

Center Name: Homeland Security Emergency Management

Focus Area	Activity 1
<ul style="list-style-type: none"> <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>Centers of Excellence Partnerships and Collaborations for Industry Sectors and Career Pathways (Agriculture, Allied Health, and Supply Chain)</p> <p>Facilitate, in partnership with at least two to three other COEs, one or more one-day conferences for in areas of Agriculture, Allied Health, and Supply Chain.</p> <p>1.A) For CoE – Agriculture: October 26, 2018 Food Defense Forum at Walla Walla Community College. Will collaborate with CoE – Agriculture and WA Department of Agriculture. The purpose of the Forum is a follow-up from the 2017 Securing the Supply Chain Forum: From Farm to Fork. The goal is to increase awareness about the need to understand food protection to secure and defend our agricultural and food economy. While also address the vulnerability of the food supply chain and the need to discuss the preparedness, response, recovery and mitigation issues related to our food supply, plant and animal health and security. Converse and identify training, education and best practices that translate into expanded curriculum and certifications and programs.</p> <p>1.B) For CoE – Global Trade & Supply Chain Management: Follow-up from 2018 Supply Chain Forum. UW Jacksons School of International Business would like to support both Centers on doing a follow-up workshop before August 15. The UW Jackson School of International Business will provide a \$150 stipend for all faculty who would attend and pay for food and other costs. Grant could be around \$15,000. After discussion with Kaitlin Bermingham from Global Trade we identified one item from the Forum Summary that we felt hit the target that the UW would be interested in funding. Alan Van Boven one of our faculty panel at the Forum identified the issue of “how information technology should be taught to students”. He advocated not teaching actual technology in depth but rather teach the impact. We thought the topic would be perfect for faculty professional development for all of our career pathway instructors. We reviewed dates for summer quarter and determined the date of Monday, July 30, at Highline College would be the best fit.</p> <p>1.C) For CoE – Allied Health: Will collaborate with Allied Health, along with Global Trade and Agriculture on the 2019 Securing the Supply Chain Forum. The focus will be on health care and the supply chain related to chain care products. Dan Ferguson, COE Director for Allied Health, and Global Trade, HSEM and Agriculture will all participate in this Forum. The Agriculture industry is where most pharmaceuticals come from and the health care practitioners are who deliver the “goods” to patients and communities. Sam will share the write up that Dan and he already talked about with all of us. “Securing the Pharma Supply Chain: Current Challenges and Key Steps” is a working title with “A Pharmacist’s Role in Chronic Disease Medication Management during Disaster Response” as one of the key topics at the Forum. The pharmaceutical industry is evolving quickly. More than ever, there is a need for speed. Consumers are demanding more personalized and high-tech care, delivered in-home and when convenient to them. They are requiring direct contact with the providers in the care continuum in a way unprecedented in this industry. The cost of the shortcomings of today's supply chain is substantial. Since 2005, drug shortages have nearly tripled in the United States and added more than half a billion dollars in cost for hospitals worldwide. Supply issues also create opportunities for counterfeiters and gray-</p>

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	<p>market vendors, threatening patient safety and cutting into the revenues of legitimate companies. Supply-chain security breaches are increasing by an average of more than 33 percent every year, rising not only in emerging markets such as China, India, and Brazil but also in the developed world. In addition, medication errors in the developed world occur in roughly 10 to 20 percent of all inpatient hospital admissions. About 1 in 10,000 patients admitted dies from adverse drug events, which, we estimate, add \$20 billion to \$90 billion in costs to the health-care system globally. Better supply-chain processes are central to increasing patient safety. We estimate that adopting a common global data standard and upgrading supply-chain processes could slash counterfeiting in half, returning \$15 billion to \$30 billion in revenue (by 2016) to legitimate companies for reinvestment in further improvements to patient care. Location for Forum is still TBD, possibly Yakima, WA.</p>	
Funding Sources %	Purpose	Projected Outcomes and Products
<p>CoE HSEM - 25% Coe Global Trade - 25% CoE Allied Health - 25% CoE Agriculture - 25%</p>	<p>Collaborate with Industry and Education in multiple sectors to develop and deliver information and training opportunities that will provide:</p> <ol style="list-style-type: none"> 1. Access and awareness to the latest agricultural industry trends in food production, food defense, and management throughout different sectors. (1A) 2. Information about changing trends and best practices between Washington State’s agricultural companies, producers, and students. (1A) 3. How the impact of technology can effect students and employers? (1B) 4. How teachers/instructor can have more success instructing students in areas of information technology from K-12 and Higher Education (1B) 5. 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. (1C) 6. The impact of loss of revenue and loss of consumer trust, human life is ultimately at stake when it comes to Securing the Pharma Supply Chain. (1C) 	<ol style="list-style-type: none"> 1. Summer workshop on July 30, 2018 at Highline College (Supply Chain). 2. Fall Food Defense Forum on October 26, 2018 at Walla Walla Community College Agriculture). 3. Spring Forum in April. Location TBD (Supply Chain and Allied Health). 4. Promote the event to increase percentage in student attendance and participant registrations by an additional 20%. (For Fall and Spring Forums) 5. Produce publications for identifying best practices and marketing online, digital, and hard copy. (For Fall and Spring Forums) 6. Evaluations of the Forums. 7. Provide post-event materials to support future, similar, events, and disseminate information to multiple stakeholders. (For Fall and Spring Forums) 8. Timeline: July 2018 – April 2019

Report on Actual Outcomes and Products

<p>Quarter 1</p>	<p>The Centers recognize our areas are not siloed and jobs are more multi-disciplinary than ever before. The Centers of Agriculture and Natural Resources, Global Trade and Supply Chain Management, and HSEM have created a successful “Farm to Fork” series that presents an opportunity to discuss our Nation’s food supply and sustainability. The purpose of these collaborations is to create a systems approach to the topics that influence all of us. We are able to converse, hear from experts, educate, and identify best practices and training needs that translate into expanded curriculum for certifications and programs. From these events and discussions, colleges are beginning to discuss cross-disciplinary certificates or programs to meet the changing demands of multi-disciplinary employment opportunities.</p> <p>On July 30, thanks to a funding from the UW’s Foster School of Business, the Centers of Excellence for GT/Supply Chain and HSEM were able to bring faculty together from across our CTC community to begin the process of building a template for a training-the-trainers course that provides faculty an opportunity to learn how they can improve their teaching and increase the learning outcomes of their students when teaching about technology. Jeanette Smith-Perrone, Networking and Cyber Security Faculty at Tacoma Community College, facilitated the workshop. The Workshop focused on questions about whether academics are speaking the same language as digital natives and industry. Participants discussed the gap in industry expectations and academic training while knowing your own “techno competency”. Faculty discussed current teaching approaches and training designs that can be made accessible to our faculty, which will significantly improve instruction and learning outcomes when teaching technology in our career fields. The Workshop identified gaps, needs, and next steps for developing a train-the-trainers course that can be shared with all of our CTC colleges. A report will be available in August. The planning team expects to host additional workshop sessions with students and industry to continue to build a training curriculum.</p>
<p>Quarter 2</p>	<p>The “Pathways to Resilience” Securing the Supply Chain Forum which was held October 26, 2018, at Walla Walla Community College at the Water & Environmental Center. This year’s Forum expanded the concepts presented in 2017 with renewed goals of increasing awareness of food protection, security, response to emergencies and defense of our agriculture and food based economies, and arable and availability. Lindsey Williams, Director of the Agriculture and Natural Resources Center of Excellence, “No Farms, No Food...this adage, from American Farmland Trust, was accurate, and eye-opening. We have a responsibility to protect, promote, and create resiliency in whatever ways we are able, to maintain a safe, bountiful, and accessible food supply. Over 60 students, faculty, agriculture businesses and community members joined us for the day. The Forum discussed how the supply chain could be both secure and vulnerable at the same time. Participants discussed the importance of collaboration across companies, farmers, producers and regulators. During the final session of the day panelists and participants discussed the need for a highly educated and trained workforce in the food safety, security and defense fields and also what impacts technology are having</p>

	<p>on the field. The Centers for Agriculture, Supply Chain Management and HSEM sponsored this event and it was “live streamed” on Facebook and our websites will have videos.</p> <p>On April 25, 2019, the Centers of Excellence for HSEM, Global Trade, and Allied Health will host their sixth Securing the Supply Chain Forum at Lake Washington Technical College. The planning workgroup has identified several issues they want to see addressed during the Forum. Current topics include an broad overview of the medical supply chain; understand and discuss the vulnerabilities and risks associated with security, transportation, availability of raw materials and challenges experienced by suppliers, distributors, and receivers; discuss supply and demand expectations on the availability of medical supplies, and equipment during a significant disaster or emergency; explore operational, communications, and planning requirements needed to facilitate altered standards of care during an emergency and understand and discuss with educators, employers, governments and local public health officials.</p>
<p>Quarter 3</p>	
<p>Quarter 4</p>	
<p>Analysis</p>	<p>Quarter 1: For the July 30 Workshop the Center collaborated with Global Trade/Supply Chain Management, Agriculture and Natural Resources Centers to discuss how the supply chain is being transformed by emerging technologies from industry and policy experts. At the end of the Forum our public safety, security, emergency management and supply chain academics discussed what their “take away” from the Forum and what they need to do to evolve their curriculum to keep pace with the rapid technology changes. Last year’s Forum addressed “The Digital Transformation of the Supply Chain” and along with the faculty panel video. We discussed how the supply chain is being transformed by emerging technologies from industry and policy experts developing today’s technologies and regulations. We also addressed the need for companies to keep pace with its supply chain processes and the progression of technology, and for education and training programs to evolve curriculum to keep pace with these changes.</p> <p>For the Farm to Fork Forum on October 26 in Walla Walla will focus on food security, safety, defense, and building business and economic resilience for our state’s agriculture and food supply communities. Speakers will include our agro-businesses, government, faculty and staff from CTC Programs across the state. The Save the Date announcement has been distributed and over forty people have registered to attend the event.</p>

	<p>For the Securing the Supply Chain Forum in April 2019, the four Centers of Excellence will host their sixth Securing the Supply Chain Form. The planning workgroup has identified several issues they want to see addressed during the Forum. Current topics include an broad overview of the medical supply chain; understand and discuss the vulnerabilities and risks associated with security, transportation, availability of raw materials and challenges experienced by suppliers, distributors, and receivers; discuss supply and demand expectations on the availability of medical supplies, and equipment during a significant disaster or emergency; explore operational, communications, and planning requirements needed to facilitate altered standards of care during an emergency and understand and discuss with educators, employers, governments and local public health officials supply chain issues/impacts.</p> <p>Quarter 2: The three Centers will have a conference call this Wednesday (1/16/19) to begin the planning stages of the April Forums. Key topics and speakers need to be finalized along with developing a marketing plan to promote the Forum.</p>
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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 Connected Pathways</i> Industry, policy, and education leaders all across the state are working to share best practices and policies to increase and strengthen career-related opportunities in high demand jobs. The need increases for our state to ensure that people receive an education that prepares them to take part in our economy and real world by having access to “hands-on career connected learning opportunities.” The Center’s “Work Experience Market Place” established in 2015 which utilizes direct employer engagement activities to dramatically increase job placements through the establishment of a sustainable internship brokering and mentoring programs.</p> <ul style="list-style-type: none"> • Continue to support and expand the Center’s outreach to improve outcomes for career-related opportunities for K-12 and other populations interested in our career pathway fields w/dedicated Regional Education & Outreach Coordinators. • Coordinators will work with Regions school’s/colleges to support the Center’s plans in career pathway engagement and guided pathway activities. • Expand Regional Coordinators duties to include: complete Regional Coordinator’s Guidebook that will include a companion guide for Employer Engagement Survey Guide; continue to support the establishment of sustainable internship brokering and mentoring program. • Support apprenticeship initiatives w/CJ/Corrections, Insurance and other employers to be identified.

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	<ul style="list-style-type: none"> • Visit WDCs and each college in catchment area each year w/direct communication w/program leads/faculty in districts. • Employer Engagement Survey geared towards eastern WA • Address colleges and program concerns and identify barriers to faculty, staff and colleges regarding assisting students with employer placements. (need employer driver program vs college driven program) <p>Apprenticeships have state and federal government funding support. Center currently is supporting apprenticeships with the Insurance Industry and the Occupational Safety and Health Program w/their Certified Safety Apprenticeships.</p> <ul style="list-style-type: none"> • Analyze the issues and barriers related to implementation of these first two programs and address those with partner agencies and employers to eliminate them. • Work with OSH Program to assure success of their Certified Safety Apprenticeships and share lessons learned with other regions/colleges in the state to expand the program. • Engage w/OSH Advisory Board to expand OSH Program certificates/degrees to other collaborating college • Support apprenticeship initiatives w/CJ/Corrections and other employers to be identified. • Visit WDCs in each colleges’ catchment area each year w/direct communication w/program leads/faculty in districts. <p>Work with Skills Centers/high school to identify opportunities for dual degrees in OSH, HSEM, CJ and other programs The Center will continue to expand and enhance its “career connected learning” activities with K-12 dual degree opportunities in its six career pathway programs. Discussions started in earlier in 2017 to establish apprenticeship and pre-apprenticeship programs in our public safety, security/cybersecurity and emergency management pathways will continue as will work with OSPI and the Skills Centers to establish “dual-degree” opportunities with the initially focus being with our Criminal Justice, OSH and Emergency Management.</p> <ul style="list-style-type: none"> • Connect/visit all 15 Skills Centers in each region • Work with Skills Centers/high schools to identify opportunities for dual degrees in OSH, HSEM, CJ and other programs. • Initiate discussion to establish apprenticeships on the east side of the state. 	
Funding Sources %	Purpose	Projected Outcomes and Products
CoE HSEM - 100%	<ul style="list-style-type: none"> • The Center has developed a strong career connected earning model for its HSEM career cluster programs. The Center will continue to focus on growing capacity at the local college level expanding its employer engagement matching employer needs and programs staff/faculty to create a career pipeline for students. This will be through expanding employer networks, providing survey feedback, building internship/placement opportunities, and supporting collaboration, resource sharing and professional development. The Center has a great record for creating sustainability for our CTC colleges by growing 	<ul style="list-style-type: none"> • Engage with Cybersecurity staff/faculty and their employers/hiring managers to identify needed knowledge, skills, and abilities (KSAs) and support college programs to adopt appropriate business practices to ensure job place pathways. • Provide research/survey information to programs. • Expand internship/service learning/apprenticeship opportunities in the CJ, OSH, Cybersecurity and EM pathways by 25%.

	<p>the number of employers they have a relationship and placing students in internship/apprenticeships jobs.</p>	<ul style="list-style-type: none"> • Analyze ways to increase/expand industry participation with college programs including work based training (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 and resource needs. • Increased awareness of pathways through distribution of HSEM Career Pathways Program Guide and/or brochure. • Host employer engagement and career pathways program discussions/forums with CTC a minimum of 3 colleges' career centers to engage community employers. <p style="text-align: center;">Timeline: July 2018 – June 2019</p>
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Report on Actual Outcomes and Products

<p>Quarter 1</p>	<p>The Center recognizes our service area is large and has specific regional needs. To best address and collaborate with local partners, the Center has created Regional Education and Outreach Coordinator positions. These are individuals located throughout the state that can specifically work with local industry and educational partners to further the education needs of our students. They also work with Development Councils, and other workforce contacts to keep up to date and ensure we are meeting demands of our employers. We currently have three coordinators, Cat Robinson (NW WA), Shane Moore (SW WA and Olympic Peninsula), and Ryann Leonard (Eastern WA). One current focus is internships and building Apprenticeship Opportunities.</p> <p>Ryann met with Juan Loera, the coordinator of the Wenatchee CJ Skills Center. They discussed the Center and discussed getting him connected to community college programs in the area that could support his students. He has had little luck working with Wenatchee Valley College program. She has not heard back from the CJ program at WVC either.</p> <p>She has also met with Brant Mayo and Emily Smith, the executive director and Business Recruitment Manager for the Grant County EDC. They were completely unaware of the Centers and what we do. They discussed how the Centers and the EDC could support each other's efforts and discussed how the employment data at the state level is often incorrect. They use EMSI to search for relevant employment data and when we did a search for Law Enforcement, using the federal search coding, we found nothing even though I know we have positions open in our area. They stated they would try to get feedback from the state about why these are not accurate.</p>
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	<p>They also gave Ryann contact information for Ted Hile, Industrial Connection Specialist with our local Work Source who is there go to liaison with the local industry. In addition, they told her about the Apple Network and Sue Kane, the director and STEM Coordinator for the network. Here is an article about it. Ryann plans to reach out to both of them and share with how we can strengthen our relationships.</p> <p>On a related note, Ryann also met with Representative Tom Dent on the topic of Mental Health First Aid. This is an interest of his since the hijack at SeaTac. He is looking at creating legislation to mandate training for employers. She discussed that mandates without support are not ideal and that the legislature should look at mental health support overall. The Center has formed a K-12 Career Pathways Workgroup, which includes our Advisory Board, Senior Fellows, CTC and Center staff. The group met early in August to share information, identify our targets/outcomes with K-12 in several areas and address short and long-term plans. The group’s long-term goal is to establish a “running start” type approach for K-12 in the public safety/all hazard emergency management career fields using the Community Emergency Management Training (CERT) as it model curriculum. Catherine (Cat) Robinson, our Center’s new NW Education and Outreach Coordinator, will help lead this initiative. Cat has developed a model CERT program which she teaches at Redmond High School and which Bellevue School District will pilot in 2019 in their district.</p>
<p>Quarter 2</p>	<p>Center Board and Staff members joined Worksource Snohomish County at the Sno-Isle Tech Skills Center in Everett on Thursday, November 8th for their annual National Apprenticeship Week celebration. Employers and educators provided information to students and their families on apprenticeship programs in dozens of different industries and professions including construction building trades, sheet metal, carpenters, maritime, aerospace, healthcare, occupational health and safety, manufacturing, and energy.</p> <p>Catherine Robinson, the Center’s NW Regional Coordinator and Darren Linker, Board Member and Program Manager at Edmonds Community College for the OSH Apprenticeship Program, said they had many people coming to the booth saying, “ I want to do an apprenticeship in emergency management what can the Center do for me?” Currently there are only a few apprenticeship programs in the all-hazard emergency management pathways, which include Fire Service, WA Fish and Wildlife Enforcement Service, and Occupational Health and Safety (OSH) programs.</p> <p>Sno-Isle Tech is a public school (serving 14 school districts) that prepares high school students to be successful in a high-tech work force and/or go on to further education and training. The purpose of each program is to provide students with skills that will prepare them for entry-level jobs after graduation.</p> <p>Several Center Staff and Board Members attended the Governor’s Apprenticeship Education Conference December 4-5, 2018, at the Tacoma Conference Center. The State Department of Labor and Industries in partnership with the</p>

	<p>Construction Center of Excellence with support from over 500 policy makers, employers, apprenticeship sponsors and workforce and education professionals gathered to promote the expansion of Registered Apprenticeships. The event brought together people from across the Pacific Northwest to share best practices, network, and work together to support registered apprenticeship.</p> <p>Our Center’s staff and Regional Coordinators supported the Centers of Excellence information table providing conference attendees information about the roles and responsibilities of our 11 Centers of Excellence in supporting our colleges to expand Registered Apprenticeships in non-traditional career fields. Currently our HSEM Center is working with the state’s insurance industries and public safety, security and emergency management career fields to identify and establish apprenticeship opportunities</p> <p>The nationally-recognized keynote speakers and content experts to shared their insights, strategies, and resources for conference-goers. The opening keynote speaker Ken Coates who is Canada’s Research Chair in Regional Innovation closing thoughts for the United States was, “The US is falling behind international education in preparing people for lifelong employment. 50% of your students who start university do not finish and only 25% may leave with a degree.” He believes the over-promotion of higher education and university degrees in the US is “undermining the lives of young people, saddling them with enormous debts, and costing governments’ huge amounts of money.” He said apprenticeships “are a viable learning pathway that we need to embrace and enhance for our future workforce.”</p> <p>John Ufford will be our new Regional Coordinator for SW Washington and Olympic Peninsula. One important focus for all of our coordinators is internships and building Apprenticeship Opportunities.</p>
<p>Quarter 3</p>	
<p>Quarter 4</p>	
<p>Analysis</p>	<p>Quarter 1: Center Director and Regional Coordinators are participating in meetings and workshops on the topic of apprenticeships for youth and adults entering the workforce.</p> <p>Quarter 2: The Center is working with employers and educators to help establish apprenticeships in insurance, emergency/disaster mitigation, and emergency management professions. We will be looking into bringing together the Cybersecurity programs, faculty, and hiring managers to identify the needed knowledge, skills, and abilities students need and/or are lacking.</p>

Focus Area	Activity 3	
<ul style="list-style-type: none"> <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/ Cyber-Security Program Assessment/Enhancement</p> <p>The Center will continue its work with the 20 CJ Programs and employers to implement the model core curriculum in the CTC CJ Programs and identify and address barriers within the system to proceed with implementation in some colleges. These barriers will be addressed and recommendations made to SBCTC to resolve issues/barriers to a model core curriculum which is more effective and efficient degree attainment system in Washington that meets the needs of our CJ employers. Curriculum has been aligned to use common core numbering and course naming along w/building curriculum crosswalk. Establish a Canvas site which allows programs to post their curriculum. Prior Learning Assessment models are being reviewed.</p> <ul style="list-style-type: none"> • Move forward to implement CJ common core entry level curriculum. • Hold quarterly CJ Program meetings and support annual faculty/practitioner conference. • Continue to support professional associations for career pathways such as WSEMA and WSAPSTE. • Expand the Assessment/Enhancement process to other career pathways: <ul style="list-style-type: none"> <input type="checkbox"/> Support program review and assessment of OSH for expansion to collaborating colleges. <input type="checkbox"/> Collaborate with Dr. Amelia Phillips, Board Member/Cyber Security Forensics Program Director on establishing the Cyber-Security Program Assessment. The Community and Technical Colleges (CTC) Cybersecurity Programs need to be brought together and discuss a core curriculum. It will be the same model as we did with the CJ programs. <input type="checkbox"/> Review and assessment of crisis communication (911) programs for expansion with the CTC system. • Develop/establish specialized certificates in Disaster Response Crisis Counselor/ Disaster Volunteer Management, Certified Security Protection Professional and Food Defense. 	
Funding Sources %	Purpose	Projected Outcome and Products
CoE HSEM - 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 training and educations required for students to best ensure their success in today’s workplace. Now the Center will take the next step by including Cybersecurity to work with employers and program coordinators on identifying core strengths (KSAs) and a DACUM process • Analyze and recommend a more effective and efficient system to CJ and Cyber Security degree attainment including opportunities for work experience using internships/apprenticeship. 	<ul style="list-style-type: none"> • Hold quarterly CJ and Cybersecurity work group meetings to analyze current CJ education/training and Cybersecurity education/training system including CTC and industry sectors and produce minutes and reports. • Identify members of a working group representing existing programs and complete a Cybersecurity work plan to information industry and colleges communities of existing programs, assess current curriculum, identify curriculum gaps/needs and discuss opportunity to establish a core curriculum for cybersecurity programs.

		<ul style="list-style-type: none"> Analyze w/working group new statewide core curriculum and identify specialty programs that are being offered by colleges that may be stackable certificates. Complete report on systems modifications that would significantly improve degree attainment and job placements and increased employer satisfaction w/graduate performance. <p>Timeline: July 2018 – June 2019</p>
Report on Actual Outcomes and Products		
Quarter 1	<p>Criminal Justice Programs – Working together to create a core curriculum. Criminal Justice (CJ) Faculty across the state try to meet bi-annually to discuss their discipline and curriculum within their programs. July of 2017, the CJ Faculty went through a DACUM process to ensure their programs were current to industry needs. From that project, a “core curriculum” project was established to create a set of courses that could be present in our CJ programs that would have common objectives, content, and allow for state-wide assessment. The goal is to strengthen our programs through a common foundation that could be marketed on a content or skill level to potential employers. The group decided on five “core courses” to be included in the project. The group developed Master Course Outlines (the name varies at the different colleges) that include a common course description, a common short set of core objectives, and a basic course content list. All but one course already have a common course number designation. These outlines provide a baseline of what would be covered in each course; however, there would still be room for additional material and academic freedom on textbook and format choice. The next goal is to determine how these courses will be adopted or modified within our different programs and what assessment could be done at a statewide level.</p>	
Quarter 2	<p>Early July the Center learned of a \$300,00 allotment that was included in the state’s Supplemental Capital Budget for a Law Enforcement Training Study (ESSB 6095, Section 1031) and the Center informed the State Board and CJ Programs. The purpose of the study is to develop a plan to provide basic law enforcement training through student paid programs provided by the community and technical colleges. The study was awarded to CWS in October and the consultants will be meeting with the CJ Programs at their November 1, meeting at Highline College. The final study is due by January 31, 2019.</p> <p>Goal for the core curriculum is to have a set of core courses that can be used across the colleges in the state. This is to help establish for employers what skills CJ graduate students will have when they graduate.</p> <p>Core Curriculum is not a mandate but a recommendation where colleges can tie assessment outcomes and program goals. Five core courses (from here on known as The Core):</p> <ol style="list-style-type: none"> 1.) CJ & 101 Introduction to Criminal Justice 	

	<p>2.) CJ & 104 Introduction to Policing – Being submitted to SBCTC for Common Course Numbering 3.) CJ & 105 Introduction to Corrections 4.) CJ & 106 Juvenile Justice 5.) CJ & 110 Criminal Law</p> <p>Columbia Basin College and Big Bend Community College has adopted all outcomes. It was passed through their curriculum committees this year.</p> <p>Ryann Leonard has proposed a document for changing a common course curriculum to go through the CTC system. Proposed common course ID CJ&104 to be proposed common course title of Introduction to Policing. The colleges present at the meeting agreed with submitting the document for Common Course Numbering to SBCTC. The other colleges added their policing classes to the application for common course numbering.</p> <p>Curriculum with a common core consistency will strengthen our curriculum in the eyes of the four-year colleges.</p> <p>For the CJ 101 we could probably reduce the outcomes as well. But if the original outcomes are already aligned then they do not need to be adjusted.</p> <p>Conclusion: At this point 15 of our 20 colleges have stated they agree with The Core and will be using or relating their current course outcomes to The Core.</p>
<p>Quarter 3</p>	
<p>Quarter 4</p>	
<p>Analysis</p>	<p>Quarter 1: Meet again to continue our collaborative work and be caught up on a few important statewide initiatives that are taking place. We will meet Nov 1 from 1-4:30pm at Highline College. Our agenda for the day is as follows:</p> <ol style="list-style-type: none"> Meet with Ryan Davis to discuss the RFQQ 18-700 to study whether Basic Law Enforcement Academy could be placed within the SBCTC system and housed at several community colleges throughout the state. He wants feedback from the programs in the state on whether this could be an option and to gather information on our current programs. Steve Lettic (Highline), Ryann Leonard (Big Bend) and Linda Crerar (Center of Excellence) met with him on October 3 to discuss the overview of his project. We have also met with the State Board Representative, Peter Guzman, to keep them filled in on the project.

- a. A little History of the RFQQ - The state legislature requested that a study be conducted to evaluate law enforcement training by community and technical colleges that includes an overview of the basic law enforcement training program currently provided by the Criminal Justice Training Commission (CJTC) as well as an evaluation of basic law enforcement training through student paid programs by the community and technical colleges, including:
 - a) anticipated similarities and differences with the training currently provided by the CTJC;
 - b) estimated student tuition and fees;
 - c) anticipated enrollment;
 - d) capital investments needed, including estimated costs and construction schedules;
 - e) operating budget impacts, one-time and ongoing; and
 - f) Benefits and risks to the state of Washington.

In addition, to review the model's other states use to provide basic law enforcement training.

The contract was awarded to [Corporation for a Skilled Workforce](#) and runs through January 2019. Mr. Davis is a former dean of Workforce Education at Everett Community College.

2. Continue work on Core Curriculum Project and take next steps

- a. Approve final Outlines
- b. Map Current Outcomes to Model Outcomes (Word Document Attached and Work to be completed before Nov 1.)
- c. Determine skills to be assessed in each core course
- d. Map Related Instruction Outcomes to courses (WAC 250-61-100)
- e. Discuss feedback from administrators and SBCTC
- f. Finish and send off the Common Course Numbering form to SBCTC.

Quarter 2: Mapping Outcomes

One step is to map out outcomes for core courses. A survey will be sent to the colleges to facilitate the mapping and allow for colleges to note that they are not using any of the core curriculum. Faculty who choose to not use the model outcomes can map their current outcomes to the core and still participate in The Core project.

The overall goal is to go to employers and tell them the knowledge, skills, and abilities CJ graduates will obtain from a CJ program. If we can standardize the core courses, we can create shared marketing and the Center can better present our programs and students to potential employers.

Core Competencies/Core Outcomes

A second step is to assign Outcomes to The Core. We need to determine if we assign competencies to specific courses or require them to be completed by the conclusion of The Core.

The goal would be to put some competencies in place that could be assessed as outcomes or skills. We know from employers that students are lacking the soft skills (e.g. critical thinking, communication, collaboration). How do we assess these competencies? With these competencies, we could highlight them for marketing. Embedded competencies can strengthen the program and students' skills. It provides marketability for students looking to get hired in the field.

We need an overall list of competencies to see where they could fit within certain courses. Most colleges have general education outcomes that are assessed at an institutional-level and measured at an institutional-level as students complete their degrees. In most colleges, the outcomes are related to Communication (written and verbal), Computation, Human Relations, and Critical Thinking/Problem Solving. These outcomes are also tied to the Related Instruction Outcome requirements listed in WAC 250-61-100 for Professional Technical/Workforce programs. Criminal Justice programs are required to have program outcomes and these are different than the General Education outcomes and are assessed by program faculty. Typically, multiple classes within a program are tied to each program outcome. Then each course within The Core have course-level outcomes that are specific to the content being covered in the course.

We developed four core competencies with outcome statements at our meeting. These competencies fell in line with the General Education competencies at most CTCs. There was discussion related to whether the four competencies should be assigned to specific courses within The Core or completed by the end of The Core. As a starting place, we could have the competencies assessed as students completed The Core.

Goal: The goal eventually would be to collect some assessment statewide to show that students are meeting the basic competencies after completing The Core. This could be marketed to potential employers and strengthen our programs for these skills. This is a bit of an "extra" as many of us don't naturally assess these at a program-level; however, I think with minimal discussion we would see we already assess each of these competencies in some way within these courses already. There would be NO requirement to assess these competencies in a specific way so as to protect academic freedom.

Core Competency	Outcome Statement At the end of The Core, students will be able to:
Communication	Execute effective oral and written communication skills related to their discipline (e.g. report writing).
Computation	Execute mathematical reasoning using methods to the profession.
Human Relations	<p>(WE NEED TO WORDSMITH. This is the "plays well with others" outcome.)</p> <ul style="list-style-type: none"> • Recognize or articulate personal/interpersonal aspects of, or connections between diverse, cultural, social, or political contexts. • Demonstrate teamwork, ethics, appropriate safety awareness and/or workplace specific skills.

	<ul style="list-style-type: none"> • Demonstrate an appropriate, calm, and respectful demeanor in interpersonal interactions. • Demonstrate even temperament with all human contacts. • Collaborate, have ethical and professional conduct, and understand cultural diversity.
Critical Thinking/ Problem Solving	Students will be able to solve problems by gathering, interpreting, combining and/or applying information from multiple sources relevant to the discipline.

Focus Area	Activity 4	
<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>Follow-up to the November 2017 Women in HSEM Leadership Forum. This year’s Forum theme is Woman in Politics and will be on October 3, 2018 at Highline College. Record number of women are running for office. There is an unprecedented surge of first-time female candidates running for offices big, small, from the U.S. Senate, and state legislatures to local school boards in 2018. Since the 2016 election, more than 26,000 women have reached out about launching a campaign to run for a political position. It is not just candidates. Experienced female political operatives are striking out on their own, creating new organizations independent from the party apparatus to raise money, marshal volunteers and assist candidates with everything from fundraising to figuring out how to balance childcare with campaigns. However, their goals are bigger and broader than simply shifting the balance of power in Congress. They are hoping that a wave of women pouring into public office will elevate issues that draw support from women in both parties and reshape how women think about their role in American politics.</p> <ul style="list-style-type: none"> • Hold quarterly networking events. • Support review and assessment online coaching mentoring tool and identify other alternatives to support the coach/mentor process. • Collaborate with other groups/Centers who are working to develop women in leadership roles in their fields. • Participate on a national level w/groups women's organizations in all career pathways. • Next year’s Forum theme has already been selected which will be “Women in Agriculture” 	
Funding Sources %	Purpose	Projected Outcomes and Products
CoE HSEM - 35% Industry Allocation – 65%	<ul style="list-style-type: none"> • The program promotes long-term leadership and professional development through networking 	<ul style="list-style-type: none"> • Fall Forum on October 3, 2018 at Highline College. • Promote the event to maximize participant registrations (goal – 90 participants).

	<p>opportunities to meet and talk with other Women in the All-Hazards Emergency Management field.</p> <ul style="list-style-type: none"> • To help Forum attendees meet and talk to one another to form professional relationships and to recognize, create, or act upon professional opportunities, share information and seek potential partners for ventures. • Expand the established work group to include organizations with current women in leadership initiatives in the public safety, security and emergency management career fields. • Provide the prospect in creating a community of women who support each other, who offer emotional support and information that will help each other. 	<ul style="list-style-type: none"> • Attain business sponsorships to help cover a portion of the conference expenses (goal – 65%). • Develop online Women in Leadership Group through LinkedIn by the end of July to mid-August. • Quarterly networking events around the State. • Produced video and summary to post on the COE-HSEM website. <p>Timeline: July 2018 – June 2019</p>
<p>Report on Actual Outcomes and Products</p>		
<p>Quarter 1</p>	<p>The Center also works to help develop resources for underrepresented groups within our workforce. Specifically, led by Program Manager Kellie Hale, our center has developed the <i>Women in Leadership</i> series. There have been four forums and several mentorship and networking events for the past four years. This year’s form is titled “Women in Politics” and will bring Senator Kuderer, State Representative Melanie Stambaugh, and several female councilmembers from across the state to present at the forum. Ryann Leonard, who is our Eastern WA Education and Outreach Coordinator and Councilwoman in her own city, will be moderating. The goal is to allow participants, both women and men, to discuss issues related to women in leadership and provide a networking opportunity for participants to receive mentorship and possible employment contacts.</p>	
<p>Quarter 2</p>	<p>This year’s Forum took place on October 3, 2018 at Highline College. We had over 60 people registered to attend the Forum.</p> <p>Dr. Ryann Leonard is the Center’s Eastern WA Education and Outreach Coordinator, Councilwoman in Moses Lake and Criminal Justice Program Faculty at Big Bend College was the Forum moderator/facilitator.</p> <p>“We need perspectives from every walk of life in order to have a clear knowledge of working for community. Life has many complications for women and we are often second guessed,” said Ryann in her opening remarks. She believes women can be more compassionate, ethical, less intimidating, and more capable of active listening, have different perspectives on a community, and are more appreciative of governing individuals, which are qualities that are very important for those who are in governing positions.</p>	

The Key Note speaker was State Senator Patty Kuderer. She is the first female Senator for the 48th District and an advocate for open government. She became well versed in public records laws when working as a city attorney and this continues to serve her well as a Senator. Senator Kuderer talked about how to get into politics. She said, “you need to look to mentors, follow your interests and volunteer which helps you learn.” She said women in leadership roles need to “be assertive not aggressive and strive for strength from within. It is important to fight against injustice.”

At every Forum, we have a panel that includes women of different background who share their stories with participants. A short “appetizer” of what our women leaders shared follows but we encourage you to listen to the full video discussions so you do not miss the wisdom, humor and reality of what it takes to be a woman in politics.

Our panel this year included State Representative Melanie Stambaugh, Des Moines City Council Members Luisa Bangs and Traci Buxton, and Tacoma City Council Member Catherine Ushka.

Ryann Leonard served as the Forum’s facilitator asked the panels a series of questions. Ryann started with a question about what was our panelists “biggest challenges” as a politician. When you listen to the video, you will hear our panelists comments which included the need for more diversity and inclusiveness in politics. Our political leaders talked about being “persistent, fearless, humble and sometimes obstinate.” Traci Buxton mentioned, “Approach obstacles, do it afraid, fail well, have humility, always.” Catherine Ushka shared advice about running for office, which included “start a political career by running for school board.” Our panels responses were serious but also filled with humorous stories which included lessons learned.

Our panelists felt much like Melanie Stambaugh when she said, “Being female helped with connectivity to other legislatures and social connections.” She added, “Being underestimated as a woman can be an advantage to proving yourself far beyond the abilities of others.” Luisa Bangs said, “It is always a challenge to be yourself and questioning everything.”

“Trust is an advantage for a woman, credibility comes till proven different by voters.” Traci offered to the attendees at the Forum. “You have to know issues better than everyone else in the situation does.” Catherine Ushka mentioned, “Listen authentically, promote civic interest and other should not mistake kindness for weakness.”

“What advice do you have?” asked Ryann. “Be open to all sides/other sides.” replied Melanie.

Luisa said, “Trust your instincts, research, find the path and course correct as needed, and support other women.” Traci said, “Get involved, and follow wisdom, faith and justice,” and Catherine finished with, “Show up, don’t ask for permission, Just-Do- It.”

Our final speaker, Kathy Sakahara works as the Elections and Voting Rights Advocacy Chair for the League of Women Voters of Washington. Kathy talked about how to get involved in legislative issues. She said, “advocacy and finding your voice are important aspects in participating with legislators and elected officials.” Kathy is a lifelong political activist. She

	<p>ran for the WA House of Representatives at age 23 and has been fascinated by the political process ever since. She served on the League Board for six years, and most recently served as Vice President of Advocacy. Kathy advised the attendees to, “Find your passion, focus on your passion, avoid analysis paralysis, and just start somewhere.” She said it is, “important to amplify your voice by working with a group.”</p>
<p>Quarter 3</p>	
<p>Quarter 4</p>	
<p>Analysis</p>	<p>Quarter 1: The Forum had over sixty registrants. Speakers included Washington State Senator Patty Kuderer, City Council Members Luisa Bangs (Des Moines), Traci Buxton (Des Moines), Catherine Ushka (Tacoma), and Washington State Representative Melanie Stambaugh, along with Kathy Sakahara from the League of Women Voters of Washington.</p> <p>Quarter 2: Video of the Forum can be found on the Center’s YouTube page here. A write-up of the Forum is also available that highlights this year’s event. Unfortunately, we did not meet the goal of increasing participation by 25%. Lack of attendance could have been due to the time of the Forum since it was only the second week of school for students. Looking at new ways to build up the Forums by investing in monthly networking events.</p>