



AN AN  
**Bellevue School District**  
 Career and Technical Education  
 Marilyn Henselman, CTE Director  
 12011 NE 1<sup>st</sup> Street, ESC West  
 Bellevue, WA 98005  
[henselmanm@bsd405.org](mailto:henselmanm@bsd405.org)  
 425-456-4186

March 4, 2022

*Teri Gardner 3-15-22*

Department of Labor and Industries  
 Washington State Apprenticeship and Training Council  
 Attn: Program Manager, Apprenticeship Section  
 PO Box 445320  
 Olympia, WA 98504-4530

*Teri Gardner 3-7-22*

Dear Washington State Apprenticeship and Training Council:

Bellevue School District is pleased to present this request for our Interlake High School Building Industry Technology – Core Plus Construction Pre-Apprenticeship Program to be recognized as an Apprenticeship Preparation Program. The Pre-Apprenticeship program was developed with our students, families, and community in mind. As a district, we are strengthening our Career and Technical Education courses by increasing our offerings of rigorous real-world programs that offer Industry Recognized Certifications, dual credit, college credit, and Industry Partnerships that lead to direct employment and living wage career opportunities. The launch of the Interlake High School Building Industry Technology – Core Plus Construction program meets all the criteria and was developed in response to the growing industry needs locally and across the state and country.

This Pre-Apprenticeship program also aligns with our district's vision and mission statement:

*The vision of the Bellevue School District is to affirm and inspire each and every student to learn and thrive as creators of their future world.*

*The mission of the Bellevue School District is to serve each and every student academically, socially, and emotionally, through a rigorous and relevant education that is innovative and individualized. As a learning community that values one another's humanity, we provide courageous support for an equitable and exceptional education for all students.*

Another strength of this program is that our program serves as a Skill Center program which serves Mercer Island, Issaquah, Lake Washington, Northshore, Riverview, and Snoqualmie Valley School District which covers a large section of the King County region. We also have a strong partnership and support from our local community, industry leaders, and college partners.

Thank you for taking the time to review our letter of application and the supporting materials. We have included letters of support from our union leaders and industry partners. Please do not hesitate to reach out if more information is needed.

Sincerely,

Marilyn Henselman  
 CTE Director  
[Henselmanm@bsd405.org](mailto:Henselmanm@bsd405.org) 425-456-4186

Enclosures

## **COMMUNICATIONS PLAN:**

Our CTE Building Industry Technology – CORE Plus Construction advisory meets at least three times a year with our industry advisory partners, and community partners from the Laborers union. These individuals provide valuable information regarding the trades, provide industry updates regarding the different industries, and we receive feedback and guidance on our classroom curriculum, recruitment efforts and any essential modification to our classroom and workspaces.

Turner and GLY Construction have made a real effort to provide us tradesmen and women from the field to come into the classroom to discuss specific topics we are teaching, so students can hear from people in the field. They are also setting up field trips so students can see work in progress and how the work in the classroom relates to real world/work situations. Marianna Talbott, NW Carpenter's Union is also working with our instructor to provide multiple resources and events for students.

## **SAFETY TRAINING:**

The Core Plus Construction curriculum has safety training embedded in the curriculum. Students earn a First Aid/CPR card from Red Cross, OSHA-10 and a Core Plus Construction Certificate.

Safety is paramount and our industry partners also contribute by sending individuals from the field to talk about safety procedures and expectations on the site. Turner Construction has been a strong advocate in this area.

We also have an outside vendor who reviews all our equipment and classroom set up to ensure we have a safe environment. He provides a detailed list of equipment that should be repaired or needs to be updated and aligns all the safety information to the WAC laws to ensure a safe environment for our students and staff. The vendor also does all the repairs for our program to ensure we have the best individuals servicing our equipment.

## **EMPLOYABILITY:**

The instructor discussed the importance of being on time, attendance, wearing the right clothes, and working as a team when doing large projects. They also discuss the importance of clear communication and working with a supervisor. Turner Construction also has sent individuals in to talk about day-to-day life in the field of construction from the job site to working in the office environment.

## **PHYSICAL FITNESS:**

The instructor discusses the importance of good health, proper techniques in picking up equipment or heavy materials. The instructor talks about healthy living and nutrition.

## **MATH SKILLS:**

The Building Industry Technology Core Plus Construction program will provide the opportunity for students to earn a third-year math credit. We are supplementing the rigor of the embedded math standards based on feedback from our industry partners and around the minimum math requirements for entry into their apprenticeship

programs. Students will apply these math skills to meet the industry demand for apprentices in the trades.

The instructor is also a part of the Core Plus Construction In-Service, which occurs monthly. He reviews all content with other instructors throughout the state, and the leads of the Core Plus program.

### **RECRUITMENT AND RETENTION:**

Recruitment efforts have utilized data from students' Career Interests Surveys and High School and Beyond Plans. Bellevue School District has a diverse population, and our program will reflect the diversity of our student population and the population of the districts we serve. Some of our recruitment efforts include holding industry panel and promotional events for parents and students. Some we have offered to date include:

- WANIC Open House
- Elective Fairs at each high school
- CTE Career Talks – focused on females and students of color in the industry
- Provide direct one-to-one support for our ELL student population
- CTE Spotlight, Monthly Publication
- BSD Website Program Information
- Presentations by local industry leaders in the classroom
- Virtual Elective Fairs
- College and Career and Counseling Information Sessions

Our retention strategy will involve utilizing current apprentices and industry partners to come into the class as guest speakers. We also have many Woods Technology 1 and 2 courses being offered at Interlake High School and at Sammamish High School that will feed into this program.

### **PARTICIPANT DEMOGRAPHICS:**

Bellevue School District and the WANIC Skill Center Consortium boundaries cover many different ZIP codes. We cover Mercer Island, Issaquah, Bellevue, Lake Washington, Northshore, Snoqualmie Valley, and Duvall.

This year we have 18 students involved in the program. Our recruitment and marketing plan includes marketing the program to our diverse student population, hosting virtual information elective fairs, teacher outreach to other programs within our district, community information sessions for parents and students, CTE Spotlight a monthly newsletter, and the WANIC Elective Fair. (Because of COVID, we are restricted to virtual events at this time.)

- CTE Career Talks
- Elective Fairs
- Virtual Open House
- WANIC Open House
- BSD/WANIC Open House
- CTE Spotlight

*(See attachment: Bellevue School District Population & Zip Codes)*

## **PREFERRED APPRENTICESHIP ENTRY:**

We currently have Letters of Support and an MOU from the NW Carpenters Union. I have been working with Marianna Talbott and Kwanna Wise. Our apprenticeship partners have met with us and have finalized the MOU.

### Bellevue School District Preferred Applicants:

- Preferred applicants will need to maintain at least a 90% attendance rate.
- Preferred applicants will need to obtain all certifications offered by the Building Industry Technology Core Plus Construction program.
- Preferred applicants will need to bring a letter of recommendation from the instructor and copies of all certificates of program completion to the apprenticeship orientation.
  
- Contact NW Carpenters Union for information on next orientation.
- Students must meet the minimum requirements of the apprenticeship.
  1. Applicant must be at least 18 years of age.
  2. Applicant must have a valid Driver's License.
  3. Applicant must pass a drug test.
  4. Applicant must be physically able to perform the duties of the apprenticeship.
  5. Student must attend an Orientation and interview at \_\_\_\_\_.

*(See attachments: LiUNA Local 242 Letter of Support; NW Carpenters Union Letter of Support, GLY Letter of Support, Turner Construction Letter of Support)*

## **COLLEGE DUAL CREDIT PARTNER:**

Our CTE Department has met with Renton Technical College to develop an articulation agreement to their Construction Program. We currently have 7 credits with Renton Technical College:

- CONST 160: Materials, Methods, and Equipment – 3 credits
- CONST 250: Project Safety and Accident Prevention – 4 credits

Central Washington University is currently working with us to establish credit through their Construction Management Program. We hope to have this completed within one year.

*(See attachment: Renton Technical College Articulation Agreement)*

## **PROGRAM OUTCOMES:**

Interlake High School, in collaboration with the industry and community partners, has developed a rigorous Building Industry Technology - Core Plus Construction program that launched in the 2021-2022 school year.

Bellevue School District and the WANIC Skill Center Consortium students have the following opportunities to earn:

- High School Diploma

- Entry into a recognized apprenticeship program
- College credit
- High school credits in CTE, Lab Science, and 3<sup>rd</sup> Year Math
- OSHA 10; First Aid/CPR, and a Core Plus Construction certificate
- Become proficient in employability skills through the 21<sup>st</sup> Century Skills embedded in the program.
- Membership to Skills USA Leadership Club

**COURSE/CURRICULUM OUTLINE:**

Bellevue School District has adopted the Core Plus curriculum. The framework was submitted and approved by OSPI.

Curriculum Overview:

<b>UNITS</b>	<b>HOURS</b>
1 Introduction of Construction	15
2 Materials Science	140
3 Construction Tools	25
4 Construction Safety	35
5 Construction Measurement	20
6 Introduction to Drawings, Print Reading, & Layout	40
7 Construction Math	40
8 Applied Physics	30
9 Construction Rigging	20
10 Hydraulics	30
11 Fasteners	15
12 Electricity in Construction	40
13 Company Organization & Operations	5
14 Planning & Scheduling	30
15 Estimating	40
16 Capstone	15
<b>TOTAL HOURS</b>	<b>540</b>

**PARTICIPANT POPULATION:**

The pre-apprenticeship students will reflect the diversity of Bellevue School District and our surrounding WANIC consortium’s population. We will utilize Career Interest Survey data to assist with enrollment. We will also do targeted outreach presentations to underrepresented students and families. Examples include affinity clubs, ELL classrooms, AVID classrooms, and community-based organizations.

**Construction Trades CIP 460000**

*Data gathered from: Bureau of Labor Statistics Occupational and Wage Stats for Construction and Related Industries.*

<b>OCCUPATION TITLE</b>	<b>PROJECTED GROWTH THROUGH 2028 FOR WA STATE</b>	<b>MEDIAN WAGE FOR WA STATE</b>
Carpenters	4 %	<a href="#">\$57,840.00</a>
Brick Masons/ Block Masons	8 %	<a href="#">\$71,330.00</a>
Cement Mason	7 %	<a href="#">\$61,980.00</a>

Construction Labors	7 %	<a href="#"><u>\$46,830.00</u></a>
Glaziers	9 %	<a href="#"><u>\$61,660.00</u></a>
Insulation workers	9 %	<a href="#"><u>\$68,240.00</u></a>
Sheet Metal Workers	9 %	<a href="#"><u>\$61,390.00</u></a>
Structural Iron and Steel workers	9 %	<a href="#"><u>\$85,160.00</u></a>
Electricians	11 %	<a href="#"><u>\$68,040.00</u></a>
Plumbers	11 %	<a href="#"><u>\$68,640.00</u></a>
Pile Drivers	8 %	<a href="#"><u>\$68,240.00</u></a>
Elevator and Escalator Installers and Repairers	13 %	<a href="#"><u>\$117,920.00</u></a>
Electrical Powerline Installers and Repairers	7 %	<a href="#"><u>\$93,410.00</u></a>
Highway Maintenance Workers	7 %	<a href="#"><u>\$53,460.00</u></a>
Roofers	9 %	<a href="#"><u>\$59,170.00</u></a>
Flaggers	22%	<a href="#"><u>\$37,520.00</u></a>
Maintenance and Repair Workers	15%	<a href="#"><u>\$44,040.00</u></a>
Occupational Health and Safety Specialists	18 %	<a href="#"><u>\$77,110.00</u></a>
Cost Estimators	8 %	<a href="#"><u>\$71,920.00</u></a>
First-Line Supervisors of Construction Trades (foreperson)	7 %	<a href="#"><u>\$85,240.00</u></a>
Construction Managers	9 %	<a href="#"><u>\$96,780.00</u></a>
Construction and Building Inspectors	9 %	<a href="#"><u>\$77,460.00</u></a>

## **FINANCIAL SUPPORT:**

Bellevue School District is committed to launching and growing and sustaining this Pre-Apprenticeship Program with funding from our Career and Technical Education Budget. We have had a 2-hour Construction Management program for several years and have updated and purchased equipment along the way. This program will not need additional funding from other sources at this time.

We did obtain a \$8,000 grant from Core Plus this year to provide professional development for our instructor and update some heavy equipment.



## 2021-2022 Pre-Apprenticeship Work Plan

*Teri Gardner 3-7-22*

### GOALS

Develop an apprenticeship pathway preparation program in Bellevue School District for launch in the 2021-2022 school year.

- Increase opportunities for Bellevue School District scholars within the construction field by developing a strong apprenticeship preparation pathway from high school into registered apprenticeship, including college credit and career credentials in the field.
- Increase opportunities for WANIC consortium students to participate in our Core Plus Construction program, which would impact students from Mercer Island, Lake Washington, Northshore, Riverview, and Issaquah School Districts.
- Year One Focus: Carpentry

### CHANNELS/AUDIENCES

- Superintendent's Office
- School Board Members
- T&L Department
- CTE Department
- WANIC Consortium
- Communications Department
- Pre-Apprenticeship Principal/School
- Pre-Apprenticeship Students and Families
- College Partnerships
- Potential Pre-apprenticeship volunteers (mentors, coaches)
- BSD and WANIC Community
- Apprenticeship Partners
- Career Connected Learning

### LOCATION

- Bellevue School District (Launched Core Plus program during the 2021-2022 school year.)
- School: Interlake High School
- Classroom: 1818/1815
- Currently updating equipment, as needed.

### TARGET POPULATION

- BSD/WANIC 11<sup>th</sup> Grade Students
- BSD/WANIC 12<sup>th</sup> Grade Students

### INSTRUCTOR

- Billy Selset, Building Industry Technology – Core Plus Construction Instructor

### INDUSTRY PARTNERS

Company	Representative
GLY Construction	Bill DeJarlais, Business Partner
Turner Construction	Zachary Reed, Project Accountant
Turner Construction	Aaron Olson, Business Development
Turner Construction	Stuart Kibbee, Project Executive
Schuchart Construction	Jeff Tobin, Business Partner
Local Laborer 242	Billy Hetherington, Political Director





NWCI	Marianna Talbott
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## CURRICULUM AND LOGISTICS

### Overview

- Students spend half of their time in general BSD educational courses (core academics). They spend half of their time in the apprenticeship preparation program.
- Students complete 540 hours of dual credit instruction (2.5 hours of class session/day).
- Syllabus
- Credits: 1 credit = CTE; 1 credit = Lab Science; 1 credit = 3<sup>rd</sup> Year Math
- College credit: Renton Technical College – 7 credits
  - CONST 160 – Materials, Methods, and Equipment – 3 credits
  - CONST 250 – Project Safety and Accident Prevention – 4 credits

### Certification Opportunities

- Students will earn a high school diploma, OSHA 10, First Aid/CPR; Automated External Defibrillator Certification; Severe Bleeding Training.
- Preferred entry into an apprenticeship program.

### Curriculum

- Bellevue School District has adopted the CORE Plus Construction Curriculum that is state approved.
- College credit is available through Renton Technical College – 7 credits.
- Industry Partners/Advisory have approved this curriculum.
- OSPI Framework were submitted and approved by OSPI for district use on 12/10/2020.

<u>UNITS</u>	<u>HOURS</u>
1 Introduction of Construction	15
2 Materials Science	140
3 Construction Tools	25
4 Construction Safety	35
5 Construction Measurement	20
6 Introduction to Drawings, Print Reading, & Layout	40
7 Construction Math	40
8 Applied Physics	30
9 Construction Rigging	20
10 Hydraulics	30
11 Fasteners	15
12 Electricity in Construction	40
13 Company Organization & Operations	5
14 Planning & Scheduling	30
15 Estimating	40
16 Capstone	15
<b>TOTAL HOURS</b>	<b>540</b>

## MARKETING MATERIALS

- Marketing materials and program application was developed for this year's program. Additional marketing materials will be developed to highlight the pre-apprenticeship state approval.
- FAQ to be developed as part of the application process.





**BUDGET**

Supplies and Equipment	\$ 8,000
Professional Development	<u>\$ 3,000</u>
Total Cost	\$11,000

**ADVISORY BOARD MEMBERS AND COLLABORATIVE PARTNERSHIPS**

<b>Company</b>	<b>Representative</b>
GLY Construction	Bill DeJarlais, Business Partner
Turner Construction	Zachary Reed, Project Accountant
Turner Construction	Aaron Olson, Business Development
Turner Construction	Stuart Kibbee, Project Executive
Schuchart Construction	Jeff Tobin, Business Partner
Local Laborer 242	Billy Hetherington
NWCI	Marianna Talbott
Bellevue School District	Marilyn Henselman, CTE Director
Bellevue School District	Grace Brady, CTE Curriculum Developer

Teri Gardner 3-7-22



**CarpentersTraining**  
 CARPENTERS-EMPLOYERS APPRENTICESHIP &  
 TRAINING TRUST FUND OF WASHINGTON-IDAHO

## Memorandum of Understanding- TIER 2

Between

**Carpenters-Employers Apprenticeship & Training Trust Fund**

And

**Interlake High School**

THIS IS A TIER 2 AGREEMENT, by and between the **Carpenters- Employers Apprenticeship & Training Trust Fund (CEATT)**, 20424 72<sup>nd</sup> Ave S. Kent, WA and **Interlake High School** 12111 NE 1<sup>st</sup> St Bellevue, WA 98005, made to provide **Interlake High School** carpentry graduates the option to earn preferred enrollment and advanced placement in the CEATT apprenticeship program. It is the intent of this cooperative effort to provide the student with non-duplicative program of study leading to enhancing employment opportunities.

NOW, THEREFORE, it is agreed by and between the parties as follows:

1. Preferred enrollment and advance placement in the CEATT apprenticeship program may be granted through this agreement. Preferred enrollment means that the **Interlake High School** program graduates who, because of the quality of preparation at the **Interlake High School Carpentry** program, meet criteria identified below in Section 2 may bypass the standard CEATT application process. Preferred enrollment does not constitute direct entry because candidates must demonstrate skills and abilities acquired through the **Interlake High School** program. The awarding of such preferred enrollment and advanced placement is contingent upon the joint cooperation of the two institutions.
2. The courses articulated for preferred enrollment and advanced placement credit are outlined below. Requirements for advanced placement include:
  - a. **Interlake High School** program will appear on the transcript.
  - b. Preferred enrollment will only be given for students who complete all **Interlake High School Carpentry** program courses.
  - c. Demonstration of acquired carpentry skills via admissions skills assessment.
  - d. Students must demonstrate proficiency in basic math fundamentals-specifically fractions and decimals.
  - e. Letter of strong recommendation from program.
  - f. First year CEATT certification classes must be taken regardless of certification. Among others, these classes include OSHA 10, First Aid/CPR, Scaffold User, Fall Protection and Ergonomics.
  - g. Preferred enrollment will be contingent on the current employment needs.



**CarpentersTraining**  
 CARPENTERS-EMPLOYERS APPRENTICESHIP &  
 TRAINING TRUST FUND OF WASHINGTON-IDAHO

3. Students must complete the **Interlake High School Carpentry** program in its entirety and submit a letter of strong recommendation and completion certificates to be eligible for preferred acceptance.
4. Both parties agree to evaluate this agreement bi-annually (every 2 years) and in the context of student benefits, program efficiency, and effectiveness. **Interlake High School Carpentry** must maintain its level of quality as determined by CEATT program evaluation.
5. This agreement shall begin date of **2/28/2022**.
6. **Interlake High School Carpentry** referrals must demonstrate strong retention within the program, and contribute to the diversity needs of the CEATT by referring qualified women and minority candidates.
7. This agreement is subject to change or cancellation by either party at any time.
8. If in any case the **Interlake High School Carpentry** Curriculum is changed substantially, **Interlake High School** will notify CEATT.
9. The agreement may be revised/ modified by mutual agreement as needed.
10. Both parties may advertise this agreement.

The undersigned parties accept and approve THIS AGREEMENT.

Aaron Combs  
 Interim Executive Director  
 Carpenters- Employers Apprenticeship & Training Trust Fund

3/7/2022

Date

Marilyn Henselman  
 CTE Director

3-7-2022

Date

Diversity is an important part of the culture for the Carpenters Employers-Apprenticeship Training Trust (CEATT). Diversity encompasses race, gender, ethnic group, age, personality, religion, sexual orientation, education, background and more. Our organization embraces differences and welcomes all. We achieve this by partnering with regional pre-apprenticeship programs, as well as, organizations that work with diverse communities. Networking, mentoring and socializing with a variety of groups will increase engagement by demonstrating to individuals from all backgrounds that they can achieve success in our industry and that we are willing to help them succeed. Our programs are bias free, and to all applicants, apprentices, and members we make the following non-discrimination pledge. (See below)

The CEATT will not discriminate against apprenticeship applicants, apprentices or journey persons based on race, color, religion, national origin, sex (including pregnancy and gender identity), sexual orientation, genetic information, or individuals having a disability, or persons 40 years old or older. The CEATT will take affirmative action to provide equal opportunity in apprenticeship and training for all qualified members and will operate the apprenticeship program as required under Title 29 of the Code of Federal Regulations, Part 30.

The CEATT is approved by the Veterans Administration for those eligible for VA education benefits. Upon registration of the apprenticeship program, the apprentice can request the forms to apply for benefits.







# NORTHWEST LABORERS-EMPLOYERS TRAINING TRUST FUND



## WASHINGTON

### Apprenticeship

(800) 554-4457  
(360) 297-4150 FAX

## KINGSTON

### Main Office

27055 Ohio Ave.  
Kingston, WA 98346  
(360) 297-3035  
(360) 297-7366 FAX  
(800) 240-9112

## PASCO

424 Lewis Pl.  
Pasco, WA 99302  
(509) 547-8649  
(509) 547-2988 FAX

## SPOKANE

3921 E. Francis  
Spokane, WA 99217  
(509) 467-5239  
(509) 467-5240 FAX

## UTAH

### WEST JORDAN

5667 W. Dannon Way  
West Jordan,  
UT 84081-5607  
(801) 280-7195  
(801) 280-7198 FAX

Date: March 7, 2022

### Memorandum of Understanding between Bellevue High School Pre-Apprenticeship Program (PAP) and Northwest Laborers-Employers Training Trust (NWLETT)

Bellevue High Schools PAP Instructor will contact NWLETT representative (Coordinator/Director/Administrator) who will go to Bellevue High School and present an overview of NWLETT apprenticeship program to the students of Bellevue High Schools Pre-Apprenticeship program.

- Bellevue High Schools Instructors will determine which BHS PAP scholars are interested in taking part of the NWLETT application process.
- Bellevue High Schools Instructor will email NWLETT's Apprenticeship Coordinator a list of preferred applicants to apply and gain a preferred status upon successful completion of application and interview with NWLETT's Laborer Apprenticeship.
- NWLETT will send a representative to be a member on BHS PAP advisory Committee to help Bellevue High Schools Pathways over time.

#### Bellevue High School PAP Preferred Applicant

- Preferred applicants will need to maintain at least a 90% attendance rate.
- Preferred applicants will need to obtain all certifications offered by BHS's PAP.
- Preferred applicants will need to bring a letter of recommendation from the instructor and copies of all certificates of program completion to the NWLETT orientation.

#### Steps a Qualified FWHS Pre-Apprentice graduate Must Take – Application Process

- Contact NWLETT for information on next orientation.
- Students must meet the minimum requirements of the NWLETT Apprenticeship
  1. Applicant must be at least 18 years of age.
  2. Applicant must have a valid Driver's License.
  3. Applicant must pass a drug test.
  4. Applicant must be physically able to perform the duties of the Apprenticeship.
- Student must attend an Orientation and interview at Laborers Local 242.

Approved By:

Brandon Jordan, Training Director, NWLETT

Either party, for any reason, may terminate this MOU by giving 30 days written notice.

*Northwest Laborers-Employers Training Trust Mission Statement*  
*To provide continuous workforce education and training which meets industry needs, builds careers and increases our employers competitive advantage.*



# Carpenters Training

CARPENTERS-EMPLOYERS APPRENTICESHIP &  
TRAINING TRUST FUND OF WASHINGTON-IDAHO

February 28<sup>th</sup>, 2022

To whom it may concern,

RE: Letter of Support

The Northwest Carpenters Institute (NWCi) and Interlake High School have instituted a newly found partnership to help the building industry meet the employment gap that exists within Washington State construction and manufacturing fields. NWCi has recently undertaken developing a Memorandum of Understanding that grants preferred entry into our state registered apprenticeship for successful Interlake High School graduates. This partnership not only creates living wage jobs for the youth coming out of high school; but helps to build invaluable skills sets and knowledge to the students. This opportunity will help the individual obtain a career making a livable wage and enables our signatory contractors to meet their hiring goals on local projects.

NWCi has seen prodigious benefits from the Interlake High School's approach in preparing students to enter construction trade careers. The CTE director and instructors demonstrate an outstanding commitment to exposing students to the construction trades with guided learning, creating a robust exploration of the opportunities available to them. The Interlake High School's construction program utilizes the CorePlus curriculum, textbooks and provides punctilious fulfillment on the CorePlus hands on projects with their student's onsite. The instructor works closely with construction professionals to ensure application of curriculum is relevant and rigorous to help meet the workforce demand.

For all the reasons as listed above, The Carpenters strongly endorse Interlake High School recognition by Washington State as a qualified apprenticeship preparation program.

Respectfully,

Aaron Combs,  
Interim Executive Director  
NWCi



SEATTLE, WASHINGTON

Laborers'  
International  
Union of  
North America

**LiUNA!** LOCAL  
242

*Feel the Power*

**Washington State Department of Labor and Industries  
Apprenticeship Section  
PO Box 44530  
Tumwater, WA 98504**

To the Washington State Apprenticeship and Training Council:

Laborers Local Union 242 would like to recommend to this body that the Bellevue Public Schools Trades Related Pre-Apprenticeship Program be a state recognized pre-apprenticeship program.

Through the help of the County, this program received funding to get a jump started in an area where construction careers are in high demand. Belluvue has done a great job in engaging the area trades professionals around set-up and curriculum to ensure their graduates will have the skills necessary to enter the trade of their choice upon completion of the program.

Our membership is highly diverse and made up of members with differing levels of education. We strive to promote programs that provide students with alternatives to the traditional college pathway such as this program and introduce students to a living wage career with benefits that they can be proud of.

Through our work with the City of Seattle, King County and Port of Seattle we have built programs that promote women, people of color and pre-apprenticeship graduates into careers in the building trades so we need more partners like Bellevue Schools to fill these positions.

Laborers Local Union 242's staff will continue to work with Bellevue Public Schools in an advisory capacity (along with several other trades) to help them achieve the high bar this body likes to hold their certified programs to.

In Solidarity,

Dale W. Cannon  
Secretary/Treasurer  
Business Manager  
Laborers Local Union 242

DWC:bjh



CONSTRUCTION

February 9, 2022

Marilyn Henselman  
Bellevue School District  
12111 NE 1<sup>st</sup> Street, Suite 207 – ESC West  
Bellevue, WA 98005

**Re: Washington State Apprenticeship and Training Council**

**Subject: Bellevue School District – Pre-Apprenticeship Program**

Dear Marilyn,

GLY Construction is offering a letter of support for the Bellevue School District's efforts to seek state recognition of its Building Industry Technology – Core Plus Construction Program as a pre-apprenticeship program.

We are one of the largest locally owned commercial general contractors in the State of Washington, based in Bellevue for over 50 years. As a general contractor who self-performs concrete and carpentry work, we employ over 500 construction professionals and tradespeople, supporting the construction needs for many notable clients who choose to operate their growing businesses in the Pacific Northwest. The availability of programs to introduce students to the possibility of apprenticeships in construction is vital to sustaining a well-paid and highly trained workforce to serve this important part of our economy, which continues to be in high demand.

As a volunteer member to your Building Industry Technologies Advisory Committee for the past few years, I've appreciated the curriculum offered to provide students an alternative pathway, encourage interest in a career in construction, and relevant skills. The Bellevue School District provides the opportunity to be partner to the construction industry to help fill positions in the building trades. State recognition as a pre-apprenticeship program will further these goals.

Sincerely,

GLY Construction, Inc.

Bill DeJarlais  
Principal | Executive VP



Washington State Department of Labor and Industries  
Apprenticeship Section  
P.O. Box 44530  
Tumwater, WA 98504



To the Washington State Apprenticeship and Training Council:

Turner Construction would like to recommend to this body that the Bellevue Public Schools Trades Related Pre-Apprenticeship Program be a state recognized pre-apprenticeship program.

Through the help of the County, this program received funding to get a jump start in an area where construction careers are in high demand. Turner Construction has firsthand knowledge that construction careers are in high demand, as we are trying to keep pace with recruiting employees. Bellevue has done a great job in engaging the area trade professionals around set-up and curriculum to ensure their graduates will have the skills necessary to enter the trade of their choice upon completion of the program.

Turner Construction has been in business since 1902 and in the Seattle area since 1976. During this time, our employees have been highly diverse and made up of individuals with various levels of education and certifications. Like Bellevue Public Schools, we too, strive to promote programs that provide students with alternatives to the traditional college pathway such as this program and introduce students to a living wage career with benefits that they can be proud to acknowledge.

Through our work with the City of Bellevue, City of Seattle, Tacoma Public Schools, and Port of Seattle we have built and sponsored programs and that promote women, people of color and pre-apprenticeship graduates into careers in the building trades so we need more partners like Bellevue Schools to fill these positions.

Turner Construction will continue to work with Bellevue Public Schools in an advisory and supportive capacity to help them achieve the best success in their certified programs, which this body holds to the highest standards.

Respectfully,

A handwritten signature in black ink that reads "Tamaka Thornton".

Tamaka Thornton  
Community & Citizenship Director  
Turner Construction-Seattle

## Bellevue School District

<b>Course:</b> Building Industry Technologies - Core Plus Construction		<b>BSD Course Code:</b> CT_610	<b>Total Framework Hours:</b> 540
<b>CIP Code:</b> 460000	<input type="checkbox"/> Exploratory <input checked="" type="checkbox"/> Preparatory	<b>Date Last Modified:</b> January 2022	
<b>Program Area:</b> Skilled & Technical Sciences	<b>Career Cluster:</b> Architecture & Construction	<b>Graduation Pathway:</b> Construction	
<b>Eligible V Codes:</b> V460200	<b>Work Based Learning:</b> 9-Learning Service Project	<b>Industry Certification:</b> OSHA 10; First Aid/CPR; Core Plus Student Certificate	
<p><b>Course Description:</b> Core Plus Construction is a new and unique opportunity to learn about this growing industry, explore different fields, and prepare for your future options while earning Math and CTE credits. This 3-hour course offers students the opportunity to work with industry experts who will periodically be a part of the classroom instruction providing professional knowledge and first-hand experience. In this class, students will be introduced to the use of different materials and methods, fasteners and adhesives used on job sites, learn to safely operate the various industry tools, and learn jobsite safety and OSHA requirements. Participants will learn how to design and carry out hands-on skills in practices such as rigging, lifting and safely moving a load utilizing principles of mechanical advantage. Students will also learn how to read, understand and interpret basic plan sets and engineering drawings. Class members will learn and utilize applied academic concepts such as math and physics, how they apply to a well-designed project, key concepts in plumbing and electrical, along with energy utilization and energy efficiencies. CORE-Plus Construction participants will learn about a variety of organizational and operational approaches, including estimating project costs, planning and scheduling of projects. These experiences will provide students the necessary skills to find employment in the field locally or continue their path at a post-secondary institution</p>		<p><b>Equivalency Credit:</b>                  1 Cr. 3rd year Math                  1 Cr. ELA                  1 Cr. Science</p>	<p><b>Dual Credit:</b>                  Renton Technical College                  CONST 250—Project Safety &amp; Accident Prevention 4 Cr.                  CONST 160—Materials, Methods &amp; Equipment 3 Cr.</p>
<b>Course Sequence:</b> Applied Engineering, Design & Production, Robotics, Woods Technology 1 & 2, Metals Technology 1 & 2, Core Plus Construction		<b>Resources for Standards &amp; Competencies:</b> Core Plus: <a href="https://core-plus.org/">https://core-plus.org/</a>	

**UNITS**

- 1 Introduction of Construction
- 2 Materials Science
- 3 Construction Tools
- 4 Construction Safety
- 5 Construction Measurement
- 6 Introduction to Drawings, Print Reading, & Layout
- 7 Construction Math
- 8 Applied Physics
- 9 Construction Rigging
- 10 Hydraulics
- 11 Fasteners
- 12 Electricity in Construction
- 13 Company Organization & Operations

**HOURS**

- 15
- 140
- 25
- 35
- 20
- 40
- 40
- 30
- 20
- 30
- 15
- 40
- 5

14 Planning & Scheduling	30
15 Estimating	40
16 Capstone Project	15
<b>TOTAL HOURS</b>	<b>540</b>

*(The entire framework is available upon request which outlines each unit and unit outcomes.)*

# Building Industries Technologies (BIT)

(A CORE-Plus Construction Program)

## Course Outline and Syllabus

Instructor: **Mr. Serset**

Location: Interlake High School Wood Shop (CTE Bldg. Room 1818)

Contact: [sersetw@bsd405.org](mailto:sersetw@bsd405.org)

### Program Introduction and Description:

Hello and welcome to a program dedicated to introducing and practicing key concepts of Construction and the Building Industry as a whole. With an industry that is experiencing profound growth, technological innovation and an ongoing need for qualified and reliable personnel, this class is designed to help students define their path forward to post-secondary and career options.

In the Building Industries Technologies (BIT) Program, we will be completing several individual and group assignments and projects intended to establish and reinforce those concepts introduced.

### Textbooks Utilized:

- Carpentry, Level 1 (NCCER, Pearson Publishing)
- Mathematics for Carpentry and the Construction Trades (NCCER, Pearson Publishing)

### Course Topics of Emphasis:

- Introduction to the Building Industry
- Careers in the Building Industry
- On-site Safety and Tool Safety
- Industry Standards in Measurement
- Introduction to Design, Print Reading & Layout
- Materials Used in Construction
- Applied Math in Construction
- Physics in Construction
- Hardware, Fasteners and Structural Steel
- Plumbing, Electrical, Mechanical (MEP)
- Company Organization & Operations
- Project Planning, Estimating & Scheduling

### Class Format, Philosophy and Purpose:

The purpose of working in a production-centered shop/site environment is to broaden a student's exposure to their inherent capabilities of creativity, problem solving and employability. Daily, students will be working as much with their hands as with their minds, as this class lends itself to that synergistic goal.

### Course Goals:

#### ➤ Career Readiness

Students will gain skills related to employability, including career exploration, basic resume writing and interview skills.

➤ **Safety**

Students will be provided and required to wear safety glasses while working in the shop. Students will operate machinery and use hand tools safely and properly. It is the obligation of the student to pass all written safety tests, maintain a documented record (in-class provided) of safe machinery demonstration and usage. Improper and/or unsafe operation of tools, or willfully making weapons of any kind, will not be tolerated. In those significant cases, documentation and parent/guardian contact will be the result. Shop safety is a shop priority.

➤ **Tools and Machinery Processes**

Students will be instructed through demonstration and hands-on methods the proper procedures utilized to safely and effectively complete the projects assigned.

➤ **Building and Design Skills**

Students will be instructed, and will apply the knowledge derived thereof, in the various aspects and characteristics of residential and commercial construction, engineered materials, measurement; basics in carpentry, joinery and fasteners, electrical and plumbing; power tools, hand tools; sketching and designing. In addition, skills involving estimating, budgeting and bid proposal will be taught and utilized.

**Student Expectations:**

- Show up for class on time and ready to practice, learn and work.
- Demonstrate respect and kindness toward other classmates and the instructor.
- Strive to improve leadership skills in classroom behavior as well as quality of work.
- Adhere to safety and class rules.
- Show a willingness to challenge yourself and grow with your accomplishments.
- Share with your family (parents, brothers, sisters, aunts, uncles, grandparents etc.) what you’re learning and what you’re working on.

\*Students are expected to participate every day, to the best of their individual and unique ability, in *all* the learning and shop activities assigned. The following actions will result in teacher-student follow-up:

- Treating others (instructor included) in a manner that is disrespectful.
- Lack of participation in clean-up activities
- Unexcused absences and tardies
- Conduct that is detrimental to the progress, advancement and/or safety of the class or other individuals.

**Dual College Credit**

Students have the opportunity to earn college credit through this course! This course is Pacific Northwest College Credit approved and articulated with Renton Technical College, Renton, WA.

CONST 160 – Materials, Methods & Equipment	3 credits
CONST 250 – Project Safety & Accident Prevention	4 credits

Students who demonstrate proficiency of the college course competencies with a ‘B’ (3.0) or better grade, may be eligible to earn college credit through the PNW College Credit program. During the school year, all of the college competencies will be covered in class. (...some may require additional independent work by the student). Students must register online using the statewide enrollment and reporting system

<https://pnwcollegecredit.org/> and are required to pay a non-refundable \$50 annual consortium fee to earn college credit through the PNW College Credit program. Payments can be made through online payment site at (<https://pnwcollegecredit.org/>).

**Parent/Guardian Expectations:**

- Check your student’s grades online every week to avoid surprises and to get an indication of classroom activity.
- Contact the instructor. Positive and intentional communication is vital for successful class experience.
- Ask your student about what is going on in class—what’s the current project? How is that project going? What have you learned/taught yourself, recently?
- (Please) Ensure any permission forms are returned in a timely manner, and any fees are paid on time.

**Grades and Grading:**

This class is structured upon the acquisition and demonstration of the knowledge and skills utilized in the building industry. Therefore, a significant portion of the overall grade a student receives is based upon those projects and the students. In addition, there will be a number of safety quizzes, student tool demonstrations and student competencies that will be factored in, as well. In the interest of students preparing themselves for their future, each student will be graded upon active classroom participation and workspace management (21<sup>st</sup> Century Skills). Lastly, all students are expected to be on time and prepared for work/class; apply their knowledge in working on the projects; clean, organize and maintain a high-functioning shop, and, whenever appropriate, provide assistance to others.

<b>Grading Scale</b>	
100.0% to 90% = A	1) As of right now, everyone has an ‘A’ in this class. It’s the student’s job to keep it.
89.99% to 80% = B	2) It is better for students to consider grades as earned, rather than given.
79.99% to 70% = C	3) In order to earn dual credit, students must earn a grade of B or better.
69.99% to 60% = D	4) Thirty-five (35) percent of the grade will be based on Chapter Tests.
59.99% or below = F	5) Twenty-five (25) percent of the grade will be based on the Final Practical Exam.
	6) Fifteen (15) percent of the grade will be based on the Final Exam.

**Only cumulative grades will be posted on the District gradebook.**

**Signatures**

Student \_\_\_\_\_ Date \_\_\_\_\_

Parent/Guardian \_\_\_\_\_ Date \_\_\_\_\_

Best contacts: Email \_\_\_\_\_ Phone \_\_\_\_\_

Secondary Contacts: Email \_\_\_\_\_ Phone \_\_\_\_\_



540 Hour Core Plus Construction Student Certificate

<b>Professionalism</b>		
	<b>Knowledge</b>	<b>Skill</b>
Work cooperatively with others to maintain a safe environment		
Complete assignments and meet deadlines		
Persist at a task despite interruptions, obstacles, or setbacks		
Accept responsibility for one's decisions and actions		
Takes initiative to seek out new skills/abilities		
Can work effectively with little or no direct supervision when appropriate		
Take pride in one's work and the work of the team		
Respect the opinions, customs, and individual differences of others		
<b>Workplace Skills</b>		
Professional Communication- written and verbal		
Internet navigation		
Microsoft Office- Word, Excel and PowerPoint		
Technical reading and writing		
Appropriate use of technology		
<b>Basic Construction Safety</b>		
Personal Protection Equipment (PPE) required for assigned tasking		
Accurately complete a Job Hazard Analysis form for assigned tasking		
Identify emergency first-aid procedures.		
Demonstrate safe working practices around electrical hazards.		
Demonstrate safe lifting and carrying techniques.		
Demonstrate safe laddering techniques.		
Identify and interpret Safety Data Sheets (SDS) and precautionary labeling.		
<b>Construction Tools</b>		
Measuring tools: tape measure ruler, compass, chalk line, combination square, speed square, carpenters square, etc.		
Manual Hand Tools		
Hand- held Power Tools		
Floor and bench mounted Tools		
Material transport		
Ladders and scaffolding		
<b>Industry Math</b>		
Read a tape measure to 1/16th of an inch		
Add, subtract, multiply, and divide whole numbers, fractions & decimals		
Units and Conversions		
Utilize basic geometry formulas for constructing a project		
Calculate material requirements and costs		
<b>Print Reading</b>		
Interpret dimensions, symbols, types of lines, views, and scales		
Interpret plan, elevation, section and detail views and schedules.		
Convert scaled blueprint drawing measurements		
Demonstrate legend and note reading		
Develop a complete multi-view drawing.		
Develop material quantity takeoff sheets		

Rating Scale:

- 3 = Exceeds entry level criteria | Requires minimal supervision | Consistently displays this behavior
- 2 = Meets entry level criteria | Requires some supervision | Often displays this behavior
- 1 = Needs improvement | Requires assistance & constant supervision | Rarely displays behavior



<b>Materials</b>		
Evaluate and select building materials and fasteners to meet project specifications		
<b>Lay-Out</b>		
Check for square		
Use tools to correctly place and size angles, radius, bevels, holes, slots		
<b>Project Planning</b>		
Develop a materials list for the construction of a project based on project prints		
Develop a work plan and timeline for completing a project		
Determine the most effective strategies to minimize costs.		
<b>Estimating</b>		
Estimate the amount of concrete needed for footers and slabs.		
Identify and estimate different types of wall framing materials and systems.		
Identify and estimate different types of roof framing materials and systems.		
Identify and estimate different types of floor framing materials and systems.		
<b>Concrete</b>		
Lay out and build concrete forms.		
Prep and place concrete.		
Perform basic concrete finishing processes.		
<b>Floor Framing</b>		
Perform layout of floor joists and openings.		
Install various floor joists and band joists.		
Install various types of columns and supports.		
Install various types of subfloor materials.		
<b>Wall Framing</b>		
Install various components of interior and exterior walls.		
Install ceiling systems.		
<b>Roof Framing</b>		
Calculate, layout and cut roof rafters.		
Install various types of roof trusses.		
Install various types of roof sheathing materials.		
<b>Applied Physics</b>		
Density, Volume and Mass		
Energy and Pressure		
<b>Electrical</b>		
Safety		

## Rating Scale:

3 = Exceeds entry level criteria | Requires minimal supervision | Consistently displays this behavior

2 = Meets entry level criteria | Requires some supervision | Often displays this behavior

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Rating Scale:

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## BELLEVUE SCHOOL DISTRICT POPULATION

*Teri Gardner 3-7-22*

The Building Industry Technology - Core Plus Construction program is located at Interlake High School within Bellevue School District and has a population of:

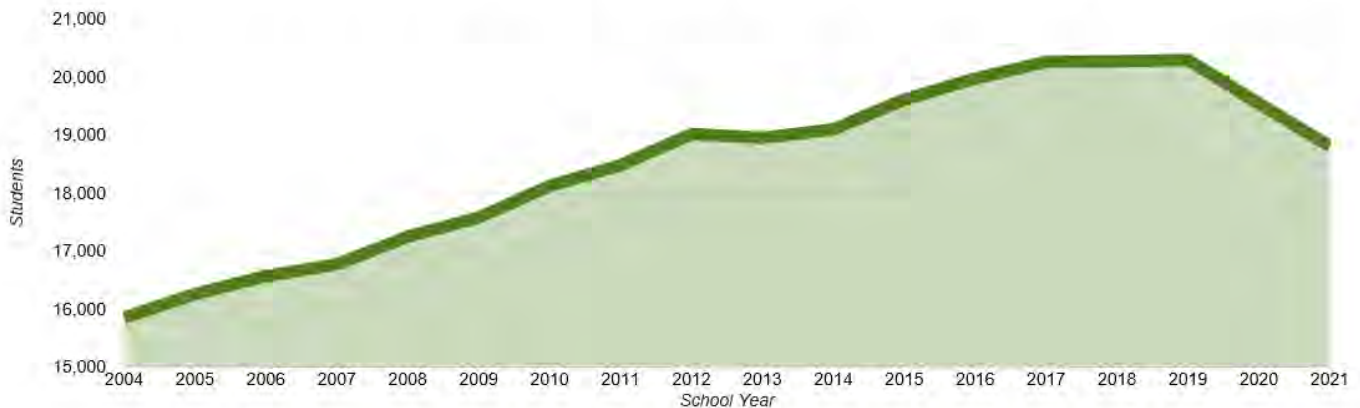
Ethnicity/Learning Disability	Number
Asian	1
Black/African American	1
Hispanic	4
2 or More	2
White	10
Multi Language Learners	2
504	1

### Our Students

We have an incredibly diverse district. 104 languages are spoken in the Bellevue School District, with 41.2% of students speaking a first language other than English.

#### District Enrollment

Based on October 2021 enrollment count, grades K-12 – includes approximately 650 students attending BSD Virtual Academy.



- African American: 3.4%
- Native American/American Indian/Alaska Native: 0.2%
- Students Speaking a First Language Other Than English: 41.2%
- Asian: 44.1%
- Native Hawaiian/Pacific Islanders: 0.3%
- Students Receiving MLL Services: 15.8%
- Hispanic: 13.4%
- White: 29.2%
- Students Who Qualify for Free/Reduced Lunch: 17.6%
- Multi-Ethnic: 9.5%

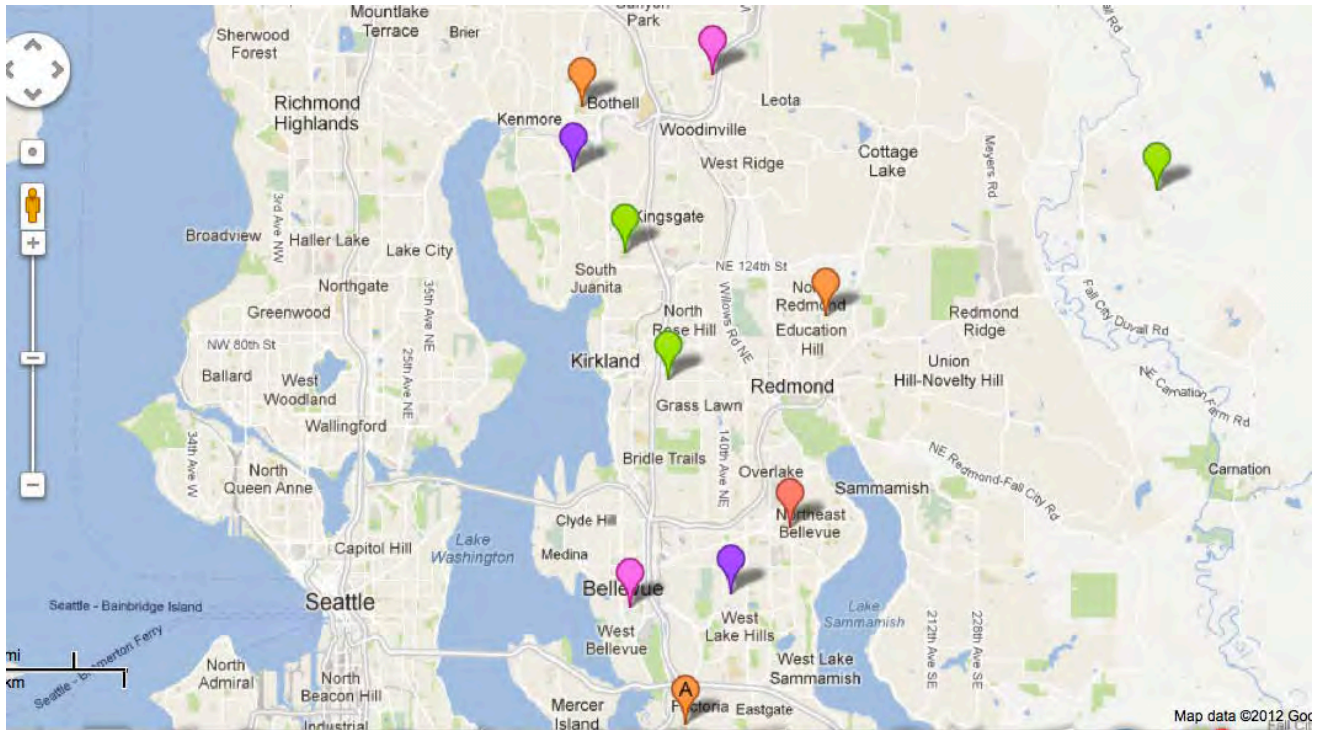
### WANIC Locations

The program serves not only the Bellevue School District, but also serves as a Skill Center Program within the WANIC Consortium. Bellevue School District serves Mercer Island, Lake Washington, Issaquah, Snoqualmie Valley, Northshore, and Riverview School District.

#### Partner school distance and travel time:

School	Distance in Miles	Estimated Drive Time
Juanita HS	11 miles	22 minutes – light traffic
Lake Washington HS	7.2 miles	17 minutes – light traffic

Redmond HS	7.8 miles	17 minutes – light traffic
Eastlake HS	11.3 miles	22 minutes – light traffic
Bellevue HS	7 miles	18 minutes – light traffic
Sammamish HS	3.6 miles	13 minutes – light traffic
Newport HS	7 miles	19 minutes – light traffic
Cedarcrest HS	15.8 miles	34 minutes – light traffic
Mercer Island HS	8.7 miles	19 minutes – light traffic
Issaquah HS	11 miles	23 minutes – light traffic
Liberty HS	14.8 miles	31 minutes – light traffic
Skyline HS	11.5 miles	27 minutes – light traffic



## Labor Market Report for King County:

Workforce Area:

☀ = Listed as "In Demand" for Seattle King WDA: King County

### Occupational Crosswalk, Displaying Seattle King WDA: King County Labor Market Data

SOC Code	Occupation	Typical Education Required	Average Annual Wage	2017-2027 Projected Openings
47-2031.01	☀ Construction Carpenters	High school diploma or equivalent	\$68,117	8,576
47-2031.02	☀ Rough Carpenters	High school diploma or equivalent	\$68,117	8,576
47-1011.00	☀ First-Line Supervisors of Co...	High school diploma or equivalent	\$88,820	3,679
47-1011.03	☀ Solar Energy Installation Ma...	High school diploma or equivalent	\$88,820	3,679

Source: <https://www.numetrics.org/bellevue/cte>



Teri Gardner 3-7-22



**Articulation Agreement**  
**FY 2021-2024**

The purpose of this agreement is to grant **RENTON TECHNICAL College** credit to **Bellevue School District** students who have achieved the level of knowledge and skill required to receive credit for the college entry-level course(s) identified in this agreement.

The following **RENTON TECHNICAL College** course(s) have been approved for **Dual Credit** articulation with **Bellevue School District** courses as listed below:

High School Class Name	Framework Hours	Name of College Course and Number	Credits
Building Industry Technologies – Core Plus Construction	540	CONST 160 – Materials, Methods and Equipment	3
		CONST 25 – Project Safety and Accident Prevention	4

**Renton Technical College (RTC) Will**

- Identify high school courses or course series that cover all competencies as defined by the college for courses offered for articulation.
- Establish the requirements for high school courses that allow college credit to be granted. Requirements include course competencies that identify the academic and technical skills for each course, and may include requirements such as portfolios or industry certification exams. Students must achieve a C (2.0) or better grade in the high school course(s) to qualify for college credit.
- Transcript the college credit upon: 1) request of the student within two years of the student’s high school graduation; 2) presentation of high school transcript; 3) completion of admissions process including payment of fees; and, 4) verification of the articulation.
- Identify the articulated course on the transcript as a regular college-level course. No designation will be used to indicate the course was taken while the student was in high school.
- Assist in the collection of data concerning student participation, student performance, and instructor participation in dual credit courses. Data will be used to determine the students who receive articulated credit during high school and then transfer to college in the same or similar pathway program. All such data will be mutually shared.

### **Bellevue School District Will**

- Identify high school courses or course series that cover all competencies as defined by the college for courses offered for articulation.
- Ensure all College Dual Credit articulated courses are taught by instructors who meet the WA State CTE teaching requirements or meet the employment criteria at RTC. *WAC 131-16-095 (2)*
- Ensure the high school program/courses meet the academic and technical standards established for career and technical education (CTE) state approved programs.
- Identify an administrative point of contact (principal/CTE director) to ensure instructor compliance with articulation agreements.
- Ensure that dual credit courses are identified on high school transcripts by a "T" designation.
- Assist in the collection of data concerning student participation, student performance, and instructor participation in dual credit courses. Data will be used to determine the students who receive articulated credit during high school and then transfer to college in the same or similar pathway program. All such data will be mutually shared.

### **Student Responsibilities**

- Student must complete all listed units within the course framework and be granted full credit by school district to receive the college credits listed above.
- Earn a grade of "C" (2.0) or better in all courses required under the articulation agreement.
- **Submit official transcripts to Renton Technical College.**

### **High School Instructor Responsibilities**

- Ensure all students receive a copy of the course syllabus outlining information about Dual Credit opportunities and the process required to earn college credit.

### **Agreement Revision/Renewal**

This agreement will be reviewed regularly by the lead administrators (college presidents and school district superintendents or their designee) of the educational partners. Modifications to the course list may be made if revisions to the program occur.

### **Credit Transfer**

College credits may or may not transfer to four-year institutions or other colleges outside the state's community/technical college system. It is the responsibility of the student to consult with those institutions concerning specific credit transfer and admissions requirements.

### **Agreement Termination**

Individual school districts and/or college partners may terminate this agreement without cause by giving 90 days' written notice.

We the undersigned representatives agree to all provisions of the articulation program/course agreement, have reviewed the course competencies, and understand the process to which students may be granted college credit through the Dual Credit.

Henselman,  
Marilyn G

Digitally signed by Henselman,  
Marilyn G  
Date: 2021.12.22 09:42:53 -08'00'

CTE Director

Bellevue School District

12/22/21

Date

*Kevin D. McCarthy*

Kevin D. McCarthy (Jan 7, 2022 13:33 PST)

Kevin D. McCarthy, Ph.D.

Renton Technical College

Jan 7, 2022

Date