

**CoE-HSEM Advisory Board Meeting Minutes  
Highline College**

**11/2/18**

**Attendance:** Steve Lettic, Marvin Ferreira, Philip Johnson, Tommi Robinson, Jennifer Lord, Douglas James, Darren Linker, Celia Taylor, Dan Guerrero, Denise Mack, Amelia Phillips, Chris Johnson, Lorraine Churchill, Cat Robinson,

**CoE Staff:** Linda Crerar, Kellie Hale, Ryann Leonard, Jasmine May

**Guests:** Nancy Aird, Rachelle McGinnis, Danny Marshall, John Page, Ed Thomas, John Ufford, and Joe Zaccaria

**To view/listen to the Zoom recording of the meeting, click [here](#).**

Welcome and Intros – Favorite holiday dessert as an ice breaker

Approval of May 21, 2018 Meeting Minutes – Approved with new changes/edited.

**CoE-HSEM Work Plan and Activity Review**

We are the only Center that has regional coordinators. Ryann Leonard has been with us for a year as the Eastern WA regional coordinator.

Ryann Leonard: Get the word about the Center to people on the east side. Talked with the local skills centers in Grant County and got them in contact with the local community colleges. Were willing to work and talk with me about issues in collaboration. Connected with Deans at the Workforce Education Council (WEC) meetings. Working with the colleges, skills centers, and explorers. Met with local Economic Development Council (EDC.). Works closely with recruitment efforts helping to attract industries into areas and the training needed. Excited to hear about the Center. Reaching out the programs that have STEM funding. Working on making more connections. Help to change some of the state level job search descriptions. This has been a problem. We want accurate data to show the workforce needs in this field. Site visits with different colleges.

Marvin: Are there any private universities on the east side that is CJ?

Ryann: Gonzaga has a law school. 80% of our students either transfer to CWU or the UW.

Linda; Tommi you have been one of our most active outreach folks. What have you done for the Center?

Tommi: The need is great across all major sectors. Critical infrastructure being the most urgent. Galvanizing around high school. Energy and healthcare sector are critical. There is a gap with those graduating and those needed in the workforce a complaint from leadership. Ryan Chelsick, young professional chair for ASIS International. Would like to work with us. He is a poster child

about not knowing anything about HSEM or security growing up, but has turned out to be a great addition and has really shined in this field.

Steve: Talking with the Space Needle to do a training on mental health. They are very progressive and encouraging. Did not know a lot about them, but it was a great connection.

Darren: The Center sponsored a registration at the Governor's Industry and Safety Conference. Two students attended with me and was very helpful with outreach.

Linda: Occupational Safety and Health is an incredible career and pays well. It is important work, especially in the HSEM field. Would like to help expand that program statewide. Other colleges around the state that are very interested in the program.

Darren: I wanted to acknowledge Chris Johnson that we finally got our first intern setup at Valley Medical. It was a long process, but excited it is finally happening.

Tommi: The interest is great in our sector. Could we do a lessons learned/debrief to help better understand the process.

Chris: A lot of documentation that goes back and forth. That part is time consuming and stressful.

Marvin: What I found is that many of the HSEM related fields are very similar in terms of skills, experience, and education. Brining them into the fold is a good idea. There is a crossway into these fields.

Chris: Brought safety and security into EM services. Bringing different services that could align with one another.

Darren: Private and public sector safety folks where the same "hat" essentially. Our EM program at Edmonds is part of the consortium of colleges. We were the only self-supporting program in the system. Becoming a state supported program as of this week. We are going to use Pierce Colleges system to enroll in the classes (COOP).

John Ufford: I am interested in looking at Edmond's past curriculum in COOP.

Jennifer: Two different student populations: one population is looking for a job in the field no matter what and others are looking at jobs that do not realize they will need security and safety skills. Students need to be able to put on different hats. It isn't primary hats, but it is a hat that students will need to be able to wear.

Ryann: We all need to have a base level of knowledge to deal with emergency situations.

Linda: CoE-HSEM to All Hazards EM. The latter really emphasizes how big this field is. There is a lot of duplications of efforts in the six career pathways and educational gaps. More specializing in certain areas such as in the private sector. Collaborating colleges are using the HSEM courses as electives in many different programs (nursing and business, plus CJ).

Ryann: UAS program and simulation program for medical training (mostly). The industry is about to explode, so we are trying to get on the ground floor of that and get the students better

prepared. Use the collaborating college models to help deliver these programs statewide. Great partnerships with local hospitals. And for the UAS program, have built great relationships across the state. Provide trainings for students quick and get them in the door of being employed.

Celia: Is there a similar process to evaluate the programs from an industry perspective? The reason I ask is that Pierce County EM is a local EM organization, and we are considering interns who are coming from other programs who have skills we need in areas such as communications and outreach. I know that we focused more on the concept of EM and disaster response and not so much of the base skills. What are the base skills students will obtain once graduated from a program?

Cat: Meeting with different Career and Technical Education (CTE) programs across the northwest. Telling them about the Center, but CTE is a little confused as to how the Center could help. What CTE already uses Pacific Northwest College Credit students can take while in high school that earns them, not only high school credit but also college credit? How can the Center help and what ways could we collaborate with CTE? CTE has struggled providing students with meaningful internships and apprenticeships.

Ryann: Working with the students on helping them to understand where the college credits could be applied once obtained. Have high school students meet their required credits, while also getting college credits for their degree.

Rachelle: Have students on a determined pathway that way they are not wasting their time on getting a degree where the credits won't be applicable.

Cat and Doug: Cat's program is a full CERT curriculum and earn CTE credit. Student will participate in an exercise with the city adult class in the training. A little over 75 responders and victims will participate in the training /exercise. Also does active shooter training and pet preparedness. Career panels and first day/CPR training. Doug recognizes what Cat has done and it is great. We are hoping to incorporate into Bellevue School District by next year. We are hoping to come in to help teach some of the modules to the students. The City of Redmond EM has incorporated our CERT program. Finding ways to help the younger students be involved, because most have not reach the age of 18 in order to be able to work for the City of Redmond. Students get to have a lot of hands on experience and work with experts in the field. Students also take some of the ICS/EMI courses.

Linda: Remember, the Center is not an educational institution. We are a part of the CTC system, but we are separate entity and can not provide any credit. That is the job of the colleges.

John Page: The conversation about internships, we have an internship program. It is 90 hours. Some are ready and prepared for the internships, others are not. We have developed a course to help students get better prepared for internships. Youth apprenticeship programs (AP). Tacoma public school has been approved to have its own youth apprenticeship program. It is one of two school districts to have one. Youth AP is a 2000-hour program. Students work with engineers, machinists, and manufacturing. There more youth AP in Tacoma in culinary, production cabinet

assembler, and car dealership. Put 16-17 year olds in the program to learn skills needed to obtain employment. Some kids excel, while others do not.

Ryann: IBEST programs. IBEST is a nationally recognized instructional model that boosts students' basic skills in reading, writing and math while they pursue a certificate in a career/technical program.

John Ufford: Even students who have a higher education degree (Bachelors or Masters) still cannot show signs they know how to write, communicate, or critically think. Students need to improve their skills in this area when they walk into a job. How do you teach critical thinking in complex solutions? Internships and apprenticeships have to be beneficial to the student and the organization they are interning/apprenticing.

\*Pre Apprenticeship programs - A pre-apprenticeship is a preparatory program that grooms people who want to eventually enroll in full-time apprenticeships in certain industries or trades. Construction workers, electricians, painters and drywall finishers often benefit from pre-apprenticeships.

Danny: Some programs have curriculum where certain classes are not included that could help with the "soft skills". Low enrollment for those classes because they were not mandatory.

Philip: Competency of mentoring the students or potential employees into the workforce. Provide expectations and a little guidance, they will start to make connections on their own. They find their own way. Teach mentorship competencies. Provide resources for employees. We have an obligation to provide resources for our employees so they can do the job properly and effectively. Craft recruitment strategies that will help align the right people into the organization. Figure out your recruitment and craft the questions to choose the right candidates.

\*Student positions in to help provide feedback to employers and instructors on the skill set they need and how to acquire them.

Be careful with the offers you make.

Amelia: Cybersecurity is a major part of emergency management. The Center for Regional Disaster Resilience (CDR) would host the Puget Sound Cybersecurity Workshop at The Event Center at Emerald Downs, located in Auburn, WA. The one-day workshop provides an excellent platform to engage the public and private sectors in learning more about current cyber threats and mechanisms to integrate information technology and physical security. Really pushed the idea that without IT that nothing would work. Things still need to be hard copied. Can't solely rely on the Cloud.

- Human beings and policy are the complicating issues when it comes to IT.
- Who are you teaching? Is it a digital native or a digital immigrant?
- Forensics on Drones. Apple watches are now banned during exams, because students could download items/documents on their watch. Policies for cyber need to be put in place.

\*Cyber Ethics - Cyber ethics is the philosophic study of ethics pertaining to computers, encompassing user behavior and what computers are programmed to do, and how this affects individuals and society. For years, various governments have enacted regulations while organizations have defined policies about cyber ethics.

- Alexa inside patrol cars.
- PARCD Cyber Defense Competition in March 2019.
- DOE Cyber Competitions – Collegiate

**Updates on CoE-HSEM Yearly Activities: Note – During the meeting we did not get to really discuss in detail about the two activities below, that is why I am included summaries of our write-ups for the CJ and Women in Leadership activities.**

Collaboration between Discipline-Specific Programs (Criminal Justice) - General Information

- Been working two years on the CJ core curriculum.
- Employment opportunities for criminal justice graduates.
- Thirteen CTC colleges represented today out of 20, which is a big improvement.
- Zoom Recording of full CJ meeting [here](#).

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.

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):

- 1.) CJ & 101 Introduction to Criminal Justice
- 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

Columbia Basin College and Big Bend Community College has adopted all outcomes. It was passed through their curriculum committees this year.

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.

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.

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.

<b>Core Competency</b>	<b>Outcome Statement</b> At the end of The Core, students will be able to:
<b>Communication</b>	Execute effective oral and written communication skills related to their discipline (e.g. report writing).
<b>Computation</b>	Execute mathematical reasoning using methods to the profession.
<b>Human Relations</b>	<p><b>(WE NEED TO WORDSMITH.</b> This is the “plays well with others” outcome.)</p> <ul style="list-style-type: none"> <li>• Recognize or articulate personal/interpersonal aspects of, or connections between diverse, cultural, social, or political contexts.</li> <li>• Demonstrate teamwork, ethics, appropriate safety awareness and/or workplace specific skills.</li> <li>• Demonstrate an appropriate, calm, and respectful demeanor in interpersonal interactions.</li> <li>• Demonstrate even temperament with all human contacts.</li> <li>• Collaborate, have ethical and professional conduct, and understand cultural diversity.</li> </ul>
<b>Critical Thinking/ Problem Solving</b>	Students will be able to solve problems by gathering, interpreting, combining and/or applying information from multiple sources relevant to the discipline.

**Women in Leadership** - For the past three years, the Center has worked to develop resources for underrepresented groups within our workforce. Through the development of the Women in Leadership series, the Center has put on three forums and several mentorship and networking events. The goal of these events 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. This year’s Forum theme, “Women in Politics” brought together women from different political positions and backgrounds. A record number of women are running for office. There is an unprecedented surge of first-time female candidates running for offices big and small, from the U.S. Senate, and state legislatures to local school boards and city government.

Ryann Leonard who is the Center’s Eastern WA Education and Outreach Coordinator and Councilwoman in her own City of Moses Lake, was the Forum moderator/facilitator.

Washington State Senator Patty Kuderer was our keynote speaker. Senator Kuderer is the first female Senator for the 48th District of Washington. She is an advocate for open government, becoming well versed in public records laws when working as a city attorney, an area she continues to work on in the Senate.

“How to get into Politics?” Senator Kuderer asked, “Look for mentorship. Follow education with interests and volunteerism.”

Linda Crerar asked the Senator, “What is the perception of aggression?”

The Senator’s response, “Assertiveness. Be progressive over aggressiveness. Strive for inner strength within. Fight against injustice.”

For every Forum, we have a panel that includes amazing women from different backgrounds to share their stories with our participants. This year was no different. These extraordinary women helped highlight how things need to change when it comes to politics such as more diversity and inclusiveness. Our panel of amazing women included Washington State Representative Melanie Stambaugh, City Council Member (Des Moines) Luisa Bangs, City Council Member (Des Moines) Traci Buxton, and City Council Member (Tacoma) Catherine Ushka.

The first question Ryann asked the panelist was, “What are your biggest challenges?”

Melanie Stambaugh replied with, “Persistency and obstinacy.”

Catherine Ushka provided the advice of, “When running for office, move signs from place to place, frequently. Start a political career by running for school boards.”

Traci Buxton mentioned, “Approach obstacles, do it afraid, fail well, have humility, always.”

The second question Ryann, “Has being a woman benefited or hindered your career?”

“Being female helped with connectivity to other legislatures, social connections.” Said Melanie and 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/don’t mistake kindness for weakness.”

“What advice do you have?” asked Ryann.

“Be open to all sides/other sides.” Replied Melanie

Luisa told the attendees to, “Trust instincts, research, find the path/course correct as needed, support other women.”

Traci said, “Get involved, and follow wisdom, faith and justice.”

Catherine Ushka finished with, “Show up, don’t ask for permission, Just Do It.”

Our final speaker, Kathy Sakahara who works as the Elections & Voting Rights Advocacy Chair for the League of Women Voters of Washington, shared about how to get involved in legislative issues. She mentioned advocacy and finding your voice are important aspects in participating with legislatures. Kathy advised the attendees to, “Find your passion. Focus on your passion. Avoid analysis paralysis, just start somewhere. Amplify your voice. Work with a group.”

Dates for 2019 meetings: TBA; however, people were on board that they really liked having the meetings on a Friday. They also expressed to liking the time- frame of the meeting from 10:00 a.m. to 3:00 p.m.

**Adjourned at 2:55 p.m.**