



COLLEGE

COLLEGE DISTRICT NO.10

Green River College
Auburn, Washington

February 15, 2024

The Board of Trustees of Green River College District No. 10 held a regular meeting at 4:30 p.m. on February 15, 2024 in the ZC Boardroom and virtually via Zoom, ID #: 844 4012 0382. Board Chair Ramirez Robson presided.

4:30 p.m. Regular Meeting

TRUSTEES

Chair Jennifer Ramirez Robson
Jackie Boschok
Elaine Chu
Arlene Pierini

STUDENTS/STAFF/GUESTS

Marwa Almusawi
Kit Alston
Roseann Berg
Whitney Boswell
Mark Brown
Mark Brunke
Michelle C

STUDENTS/STAFF/GUESTS

Tsai-En Cheng
John Clark
dani crivello-chang
Jennifer Dysart
Rolita Ezeonu
George Frasier
Abraham Gibson
Jaeney Hoene
Nancy Kremer
Suzanne Johnson
Kara LaValley
Suzanne McCudden

STUDENTS/STAFF/GUEST

David Nelson
Shannon Newman
David Norberg
Elizabeth O'Connor
Rhonda Sample
Amanda Schaefer
Heidi Sheneberger
Wendy Stewart
Sidney Weldele-Wallace
And others who chose not to
sign-in

ROLL CALL

The meeting opened at 4:32 p.m. with Chair Ramirez Robson, Trustee Pierini, Trustee Chu and Trustee Boschok, present. Vice Chair Navas was absent and excused.

PUBLIC COMMENT

No public comment.

CELEBRATING SUCCESS

Native Student Connections and the Work of the Indigenous Student Success Center (ISSC)
Dean of Student Life, dani crivello-chang and Director of the Office of Diversity, Equity, and Inclusion, Marwa Almusawi, presented an overview of the work of the ISSC, in its first full year. A copy of the Power Point presentation is attached under TAB Celebrating Success.

MINUTES

It was moved by Trustee Boschok and seconded by Trustee Pierini, that the Board of Trustees of College District No. 10 approve the meeting minutes of January 18, 2023, as distributed. Motion passes.

CORRESPONDENCE

No Correspondence

INTRODUCTIONS

No Introductions

REPORTS TO THE BOARD

Professional Leave Recommendations

Faculty Development Committee Chair, David Nelson, presented an overview of the proposed 2024/2025 professional leave recommendations. A copy of the Power Point presentation is attached under TAB A. Action will be brought forward at the March 2024 board meeting.

Naming of Center for Learning and Innovation Building

Director of Learning & Innovation, Mark W. Brown, presented an overview of the newly renovated Center for Learning and Innovation Building, with a recommendation to name the building the Wilturner Rosemond Center for Learning and Innovation. A copy of the Power Point presentation is attached under TAB B. Action will be brought forward at the March 2024 board meeting.

National Science Foundation (NSF) Subaward

Vice President of Instruction, Rolita Ezeonu; Director of eLearning, Whitney Boswell; Instructional Designer, Shannon Newman; and Dean of Library, eLearning & Media Services, Jennifer Dysart, presented a request to accept the NSF Subaward in the amount of \$207,822. A copy of the summary and Power Point presentation is attached under TAB C. Action is requested during the Action Recommendation portion of today's meeting.

STANDING REPORTS

Student Report

ASGRC President of Governance, Abraham Gibson presented the student report. A copy of the presentation is attached under TAB D.

Equity & Diversity Report

No Report

College Council Report

No Report

Faculty Report

Union Faculty President, Dave Norberg provided a verbal faculty report. Dave provided an overview of union positions, shared that the IC/UF leadership relationship is in a good place and that faculty come to him when they feel stress, hardship, frustration, issues with morale, conflicts, etc. Dave shared there is a desire for a conflict resolution structure to rebuild relationships.

Classified Staff Report

No Report

President's Report

President Johnson provided a President's Report. In response to the previous reports, President Johnson commended students for their work on advocacy day, congratulated Ha Nguyen on her new position at Pierce and shared that Kit Alston will be the Interim VP of EDI beginning March 1. She went on to share that Camella Morgan, Executive Director of Information Technology, has decided to retire after 25 years of service to Green River College. Work is under way to provide oversight and hire an interim person into the position. Dr. Johnson shared her gratitude for Camella's service to our institution and that she will be missed. Dr. Johnson also shared that the Vice President for Student Affairs position has been posted and the committee is co-chaired by Wendy Stewart and Mark Brown. Dr. Johnson asked Trustees to reach out to the President's Office if they would like a tour of the new Innovation and Learning Center and shared there will be a ribbon cutting in the future. A copy of the Power Point presentation and related material is attached under TAB F. President Johnson also handed out an International Programs Marketing Packet, drawing attention to this years Annual Report to our Communities.

BOARD ACTION

Board Statement & Goals

It was moved by Trustee Pierini and seconded by Trustee Chu that the Board of Trustees of College District No. 10 approve the 2023/2024 Board Statement and Board Goals, as presented under TAB A at the January 18, 2024 board meeting. Discussion: Trustees shared that the purpose is to show the Board's commitment to the strategic plan goals by aligning and connecting their own goals with the goals of the strategic plan. Trustees shared that this is a significant piece of the long-term outcome of our strategic plan. Chair Ramirez Robson hung the Statement and Goals poster on the wall. A courtesy copy of the statement and goals is attached. Motion passes.

NSF (National Science Foundation) Sub Award

It was moved by Trustee Chu and seconded by Trustee Boschok that the Board of Trustees of College District No. 10 accept the IUSE grant in the amount of \$207,822, and as described in TAB C. Motion passes.

EXECUTIVE SESSION

No Executive Session

TRUSTEES ASSOCIATION


Trustees who attended ACCT shared that PELL continues to be an item of repeat conversation. In October ACCT will be in Seattle.

OTHER BUSINESS/PUBLIC COMMENT


A list of upcoming activity dates was provided and is attached under other business. No public comment.

ADJOURNMENT

There being no further business, it was moved by Trustee Pierini, seconded by Trustee Boschok, that the Board of Trustees of College District No. 10 adjourn its meeting of February 15, 2024 at 6:09 p.m. Motion passes.



Suzanne McCudden
Secretary to the Board of Trustees



Jennifer Ramirez Robson, Chair
GRC Board of Trustees

GRC Indigenous Student Success

Tribal Relations Manager (2022); Indigenous Student Success.

Leander Yazzie, Diné (Navajo)

Tribal Pathways Manager (2022); collaboration between Muckleshoot Tribal College and GRC Natural Resources department; Cedar Tree Project (grant).

Alejandra Gonzalez, Yankton Sioux

TRiO Educ. Planner/NASO Staff Advisor

Devon Williams, Fort McKay First Nation

ISSC Student Leaders

- Taylor Dumais, Diné (Navajo)
- Caitlyn Adkison, Afro-Indigenous
- Tellina Mazaretti, Alaskan Native
- James Malcolm, Tlingit/Haida



GRC Indigenous Student Success Timeline

April 2016 Facilitated Native Student Affinity at SOCC.	May 2017 raised questions to SBCTC about AIS programs, UW AIS Dept. Chair.	July 2017 Collaborated with South King County Native Coalition, GRC hosted Community Dinner.	Spring 2018 Muckleshoot/GRC Leader Forum	July 2018 Yazzie approved to provide academic advising to the Native Student population.
October 2018 Led and facilitated Native & Indigenous Staff Affinity group at FSOCC.	November 2018 Submitted proposal for a leadership position, Tribal Liaison.	June 2019 1 st Native American Graduation Celebration	August 2019 Tribal Liaison stipend added to Completion Advisor duties	October 2019 GRC Native American Working Group (NAWG) established.
March 2020 WCAAB American Indian & Indigenous Studies (AIIS) Working Group established.	May 2020 GRC Native Resources Website created.	March 2021 Expanding American Indian Studies in WA CTCs forum	February 2022 WCAAB Formally established and recognized at SBCTC.	November 2022 Accepted Tribal Relations Manager position and moved into the new ISSC space.

Green River College

ISSC Mission and Vision

(living statement)

Mission

Our mission is to cultivate a supportive community that recognizes and celebrates the unique cultural backgrounds of our Indigenous students. Through intentional efforts, we aim to provide an educational space that not only acknowledges the diverse perspectives within the Indigenous community but actively incorporates them into the fabric of our institution. Our commitment is to create an atmosphere where Indigenous students feel valued, respected, and empowered, promoting both academic success and personal growth.

Vision

Advance the learning experience with an anti-racist ethos, promoting visibility and acknowledgment of the Muckleshoot and all Tribal nations at Green River College.

ENGAGE * IGNITE * EMPOWER



Celebrating Indigenous Leadership in our CTCs

Leading GRC in Tribal Relations



Indigenous Student Success Manager

Advise GRC faculty and staff on programs to boost outreach, retention, and completion rates of Indigenous students. Foster Tribal communication and government-to-government relationships. Coordinate efforts to recruit and retain Native & Indigenous students, aligning instruction and services. Assist in implementing college planning initiatives for K-12 schools, students, and families. Serve on the Presidential cabinet, SPARQ, overseeing strategic plans for Tribal relations. Organize dialogues between campus divisions on Indigenous Student Success during NAWG meetings.

Manages Indigenous Student Success Center operations, including advising, funding, and community liaison. Directs Native American student programming and cultivates campus partnerships. Also serves as Staff Advisor to NASO and supervises Indigenous Student Leaders.

Tribal Pathways Manager; CTE Pathways

PM helping Muckleshoot students who are enrolled in non-Natural Resources programs of study, such as Information Technology.

PM at MTC and a part-time AA at Green River could formalize, standardize, and document aspects of Green River and the Tribe's partnership which have been managed in a piecemeal, ad hoc fashion.

Curriculum development; responsive and culturally sensitive training for GRC staff and faculty.

ISSC Student Liaison(s)/Indigenous Student Leader(s)

Native American Student Organization (NASO) Leader

Umbrella organization collaborates with various student groups to amplify the AI/AN and BIPOC student voice. Emphasizes student involvement for retention, fostering educational and professional development through engagement in GRC programs and initiatives.

Celebrating Indigenous Leadership in our CTCs

Leading GRC in Tribal Relations

Increased AIIIS faculty teaching Indigenous-focused courses.

In 2022, we had 5 Tribal Liaisons/Tribal Relations positions. Doubled within one year we've surpassed over 10 individuals across the state who are in these position.

DEI Faculty Fellowship conversations including American Indian faculty (tenure track) opportunities.

“Indigenous Warriors” – CTC Native and Indigenous Staff & Faculty Network/Working Group.

GRC has been involved with the founding and implementation of the 1st Washington state American Indian Advisory Board (WCAAB).

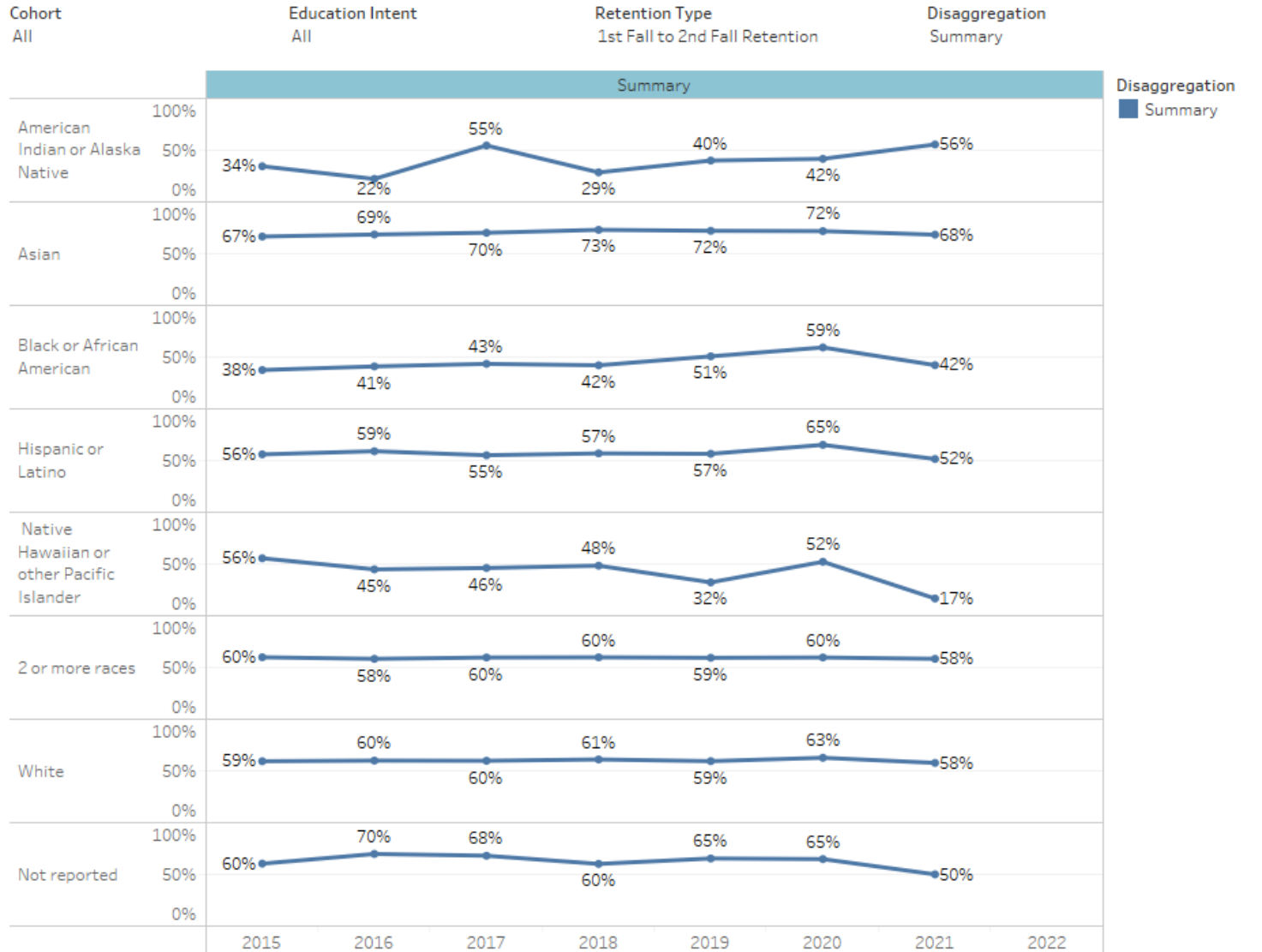
Indigenous Student Success Center (ISSC)

- Provide Academic Support/Education Planning
- Community Space
- Evening Tutoring (Math & Science)
- Computers/Printing
- Encourage and support students in becoming leaders within ISSC and NASO.
- Create employment experience and career pathways for students.
- Partner with other Student Organizations to support our mission.





First-Time Entering Student Retention Rates by Race/Ethnicity



Retention
(1st Fall to 2nd Fall)



First-Time Entering Student Degree/Certificate Completion Rates by Race/Ethnicity

Cohort Group
All

Entry Quarter
All

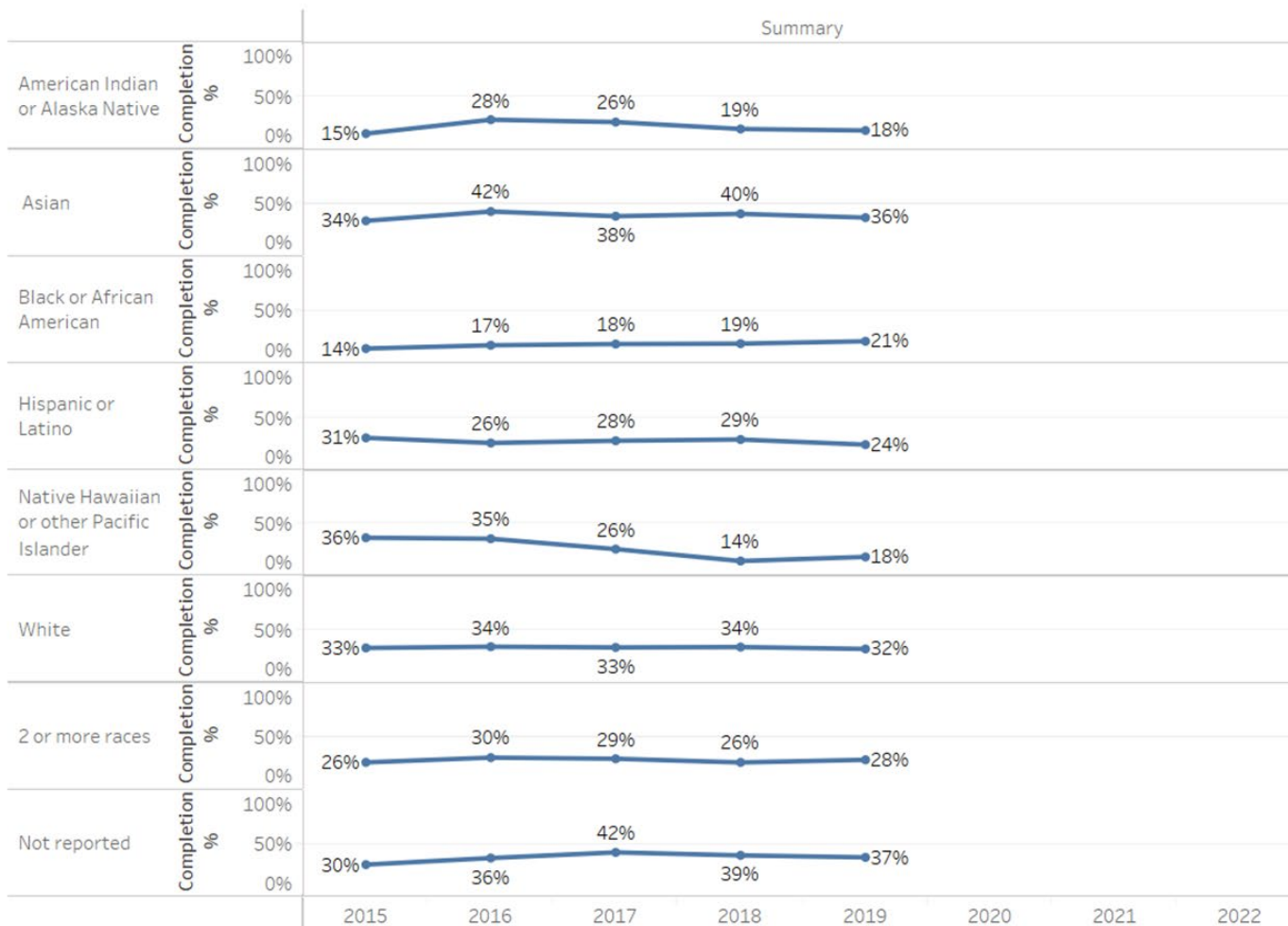
Education Intent
All

Completion Year
Completion Year 3

Disaggregation
Summary

Completion Rates

Completion Rates by Race /Ethnicity



Indigenous Student Success Center



Student Family Welcome Night

SA 218



RSVP
10/16/2023
5:30pm-8pm

Light Refreshments and Appetizers will be provided

Contact Info:
Dr. Leander Yazzie
lyazzie@greenriver.edu
Taylor Dumais
taylor.dumais@greenriver.edu

If you need disability related accommodations to make this event accessible, please contact Disability Support Services at 253-931-6460; TTY 253-288-3359; or by e-mail at dds@greenriver.edu.

GRC NURSING AND ISSC

NATIVE HEALTHCARE AND NURSING PERSPECTIVES

Wednesday, December 6, 2023
5 pm-6pm (Pacific)

We are proud to announce that Green River College's Nursing Department, in Partnership with the Indigenous Student Success Center, will be hosting a special guest speaker Dr. Yvette Brown-Shirley of the Navajo Nation to speak on:

"Native Healthcare and Nursing Perspectives."

Anyone with a passion or interest in improving experiences for Native American folks in healthcare are encouraged to attend!

The event will be hybrid; presenter is virtual

In-person screening ZC 105 (Zgolinski Center)
Meeting ID: 836 0047 2697
Passcode: 202264

ABOUT THE PRESENTER
Southwest's first and only female Native American Neurologist
Neurological Health Inequalities in Arizona Native American Communities
Works with student-athletes with various Tribal communities.



YVETTE BROWN, M.D.
Navajo (Dine) Neurological Institute

This document is available in alternative formats to individuals with disabilities by contacting Disability Support Services at 253-931-6460; TTY 253-288-3359; or by email at dds@greenriver.edu.

Events and Collaborations

- ISSC Student Leader Workshops
- Student & Family Welcome Night (Fall 2023)
- Ken Gopher Drum Presentation and Rattle Workshop
- Native American Heritage Month: Lushootseed Language, Muckleshoot Canoe Family Song & Dance
- Rez Sweater Party (Student)
- Student Affairs Welcome Picnic: Rez Burger-Fest

IMAGINING THE INDIAN

Documentary Screening

FRIDAY
FEB 9TH 12PM

Faculty, Student, and Staff Invited! Limited Seating!

SA 218

"Imagining the Indian: The Fight Against Native American Mascoting is an award-winning documentary that examines the movement that is ending the use of Native American names, logos, and mascots in the world of sports and beyond."
-imaginingtheindianfilm.org

If you need disability-related accommodations to make this event accessible, please contact Disability Support Services at 253-931-6460; TTY 253-288-3359; or by email at dds@greenriver.edu.

GRC INDIGENOUS STUDENT SUCCESS CENTER & OFFICE OF DIVERSITY, EQUITY, AND INCLUSION PRESENTS

GRC Alumnus
KEN GOPHER
Drum Presentation & Rattle Workshop

Light refreshments will be provided.



NOVEMBER 8, 2023
3-5 PM
SU River Room

Students are free, but registration is required!
General Admission: \$10.00

Contact Information:
Dr. Leander Yazzie
lyazzie@greenriver.edu
Taylor Dumais
taylor.dumais@greenriver.edu

If you need disability related accommodations to make this event accessible, please contact Disability Support Services at 253-931-6460; TTY 253-288-3359; or by email at dds@greenriver.edu.

GRC INDIGENOUS STUDENT SUCCESS CENTER, THE CENTER FOR TRANSFORMATIONAL WELLNESS, & GRC (DE)ENRITY

MISSING & MURDERED INDIGENOUS WOMEN

PERSONS MMIW P

THURSDAY
FEBRUARY
23RD

1:00PM - 2:30PM
SALISH HALL CLASSROOM 110

FEATURED SPEAKER
ROSALIE FISH

If you need disability related accommodations to make this event accessible, please contact Disability Support Services at 253-931-6460; TTY 253-288-3359; or by email at dds@greenriver.edu.

IDEAS

Travel To Canada

For a Indigenous Study Abroad experience

Exploring Tribal Sovereignty and the Environment through an Indigenous Lens in British Columbia

- ✓ Transferable credit
- ✓ Collaboration with UVF and Sto'lo people of British Columbia
- ✓ Meet & collaborate with other Indigenous students
- ✓ Cultural Field Trips and events

Applications due Dec. 1, 2024

Spring 2025

For more info contact:
Leander Yazzie, Ed.D.
Tribal Relations Manager/ISSC
lyazzie@greenriver.edu

UNIVERSITY OF BRITISH COLUMBIA
OFFICE OF GLOBAL AFFAIRS



2/15/2024 TAB CELEBRATING SUCCESS



2019 GRC/Muckleshoot Carpentry Program



Questions??





COLLEGE DISTRICT NO.10

Green River College
Auburn, Washington

January 18, 2024

The Board of Trustees of Green River College District No. 10 held a regular meeting at 4:30 p.m. on January 18, 2024 in the ZC Boardroom and virtually via Zoom, ID #: 844 4012 0382. Board Chair Ramirez Robson presided.

4:30 p.m. Regular Meeting

TRUSTEES

Chair Jennifer Ramirez Robson
Jackie Boschok
Arlene Pierini

STUDENTS/STAFF/GUESTS

Shirley Bean
Roseann Berg
Whitney Boswell
Mark Brunke
Tsai-En Cheng
John Clark

STUDENTS/STAFF/GUESTS

Charlie Crawford
dani crivello-chang
Abraham Gibson
Christie Gilliland
Rolita Ezeonu
George Frasier
Scott Hemingway
Heather Hughbanks
Suzanne Johnson
Nancy Kremer
David Larsen

STUDENTS/STAFF/GUEST

Kara LaValley
Suzanne McCudden
Ha Nguyen
Lea Ann Simpson
Wendy Stewart
Anh (Kay) Truong
Michael Wilson
And others who chose not to sign-in

ROLL CALL

The meeting opened at 4:30 p.m. with Chair Ramirez Robson, Trustee Pierini and Trustee Boschok, present. Vice Chair Navas and Trustee Chu were absent and excused.

PUBLIC COMMENT

No public comment.

CELEBRATING SUCCESS

H.D. Fowler & WETRC

Director of Philanthropy, Heather Hughbanks and Director of WETRC Training, Scott Hemingway, presented an overview of a donation from H.D. Fowler and the benefits it will provide to the WETRC Program. A copy of the Power Point presentation is attached under TAB Celebrating Success.

MINUTES

It was moved by Trustee Pierini, seconded by Trustee Boschok, that the Board of Trustees of College District No. 10 approve the meeting minutes of November 16, 2023, as distributed. Motion passes.

CORRESPONDENCE

No Correspondence

INTRODUCTIONS

No Introductions

REPORTS TO THE BOARD

Board Statement and Goals

Trustees shared and reviewed a draft of their Board Statement and Board Goals, created over the summer with the guidance of Angela Davis. Trustees shared that these goals were created with accountability as the leading factor, with specifics that could be looked to for inspiration and measurement, for the Trustees themselves. A copy of the Power Point presentation is attached under TAB A. Action will be brought forward at the February 2024 board meeting.

STANDING REPORTS

Student Report

ASGRC President of Governance, Abraham Gibson and ASGRC Vice President of Finance, Anh Truong (Kay), presented the student report. A copy of the presentation is attached under TAB B.

Equity & Diversity Report

No Report

College Council Report

No Report

Faculty Report

No Report

Classified Staff Report

No Report

President's Report

President Johnson shared a variety of verbal updates and gratitude:

- Thursday, January 25th Dr. Johnson will be in Olympia with student leadership for Advocacy Day
- Congratulations to Trustee Boschok, who was officially confirmed in the Senate
- Gratitude to the Trustees for their work in creation of their board statement and goals
- Operational updates on the creation of an AI Taskforce and improved enrollment numbers

BOARD ACTION

No Action

EXECUTIVE SESSION

No Executive Session

TRUSTEES ASSOCIATION

Trustees Ramirez Robson, Chu and Pierini will be attending the ACCT Legislative Summit in D.C. with President Johnson, in February.

OTHER BUSINESS/PUBLIC COMMENT

A list of upcoming activity dates was provided and is attached under other business.

ADJOURNMENT

There being no further business, it was moved by Trustee Boschok, seconded by Trustee Pierini, that the Board of Trustees of College District No. 10 adjourn its meeting of January 18, 2024 at 5:36 p.m. Motion passes.

Jennifer Ramirez Robson, Chair
GRC Board of Trustees

Suzanne McCudden
Secretary to the Board of Trustees

Faculty Development

Professional Leave recommendations, 2024—2025

The Budget

- ❖ Negotiated agreement for paid leaves \$ 75,000
- ❖ 5 applicants, total request \$ 125,777
- ❖ 3 applicants recommended \$ 76,276
- ❖ Dr. Ezeonu has agreed to cover the additional \$1276 needed from the Instructional Budget

Emily Beals, English

(Fall Quarter 2024)

In Emily's quarter of proposed leave, she will work on two projects focused on improving student success in English 101.

1. **The development of a "Stretch" ENGL& 101 Course Program.** Her vision is to create a two-quarter-long, sequential ENGL& 101 course that provides students the extra time they need to complete the course work. During her leave, she will develop curriculum materials and work out the logistics of implementing this new model for the 2025/26 academic year.
2. **"Extending the Class" peer-assisted sessions** The second part of Emily's vision is to design/develop an "Extending the Class" (ETC), peer-assisted, fully embedded tutoring program for our Accelerated ENGL&101 courses; this will apply to both the new Stretch Module courses AND the existing "ALP" courses (ENGL&101 with ENGL 117). Her time will be spent developing a training process for tutors and working out the logistics with the Writing and Reading Center.

Shaunie Decker

Transitional Studies

(Winter and Spring 2025)

Shaunie's goal during leave is to create a state wide High School + network allowing faculty from all Washington State colleges to interface with each other to ask questions and to help each other manage the nuances of the High School + Program.

The High School + program is responsible for helping students earn their high school diploma. The challenge is the requirements for earning a high school diploma continue to change, as well as OSPI regulations and State Board procedures. The network will allow faculty at all the colleges to better understand the rules, discuss implementation strategies and share advising tools.

This network will enable GRC faculty in the TS division to better serve students by implementing student-focused processes. When stymied by limitations within existing advising systems, the network will allow faculty to easily communicate with other HS+ faculty the network, to see if someone else found a work-around, or brainstorm ideas to make the system better.

Sam Le, Economics

(Winter & Spring 2025)

During his leave, Sam will be developing a math review module for his Econ 101 class. Econ 101 has no prerequisite, and students struggle often because of low math skills. These modules will provide a way for students to learn the math they need without adding an entry requirement. In addition, students in Econ& 201 and 202 sometimes have difficulty translating what they learned in their math classes to the context of an Economics class. The modules can be used to help students make the connection.

Sam will also develop two student engagement projects for Econ 101. These project based learning activities will give students hands-on experience to actively explore economic principles, collaborate with their peers and enhance their ability to address complex issues.

Finally, Sam will be completing certification course work for economic instructors from the Federal Reserve Bank. This will strengthen and update his knowledge of GDP, inflation, the Federal Reserve monetary policy, money and payment systems and similar topics.

Center for Learning & Innovation

- Welcome Desk
- Private work areas
- Lounge area
- Outdoor Learning
- Offices
- Boardroom
- Wellness
- Kitchen/Dinette
- Classroom
- Large Classroom





Private Work Area



Lounge Area



Outdoor Learning Spaces





2 -Offices

2/15/2024 TAB B

Boardroom



Wellness Room



Kitchen/Dinette



Classroom



Classroom

Seating for individual learning/training with standalone computers





Large Meeting Room

- This room can be divided into two rooms.
- The total capacity is approximately 125 (don't quote me on that, those numbers will probably change)
- The chairs are extremely comfortable.

Center for Learning & Innovation

Summary of Grant:

The National Science Foundation has issued a five-year Improving Undergraduate STEM Education (IUSE) Program grant to SBCTC, totaling of \$1,995,589. \$207,822 of this grant is allocated to be distributed by SBCTC to GRC for staff time, travel, and other project-related expenses. GRC faculty and staff may be able to obtain additional grant funding by participating in project activities, such as developing and implementing undergraduate research in STEM courses. If approved by the Board of Trustees, the subaward to GRC will begin on June 1, 2024 and end on May 31, 2029.

This project is titled the Washington Community and Technical College Consortium for Undergraduate Research and Equity, or WA-CURE. WA CURE is a joint effort by all 34 WA public community and technical colleges to expand the use of Course-based Undergraduate Research Experiences, or CUREs. CUREs are a well-established practice to expand community and technical college students' participation in undergraduate research, which has been shown to reduce equity gaps in course performance, college persistence, and credential completion. Community and technical colleges report similar barriers to adopting CUREs, such as a lack of research culture, institutional support, and connections to research infrastructure. Lessons learned from this project will generate insights for colleges to overcome these barriers.

The project's three primary research questions will be:

- 1) How, and in what way, does participation in a CURE learning community affect a faculty member's pedagogical practice?
- 2) To what extent do CUREs affect and potentially close equity gaps across student academic performance, persistence, completion, and transfer?
- 3) How, and in what ways, does the college-wide implementation of CUREs identify and validate promising practices about organizational change, scaling CUREs at participating colleges, and replicating CUREs at colleges in other states?

These questions will be addressed via three methods:

- 1) A professional development program to expand implementation of high-quality CUREs, complemented by a shared, open-access CURE curriculum archive.
- 2) A CURE "institutionalization incubator" - the WA CURE Academy - to cultivate faculty leadership, form strategic action plans, and produce change by implementing CUREs.
- 3) New assessment and research infrastructure to foster a culture of scholarly teaching and research on CUREs, as well as increase awareness of related research opportunities among students and faculty.

Motion Requested:

That the Board of Trustees of Community College District No. 10 accept Green River College's IUSE subaward of \$207,822 as described.

National Science Foundation

Improving Undergraduate STEM Education (IUSE) Program

- ▶ **Purpose:** This program seeks to promote novel, creative, and transformative approaches to generating and using new knowledge about STEM teaching and learning to improve STEM education for undergraduate students.
- ▶ **Amount (direct to GRC):** \$207,822 over five years. Start date: June 1, 2024.
- ▶ **Led by:** Library, eLearning, & Media Services
- ▶ **Goal:** Expand educational equity through undergraduate research experiences at community colleges by forming a statewide consortium and professional development ecosystem.
 1. Create a professional development program to expand implementation of high-quality CUREs, and curate a shared open-access CURE curriculum archive.
 2. Catalyze scaling undergraduate research at every participating college by creating a college institutionalization incubator - the WA CURE Academy- to cultivate faculty leadership, establish strategic action plans, and initiate change through implementation projects.
 3. Build an assessment and research support structure to foster a culture of scholarly teaching and research, and increase awareness of research opportunities for students and faculty.
- ▶ **Key Partners:** SBCTC (lead), Edmonds College, Green River College, Yakima Valley College

Request For Approval

- ▶ BSR-1: The Board of Trustees reserves unto itself the authority to enter into major contracts, other than public works contracts, for amounts in excess of \$100,000.
- ▶ For your consideration, acceptance of the IUSE grant in the amount of \$207,822.

Student Report
February 15,
2024



ASGRC Board Report Plan



**HIGHLIGHT STRATEGIC
PLAN GOALS**



**HIGHLIGHT STUDENT
ENGAGEMENT SUCCESS**

Jan & Feb 2024

Notable Events:

- Student Advocacy Day (WACTSA) - Jan 25th
- Lunar New Year Celebration - Feb 9th
- Valentines & Pal-entines - Feb 12th
- BSU Documentary Screening – Feb 13th



Support of Strategic Plan

- Goal A: Success for All Students
 - Close opportunity gaps and remove barriers to student success
 - Here are some of the ways we have been actualizing this goal
1. Student Advocacy Day at the Capitol Building in Olympia to tackle issues of textbook affordability, harm reduction in relation to drug use, student pay equity & increased financial assistance and housing insecurity
 2. Lunar New Year Celebration planned by ISA who collaborated with ASGRC, GAB, ODEI and other clubs on campus. Shared cultural practices and traditions with our students who may never have been part of a Lunar New Year Celebration.
 3. Valentines & Pal-entines relationships workshop. Collaborated with CTW to provide insight to students on aspects of healthy relationships and inform on unhealthy relationship habits.



Student Advocacy Day (WACTSA)

- Textbook Affordability
- Harm Reduction
- Student Pay Equity & Increased Financial Assistance
- Housing Insecurity





More photos!!

Student Advocacy Day – Our Experience



Grateful to be able to represent the GRC student voice. Felt that our voices were heard, especially when senators and representatives exchanged contact information with us.



Learnt how to link current bills to the issues we were advocating for as the bills passed are the ways in which we can make meaningful change for our students.



Got a glimpse into the difficulties in getting a bill to be passed and the very polarizing nature of politics. Frustrating at times when certain senators would tell us the feasibility of some bills for this legislative session was near impossible.

Student Advocacy Day – Our Takeaways

WE FELT THAT WE LACKED THE AWARENESS OF THE FEASIBILITY OF SOME OF THE BILLS WE WERE ADVOCATING FOR. HAD WE KNOWN THIS INFORMATION BEFORE ADVOCACY DAY, WE WOULD HAVE BEEN MORE STRATEGIC IN OUR ADVOCACY OF ISSUES

SOME OF THE ISSUES WE HAD ADVOCATED FOR AS PART OF OUR LEGISLATIVE AGENDA HAD NOT PRESENT BILLS ON THE FLOOR DURING THIS LEGISLATIVE SESSION SUCH AS THE ISSUE OF TEXTBOOK AFFORDABILITY.

WE BELIEVE TO OVERCOME THESE ISSUES, WE SHOULD FOSTER A CLOSER RELATIONSHIP WITH OUR LEGISLATORS

Lunar New Year Celebration

- ISA – International Student Ambassadors
- ASGRC
- GAB
- ODEI
- ASU – Asian Student Union
- Music Club
- Dance Performance Club



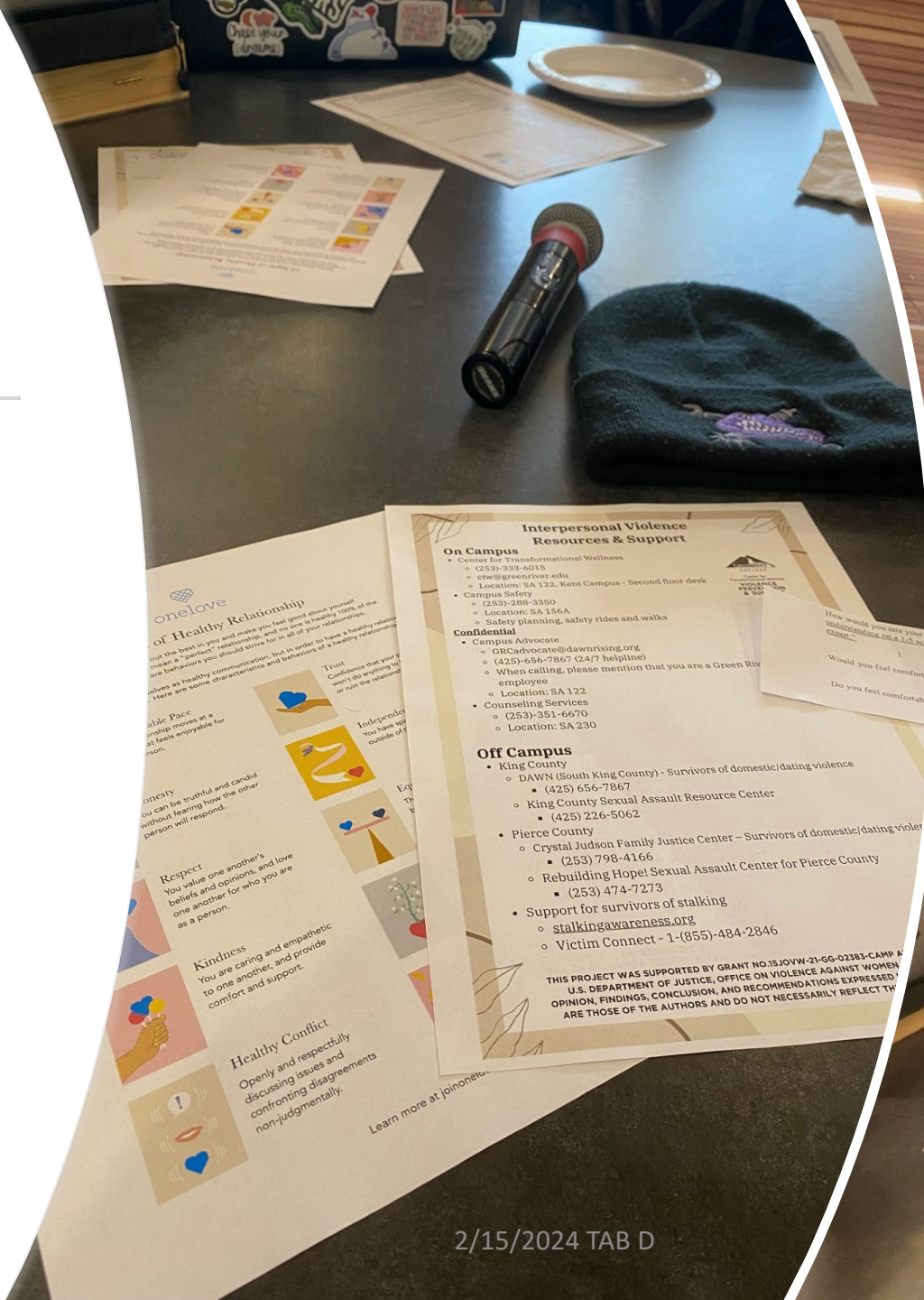


More photos!!

2/15/2024 TAB D

Valentines & Pal-entines

- Relationships Workshop
- Importance of Friendships
- Good practices
- Bad practices





BSU – Documentary Screening (Black History Month)



BLACK HISTORY MONTH
Black Student Union presents

"I Am Not Your
Negro"

Movie Showing
February 13th in SU
12:00-2:00pm

James Baldwin



Questions?

President's report

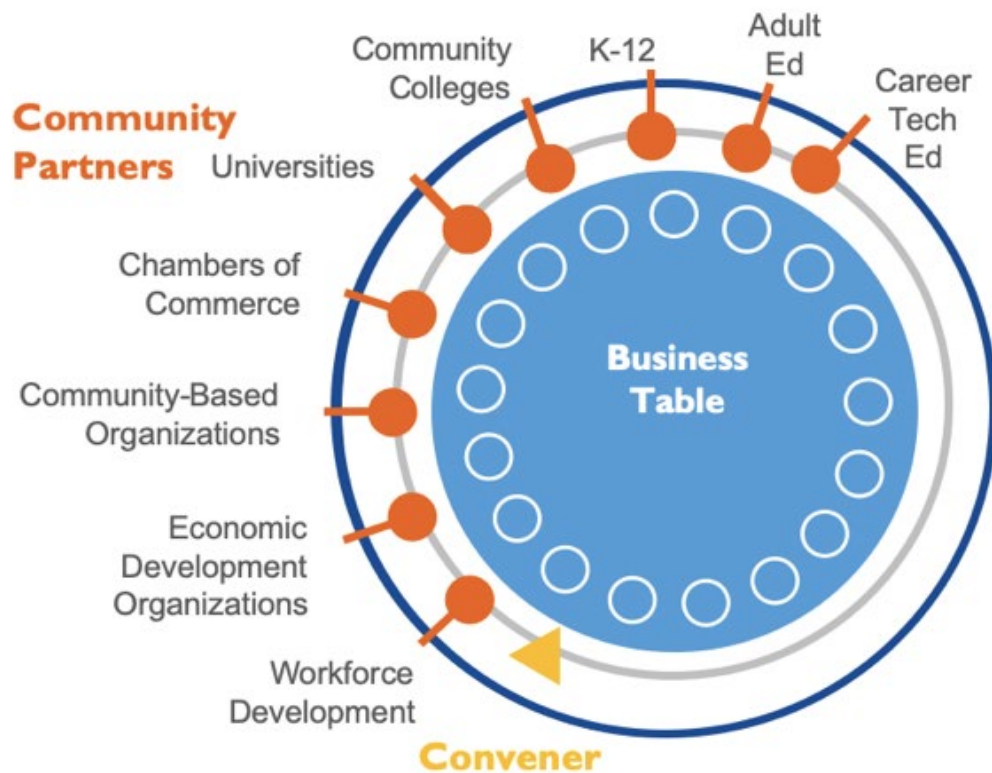
Board of Trustees Meeting

February 15, 2024

Updates

- ▶ 2024 ACCT-NLS summit
- ▶ Congressionally directed spending proposals
 - ▶ Funding our Future: Building the Electric Automotive Center of Higher Education Today at Green River College
 - ▶ Bridging High School to Higher Education: Green River's Equity in STEM Initiative
 - ▶ The Call of Service & Beyond: Higher Education Assistance Program for Military Family Members at Green River College
- ▶ Industry Advisory Table for the Kent Valley
 - ▶ A partnership among KSD, GRC, Renton Tech, the city of Kent, and business & industry in the Kent Valley
- ▶ Transitions in executive leadership positions

Industry Advisory Table for the Kent Valley



- ▶ The industry advisory table is modeled after a national model of industry partnership, called [Next Gen Sector Partnerships](#). They bring together C-Suite business leaders from a single industry in the same region to collaborate in making their industry more competitive. They tackle a range of issues including improving the workforce pipeline, aligning training with industry needs, improving infrastructure, addressing regulatory barriers or facilitating business-to-business networking.

Industry Advisory Table for the Kent Valley

The Industry Advisory Table of Kent Valley is a forum for employers:

- Create and drive a shared agenda that supports ongoing and mutual economic stability and opportunity for their industry and the people and communities in our region.
- Cultivate high quality connections, networking, information and idea sharing on issues most relevant to their mutual needs.
- Step in and step up to the forefront in new ways that co-invest, support and implement shared workforce strategies.
- Develop and demonstrate a shared commitment to diversity and inclusion through hiring and investments, directly relevant to populations here in our region.
- Help push and create coordinated action around shared issues by the many otherwise siloed public partners in education, workforce and economic development, including the shared curation of resources and investments that solve persistent problems.

Industry Advisory Table for the Kent Valley

► How is this Roundtable different from others?

1. Commitment of leaders drawn from two colleges and a school district
2. It relies on private sector pull vs. public program push
3. It's a shared table vs. creating another organization or initiative
4. Coordinated responses and solutions vs. one-off solutions
5. Employers invested for the long haul vs. short term initiatives

Transitions in executive leadership positions & thank yous

2/15/2024 TAB F

Green River College
Labor HHS/Energy Water
2024

Program Title:

Funding Our Future:
Building the Electric Automotive Center of Higher Education Today
Green River College

This project will ensure Washington continues to lead the nation in Electric Vehicle manufacturing with homegrown raised and educated students. This project includes substantial investment of curriculum, simulation equipment and learning, and a continued R&D module for future advancements in the EV industry.

Organization:

Suzanne Johnson-President

George Frasier-Vice President for Advancement

Green River College

12401 Southeast 320th Street

Auburn, WA, 98092

253-288-3338

gfrasier@greenriver.edu

www.greenriver.edu

Amount Requesting: \$1,367,000

Accounts:

Labor HHS: Higher Education

Commerce: National Institute of Standards and Technology

E&W: Renewable Energy

Total Project Cost: \$1,975,000

Instructional Technology	\$975,000
--------------------------	-----------

Instructional Facilities	\$1,000,000
--------------------------	-------------

Project Support:

Institutional Funding & Fees:	\$608,000
-------------------------------	-----------

This funding investment will:

- Accelerate access to higher education electric automotive curriculum, training, and research for future STEM technicians in the automotive industry.
- Establish Green River College’s National Institute for Automotive Service Excellence (ASE)-certified Automotive Technology Department to create a regional hub for EV maintenance technician training. The proposed project will have two major components: (1) updating and expanding the College’s present Automotive Technology curriculum; and (2) renovating and equipping an instructional facility capable of hosting EV training.
- Deliver credit-based courses on EV maintenance for the public.
- Ensure that Washington State has an educated and employment-ready workforce to help sustain Washington State as a national leader in the adoption of electric vehicles (EVs) to replace gas-powered automobiles.
- Support Washington State’s goal of that in-state sales of cars of model years 2035 or later will have zero tailpipe emissions. Nearly 50,000 EVs are in use within Green River College’s core service area of south King County.

Introduction:

Washington State is a national leader in the adoption of electric vehicles (EVs) to replace gas-powered automobiles. The state has set a goal that in-state sales of cars of model years 2035 or later will have zero tailpipe emissions. Nearly 50,000 EVs are in use within Green River College’s core service area of south King County.

Large, well-publicized public projects such as a “West Coast electric highway” have raised the visibility of our state’s transportation goals. However, the future of Washington State’s transportation sector will ultimately be dictated by automobile buyers, who must feel confident in their vehicles’ performance, reliability, and safety.

As EVs become an increasing proportion of vehicles that need maintenance, servicing them will demand unprecedented technical skills, such as testing, diagnosis, removal, and replacement of high-voltage battery packs and regenerative braking systems.

Few dealerships within the Puget Sound region and almost no independent repair shops have EV-trained technicians. Only one college in Washington State offers an open-access training program in EV maintenance that is professionally certified by the National Institute for Automotive Service Excellence (ASE).

The sole private-sector EV training program in Washington and Oregon is operated by Tesla at Shoreline Community College. It exclusively prepares graduates to service Tesla EVs. Major car

manufacturers such as Ford, Subaru, and Toyota may offer offsite training in EV skills to automotive technicians at their corporate dealerships and service centers. No similar opportunities are currently available for automotive technicians who work at independent repair shops or dealerships.

Green River College mainly serves communities in south King County and north Pierce County of western Washington State's Puget Sound region. The state's Employment Security Department estimates that near-term employment in these two counties for Automotive Service Technicians and Mechanics will grow 2.6% by December 2023 to 5,348 positions, generating a total of 1,994 job openings. The number of annual job openings (1,974 - 1,994) is projected to be consistent through 2030. Most will be created by retirements within the current workforce.

These projections do not consider the impact of Washington State's new standard that all new cars sold within the state by 2035 must be electric, hydrogen-fueled, or gas/electric hybrids with at least 50 miles of electric-only range. Implementation of this standard will begin with model year 2026 cars. Automakers will be required to sell 6% - 9% more zero-emission vehicles each year, until they make up 100% of new sales by model year 2035.

Green River College's National Institute for Automotive Service Excellence (ASE)-certified Automotive Technology department wishes to create a regional hub for EV maintenance technician training. The proposed project will have two major components: (1) updating and expanding the College's present Automotive Technology curriculum; and (2) renovating and equipping an instructional facility capable of hosting EV training.

The Curriculum:

The project will integrate EV technical knowledge, skills, and abilities into the College's existing Automotive Technology two-year associate and create a short-term certificate for experienced automotive technicians seeking EV-specific education.

Designing a short-term EV certificate will require careful planning with the Automotive Technology department's industry partners to be accessible to incumbent workers.

Green River College's Automotive Technology department gives students a comprehensive foundation in automotive diagnostic and maintenance skills. Automotive Technology faculty retain almost all their students to degree completion by emphasizing the superior job opportunities and career advancement potential of graduates who understand how to diagnose problems that often involve multiple systems, vs. specialists who are only capable of diagnosing and repairing one type of automotive system.

Automotive Technology faculty will use existing, comprehensive curriculum and training standards to identify EV-related content to integrate into the department's existing curriculum. The Automotive Technology department's Advisory Committee members and other local employer representatives will inform the priority given in the revised Automotive Technology curriculum to skills: e.g., hydrogen fuel cells.

Automotive Technology faculty will then “plan backward” to ensure that the revised Automotive Technology curriculum is thorough and follows a logical sequence. For example, employers may express a desire for graduates to be able to use contemporary tools to determine how well each component is functioning within an EV’s high-voltage power electronic cooling system. However, students must first learn to identify all such a system’s components and understand both each component’s individual purpose and how it interacts with other system components.

The Facility:

Green River College’s present Automotive Technology instructional space, at its main campus in Auburn, is fully occupied. The project will renovate and equip an EV maintenance training facility. Additionally Pacific Raceways, an internationally recognized National Hot Rod Association course (NHRA) located 3.4 miles from the College’s main campus.

Pacific Motorsports Park includes the Pacific Innovation Center, one of four “Projects of Statewide Significance” designated by the Washington State Department of Commerce. The vision for Pacific Innovation Center is to draw global automotive and transportation technology innovators to our state. These clients may use the facility to test and develop products in partnership with industry, universities, and national laboratories. The facility will be an epicenter for innovation regarding EV and alternative fuel vehicles.

The proposed project will help to realize this vision by renovating and equipping an instructional space at Pacific Motorsports Park for use by Green River College’s Automotive Technology department.

Impact to Washington State:

This project will have a direct, personal economic impact upon Puget Sound residents who are trained to work as EV-qualified automotive technicians. It will have the capacity to train up to 180 students per year. Graduates of Green River College’s Automotive Technology program working in the automotive field earn an average annual wage of \$75,819. They meet the labor needs of a broad range of employers: private car dealerships and truck driving schools such as Hiab and Toyota, mass transit companies such as Greyhound Lines, and freight shipping companies such as Estes Express Lines. This historical evidence does not reflect the high demand and salary premiums that EV-qualified graduates will be able to command within our state’s labor market.

The project will also serve as a gateway for historically under-represented populations in our nation’s STEM workforce to secure training and jobs within Washington State’s rapidly growing EV employment sector, by obtaining credit-based technical postsecondary associate degrees and short-term certificates. For example, 62% of Green River College’s Automotive Technology students are non-White, 48% are low-income, one-third are over age 25, and one-quarter are displaced workers pursuing training to seek new employment.

Green River College
Labor HHS/Energy Water
2024

Puget Sound residents' careers are tied to their education. Overall, 44% of adult workers are in good jobs: stable, automation-resilient, with family-sustaining wages. This drops to 13% of workers in jobs that require only a high school diploma.

The "good-jobs gap" has major equity implications, as 36% of area African American adults, 32% of U.S.-born Hispanic/Latino adults, and 68% of immigrant Hispanic/ Latino adults have no college education. White area residents' median net worth is \$456,000 - nearly 20 times that of Black/African American residents (\$23,000), and five times that of Hispanic/Latino residents (\$90,000). By helping to close these gaps, the proposed project will be a powerful force for greater equity and economic opportunity.

About Green River College:

Green River College is a public, open-admission Washington State public community college that grants two-year and four-year degrees. Green River's home city of Auburn has a long history with the automotive industry. After World War II, this small city earned the title "Little Detroit of the West" from the auto dealerships lining its main roads. Many of these dealerships have contributed to the Green River College Foundation to fund scholarships for local residents pursuing college degrees.

Green River's Automotive Technology department is a critical source of well-qualified job candidates for local employers. The department cooperates with business owners to meet their labor needs. For example, each year many students are placed in local automotive businesses to apply the skills they've learned, earning salaries equal to regular employees. Automotive dealerships regularly donate equipment and vehicles to the department for instructional use, and call whenever new vacancies open up.

Green River meets students where they are by providing inclusive, equitable access to innovative and comprehensive educational programs, and individualized support that empowers and prepares students to achieve their personal, educational, and career goals. In 2023, the College was named one of our nation's top 150 community colleges by the Aspen Institute's College Excellence Program.

Green River is a Federally designated Asian American and Native American Pacific Islander-supporting institution. Its 10,000 students reflect the diverse communities that the College serves. Approximately six in ten students identify as non-White. One in three students are low-income. An equal number are raising young children. One in four students are the first in their families to attend college. Four in ten are "non-traditional" students ages 25 and older.

Green River College Student Characteristics					
Academics					
Population		%	#	Population	
		%	#		
Educational Goal (84% are degree-seeking)			Initial College Readiness		
<i>Career/Technical</i>	31%	4,107	<i>College-ready at initial enrollment</i>	41%	5,312
<i>College readiness</i>	11%	1,425	<i>Pre-college coursework needed</i>	58%	7,515
<i>College transfer</i>	55%	7,126	Graduation Rate (over 3 years)	30%	3,887
<i>Other</i>	3%	389	Student Type		
Full-time vs. Part-time			<i>Adult state resident</i>	73%	9,459
<i>Full-time</i>	68%	8,811	<i>Running Start (dual enrollment)</i>	13%	1,689
<i>Part-time</i>	32%	4,146	<i>International student</i>	8%	1,005
Demographics					
Race/Ethnicity			First-generation College Student	24%	3,110
<i>Of Color</i>	59%	7,645	Gender		
African American	8%	1,037	<i>Female</i>	54%	6,997
Asian	24%	3,110	<i>Male</i>	46%	5,960
Hispanic/Latino	15%	1,944	Has Dependent Children	34%	4,405
Multiracial/Other Race	10%	1,335	Low Income	31%	4,017
Native American	1%	~130	Non-traditional Age (25+)	40%	5,183
Pacific Islander	1%	~130	Unemployed/Displaced Worker	5%	648
<i>White, non-Hispanic/Latino</i>	41%	5,312	Veteran/Dependent of Veteran	3%	414

Green River College strives to be:

- The destination of choice for post-secondary education.
- First choice in partnership with our community, its business and industry.
- Ranked among the best nationally in student achievement, closing all opportunity gaps.
- Recognized for its preparation of students for the global workforce and for civic engagement in an increasingly diverse, interdependent world.

Funding Our Future: Building the Electric Automotive Center of Higher Education Today

This funding investment will:

- Accelerate access to higher education electric automotive curriculum, training, and research for future STEM technicians in the automotive industry.
- Establish Green River College’s National Institute for Automotive Service Excellence (ASE)-certified Automotive Technology Department to create a regional hub for EV maintenance technician training. The proposed project will have two major components:

(1) updating and expanding the College's present Automotive Technology curriculum;
and (2) renovating and equipping an instructional facility capable of hosting EV training.

- Deliver credit-based courses on EV maintenance for the public.
- Ensure that Washington State has educated and talented ready workforce to help sustain Washington State as a national leader in the adoption of electric vehicles (EVs) to replace gas-powered automobiles.
- Support Washington State's goal of that in-state sales of cars of model years 2035 or later will have zero tailpipe emissions. Nearly 50,000 EVs are in use within Green River College's core service area of south King County.

Green River College
Labor HHS/MilCon
2024

Program Title:

**The Call of Service & Beyond:
Higher Education Assistance Program for Military Families
Green River College**

This project builds upon Green River’s successful Center of Excellence for Veteran Student Success model and would provide student support and services for military veterans, spouses, and dependents. Lengthy and recurring deployments, as well as the adjustments associated with returning from them, challenge military members, their children, spouses, and other loved ones. Military families routinely face frequent moves, parental absences, and the possibility of injury and bereavement. Together, all these challenges increase the risk of social, emotional, or behavioral problems among children at home and at school.

Organization:

Suzanne Johnson-President

George Frasier-Vice President for Advancement

Green River College

12401 Southeast 320th Street

Auburn, WA, 98092

253-288-3338

gfrasier@greenriver.edu

www.greenriver.edu

Amount Requesting: \$1,235,000

Accounts:

Labor HHS: Higher Education

Mil-Con

Total Project Cost: \$1,575,000

Access to Programming	\$340,000 (MilCon)
Supportive Facilities	\$1,235,000 (Labor HHS)

Project Support:

Institutional Funding & Fees:	\$340,000
-------------------------------	-----------

This funding investment will:

- Develop a military family and spouse higher education program.
- Develop a military family and spouse higher education program with supportive educational services and programming.
- Accelerate access to higher education for military veterans and military family dependents.
- Ensure that Washington State has an educated and employment-ready workforce to help sustain Washington State as a national leader in improving access to higher education and supportive educational services for military families.

Introduction:

There are nearly one million U.S. military spouses, and each has an individual story. A military spouse's experience will vary based on several factors: e.g., Service branch, age, geographic location, and number of children. However, there are certain events that shape the "typical" military spouse experience.

Successful recruiting and retention of the active-duty force depends in large part on the extent to which service members and their spouses are satisfied with the military lifestyle. Prior research suggests both that the most satisfied military families are those with an employed spouse and that the influence of military spouses on service member retention decisions has increased with the proportion of military spouses working outside the home.

Most military spouses are employed. Nonetheless, recent government studies find that they are less likely to be employed, are more likely to be seeking work, and earn less than comparable civilian spouses.

Common explanations for their different employment outcomes are that military spouses tend to be younger, which influences their earnings and employability; that they may choose not to work; or that there may be aspects of the military lifestyle that preclude their employment or affect the types of jobs they accept (and thus their earnings).

Key Findings:

- Military spouses are employed at lower rates and earn less than civilian spouses, on average.
- Civilian spouses with the same characteristics as military spouses have better employment outcomes than the average civilian wife.
- Most military spouses believe that the military lifestyle—including frequent moves, deployments and long hours that keep service members from assisting with parenting and living in areas with

poor local labor market conditions—has negatively affected their employment opportunities. Almost half believe that their educational opportunities have suffered.

- Military spouses work for different reasons, based on their own education levels, their service members' pay grades, and their financial situations.

Who Are Military Spouses?

Military spouses differ from their civilian counterparts in ways that could explain workforce participation levels. For instance, as befits popular conceptions, military spouses are more likely to experience frequent long-distance relocations; and are on average younger, and thus more likely to have young children at home.

Conventional wisdom also tends to envision these spouses in rural locales that limit their employment options and wages. However, military spouses are more likely than civilian spouses to live in metropolitan areas. Moreover, they are more likely to have graduated from high school and to have some college education, which ostensibly would increase their employability. But to what extent, then, are their employment outcomes the result of their age, their frequent moves, or other observable attributes?

To answer that question, researchers compared military spouses with civilian "look-alikes" who shared the same ages, education level, ethnicities, and even frequency of moves. The comparison revealed that the *look-alikes generally fared both better than the military spouses and better than the civilian average.*

In other words, the demographics of military spouses suggest that they should have better employment outcomes and higher wages than the average civilian spouse.

Instead, however, they are employed at much lower rates and earn less than both the average civilian spouse, and those who exhibit the same characteristics. Moreover, recent government studies compared military spouses specifically with civilian spouses residing in the same metropolitan areas and found that military spouses earn less than their civilian neighbors.

Education Status of Military Spouses:

Twenty-three percent of active-duty military spouses are enrolled in school or training, and 41% are not currently enrolled in school or training but want to be.

Spouses of Service members with a rank of E1-E4 and E5-E9, unemployed spouses, and dual-military couples have higher than average rates of participating in school or training. Spouses of Service members with a rank of E1-E4 and unemployed spouses report higher than average desires to be enrolled in training or education.

About half (56%) of active-duty military spouses are satisfied with the military lifestyle, and 59% support their spouse continuing to stay on active duty. However, about one in five active-duty military spouses are dissatisfied with the military lifestyles, and one in four favors his or her spouse leaving active duty.

Spouses who are more likely to view the military lifestyle favorably are Air Force spouses, spouses of Service members with a rank of O4-O6, and spouses who are not in the labor force (60%, 68%, and 59%, respectively). Spouses of Service members with a rank of E1-E4 are more likely to be dissatisfied with the military lifestyle than the average military spouse (23% versus 18%, respectively).

Steps to Improve Employment and Educational Opportunities and Thus Enhance Quality of Life

When asked what the military might do to improve their employment and educational opportunities, military spouses' most common recommendation was that the Department of Defense (DoD) increase the affordability and accessibility of both education and military childcare programs.

Researchers recommended that DoD determine its official position on military spouse education and develop a policy statement to reflect this position. The policy statement should be the basis of how, and establish the extent to which, DoD should encourage, support, or even invest in military spouse education. Depending on the extent of DoD support for military spouse education, the department could address spouse education through such means as:

- Encouraging education providers to maximize the number of classes offered on military bases and ease the administrative difficulty of transferring courses.
- Pursuing in-state tuition rates for military spouses.
- Creating online or distance-learning opportunities.

These findings provide an expansive portrait of military spouse living and working conditions.

The quantitative data available confirm the perceptions and experiences of many of the military spouses interviewed and demonstrate that many military spouses make personal employment or academic sacrifices to support their service member spouse's career demands.

The strains posed by frequent moves, long spouse absences, and related childcare dilemmas are products of military life. These strains can play a role in service members' leaving the military to pursue what they perceive to be more family-friendly professions.

But by taking some or all these steps, DoD could reap rewards both in terms of concrete quality-of-life improvements and in general perceptions among service members and spouses that the military is listening to, and acting on, their concerns.

About Green River College:

Green River College is a public, open-admission Washington State public community college that grants two-year and four-year degrees. It meets students where they are by providing inclusive, equitable access to innovative and comprehensive educational programs, and individualized support that empowers and prepares students to achieve their personal,

educational, and career goals. In 2023, the College was named one of our nation’s top 150 community colleges by the Aspen Institute’s College Excellence Program.

Green River College strives to be:

- The destination of choice for post-secondary education.
- First choice in partnership with our community, its business and industry.
- Ranked among the best nationally in student achievement, closing all opportunity gaps.
- Recognized for its preparation of students for the global workforce and for civic engagement in an increasingly diverse, interdependent world.

Green River is a Federally designated Asian American and Native American Pacific Islander-supporting institution. Its 10,000 student reflects the diverse communities that the College serves. Approximately six in ten students identify as non-White. Among student veterans attending Green River, thirty percent are the first in their families to attend college, and one in four are low-income. Two-thirds are pursuing two-year Associate degrees in order to transfer to a university to earn baccalaureate degrees. Other popular programs of study are cybersecurity (Green River is a National Security Agency-certified Center of Academic Excellence in Cyber Defense), Software Development, and Business Management.

Green River College Student Characteristics					
Academics					
Population	%	#	Population	%	#
Educational Goal (84% are degree-seeking)			Initial College Readiness		
<i>Career/Technical</i>	31%	4,107	<i>College-ready at initial enrollment</i>	41%	5,312
<i>College readiness</i>	11%	1,425	<i>Pre-college coursework needed</i>	58%	7,515
<i>College transfer</i>	55%	7,126	Graduation Rate (over 3 years)	30%	3,887
<i>Other</i>	3%	389	Student Type		
Full-time vs. Part-time			<i>Adult state resident</i>	73%	9,459
<i>Full-time</i>	68%	8,811	<i>Running Start (dual enrollment)</i>	13%	1,689
<i>Part-time</i>	32%	4,146	<i>International student</i>	8%	1,005
Demographics					
Race/Ethnicity			First-generation College Student	24%	3,110
<i>Of Color</i>	59%	7,645	Gender		
African American	8%	1,037	<i>Female</i>	54%	6,997
Asian	24%	3,110	<i>Male</i>	46%	5,960
Hispanic/Latino	15%	1,944	Has Dependent Children	34%	4,405
Multiracial/Other Race	10%	1,335	Low Income	31%	4,017
Native American	1%	~130	Non-traditional Age (25+)	40%	5,183
Pacific Islander	1%	~130	Unemployed/Displaced Worker	5%	648
<i>White, non-Hispanic/Latino</i>	41%	5,312	Veteran/Dependent of Veteran	3%	414

Green River's core service area is south King County, where nearly 25,000 veterans reside. However, most of its student veterans commute from elsewhere in King County and neighboring counties. These counties are home to over 3.3 million people. Eight percent – 263,563 - are resident veterans.

The region includes Joint Base Lewis-McChord (JBLM), the nation's premiere West Coast military installation. JBLM is the largest joint base west of the Rockies and the most requested separation duty station in the Army. JBLM supports more than 40,000 active, Guard, and Reserve Service members; 14,000 civilian workers; and a total of over 90,000 veterans, family members, retirees. To the north lies Naval Station Everett, the Navy's most modern facility, which directly employs over 2,100 military and more than 700 civilian personnel. DoD has steadily increased the number of DoD-employed personnel in the region in recent years.

Green River's Veterans Services office houses a U.S. Dept. of Education-funded Center of Excellence for Veteran Student Success. The College's commitment to military families has roots in its home city of Auburn, which annually hosts one of our nation's largest Veterans Day parades (with over 6,000 participants), and is recognized by the U.S. Dept. of Veterans Affairs.

The Call of Service & Beyond: Higher Education Assistance Program for Military Family Members

Several factors increase the likelihood of a military spouse being unemployed. These factors include experiencing a relocation due to PCS orders within the past 12 months, having children being less than 26 years old, having less than a college degree, being a spouse of a Service member with a rank of E1-E4, and belonging to a minority race or ethnicity.

Some factors are modifiable (e.g., level of education), and others can be improved (e.g., relocation). In terms of education, many active-duty military spouses (41%) would like to be enrolled in training or school but are not.

Their top five reasons for not attending school or training are the cost of education (73%), family responsibilities (69%), hours and location not being convenient (49%), the cost of childcare (48%), and the availability of childcare (42%). Scholarships and access to affordable childcare could remove barriers to education for military spouses. Although there are programs available, they may not be widely known.

Green River College is ready to help move Washington State and the nation forward with our new military family higher education initiative.

This funding investment will:

- Develop a military family and spouse higher education program with supportive educational services and programming.
- Accelerate access to higher education for military veterans and military family dependents.

Green River College
Labor HHS/CJS
STEM
2024

Program Title:

Bridging High School to Higher Education:

Equity in STEM Initiative

Green River College & Washington Alliance for Better Schools (WABS)

College shouldn't be out of reach for underrepresented students. Together, Green River College, Washington Alliance for Better Schools, and local K-12 schools districts are making it a top priority to ensure that youth who are furthest from educational opportunity and living-wage careers are able to gain the experience and credentials they need to support themselves.

This initiative will strengthen student success by creating a family-focused, high school-to-college STEM pathway with five components:

1. A **Parent Academy** for parents to learn and then conduct workshops for other families on topics such as how to help their children apply for financial aid.
2. In-school **Family College & Career Navigators** who will guide individual high school students through the challenges they encounter to graduate and enroll in college.
3. **Holistic Advising** for 250+ youth each year, in which they will participate in career-focused activities such as visiting local employers, shadowing professionals at their workplaces, and touring colleges' career and technical education programs.
4. An **Educator Leadership** program to help 40-65 high school teachers, counselors, and administrators learn what skills employers need and expect, so instruction can be tailored appropriately.
5. Improved **Data & Accountability** systems that let educators, employers, and the public gauge how well public investments are being used, based on students' outcomes.

Organization:

Suzanne Johnson-President

George Frasier-Vice President for Advancement

Green River College

12401 Southeast 320th Street

Auburn, WA, 98092

253-288-3338

gfrasier@greenriver.edu

www.greenriver.edu

Amount Requesting: \$1,847,000

Accounts:

Labor HHS: Higher Education

CJS: Science Programs

2/15/2024 TAB F

Green River College
Labor HHS/CJS
STEM
2024

Total Project Cost: \$2,492,000

Career-based Learning	\$1,847,000
Family Engagement & Empowerment	\$460,000
Data & Accountability	\$185,000

Project Support:

Institutional Funding & Fees:	\$645,000
-------------------------------	-----------

This funding investment will:

- Develop and strengthen access to high school programming and curriculum to teach core Science, Technology, Engineering, and Mathematics (STEM) to promote real-world learning for at-risk high school to college students.
- Access to college navigators, educational support services, and career-focused learning experiences for over 100 at-risk high school students each year who need 1:1 college preparation.
- Engage and empower parents and caregivers to assist youth with college preparation, share equally in decision-making, and serve as bridges between educational institutions and BIPOC, immigrant, and refugee families, based on the motto “Nothing about us, without us.”.
- Bridge access to exploration of different STEM fields to give underrepresented high school and college students understanding of careers and the required skills for those industries.
- Enlighten and excite underrepresented students about STEM fields.
- Support targeted programming directed at STEM academic success for underrepresented students, to increase their achievement through academic support, enhanced self-worth, and higher self-expectations.

Introduction:

Green River College and Washington Alliance for Better Schools are committed to enhancing access to educational opportunities for all our students. Recognizing that college success is often built upon a strong high school foundation, we acknowledge that many students lack the essential skills required for success in STEM (Science, Technology, Engineering, and Mathematics) disciplines.

We believe that fostering an understanding of the significance of STEM subjects is crucial for advancing our nation and maintaining its competitiveness. With this in mind, we are seeking funding to empower at-risk, adolescents who are underrepresented in today's STEM workforce to envision their future, achieve success, and establish a robust foundation that will carry them through high school and beyond.

Our proposed STEM Initiative aims to equip at-risk underrepresented high school students with the academic knowledge and support necessary for a prosperous future. By investing in this initiative, we aim to bridge the gap, enabling these students to succeed academically, set ambitious goals, and realize their full potential. Together, we can cultivate a generation of individuals prepared to contribute to the ever-evolving landscape of science, technology, engineering, and mathematics.

The Need:

Despite a growing demand for a well-educated workforce STEM career, fewer American college students are pursuing these majors. In 2022, the National Science Foundation's Science and Engineering report sounded an alarm. The report showed that the United States is falling behind in science, technology, engineering, and math. According to the foundation, America no longer produces the most science and engineering research publications.

The problem isn't that the U.S. lacks colleges and universities to train future scientists, or an economy capable of encouraging innovation. Rather, the problem originates much earlier in the supply chain. It starts in our elementary and secondary schools.

In 2019, the National Assessment of Educational Progress presented evidence that American students are struggling in the sciences. Over a quarter of fourth graders earned a score below basic; by 12th grade, that proportion grows to over 40%.

A similar pattern is evident in NAEP math scores. Indeed, recent 2022 NAEP test scores for math show declining scores and increasing percentage of students below basic. While overall patterns are discouraging, the percentage of Black and Hispanic students falling below basic in science and math is even higher.

Unless the nation does something radical to transform education sciences research and translate basic research into applied, practical, and scalable products and interventions, the already eroding U.S. lead in STEM will fade even further. This is not just a problem in schools and with tests.

Educational outcomes affect just about every aspect of American lives, including national security. A recent report concludes that the "U.S. needs the national security community to weigh in on education as a national security priority." The report further highlights how the newest STEM skills, like data science, are far too often neglected in favor of traditional math subjects such as trigonometry and calculus. These concerns are widespread.

Teachers themselves are highly concerned. In a recent national poll found around 40% of teachers say schools are not preparing young people for future careers.

Furthermore, the gaps in qualified applicants for STEM jobs are even more pronounced between genders and ethnicities; and while STEM jobs and degrees have steadily increased since 2000, the diversity of the workforce has not. The U.S. simply cannot compete in the global economy with so many Black, Hispanic, and female students failing to master needed STEM skills and aptitudes.

The Importance of STEM Education:

It is our responsibility to ensure that our students are prepared to lead our country and compete in the global marketplace. To do that, we need to provide our students with an education that includes a solid foundation in STEM. We also need to encourage the students of today to pursue careers in STEM-related fields. The opportunity cost for not addressing this challenge is too high for our country to ignore.

In fact, many students aren't aware of the incredible opportunities that pursuing a career in a STEM field can offer. STEM proficiency is such an important concept that Congress has made STEM one of its top priorities, announcing three overarching goals:

- Increasing STEM literacy so all students can think critically in science, math, engineering, and technology.
- Improving the quality of math and science teaching so American students are no longer outperformed by those in other nations; and
- Expanding STEM education and career opportunities for underrepresented groups, including women and minorities.

Green River College and Washington Alliance for Better Schools understand that students need an education with a solid foundation in STEM areas so that they are prepared to both work and live. Since the 2000s, the demand for skills has changed significantly – the demand for routine manual task skills has decreased, while the demand for non-routine interactive task skills has increased significantly.

Workforce projections for 2025 by the U.S. Department of Labor show that 17 of the 20 fastest growing occupations require significant science or mathematics training to successfully compete for a job. According to the U.S. Bureau of Labor Statistics, professional information technology (IT) jobs will increase 56% between 2023 and 2027. However, as jobs requiring a solid background in science, technology, engineering, and mathematics are growing – more students are choosing not to major in these areas.

- Enrollment in undergraduate degree programs in computer sciences is more than 50 percent lower than it was five years ago.

In 2020, only 12% of all degrees awarded in the U.S. were in engineering, mathematics, or the physical sciences. The U.S. ranks 20th internationally based on our share of graduate degrees awarded in engineering, computer science, and mathematics.

About Green River College:

Green River College is a public, open-admission Washington State public community college that grants two-year and four-year degrees. Green River is a Federally designated Asian American and Native American Pacific Islander-supporting institution. Its 10,000 students reflect the diverse communities that the College serves. Approximately six in ten students identify as non-White. One in three students are low-income. An equal number are raising young children. One in four students are the first in their families to attend college. Four in ten are “non-traditional” students ages 25 and older.

families to attend college. Four in ten are “non-traditional” students ages 25 and older.

Green River College Student Characteristics					
Academics					
Population	%	#	Population	%	#
Educational Goal (84% are degree-seeking)			Initial College Readiness		
<i>Career/Technical</i>	31%	4,107	<i>College-ready at initial enrollment</i>	41%	5,312
<i>College readiness</i>	11%	1,425	<i>Pre-college coursework needed</i>	58%	7,515
<i>College transfer</i>	55%	7,126	Graduation Rate (over 3 years)	30%	3,887
<i>Other</i>	3%	389	Student Type		
Full-time vs. Part-time			<i>Adult state resident</i>	73%	9,459
<i>Full-time</i>	68%	8,811	<i>Running Start (dual enrollment)</i>	13%	1,689
<i>Part-time</i>	32%	4,146	<i>International student</i>	8%	1,005
Demographics					
Race/Ethnicity			First-generation College Student	24%	3,110
<i>Of Color</i>	59%	7,645	Gender		
African American	8%	1,037	<i>Female</i>	54%	6,997
Asian	24%	3,110	<i>Male</i>	46%	5,960
Hispanic/Latino	15%	1,944	Has Dependent Children	34%	4,405
Multiracial/Other Race	10%	1,335	Low Income	31%	4,017
Native American	1%	~130	Non-traditional Age (25+)	40%	5,183
Pacific Islander	1%	~130	Unemployed/Displaced Worker	5%	648
<i>White, non-Hispanic/Latino</i>	41%	5,312	Veteran/Dependent of Veteran	3%	414

Green River College
Labor HHS/CJS
STEM
2024

Green River meets students where they are by providing inclusive, equitable access to innovative and comprehensive educational programs, and individualized support that empowers and prepares students to achieve their personal, educational, and career goals. In 2023, the College was named one of our nation's top 150 community colleges by the Aspen Institute's College Excellence Program.

Green River College strives to be:

- The destination of choice for post-secondary education.
- First choice in partnership with our community, its business and industry.
- Ranked among the best nationally in student achievement, closing all opportunity gaps.
- Recognized for its preparation of students for the global workforce and for civic engagement in an increasingly diverse, interdependent world.

About Washington Alliance for Better Schools (WABS):

Washington Alliance for Better Schools (WABS) is a nonprofit organization committed to leading partnerships of school districts, industry, and community members that help students furthest from opportunity pursue futures that embrace their strengths, passions, and dreams. In the last year, WABS worked within 242 schools in 14+ districts across Washington State, served over 7,000 students, and received nearly 7,900 hours of help from over 960 volunteers. WABS focuses on:

- Building students' "21st Century skills" (i.e., communication, collaboration, critical thinking, and creativity) through industry and community partnerships;
- Partnering with families to center family leadership, engagement, and advocacy in support of students.
- Improving educators' skills and capacity to give students powerful learning experiences, particularly in STEM education; and
- Giving industry meaningful opportunities to connect with students, so that students' learning prepares them for rewarding careers.

WABS' leadership include K-12 superintendents; governmental officials who represent major public employers (such as the Port of Seattle); vice presidents and directors of private-sector companies such as Boeing, T-Mobile, and Providence; and workforce system leaders. Together, these leaders bridge the misunderstandings and cultural differences that often prevent genuine cross-sector cooperation.

Bridging High School to Higher Education: Green River College and Washington Alliance for Better Schools (WABS) Equity in STEM Initiative

Many at-risk underrepresented students must overcome language, cultural and socioeconomic barriers to succeed in school.

Educators must do all they can to ensure that the gaps in student achievement are closed and that students receive the tools and resources necessary to conquer the obstacles they face. However,

Green River College
Labor HHS/CJS
STEM
2024

overcoming these challenges and obstacles takes the collective will of policymakers, parents, and the community.

Green River College and Washington Alliance for Better Schools (WABS) believe that we have a shared responsibility with the community at-large to deliver quality education to at-risk youth. We must do all we can to ensure that at-risk youth get the education they deserve. Let's start closing the gap now!

Together, Green River, WABS, and local K-12 schools districts are making it a top priority to ensure that youth who are furthest from educational opportunity and living-wage careers can gain the experience and credentials they need to support themselves.

This initiative will strengthen student success by creating a family-focused, high school-to-college STEM pathway with five components:

- A. A **Parent Academy** for parents to learn and then conduct workshops for other families on topics such as how to help their children apply for financial aid.
- B. In-school **Family College & Career Navigators** who will guide individual high school students through the challenges they encounter to graduate and enroll in college.
- C. **Holistic Advising** for 250+ youth each year, in which they will participate in career-focused activities such as visiting local employers, shadowing professionals at their workplaces, and touring colleges' career and technical education programs.
- D. An **Educator Leadership** program to help 40-65 high school teachers, counselors, and administrators learn what skills employers need and expect, so instruction can be tailored appropriately.
- E. Improved **Data & Accountability** systems that let educators, employers, and the public gauge how well public investments are being used, based on students' outcomes.

**BOARD OF TRUSTEES
2023-2024
STATEMENT**



Leading with equity, we collectively govern to carry out our legal responsibilities by creating policies, providing oversight, and evaluating progress of the strategic plan. Guided by community, we ensure that students have a quality, relevant learning experience that maximizes their potential for success.

1/18/2024 TAB A (courtesy copy for 2-14-24 meeting)





BOARD OF TRUSTEES 2023-2024 GOALS

GRC EQUITY-CENTERED
STRATEGIC PLAN GOALS

Success for All Students

*Close opportunity gaps
and remove barriers to
student success.*

A

The Board will monitor the progress of student success outcomes by reviewing the dashboards quarterly.

GRC
EQUITY-CENTERED
STRATEGIC PLAN
GOALS



BOARD OF TRUSTEES 2023-2024 GOALS

GRC EQUITY-CENTERED
STRATEGIC PLAN GOALS

**Excellence
in Teaching and
Learning**

*Ensure that teaching
and learning processes
embody equity-centered
principles that close
opportunity gaps.*

B

The Board will ensure that student metrics and benchmarks provide an opportunity to make data-driven decisions for improvement.



BOARD OF TRUSTEES 2023-2024 GOALS

GRC EQUITY-CENTERED
STRATEGIC PLAN GOALS

Responsive Educational Programs and Support Services

Provide a full range of educational programs and support services that meet students where they are to achieve their educational, career, and personal goals.

C

The Board will support the commitment to on-going EDI professional learning for all College employees and trustees.

1/18/2024 TAB A (courtesy copy for 2-14-24 meeting)





BOARD OF TRUSTEES 2023-2024 GOALS

GRC EQUITY-CENTERED
STRATEGIC PLAN GOALS

Integrated and Effective Organizational Structure, Systems, and Processes

Align the College's organizational structure, systems, and processes with equity-centered principles and practices to become an anti-racist college and break down equity barriers for students, faculty, and staff.

D

The Board will review board policy and procedures to ensure they support the commitment to becoming an anti-racist college.

1/18/2024 TAB A (courtesy copy for 2-14-24 meeting)





BOARD OF TRUSTEES 2023-2024 GOALS

GRC EQUITY-CENTERED
STRATEGIC PLAN GOALS

Accessible and Responsive Facilities and Technology

*Optimize educational facilities
and technology to support
student success and excellence
in teaching and learning.*

E

The Board will continue to develop forward thinking policies and provide fiduciary oversight to ensure institutional sustainability, growth, and capacity-building.

1/18/2024 TAB A (courtesy copy for 2-14-24 meeting)





BOARD OF TRUSTEES 2023-2024 GOALS

GRC EQUITY-CENTERED
STRATEGIC PLAN GOALS

Impactful Community Connections

F

The Board will advance community partnerships with local school districts, business and industry partners, and local organizations.

Strengthen the connections between the college and the local, regional, and global community to become the first choice in partnership with those communities, their institutions, and industries.

1/18/2024 TAB A (courtesy copy for 2-14-24 meeting)



GRC EQUITY-CENTERED STRATEGIC PLAN GOALS



BOARD OF TRUSTEES 2023-2024 GOALS

Success for All Students

A

The Board will monitor the progress of student success outcomes by reviewing the dashboards quarterly.

Excellence in Teaching and Learning

B

The Board will ensure that student metrics and benchmarks provide an opportunity to make data-driven decisions for improvement.

Responsive Educational Programs and Support Services

C

The Board will support the commitment to on-going EDI professional learning for all College employees and trustees.

Integrated and Effective Organizational Structure, Systems, and Processes

D

The Board will review board policy and procedures to ensure they support the commitment to becoming an anti-racist college.

Accessible and Responsive Facilities and Technology

E

The Board will continue to develop forward thinking policies and provide fiduciary oversight to ensure institutional sustainability, growth, and capacity-building.

Impactful Community Connections

F

The Board will advance community partnerships with local school districts, business and industry partners, and local organizations.

1/18/2024 TAB A (courtesy copy for 2-14-24 meeting)



2024 Upcoming Events, Meetings and Conferences

Board Meeting	2/15/2024	4:30pm	Board Room & Zoom
Special Board Meeting (Tenure)	2/28/2024	11:00am to 4:00pm	Board Room & Zoom
ACT Trustee Tuesday	3/5/2024	8am - 9am	Zoom
Special Board Meeting (Tenure)	3/6/2024	11am to 4:30pm	Board Room & Zoom
Board Meeting	3/21/2024	4:30pm	Board Room & Zoom
ACT Trustee Tuesday	4/2/2024	8am - 9am	Zoom
Board Meeting	4/18/2024	4:30pm	Board Room & Zoom
ACT Spring Conference	May 2-3, 2024	2 days	Yakima Valley College
Board Meeting	5/16/2024	4:30pm	Board Room & Zoom
GRC Student Showcase	6/5/2024	8am - 3pm	Student Union
Commencement	6/17/2024	TBD	TBD
Board Meeting	6/20/2024	4:30pm	Board Room & Zoom
Board Meeting	7/18/2024	4:30pm	Board Room & Zoom
Special Board Meeting (Retreat)	8/7/2024	8am	TBD
Board Meeting	8/15/2024	4:30pm	Board Room & Zoom
Opening Day	9/17/2024	8am to 4pm	SU Grand Hall
Board Meeting	9/19/2024	4:30pm	Board Room & Zoom
Board Meeting	10/17/2024	4:30pm	Board Room & Zoom
ACCT Leadership Congress	October 23-26, 2024	4 days	Arch/WA State Convention Center
Board Meeting	11/21/2024	4:30pm	Board Room & Zoom
Board Meeting	12/19/2024	4:30pm	Board Room & Zoom
ACCT Leadership Congress	October 22-25, 2025	4 days	New Orleans, Marriott and Sheraton
ACCT Leadership Congress	October 21-24, 2026	4 days	Chicago, Hyatt Regency