

**CoE-HSEM Advisory Board Meeting Minutes  
Highline College; De Moines, WA**

**11/12/19**

**Attendance:** Lorraine Churchill (Zoom), Lit Dudley, Dan Guerrero (Zoom), Chris Johnson, Philip Johnson, Denise Mack, Curry Mayer, Amelia Phillips, Scott Preston (Zoom), Jeffrey Schneider, Celia Taylor, Steve Vincent (Zoom),

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

**Guests:** Nancy Aird, Cindy Bassage, Bobi Foster-Grahler, Patti Jean Hooper, Anna Hughes, Jim Mullen, John Page

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

Chris Johnson called the meeting to order starting with “Welcome and Intros” of everyone.

Motion to approve the March 8, 2019 Meeting Minutes – Motion Approved

**Discuss the Basic Law Enforcement Assessment Study – Anna Hughes, Research Associate for Corporation for a Skilled Workforce (CSW) – 0:27:47 to 1:55:00**

Basic Law Enforcement Training Study -A report for Washington’s Office of Financial Management

From October 2018 through January 2019, CSW conducted the following:

- 1) A 50-state review of BLEA models and case studies of states with relevant models for Washington.
- 2) An assessment of current BLEA training compared to a national census published by the Bureau of Justice Statistics.
- 3) An assessment of current related offerings in the CTC system.
- 4) An evaluation of two possible models: moving to a regional training academy model and creating a pre-academy certificate with the CTC system.

National Review Methods

- Analysis of Bureau of Justice Statistics’ Census of Law Enforcement Training Academies.
- Developing a 50-state matrix on key descriptors of training policies

Most all states have...	However ...
A POST agency to create standards for basic law enforcement training	The detail and depth of the requirements varies greatly
A shortage of qualified applicants compared to previous years	Little data to identify impact of causal elements (good economy, social issues, background)
Embraced problem based learning and use a variety of assessments	Little research on connecting assessments to job performance or overall policing outcomes

### National Trends

- Total training time requirements for basic law enforcement training are increasing nationally (**average 843 hours, up 80 hours from 2006**), with problem-based learning being heavily used in training and evaluation.
- Graduation rates from academies are relatively high, with academies in academic institutions scoring slightly higher for completion metrics\*
  - \*though there is a lack of data on the quality of recruit evaluation

Top reasons for dropping out (as reported by academies) were:

- Voluntary withdrawal
- Academic performance
- Physical standards
- Injury/illness
- Firearm performance
- Disciplinary

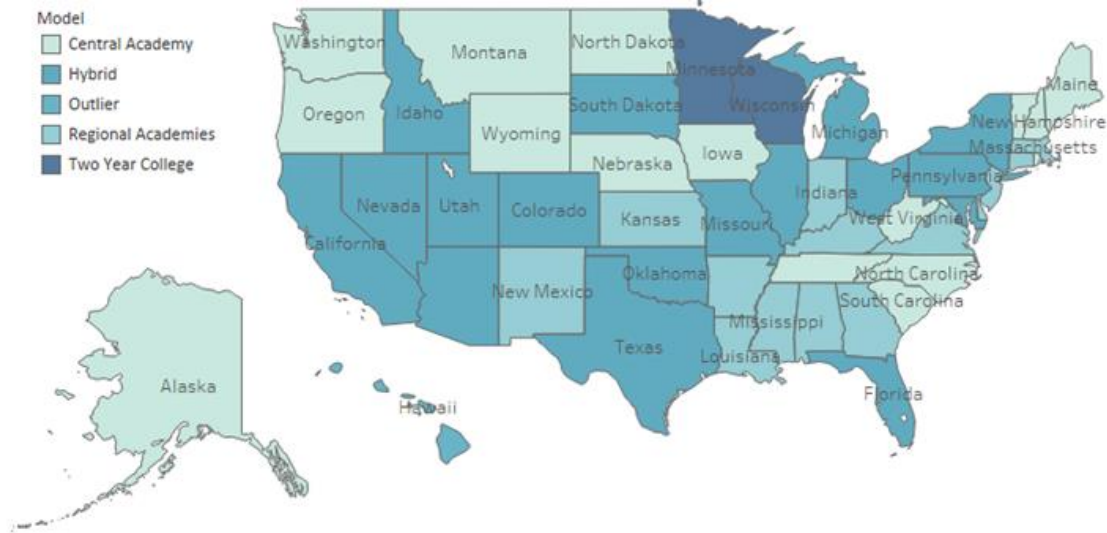
However, in an Arizonan study, new recruits cited for dropping out due to:

- Voluntary resignation (citing stress, conflicts with belief about police and their experience at academy, and aversion to paramilitary style training)
- Academy-initiated resignation (academic or disciplinary failure, or medical withdrawal)
- Women were more likely to drop-out citing gender discrimination

### Types of Academy Models

- Central Academy (16)
  - Operated by a state's governing body that oversees police training standards (POST)
  - Standardized training; but limited ability to customize for diverse police agency needs (this is often accomplished in field training)
- Regional Academy (14)
  - Multiple locations for BLET
  - May be customized to each region
  - Oversight and standardization issues
- Hybrid Model (17)

- A blend of POST-run alongside college-run or private institution run BLET
- Oversight and standardization issues
- Two Year College Program (2)
  - College degree as an outcome
  - Long time (2 years min) to complete
  - Instruction may not change quickly to encompass new statutes/laws



### Sponsorship

Forty-six percent of States require sponsorship (employment) before attending Basic Law Enforcement Training.

Benefits	Risks
<ul style="list-style-type: none"> <li>• Increase the qualified talent pool for police officers with pro-active, self-directed candidates.</li> <li>• Diversify the candidate pool, as self-sponsored candidates come from an array of backgrounds and may circumvent potentially biased hiring practices.</li> <li>• Shifts costs of the program from hiring agencies to that of the recruit (which allows for use of tuition assistance funds).</li> </ul>	<ul style="list-style-type: none"> <li>▪ An over-enrollment of recruits (pushing out direct hires).</li> <li>▪ Lack of control of quality of enrolled candidates (beyond minimum pre-requisites).</li> <li>▪ Potential to have an oversupply of trained officers.</li> <li>▪ Students must have savings or financial aid (grants and loans) to cover both direct attendance cost and costs of living (since training academies are most often full-time).</li> </ul>

## Current Basic Law Enforcement Training in Washington.

### **Methods**

- Review and comparison of curriculum, instructor and facilities provide by the CJTC to national averages (Bureau of Justice Statistics' Census of Law Enforcement Training Academies)
- Also informed by full day site visit of BLEA at the CJTC campus in Burien, WA

### **Focus on**

- **Training Content:** The topics and training time for relevant competencies required by police officers.
- **Instructor Qualifications:** Experience and certification of instructors as well as ratio of full- to part-time trainers.
- **Curriculum Review and Quality Processes:** How the academy reviews, updates and improves curriculum and learning outcomes.
- **Training Facilities:** Capital facilities at the CJTC training academy site in Burien. Analysis of BLEA demographic data was initially planned; unfortunately, these data were not available. Hiring agencies are responsible for the collection and maintenance of this information, not the CJTC, and as such was not readily available for analysis.

Anna Hughes: The research of the study showed that the data was more detailed on the gender front; men are graduating at a higher rate than women are. The Washington State Basic Law Enforcement Training hours are 720, just below the national hour's average of 843. Post run academy hours for training is 650.

### Top three Challenges of the Current BLEA System

1. Current wait time and backlog for training new officers
  - a. As of November 2018, there were ~110 officers waiting to attend BLEA; **a wait of up to 3 months**
  - b. The CJTC training facilities in Burien and Spokane are able to accommodate up to 30 cohorts per year; **current funding only allows for 19**
2. Opportunities for training in Eastern Washington
  - a. **Only 2 BLEA cohorts** are held annually in Spokane (~60 recruits)
  - b. Opportunity to increase training here, alleviating the **commute and dormitory burden** faced by recruits from Eastern WA
3. Gaps in foundational skills among new officers
  - a. CJTC instructors find **increasingly new officers are entering BLEA without reading, writing and numeracy skills** ready for the level of training
  - b. Some of this increases appears to be due to the relaxing of some hiring requirements due to a **tight labor market**

Linda Crerar: If you do not have learning objectives or outcomes, then how do you assess a person's skill set?

Philip Johnson: We used to use our own internal testing, but had to drop it. Written assessments are the baseline for law enforcement training.

Anna: One of the challenges is most occurred at the local level. It is hard to find a consistent baseline.

Philip: When we put our new officers in the field, they cannot write a report or read documents. We are losing officers because they do not have the skills to read or interpret data. They do not have the skills they need to survive the profession.

Jeffrey Schneider: One in five graduate at our field training office. We are picking up people who just pass, barely, rather than obtaining recruits who graduated in the 90<sup>th</sup> percentile.

Chris Johnson: Is it a lack of qualified applicants or is it lack of required skills needed?

Anna: It is a little bit of both.

Steve Vincent: Consistently hearing from customers and potential customers, when a bachelor's degree is required or already has one, the officers have a better ability to obtain a job easily in a less stressful environment.

#### Current number of criminal justice programs and types

- 34 community and technical colleges in the state offer students a criminal justice program
  - Inclusive of professional certificates, associate degrees, and four-year university transfer pathways
- Most schools offer a broad criminal justice degree
  - 4 schools have a formal law enforcement program
  - An additional two have programs in law enforcement administration.
- Programs are academic in focus and do not address the tactical and physical skills currently covered in BLEA

#### Efforts around collaboration and curriculum alignment spearheaded by Center of Excellence

- Determined the core courses they would focus on: introduction to criminal justice, introduction to criminal law, introduction to law enforcement, introduction to corrections and introduction to juvenile justice.
- Developed a high-level “Master Course Outline” for each of these five courses, which outlines the basic course content and objectives of each course. However, the mode of instruction and which materials and textbooks are used is left up to each instructor.
- Some progress has been made among the colleges to establish Common Course Numbering, a mechanism that eases the transfer process for students. (*At time of report completion, January 2019*)

## Feedback from CJ Faculty, Program Managers, and Deans

Interviews and semi-structured group conversations found:

- Consensus that the academics and classroom learning taught at the colleges would be beneficial to BLEA
- Concerns over affordability and gaps in financial aid
- Limited administrative capacity and difficulty hiring qualified faculty
- Gaps in necessary physical infrastructure
- Decentralization raises questions around quality and enforcement of standards
- Faculty appear to be more hesitant about the adoption of BLEA compared to deans; faculty are concerned with the capacity and ensuring standards across campuses, whereas deans see a benefit to community policing by immersing recruits in the college community.

## Two Models Explored

**Regional Academy:** Proposed three-sit model with capacity to meet current demand would be feasible with capital investments at selected college sites and substantial increases in faculty and staff. The CJTC would still maintain its accreditation role for a regional academy model under current legislative parameters. Cost prohibitive; does not solve backlog issue.

**Hybrid pre-academy model:** would allow community and technical colleges to leverage common courses in criminal justice to provide a core curriculum for new officers entering BLEA (potential leveraging existing I-BEST models). The goal would be to shorten the BLEA training time and improve the academic capabilities of students to succeed in training. Addresses gaps in foundational skills; requires willingness and dedicated coordination.

Jeffrey: Does your recommendation change the amount of new recruits?

Anna: It would. The payment for training would rely more on the recruit rather than the state.

Linda: One of our goals could be to get the “players” in the room for a discussion. For instance, we could outreach to the Washington Association of Sheriffs & Police Chiefs (WASPC).

Bobi Foster-Grahler: Our goal is everything. It is to protect the State’s assets, but also providing the community safety and protectively.

Amelia Phillips: There are some partnerships not being utilized.

Nancy Aird: During the time frame, where are the recruits waiting for training? Why not have them go to school to buy some time?

Jeffrey: That just rings up more costs. Competing agencies can get in the way. Thirty percent of new recruits at Pierce College already have a four-year degree.

Regional Academies run by CTCs	Pre-Academy Course at CTCs
<b>Benefits</b>	
<p>Reduced cost to the state (\$3-4 million annually; pass cost to tuition)</p> <p>Local academies allow for more commuter students and for local agencies to more easily monitor recruit progress through BLEA.</p> <p>Increased training capacity to meet current and predicted future demand for training.</p> <p>Regionally tailored training to meet the diverse needs of agencies across the state.</p> <p>Potential pathways to degrees by incorporating BLEA into college programming.</p>	<p>Reduce BLEA instruction time by estimated 100-120 hours, saving \$20,000-\$30,000 per cohort in instruction, housing and meal costs.</p> <p>Reducing costs allows for additional numbers of officers to be trained without new funding.</p> <p>College credits awarded for BLEA can go toward a degree that could be finished at any local community college.</p> <p>Addresses foundational skills gaps in incoming recruits cited as an issue at CJTC (through foundational skills courses and/or I-BEST).</p>
<b>Risks</b>	
<p>Upfront capital and equipment expenses of \$9-20 million</p> <p>Challenge hiring quality faculty at college salaries, constrained by diverse CBAs.</p> <p>Cost shift to students overly burdens students of color or low socio-economic backgrounds.</p> <p>Small agencies at disadvantage in offering tuition support.</p> <p>Challenges maintaining consistency in training standards.</p> <p>Long implementation timeline, further stressing the shortage for law enforcement officers.</p> <p>College governance risks tied to costs, community scrutiny and increased liabilities (e.g. firearms storage).</p>	<p>Additional steps to hiring and training process may deter potential applicants.</p> <p>Small agencies at disadvantage in offering tuition support.</p> <p>Challenges to maintaining consistency in training standards across colleges.</p>

### Rising Star Award Celebration – 2:00:00 to 2:25:00

Chris: We have a new award starting this year that Linda is going to talk to us about, the Director’s Rising Star Award.

Linda: We are going to be honoring three wonderful people today with the first Rising Star Award. I founded the Award. Partly the Director of the Center founded the Rising Star Award program, and it is partly because it is easier for me as the Director to be able to give awards and gifts that **do not use public funds.** **The Center’s Rising Star Award program does not use**

**any public funds.** This is all done because I am very lucky to have had the first three Rising Star Award recipients working for me currently or at one point in their careers. This award really is to honor and help develop our young leaders in the industry. We have to have ways of acknowledging and passing the baton.

The Center of Excellence – Homeland Security Emergency Management has always been focused on student success and helping people to positively change the trajectory of their lives and who have demonstrated excellence in their professional endeavors working for the advancement of people in education and public service. Each year, it is an honor to recognize outstanding award winners with our Rising Star Award for their accomplishments and contributions to the Center.

“Rising Star Award” recognizes emerging leaders whose record reflects ongoing and exceptional growth in contribution to their profession and increased levels of leadership and responsibility. Rising Stars are on their way to reaching senior-level positions and their record of accomplishments reflects a strong potential for appointments at the highest levels of their profession.

Nominations for the Rising Star Award are submitted with the candidate’s permission. It is the responsibility of the nominator to summarize the nominee’s achievements and growth and document why this individual should be recognized.

#### Guidelines and Eligibility

- Candidates must be early to mid-stage careers
- Candidates must have demonstrated exceptional and ongoing achievements and have made demonstrable contributions to their organizations.
- Candidates will have played a role in creating positive outcomes in projects, publications, activities, or initiatives that in total demonstrate exceptional early and ongoing achievement.
- Evidence that contributions of the candidates are having sustained and positive impact on his or her institution and/or profession as a whole.

#### Recognition

- Award recipients are recognized at the Center of Excellence’s annual board meeting.
- Highlights of their accomplishment are published a Center’s publication and placed on the website to document and display his or her achievements.

#### **Jamye Wisecup Memorial Scholarship/Program Endowment – 2:26:26 to 2:32:00**

Kellie Hale: We want to establish a Scholarship/Program Fund that will be an endowed scholarship so must have a minimum gift of \$30,000, which will provide lasting support for the fund. Linda and I will meet with the Peninsula College Foundation director, along with the Sheriff and Undersheriff for Clallam County on Wednesday, November 13, 2019. Everyone we have talked with is very excited about the Jamye Wisecup memorial scholarship and very happy to be a part of the project and make sure it succeeds. Everyone wants to help as best as he or she



can. We need to develop a plan for contacting those community members, friends and family whom we believe would want to support the Wisecup Scholarship. The focus of the scholarship is Emergency Management/Disaster Preparedness and could provide scholarships to attend the Homeland Security Emergency Management Certificate or Associates Degree Program, which is offered at Peninsula College along with seven (7) other “Collaborating Colleges” across the state.

This scholarship would only be for those wanted to take the Certificate or Associate’s Degree at Peninsular College however the fund could be utilized to also program funding for the HSEM Program, which is managed centrally at Pierce College in Lakewood for all seven of the HSEM Programs. There are also colleges continuing to join the Program Collaboration because this Degree is offered through on-line access to Canvas through the Community and Technical Colleges.

We need to do some initial “brainstorming” to identify all of Jayme’s friends, family and community contacts who need to be on our Foundation Contact list. This will include the County (and region) as well as associated groups including volunteer organizations, public service and private sector agencies and corporations that would be supportive. We have already contact the WA State Emergency Management Association Executive Committee who are also supportive of the scholarship.

Linda has talked with Jamye’s daughter, Sayge, and is fully supportive with the idea. She has agreed to help identify Jamye’s friends, coworkers, and community partners. We will be working with Getta Roger at Peninsula College. Getta is the College’s Foundation Director.

### **Review Center’s 2019-202 Work plan and Annual Report – 2:32:18 to 2:50:00**

The Center writes up an annual work plan that highlights certain activities to be accomplished throughout the year. The Center’s Advisory Board, Pierce College, and the State Board for Community and Technical Colleges approve the annual report.

For the past 5-6 years, the Center’s work plan has developed themes for the activities:

- Securing the Supply Chain Forum that is a collaboration with the Centers of Excellence for Global Trade & Supply Chain Management and Allied Health
- Career Connected Pathways – HSEM Institute
- Public Enforcement Training and Education: Safety/Security/Program Assessment/Enhancement
- Re-design of Center of Excellence - HSEM Website
- Establish Webinars, Videos Interviews and Lectures for Confluence

### ***Centers of Excellence Partnerships and Collaborations for Industry Sectors and Career Pathways, (Allied Health, and Supply Chain)***

The Centers of Excellence for Allied Health, Global Trade & Supply Chain Management and Homeland Security Emergency Management collaborated to conduct a Forum around the

educational and business sector of the Medical Supply Chain industry. This year's Forum was the sixth collaboration between Global Trade & Supply Chain Management and Homeland Security Emergency Management and the first with Allied Health. It was also the first time the Forum was held in Seattle at South Seattle College – Georgetown Campus.

The purpose of the Forum was to provide broad overview of the medical supply chain, discuss vulnerabilities and risks associated with security, transportation, availability of raw materials and challenges experienced by suppliers, distributors, and receivers. It was also important for speakers and attendees to have the opportunity to discuss the impacts of supply and demand expectations on the availability of medical supplies, and equipment during a significant event (natural and intentional). While also talking about how operational, communications, and planning requirements can be impacted during a disaster and hinder the support of critical healthcare functions during an emergency. The Forum also allowed attendees to help identify best practices and applications that would be required by the industry and program faculty to address the knowledge, skills, and abilities students will need in order to gain employment.

Eric Holdeman, one of our Forum attendees, said it was the best one he attended. Others commented that it was an overall great session and that we provided good basic information on how fragile the medical supply chain can be. One attendee said that the afternoon panel, which was moderated by Linda Crerar, was the best part of the program. Curry Mayer's presentation was praised as informative, well paced, and engaging. One of our attendees wrote that, "Curry Mayer was excellent. Her thought process of being disruptor to get others engaged to change and prepare is easy and impactful to remember as I take back to my team."

### ***Career Connected Pathways – HSEM Institute***

The Center created a special edition for its Confluence Newsletter Magazine. For our "Back to School" edition, we concentrated on our seven (7) degree pathway programs: HSEM, Criminal Justice, Cybersecurity, Occupational Health and Safety, Emergency Medical Services, UAS (Drones) and Fire Services.

For each pathway program, it was important to highlight the occupational trends, education opportunities, and information about the overall pathway. We were able to have special guests appear in this special edition such as BAS HSEM/AA degree Program Director, John Pennington, CoE-HSEM Advisory Board Chair, Curry Mayer, BAS HSEM graduate, Shane Moore, Big Bend's Criminal Justice faculty, Jill Foreman, Pierce College/Edmonds CC Occupational Health and Safety Program Director, Darren Linker, Pierce College Fire Command Associates degree Program Manager, Robert Lord, and Big Bend's UAS degree Program Manager, Byron Noel.

The goal of the special edition Confluence Newsletter Magazine was to create a document that will be distributed at career fairs, conferences, mailing list, etc. to educate people about the educational and career opportunities within the All-Hazards and Security field.

Kellie: We have not gotten the HSEM Institute up and running. One of our troubles is getting people to volunteer to participate as and “instructor” for the Institute. We have had certain people in mind to do a Business COOP or Healthcare course, but they fell through.

Curry: What can the Board do to help? Would establishing a workgroup help?

Kellie: I think that would be great. Getting folks together to talk about the process and procedures to really get the HSEM Institute up and rolling would be the best way to start.

Curry: Let’s put the word out there for Board members about joining the workgroup for the HSEM Institute. Let people have the option to join.

***CJ Career Pathway Workgroup*** – Eighteen of the CJ programs agreed to adopt the five (5) recommended core curriculum outcomes. Currently, there are seven (7) CJ programs in development to officially adopt the core curriculum and are waiting for approval. These CJ programs are from Bellevue College, Big Bend Community College, Columbia Basin College, Lower Columbia College, Pierce College, Walla Walla Community College, and Wenatchee.

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 CJ graduate students will graduate with certain skills.

Five core courses:

- 1.) CJ & 101 Introduction to Criminal Justice
- 2.) CJ & 104 Introduction to Policing
- 3.) CJ & 105 Introduction to Corrections
- 4.) CJ & 106 Juvenile Justice
- 5.) CJ & 110 Criminal Law

The Center will help organize a winter meeting on January 24, 2020 at Highline College to review the Basic Law Enforcement Study and continue the process of adopting new curriculum.

### ***Re-design of Center of Excellence - HSEM Website***

Bryan Johnson, Center’s Webmaster said, “I’m also looking into the best process to get the new website secured with the (https) protocol. This way the pages will be secured over the web, which is nice. I’ll keep you posted on this.”

The progress of the new website is coming along nicely and should be a great improvement from our current site. Our Webmaster, Bryan Johnson, is giving himself a deadline of mid-October to have the draft ready for review. At that point, we’ll look over the pages and the team can make suggestions on any layout, color, links, or image adjustments

Some of the main challenges have been finding enough appropriate stock-free photographs to use.

Bryan is anticipating a similar job forum, a form option for contacts, and a newsletter plugin that can be used to allow people to sign up for the newsletter via the web. It should also come with an interface for creating the newsletter if you want to go that route. One of the best improvements will be the responsiveness and mobile view with the new site.

### ***Establish Webinars, Videos Interviews and Lectures for Confluence***

This year, Kellie and Jasmine were able to streamline and upgrade the Center's Confluence news magazine that was established in late summer of 2018. Confluence went from a labor-intensive effort to a well-designed and managed magazine, which allows students, employers, faculty and community members to discuss a variety of issues and interests. They were able to optimize the process, which also allows for a variety of media to also be utilized in its delivery.

Here is the link for the new website draft site. <http://www.coehsemsandbox.com/>

Jim Mullen is the Center's main blogger and has been for the past four years. Jim did a blog series titled, "WTO and Y2K: The Story I Was Never Asked to Tell." In this series, Jim relayed his experience as the Director for Seattle's Office of Emergency Management during the WTO and Y2K crises. The blog series comprised of seven parts and was distributed via Constant Contact on a weekly basis. To commemorate the twentieth anniversary of the WTO Seattle Protests, the Center and Jim have recorded a podcast of his blog series. Jim was able to offer additional information he may not have shared in print. The podcast is around 45 minutes long and will be put on the Center's YouTube, Facebook, website, and other social media outlets. This is the first podcast the Center has done and will continue to do more in the future. For instance, the Center has comprised a list of possible people to interview (either on camera or via podcast) such as Curry Mayer, Director of Emergency Management for City of Bellevue; John Pennington, Program Director for BAS/AA HSEM degree program at Pierce College; Robert Ezell, Director of WA EMD, etc. These interviews and podcasts will take place throughout the 2019-2020 year.

Jim recorded his podcast back in August in three segments. Jasmine will piece together the podcast and include additional sound effects and music. Jim is coming back to re-record one of the segments in October.

Jim Mullen said, "Working with Jasmine has been amazing. I had never done a podcast where I was the featured presenter. Whatever clarity in the technical preparation is owed exclusively to Jasmine. Where I needed to edit, speak more slowly, or elaborate on a critical point, I turned for not only encouragement, but also unsparing assessments of the section we were working on to Jasmine. Helping someone like me, a certifiable technophobe, and curmudgeon to relax, adjust to a new environment, and make clear the points I wished to get across to the audience was not easy, and talents like hers should never be taken for granted as she inevitably advances in her career."

### ***Continuation on Law Enforcement Discussion – 3:13:26 to 3:26:45***

The Center is continuing to expand our objective to build career pathways in Administrative Security fields. We are working with our new Advisory Board member, Jeffery Schneider who is

the Campus Security Director for Pierce College. Jeffery supports the Center's initiative in the establishment of a "pilot" South Sound Higher Education Security and Public Safety Academy. The Academy would provide a five (5) daylong session (8 hours per day) for public and private colleges, along with public high schools in the South Sound area to train their security and safety staff, particularly in areas such as:

- Patrol Tech
- Surveillance
- Report Writing
- Crime Prevention
- Office Safety
- Radio Resources

Jeffrey Schneider: I was first talking with Linda when she asked me to be a Board member and one of the things I have experienced from law enforcement where everything is pretty set and regulated, and then coming to security and I think hospitals experience the same thing. We have a number of security officers' statewide, along with at private colleges and universities as well as two-year colleges that only have non-commissioned security guards and there are zero standards for those people. There is zero training. Right now, a lot of people send their security officers up to UW Police who do a forty-hour, once a year classes to be security officers. It is a very broad generalized class and inexpensive, but it is only once a year. I think there is certainly an opportunity; I think Highline does training for security guards but I think that is state mandated for security guards who are employed by private employers with required licensing. If a public employer employs you, there are no requirements. Therefore, there is a huge need for some standardized training statewide and I know the group of colleges, universities and two-years in Pierce County are looking at doing something, but I think it would be better if it were something statewide. I don't really know how to proceed, I just know that it is needed.

Linda: You and I have talked about how the Center was very much involved in the formation of the Security, Security & Emergency Management Council (SSEM) for the community and technical colleges across the state of Washington. That council has had hit and miss throughout the years.

### ***Diversity Forum – 3:26:57 to 4:20:05***

Create practical ways to implement the enhancement of diversity and inclusion into our all-hazard career pathways. Discussion elements include goals and objectives that target need to be addressing for the future for our All-Hazard EM Career Pathways which include our Criminal Justice/Administrative Justice, Occupations Health and Safety, Emergency Medical and Health Services, Fire Services and Homeland Security Emergency Management.

### **Goals:**

- Promote, support and disseminate research regarding diversity and inclusion in Emergency Management.
- Cultivate women and people of color emergency management leaders

- Build resilience in communities of color by supporting innovative mitigation and adaptation projects.
- Highlight innovative diversity and inclusion practices enhancing community resilience.
- Increase the number of women and people of color within the emergency management profession.
- Promote efforts to integrate social equity within emergency management to improve outcomes for communities of color and vulnerable populations.
- Diversify participation in the resilience and emergency management economy.

### **Action Items –**

#### Workgroup Opportunities:

1. HSEM Institute: Participate in discussion and planning on training/workshop opportunities that could be presented to students and employees in the HSEM industry to obtain continuing education credit through the Center’s HSEM Institute.
2. Establishment of a “pilot” South Sound Higher Education Security and Public Safety Academy.
3. Diversity Forum: Discuss and document current diversity, inclusion, and equity issues within the field. Develop potential solutions for addressing issues. Create specific goals and performance measures for improving diversity, inclusion and equity in emergency management.

**NOTE: Please be sure to read the Center’s monthly Confluence Magazine as it has a recap of what the Center has been up to, along with information/status update about our activities. It also has information about Workforce Education, the State Board, the Centers of Excellence, etc.**

**Meeting Adjourn at 2:44 p.m.**

#### **Dates to Remember:**

January 24, 2020: Criminal Justice Workgroup Quarterly meeting at Highline College

Winter 2020: Advisory Board meeting (date/time/location – TBD)

Spring 2020: Advisory Board meeting (date/time/location – TBD)

April 7-9, 2020: Partners in Emergency Preparedness Conference – Lynnwood Convention Center