

CENTER OF EXCELLENCE – HSEM FY 16-17 WORK PLAN

Center Name: Homeland Security Emergency Management

Focus Area	Activity 1																												
<input checked="" type="checkbox"/> Economic Development <input checked="" type="checkbox"/> Sector Strategy <input checked="" type="checkbox"/> Ed/Innovation/Efficiency <input type="checkbox"/> Supply/Demand	<p><i>Supply Chain Management Curriculum Collaboration</i></p> <p>2017 “Securing the Supply Chain Forum” will continue with the partnership/collaboration between the Center of Excellence (COE)-HSEM and COE-Global Trade & Supply Chain Management to host a practitioner/industry forum. The forum will include a broad discussion regarding the eight (8) supply chain business functions to include sourcing, stocking, storing, selling, shipping, supply chain planning, support services and reverse logistics. Each of these practices identify specific risks that need to be part of industry best practices and embedded into supply chain curriculum. The forum will identify best practices and applications needed by the industry and program faculty to address advancing technology and policies.</p> <table border="1" data-bbox="474 592 1308 993"> <thead> <tr> <th>Business Process (Function or Supply Chain Specialty)</th> <th>Description</th> <th>Example Risk</th> </tr> </thead> <tbody> <tr> <td>Sourcing</td> <td>Supplier Management</td> <td>Sole source provider, Suppliers w/o ethics</td> </tr> <tr> <td>Stocking</td> <td>Inventory Management</td> <td>ERP implementation</td> </tr> <tr> <td>Storing</td> <td>Warehouse Management/Fulfillment</td> <td>Theft/shrink in the warehouse, Temporary/Seasonal employment practices</td> </tr> <tr> <td>Selling</td> <td>Sales management</td> <td>Picking customers that don't protect the brand</td> </tr> <tr> <td>Shipping</td> <td>Carrier management</td> <td>Cargo theft</td> </tr> <tr> <td>Supply chain planning</td> <td>Supply chain optimization</td> <td>Poor forecasting</td> </tr> <tr> <td>Support Services</td> <td>Information Technology</td> <td>SaaS- data protection</td> </tr> <tr> <td>Reverse Logistics*</td> <td>Return of goods from customers or frustrated cargo</td> <td>Normally a lower priority and lower visibility for optimization/security</td> </tr> </tbody> </table>		Business Process (Function or Supply Chain Specialty)	Description	Example Risk	Sourcing	Supplier Management	Sole source provider, Suppliers w/o ethics	Stocking	Inventory Management	ERP implementation	Storing	Warehouse Management/Fulfillment	Theft/shrink in the warehouse, Temporary/Seasonal employment practices	Selling	Sales management	Picking customers that don't protect the brand	Shipping	Carrier management	Cargo theft	Supply chain planning	Supply chain optimization	Poor forecasting	Support Services	Information Technology	SaaS- data protection	Reverse Logistics*	Return of goods from customers or frustrated cargo	Normally a lower priority and lower visibility for optimization/security
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Funding Sources %	Purpose	Projected Outcomes and Products																											
50% CoE HSEM 50% Coe Global Trade	<ul style="list-style-type: none"> Identify best practices and applications needed by industry practitioners and program faculty to address advancing technology. Identify individual supply chain functions risks and ways to mitigate risk that can be used by business and educators as best practices. Segments included that will be focused on risks related to securing the food supply to can be used by business and 	<ul style="list-style-type: none"> Forum held at Highline College in April 2017 Project a 25% increase in participation from faculty, program staff, and industry representatives. Publish a “best practices guide” summarizing the presentations, discussions and materials from the forum that provide in depth guide to function, risk and mitigation that can be utilized with identifying the individual supply chain functions and risks. 																											

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	educators as best practices in this area.	<ul style="list-style-type: none"> • Produce a video of that will be available on COE websites for use by industry and educators. • Increase participation of CTC students by 25%. Timeline: July 2016 – April 2017
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Focus Area	Activity 2
<input type="checkbox"/> Economic Development <input checked="" type="checkbox"/> Sector Strategy <input checked="" type="checkbox"/> Ed/Innovation/Efficiency <input checked="" type="checkbox"/> Supply/Demand	<p><i>Career Pathways Engagement</i></p> <p>Using the successful HSEM employer engagement career pathway model developed this past year, the Center will conduct structured interviews with hiring managers in the pathway programs of Criminal Justice (CJ), and Occupational Safety and Health (OSH) and Emergency Health Care/Service Programs and support the employer engagement and guided career pathways model to include K-20. Resource support and training will be offered to program staff and faculty on effective utilization of internship/apprenticeship/externship approaches and we will continue to expand the Work Experience Marketplace website.</p> <p>These efforts support HSEM career cluster programs helping to outline clear program structures for faculty and staff so they are more effective in providing necessary guidance to students that ensures they meet their career goals and gives student easy access to work experience opportunities. This student centered approach provides clear direction and guidance leading towards the students' career goals and will include a variety of work experience opportunities, resource support and training for career cluster program staff and faculty.</p>

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Funding Sources %	Purpose	Projected Outcomes and Products
100%	<ul style="list-style-type: none"> Support HSEM career cluster programs to more effectively guide students to meet career goals. This will be through expanding employer networks, providing survey feedback, building internship/placement opportunities, and supporting collaboration, resource sharing and professional development. These will lead to creating opportunities for program faculty and career centers staff to improvements in graduation and employability outcomes. 	<ul style="list-style-type: none"> Engage with a minimum of 20 employers/hiring managers per career pathway and identify needed knowledge, skills, and abilities (KSAs). Provide research/survey information to programs. Expand internship/service learning opportunities. Analyze ways to increase/expand industry participation with college programs including work based training (internship) opportunities and provide feedback to colleges. Provide summary to college programs and SB of findings from the Activity which will include hiring trends, skill set needs/gaps and worker training needs. Increase awareness of pathways through distribution of HSEM Career Pathways Program Guide and/or brochure. Analyze program graduation and placement data and provide report to programs and SBCTC. Host employer engagement and career pathways program discussions/forums with CTC colleges' career centers to share information, experiences and best practices. Produce and distribute Career Center Guidebook based on discussion/forums. <p>Timeline: July 2016 – June 2017</p>
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Focus Area	Activity 3	
<input checked="" type="checkbox"/> Economic Development <input checked="" type="checkbox"/> Sector Strategy <input checked="" type="checkbox"/> Ed/Innovation/Efficiency <input checked="" type="checkbox"/> Supply/Demand	<p>Public Safety/Security Program Assessment/Enhancement One of the primary objectives of community/technical colleges is to provide the training and education required for students to best ensure their success in the workplace. Very few law enforcement agencies in the United States require any postsecondary education for recruits but that is rapidly changing. For many students post-secondary education is becoming important to support their career pathway. Criminal Justice (CJ) students have numerous career objectives and dozens of career fields that are available to meet their needs. Community and Technical Colleges (CTC) must be prepared to provide their students with a multipurpose curriculum, along with the same quality of education and preparation for success as those offered in program with a much more focused purpose such as nursing or information technology. This Activity is designed to facilitate and support these programs to prepare students to be a successful part of the new “21st Century Policing” In Washington.</p> <p>The Center will work with CJ Programs statewide and employers (see Activity #2) to determine the core knowledge, skills, and abilities (KSAs) every students should possess upon completion of a CJ program. A survey of current CJ program curriculums has been completed and a CJ Market Briefing document published. Research that is being conducted emphasizes the need to prepare CJ students for their various roles within the CJ system. Programs need to identify students’ interests, career objectives and qualification criteria for these varied positions. Collaborating with CJ programs the Center will support the completion of a modified DACUM process to identify current KSAs that can be utilized to develop a core CJ curriculum. This curriculum can be offered statewide and will use common core numbering. Once a core curriculum has been identified programs will be able to use the Prior Learning Assessment (PLA) work done by the Center to establish a Military Occupational Specialty (MOS) crosswalk and award credit.</p>	
Funding Sources %	Purpose	Projected Outcome and Products
100%	<ul style="list-style-type: none"> Through this activity CJ programs will be able to develop a model core curriculum base platform that can be adopted by individual college programs statewide and provide the 	<ul style="list-style-type: none"> Facilitate a meeting fall quarter w/CJ program coordinators to draft a work plan to address the review, analysis and development of statewide CJ core curriculum and support

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	<p>training and educations required for students to best ensure their success in today’s workplace.</p> <ul style="list-style-type: none"> Apply PLA CJ Military MOS crosswalk project to new core curriculum to be used as a PLA Guide for CJ programs statewide. 	<p>plan implementation.</p> <ul style="list-style-type: none"> Hold a modified DACUM w/CJ programs and industry representatives to be used in core curriculum development. Draft communications plan to information industry and colleges communities of new statewide core curriculum and identify specialty programs that are being offered by colleges that may be stackable certificates. Participate on the PLA Work Group and provide quarterly updates to Washington Student Achievement Council (WSAC) & Workforce Education Council (WEC) Committee on CJ and other career pathway crosswalks completed. <p align="center">Timeline: July 2016 – June 2017</p>
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Focus Area	Activity 4
<input type="checkbox"/> Economic Development <input type="checkbox"/> Sector Strategy <input checked="" type="checkbox"/> Ed/Innovation/Efficiency	<p>Healthcare HSEM Training and Education</p> <p>Hospitals and healthcare organizations are part of the critical infrastructure identified by the National Infrastructure Protection Plan</p>

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<p>☒ Supply/Demand</p>	<p>(NIPP). Protecting this infrastructure is essential to the Nation’s security, public health and safety, economic vitality, and way of life. Individuals from hospital and the healthcare community are responsible for ensuring the resiliency of healthcare services during a high-consequence or catastrophic event and need to have the KSAs necessary to ensure the response and recovery of the state’s healthcare system.</p> <p>To address these issues Activity 4 will complete to tasks: 1) Working with the COE-Allied Health and its constituencies and the statewide HSEM AA degree program to make appropriate modifications to the current HSEM certificate in order to establish a stackable certificate for a Healthcare Emergency Manager as part of the HSEM Degree Program. Provide online curriculum that may be used by all Allied Health Programs in the CTC system to address disaster/emergency management training needs/gaps, and 2) in collaboration with Texas A&M to host a two-day FEMA sponsored training “Disaster Preparedness for Hospitals and Healthcare Organizations within the Community Infrastructure”. The course will be offered at Pierce College on August 10-11, for up to 60 healthcare professionals: managers, department directors, medical staff, regulatory personnel, local emergency planning personnel and local health care organizations.</p>	
<p>Funding Sources %</p>	<p>Purpose</p>	<p>Projected Outcomes and Products</p>
<p>50% COE-HSEM 50% COE-AH</p>	<ul style="list-style-type: none"> • Establish a HSEM Healthcare EM certificate. • Provide training to improve KSAs of healthcare professional to learn how hospitals and healthcare organizations can better prepare, respond and recover from emergencies/ disasters. 	<ul style="list-style-type: none"> • Organize and host two-day training at Pierce College on August 10-11, 2016, for up to 60 healthcare professionals. • Produce summary report of Disaster Preparedness course and post to website. • Organize a work group of Allied Health and EM professionals to review current course work for healthcare emergency managers, evaluate current HSEM Certificate and make recommendation to HSEM Degree Program for Healthcare EM Certificate curriculum. • A Healthcare Emergency Manager stackable certificate will be offered by the HSEM statewide program and individual courses can be incorporated into Allied Health degree program curriculum to meet national requirements for training in EM. <p align="right">Timeline: July 2016 – June 2017</p>
<p align="center">Report on Actual Outcomes and Products</p>		
<p>Quarter 1</p>		
<p>Quarter 2</p>		

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Focus Area	Activity 5	
<input checked="" type="checkbox"/> Economic Development <input checked="" type="checkbox"/> Sector Strategy <input checked="" type="checkbox"/> Ed/Innovation/Efficiency <input type="checkbox"/> Supply/Demand	<p>Women in Leadership Forum</p> <p>This activity is a follow-up to the October 2015 Women in HSEM Leadership Forum. This year’s Forum will start the first stage in establishing the Women in All-Hazard and Security Mentorship Program. The mentorship program will help match experienced all-hazard and security professionals with mentees who are female students in one of the six HSEM career pathway programs, women who have graduated, those that are new to the industry, and/or looking to advance into leadership positions.</p>	
Funding Sources %	Purpose	Projected Outcomes and Products
100%	<ul style="list-style-type: none"> • The program promotes long term leadership and professional development through a one-on-one Mentor-Protégé relationship to increase advancement into leadership positions. • Mentors share their experience and advice on such topics as career advancement, professional visibility, networking, and overcoming barriers to career success. • Expand the established work group to include organizations with current women in leadership initiatives in the public safety, security and emergency management career fields. 	<ul style="list-style-type: none"> • Expand the workgroup membership to include more organizations w/women leadership initiatives. • A minimum of 40 attendees and coach mentors to commit and attend the forum. • Develop a program guidebook and contracts for mentor/mentee program. • Hold October 5, 2016 Forum. • Produce video and summary which will be posted on the COE-HSEM website. <p>Timeline: July 2016 – June 2017</p>
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