

**CENTER OF EXCELLENCE – HSEM FY 2019-2020 WORK PLAN**

**Center Name: Homeland Security Emergency Management**

Focus Area	Activity 1	
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Economic Development</li> <li><input checked="" type="checkbox"/> Sector Strategy</li> <li><input checked="" type="checkbox"/> Ed/Innovation/Efficiency</li> <li><input checked="" type="checkbox"/> Supply/Demand</li> </ul>	<p align="center"><b>Centers of Excellence Partnerships and Collaborations for Industry Sectors and Career Pathways (Allied Health, and Supply Chain)</b></p> <p>Will collaborate with Allied Health, along with Global Trade and Agriculture on the 2019 Securing the Supply Chain Forum that will take place on October 15, 2019. The focus will be on health care and the supply chain related to chain care products. Dan Ferguson, COE Director for Allied Health, and Sam Kaplan, COE Director for Global Trade will participate in this Forum with the CoE - HSEM. The theme of the Forum is “Securing the Healthcare Supply Chain: “Are We Ready? What Can We Do to Prepare?” The purpose of the Forum would be to provide a broad overview of the medical supply chain, understand/discuss vulnerabilities and risks associated with security, transportation, availability of raw materials and challenges experienced by suppliers, distributors, and receivers. The Forum will allow participants to discuss the impacts of supply and demand expectations on the availability of medical supplies, and equipment during a significant event (natural and/or intentional). We will also explore operational, communications, and planning requirements needed to facilitate altered standards of care during an emergency. The Forum will help participants understand/discuss supply chain issues and their impact to the public, our providers, as well as state and local public health/emergency management officials.</p>	
Funding Sources %	Purpose	Projected Outcomes and Products
<p>All three CoEs will split the funding sources evenly.</p> <p>CoE HSEM Coe Global Trade CoE Allied Health</p>	<p>Collaborate with Industry and Education in multiple sectors to develop and deliver information and training opportunities that will:</p> <ol style="list-style-type: none"> <li>1. Discuss how the Pharmaceutical (Allied Health and Supply Chain) sector has adopted a number of strategic moves to improve its efficiency, including outsourcing and partnerships.</li> <li>2. Describe the impact of loss of revenue and loss of consumer trust, human life is ultimately at stake when it comes to Securing the Healthcare Supply Chain.</li> <li>3. Establish the need for a certificate in “Disaster Management in Healthcare.”</li> </ol>	<ol style="list-style-type: none"> <li>1. Forum will occur on October 15, 2019. Location for Forum will be at South Seattle College – Georgetown Campus.</li> <li>2. Promote the event to increase percentage in student attendance and participant registrations by an additional 20% for fall Forum.</li> <li>3. Produce publications for identifying best practices and marketing online, digital, and hard copy for fall Forum.</li> <li>4. Evaluations of the Forums.</li> <li>5. Provide post-event materials to support future, similar, events, and disseminate information to multiple stakeholders.</li> </ol>

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		6. Timeline: July 2019 – June 2020
<b>Report on Actual Outcomes and Products</b>		
<b>Quarter 1</b>		
<b>Quarter 2</b>		
<b>Quarter 3</b>		
<b>Quarter 4</b>		
<b>Analysis</b>		

Focus Area	Activity 2
<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><b><i>Career Connected Pathways – HSEM Institute</i></b></p> <p>Dramatic changes in society, the economy, and technology are altering Higher Education. These changes affect how students obtain an education and career. Non-traditional learners now outnumber traditional ones. This has made the non-credit arena explode with more program models, technologies, and audiences.</p> <ul style="list-style-type: none"> <li>As a result, the Center is focusing on enhancing its HSEM Institute, which provides education and training to faculty, industry professionals, and students. The HSEM Institute assist in the facilitation and coordination of trainings/workshops. The goal is to enhance education in the All-Hazards Emergency Management field (Criminal Justice, HSEM, Occupational Health and Safety, EMT/EMS, Fire Command/Fire Services and Cybersecurity). The Center will collaborate with Continuing Education in establishing credit and non-credit courses in areas specifically to address training in the areas of Grants Management and Hazard Mitigation Planning for the Emergency Management area. Business Continuity Planning, Food Defense &amp; Security, and Volunteer Coordination in Disaster Management, Crisis Communication, and Mental Health in Disaster Management have been identified as important training areas as well. These courses will help students, faculty, and industry professionals gain awareness of industry needs, while staying current, and leveraging existing strengths and partnerships. Instructors will be industry experts</li> </ul>

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	<p>that can provide a well-developed course and/or trainings that will benefit to those participating. Develop/establish specialized certificates in Disaster Response Crisis Counselor/ Disaster Volunteer Management, Certified Security Protection Professional and Food Defense.</p> <p>Center will analyze the need for DACUMs for any Certificate (approximately 50 credits) or a Micro-Certificate (or series of micro-certificates, each not exceeding 20 credits) that are explored. Once the outcome is selected, the appropriate certificate/micro-certificate(s) be developed for potential distribution to the network of collaborating colleges as they become interested.</p>	
Funding Sources %	Purpose	Projected Outcomes and Products
CoE HSEM - 100%	<ol style="list-style-type: none"> <li>1. The Center has developed a strong career connected learning model for its HSEM career cluster programs and will expand the Career Connected Pathways activity to expand the Center’s HSEM Institute to facilitate trainings and non-credit/credit courses through Continuing Education. Training, experience, and practice are critical for building the expertise needed for dealing with incidents of all types and magnitudes.</li> <li>2. The HSEM Institute will develop options for Certificates and/ or Concentration Topic for a degree program (e.g. HSEM, OSH, Fire Command, EMT/EMS, etc.) to synchronize, customize, and standardize training to reach industry professionals and students in a timely, efficient, and cost-effective manner.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify instructors and trainers who will be trained in CANVAS (SBCTC online education tool) to deliver workshops/training.</li> <li>2. Work with Continuing Education Departments and program managers at SBCTC colleges to implement non-credit or credit courses in topics areas:             <ol style="list-style-type: none"> <li>a. Grants Management</li> <li>b. Hazard Mitigation</li> <li>c. Food Defense</li> <li>d. Food Security</li> <li>e. Business Continuity Planning</li> <li>f. Disaster Volunteer Management</li> <li>g. Mental Health in Disaster Management</li> <li>h. Crisis Communication</li> <li>i. Healthcare in Disaster Management</li> </ol> </li> <li>3. Analyze ways to increase/expand industry participation with college programs including work based training (opportunities and provide feedback to colleges.)</li> <li>4. Plan/organize DACUMs as needed to address priority training/education opportunities.</li> <li>5. Increased awareness of pathways through distribution of HSEM Career Pathways Program Guide and/or brochure.</li> </ol>

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		<p>6. Host employer engagement and career pathways program discussions/forums with Community and Technical (CTC) a minimum of 3 colleges' career centers to engage community employers.</p> <p>Timeline: July 2019– June 2020</p>
<b>Report on Actual Outcomes and Products</b>		
<b>Quarter 1</b>		
<b>Quarter 2</b>		
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<b>Analysis</b>		

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Focus Area	Activity 3
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Economic Development</li> <li><input checked="" type="checkbox"/> Sector Strategy</li> <li><input checked="" type="checkbox"/> Ed/Innovation/Efficiency</li> <li><input checked="" type="checkbox"/> Supply/Demand</li> </ul>	<p><b>Public Enforcement Training and Education: Safety/Security/Program Assessment/Enhancement</b></p> <p>In January 2019, at the direction of the State Legislature the Office of Financial Management developed an RFP which included:</p> <ol style="list-style-type: none"> <li>1) A national review of Basic Law Enforcement Training Models in other states;</li> <li>2) an evaluation of current Basic Law Enforcement Training in WA;</li> <li>3) comparison between current training and programs at the community and technical colleges; and</li> <li>4) an analysis of the benefits and risks of moving a Basic Law Enforcement Training to the community and technical college system.</li> </ol> <p>A review was completed by the Office of Financial Management in April of 2019, regarding delivery of Public Law Enforcement Training to prepare the next generation of professionals who will be working as a law enforcement officers (criminal or civil enforcement). Focusing on continuous improvement to the current system, the Review recommended increasing the collaboration between the State Board for Community and Technical Colleges (SBCTC) and the Criminal Justice Training Commission (CJTC) to enhance the overall quality of the workforce. The collaboration could address the need for qualified candidates for open police/enforcement officer positions around the state as well as the need to evolve police training to incorporate modern training standards and technologies to adapt to a changing social environment. As CJTC reviews the study and determines next steps, the Center is in a position to be a resource, such as providing access to contacts and technical support of state curriculum procedures and teaching methods.</p> <p>The Center will continue its work with the 20 Criminal Justice (CJ) Programs and employers to implement the model core curriculum in the Community and Technical Colleges (CTC) CJ Programs. Any barriers will be identified and addressed with the appropriate administrative unites (e.g., specific colleges or State Board for Community and Technical College policy and CJTC associates).</p> <p>The goal of a core curriculum is that it will assist with marketability and common assessment of CJ programs in WA state. The colleges will continue to work through college-specific barriers to curriculum change and will work as a team to overcome State level barriers to implementation of a core curriculum. Curriculum has been aligned to use common course numbering and course naming along w/building curriculum crosswalk from each program to an agreed upon model.</p> <ul style="list-style-type: none"> <li>• Move forward to implement CJ common core entry-level curriculum at all colleges with a CJ program.</li> <li>• Hold quarterly meetings where CTC and CJTC have opportunities to work on common goals and outcomes.</li> <li>• Support annual faculty/practitioner conference for law enforcement educators and trainers.</li> <li>• Expand the Assessment/Enhancement process to other career pathways in the Resource Enforcement and Administrative Enforcement fields.</li> </ul>

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<b>Funding Sources %</b>	<b>Purpose</b>	<b>Projected Outcome and Products</b>
CoE HSEM - 100%	<ol style="list-style-type: none"> <li>1. As CJTC reviews the study and determines next steps, the Center will be available to serve as a resource such as providing access to contacts and technical support of state curriculum procedures and teaching methods and will involve CJTC staff/educators in our CJ program work group activities.</li> <li>2. Continue implementation of the CJ common core entry-level curriculum to assure common/shared goals and outcomes in public law enforcement training and education.</li> <li>3. Expand the Assessment/Enhancement process to other career pathways in the Resource Enforcement and Administrative Enforcement fields to assure common/shared goals and outcomes in all civil and criminals law enforcement training and education.</li> </ol>	<ol style="list-style-type: none"> <li>1. Hold quarterly meetings for CJ programs, CJTC trainers and other Public Enforcement Programs to analyze current education/training system and provide reports on analysis.</li> <li>2. Analyze w/working group new statewide core curriculum and identify specialty programs that are being offered by colleges that may be stackable certificates.</li> <li>3. Complete report on systems modifications that would significantly improve degree attainment and job placements and increased employer satisfaction w/graduate performance. Timeline: July 2019 – June 2020</li> </ol>
<b>Report on Actual Outcomes and Products</b>		
<b>Quarter 1</b>		
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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 <input checked="" type="checkbox"/> Supply/Demand	<p><b>Re-design of Center of Excellence - HSEM Website</b></p> <p>In 2014, the Center redesigned and restructured its website. We will be revamping the website to create a better user experience which will optimize our website’s them, speed, and technology. Visitors to the new site will have easy access to information on volunteer/work experience, women in leadership resources, pathway resources, and programs offered by the community and technical colleges in the all hazard emergency management career fields. Our goal is to keep our stakeholders in mind with simplifying navigation, streamlining menus, building a responsive layout for all platforms and providing more resources and information to our services and pathway programs.</p>	
Funding Sources %	Purpose	Projected Outcomes and Products
CoE HSEM - 100%	To design and implement a highly functional, relevant and accessible website that can be easily updated and maintained by Center staff to ensure that resources for students, workforce and economic development professionals, educators, industry and government is readily accessible and relevant. The new site will be a more “mobile-friendly” website.	<ol style="list-style-type: none"> <li>1. Create a blueprint for website design which will include a complete inventory of website contents. Redesign will use the new theme called Avada. Current website will be available while new site is under construction.</li> <li>2. Complete an inventory of our current website.</li> <li>3. Test site of new redesign to be up by fall 2019.</li> <li>4. Feedback from a sampling of Advisory Board members, Senior Fellows, students, educators, employers and will take place through survey feedback, at Board meetings and Zoom conference calls.</li> <li>5. New site will be tested out live in December 2019.</li> <li>6. New site to be completed and operational by spring 2020.</li> </ol> <p>Timeline: July 2019 – June 2020</p>
Report on Actual Outcomes and Products		
Quarter 1		
Quarter 2		

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<b>Quarter 3</b>	
<b>Quarter 4</b>	
<b>Analysis</b>	

<b>Focus Area</b>	<b>Activity 5</b>	
<input type="checkbox"/> Economic Development <input type="checkbox"/> Sector Strategy <input checked="" type="checkbox"/> Ed/Innovation/Efficiency <input checked="" type="checkbox"/> Supply/Demand	<p><b>Establish Webinars, Videos Interviews and Lectures for Confluence</b></p> <p>This is the age of multimedia and internet and words like Webinars and Podcasts are becoming popular with each passing day. The Center will be establishing a multimedia section on its new website for Confluence. This will include podcasts, webinars, video interviews and lectures for our audience to view and participate. For example, with webinars, our participants will be able to watch presentations while also participating by making comments or asking questions regardless of their location in this world. With podcasts, it is merely an audio recording and not meant to be listened to live. Participants do not have the opportunity to participate, but rather listen to the lecture. Podcasts can be a good option for those who may not be comfortable in front of a camera.</p> <p>Zoom has become a great resource for the Center is conducting meetings online. This will be the outlet used for webinars as it allows the user to include presentations (e.g. PowerPoint, videos, audios, and other Word documents), the ability to see the audience, participate with the audience, while also having a recording of the lecture. Participants that do not have a camera on his or her computer; can still participate in the Zoom webinars.</p> <p>Our Digital Graphics Designer and Multimedia Specialist will be the one to video record and edit our interviews, which will be put on the Center’s website and YouTube page. Interviewees will be industry professionals and faculty in the HSEM/CJ, Occupational Health and Safety, EMT/EMS, Fire Service/Fire Command, and Cybersecurity fields, amongst our Board members and Senior Fellows.</p>	
<b>Funding Sources %</b>	<b>Purpose</b>	<b>Projected Outcomes and Products</b>



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<p>CoE HSEM - 100%</p>	<p>To broaden peoples' perspectives on the All-Hazard Emergency Management field and career pathways. To let people, know of our career pathways and opportunities to be gained in these fields.</p>	<ol style="list-style-type: none"><li>1. Analyze current media library to determine content that can be utilized for podcasts/webinars and survey current stakeholders to determine discussion topics for podcasts/webinars to be developed by August 2019.</li><li>2. Increase viewership of media library by 25% using website user data to determine current statistics and improvements by January 2020.</li><li>3. Determine metrics for being able to track an Increase in interest in all hazard EM career fields September 2019 and set a plan for increasing interest by 25% by April 2020.</li></ol> <p>Timeline: July 2019 – June 2020</p>
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