Thermal Comfort	1
2			Credit	Interior Lighting	2
		3	Credit	Daylight	3
		1	Credit	Quality Views	1
1			Credit	Acoustic Performance	1

6	0	0		Innovation	6
5			Credit	Innovation	5
1			Credit	LEED Accredited Professional	1

3	1	0		Regional Priority	4
1			Credit	Regional Priority: Specific Credit	1
1			Credit	Regional Priority: Specific Credit	1
1			Credit	Regional Priority: Specific Credit	1
	1		Credit	Regional Priority: Specific Credit	1

63	21	42	TOTALS	Possible Points:	110

Certified: 40 to 49 points, **Silver:** 50 to 59 points, **Gold:** 60 to 79 points, **Platinum:** 80 to 110

Best Practices to Reduce Green House Gas Emissions

System/Best Practices	Included in Project?
Mechanical	
Solar water heating	
Above code HVAC system efficiency	X
Use natural gas instead of electricity for heating	X
Geothermal heat pump	
Post occupancy commissioning	X
Interconnectivity of room scheduling in 25Live and HVAC controls	X
Electrical	
Photovoltaic energy systems	
Time of day and occupancy programming of lighting	
Efficient lighting	
Envelope	
Minimize building surface area for necessary floor area	
Roofing materials with high solar reflectance and reliability	X
Green roofs to absorb heat and act as insulators for ceilings	
Site	
Orient building for natural light and reduced heating and cooling loads	X
Trees and vegetation planted to directly shade building	X
Paving materials with high solar reflectance, enhanced water evaporation, or otherwise designed to remain cooler or require less lighting than conventional pavements	X
Increase transportation choices – drive, walk, bike or public transit	X
Total number of these best practices included in project:	**9**

STATE OF WASHINGTON
AGENCY / INSTITUTION PROJECT COST SUMMARY

Updated June 2021

Agency	Centalia College
Project Name	Teacher Education and Family Development Center
OFM Project Number	40000109

Contact Information	
Name	Wayne Doty
Phone Number	360-704-4382
Email	wdoty@sbctc.edu

Statistics			
Gross Square Feet	18,420	MACC per Square Foot	$458
Usable Square Feet	15,180	Escalated MACC per Square Foot	$486
Space Efficiency	82.4%	A/E Fee Class	B
Construction Type	College classroom facilit	A/E Fee Percentage	8.18%
Remodel	No	Projected Life of Asset (Years)	50
Additional Project Details			
Alternative Public Works Project	No	Art Requirement Applies	Yes
Inflation Rate	3.28%	Higher Ed Institution	Yes
Sales Tax Rate %	8.20%	Location Used for Tax Rate	600 Centralia College Blvd, Centralia, WA
Contingency Rate	5%		
Base Month	February-22	OFM UFI# (from FPMT, if available)	to demolish A03193 (217 Iron), A04011 (CDC), A04649 (FAM), A08717 (HFL), A02548 (CEN)
Project Administered By	DES		

Schedule			
Predesign Start	July-21	Predesign End	February-22
Design Start	April-22	Design End	January-23
Construction Start	July-23	Construction End	June-24
Construction Duration	11 Months		

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Project Cost Estimate

Total Project	**$12,468,304**	Total Project Escalated	**$13,100,917**
		Rounded Escalated Total	**$13,101,000**

Cost Estimate Summary

Acquisition

STATE OF WASHINGTON
AGENCY / INSTITUTION PROJECT COST SUMMARY

Updated June 2021

Agency	Centalia College	
Project Name	Teacher Education and Family Development Center	
OFM Project Number	40000109	

Acquisition Subtotal	**$1,105,142**	**Acquisition Subtotal Escalated**	**$1,105,142**

Consultant Services			
Predesign Services	$135,021		
A/E Basic Design Services	$500,110		
Extra Services	$484,178		
Other Services	$224,687		
Design Services Contingency	$67,200		
Consultant Services Subtotal	**$1,411,197**	**Consultant Services Subtotal Escalated**	**$1,447,312**

Construction			
Construction Contingencies	$421,934	Construction Contingencies Escalated	$448,221
Maximum Allowable Construction Cost (MACC)	$8,438,674	Maximum Allowable Construction Cost (MACC) Escalated	$8,946,425
Sales Tax	$726,570	Sales Tax Escalated	$770,361
Construction Subtotal	**$9,587,178**	**Construction Subtotal Escalated**	**$10,165,007**

Equipment			
Equipment	$177,138		
Sales Tax	$14,525		
Non-Taxable Items	$0		
Equipment Subtotal	**$191,663**	**Equipment Subtotal Escalated**	**$203,605**

Artwork			
Artwork Subtotal	**$65,179**	**Artwork Subtotal Escalated**	**$65,179**

Agency Project Administration			
Agency Project Administration Subtotal	$0		
DES Additional Services Subtotal	$0		
Other Project Admin Costs	$0		
Project Administration Subtotal	**$107,946**	**Project Administation Subtotal Escalated**	**$114,672**

Other Costs			
Other Costs Subtotal	**$0**	**Other Costs Subtotal Escalated**	**$0**

Project Cost Estimate

Total Project	**$12,468,304**	Total Project Escalated	**$13,100,917**
		Rounded Escalated Total	**$13,101,000**

Cost Estimate Details

Acquisition Costs					
Item	**Base Amount**		**Escalation Factor**	**Escalated Cost**	**Notes**
Purchase/Lease	$1,105,142				
Appraisal and Closing					
Right of Way					
Demolition					
Pre-Site Development					
Other					
Insert Row Here					
ACQUISITION TOTAL	**$1,105,142**		**NA**	**$1,105,142**	

Green cells must be filled in by user

Cost Estimate Details

Consultant Services				
Item	**Base Amount**	**Escalation Factor**	**Escalated Cost**	**Notes**
1) Pre-Schematic Design Services				
Programming/Site Analysis				
Environmental Analysis				
Predesign Study	$135,021			
Other				
Insert Row Here				
Sub TOTAL	**$135,021**	**1.0052**	**$135,724**	Escalated to Design Start
2) Construction Documents				
A/E Basic Design Services	$500,110			69% of A/E Basic Services
Other				
Insert Row Here				
Sub TOTAL	**$500,110**	**1.0175**	**$508,863**	Escalated to Mid-Design
3) Extra Services				
Civil Design (Above Basic Svcs)	$94,474			
Geotechnical Investigation	$17,714			
Commissioning	$53,141			
Site Survey	$17,714			
Testing	$41,332			
LEED Services	$47,237			
Voice/Data Consultant	$11,810			
Value Engineering	$35,428			
Constructability Review	$35,428			
Environmental Mitigation (EIS)	$5,904			
Landscape Consultant	$23,618			
Kitchen	$11,810			
ELCCA	$23,618			
Envelope Consultant	$23,618			
HAZMAT Identification	$17,714			
Reimbursable Expense	$23,618			
Insert Row Here				
Sub TOTAL	**$484,178**	**1.0175**	**$492,652**	Escalated to Mid-Design
4) Other Services				
Bid/Construction/Closeout	$224,687			31% of A/E Basic Services
HVAC Balancing				
Staffing				
Other				
Insert Row Here				
Sub TOTAL	**$224,687**	**1.0623**	**$238,686**	Escalated to Mid-Const.
5) Design Services Contingency				
Design Services Contingency	$67,200			
Other				
Insert Row Here				
Sub TOTAL	**$67,200**	**1.0623**	**$71,387**	Escalated to Mid-Const.
CONSULTANT SERVICES TOTAL	**$1,411,197**		**$1,447,312**	

Cost Estimate Details

Construction Contracts				
Item	**Base Amount**	**Escalation Factor**	**Escalated Cost**	**Notes**
1) Site Work				
G10 - Site Preparation	$241,089			
G20 - Site Improvements	$294,704			
G30 - Site Mechanical Utilities	$289,520			
G40 - Site Electrical Utilities	$184,680			
G60 - Other Site Construction	$135,204			
Other				
Insert Row Here				
Sub TOTAL	**$1,145,197**	**1.0466**	**$1,198,564**	
2) Related Project Costs				
Offsite Improvements				
City Utilities Relocation				
Parking Mitigation				
Stormwater Retention/Detention				
General Conditions				
GC Overhead and Fee				
Sub TOTAL	**$0**	**1.0466**	**$0**	
3) Facility Construction				
A10 - Foundations	$302,934			
A20 - Basement Construction				
B10 - Superstructure	$573,778			
B20 - Exterior Closure	$718,240			
B30 - Roofing	$423,072			
C10 - Interior Construction	$369,432			
C20 - Stairs				
C30 - Interior Finishes	$679,555			
D10 - Conveying				
D20 - Plumbing Systems	$383,242			
D30 - HVAC Systems	$1,020,682			
D40 - Fire Protection Systems	$126,125			
D50 - Electrical Systems	$1,200,420			
F10 - Special Construction				
F20 - Selective Demolition	$116,464			
General Conditions	$705,914			
Bond & Insurance	$271,777			
GC Overhead & Fee	$401,842			
Insert Row Here				
Sub TOTAL	**$7,293,477**	**1.0623**	**$7,747,861**	
4) Maximum Allowable Construction Cost				
MACC Sub TOTAL	**$8,438,674**		**$8,946,425**	

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7) Construction Contingency				
Allowance for Change Orders	$421,934			
Insert Row Here				
Sub TOTAL	**$421,934**	**1.0623**	**$448,221**	
8) Non-Taxable Items				
Other				
Insert Row Here				
Sub TOTAL	**$0**	**1.0623**	**$0**	
Sales Tax				
Sub TOTAL	**$726,570**		**$770,361**	
CONSTRUCTION CONTRACTS TOTAL	**$9,587,178**		**$10,165,007**	

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Cost Estimate Details

Equipment				
Item	**Base Amount**	**Escalation Factor**	**Escalated Cost**	**Notes**
E10 - Equipment	$88,569			
E20 - Furnishings	$88,569			
F10 - Special Construction				
Other				
Insert Row Here				
Sub TOTAL	**$177,138**	**1.0623**	**$188,174**	
1) Non Taxable Items				
Other				
Insert Row Here				
Sub TOTAL	**$0**	**1.0623**	**$0**	
Sales Tax				
Sub TOTAL	**$14,525**		**$15,431**	
EQUIPMENT TOTAL	**$191,663**		**$203,605**	

Green cells must be filled in by user

Cost Estimate Details

Artwork					
Item	**Base Amount**		**Escalation Factor**	**Escalated Cost**	**Notes**
Project Artwork	$0				0.5% of total project cost for new construction
Higher Ed Artwork	$65,179				0.5% of total project cost for new and renewal construction
Other					
Insert Row Here					
ARTWORK TOTAL	**$65,179**		**NA**	**$65,179**	

Green cells must be filled in by user

Cost Estimate Details

Project Management					
Item	**Base Amount**		**Escalation Factor**	**Escalated Cost**	**Notes**
Agency Project Management	$0				
Additional Services					
College Project Coordination	$107,946				
Insert Row Here					
PROJECT MANAGEMENT TOTAL	**$107,946**		**1.0623**	**$114,672**	

Green cells must be filled in by user

Cost Estimate Details

Other Costs					
Item	**Base Amount**		**Escalation Factor**	**Escalated Cost**	**Notes**
Mitigation Costs					
Hazardous Material Remediation/Removal					
Historic and Archeological Mitigation					
Other					
Insert Row Here					
OTHER COSTS TOTAL	**$0**		**1.0466**	**$0**	

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C-100(2021)
Additional Notes

Tab A. Acquisition
Insert Row Here

Tab B. Consultant Services
Insert Row Here

Tab C. Construction Contracts
Insert Row Here

Tab D. Equipment
Insert Row Here

Tab E. Artwork
Insert Row Here

Tab F. Project Management
Insert Row Here

Tab G. Other Costs
Insert Row Here

CENTRALIA COLLEGE FOUNDATION

Corporate Resolution
RESOLUTION 18-002

WHEREAS, the Centralia College Foundation exists to help further the educational mission of Centralia College; and

BE IT HEREBY RESOLVED that the Centralia College Foundation board approves setting aside $1,000,000 from funds currently on hand and available for use for the purpose of meeting matching requirements from the State Board for Community and Technical Colleges for the Teacher Education and Family Development Project for Centralia College.

ADOPTED by the Board of Directors of the Centralia College Foundation and **APPROVED** by its Chairman at a regularly scheduled meeting thereof this 13 day of December, 2017.

Approved:

Signatures

Christine Fossett, President — Christine Fossett

Peter Abbarno, Vice President

Jason Vatne, Treasurer

In witness whereof, I have hereunto set my hand and seal of this corporation this

13 day of December, 2017.

Signed:

Dr. Robert Mohrbacher,
Secretary, Centralia College Foundation

CENTRALIA COLLEGE
600 CENTRALIA COLLEGE BLVD • CENTRALIA WA • 98531 • 360-736-9391 • WWW.CENTRALIA.EDU

March 30, 2022

Subject: Teacher Education and Family Development Center, Centralia College

Dear Sir or Madam,

As an institution of higher education within the State Board of Community and Technical Colleges (SBCTC), we are pleased to offer this letter of financial support to Centralia College facility, Teacher Education and Family Development Center, in the amount of $1,051,000.

If further information is needed, please contact me.

Thank you,

Bob Mohrbacher, President
Centralia College

Centralia College Teacher Education & Family Development

Basis of Design

P2S ENG

www.p2sinc.com

January 26, 2022

Notkin/P2S Project 2022-0016

TABLE OF CONTENTS

1.0 INTRODUCTION

1.1 General

The new Teacher Education and Family Development Center at Centralia College is a one-story 14,500 sq ft childcare education facility located in Centralia, Washington. The project includes toddler, pre-kindergarten, and college-level classrooms as well as offices, meeting rooms, and support areas.

The new building will be designed with the intent of LEED Gold Certification (exceeding the minimum required Silver certification) as well as Net Zero or Net Zero capable status.

Centralia College envisions that the heating, ventilation, and air-conditioning (HVAC) systems for the building will be energy-efficient and still capable of maintaining comfort.

1.2 Codes and Standards

The following codes and standards apply to this project:

- International Building Code (IBC)—2018
- International Mechanical Code (IMC)—2018
- Uniform Plumbing Code (UPC)—2018
- Washington State Energy Code (IECC)(WAC 51-11C)—2018
- International Fire Code (IFC)—2018
- ADA Standards for Accessible Design (ADA)—2010
- ANSI/ASHRAE Standard 55, *Thermal Environmental Conditions for Human Occupancy* (ASHRAE)—2020
- ANSI/ASHRAE Standard 62.1, *Ventilation for Acceptable Indoor Air Quality* (ASHRAE)—2019
- ANSI/ASHRAE 90.1, *Standard for Energy Conservation in New Building Design* (AHSRAE)—2019
- NFPA 101, *Life Safety Code* (NFPA)—2018
- NFPA 13, *Fire Sprinkler Systems*—2019

2.0 MECHANICAL DESIGN

2.1 General

Mechanical work on this project will depend on which of two alternatives are chosen for the building's overall HVAC system. The potential HVAC system options are:

- **Mechanical Alternative 1.** Variable Refrigerant Flow System (heating/cooling) plus Dedicated Outside Air System (ventilation/exhaust)
- **Mechanical Alternative 2.** High Efficiency Variable Air Volume System (heating/cooling plus ventilation)

Each is described in detail below.

Depending on the system chosen, specific rooms requiring 24/7 cooling may be provided with dedicated air conditioning systems. This will allow the building's overall HVAC system to enter "unoccupied" setback mode and reduce energy usage.

2.1.1 Design Conditions

Outdoor Spaces

Source: 2017 ASHRAE Fundamentals Weather Data for Olympia Regional (WMO#: 727920), and 2018 WSEC Appendix C for Chehalis, WA.

- Summer (cooling): 0.4% frequency of occurrence for dry-bulb temperature and mean coincident wet-bulb temperature. 87 degrees F DB and 66 degrees F MCWB.
- Winter (heating): 99.6% frequency for mean coincident dry-bulb temperature. 21 degrees F.

Indoor Spaces

- Offices, conference rooms, classrooms, work areas, lobbies, corridors: 75 degrees F, 50% RH cooling and 68°F, 30% RH heating.
- Electrical equipment rooms: 75 degrees F, 50% RH cooling.
- Mechanical spaces: 80 degrees F cooling and 65 degrees F heating.

Note: relative humidity (RH) is noted above for criteria; there is no planned humidity control.

2.2 Proposed HVAC Alternatives

The following sections describe the two alternatives proposed for the building's overall HVAC system.

2.2.1 Mechanical Alternative 1

An energy recovery Variable Refrigerant Flow (VRF) System will provide heating and cooling to the occupiable spaces. This system consists of rooftop heat pump units, indoor VRF fan coil units, energy recovery branch controllers, and refrigerant piping. The rooftop heat pumps will be electrically operated and use the ambient (outside) air to either extract reject heat as required. Refrigerant piping will connect to indoor VRF fan coil units, which provide heating/cooling to individual temperature zones. Energy recovery is achieved using a branch controller, which recovers and redistributes waste heat in the refrigerant piping network.

An Dedicated Outside Air System (DOAS) will provide ventilation air (outside air) to the occupiable spaces. The unit will also provided general exhaust (e.g., restroom exhaust) for the building. The DOAS unit will be an Energy Recovery Ventilator (ERV), which includes a total enthalpy heat exchanger core that recovers thermal energy from the exhaust air being discharged from the building. An electric resistance heating coil will be provided on the supply air (discharge) side of the DOAS unit to further temper the air before entering the occupiable spaces.

All setpoints and occupancy scheduling will be determine by the college.

2.2.2 Mechanical Alternative 2

A High Efficiency Variable Air Volume (HEVAV) system will provide ventilation air as well as heating and cooling to the building. A central rooftop air handler will be ducted to variable air volume (VAV) terminal units. Each terminal unit will be dedicated to an individual thermal zone, where supply air diffusers will provide tempered air to the occupiable space. The packaged air handling unit consists of supply and relief fans, outside air filters, and a heating/cooling refrigerant coil. The terminal units will be single-duct variable air volume units with hot water reheat coils.

Heating water will be generated by modular (air to water) heat pump boilers located on the roof. Each heat pump boiler will extract heat from the ambient air to heat the building heating water. A primary-secondary pumping arrangement will be utilized. The primary loop will consist of the heat pumps and their circulation pumps. The secondary (building side) loop will consist of heating water pumps circulating heating water throughout the building to primarily serve the terminal units. The loops will be coupled with a buffer tank to provide sufficient heating water system volume.

General building exhaust will be provided by rooftop upblast exhaust fans.

Rooms requiring 24/7 cooling will be provided with dedicated air conditioning units.

2.2.3 Kitchen

Under each alternative, the kitchen area will be provided with dedicated exhaust and makeup air systems. A commercial grade Type 1 exhaust hood, with a dedicated rooftop exhaust fan, will be provided for each grease generating cooking fixture (e.g., each range, fryer, griddle, etc.). Type 2 exhaust hoods, each with a dedicated rooftop exhaust fan, will be provided for each item of steam generating equipment (e.g., dishwashers) as required. A packaged rooftop makeup air unit, with a direct expansion (DX) heating/cooling coil, will provide makeup (outside) air for the kitchen area.

2.2.4 Control System

A Direct Digital Control (DDC) system will be provided for the central Building Automation System (BAS). The DDC system will control and monitor the HVAC systems serving the building. Additionally, select plumbing equipment (e.g., water heater, circulation pump, etc.) will also be controlled and monitored. The new system should be BACnet, Java Application Control Engine (JACE) by Tridium/Honeywell, or another control system by Johnson Controls.

The building will be integrated into Centralia College's overall monitoring system.

2.3 Mechanical LEED Contributions

Refer to the LEED® scorecard for mechanical and plumbing LEED® points. It is anticipated that the Mechanical system will be high performance maximize energy savings and contribute to the goal of LEED Gold.

3.0 PLUMBING DESIGN

3.1 Hot Water System Alternatives

Plumbing work on this project depends on which of the following two alternatives are chosen for the building's overall domestic hot water system:

- **Plumbing Alternative 1.** Heat Pump Domestic Storage Water Heater
- **Plumbing Alternative 2.** Electric Resistance Domestic Storage Water Heater

Each is described in detail in the following sections.

3.1.1 Plumbing Alternative 1—PREFERRED

The building's domestic hot water system will consist of a storage-type heat pump water heater. It will generate and store domestic hot water at 140 degrees F to prevent Legionella growth. A domestic circulation pump will circulate domestic hot water throughout the building at 120 degrees F after being routed through a master mixing valve. The heat pump water heater will be located inside the mechanical room and draw heat from the ambient air (thereby cooling the room). The heat pump water heater will offset some, if not all, of the heat generated by the mechanical equipment located inside the mechanical room. Further analysis will be required to determine whether the heat pump water heater can utilize heat generated by equipment inside a nearby electrical room. The heat pump water heater is able to use freely available waste heat to heat domestic water and reduce energy usage compared to a traditional electric resistance water heater.

The kitchen will include a storage-type electric resistance water heater to boost the domestic water temperature (to 140 degrees F) per kitchen equipment requirements.

3.1.2 Plumbing Alternative 2

This design is identical to Alternative 1, except that a storage-type electric resistance water heater will be used in lieu of a heat pump water heater.

3.2 Potable Water System

The potable water supply water pressure should be verified. A reduced pressure backflow assembly (RPBA) device will be installed at the point of entry for cross contamination control.

Potable cold and hot water will be piped throughout the building to all plumbing fixtures as required. As required by the 2018 WSEC, public lavatories shall be provide with a point of use thermostatic mixing valve, and the domestic hot water main will be piped to within 2 feet of the fixture.

3.3 Waste, Vent and Condensate System

A single sanitary waste and vent system shall serve the plumbing fixtures in the overall building. Further analysis of the city sewer's closest upstream manhole rim invert elevation is required to determine whether a backwater valve is required for the sanitary sewer main per the 2018 UPC.

Further analysis of the kitchen is required to determine if a grease trap is required.

3.4 Energy Savings

For water savings, the use of low flow fixtures will be used. Solutions such as rain water collection and grey water filtering for use in water closet flushing should be analyzed.

4.0 FIRE PROTECTION DESIGN

The sprinkler system will primarily be a light hazard wet sprinkler system.

5.0 SUSTAINABLE DESIGN

Based on the current design documents and conversations with the architect, P2S has developed a preliminary LEED checklist targeting Gold certification, exceeding the minimum Silver certification required by Washington State funded projects.

5.1 LEED Rating System Selection

The project is eligible to submit under LEED v4 or v4.1 BD+C. Since v4.1 was formulated as an upgrade to v4 rather than a major overhaul of the rating system, projects registering under v4 are allowed to substitute any or all of the prerequisites and credits for their v4.1 counterparts. P2S recommends registering this project under v4 and strategically upgrading select credits to v4.1. These credits have been identified in blue in the checklist at the end of this narrative.

5.2 LEED Score Summary

The table below summarizes the project's current LEED score by category. The minimum state requirement is LEED Silver; however, the College has expressed a desire to achieve at least LEED Gold and potentially pursue Net-Zero readiness as well. The current total number of "Yes" points reflects this goal. Additional points from the "Maybe" category can be attempted to buffer the current LEED score.

Current LEED Score (≥ 50 points, Silver | ≥ 60 points, Gold)

Category	Yes	Maybe	No
Integrative Process	1		
Location and Transportation	8	3	5
Sustainable Sites	5	4	1
Water Efficiency	5	2	4
Energy and Atmosphere	20	7	6
Materials and Resources	5	3	5
Indoor Environmental Quality	10	1	5
Innovation	6		
Regional Priority	3	1	
Total	**63 (Gold)**	**21**	**26**

5.3 LEED Status by Category

5.3.1 Integrative Process

This credit requires developing a simple "shoebox" energy model and a preliminary water budget analysis during the Schematic Design phase. The findings from this analysis are used to inform the owner's project requirements (OPR), basis of design (BOD), and design and construction documents. To ensure that the Teacher Education and Family Development Center is on track to meeting its certification goals, following an integrative process and investing in analysis early on will be key.

5.3.2 Location and Transportation

This category rewards projects that are well-sited within dense communities and in close proximity to public transit and diverse amenities. Fortunately, Centralia College is located in the center of town with ample amenities and bus lines nearby. The project will likely achieve points in both the Surrounding

Density and Diverse Uses and the Access to Quality Transit credit. Since the project site was previously developed, an additional point will be awarded for Sensitive Land Protection. Covered bicycle parking and a shower with changing facility will be provided per LEED guidelines. New parking will be limited to staff only, and a minimum of one space will be designated for electric vehicles and equipped with charging infrastructure.

5.3.3 Sustainable Sites

The Sustainable Sites category encourages the design team to holistically assess how the building interacts with the surrounding environment. Points are awarded for protecting native habitat and maximizing vegetated open space on the existing site, as well as reducing heat island and light pollution impacts.

The outdoor space at the new facility includes children play areas and a variety of gardens. The building roof will meet the required solar reflectance index and all outdoor play areas will be shaded by trees. Site lighting will be selected and designed to minimize light trespass and achieve the requirements of the Light Pollution credit.

5.3.4 Water Efficiency

This category addresses both indoor and outdoor water use reduction. For outdoor water use, irrigation will be reduced to 50% below the EPA WaterSense baseline. For indoor water use, low-flow fixtures and ultra-low flow fixtures will be installed to achieve a minimum of 35% water savings over the LEED baseline. Meters will be installed to meter at least two water subsystems.

5.3.5 Energy and Atmosphere

The majority of points comprising the current LEED score are achieved in the Energy and Atmosphere category. Based on experience with similar projects, targeting at least 24% energy savings and 10 points under the Optimize Energy Performance credit is reasonable. Enhanced and Monitoring-Based Commissioning provide a tremendous value to the owner to verify that building systems are operating as intended. Together with Envelope Commissioning, these will ensure that the project is on track for LEED Gold.

The Advanced Energy Metering credit will be achieved by following Washington State Energy Code requirements. For the Demand Response credit, the project will either participate in an existing Demand Response program or if such a program is not yet available, design the building with the required infrastructure to take advantage of such a program in the future.

Renewable energy including photovoltaics are being considered for this project but exact details have not yet been confirmed. Green power can be procured to achieve an additional two points if needed to achieve Gold.

5.3.6 Materials and Resources

In the Materials and Resources category, achieving one point in each of the Building Product Disclosure and Optimization credits is typically possible for most projects. These credits will be pursued under v4.1 Construction and demolition waste will be tracked to achieve at least two points for Construction and Demolition Waste Management.

5.3.7 Indoor Environmental Quality

The Indoor Environmental Quality category focuses on improving (1) indoor air quality, and (2) thermal, visual, and acoustic comfort for occupants. The project will target the majority of points in this category to prioritize student and staff well-being. For the Enhanced Indoor Air Quality Strategies credit, entryway systems, direct exhaust, negative pressurization, and MERV 13 filtration will be provided to meet the requirements of the first point. Increased ventilation and/or carbon dioxide monitoring will be considered to achieve the second point.

The product compliance thresholds for Low-Emitting Materials are less stringent in v4.1, and it is recommended that the project upgrade this credit to the newer version. Low VOC materials will be installed throughout the building to comply in at least four product categories and earn three points.

A Construction Indoor Air Quality Management Plan will be developed to promote the well-being of construction workers and minimize indoor air quality problems associated with construction. Prior to occupancy, a building flush-out will be conducted to meet the requirements of the Indoor Air Quality Assessment. Air quality testing in lieu of the flush-out will be considered to achieve an additional point for this credit.

The electrical design team will coordinate with the architect to ensure that the requirements for Interior Lighting are met with regards to both lighting control and quality. Thermal Comfort, Daylight, and Quality Views are credits that are typically difficult to achieve even when upgrading to their v4.1 counterparts and will not be pursued. The Acoustic Performance credit was also extremely difficult to achieve under v4 due to very low maximum sound transmission ratings, especially for office and conference rooms adjacent to corridors. This has since been revised under v4.1. An acoustical consultant will be part of the project team to verify that HVAC background noise, sound transmission, and reverberation time meet the requirements of the v4.1 credit.

5.3.8 Innovation

To encourage projects to achieve exceptional or innovative performance, any combination of innovation, pilot, and exemplary performance strategies can earn up to five points in the Innovation category. The project is expected to achieve innovation points for Green Building Education, Purchasing – Lamps, and Occupant Comfort Survey. Additionally, the project will also target one exemplary performance point and one pilot point.

5.3.9 Regional Priority

Regional Priority points are bonus points awarded in select standard credits that LEED has identified to be of high environmental priority in a particular region. Up to four points can be earned in this category. The current LEED score includes bonus points in Building Product Disclosure and Optimization - Environmental Product Declarations, Building Product Disclosure and Optimization - Sourcing of Raw Materials, and Demand Response.

6.0 ELECTRICAL SYSTEM DESIGN

6.1 General

A complete operational electrical system will be provided that meets all the requirements of the design scope and campus standards. The electrical systems will be designed with emphasis on energy efficiency to better achieve sustainable “Green Building” status and maximize LEED points.

The design of the electrical system for the new building will encompass interior and exterior lighting, electrical service to the facility, power to support equipment, new HVAC, plumbing loads and convenience outlets along with other miscellaneous loads, and a fire alarm system. All these systems will be designed to provide the user with maximum flexibility and all equipment that form part of these systems will be selected for durability and maintenance ease that are consistent with the current campus standards. All applicable codes will be relative to with respect to date of submission for permit. All current codes and standards will be followed when plans are submitted.

The following sections outlines the electrical system, the rationale for selection, and the electrical specifications. For more details on the lighting system, see Section 8.0.

6.2 Design Criteria

6.3 Existing Site Utility Services

The campus is existing switchgear and utility company will be confirmed. Incoming utility service and utility transformer serves the existing main campus meter and medium voltage (MV) switchgear.

The campus has a medium voltage distribution system comprising of feeders originating from existing main switchgear to serve different buildings. Feeder comprising of medium voltage feeder traverse in underground duct banks to serve various buildings around the campus. At each building, voltage is stepped down to building-level voltage by dedicated building distribution transformers.

Load Calculations

For the basis of electrical load considerations on this project, the latest 1-year utility billing information is required to be made available for the use to determine the spare capacity for adding new building load on the medium voltage main switchgear and feeder.

6.4 New Building Site Distribution system

6.4.1 Electrical Service to New Building

Power to the new building will be derived by intercepting the existing medium voltage (MV) feeder distribution feeder from the nearest existing pullbox. New medium voltage feeders will be installed in 5” C in concrete-encased ductbanks and extended from the pullbox to serve the new building’s electrical system.

6.4.2 Building Electrical System Capacity

The following is the electrical load calculation based on the square footage and the occupancy of the building to be renovated.

Main Service Load Calculation	
Total Area of the Building	14,500 sq ft
Watts/Sf	30 w/sf
Total Connected Building Load	435 KVA, 1200 amps @ 208V, 3PH

6.4.3 Building Service

The new building's electrical system will include a new 500KVA pad-mounted transformer. The transformer will be furnished with a radial feed fused switch and will meet the complete electrical load demand of the new building. The location of medium voltage equipment will be determined by the Architect and campus.

A new 1600A, 208/120V, 3 phase, 4 wire main switchboard will be provided in the main electrical room which will derive power from the exterior pad mount medium voltage transformer. The 208V main switchboard will serve all 208/120V panelboards and meet the power and lighting loads of the building.

The 208V main switchboards will be provided with surge protection, GFI protection, electronic metering and include provisions for self- generation (photovoltaics), including raceways and breaker space in the distribution equipment as required by campus as future spare capacity. Any available space on roof for utility equipment will include space for PV.

The following are the design voltage criteria that will be followed for the building:

- Primary Voltage: xxKV, 3 phase, 3 wire
- Secondary voltages, Normal/Emergency: 208Y/120V, 3 phase, 4 wire
- Distribution Voltages: Large motors (3/4 HP & larger)—208V, 3-phase
- Small motors (1/3 HP & smaller): 120V & 208V
- Lighting: LED—208V, 1 phase
- Receptacles, general purpose: 120V, 1 phase
- Receptacles, special Purpose: 208V, 1-phase
- HVAC mixing boxes/VAV Boxes: 208V, 1 phase
- Misc. power: 120V and 208V, 1 phase or 3 phase

6.4.4 Electrical Requirements for Various Rooms

Electrical Rooms

A 208V building service switchboard will be provided, along with a step down low voltage transformer, 208V distribution board on first floor main electrical room.

One 208/120V, 3 ph lighting panelboard will be provided in each floor's electrical room to serve the respective floor's lighting loads.

A minimum of three 208/120V, 3ph panelboards will provided in each floor's electrical room to serve the respective floor's receptacle loads. Panelboards will be electronic grade.

One 208/120V, 3ph panelboard will be provided in each floor's electrical room to serve all 208/120V mechanical loads.

A 120V main lighting control panel will be provided in the main electrical room on the first floor.

A dedicated 208/120V, 3ph panelboard will be provided in the main electrical room to serve only the elevator cabinet, elevator shaft/pit, elevator machine room lights, and receptacles.

Telecommunication Rooms/Server Room

Designs will follow the latest version of the campus design standards. Provisions will include the following for BDF/IDF rooms:

- One dedicated 150A electrical panelboard connected to standby power with built-in Transient Voltage Surge Suppression (TVSS). One in each BDF/IDF room.
- Minimum (1) dedicated L6-30R and (1) dedicated Quad 5-20R rack mounted receptacles per rack. Receptacles serving critical loads will be backed up by Uninterruptible Power Supply (UPS).
- Wall-mounted Duplex NEMA 5-20R, 120V outlets no less than 6 feet on center or one per wall minimum.
- Wall-mounted dedicated Quad 5-20R spaced every 40 inches at approximately 18 inches above finished floor.
- Location of other non-dedicated electrical equipment within telecommunication rooms is not allowed.
- With exception to those serving the room, no outside utilities will pass through the space.
- Reduced possibility of electro-magnetic interference (EMI) from lighting power, transformers, etc. will be provided.

6.4.5 Low-Voltage Switchboards

The low-voltage switchboards will be completely assembled and free standing, with copper bus bars, full neutral bus, and separate copper ground bus. All bus work will be braced to withstand 65AIC amperes RMS symmetrical. Protective devices will be provided with approved barrier between sections and extended load terminals.

The proposed manufacturer is Square D, ABB-G.E., Cutler Hammer, or approved equal.

Protective devices will be circuit breakers. Circuit breakers will be molded case type, rated for application in their intended enclosure with solid state tripping, including adjustable long time, instantaneous, short time, and ground fault.

The proposed manufacturer is Square D, ABB-G.E., Cutler Hammer, or approved equal.

6.4.6 Panelboards

Individual panelboards will have door-in-door construction with up to 42 poles and copper bussing, unless otherwise noted in the single-line diagram. AIC ratings will be based on the calculated fault

currents. All panels will have at least 25 percent spare breaker capacity above initial requirements. Unused breaker spaces will be labeled in the panelboard schedule as “space.” The building loads (Lighting, HVAC, receptacles, etc.) will have dedicated panelboards to be capable of independent metering. Each panelboard will be provided with future provisions for metering each load type.

The proposed manufacturer is GE, Square D, Eaton Cutler Hammer, or approved equal.

6.4.7 Medium Voltage Transformer

MV Transformers will be FR3 liquid-filled, pad-mounted, copper wound, with maximum 65 deg temperature rise. Acceptable manufacturers: Square D, ABB/GE, Cutler Hammer.

6.4.8 Metering Equipment

Metering will be provided on the 208V main switchboard compatible with the campus BMS. The building loads (lighting, HVAC, receptacles) serving panelboards will be capable of independent metering and recorded/trended by the Campus BMS. Building level sub-meters will be able to provide data minimum of 15-minute intervals for kWh, Peak KW, Power factor. Acceptable manufacturers: Square D, ABB/GE, Cutler Hammer.

6.4.9 Coordination and Submittals

The conduit routing and equipment layouts will be coordinated amongst all trades. All construction drawings, specifications, calculations, product submittals and other documents pertaining to the electrical design of this project will be prepared by and bear the stamp and signature of a Washington State licensed electrical engineer with a minimum 8 years of experience.

6.4.10 Conduit and Wiring

The electrical design will be based on using the following conduit types:

- Galvanized rigid steel (GRS) conduit in exterior and for work embedded in concrete
- Rigid non-metallic conduit (PVC) for all underground exterior work
- Electrical metallic tubing (EMT) for interior concealed work or above eight feet exposed
- Flexible metal conduit for interior work in short lengths (less than 6 feet) for the connection of recessed lighting fixtures, motors, separate building structures, and any vibrating equipment
- Liquid-tight flexible metal conduit wherever moisture may be present.

The minimum conduit size will be 3/4-inch for EMT, 1-inch for GRS and 2-inch for PVC conduits. Conduit size will be increased as required per code. MC cable, rigid non-metallic conduits, electrical non-metallic tubing, and screw type fittings are not acceptable.

All wire will be copper: #12 & #10 solid copper wire; #8 and larger stranded copper conductors. Conductors runs of more than 100 feet will be minimum of #10 or larger for 120/208V system per voltage drop calculations. Voltage drop calculations will be provided for every load and will not exceed 5 percent total from the source transformer to the connection point of the load. Steps will be taken to maintain voltage drop to 5 percent or less for all 120/208V normal and emergency system loads. Branch circuit conductors will be single-conductors 600V rated withTHHN-2/ THWN insulation with continuous color-coding. Branch circuit conductors will be designed to utilize the advantage of multi-wire

distribution, however, no more than 7 conductors (3-phase, 3 neutrals and 1 ground) will be installed in a common conduit. MC cable, rigid non-metallic conduits, electrical non-metallic tubing, and screw type fittings are not acceptable.

Wiring Devices

Wiring devices will be specification grade, complete with all accessories. Device cover plates will be selected based on the proposed architectural finish of each of the spaces. All receptacle nameplates will be permanently engraved with voltage, panel name and circuit number.

Ground fault protection will be provided for outlets within 6 feet 0 inches of a sink edge, in toilet rooms, within six feet of sinks, drains and other wet locations. Electrical outlets will be individually ground fault interrupted (GFCI) protected (not at the circuit breaker or first outlet on the circuit).

Raceways

Raceways for feeders and branch circuits will be metallic, Rigid Steel Conduit (RSC), or Electrical Metallic Tubing (EMT) subject to the restrictions of the National Electrical Code (NEC), minimum size 3/4 inch. EMT will not be used in concrete construction or where subjected to mechanical damage. Underground raceways will comprise of PVC Schedule 40. Horizontal raceways will not be allowed in concrete floor slabs.

Power Wiring

All wiring below 120V will be considered as part of other trades such as mechanical systems. Exact number of duplex outlets on each circuit will be based on connected load. However, not more than (6) convenience receptacles or four computer receptacles will be connected to one 20A/1P circuit. All low voltage devices, where required, will be provided with raceway only.

Work stations and offices will be designed with one duplex receptacle on each of the three walls and one double duplex receptacle at the wall adjacent to the desk. Common areas will be equipped with at least one duplex per wall. Typically, receptacles will be spaced on 12-foot centers. Corridors will be designed with a 120V convenience receptacle spacing of approximately 30 feet. Building support (equipment rooms, storage) will be designed with one duplex receptacle per wall or one per every 150 ASF, whichever is greater. Conference and lecture rooms will be equipped with floor and ceiling receptacles for supporting tablets and audio/visual equipment. Where furniture is energized for integrated outlets, place no more than four computer outlets on one 20A/1P branch circuit. Receptacles in open and lounge areas to have integrated USB ports for charging. Floor outlets will be provided under each table in the computer labs, in conference, multipurpose, and lounge rooms to serve computers, center tables, and media equipment. Receptacles to be located in the floor at a distance not less than 6 feet rom any fixed wall for each 215 square feet or major portion of floor space.

GFI outlets with weatherproof cover will be provided on the exterior of the building at maximum of 50 feet spacing. Receptacles will be mounted on the exterior lighting power-poles as much as possible; otherwise, on the building exterior wall. Additional 20A, 120V GFI outlets in weatherproof pedestals will be provided at the exterior for student seating or gathering spaces. A minimum 20% outlet-pedestals will be provided for the combined seating capacity of the outdoor areas. Excellent receptacle power coverage in public areas like lobbies, collaboration areas, study and outdoor spaces will be provided.

Receptacles will be equipped with USB ports for students use. Flush floor boxes with receptacle power will be provided in open seating areas, where walls are not available in close proximity. In addition to equipment receptacles, convenient receptacles will be provided for all spaces including common spaces to ensure power for maintenance/cleaning equipment.

Dedicated neutral and grounding for each receptacle circuit is required to be provided. Multi-wire (shared neutral and ground) receptacle circuits will not be used. Dedicated 20A, 1P, 120V, outlets will be provided to serve various equipment. Designer will color code and number the outlet devices to distinguish the dedicated outlets for equipment, switched outlets from the general convenience outlets.

Electrical outlets on branch circuits of 30 amperes or less, communication system outlets, and lighting switches will comply with the American Disability Act, except the low reach will be measured to the bottom of the outlet box and the high reach will be measured to the top of the outlet box.

Conduits infrastructure for EV chargers per current code.

Equipment Connections

Electrical power connections will be made to all mechanical equipment, projectors, fans, pumps etc., including furnishing of all electrically associated devices such as disconnect switches, contactors, magnetic or manual starters, lock-out switches, etc., which are not furnished under the mechanical sections.

Equipment power connections shall be provided to motors, fans, pumps, water heaters, insta-hot water, hand dryers, etc., including furnishing of all electrically associated devices such as disconnect switches, contactors, magnetic or manual starters, lock-out switches, etc., which are not furnished under the mechanical or plumbing sections.

Raceways will be provided for low-voltage circuits for equipment control. Low-voltage wiring (< 120 Volts) will be the responsibility of the other trades, respectively (mechanical, plumbing, IT, etc).

Grounding

Grounding feeders will be sized as per NEC requirements. A complete equipment grounding system will be provided such that all metallic structures, enclosures, raceways, junction boxes, outlet boxes, cabinets, machine frames and all other conductive items operate continuously at ground potential and provide a low impedance path to ground for possible fault currents. Ground system resistance will be 5 ohms or less. A separate insulated green grounding conductor will be provided for each single and 3-phase feeder and branch circuit. The grounding conductor will be run with the related phase and neutral conductors. Panel feeders installed in more than one raceway will have individual, full sized, green grounding conductors in each raceway. The equipment grounding system will not rely on the metallic raceways or enclosures for grounding continuity. Grounding distribution will be interconnected with dedicated copper busbars at all electrical and IDF/BDF rooms.

Sustainable Electrical Design Strategies

The following sustainable design strategies will be adopted in the electrical design:

- Promoting task lighting in offices to reduce overhead lighting power densities.

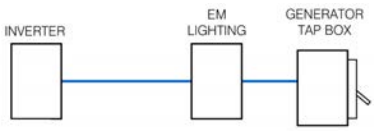
- Promoting automatic day lighting and demand control system.
- Using dimming controls in combination with occupancy sensors and photo sensors to reduce lighting energy in the building.
- Promoting occupancy sensor-controlled outlets to shut off monitors and other plug loads when not in use.
- Promoting energy efficient lighting in spaces to achieve required foot-candles with reduce fixtures.
- Promoting energy efficient distribution transformers to reduce no load and load losses.
- Promoting metering with central displays to monitor energy generation and consumption at the main service.
- Promoting building load segregation for lighting, receptacle, and mechanical loads at the panelboard level to provide provision for future metering of each load type.
- Providing exterior fixtures that prevent light pollution; no uplights that spill lights into the sky.
- Ensuring that interior fixtures will not aim directly out of windows.
- Requiring minimum efficacy of lights to be 100 lumen/watt.
- Achieving energy savings via plug control.
- Making the building solar ready.

6.4.11 Emergency System

Emergency power from the inverter will be provided for systems legally required by the authority having jurisdiction. Egress lighting, exit signs, exterior security lighting, and fire alarm panels will be served from the inverter. LED exit signs will be provided at all exits and along the path of egress. Security exterior lighting will be on emergency power. Emergency lighting will have a minimum of 90-minute backup at full load.

The DBE team will also provide a provision for connecting a temporary emergency generator comprising of generator tap box/manual transfer switch sized to support the standby loads comprising egress lighting, network and communication equipment, and conditioning for the IDF/BDF rooms in the facility. The generator tap box will be equipped with NEMA-rated camlock male connectors to allow the college the flexibility to roll in temporary emergency generator in the event of power outage. The generator tap box will be located in the outdoor yard and placed strategically to allow ease of connectivity.

A single line diagram of the system is provided below for reference:



7.0 TELECOMMUNICATION SYSTEM DESIGN

The campus telecommunication distribution system will connect to the existing MDF room in the Admin Building but extend from a vault on the south west side of Arts and Allied Health Building with three 4"C.

A 100-pair UTP copper cables will be provided to the new building from the existing MDF room in the Admin building. A 24-strand OS2 singlemode optical fiber backbone cable will be provided to the new building from the existing campus MDF room in the Admin building.

The following sections outlines the telecommunication system, the rationale for selection, and the telecommunication specifications.

7.1 Emergency Communications Systems

7.1.1 Rescue Assistant Signal System

The rescue assistant signal system will include call stations at each floor in the elevator landing with a base station on the ground floor in a typically occupied area. When a call is initiated by a call station it will ring to the local base station; if the call is not answered it will be directed to campus police/security.

7.1.2 Emergency Responder Radio System

The emergency responder radio system is to support first responder radios for communications into and out of the building during an emergency. A Donor antenna on the roof will send/receive the radio communications. The radio signals will be amplified and distributed throughout the building via distribution antennas. The radio signals shall meet the code-required signal strength within certain areas for incoming and outgoing communications; the system will be in accordance with AHJ requirements.

7.2 Telecommunications System

7.2.1 General

A structured cabling system will support Wide Area Network (WAN) and Local Area Network (LAN) transport of voice (analog and Voice-Over-IP), data, wireless and streaming video applications. The structured cabling system shall enable the transport of data, telephony, audio visual, security, building automation, and other Internet Protocol (IP) applications to be converged onto a common cabling and network infrastructure. The system shall be warrantied by the manufacturer for 25 years.

Networking equipment such as servers, Ethernet switches, routers, network software, computers, UPS systems and phones will be provided by the Owner.

7.2.2 Telecommunication Rooms and Spaces

The Telecommunication Room (TR) shall be a dedicated space designed for the termination of horizontal station cabling and backbone cabling. The space supports infrastructure for the installation, configuration, and administration of mission-critical telecommunications and systems equipment. Secured spaces will be provided with a dedicated environmental control system with dedicated thermostat to monitor and maintain acceptable temperature and humidity levels on a 24 hours-per-day, 365 days-per-year basis.

The telecommunication infrastructure will include the following:

- Main Distribution Frame (MDF): Located on the first floor. Facilitates the terminating hardware for campus backbone cabling, intrabuilding and interbuilding connectivity, and equipment.
- Intermediate Distribution Frame (IDF): Cross-connect between the horizontal cabling serving a given area of the building and the backbone infrastructure connecting the MDF. Stacked rooms will be located on each floor.
- Equipment: 19-inch wide equipment racks, plywood backboards, patch panels and cable management. Racks will be equipped with vertical and horizontal cable management panels and shelves and a Power Distribution Unit (PDU) for distributing power to rack-mounted equipment. Includes an overhead cable tray around the room to support horizontal and backbone cabling, bonding, and grounding.

7.2.3 Structured Cabling Infrastructure

Hierarchical star topology with optical fiber backbone cabling will be installed between the IDF and the MDF and horizontal cabling from the workstation devices to an IDF. Features will include:

- Intrabuilding and Interbuilding Optical Fiber Backbone Cabling: OS2 single mode riser rated loose-tight cabling, terminated with SC connectors. The optical cabling shall support optical fiber Ethernet applications, current 10GB Ethernet and future 40GB and 100GB applications. A 24-strand OS2 single mode cable shall be provided to each IDF room from the new building MDF room.
- Intrabuilding and Interbuilding 100-ohm Backbone Cabling: Multi-pair riser rated with armored jacket cabling, terminated on wall mount 110 blocks. The copper cabling shall support phones and other voice applications. A 100-pair cable shall be provided to each IDF room from the new building MDF room.
- Horizontal Cabling: 100 ohm, 4-pair, Category 5e unshielded twisted pair (UTP) and Category 6 shielded twisted pair (FTP) plenum rated cabling as defined in ANSI/TIA – 568-C Standard. Route directly to a same floor Telecommunications Room, maintaining a maximum length no greater than 90 meters between terminations and service loops. Splicing and transition points are prohibited.

7.2.4 Telecommunications Outlets

Category 5e, 8-position 8-conductor modular jack:

- One port/cable to each video projector/ display.
- Three ports/cables to each workstation
- Classroom: Three ports for instructors' lectern, none for student use
- Lab: Port quantity to three ports/cables for each lab station and additional for equipment as determined by final lab planning and layout.

7.2.5 Wireless Access Point (WAP)

Three Category 6 shielded (FTP) horizontal cablings will be provided to WAP locations throughout the building to support wireless LAN applications. The WAP requirements are as follows:

- One WAP per room within classrooms, labs, conference rooms, etc.

- Two WAP's minimum within larger common spaces such as multipurpose rooms, lecture halls, break out spaces, etc. This quantity will need to be confirmed on a space by space need based upon use.
- WAP's within office areas will be provided to meet the quantity of users.

7.2.6 Pathways

The primary pathways for routing cabling to telecommunications rooms shall consist of cable trays. Open cabling support system consisting of cable saddles and j-hooks mounted on threaded rod supports acceptable above accessible ceilings.

7.3 Telephone System (Owner)

The Owner-provided VoIP phones shall be connected to the structured cabling system with a cross connect to the Ethernet switches. Owner shall provide equipment and phones.

7.4 Audio Visual System (Room-Based)

The audio visual system will include rough-in for distribution of audio and video signaling within each classroom, lab and conference room in accordance with Pierce College standards. The system shall consist of AV input plate(s), ceiling mounted speakers, amplifier/video switcher, control panel, mounting hardware and cabling. Audio visual systems will be Owner-provided.

7.5 Clock System/Mass Notification

IP clocks/displays will connect to the existing campus system. Intercom speakers included in hallways/ corridors and other commons spaces.

Classrooms, conference rooms, hallways, open office area and labs shall be equipped with a clock/mass notification system.

7.6 Digital Signage

Displays/monitors will be supported by an Owner-provided content system with displays/monitors located in common spaces, multipurpose rooms, and open office areas.

7.7 Intrusion Detection System

An intrusion detection system will monitor the area and alert campus security of unauthorized entry. Keypad will be located at the main entry and receiving man door. Door contacts will be located at exterior doors and internal zoning doors (where applicable). Motion detection devices will be located in areas with ground floor access and upper hallways and other larger areas. The system will tie into the overall campus intrusion detection system.

7.8 Access Control System

The access control system will manage and permit entry into the building or secure spaces for authorized personnel. The system will control electronic access control doors either by time clock or using a web-based/thick client to allow entry during scheduled and non-scheduled times.

Access control panels will be wall-mounted in the MDF/IDF rooms. The intelligent building controller will be connected to the network and existing enterprise server. The access-controlled doors are as follows in accordance with Pierce College standards:

- Exterior doors
- Doors between student and staff areas
- Lab doors and other sensitive spaces
- Telecommunications (MDF, IDF), electrical, and mechanical rooms

7.9 Security Video System

Cabling and rough-in will be provided under the telecommunications system for future Owner-provided security cameras.

8.0 LIGHTING DESIGN

Light fixtures and systems will be selected for efficiency, durability, ease of maintenance, and to accentuate the area architecture. Indoor lighting will be tailored to the building's needs and theme. Light fixtures, lamps and ballasts will be selected to maximize energy conservation, provide adequate foot-candles to meet IES standards, provide glare-free illumination, allow users to have flexibility of light levels, and harvest daylight savings. LED lights will be provided throughout the building.

Light Fixtures

Lighting fixtures will be LED, with a rated life of 50,000 hours and 80 CRI minimum. Color temperature will be 4000K. Tunable lighting requirements are to be discussed with the college. Tunable lighting if used should follow the black body curve.

Exterior Lighting

In accordance with campus standards, LEDs equal to 4000K will be used for wall packs and poles fixtures with S/P ratio less than 1.2, with 70 CRI minimum and full cut-off to prevent light from going up into the sky, which will meet energy code and LEED requirements.

8.1.1 Lighting Levels

The illumination levels will conform to the latest edition of Illuminating Engineering Society (IES) guidelines.

8.1.2 Light Sources

LED fixtures will meet State of Washington standards and be UL/CSA listed.

8.1.3 Basis of Lighting Design

The lighting system will be guided by the following considerations:

1. LED light fixtures should have diffusers to avoid direct lights on floor.
2. LED lights will illuminate the corridors and restrooms and there should not be dark spaces.
3. Office areas will be illuminated with a combination of suspended, linear, indirect/direct LED light fixtures and task lighting fixtures.
4. Classrooms will be illuminated with suspended, linear, indirect/direct LED light fixtures. Direct recessed LED lighting will also be considered as alternate. The location of lights will not interfere with the video projection system. Lighting located at the projection screen area will be zoned separately from the remainder of the room.
5. Coordination with the Architect will be done to meet the minimum reflectance values for classrooms: Ceiling 85%, Walls 60%, Floors 25%.
6. Coordination with the Architect will be done to meet minimum reflectance values for furniture: 45% for work surfaces, 50% for movable partitions.
7. Meeting/Conference rooms will be illuminated with suspended, linear, indirect/direct LED light fixtures. Lighting located at the front of the room, at the projection screen area, will be zoned separately from the remainder of the room.

8. Computer Rooms/labs will be illuminated with suspended, linear, indirect/direct LED light fixtures and LED down lights over the lab benches. Lighting located at the projection screen area will be zoned separately from the remainder of the room.
9. LED exit signs will be provided at all exits and along the path of egress. Emergency lighting (light fixtures on emergency power) will be provided in pathways, corridors, and public access areas, and illumination levels will conform to current WSBC requirement at floor level during loss of normal power. Emergency lighting will be served from a central lighting inverter and all exit signs will be in coordination with Architect and meet code requirements.
10. LED fixtures will be installed outside the building at key locations of activity and safety. All exterior lighting, including building perimeter lighting, will conform to the campus and LEED guidelines. The perimeter of the buildings will be highlighted by wall-mounted light fixtures and down lights located to enhance architectural features. These fixtures will also provide coverage for pedestrians in proximity of the buildings.
11. Mechanical and Electrical rooms will have industrial vapor-tight, 4-foot LED, cable/chain-hung for ease of alterations.
12. Stairwells will be illuminated using linear LED light fixtures. Lights will provide safe and dependable coverage during occupied times (10fc minimum at floor egress). Fixtures will utilize multi-level lumen output and integral motion sensors to decrease energy consumption when spaces are unoccupied.
13. Light fixtures shall be used that have a rated life L70 for LED sources and of at least 50,000 hours.

8.1.4 Egress Lighting Design

All code-required emergency egress lighting will be served from the inverter. All emergency light fixture controls will be wired in such a way that emergency lights will be switched/dimmed during normal condition and will remain unswitched during an emergency. For that purpose, UL924 relays will be provided for emergency light fixtures. All exit signs will be connected to an unswitched circuit and will remain powered under both normal and emergency situations.

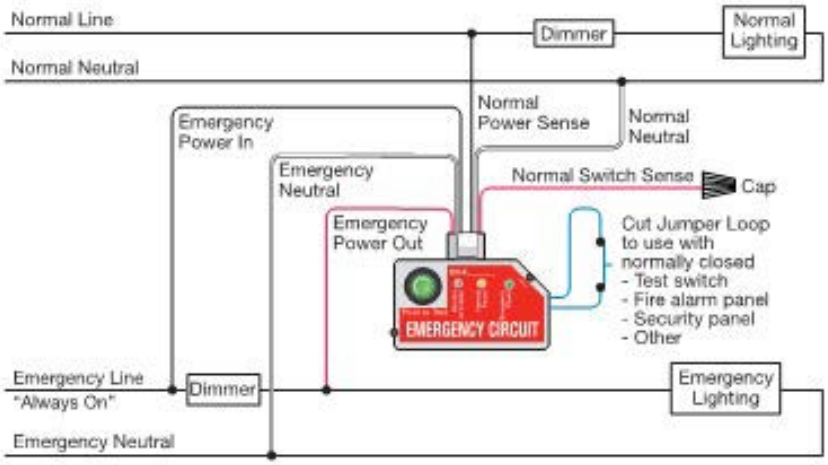


Figure 8.1: UL 924 Relay Wiring Diagram

8.1.5 Lighting Control Systems

Lighting controls will exceed the requirements of the Washington State Energy Code. A digital networked lighting control system for the building will be provided, including gateways, bridges, control zones, relays, dimming modules, occupancy and day light sensors, programmable time clock, and digital switches. Integrated occupancy and daylight sensors will be provided in each of the spaces to maximize energy conservation and harvest both occupancy and daylight savings. All devices will be connected via a data network to enable communication to a centralized graphical control system. The lighting control panel will be connected to the BMS or DDC system.

9.0 FIRE ALARM SYSTEM

The new building will be provided with a complete manual/addressable fire alarm system. The system will conform to current Building, Fire, and NFPA 72 Codes. The Labor & Industry (L&I) is the primary jurisdictional authority for this project.

The new building's fire alarm system will use the same fire alarm control panel with compatible components and devices.

Two 2-inch conduits will be provided for the fire alarm fiber to interconnect the new control panel with other existing buildings' fire alarm panels to complete the loop network.

The fire alarm control panel, along with power supplies and accessories, will be placed in the main electrical room of the new building.

The fire alarm system will be an independent system with full command and control from the campus command center. This system should report back to an existing main campus Fire Alarm Panel via fiber line.

The system will be installed in dedicated and marked conduits (red stripes at each end is required). All fire alarm boxes are required to have red covers. New initiating and indicating devices will be placed throughout the floors to meet current code requirements.

Weatherproof vandal-resistant covers will be provided for all fire alarm pull stations and exterior speakers.

All devices will be installed without creating a protruding condition. Projections from wall will not exceed 4 inches over circulation paths.

The fire alarm system will include the following:

- One remote LCD alphanumeric annunciator at the main building entrance with an eighty-character digital readout indicating which device is in alarm or trouble mode is required. Exact location will be coordinated with the State Fire Marshal.
- The Fire Alarm Control Panel (FACP) will be provided with an eighty-character digital readout indicating which device is in alarm or trouble mode.
- Fire alarm connections to all fire suppression systems and door hold-opens are required.
- Dedicated fiber-optic connection will be made from the FACP to the campus main command center.
- Devices and modules to mute the audio/visual audible system during fire alarm events will be provided.

It is required that the following devices be installed per latest WSBC and WSFC codes:

- Monitoring, control, and power: fire alarm control panel, battery backup.
- Initiating devices: manual pull stations, smoke and heat detectors, duct detectors, etc.
- Indicating devices: horn, strobes, etc.
- Elevator shunt override, emergency lighting activation/dimming override, etc.

Modules and relays will be provided for AV shutdown at all AV equipment racks, HVAC shutdown on the equipment itself, and elevator recall/shunt trip/alarm activation.

All electrically-operated doors in fire-rated walls will be interlocked with the fire alarm system.

10.0 COMMISSIONING

The TE&FDC Building will be commissioned to ensure that control devices, components, equipment, and systems are calibrated, adjusted, and operate in accordance with the approved plans and specifications. Commissioning will also be performed per the requirements of the WSEC including enhanced commissioning to meet the requirements of LEED

Functional testing will be performed by a registered professional to demonstrate the correct installation and operation of each component, system, and system to system relationship in accordance with the plans and specifications. This demonstration is to prove operation, function, and maintenance serviceability for each of the commissioned systems. Testing shall include all MEP systems.

Upon completion of the commissioning scope, the Design Builder will submit to the code official a commissioning compliance checklist per the WSEC, signed by the building owner.

Building Envelope Commissioning will also be completed per the WSEC and LEED 4.1. Air barrier testing will be performed to ensure the air leakage rate is below code required values and window water testing completed to verify installation of window systems. Air Barrier testing results will be submitted by the Design Builder to the code official.

Detailed Project Schedule

PREFERRED ALTERNATIVE #2
Site B TE&FDC w/ FOM

PRELIMINARY

BUDGET APPROVAL	February 2022
ACQUISITION	March 2022
SURVEY	November 2021
GEOTECHNICAL INVESTIGATION	May 2022
DESIGN	April 1, 2022 – January 31, 2023

SCHEMATIC DESIGN April 1, 2022 – June 30, 2022

Stakeholder identification and presentations		April/May 2022
LEED™ Charette (NC greater than 5000 GSF)		May 2022
DES LEED™ QA Process		June 2022
LEED™ Checklist & Design Features-end of each design phase		June 2022
SD Const Cost Estimate	June 30, 2022	
SD Project Schedule Update	June 30, 2022	
VE (end of SD or no later than early DD), Team participation & Doc VE – incorporate decisions		July 2022
NTP with DD in writing	(by DES PM)	July 7, 2022

DESIGN DEVELOPMENT July 1, 2022 – September 30, 2022

LEED Checklist & Design Features-end of each design phase		September 30, 2022
Metering Plan (for Owner tracking of energy & water sys)		September 30, 2022
Value Engineering	Team participation	August 1, 2022
Accessibility - SFAC Review	(per EO 96-04)	August 31, 2022

Accessibility – Incorporate Comments in Final DD
Utility Coordination, Owner incentives (energy & water), LEED™ coordination.
Base Bid & Alts – All shall not exceed the MACC* unless approved by DES/Client
Prioritize Alternates

DD Const Cost Estimate	September 30, 2022
DD Project Schedule Update	September 30, 2022

DD Final Docs – drawings, outline specs, and product data
NTP with CD in writing (by DES PM) October 7, 2022

CONTRACT DOCUMENTS October 1, 2022 – January 31, 2023
LEED™ Checklist & Design Features at end of each design phase
Utility Coordination, secure Owner incentives from utility (energy & water), LEED™ coordination
Base Bid & Alts – clearly draw and specify alternates
Boiler Plate (Division 00 and 01 coordination)
Review Prebid Walk-Through Agenda Template
Final Review for Bidding
Bidding Schedule/Strategy
Liquidated Damages Checklist

Special Inspections and Testing		
Other construction services -		
Bid Advertisement		
Constructability Review	November 1, 2023	
Final CD Const Cost Estimate		January 31, 2023
Final Construction Schedule		January 31, 2023
CD Final Docs – drawings, specs, boilerplate		
DES & Owner Review		January 31 – Feb 7, 2023
Approval Signatures on Drawings & Project Manual		February 7, 2023
NTP with Bidding in writing	(by DES PM)	February 7, 2023

PERMITTING (allow 6 weeks)	September 1, 2022 – January 15, 2023
Engineering	September 1, 2022 – November 30, 2022
Building	December 1, 2022 – January 31, 2023
L&I	December 1, 2022 – January 31, 2023
Dept of Health (confirm)	December 1, 2022 – January 31, 2023

BIDDING (4 weeks)	February 7, 2023 – March 7, 2023
Prebid Conference	February 15, 2023
Addenda	February 28, 2023
Bid Opening	March 7, 2023

CONTRACTS (30-days)	March 7, 2023 – April 7, 2023
Bid Evaluation / Responsibility Criteria	
Insurance, etc	

CONSTRUCTION	July 3, 2023 – June 2, 2024
NTP	July 3, 2023
Preconstruction Conference	July 3, 2023
Preconstruction Submittals	
Mobilization	July 3, 2023
Progress Meetings	Weekly on Wednesday
Material Submittals	(throughout)
Midpoint of Construction	December 17, 2023
Site Observations	(throughout)
Contract Changes / Contractor Invoices	(throughout)
EQUIPMENT INSTALLATION	
Special Requirements	
Testing and Air Balancing	
Commissioning	
Indoor Air Quality	
LEED™ Reporting	
Apprenticeship Reporting	
Substantial Completion (336 days)	June 2, 2024
Completion/Closeout (30 days)	July 2, 2024
O&M Manuals	
Owner Training	

Record Documents	
Final Acceptance	July 2, 2024
OCCUPANCY	July 8, 2024
FULL OPERATION	September 16,2024
LEED™ REPORTING (post-const)	
One-Year Warranty Walk	11 months from final acceptance