

MIT Summer 2023 Application

* = Required Field

Questions marked with an asterisk (*) require an answer.

Thank you for considering the Master in Teaching Program at Evergreen. We invite you to look over our vision and purpose as you begin your application. Please look at our [program overview](#) to learn more about our program.

Program Vision: Vibrant public education as the foundation for a just society.

Program Purpose: Preparing teacher activists who join students, families, and their communities in educational work, empowering a participatory democracy for a sustainable and equitable future.

Please use this application if you have already earned your bachelor's degree, or if you will earn your bachelor's degree by Fall Semester 2022/Winter Quarter 2023.

If you are a current Evergreen student that will graduate in Spring or Summer of 2023 and would like to join the Undergraduate/Graduate MIT Dual Degree Program, please contact the Assistant Director [Luis Apolaya Torres](#).

Email the [Luis Apolaya Torres, MIT Assistant Director](#), if you have questions.

PLEASE REMEMBER

Your application is only considered complete when we receive all of your application materials including the application fee or an approved fee waiver request.

NOTE: ALL ATTACHMENTS should be uploaded on the "Application Attachments" tab found along the side of the application.

In your document title: your name, graduate program, and type of document (example: SusanBloomMITresume).

Preferred formats: WORD, PDF, OR EXCEL

If you have questions, email the [Graduate Admissions office](#).

Note: Please do not use the back button on your browser. Use the "previous" or "next" buttons on each page.

* = Required Field

Application Instructions

1. Review the materials you will need to complete your application on the [MIT Application and Requirements webpage](#). Contact Access Services to request disability accommodation in the application process at (360) 867-6348 or (360) 867-6834 (TTY).
2. Complete all required questions. It is helpful to refer to your transcript(s) while completing the

application form.

3. Read and acknowledge the Signature Page Agreement. Then, electronically sign and date your application.
4. Before submitting your application, please [review the application fee waiver details](#) . If you believe you are eligible for an application fee waiver, make your selection on the Application Fee/Waiver Options tab. All requests must be approved. Contact the Assistant Director, [Luis Apolaya Torres](#) if you have questions regarding the application fee or fee waiver.
5. Click on "Submit" to send your application. If you have additional questions, please contact the Assistant Director, [Luis Apolaya Torres](#).
6. After you submit your application, follow the CashNet link to pay a non-refundable \$50 application fee if you have not requested a fee waiver.

INTERVIEWS

By late September, top applicants will be invited to a full-day group and individual interview process. Interviews are currently planned for mid- and late October.

APPLICATION REQUIREMENTS

BACHELOR'S DEGREE

Verified on an official transcript. Applicants may be admitted provisionally pending completion by program start. May be in any subject.

Received at an institution of higher education which is a candidate for accreditation or is accredited by one of the accredited institutions [as defined in WAC 250-61-050](#) and as amended by [the Washington Student Achievement Council](#) , or foreign equivalent.

MINIMUM GPA

Expected GPA of 3.0 or strong narrative evaluations. Applicants below this standard but otherwise well qualified may apply and be considered on a case-by-case basis.

OFFICIAL TRANSCRIPTS

Official transcripts only required from the institution that granted a bachelor's degree.

Evergreen alumni , you are responsible for requesting an official copy of your Evergreen transcript, even if your degree is not completed , to be sent to the Graduate Admissions Office.

Unofficial transcripts from other institutions attended are encouraged to better review prior coursework.

WEST-B and WEST-E/NES

Official or unofficial score report from all portions of the Washington Educator Skills Test-Basic (or appropriate [WEST-B alternative or basic skills equivalent test](#)). Expected by application deadline. Note: Applicants are not required to pass this test to be considered for admission.

Official or unofficial test results for each endorsement area selected (appropriate West-E/NES exam). Visit the [See What you Can Teach](#) page for endorsement test requirements. Expected by application deadline. Note: Applicants are not required to pass this test to be considered for admission.

Unofficial WEST-B or WEST-E/NES score reports can be included as an attachment to this application and would satisfy this application requirement.

SAT or ACT scores being used in lieu of WEST-B scores need to be requested to be electronically sent to The Evergreen State College. Applicants whose SAT or ACT score reports that do not include an essay component will be required to take the WEST-B Writing exam to meet this requirement - no other sections are required.

Note: It is recommended that you request ACT scores with Combined English/Writing Score to be

sent as a paper copy. Contact the Assistant Director, [Luis Apolaya Torres](#) with questions about meeting the WEST-B requirement with SAT or ACT scores.

INTERNATIONAL STUDENTS

Must also [provide appropriate documentation](#) of English proficiency, adequate financial resources, and transcript evaluations from a member of [NACES](#) or [Institute of Foreign Credential Services](#) .

VERIFICATION OF ENGLISH AS FIRST LANGUAGE STATUS

MIT must report the number of applicants (no names) to the Washington Professional Educator Standards Board who do not have English as a first language.

RESUME

A functional resume which lists and describes all key educational, employment, and volunteer experiences, past and current, relevant to your success as a teacher.

Also include other work and volunteer experience within the past ten years.

OBSERVATION OR VOLUNTEER WORK IN SCHOOLS AND COMMUNITY BASED ORGANIZATIONS AND REFLECTION

Submit the signed and completed [Hours Log Sheet](#) . Fifty (50) hours of volunteer or paid work with youth of K-12 age in a public school and a community-based organization setting over the past 5 years. Ideally, candidates would meet this requirement with approximately forty (40) hours of work in a public school setting and ten (10) hours of work in a community-based organization (CBO), though the hours can be split between the two categories in any way that adds up to a minimum of fifty (50) hours.

An observation reflection addressing the prompt: How has your time volunteering and observing informed your decision to be a teacher?

TWO RECOMMENDATIONS

You will be providing email addresses for two people who can provide letters of recommendation. All recommendations should be from professionals, who can write about one or more of the following:

- your work with children/teens
- academic work
- writing ability
- interpersonal skills
- job-related experiences

Recommenders can include:

A teacher or other educator who has observed your interactions with children/youth (ideally the teacher who hosted your observation/work in a public school setting).

One of your college professors if you have attended a college within the past three years.

ADMISSION PROMPTS

Responses to admissions prompts A, B, and C below should be between 300-500 words. Each prompt will have a text field provided on the Attachments/Answers tab of this application. Please clearly identify the prompt with the headings: Prompt A, Prompt B, Prompt C if you add your answers as separate attachments.

Prompt A : Look over what [area you intend to teach](#) and indicate how your course work has prepared you to teach in this area. This should match the endorsement area you indicate in your application. Name your strengths in preparation, areas needing growth, and plans for next steps.

Prompt B : Look over what [area you intend to teach](#) and indicate how your life experience has prepared you to teach in this area. This should match the endorsement area you indicate in your application. Name your strengths in preparation, areas needing growth, and plans for next steps.

Prompt C : Education is both a social good and structurally unjust. Explain your understanding of this contradiction and ways it can be addressed.

NOTE: ALL ATTACHMENTS should be uploaded on the " APPLICATION ATTACHMENTS " tab found along the left side of the application.

In your document title: your name, graduate program, and type of document (example: SusanBloomMiTresume).
Preferred formats: WORD, PDF, OR EXCEL

* = Required Field

Please provide your full legal name.

* First or given name

Taylor

Chosen first name

Victoria

Middle name or initial

L

* Last or family name

Deerwester

Suffix

* Date of Birth (mm/dd/yyyy)

01/18/2000

[mm/dd/yyyy]

* Legally assigned sex (Federal and Washington state agencies require Evergreen to collect and report information about the legally assigned sexual identity of applicants and students. There are only three categories provided by these external agencies: female and male for all states and X for WA and specific states.)

Female

I identify my gender as (This is a short list. If your choice is not listed, please provide additional information in the next field.)

Female

Please provide additional gender identity information below.

Check the box below if your legal last, family, or first name has been changed. This information may assist in identifying supporting documents we have received.

[]

Email and Phone Information

Personal Email (This is the email address we have on file and cannot be updated here.)

tldeer@hotmail.com

If the personal email field above is blank or incorrect, please provide your current email in the field below.

Contact the [Graduate Admissions](#) office if you have questions regarding your email address.

Cell

3606897232

* I agree to receive text messages (Charges may apply depending on carrier and phone plan.)

Yes

Phone

N/A

Additional Personal Information

Is English your first language?

Yes

MiT must report the number of applicants (no names) to the Washington Professional Educator Standards Board who do not have English as a first language.

I am a Returned Peace Corps Volunteer

☐

I am an AmeriCorps member or alumni

☒

I am a McNair Scholar

☐

Providing your Social Security Number (SSN) on this application is *optional* and will not play a role in the College's admission decision. Providing your SSN will assist in the processing of your federal financial aid and supporting educational research, which, in some instances, requires a SSN or Tax Identification Number (TIN). Releasing student information will be in accordance with all appropriate state and federal laws. Your SSN is not used as your primary student identification at Evergreen.

Social Security Number (List as: 012345678 without spaces or dashes)

539434363

Military Active Duty or Reservist

No

Military Months of Active Duty

Military Veteran

Military Separation Date (mm/yyyy)

[mm/yyyy]

Military Dependent

No

Please contact Evergreen's [Veterans Affairs Office](#) if you have questions about benefits.

International and Visa Information

* I will require a visa to study at Evergreen

No

* = Required Field

Mailing Address

* Number, street name, apt

1019 Cardigan Loop NW

Street address line 2 (if needed)

* City

Olympia

* State/Province

WA

* Zip Code

98502

Different Permanent Address

☐

Washington State County

Thurston

Washington State Information

* I have lived in Washington State for 12 consecutive months prior to the first day of the term.

Yes

* = Required Field

Legacy Information

Do you have relatives who have graduated from Evergreen?

Yes

Please provide your family member's name (first, family name) and graduation year.

Cindy Bricker/2017

Relationship to you.

Grandparent

2nd family member. Please provide their name and graduation year.

Relationship to you.

Check to list additional relatives.

☐

* = Required Field

Evergreen is required to ask all applicants to provide a response in these two sections. Your response(s) are optional.

If you answer: "No" to the Hispanic/Latinx question, please consider indicating your race in the Racial Identity section. You may make more than one selection from those provided in the American Indian or Alaska Native, Asian, Black or African /American, Native Hawaiian or Other Pacific Islander and White subsections. And, where applicable, you may select "Other" and specify your race.

I am of Hispanic/Latinx origin

No

Instructions for selecting more than one value in multi-select fields on this page.

With a keyboard, hold control (PC) or command (MAC) to select multiple items from the list.

With touch, tap on the form field to open the chooser and then tap to select each item that applies.

Please select one or more that best identify your heritage

Instructions for selecting more than one value in multi-select fields on this page.

With a keyboard, hold control (PC) or command (MAC) to select multiple items from the list.

With touch, tap on the form field to open the chooser and then tap to select each item that applies.

I describe my racial identity as (select one or more)

White

* = Required Field

General Application Information

Please note: Depending on cohort size, students may be accepted into a start term other than the term they selected.

* My start term quarter will be

Summer

* I will begin my studies in

2023

I have previously applied at Evergreen

Yes

Program(s) previously applied to and date(s)

I have previously attended Evergreen

Yes

Date(s) of attendance at Evergreen

2018-2021

My Evergreen ID number was (if known)

I first heard about the MiT Program from

Faculty/Staff - Evergreen

Date I first heard about the MiT Program

08/2018

[mm/yyyy]

What is your parent or legal guardian's highest level of education?

Post-graduate Degree

Endorsement Information

My preferred endorsement or teaching subject is

Elementary Education

* = Required Field

List, in order of attendance, the degree granting institution and all additional colleges or universities relevant to official or unofficial transcripts submitted for review by the MIT Program.

Request an official transcript from your bachelor granting institution to be sent to Evergreen's Graduate Admissions office.

Evergreen alumni, you are responsible for requesting an official copy of your Evergreen transcript, even if your degree is not completed, to be sent to the Graduate Admissions Office.

You have the option to submit unofficial transcripts from all other institutions attended to provide a better review of prior coursework.

See more about this requirement on the [MIT Application and Requirements webpage](#).

Search hint: Type the primary name of the school (Santa Cruz) without University, College, or Community College (abbreviations will vary). The school list is sorted alphabetically by school name with the city, state listed at the end. Once the list appears, locate your institution and click to select. If school is not listed, type UNKNOWN-Not Found and insert.

* Institution Name

Evergreen State College, The

Check here if the institution above is your most recently attended

☒

If you did not find your institution in the list, please provide the following information.

Institution Name

Institution City/State/Country

* Start Date

09/01/2019

[mm/dd/yyyy]

* End Date

06/15/2021

[mm/dd/yyyy]

List additional years you attended this institution

* College Major

Education

* I have earned or expect to earn a degree(s) from this institution.

Yes

If yes, please complete the information below.

* Degree earned/expected from this institution

Bachelor's of Arts (BA)

Select "None" if you did not receive a degree.

1st Degree Earned/Expected Date

06/2021

[mm/yyyy]

2nd College Major

2nd degree earned/expected from this institution

2nd Degree Earned/Expected Date

[mm/yyyy]

Click "Add Another Response" to add previously attended institutions.

List, in order of attendance, the degree granting institution and all additional colleges or universities relevant to official or unofficial transcripts submitted for review by the MiT Program.

Request an official transcript from your bachelor granting institution to be sent to Evergreen's Graduate Admissions office.

Evergreen alumni, you are responsible for requesting an official copy of your Evergreen transcript, even if your degree is not completed, to be sent to the Graduate Admissions Office.

You have the option to submit unofficial transcripts from all other institutions attended to provide a better review of prior coursework.

See more about this requirement on the [MiT Application and Requirements webpage](#).

Search hint: Type the primary name of the school (Santa Cruz) without University, College, or Community College (abbreviations will vary). The school list is sorted alphabetically by school name with the city, state listed at the end. Once the list appears, locate your institution and click to select. If school is not listed, type UNKNOWN-Not Found and insert.

* Institution Name

Olympic College

Check here if the institution above is your most recently attended

[]

If you did not find your institution in the list, please provide the following information.

Institution Name

Institution City/State/Country

* Start Date

09/01/2017

[mm/dd/yyyy]

* End Date

06/01/2019

[mm/dd/yyyy]

List additional years you attended this institution

* College Major

Education

* I have earned or expect to earn a degree(s) from this institution.

Yes

If yes, please complete the information below.

* Degree earned/expected from this institution

Associate of Arts (AA)

Select "None" if you did not receive a degree.

1st Degree Earned/Expected Date

06/2019

[mm/yyyy]

2nd College Major

2nd degree earned/expected from this institution

2nd Degree Earned/Expected Date

[mm/yyyy]

Click "Add Another Response" to add previously attended institutions.

* = Required Field

Recommendation - General

[Clear](#) [Re-send Invitation](#)

Please provide the contact information for two recommenders. For information on who is an appropriate reference, visit [Apply to the MiT Program](#) .

* Recommender's First Name

Jon

* Recommender's Last Name

Davies

Recommender's Title

Recommender's Institution/Organization

The Evergreen State College

* Recommender's Email

daviesj@evergreen.edu

Recommender's Phone (XXX xxxxxx format)

360-867-6619

* I waive my access to review this letter of recommendation.

I choose to waive my right to review this recommendation.

Recommendation - General

[Clear](#) [Re-send Invitation](#)

Please provide the contact information for two recommenders. For information on who is an appropriate reference, visit [Apply to the MiT Program](#) .

* Recommender's First Name

Sheryl

* Recommender's Last Name

Gray

Recommender's Title

Teacher

Recommender's Institution/Organization

Lakeview Elementary School

* Recommender's Email

sgray@cloverpark.k12.wa.us

Recommender's Phone (XXX xxxxxxx format)

253-583-5320

* I waive my access to review this letter of recommendation.

I choose to waive my right to review this recommendation.

Waiving your rights to view recommendation letters means that you are choosing not to read the letters submitted on your behalf during the application process. [Under FERPA](#) , after enrollment at Evergreen you may be allowed to review any letters of recommendation that have been added to your permanent file.

* = Required Field

Prompt Responses

Responses to admissions prompts A, B, and C should be between 300-500 words . Copy and paste your response in the corresponding field below. We've provided the questions again for reference.

If you add your answers as separate attachments , please clearly identify the prompt with the headings: Prompt A, Prompt B, Prompt C along with your full name. In each required field below type " Response attached ".

Prompt A : Look over what [area you intend to teach](#) and indicate how your course work has prepared you to teach in this area. This should match the endorsement area you indicate in your application. Name your strengths in preparation, areas needing growth, and plans for next steps.

* Prompt A Response

My Evergreen and community college experiences really strengthened my desire to go into elementary education. Going to class and seeing real-world applications of educational phenomena made it clear to me how much work needed to be done to train the next generation of world-changers. My queer theory classes taught me how many people history glosses over. My disability justice project taught me that despite governmental desire to be inclusive, we still have a ways to go. Finally, my foray into grassroots education movements taught me how to work from within and outside oppressive systems. First, I will talk about my gender theory coursework. It doesn't seem to link that gender theory can teach anything about education, but hear me out. I had absolutely no clue who half the women we discussed in that class were, despite my own personal studies. Eurocentrism and patriarchal systems were so obvious to me learning about gender. The majority is banking on children not knowing about the people who don't fit into the heavily structured "box" in society. An example would be the current Roe v Wade debate, and how countless BIPOC femme-aligned individuals have been fighting for safe abortion for decades. This only seems to matter in media, however, when White individuals take offense to it and are given the screen time to express that offense. We need to center the people who have been fighting all along for liberation. I plan to do that in my teaching career. Some may say our current government is the max amount of inclusive it can be. I did a disability justice project in my last spring quarter, though, and I would like to disagree heavily with that statement. Disabled individuals still have to wonder if they can visit a place that accommodates their wheelchair. Disabled folk have to wonder if they can get married without losing their benefits. This may be a personal beef of mine with current governments, but it's always going to be about what costs the least amount of money. I don't want to complain here—I've had the school system accommodate me when I have asked. But for some, it's not that easy. I want to teach students that they deserve to have their voices listened to, no matter how much of an inconvenience the request may be. This links with a previous point somewhat, but I also really enjoyed learning about grassroots education movements and the beginnings of community schools to combat Native boarding schools. Parents gathered together to build and maintain these schools for their children, frightened (justly so) about what sort of curriculum a boarding school would subject their child to. Although I would be working from within a system, I want to give students all the resources about out-of-system resources that may meet their needs and I want to teach history in a way that commends these brave teachers and parents, who worked for very little. In conclusion, my coursework taught me three very important things. First, it taught me that we need to teach children the true names of those who have been fighting for their rights all along. Second, inclusivity needs to reach all the folk who need it. And finally, sometimes the best way of getting needs met isn't at school.

Prompt B: Look over what [area you intend to teach](#) and indicate how your life experience has prepared you to teach in this area. This should match the endorsement area you indicate in your application. Name your strengths in preparation, areas needing growth, and plans for next steps.

* Prompt B Response

I chose to teach elementary ed because growing up elementary school was where I really flourished. It was a safe place to explore my passion for languages and social studies. I was taught to express my opinion clearly, which has come in handy in my personal and professional life. But it was also challenging: it was difficult to do more precise mathematics and science measurements, and in those areas I grew a discouraged mindset I hope not to pass on to the students I will grow to teach. I also began to be painfully shy, and not voice my needs well. As I am aware of these shortcomings, I will strive to teach all students that there are no wrong answers, that their voices matter, and that growth is always possible. Elementary school is and always has been my favorite time to reminisce upon. I have loved English and language arts since I was a child, speaking at nine months and unable to keep quiet since. My favorite thing in elementary school was finding out that one could use a story to teach someone something or prove a point. Language arts became the best part of every day. I was also a fan of social studies, because I was taught that people's voices in history mattered, no matter who you were. Betsy Ross is remembered for sewing the first American flag. Elizabeth Cady Stanton is remembered for helping to secure rights for women in 1920. Voice—advocating for others and analyzing what people tried to say in literature—helped me to stand up for what and who I believed in. Mathematics was another beast. I didn't like it much, because I had difficulty factoring graph lines and the preciseness of math was difficult to grasp for me. I grew a defeatist mindset in this subject, simply because I kept running up against wrong answers. It didn't help that some of the other students (and, I will admit, the teachers got frustrated with me when I kept getting wrong answers. This contributed to my shyness around the subject in general, which became a self-fulfilling prophecy. I didn't ask for any help because I was afraid of criticism, and so I didn't reach my full potential. With both my strengths and weaknesses in mind, I have discovered a few things I hope to teach students, which will serve in this essay as my "next steps". My strength in language arts taught me that everyone has a story, your story means something, and you can use that story to advocate for yourself. I learned in social studies that you can make an impact, no matter who you are or how small you feel in comparison to bigger folks or institutions. My weakness in math taught me that students need to know they can always improve, no matter how bleak the outcome looks. I also want to teach students that questions are important—that there are no wrong answers, in math or in life. Simply put, elementary school made me who I am today.

Prompt C : Education is both a social good and structurally unjust. Explain your understanding of this contradiction and ways it can be addressed.

*** Prompt C Response**

Education as Both Social Good and Structurally Unjust Let me preface this by saying I saved this essay for last. This contradiction was discussed in my Evergreen coursework in depth, but there are sections of it I still struggle to grasp. Even so, I will endeavor to answer this question in a way that does it justice. I will begin with the social good aspect, discussing psychology and Jean-Jacques Rousseau's Emile. Next, I will move into the unjust section of the prompt, talking mainly about unjust tracking and disability justice. Finally, I will again bring up education movements that have sought to remedy this divide, and offer my own ways that this divide can be addressed. Education is a social good. Many parents learned this during the course of the COVID-19 pandemic. Teachers give students the ability to voice wants and needs, and teach them ways of getting their needs met in a capitalist society. When I read Jean-Jacques Rousseau's Emile, I was surprised that Emile learned anything at all. As much as I would love to say that children given full rein over their classwork makes them ready to fight for resources in today's world, I wonder where individuality bleeds into selective competencies. Because school interacts with all subjects, it forces students to learn to think critically about problems they may struggle with the answers to. As we learn from the case of Victor, the boy who was thought to have been raised feral in the French woods, school also has a social component. Human beings are social animals. They need to be given a chance to learn from both those farther along in life and those at a similar place. At the same time, education is structurally unjust. An example of this would be governmental desire to place students in one of two tracks: academics or trade. Usually, this is not based on academic scores as much as it is based on arbitrary things such as race or ability. In my disability justice project, I learned that people with disabilities, no matter how academically gifted, have previously been placed in isolated schools that focused too heavily on the trades. This kept students inept enough academically to justify paying them limited wages and not what their work could be well and truly worth. The school-to-prison pipeline is another great example of this. How do we address this inequality? For one thing, I think more teachers should be employed that mirror the ethnicities of their students, such as BIPOC individuals. If a teacher is not BIPOC but still wants to ensure their students see themselves echoed in heroes, they can purchase books by BIPOC authors and center their stories. I mentioned this previously, but I think it needs mentioning again: public school is not the only place resources can be found for marginalized students. Grassroots orgs and extracurriculars are a great way to make sure every student is seen. Sometimes, even these examples aren't enough: it's prudent to build a new system entirely.

Application Required Attachments

Please use this section to attach the following required documents:

Resume

Hours log

Volunteer and observation reflection.

Optional documents may be uploaded/attached here

Unofficial transcripts from previously attended, nondegree granting, institutions

Unofficial WEST-B or WEST-E/NES score reports

Note: DO NOT attach or upload Letters of Recommendation. These are to be sent from the recommender.

NOTE FOR ALL ATTACHMENTS: Document title should include: your name, graduate program, and type of document (example: SusanBloomMiTresume).

Preferred Document formats: WORD, PDF, OR EXCEL

SAVE after uploading each document.

Upload application attachments below

SAVE after uploading each document.

* = Required Field

Agreement

In signing this form,

I acknowledge that failure to disclose and submit an official transcript from my bachelor's degree granting institution and failure to disclose and submit complete and accurate information may result in the denial of admission or subsequent dismissal from said institution.

I certify that to the best of my knowledge, statements I have made in this application are complete and true.

I understand that my application is incomplete without the acknowledgement below and my electronic signature.

* By checking the box below, I acknowledge I have read and understand the statement above. (The signature fields will appear once checked.)

☒ [X]

The Equal Opportunity Policy of The Evergreen State College expressly prohibits discrimination on the basis of race, color, religion, creed, national origin, sex, sexual orientation, gender identity, gender expression, genetic information, marital status, age, disability, pregnancy, use of a trained service animal, veteran status or citizenship status.

Electronic Signature

Please type your name as it appears on your application.

* Signature of Applicant

Taylor L. Deerwester

* Date Signed (mm/dd/yyyy)

06/08/2022

[mm/dd/yyyy]

* = Required Field

Required Fields Checklist

This page will display any requirements that may be required as you complete the application.

The Evergreen State College
Master in Teaching Program
2700 Evergreen Parkway NW
Olympia , Washington 98505
(360) 867-6559

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