

R E Q U E S T F O R P R O P O S A L



Strategic Visioning and Planning

RFP 04-2020 | April 30, 2020



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 LOS ANGELES, PASADENA,
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 SAN DIEGO, SAN JOSE,
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LEGAL STATUS

Moore Iacofano Goltsman,
 Inc. is a CA Corporation
 established in 1982

FEIN: 94-3116998

WA State UBI: 601 963 384

April 30, 2020

Attn: Jarrad Venegas, Purchasing Manager
 Green River College
 12401 S. E. 320th Street
 Auburn, WA 98092-3699

RE: RFP 04-2020 - Strategic Visioning and Planning

Dear Jarrad Venegas and Selection Committee Members,

Thank you for considering MIG, Inc. as your consultant to assist Green River College in the development of its next Strategic Plan for 2021-2026.

The crisis of the COVID 19 pandemic has made the inequalities in our communities even more apparent and has disproportionately impacted vulnerable low wage earners. In this environment, Green River College is even more important as an accessible step to a more prosperous future, especially for underprepared and first-generation College students from the communities in South King and Pierce Counties. Unfortunately, the economic stresses resulting from the pandemic could also impact Washington State and its funding ability, making a clear strategic plan even more important.

Over the next five years, the Strategic Plan will play a critical role in helping the College to forge a distinct identity and direction. One of the keys to success will be partnering with an experienced consultant that can integrate the history, culture, and existing plans with a new strategic vision, enabling College leadership to adapt to an uncertain future driven by a complex array of economic, social, and technological forces.

These forces include a growing regional economy and demand for a skilled workforce; increasing costs of traditional four-year Colleges and competition for more affordable or convenient options; and responsiveness to constantly evolving needs for teaching, learning, and growing, especially for an institution serving a diverse population with a mix of urban, suburban and rural communities. To address these opportunities and challenges, the College will need a team to encourage innovative thinking and ensure that the institution continues to grow as a strategic asset for its community.

MIG is a national leader in inclusive engagement and strategic planning for higher learning institutions. MIG brings over 30 years of experience in engaging College communities in planning, employing a highly interactive, collaborative process involving all constituent groups. We have a proven track record in involving diverse stakeholders by engaging them in authentic and consequential conversations about their needs and aspirations, building consensus, and developing a base of support for project outcomes. Tailored to your distinctive needs, our methods will evoke creative solutions that lead to an implementable dynamic plan and a new partnership with the campus community.

We have assembled an outstanding, highly qualified team of professionals to lead this significant effort to ensure its success. **Daniel Iacofano, Ph.D., FAICP, FASLA**, an internationally recognized innovator and thought leader in campus and strategic planning and consensus building, will lead the project, spark ideas, serve as the lead facilitator, and project manager.



Kate Joncas, a skilled facilitator with deep experience in both the local private and public sectors will serve as Deputy Project Manager.

MIG will provide Green River College with:

- » A thorough knowledge of higher education planning and design, including strategic and educational master planning, space programming, and facilities planning, which will enable us to focus on the strategic issues facing the college during the life of the Strategic Plan
- » Extensive experience with community college systems in the states of WA, CO, ID, and CA including a wide range of community colleges
- » Expert visioning, facilitation, strategic planning, consensus-building, and public process skills to bring groups together in collaborative and inclusive work efforts to develop strategic pillars (mission, vision and values) that are supported by the college community
- » An integrated planning approach that ties Green River College's vision, mission, and strategies to financial realities, while identifying new partnerships
- » Qualitative and quantitative research and analysis skills that support data-driven decision-making and continuous learning
- » A team-oriented, collaborative approach that responds efficiently to project needs to best leverage District resources to obtain timely, positive results
- » In depth knowledge of the Seattle region, drawing in on the experiences of our team member and past projects

I am authorized to represent MIG in contract negotiations and to commit MIG to the terms of the proposal. Our proposal is a firm and irrevocable offer, good for 180 days. We are willing to perform the services as described in the RFP. Our proposed staff are committed for the duration of this project, and we have all required resources necessary to perform the services and provide deliverables within the specified time frames. Our proposal includes all forms, certificates, and compliance requirements included in the RFP.

Sincerely,

MIG, Inc.

A handwritten signature in blue ink that reads "Daniel Iacofano".

Daniel Iacofano, PhD, FAICP, FASLA
President, CEO
(510) 845-7549
danieli@migcom.com



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April 30, 2020

Attn: Jarrad Venegas, Purchasing Manager
Green River College
12401 S. E. 320th Street
Auburn, WA 98092-3699

Dear Jarrad Venegas and Selection Committee Members,

The State Board of Community and Technical Colleges (SBCTC) has established a bold Vision Statement for its 34 Colleges: "Leading with racial equity, our Colleges maximize student potential and transform lives within a culture of belonging that advances racial, social and economic justice in service to our diverse communities."

As we note in our Equity Visioning and Planning proposal, persistent educational disparities play a significant role in preventing individuals from achieving economic mobility, finding fulfilling careers and reaching their full potential. Entrenched practices at all levels of U.S. education reinforce inequities and lead to drastically different outcomes for first-generation, low-income, and students of color. MIG assists colleges and universities in fully integrating equity throughout their institutional policies, processes, and practices to improve student success, close equity gaps and increase educational attainment.

MIG considers equity a foundational element of all its plans. MIG defines equity as the just and fair inclusion into a society in which all can participate, prosper, and reach their full potential. Considering our company philosophy and the SBCTC's vision, we are simultaneously submitting separate proposals for the Strategic Visioning and Planning project and the Equity Visioning and Planning component of the strategic plan. In order to achieve the SBCTC's Vision we strongly believe the two plans need to be done simultaneously and be inextricably linked with equity as a priority.

We believe cost savings and efficiencies can be found by having the same team involved in both efforts.

We look forward to the opportunity and possibility of working with you and the College communities to prepare these critical planning documents.

Sincerely,

MIG, Inc.

Daniel Iacofano, PhD, FAICP, FASLA
President, CEO
(510) 845-7549
danieli@migcom.com



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1. Technical Proposal



MIG proposes a sophisticated, integrated approach that combines elements of strategic planning, results-based accountability, stakeholder collaboration and organizational development. It builds on our understanding of college and university planning, partnerships, government finance, and creating synergistic opportunities for great strides forward.

Project Approach and Methodology

MIG proposes a sophisticated, integrated approach that combines elements of strategic planning, results-based accountability, stakeholder collaboration and organizational development. It builds on our understanding of College and university planning, educational programming, partnerships, finance, and creating synergistic opportunities for great strides forward. Our approach also incorporates creative and robust online engagement tools to accommodate any health requirements required by COVID 19 response and allow the project to move forward over the next year.

The MIG Team's proposed approach to the Strategic Plan integrates comprehensive technical analysis with engaging communication and experienced meeting facilitation. The plan will be developed with input from staff, the Strategic Planning Steering Committee, College Leadership and Green River College's many communities of interest to create a community supported plan that will guide College Leadership and position it for success for the next five years and beyond.

The Strategic Plan must represent the diverse views and needs of its administration and leadership, faculty, staff, students, and broader community. The MIG Team's work plan outlined below meets the requirements of your RFP and will accomplish your goals by actively involving communities of interest through traditional means as well as new approaches based on technology. It includes:

- » **Deep involvement with the President's Leadership Team**, the Strategic Planning Steering Committee through dynamic meetings and interactive workshops
- » **Organization and implementation of stakeholder interviews and focus group conversations** to provide opportunities for input from key stakeholders throughout the service area

- » **College-wide stakeholder involvement** through interviews, focus groups and two College-wide forums to explore future priorities and to review and shape the Strategic Plan
- » **Online tools** including a survey that provide a convenient way to provide input for hundreds of College stakeholders, especially those whose schedule or location make it difficult to attend meetings
- » **Draft and final reports**, with review by the Steering Committee and College -wide stakeholders

We look forward to presenting our ideas to you, and to refining the preliminary scope of work and timeline presented on the pages that follow to best meet your needs.

Work Plan

TASK 1: UNDERSTANDING THE CONTEXT (JUNE – OCTOBER 2020)

1.1 Project Initiation Meeting

1.2 Strategic Planning and Steering Committee Meeting #1 (Virtual) and Steering Committee #2 (Virtual)

The MIG Team will begin the project with a project initiation meeting via video conference call with the Green River College Steering Committee (Meeting #1) to review and refine the project scope, schedule, and budget. During this first meeting, MIG will discuss expectations for the project, key issues that should be addressed in the strategic plan, and roles and responsibilities. MIG will work with the Steering Committee to begin planning for Task 1 communities of interest involvement activities and to identify roles and responsibilities to avoid duplication of effort. In this first task, the MIG Team will coordinate with the College Steering Committee and the President's Leadership Team to maximize efficiencies in reporting on existing information and identifying any needed data.

MIG will work interactively throughout the project with the College Steering Committee and College Leadership to develop the five-year Strategic Plan. In addition, all stakeholders will be encouraged to participate in the development of the Strategic Plan.

1.3 Research and Data Gathering

MIG will review, summarize, and incorporate related planning efforts, including the State Board of Community and Technical Colleges Strategic Plan, and evaluate trends and issues impacting the College as part of the environmental scan report. MIG will review data from other College efforts, information collected by the Department of Planning and Research and other sources as well as audit past strategic plans.

1.4 Communications Plan

MIG will work closely with the Steering Committee to develop a Communications Plan that will identify the communities of interest including students, prospective students, employees, faculty, taxpayers, accreditors, employers, K-12 school district representatives, donors, community representatives and other groups as designated by the Steering Committee. The plan will include traditional and non-traditional strategies for engaging each of these constituencies. The plan will take into account the health requirements of the COVID 19 response.

1.5 Campus/Community Focus Groups (Virtual)

MIG will work with the Steering Committee to select stakeholders for one-on-one Interviews and to meet strategic planning needs and budget requirements. Focus groups facilitate in-depth discussion among small groups and are especially effective with hard-to-reach groups, such as business leaders in a specific community, campus employees and faculty, students with disabilities, and donors.



1.6 Stakeholder Interviews (Virtual)

Interviews will be conducted virtually as needed and provide opportunities for key participants to discuss concerns or issues in a more confidential manner. MIG will summarize the results of the interviews in a memo and will provide it to the College Steering Committee.

1.7 Online Survey

MIG will design and host an online survey to collect ideas and preferences from the Green River College community. This widely accessible input opportunity has the potential to reach many participants and community stakeholders across the College system who would otherwise not engage in the process. MIG will assist the College in identifying strategies for publicizing the questionnaire through existing channels and the broader social networks. MIG will summarize the results of the survey in a brief memo and will provide it in pdf format to the Steering Committee. MIG will work with the Steering Committee to schedule the survey for maximum response.

1.8 Environmental Scan Report

The Environmental Scan report will summarize the findings of all of Task 1 activities, data review, and analysis. The brief report will describe the College's market and its competitive advantages, a summary of the online survey, stakeholder interviews, focus groups, review of related planning efforts, and key findings and direction from the Steering Committee work session.

Phase 1 Deliverables:

- » Data Request Letter and Checklist
- » Strategic Planning Steering Committee Meeting #1 and #2
- » Meeting agendas and presentations for the Steering Committee meetings
- » Communications Plan
- » Online Survey and Summary
- » Environmental Scan Report (Draft and Final)

TASK 2: SHAPING THE VISION FOR THE FUTURE (NOVEMBER 2020 - MARCH 2021)

2.1 Strategic Plan Charette

The second task will define a clear path forward for Green River College based on a shared understanding of where the College is today and where it wants to be in the future. This will begin with a campus-wide (open) Charrette with College stakeholders and the larger community to assess opportunities and challenges presented in the environmental scan and propose strategies and specific actions in response. This will be in person or online as circumstances dictate.

2.2 Steering Committee Meetings #3, #4, #5

Format to be determined depending on health criteria.

2.3 Strategic Plan Working Groups

From this first event, MIG will work with the Steering Committee to identify Strategic Plan Working Groups. MIG will brief facilitators on how to lead the Groups to work in small group break-out sessions, using the information from the Charette to inform the Strategic Plan Framework. These Groups will focus on specific topics identified in the Environmental Scan and the Charrette. Potential strategic issues and discussion topics for the forum might be:

- » Serving the needs of a growing and diverse population
- » Addressing the needs of under-prepared students
- » Improving graduation rates



- » Aligning educational programs with the jobs available in the local and regional economy
- » Increasing partnership opportunities with business and industry
- » Finding ways to expand the range and scope of student support services
- » Strengthening professional development opportunities for faculty and classified staff
- » Increasing the use of technology to improve program delivery, systems, and processes
- » Improving public relations, communications, and marketing efforts by looking for new ways to “tell our story”

2.4 Strategic Plan Framework

Following the Charrette, MIG will summarize results and prepare the Strategic Plan Framework. The Strategic Plan Framework defines College’s core values, vision, mission, and strategic goals. It constitutes the guiding element of the Strategic Plan.

MIG will facilitate a meetings with the Strategic Planning Steering Committee to present the Strategic Plan Framework and identify performance measures and KPI’s. These meetings will be used to discuss the College’s strategic priorities for the five-year plan horizon, and identify timeframes for implementing tactics (short, medium, and long term), as well as a set of distinct performance measures specific to the vision, mission, and organizational culture of the College.

These organization-wide performance measures will provide the College with the means for setting, measuring, and evaluating progress on an annual basis against an agreed set of performance targets viewed as critical to achieving the organization’s vision, mission, and strategic goals. The system will include a graphic tool that staff can use to track key results, key measures, current status, analysis of achievements, and actions needed to improve results annually.

Phase 2 Deliverables:

- » Strategic Planning Steering Committee Meetings #3, #4, #5
- » Meeting agendas and presentations for the Steering Committee meetings
- » College-Wide Forum event materials and displays
- » Formation of Strategic Plan Working Groups
- » Strategic Plan Framework (Draft and Final)

TASK 3: DEVELOPING THE STRATEGIC PLAN (APRIL - JUNE 2021)

3.1 Administrative Draft Plan

In the final task of the project, the Administrative Draft Plan will be developed and reviewed by staff, the Steering Committee and the College stakeholder community. This attractive, high-quality document will be developed in three stages to allow time and opportunity for review and approval. The Draft Plan will be presented first to the College Strategic Planning Steering Committee for their review.

3.2 Steering Committee Meetings #6, #7, #8

3.3 College Online Comment Forums

During the second stage, MIG will use feedback from the Draft Plan to develop a Public Review Draft Plan for broad review by the Steering Committee and stakeholders. Stakeholder review opportunities will include the campus-wide forum: a workshop which also will be simultaneously provided as a webinar. Stakeholders can participate in-person or online. In addition, the Public Review Draft Plan will be posted on the College website and an online comment form will be available for written comments.

3.4 Final Draft Plan

In the third iteration, consolidated comments from the Public Review Draft Plan will be used to prepare the Final Strategic Plan. MIG will provide an electronic copy of the Strategic Plan to the Steering Committee. The final document will include a record of all facilitated discussions and decisions that took place during the plan process.

Phase 3 Deliverables:

- » Administrative Draft Plan
- » Steering Committee Meetings #6, #7, #8
- » Final Draft Plan
- » College-Wide Online Forums
- » Final Strategic Plan and Record of Discussions/Decisions

OPTIONAL MEETINGS AND INTERVIEWS:

As an option at additional cost, MIG staff would meet with the Board of Trustees at the beginning of the project and present the Final Strategic Plan to the Board of Trustees for adoption. MIG also could interview each of the Trustees to get their input. These are shown as Optional Tasks in the proposed budget.

Diversity, Equity, and Inclusion Statement

Inclusive and equitable planning is a part of our DNA at MIG. For nearly four decades years, MIG has developed holistic approaches to embedding and advancing equity in all our projects. We believe in bringing diverse communities and diverse perspectives together to plan for inclusive prosperity, resiliency, and well-being. We challenge ourselves to **think critically about equity, power, and privilege**, with the goal of creating better outcomes for everyone.

At MIG, we work with people and systems to break down the profound inequities that persist and to address the symptoms and root causes of the problem. **Our goal is impact: transformative change that creates equitable outcomes** in the communities where we live, work and play.

In 2018, we officially established our MIG Equity Studio. The Equity Studio is an extension of MIG's deep commitment to creating healthy and thriving communities for everyone.

The Equity Studio is a cross-firm collaborative of MIG thought leaders and practitioners committed to advancing cross-discipline approaches to embed equity in our projects and planning processes, and to infuse equity across all MIG service areas.



Project Schedule

We scheduled services during the stated contract term of June 2020 – June 2021 and considered the College schedule when planning. The schedule on the following page illustrate when elements of our proposed work plan will be completed and how key tasks will relate to one another. The twelve-month process has three primary tasks and the schedule describes how the MIG Team will work with the campus community to conduct the planning process and balance the schedule with a quality participatory process.

Project Deliverables

Green River Community College will receive clear and defensible information to base decision making and to monitor and measure outcomes. Our plans are data-driven which ultimately supports performance measurements and plan progress. Results from the interactive group discussions, including engaging graphics and support materials, will be used to identify realistic and quantifiable goals and specific performance measures to effectively track and monitor progress during the lifespan of the strategic plan. The plan will include clear implementation timelines and oversight accountability, and an annual plan for measuring progress.

Our proposed work plan provides a description of all deliverables that will be included for the Green River College Strategic Visioning and Planning process as requested in the RFP.

The following list outlines specific deliverables as described in the Work Plan section.

Phase 1 Deliverables:

- » Data Request Letter and Checklist
- » Strategic Planning Steering Committee Meeting #1 and #2
- » Meeting agendas and presentations for the Steering Committee meetings
- » Communications Plan
- » Online Survey and Summary
- » Environmental Scan Report (Draft and Final)

Phase 2 Deliverables:

- » Strategic Planning Steering Committee Meetings #3, #4, #5
- » Meeting agendas and presentations for the Steering Committee meetings
- » College-Wide Forum event materials and displays
- » Formation of Strategic Plan Working Groups
- » Strategic Plan Framework (Draft and Final)

Phase 3 Deliverables:

- » Administrative Draft Plan
- » Steering Committee Meetings #6, #7, #8
- » Final Draft Plan
- » College-Wide Online Forums
- » Final Strategic Plan and Record of Discussions/ Decisions

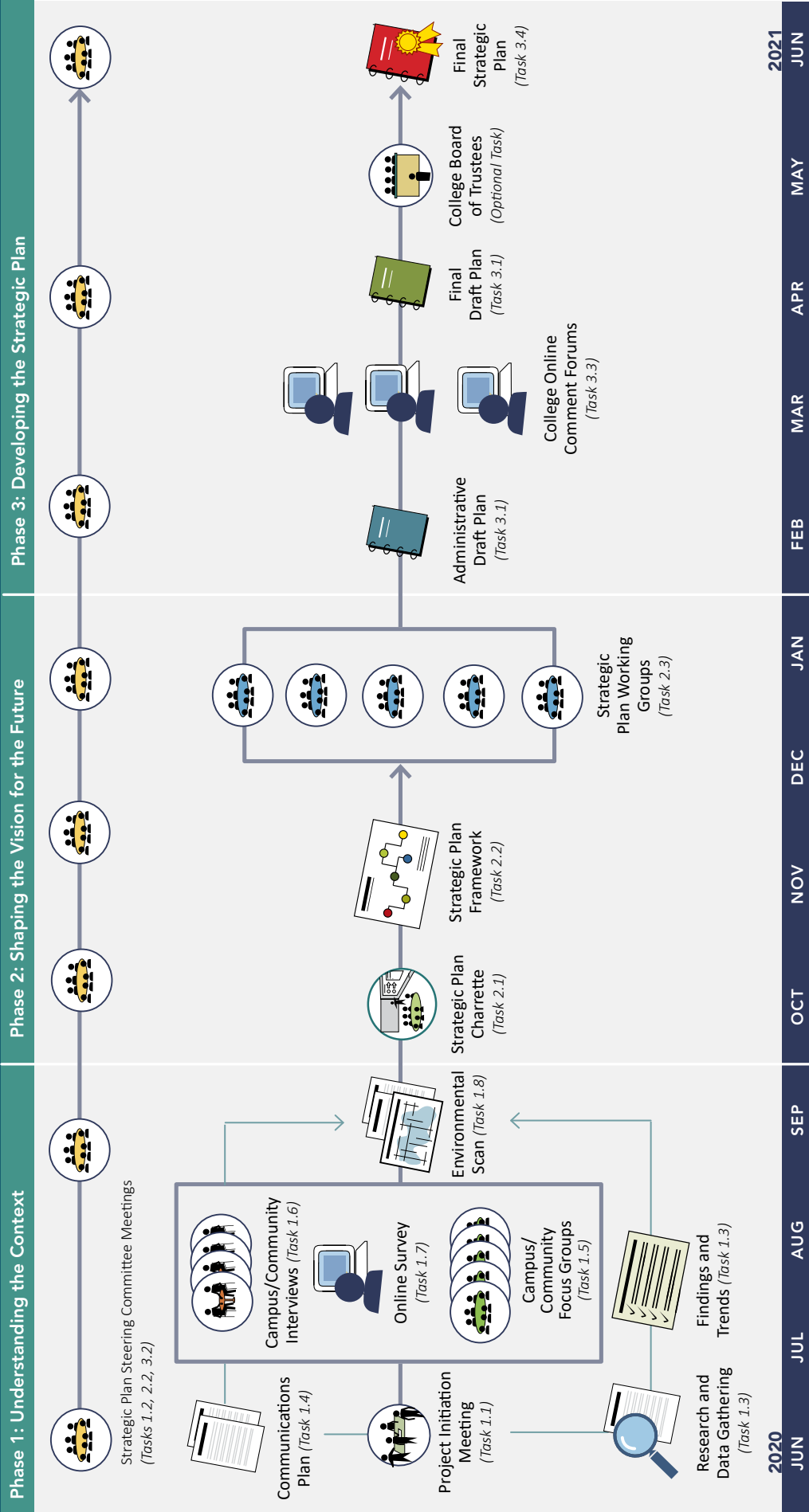
Project Schedule



Strategic Visioning and Planning



PROCESS SCHEDULE





2. Management Proposal



We are proud to present an experienced and deeply motivated team for the Green River College Strategic Visioning and Planning project. Our team members have been selected for their strong expertise in their fields of work as well as for their passion for this project. Our team organization is illustrated on the following page. This chart outlines the overall MIG Team structure and how the consultant team will interact with Green River College staff. It also illustrates key task responsibilities by person.

Firm Qualifications

MIG, Inc., improves, adapts, and creates organizations, environments, and tools for human development. We are a community of designers, planners, engineers, scientists, and storytellers who engage people in creative problem solving and collective action. We believe that the physical and social environment around us have a profound impact on our lives, and this belief shapes the principles that guide our work:

- » Communities can plan their own futures.
- » The world needs an ecological perspective.
- » Great projects work for everybody.
- » Elegant design inspires new thinking.
- » All work should be context driven.
- » Accessibility is always a given.

MIG is at the forefront of innovation. We are leading local, regional, and national planning and design initiatives to ensure accessibility and equity; engage, educate, and empower people through participatory processes; facilitate strategy development for social change; create playful and inclusive communities; reimagine streets and repurpose infrastructure; revitalize cities and restore ecosystems; and promote environmental stewardship by recognizing that the health of the natural and built world is mutually dependent.

For nearly four decades, MIG has worked closely with clients throughout the United States to develop and implement organizational strategy. We co-create effective strategic action plans to improve organizational health and functioning, build problem-solving capacity and manage future change. Our dedicated staff has the background and experience to help any organization assess structure, operations, programs and processes—based on a thorough examination of organizational function, climate and culture, and informed by best practices and trends.

Our experience cuts across a wide range of public, nonprofit, and private sector contexts, which contributes to our breadth of knowledge, creativity and contextual understanding. Working with all levels of management and staff, MIG strives to ensure that everyone in the organization understands the how and why of organizational change and strategic planning.

Team Introduction

MIG is excited to propose a team with passion for the Strategic Visioning and Planning Project. The MIG Team includes key team members with direct experience with Community Colleges and representing the full range of expertise needed. MIG will guide the entire effort with the Green River College. We know that this work is getting ready for the next transformation with the Green River College and bring a team that understands all facets of a complex strategic planning and advisory group process that is needed for the project to be a success.

PROJECT MANAGEMENT

Principal-in-Charge/Project Director **Daniel Iacofano, PhD, FAICP, FASLA**, will lead our team, oversee the contract and direct all work. He will also provide quality assurance and quality control.

Kate Joncas will be the Deputy Project Manager and the day-to-day contact plus providing urban design services and assist with any project facilitation and management. Her intimate knowledge of public, private and nonprofit sectors; urban project management; real estate development; governance and decision-making combined with her deep experience in stakeholder engagement and politics enables her to interact with all parties of interest.

TECHNICAL SUPPORT

Additionally, MIG has assembled a multidisciplinary team that will provide specific support in the following areas:

Lou Hexter, Community Engagement. Lou is experience in inter-agency collaboration, communications, public outreach, consensus building and strategic visioning.

Maria Mayer, Project Associate. Maria is experience in a broad range of skills, including research and database management, client and stakeholder communications.

Organizational Chart

The chart below outlines the overall MIG Team structure and how the consultant team will interact with College staff and stakeholders.



AREAS OF EXPERTISE

- » Strategic Planning
- » Campus Community Engagement
- » Urban Design

EDUCATION

- » Ph.D., Environmental Planning, University of California, Berkeley
- » MS, Environmental Psychology, University of Surrey, England
- » BUP, Summa Cum Laude, University of Cincinnati

PROFESSIONAL AFFILIATIONS

- » California Redevelopment Association
- » Environmental Design Research Association (former Board member and Officer)
- » International Association for the Study of People and Their Physical Surroundings (IAPS)

Daniel Iacofano, PHD, FAICP, FASLA

PRINCIPAL-IN-CHARGE / PROJECT DIRECTOR

Daniel Iacofano is an internationally recognized innovator and thought leader in urban planning and design, strategic planning, organizational development, facilitation, and consensus building. His nearly 40-year career is as multifaceted as the field he chose to pursue and the firm he helped co-found. The breadth of planning enables him to do what he does best – engage others in creative problem-solving to improve people’s lives. From policy- and place-making to systems and structures, Daniel has worked with hundreds of communities and organizations around the world to think strategically and critically about achieving desired change. Whether it’s restoring a river, developing a downtown, or repurposing a public agency, his comfort with complexity and his dexterity with details enables him to guide clients through the process of evaluation, decision-making, and implementation. With his skills and experience, Daniel delivers the best possible outcomes within given constraints and against sometimes opposing forces. Clients and communities across the nation often find that his impact lasts well beyond his involvement.

SELECTED PROJECT EXPERIENCE

- » University of Wyoming Long Range Development Plan, Laramie, WY
- » California Community College System Strategic Plan, Statewide, CA
- » Citrus College Educational Master Plan, Glendora, CA
- » University of California, San Francisco Long Range Development Plan, San Francisco, CA
- » South Orange County Community College District Strategic Plan and Master Plan, Orange County, CA
- » Los Rios Community College District Strategic Plan, Sacramento, CA
- » Cerritos College Educational Master Plan, Norwalk, CA
- » UC Davis Long-Range Development Plan and Neighborhood Master Plan, Davis, CA
- » Solano Community College District Education Master Plan, Solano County, CA
- » San Mateo Community College District Strategic Plan, San Mateo County, CA
- » Colorado Mountain College Strategic Plan, Glenwood Springs, CO
- » California State University Systemwide Library Strategic Plan, Statewide, CA
- » Chabot-Las Positas Community College District, EMP, SP, and FMP, Dublin, CA

AREAS OF EXPERTISE

- » Project Management
- » Urban Development
- » Community Engagement

EDUCATION

- » BS, Community Sciences, University of Wisconsin-Green Bay, Cum Laude

PROFESSIONAL AFFILIATIONS

- » Bellwether Housing Board of Trustees (current)
- » Seattle Community Police Commission (2012 – 2014)
- » Seattle Colleges Chancellor's Advisory Committee (2003 – 2008)

SELECTED AWARDS

- » MoneyBall for Government Scholar and Results for America Government Performance Fellow
- » International Downtown Association Award, Downtown Seattle Association Strategic Plan
- » Puget Sound Business Journal Woman of Influence
- » AIA Seattle Honorary Membership
- » King County Exemplary Public Service Award/Regional Transit Task Force
- » Merit Award, Copley Square, Boston National Design Competition
- » Merit Award, St. Paul Cityscape National Design Competition

Kate Joncas

DEPUTY PROJECT MANAGER /
DIRECTOR OF URBAN DEVELOPMENT

Kate Joncas is an urban development expert with a proven track record of implementation. By fostering public and private sector collaboration, she designs innovative strategies that address complex problems in urban areas of all sizes. As Seattle Deputy Mayor she led waterfront redevelopment and Convention Center expansion. While CEO of the Downtown Seattle Association she led one of the most successful revitalization projects in the country. At the National Main Street Center, she worked with dozens of cities to develop, fund and implement revitalization strategies. She has successfully tackled a wide range of challenges facing communities in an era of rapid change and rising disparity.

As MIG's Director of Urban Strategy and Development, Kate offers her finely honed expertise and skills as a facilitator and strategist to bring people of different backgrounds and perspectives together in defining and pursuing a shared strategic vision to improve their communities. Her intimate knowledge of public, private and nonprofit sectors; urban project management; real estate development; governance and decision-making combined with her deep experience in stakeholder engagement and politics enables her to interact with all parties of interest. She is active in the international downtown community, is a member of ULI's Public Private Partnership Product Council and sits on numerous boards and commissions in service to the profession.

SELECTED PROJECT EXPERIENCE

- » Long Beach Development Corporation Strategic Plan
- » City of Seattle, Strategic Advisor, Business Improvement Districts
- » Central Houston, Future Priorities Presentation and Work Session
- » Strategic Advisory Services to JLL on implementation of the City of Napa/Civic Center Campus Project.
- » Results for America, Research on Performance Metrics for Workforce Development Programs
- » Downtown Kansas City 2030 Strategic Plan
- » Olympia Downtown Alliance Business District Strategy
- » Results for America, Strategic Advisor, Economic Mobility Catalogue

AREAS OF EXPERTISE

- » Public Involvement and Outreach
- » Facilitation Training
- » Organizational Development
- » Strategic Planning
- » Wallgraphic Recording

EDUCATION

- » BA in Urban Studies and Architecture, Stanford University

Lou Hexter

COMMUNITY ENGAGEMENT

Lou Hexter has been a project manager of public involvement, community and organizational development and strategic planning projects for more than 20 years. He has served as a meeting facilitator, graphic recorder and outreach coordinator for a variety of community participation activities and programs, working with a number of community-based and non-profit organizations in addition to public and private sector clients.

Lou's projects have involved inter-agency collaboration, communications, public outreach, consensus building and strategic visioning. He has also designed and conducted strategic planning, team building, process management workshops and retreats for a wide range of clients at all levels from Board members to management executives to administration.

In addition, Lou has also conducted training in meeting facilitation, public outreach, graphic recording and management support systems for various public agencies and non-profit organizations.

SELECTED PROJECT EXPERIENCE

- » Caltrans Facilitation and Training for Strategic Planning and Performance Measures, Sacramento, CA
- » Santa Rosa Recreation and Parks Business and Strategic Action Plan, Santa Rosa, CA
- » Dublin Parks and Recreation Master Plan, Dublin, CA
- » South Whisman Precise Plan, Mountain View, CA
- » Sunnyvale General Plan Update Vision Element, Sunnyvale, CA
- » Mountain View General Plan Visioning Project, Mountain View, CA
- » San Clemente Downtown Vision and Strategic Plan, San Clemente, CA
- » Downtown Phoenix Strategic Visioning Program, Phoenix, AZ
- » Sacramento Regional Transit District Strategic Planning and Organizational Development Program, Sacramento, CA
- » City of San Carlos Community Visioning Workshops, San Carlos, CA
- » Silicon Valley/San Jose Joint Venture Vision 2010 Regional Goal-Setting Project, San Jose, CA



South Orange County Community College District Education Master and Strategic Plan

ORANGE COUNTY, CA

Established in 1967, the South Orange County Community College District (SOCCCD) is a multi-campus district comprised of Saddleback College, Irvine Valley College, and the Advanced Technology & Education Park (ATEP). Student headcount in fall 2018 was nearly 42,000 students.

The Education Master and Strategic Plan (EMSP) is a long-range plan consisting of three distinct but wholly aligned documents: the SOCCCD District-Wide Strategic Plan, the Irvine Valley College Education Master Plan, and the Saddleback College Education Master Plan. The SOCCCD District-Wide Strategic Plan (DWSP) provides an overarching strategic framework for the District and its two community colleges. Complementing the DWSP, the two Education Master Plans provide guidelines for programmatic decision-making based on the education needs of their students.

To develop the EMSP, MIG facilitated an extensive public engagement process that generated robust input from faculty, staff, students, and community stakeholders; outreach enriched by in-depth research and quantitative data analysis carried out by MIG.

Public engagement included two days of workshops on both campuses, an online questionnaire, and a district-wide planning charrette.

MIG staff also developed program assessment data and growth projections, enabling divisional leadership to develop analytical overviews of the current state and future direction of their respective programs.



University of Wyoming Long Range Development Plan

LARAMIE, WY

MIG led a multidisciplinary team to develop the University of Wyoming's first Long Range Development Plan (LRDP). The primary goals of the plan included the knitting together of east and west campuses, creating a redevelopment plan for the student apartments and engaging the entire campus and Laramie communities in the planning process. With its adoption in January of 2010, the LRDP is guiding the long-term physical development of the Laramie campus.

The main University of Wyoming campus in Laramie has been the pillar of higher education in Wyoming since its establishment in 1866. The university is a public, land grant institution and the only provider of baccalaureate and graduate education in the state. The long-range goal of the LRDP is to balance the interests and needs of current and future stakeholders while maximizing the potential for the highest quality learning, research and exchange of ideas.

An 18-month planning process was designed and implemented by the MIG Team that built consensus among stakeholders and special interest groups.

The final LRDP establishes an organizing armature for future campus development with several key plan elements: campus uses, open space, circulation and parking, student housing, signage and wayfinding, and utilities and infrastructure.

The plan also identifies and illustrates several opportunities for development and programmatic partnerships with other educational providers, institutes and private industry.



CASE STUDY CU-ICAR

CU-ICAR is a partnership between Clemson University, BMW, and other automotive industry partners to create the premier automotive research, innovation, and educational enterprise in the world. Started in the early 2000s, the campus will eventually include five technology neighborhoods, each designed for optimizing a collaborative environment.

At the core of the campus is the CU-ICAR Autopark and Innovation Place, a four-story multi-tenant facility, including classrooms/labs for Clemson University.

How did it get started?

The campus started as a large family-owned parcel of land that was gifted to Greenville County under the condition that a technology center be created. The County worked with Clemson University to identify a development plan for the campus. Once a plan was in place, BMW approached the County and Clemson University with a partnership concept.



Concord Campus District Vision Framework

CONCORD, CA

The economy in the United States and throughout the world is constantly evolving. Traditional academic and career pathways no longer bear the same fruit they did even a generation ago. And the competitiveness for industries to be innovative and attract talented people has never been higher.

MIG and the City of Concord led a Blue Ribbon Committee made up of community leaders to thoughtfully discuss the new realities. The Committee analyzed regional and national trends, studied campuses and innovation districts throughout the nation, and formulated a clear vision to strategically support regional economic and higher education through a new campus model—one that combines multiple academic intuitions at various grade levels, research and development, and manufacturing opportunities.

Based on this Vision, the City and local/regional partners will work together to create a campus district that is impactful on the region, nation, and beyond. Building from the Bay Area's culture of innovation, world-class human capital, and unmatched institutional prestige, the project provides a truly unique and once-in-a-lifetime opportunity to create the next generation of academic and industry partnerships. One that is custom designed to serve the needs of the primary users, while also being self-governed to allow for the free flow of ideas, education, and innovation.



Washington State University, Spokane Campus Master Plan Update

SPOKANE, WA

MIG participated on a team led by NAC Architecture to update the Riverpoint Campus Master Plan. MIG was responsible for overall campus planning strategy, coordination with the Spokane Downtown Master Plan Update and the University District Plan, and campus and community outreach. The overall goal of the plan update effort was to better integrate an urban campus into the surrounding Downtown and neighborhood fabric. The effort also identified major infrastructure frameworks and infused sustainability and partnership opportunities.

The team met with units of Washington State University (WSU), Eastern Washington University (EWU), University of Washington, and Sirti to gather information on program plans that drive capital construction priorities, in particular for the health sciences.

Biomedical and health sciences facilities were identified by WSU and EWU as the top capital priority to support the need for current and future expansion of health sciences research and teaching programs, the primary focus for the Riverpoint Campus.

The master plan update built on the 2000 master planning process, during which community members expressed interest in a “university-district feeling” for the Riverpoint Campus. In addition to an analysis of the development capacity of the WSU Spokane properties, the update incorporated other strategically located structures on and near the campus and emphasized a medium- to high-density development character that will establish a unique sense of place. Connectivity to the Spokane River, the South University District, Downtown, and nearby hospitals was also a key focus.

Other Relevant Experience

Below is a list of selected relevant projects in chronological order. All projects were completed while employed by MIG.

2018-2020

Citrus College Educational Master Plan, Glendora, CA

South Orange County Community College District - Education Master and Strategic Plan, Orange County, CA

Concord Campus District Framework, Concord, CA

UCSF Long Range Development Plan, San Francisco, CA

2017

Cerritos Community College Educational Master Plan, Cerritos, CA

Regis University Northwest Campus Update, Denver, CO

2016

Kansas State University Food Distribution Charrette, Manhattan, KS

Regis University Planning Charrette, Denver, CO

University of California – Davis Long Range Development Plan, Davis, CA

2014

Colorado Mountain College Strategic Planning Services, Glenwood Springs, CO

Lake Tahoe Community College Visioning Session, Lake Tahoe, CA

2013

Solano Community College Facility Master Plan Update, Solano, CA

2012

Solano Community College Educational Master Plan, Solano, CA

University of California - Santa Barbara Multiversity/One University Concept Charette, Santa Barbara, CA

2011

Pasadena Area Community College District Educational Master Plan Vision 2020, Pasadena, CA

University of Texas Faculty Workshop, Austin, TX

2010

College of Western Idaho Facilities Master Plan, Nampa, ID

Colorado Mountain College Strategic Planning Services

In 2014, while undergoing significant changes in college leadership and a still sluggish recovery from the Great Recession, Colorado Mountain College committed itself to a new four-year institutional strategic plan, Reaching New Heights (2014-18). This plan – a blend of tactical, operational strategies and broad, far-reaching goals – became the foundation of President Hauser’s administration and the common road map for all college locations and employees. Four years later, the college has met or exceeded nearly all of the objectives articulated in Reaching New Heights (2014-18).

— Reaching Greater Heights, Colorado Mountain College Strategic Plan 2019-2023

3. Cost Proposal



The MIG Team has prepared the following cost estimate for the services described in the Work Plan presented in the Technical Proposal. Our team works hard to provide our clients with value throughout the planning process and to alleviate the burdens on staff throughout the effort. With that said, we are happy to work with you to custom-tailor our efforts to best fit your needs.

The scope of work and budget, provided on the next page, reflects MIG's extensive experience with community colleges and the need for in depth, authentic campus community engagement to ensure ownership and support of the final product.

LEGAL STATUS

Moore Iacofano Goltsman, Inc. is a CA Corporation established in 1982

FEIN: 94-3116998

WA State UBI: 601 963 384

Cost Proposal

		MIG, Inc.										MIG Totals	Direct Costs	Professional Fees Totals	
		D. Iacofano Principal-in-Charge Project Manager		K. Joncas Deputy Project Manager		M. Mayer Project Associate		L. Hextler Strategic Planner		A. Gomez Project Assistant					
		Hrs@	\$350	Hrs@	\$250	Hrs@	\$105	Hrs@	\$160	Hrs@	\$105				
Task 1: Understanding the Context: June - October 2020															
1.1	Project Initiation Meeting (Calculated as part of Task 1.2)	6	\$2,100	6	\$1,500	4	\$420	6	\$960	1	\$105	23	\$5,085		\$0
1.2	Strategic Planning Steering Committee meetings 1, 2 (Virtual)	2	\$700	4	\$1,000	6	\$630			1	\$105	13	\$2,435		\$2,435
1.3	Research and data Gathering	2	\$700	2	\$500	6	\$630					10	\$1,830		\$1,830
1.4	Communications Plan	8	\$2,800	12	\$3,000	4	\$420			1	\$105	25	\$6,325		\$6,325
1.5	Campus/Community Focus Groups (Virtual)	6	\$2,100	6	\$1,500	2	\$210			1	\$105	14	\$3,810		\$3,810
1.6	Stakeholder Interviews	1	\$350	4	\$1,000	20	\$2,100			1	\$105	26	\$3,555	\$500	\$4,055
1.7	On Line Survey	4	\$1,400	4	\$1,000	30	\$3,150					38	\$5,550		\$5,550
1.8	Environmental Scan	1	\$350	6	\$1,500	12	\$1,260		\$0	4	\$420	23	\$3,530	\$200	\$3,730
1.9	Project Management and Administration	30	\$10,500	44	\$11,000	84	\$8,820	6	\$960	8	\$840	172	\$32,120	\$700	\$32,820
Subtotal															
Task 2: Shaping the Vision for the Future: November 2020 - March 2021															
2.1	Strategic Plan Charrette	10	\$3,500	12	\$3,000	16	\$1,680	4	\$640	4	\$420	46	\$9,240	\$4,000	\$13,240
2.2	Steering Committee Meetings 3,4,5	10	\$3,500	6	\$1,500	6	\$630			2	\$210	24	\$5,840	\$2,000	\$7,840
2.3	Strategic Plan Working Groups (Calculated as part of 2.1)														\$0
2.4	Strategic Plan Framework	8	\$2,800	8	\$2,000	12	\$1,260				\$0	28	\$6,060		\$6,060
2.5	Project Management and Administration	1	\$350	4	\$1,000	10	\$1,050			4	\$420	19	\$2,820		\$2,820
	Subtotal	29	\$10,150	30	\$7,500	44	\$4,620	4	\$640	10	\$1,050	117	\$23,960	\$6,000	\$29,960
Task 3: Developing the Strategic Plan: April 2021 - June 2021															
3.1	Administrative Draft Plan	8	\$2,800	10	\$2,500	24	\$2,520		\$0	2	\$210	44	\$8,030		\$8,030
3.2	Steering Committee Meetings 6,7,8	10	\$3,500	8	\$2,000	2	\$210		\$0	2	\$210	22	\$5,920	\$1,200	\$7,120
3.3	College Online Comment Forums	16	\$5,600	12	\$3,000	2	\$210	2	\$320		\$0	32	\$9,130	\$4,000	\$13,130
3.4	Final Strategic Plan	4	\$1,400	8	\$2,000	12	\$1,260		\$0	2	\$210	26	\$4,870		\$4,870
3.5	Project Management and Administration	1	\$350	4	\$1,000	10	\$1,050		\$0		\$0	15	\$2,400		\$2,400
	Subtotal	39	\$13,650	42	\$10,500	50	\$5,250	2	\$320	6	\$630	139	\$30,350	\$5,200	\$35,550
SUBTOTAL		98	\$34,300	116	\$29,000	178	\$18,690	12	\$1,920	24	\$2,520	428	\$86,430	\$11,900	\$98,330
5% Markup (Direct Costs/Administrative)															
TOTAL PROJECT COSTS															
Optional Tasks															
	Board of Trustees Meeting #1														\$2,000
	Board of Trustees Interviews (5)														\$2,500
	Board of trustees Meeting #2														\$2,000
	Optional Tasks Subtotal														\$6,500

4. Required Attachments and Other Materials



ATTACHMENT A-CERTIFICATIONS AND ASSURANCES

I/we make the following certifications and assurances as a required element of the proposal to which it is attached, understanding that the truthfulness of the facts affirmed here and the continuing compliance with these requirements are conditions precedent to the award or continuation of the related contract(s):

1. I/we declare that all answers and statements made in the proposal are true and correct.
2. The prices and/or cost data have been determined independently, without consultation, communication, or agreement with others for the purpose of restricting competition. However, I/we may freely join with other persons or organizations for the purpose of presenting a single proposal.
3. The attached proposal is a firm offer for a period of 60 days following receipt, and it may be accepted by the AGENCY without further negotiation (except where obviously required by lack of certainty in key terms) at any time within the 60-day period.
4. In preparing this proposal, I/we have not been assisted by any current or former employee of the State of Washington, Green River College whose duties relate (or did relate) to this proposal or prospective contract, and who was assisting in other than his or her official, public capacity. (Any exceptions to these assurances are described in full detail on a separate page and attached to this document.)
5. I/we understand that the College will not reimburse me/us for any costs incurred in the preparation of this proposal. All proposals become the property of the College, and I/we claim no proprietary right to the ideas, writings, items, or samples, unless so stated in this proposal.
6. Unless otherwise required by law, the prices and/or cost data which have been submitted have not been knowingly disclosed by the Proposer and will not knowingly be disclosed by him/her prior to opening, directly or indirectly to any other Proposer or to any competitor.
7. I/we agree that submission of the attached proposal constitutes acceptance of the solicitation contents and the attached sample contract and general terms and conditions. If there are any exceptions to these terms, I/we have described those exceptions in detail on a page attached to this document.
8. No attempt has been made or will be made by the Proposer to induce any other person or firm to submit or not to submit a proposal for the purpose of restricting competition.

 _____ Signature of Proposer	MIG, Inc. _____ Company Name
Daniel Iacofano, PhD, President, CEO _____ Name and Title	April 29, 2020 _____ Date

Attachment B-References**REFERENCE 1**

1. South Orange County Community College District
2. Denice Inciong
3. District Director
4. South Orange County Community College District Education Master and Strategic Plan
5. (949) 582-4999
6. N/A
7. dinciong@socccd.edu
8. To develop the EMSP, MIG facilitated an extensive public engagement process that generated robust input from faculty, staff, students, and community stakeholders; outreach enriched by in-depth research and quantitative data analysis carried out by MIG. MIG staff also developed program assessment data and growth projections, enabling divisional leadership to develop analytical overviews of the current state and future direction of their respective programs.

REFERENCE 2

1. Citrus College
2. Claudette Elias Dain
3. Vice President, Finance & Administrative Services
4. Citrus College Educational Master Plan
5. (626) 914-8890
6. N/A
7. cdain@citruscollege.edu
8. To develop the EMSP, MIG facilitated an extensive public engagement process that generated robust input from faculty, staff, students, and community stakeholders; outreach enriched by in-depth research and quantitative data analysis carried out by MIG. MIG staff also developed program assessment data and growth projections, enabling divisional leadership to develop analytical overviews of the current state and future direction of their respective programs.

REFERENCE 3

1. City of Concord
2. Kathleen Salguero Tropa
3. Assistant City Manager
4. Concord Campus District Vision Framework
5. (925) 671-3150
6. N/A
7. Kathleen.Tropa@cityofconcord.org
8. Facilitated the development of the Concord Blue Ribbon Committee Campus Visioning process. The Blue Ribbon Committee was comprised of regional stakeholders with expertise in national higher education trends, campus operations, regional workforce needs, Bay Area industries and economic development.

REFERENCE 4

1. City of Napa
2. Jaina French
3. Community Relations and Media Manager
4. Napa Civic Center Project
5. (707) 888-6705
6. (707) 257-9534
7. jfrench@cityofnapa.org
8. MIG was a sub consultant to JLL for this project, which was to restart a Civic Center Master Plan that had failed due to community, political and staff opposition. Jaina was my lead contact. We successfully developed and implemented a strategy and process that built trust and consensus among stakeholders for a new project concept. The project was ready to relaunch but is now stopped due to the pandemic crisis.

MIG, Inc.

Vendor Name _____ RFP-04-2020 - Strategic Plan Strategic Visioning and Planning Page 24



Form **W-9**
(Rev. January 2005)
Department of the Treasury
Internal Revenue Service

**Request for Taxpayer
Identification Number and Certification**

**Give form to the
requester. Do not
send to the IRS.**

Name (as shown on your income tax return)
Moore Iacofano Goltsman, Inc.

Business name, if different from above

Check appropriate box: Individual/Sole proprietor Corporation Partnership Other Exempt from backup withholding

Address (number, street, and apt. or suite no.)
800 Hearst Avenue

City, state, and ZIP code
Berkeley, CA 94710

List account number(s) here (optional)

Requester's name and address (optional)

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on Line 1 to avoid backup withholding. For individuals, this is your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the Part I instructions on page 3. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN* on page 3.

Note. If the account is in more than one name, see the chart on page 4 for guidelines on whose number to enter.

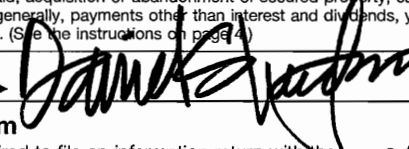
Social security number								
or								
Employer identification number								
9	4	3	1	1	6	9	9	8

Part II Certification

Under penalties of perjury, I certify that:

- The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me), and
- I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding, and
- I am a U.S. person (including a U.S. resident alien).

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the Certification, but you must provide your correct TIN. (See the instructions on page 4)

Sign Here Signature of U.S. person  Date

Purpose of Form

A person who is required to file an information return with the IRS, must obtain your correct taxpayer identification number (TIN) to report, for example, income paid to you, real estate transactions, mortgage interest you paid, acquisition or abandonment of secured property, cancellation of debt, or contributions you made to an IRA.

U.S. person. Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN to the person requesting it (the requester) and, when applicable, to:

- Certify that the TIN you are giving is correct (or you are waiting for a number to be issued),
- Certify that you are not subject to backup withholding, or
- Claim exemption from backup withholding if you are a U.S. exempt payee.

Note. If a requester gives you a form other than Form W-9 to request your TIN, you must use the requester's form if it is substantially similar to this Form W-9.

For federal tax purposes you are considered a person if you are:

- An individual who is a citizen or resident of the United States,
- A partnership, corporation, company, or association created or organized in the United States or under the laws of the United States, or
- Any estate (other than a foreign estate) or trust. See Regulations sections 301.7701-6(a) and 7(a) for additional information.

Foreign person. If you are a foreign person, do not use Form W-9. Instead, use the appropriate Form W-8 (see Publication 515, Withholding of Tax on Nonresident Aliens and Foreign Entities).

Nonresident alien who becomes a resident alien. Generally, only a nonresident alien individual may use the terms of a tax treaty to reduce or eliminate U.S. tax on certain types of income. However, most tax treaties contain a provision known as a "saving clause." Exceptions specified in the saving clause may permit an exemption from tax to continue for certain types of income even after the recipient has otherwise become a U.S. resident alien for tax purposes.

If you are a U.S. resident alien who is relying on an exception contained in the saving clause of a tax treaty to claim an exemption from U.S. tax on certain types of income, you must attach a statement to Form W-9 that specifies the following five items:

- The treaty country. Generally, this must be the same treaty under which you claimed exemption from tax as a nonresident alien.
- The treaty article addressing the income.
- The article number (or location) in the tax treaty that contains the saving clause and its exceptions.

