

Center of Excellence - HSEM FY20-21 Work Plan and Quarterly Report – winter 2021

Center Name: Center of Excellence – Homeland Security Emergency Management

Core Expectations	Activity #1	
<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>Diversity within the Community and Technical Colleges System – Recovering and Eliminating Systemic Racism and Implicit Bias</p> <p>With the State Board for Community and Technical Colleges new vision statement, “Leading with racial equity, our colleges maximize student potential and transform lives within a culture of belonging that advances racial, social, and economic justice in the service to our diverse communities,” the Center is working with its Advisory Board to 1.) Complete and publish a Board Statement about the importance of diversity and support for people of color, 2.) Establish implicit bias workshops for educators, 3.) Identify and implement additional outreach activities that support the enrollment of people of color and diversity into our career field, and 4.) Assess and report on progress.</p>	
Funding Sources %	Purpose	Projected Outcomes and Products
CoE-HSEM – 100%	<ul style="list-style-type: none"> • Look at how we develop and deliver social equity/social justice courses in collaboration with programs to our current faculty, staff, and student body to help colleges and programs. • Our programs will lead with racial equity and recruit diverse individuals. To help incorporate change in the culture. People want to see themselves reflected in education and organizational values. 	<ul style="list-style-type: none"> • Our Advisory Board will draft and publish a position statement regarding the importance of diversity to our pathway programs. • Advisory Board will establish a working sub-committee of Board members, faculty, and students of color to collaborate developing workshops on implicit bias. These workshops would be made available to all of our pathway programs. • Sub-committee will meet monthly to identify and implement learning outcomes for workshops. • Support the increase of our pathway programs by 25% of a more diverse student body. • Develop policy statements • Animation for systemic racism and implicit bias • Recruit Board members of color • A thorough assessment of our current pathway programs to identify issues of racism and bias

Report and Analysis on Actual Outcomes and Products

Quarter 1

At the Center, we are listening and learning how to be better allies for people of color. Our staff, Advisory Board, and Senior Fellows acknowledge and support people of color in their ongoing desire for equality and justice. We honor the lives of individuals who have been hurt and killed by acts stemming from discrimination, racism, and implicit bias. Black Lives Matter, and now it is even more important to say it out loud.

We have committed to working harder to enhance diversity, inclusion, and equity within our career pathway programs. We will also adhere to the Washington State Board for Community and Technical College’s vision statement, which states, “Leading with racial equity, our colleges maximize student potential and transform lives within a culture of belonging that advances racial, social, and economic justice in the service to our diverse communities.”

In a letter to the Pierce College Community, Chancellor Dr. Michele Johnson affirms: “At Pierce College, Black Lives Matter. We recognize the immense pain that many of our Black colleagues are feeling. We reaffirm our commitment and accountability to continue the relentless pursuit of equity, peace, and justice for Black communities.”

Curry Mayer, the Center’s Advisory Board Co-Chair, emphasizes, “I am proud that we are taking positive, action-oriented steps toward addressing the inequities of systematic racism and implicit bias that have plagued our institutions and limited opportunities for faculty and students of color. We acknowledge that there is much work to be done, and this is just the beginning. The HSEM program will be enhanced and improved when all people are represented and provided access and opportunities in that program.”

Our Center’s primary goal is to create practical ways to enhance diversity and inclusion in our all-hazard career pathways. We are collaborating and encouraging our career pathway programs (which include Criminal Justice, Homeland Security Emergency Management, Cyber Security, Fire Service, Occupational Health and Safety, and Emergency Medical Service) to expand their commitment to reach a more diverse student population, broaden the curriculum to include topics such as systemic racism and implicit bias within the industries, and hire faculty of color that will help to enlarge perspectives of the programs.

Goals:

- Promote, support, and disseminate research regarding diversity and inclusion in Emergency Management.

	<ul style="list-style-type: none"> • Increase the number of women and people of color within the emergency management profession and in leadership positions. • Build resilience in communities of color by supporting innovative mitigation and adaptation projects. • Highlight innovative diversity and inclusion practices to enhance community resilience. • Promote and take actions to integrate social equity within the emergency management field to improve communities of color and vulnerable populations. • Diversify participation in the resilience and emergency management economy.
<p>Quarter 2</p>	<p>We have diversified our Advisory Board by recruiting members who represent our diverse communities. Our goal was to recruit six (6) new board members who are people of color. We are excited to welcome to our Advisory Board:</p> <ol style="list-style-type: none"> 1. Vincent B. Davis, Director for Disaster Services at Feeding America 2. Julie Jefferson, Communications Director for the Lummi Indian Business Council 3. Michael Johnson, Continuity Planning Manager for WA State Department of Children, Youth & Families 4. Toya Moore, Medical Assistant Program Director for Seattle Central College 5. Michele Turner, Head of Global Business Resiliency, Amazon 6. Itohan Amu, Student Representative <p>Our Center is continuing to reach out to organizations that represent black and brown communities and work to create a partnership where we can collaborate on outreach within the All-Hazards EM programs.</p> <p>One way we are doing that is through the collaboration with Aspiring Emergency Managers Online (AEMO). AEMO and the Center will collaborate to provide access to information and resources in our All-Hazards Emergency Management Career Pathways, which will to communities in WA State and nation-wide. AEMO and the Center will work together to outreach and educate our communities and potential students interested in Emergency Management programs and coordinate information and marketing and ensure citizens have access to these programs.</p> <p>With our Confluence newsletter, we will continue to highlight black and brown organizations such as the Black Emergency Managers Association and the Institute for Diversity and Inclusion in Emergency Management, along with our Board members who are making waves within the EM industry.</p>

<p>Quarter 3</p>	<p>We are continuing to add new Board members who represent a diverse population. We are excited to welcome to our Advisory Board:</p> <ol style="list-style-type: none"> 1. Shontieka Adeogun, Plans Coordinator for WA State Department of Health 2. Brandi Hunter, Deputy Planning Section Chief for Tacoma-Pierce County Health Department 3. Sathy Rajendran, Professor and Chair Engineering Technologies, Safety, and Construction Department Director of Safety and Health Management Program for Central Washington University <p>Our Center is continuing to look at the demands and standards of the HSEM industry. We are planning a strategic planning session with our Advisory Board to discuss how the private and public sectors differ in emergency management and risk management and how current practices affect diversity expansion within the field. The private sector is still new to emergency management. Board and Center staff will conduct a discussion and brainstorm session, which will provide the basis for a DACUM session before the end of June to identify the Center's Work Plan strategies and outcomes for 2021-22.</p>
<p>Quarter 4</p>	
<p>Analysis</p>	<p>Quarter 1: Researched recruitment ideas and activities to reach target audiences (newsletters, articles, videos). Researched enrollment data patterns from CTCs on student demographics.</p> <p>Quarter 2: Recruited new Board members who are representative of their communities. Collaborating with AEMO on outreach and education to communities of color.</p> <p>Quarter 3: Schedule dates for the DACUM and continue to recruit new Board members who represent our diverse population.</p>

Core Expectations	Activity #2	
<input checked="" type="checkbox"/> Economic Development <input checked="" type="checkbox"/> Sector Strategy <input checked="" type="checkbox"/> Ed/Innovation/Efficiency <input checked="" type="checkbox"/> Supply/Demand	<p>Pathways to Partnerships: Collaboration Among Centers of Excellence</p> <p>In the age of COVID-19, the Center is reminded of the importance of Continuity of Operations Planning and is looking at new ways to collaborate with the eleven (11) Centers that will expand and enhance CoE goals across the state of Washington.</p> <p>We will be looking into partnering on events, workshops, and trainings and working together on business operations, resources, and skillsets.</p> <p>The Center directors and staff will hold bi-weekly meetings to collaborate on the development of virtual sessions.</p> <p>Our first collaboration will be with Agriculture & Natural Resources, Allied Health, Clean Energy, and Supply Chain Management Centers to host virtual sessions that will identify lessons learned from the COVID-19 pandemic and address needed curriculum/training changes.</p> <p>Our first of four virtual workshops will begin on July 23, 2020, Recovery and Resilience in the Era of COVID-19: The Interconnectedness of Agriculture, Public Health, Supply Chain, Clean Energy, and Emergency Management.</p> <p>The first session's focus will be on the agriculture sector and how the industry has been affected by the COVID-19 pandemic. Participants will discuss what needs to be done now and for the future to ensure recovery and resilience for our economy. Future sessions focus on the other career pathways' interconnectedness and follow the same template established in the first virtual session.</p> <p>Speakers and participants will share perspectives and concerns, which will help create a framework for solving these complicated challenges in the future.</p> <p>Each session will be free for attendees to participate.</p>	
Funding Sources %	Purpose	Projected Outcomes and Products

<p>All four CoEs will split the funding sources evenly.</p> <p>CoE HSEM CoE Global Trade CoE Allied Health CoE Clean Energy</p>	<p>Collaborate with Industry and Education in multiple sectors to develop and deliver information and training opportunities that will:</p> <ul style="list-style-type: none"> • Look at lessons learned and building continuity and resiliency during an ongoing crisis. This would be a good lead-in discussion – what are the problems, and how do we build from here. • Provide opportunities for attendees to work together for community benefit. • Allow the audience to bring their concerns and ideas for possible solutions. • Identify challenges, Issues, and Impacts from Industry experts. 	<ol style="list-style-type: none"> 1. The first session will be on July 23, 2020, and will identify and document lessons learned. Concerns and issues to be addressed in follow-up sessions. 2. 100 participants will partake in virtual sessions 3. Follow-up sessions will take place on August 6, 13, and 20 on the impacts of Public Health, Supply Chain, and Emergency/Risk Management. 4. Each session will be documented by a written report and video recording. Both will be available online and distributed to participants. 5. Provide post-event materials to support future similar events, and disseminate information to multiple stakeholders. 6. Make recommendations to changes in curriculum and trainings as needed. 7. Produce a final report addressing goals and objectives.
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Report and Analysis on Actual Outcomes and Products

<p>Quarter 1</p>	<p>On July 23, 2020, we collaborated with the Centers of Excellence for Agriculture & Natural Resources, Allied Health, Clean Energy, and Global Trade & Supply Chain Management to put on a virtual session, “Recovery and Resilience in the Era of COVID-19: The Interconnectedness of Agriculture, Clean Energy, Public Health, Supply Chain, and Emergency Management”.</p> <p>Our session moderator, Curry Mayer, discussed with our panel members what needs to be done now and for the future to ensure recovery and resilience for our economy such as 1.) What has changed the most in your work since the pandemic began, 2.) What is a unique solution you have encountered over the last four months, and 3?) Where do you see the new intersections between sectors due to the pandemic?</p> <p>Check out the video of the virtual session here: https://youtu.be/qryZOD9wXM0.</p> <p>The Center Directors are now meeting bi-weekly and are working on the following activities: completing a SWOT Analysis based on the goals that were agreed on. The goals are: 1.) Continuous marketing of what we do and how we can help, 2.) Increase our state Board allocation by \$146,000 over the next three years, 3.) Leverage grants of individual centers to be</p>
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	<p>effective for all Centers' work when appropriate and help attract more grants, 4.) More interaction with Presidents, 5.) Figure out coordination among centers on various projects to leverage each other, 6.) Coordination of outreach w/industry, workforce developments, organizations, and educational institutions, and 7.) Coordinating a mutually beneficial engagement with WEC that further helps the workforce development system. Strategies are being developed for each goal, and the analysis is being refined.</p> <p>Centers are jointly working on a presentation to deliver to WEC at their October meeting on the impacts of COVID to each sector/career field and any action recommendations. HSEM, Health, and Aerospace will present.</p> <p>Also, working with William Westmoreland and the Clean Energy Center of Excellence to utilize a data gathering information system that all Centers can share to track their employee engagement activities. The data system was purchased by his Center and is licensed, so all of the Centers can access and utilize this tool.</p> <p>Our HSEM and IT Centers are work with our Cybersecurity programs and Cyber Watch West to discuss, identify and implement strategies on how the Centers and CWW can work most effectively together in meeting the needs of our IT and Cyber Security program needs and address gaps. The group has helped an initial meeting and will be meeting this next quarter to define actions and activities that need to be addressed.</p>
Quarter 2	<p>As of now, there have been no continued collaboration with the other Centers of Excellence on this activity. We are now working to collaborate with the Pierce College HSEM program on Women in Leadership that would highlight diversity within the HSEM industry. The goal of this project is to help female students of color the array of opportunities that the HSEM field provides.</p> <p>A series of Zoom sessions will be organized and promoted amongst the College's HSEM students.</p>

	<p>The Center would also promote via our contacts. Additionally, we could petition Dr. Julie White to promote this among the advocacy group and their contacts.</p> <p>The Center and HSEM will have a combined, unified role. John Pennington and Scott Preston would do a quick introduction on behalf of HSEM and express the affirmation of the importance of women from across all of the diverse communities in emergency management. This will be their advocacy statement. Then they will withdraw as the male representatives of HSEM and have Sarah Miller and/or Mary Schoenfeldt represent HSEM after that.</p> <p>Panelist would be female emergency management professionals:</p> <ul style="list-style-type: none">• Possible length- 90 minute Zoom• Possible panelists:• A woman of color• A woman from the LBGTC community• A woman from the Tribal/Indigenous community• A woman who is new to the field• A woman who has 20+ years of experience or is retired• A military veteran• A former first responder (or current one- I know a few who are both LEO and EMs)• Someone who has never been either former military or first responder
Quarter 3	<p>The first session of the Diversity in Leadership Panel Discussion was held on March 25, 2021 with glowing reviews from our panelists and participants.</p> <p>Objectives:</p> <ul style="list-style-type: none">• Understanding the importance to remain authentic, focused and confident about how your presence is improving a male dominated industry.• Show what the opportunities are and how a diverse workforce helps emergency managers be more successful

	<ul style="list-style-type: none"> • Provide a forum for students and those starting out into the HSEM field to network with each other and develop mentor/mentee relationships • Share knowledge and experience to the new generation of women entering into the HSEM field <p>Panelists</p> <ul style="list-style-type: none"> • Crystal Hill-Pennington – Moderator • Michel Turner - Head of Global Business Resiliency, Amazon • Alisha King – Emergency Manager, State of Washington IT “WaTech” • Deb Moller – Principal, Moller Consulting • Tieka Adeogun - Plans Coordinator, Division of Emergency Preparedness and Response, Washington State Department of Health <p>Next session will take place sometime in spring quarter where the topics of discussion will be mentoring and diversity within the HSEM industry.</p>
Quarter 4	
Analysis	<p>Quarter 1: The July 23 virtual session had over 55 people attend session. We received positive feedback from those in attendance. However, as of now, there has been no discussion of any follow-up sessions.</p> <p>Quarter 2: We are mothballing the collaboration with the other CoEs activities and will focus on the collaboration activity with the HSEM degree program. March 23, 2021 is the selected date for the Zoom presentation for Women in Leadership panel.</p> <p>Quarter 3: Plan/coordinate and schedule the next Diversity in Leadership Panel discussion.</p>

Core Expectations	Activity #3
<input type="checkbox"/> Economic Development <input checked="" type="checkbox"/> Sector Strategy <input checked="" type="checkbox"/> Ed/Innovation/Efficiency	<p>Career Connected Pathways – HSEM Institute</p> <p>The Center will focus on expanding the training and education activities available through the HSEM Institute. These trainings will provide professional development opportunities for faculty, industry professionals, and students. Trainings will be in the All-Hazards</p>

<input checked="" type="checkbox"/> Supply/Demand	<p>Emergency Management fields (Criminal Justice, HSEM, Occupational Health and Safety, EMT/EMS, Fire Command/Fire Services, and Cybersecurity).</p> <p>The Center will collaborate with Pierce College's Continuing Education Department to establish credit and non-credit courses. This July, the HSEM Institute will debut its first course in Crisis Disaster Communication. While the Course will explore disaster well beyond a pandemic, the COVID-19 Pandemic was the final trigger developing this concept as so many issues are being discussed in forums online, in the media, and homes related to public information. This is an important field of study, reflecting the impact of developments in evolving media practices, social media, mass communication, and organizational communication upon communities affected by a disaster.</p> <p>Also, Business Continuity Planning, Resilience and Recovery, FEMA fundamentals, and Mental Health in Disaster Management have been identified as priority training. These courses will help students, faculty, and industry professionals gain awareness of industry needs while staying current and leveraging existing strengths and partnerships. Instructors will be industry experts who will provide well-developed courses and/or training that will benefit those participating.</p> <p>The Center’s “Showcase Series” will be made available through video presentations and trainings through the HSEM Institute. The Center has a large training library of videos on its website from many workshops and forums. These will be highlighted in our “Showcase Series” for ongoing professional development for students, faculty, and staff.</p> <p>We will also continue to support the Jamye Wisecup Scholarship. The focus of the scholarship is Emergency Management/Disaster Preparedness. It 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. The initial endowment goal for the program is \$30,000.00.</p> <p>This scholarship will be for students getting a Certificate or associate degree at Peninsular College; however, the fund support HSEM program funding.</p>	
Funding Sources %	Purpose	Projected Outcomes and Products
CoE HSEM - 100%	1. The Center has developed a strong career connected learning model for its HSEM career cluster programs and will expand the Career Connected Pathways activity to expand the Center’s HSEM Institute to facilitate	1. Delivery of a professional development certificate course over the next year for Crisis Disaster Communication and Mental Health to a minimum of 50 students.

	<p>trainings and non-credit/credit courses through Continuing Education training, experience, and practice are critical for building the expertise needed for dealing with incidents of all types and magnitudes.</p> <p>2. The HSEM Institute will develop options for Certificates and/ or a Concentration Topic for a degree program (e.g., HSEM, OSH, Fire Command, EMT/EMS, etc.) to synchronize, customize, and standardize training to reach industry professionals and students in a timely, efficient, and cost-effective manner.</p>	<p>2. Completed and the document curriculum of each course with content and learning objectives.</p> <p>3. Course and instructor evaluations completed.</p> <p>4. Establishment of the showcase video series on the Center’s website with quarterly metrics evaluating usage.</p> <p>5. Establishing an Active Scholarship Advisory Board to make administration decisions on funds. Document use of funds</p>
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Report and Analysis on Actual Outcomes and Products

<p>Quarter 1</p>	<p>When Disruption Becomes the New Normal: Pathways to Resilient Communities will engage our public-private partners to become more disaster resilient, so they will be ready, be connected, and be resilient.</p> <p>The capacity of a business, organization, or community to rebound from various impacts from an unforeseen event such as an economic disaster or sudden economic downturn is the focus of our “Pathways to Resilient Communities” training program. Unanticipated events can be catastrophic such as a major earthquake in which there are major damage and loss of life, a major emergency such as a multi-jurisdictional flood, or an emergency such as a challenge to life safety requires immediate action to prevent loss of life and can have a major impact on the survival of a business, organization, and community in the short and long-term. Every organization's ultimate goal is to protect critical resources and minimize loss to remain operational and profitable in our communities.</p> <p>After a disaster, the Small Business Administration estimates that roughly 25-30% of businesses never reopen. Those who recover often suffer financial hardships after financing repairs and reclaiming their customer bases. We can give businesses, organizations, and communities the tools they need to plan for disasters by becoming more resilient effectively.</p> <p>The training will not focus solely on the catastrophic; the content will address a range of disruptions that can happen in varying degrees, which communities can anticipate and mitigate. We will teach a range of tools that can be used to “manage” a range of disruptions; we can create a more robust and durable community. The training will equip you with the tools you need to executive a business/organizational resiliency and disaster planning and designed to help you respond to</p>
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	<p>addressing the resistance that occurs to change. This training will offer you solutions address the resistance, whether it be a lack of knowledge of the threat, a lack of motivation enough to act or are not open to new ideas.</p> <p>After this training program, participants will translate the learning objectives below into meaningful conversations with their organizations and communities.</p> <ol style="list-style-type: none"> 1. Understand core concepts and the importance of disaster preparedness. 2. Address KSAs needed to survive natural, technological, and artificial disasters, whatever the scale. 3. Understand disasters to different regions and organizations to identify what hazards can affect your location. 4. Understand the stages of a disaster and how preparedness concepts and tools facilitate organizational and business resiliency. 5. Understand risk management concepts as they relate to disaster preparedness. <p>Participants will receive a “tool kit” with extensive resources and templates (most are available free of charge) that can be utilized for disaster planning. These sessions will be offered to start this fall in a virtual setting and will occur over several weeks. These sessions will be repeated throughout this remaining year and 2021. We will have Senior Fellows, Associates, and Guides/mentor available to work with you as you implement the process and plan to ensure success.</p>
<p>Quarter 2</p>	<p>We have provided training on mental wellness and resiliency to help those in need of adjusting to life during COVID-19, along with written articles and resources to help those during these turbulent times. Curry Mayer did two workshops on Mental Wellness and Resiliency: Adjusting to Life and Addressing Challenges During Turbulent Times.</p> <p>This course provided an overview of stress and its’ effects on us and others around us. Specific evidence-based techniques will be provided to improve resiliency within ourselves or our organizations.</p> <p>Outcomes</p> <p>At the conclusion of this training, students were able to:</p> <ul style="list-style-type: none"> • Define Stress and identify its’ effects on our body and mind.

	<ul style="list-style-type: none"> • Develop at least 3 evidence-based methods for dealing with stress and increasing mental wellness in themselves and others. <p>The Center has always focused on student success and helping people change the trajectory of their lives positively 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,” said Linda Crerar, Center Director.</p> <p>This year’s Rising Stars are Brandi Hunter, Toya Moore, and Julie Jefferson. These women are emerging leaders in their respective fields whose records reflect ongoing and exceptional growth in their contribution to the profession and increasing leadership and responsibility levels.</p>
<p>Quarter 3</p>	<p>The Center hired Deb Moller, Senior Fellow and Consultant, to put on a Preparedness Workshop for spring quarter. Students will receive a free copy of Deb Moller's book: “Get Ready – How to Prepare for and Stay Safe After a Pacific Northwest Earthquake.” Instead of charging for this workshop, we ask people to donate a minimum of \$25.00 to the Jamye Wisecup Scholarship Fund to help support students in the all-hazards emergency management career pathway programs.</p> <p>This class will use:</p> <ul style="list-style-type: none"> • Adult Learning Principles • Marketing efforts will shed light on how you can better target your time on preparedness, leading to better results. • Explore ways to evaluate your particular situation to determine where and how you can increase your preparedness programs' effectiveness. <p>The class examines:</p> <ul style="list-style-type: none"> • Key errors in thinking that prevent people from getting prepared.

	<ul style="list-style-type: none"> • Highlight the most effective element that can be leveraged to get people to take action. • Using brief content delivery modules. • Interactive small group exercises. • Platform for continuing conversations among class participants. • Students may schedule a free one-hour consultation after the class on a student's preparedness topic.
Quarter 4	
Analysis	<p>Quarter 1: Our registration and training announcements will go out on the Confluence, our website, and through social media. Participants can also sign up on our website to receive our Confluence newsletter and view our events calendar on the website, which we up-to-date regularly.</p> <p>Quarter: 2 Continue to develop workshops/trainings for working professionals and students in areas of crisis communications, small business resiliency, and more on mental health.</p> <p>Quarter 3: The Workshop will take place on April 8, 2021 and will coordinate another workshop sometime later in the spring quarter.</p>

Core Expectations	Activity #4
<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 Training and Education – Re-Imagining the Criminal Justice Field</p> <p>One of the focal points is to fully evaluate and assess the implications of COVID-19 and the commitment by colleges to uphold social justice and racial equality, measure and reimaging the outcomes law enforcement can deliver to its communities. Techniques and training to deliver outcomes need to be evaluated when it comes to policing. We understand that community-police relationships are more important now than ever before.</p>

The Center will continue its work with the 20 Criminal Justice (CJ) Programs and employers to implement the model core curriculum in the Community and Technical Colleges (CTC) CJ Programs. Any barriers will be identified and addressed with the appropriate administrative units (e.g., specific colleges or State Board for Community and Technical College policy and CJTC associates).

A core curriculum's goal is that it will assist with marketability and common assessment of CJ programs in WA state. The colleges will continue to work through college-specific barriers to curriculum change and will work as a team to overcome State level barriers to implementation of a core curriculum. The curriculum has been aligned to use common course numbering and course naming along with building a curriculum crosswalk from each program to an agreed-upon model.

- Move forward to implement CJ common core entry-level curriculum at all colleges with a CJ program.
- Hold quarterly meetings where CTC and CJTC have opportunities to work on common goals and outcomes.
- Support annual faculty/practitioner conferences for law enforcement educators and trainers.
- Expand the Assessment/Enhancement process to other career pathways in the Resource Enforcement and Administrative Enforcement fields.
- Review the curriculum to ensure social justice and equity work are embedded within the curriculum taught within CJ programs.
- Statewide collaborative work for programs, certificates, or course offerings. With the ever-changing climate in both budgets and criminal justice related topics, the CoE strives to continue collaborating with colleges and possibly creating shared curriculum to enhance program content.

Funding Sources %	Purpose	Projected Outcomes and Products
CoE HSEM – 100%	Criminal Justice Workgroup Conference to discuss policy statements and concepts for the 21 st century policing. <ul style="list-style-type: none"> • Virtual conference or session to help develop long-term plans for curriculum and major outcome changes. • Facilitator at each event • Report back to the larger group • May need to hold a DACUM if time is a significant change to learning outcomes. 	<ul style="list-style-type: none"> • Criminal Justice common core curriculum <ul style="list-style-type: none"> ○ Curriculum completed and available for faculty on Canvas. • Quarterly meetings <ul style="list-style-type: none"> ○ Co-chairs set agenda and products/outcomes for meetings. • Annual conference <ul style="list-style-type: none"> ○ 100 participants ○ Virtual delivery

Report and Analysis on Actual Outcomes and Products

Quarter 1

There was a “knee-jerk” reaction at Spokane Community College from the Criminal Justice Department’s Dean in regard to the CJ program. This occurred after the BLM/George Floyd protests took place. The reaction from those at the College was expressed through not wanting law enforcement on campus, particularly while in uniforms. This would have an impact on the department’s recruiting fair and occasional guest speakers for certain classes. Some even went as far as to suggest to the CJ instructors to put paper over the class windows so people would not be able to see in the classrooms. Thankfully, the CJ department talked with the College’s president and has his support. However, there are still some on campus have continued to express that they do not want to see uniformed officers on campus. Again, this would impact the department’s recruiting events and the ability to have guest speakers. A white paper was written by the CJ department to the College’s president expressing the importance of the CJ program. Other CJ programs at other colleges have not experienced such severe pushback from Deans or Presidents.

Tim Harris from Columbia Basin College is developing an ethics course titled Ethics in Law Enforcement. The course has been approved. Spokane Community College and Big Bend Community College also offer a similar course and are willing to share their course resources in the CJ work group CANVAS shell.

There have been a number of caps on courses that has occurred statewide. This is not only impacting CJ courses, but other programs as well.

Possible virtual session forum topic: Ethics in Public Service. The session would include a purpose and outcomes, along with speakers/presenters.

One of the big challenges continues to be the online learning environment. While the instructors like online learning, some students do not. Enrollment numbers are down.

At the last face-to-face CJ work group meeting in January, there was a discussion on the course CJ 104: Intro to Policing. The curriculum committee at Spokane Community College forced the CJ department to take that course out of the program’s curriculum. CJ 104 had to be renamed CJ 111. This caused an “uproar” with the students because normally the course is an entry level class.

	<p>The last time CJ 104: Intro to Policing was submitted through the ATC, the transfer Deans and the workforce Deans were trying to figure out where Criminal Justice under: workforce or academic. Some Deans believe that workforce programs and academic programs have different purposes. Criminal Justice has the name purpose of both workforce and academic. Some colleges, such as Pierce College, have moved to CTC Link, which made it extra hard to get students registered for fall quarter. Pathways are being incorporated as well and CJ is not always included in the pathways design. This makes it hard for students to obtain information on CJ and the courses offered through the program.</p> <p>Like most colleges, there is expected to be 15% budget cuts. Some courses might have to be dropped but will look at ways to reassess in order to keep certain courses.</p> <p>CJ OER materials have been discussed. Mary Weir contacted Nathan Ecelbarger at Everett Community College about the possibility of creating some OER materials for CJ through MissionOER. Last December, Nathan sent an email informing us about the launch of a non-profit effort in partnership with Instructure called MissionOER. This OER resource will offer a (higher quality) alternative to OpenStax. Nathan said that they are running 13 development cohorts in 2020 with the focus on variety of content areas. Courses will be developed by military spouses through our instructional design internships, and be published through Canvas Commons as fully comprehensive, textbook-free Canvas courses complete with test banks, discussions, rubric, syllabus, etc. free for faculty use. Nathan reiterated that resources developed as part of this program are completely free, period. No OER “student maintenance fees” involved.</p>
Quarter 2	<p>ALL the courses we worked on were already CCN except the CJ & 104 Intro to Policing. This class was given the & as a “hope”. Bobi Foster-Grahler is currently asking her deans to take this work forward to the council to get a CCN. All our colleges seem to have this class, but all with different numbers and titles.</p> <p>We already have CCN’s for CJ & 101 (intro) CJ & 105 (corrections) CJ & 106 (Juveniles)</p>

	<p>CJ & 110 (Crim. Law) CJ & 112 (Criminology) CJ & 240 (Intro to Forensics)</p> <p>There is a high interest amongst the CJ Work Group to develop Open Education Resource (OER) curriculum across the state for CJ 101. Quill West, Open Education Project Management at Pierce College, has helped with some project management for developing an OER for CJ. Bobi, Mary Weir, and Quill created the outline of outcomes and topics for CJ 101 OER.</p> <p>CJ 101 OER chapters would include:</p> <ul style="list-style-type: none"> • Fundamentals • Policing • Courts • Corrections • Juveniles <p>Current and Future Topics</p> <ul style="list-style-type: none"> • Budget and money in the corrections or CJ system • Abolition • Defund the Police • Homeland Security • Cybersecurity
<p>Quarter 3</p>	<p>The CJ workgroup met on February 26, 2021 to discuss the process and procedures of the developed for the CJ 101 OER textbook.</p> <p>Questions and suggestions on Textbook Outline</p> <ul style="list-style-type: none"> • Thorough and comprehensive for the CJ 101.

- Mix of topics between procedural and instructional ideas of how the institution of corrections work, along with the issues of correction. Policing section provides issues on structural policies of policing. Clearer. Having the topic of corrections or policing with procedural issues???? Note: Review Keith's concerns.
- Order might be relooked on each chapter for how deal with the examinations of those issues in those topic areas.
- The list includes important subject topics that we could have covered. Nothing is binding or in permanent order. Things can be moved around. The next stage can begin discussion of providing/developing a clear structure of course topics and order.
- Look at a different way how we can provide education, issues, and subjects to students. It is a great time to look at issues differently and begin the conversation that should be included from day one. Great time to create that opportunity from the start.
- Also take a modular approach where we put in the theories and move them around. Set up in our own way to allow people to move topics around to adhere to their own preferences. "Jigsaw" it together. Not get "stuck" in the outline of a standard textbook. Allow room for development space. Instructors and students are different and need for flexibility.
- Issues when you talk about the topics. A summary with structural issues.
- Background knowledge on subject topics. Basic understanding on how police force is structured and their relationship with the community. Application of knowledge to real life situations.

CJ 101 OER Spreadsheet -

https://docs.google.com/spreadsheets/d/1WuwvlfscDSDn7xERKOUngV4ebt0jJT2mvZwCW-1Y_Q/edit#gid=1988482553

Course Reviewers:

- Foundations: Mary Weir, Beverly Farb
- Policing: Tim Harris, Christine Henderson
- Courts: Tim Harris, Rick Boulware
- Corrections: Charlene Freyberg and Kelli Callahan
- Juveniles and Trends: Keith Pereira, Alicia Briones

	<p>Course reviewers will receive an honorarium of \$200.00.</p> <p>Timeline: End of April 2021 (eight weeks) to review for section agreed upon.</p> <p>Fall 2021 for textbook debut.</p>
Quarter 4	
Analysis	<p>Quarter 1: Schedule of fall CJ work group meeting will take place October 14. Discussions will continue with CJ Open Educational Resources, Ethics in Public Service virtual forum, and tackling common challenged in the era of COVID-19.</p> <p>Quarter 2: Schedule for a winter CJ work group meeting. Further discussion about how to proceed in terms of developing/finding content to meet that outline for CJ 101 OER.</p> <p>Quarter: 3: Get together to look at what we have, what our book looks like now, bring team back together to discuss order/outline of book. Meet at second week of May.</p>

Core Expectations	Activity #5
<input type="checkbox"/> Economic Development <input type="checkbox"/> Sector Strategy <input checked="" type="checkbox"/> Ed/Innovation/Efficiency <input checked="" type="checkbox"/> Supply/Demand	<p>Expand and Enhance Our Webinars, Video Interviews and Lectures for Confluence</p> <p>With the switch to using primarily the internet, the Center will be expanding its multimedia section on its new website. This will include podcasts, webinars, video interviews and lectures for our audience to view and participate. For example, with webinars, our participants will be able to watch presentations while also participating by making comments or asking questions regardless of their location in this world. With podcasts, it is merely an audio recording and not meant to be listened to live. Participants do not have the opportunity to participate, but rather listen to the lecture. Podcasts can be a good option for those who may not be comfortable in front of a camera.</p> <p>Center will establish its own “TV station” to facilitate the delivery of communications through interviews and podcasts. This will expand our outreach efforts to utilize the new website. We will have a soft launch of the new website in mid-July and a full-launch in August. The new website will have a new design and up-to-date information on our pathway programs.</p> <p>Zoom continues to be a great resource for the Center in conducting meetings, workshops, and trainings online. This will be the outlet used for webinars as it allows the user to include presentations (e.g. PowerPoint, videos, audios, and other Word documents), the ability</p>

	<p>to see the audience, participate with the audience, while also having a recording of the lecture. Participants that do not have a camera on his or her computer; can still participate in the Zoom webinars.</p> <p>Our Digital Graphics Designer and Multimedia Specialist will be responsible for video recording and editing interviews. Interviews, workshops, and trainings will be put on the Center’s website and YouTube page and social media pages (i.e. Facebook). Interviewees will be industry professionals and faculty in the HSEM/CJ, Occupational Health and Safety, EMT/EMS, Fire Service/Fire Command, and Cybersecurity fields, amongst our Board members and Senior Fellows.</p>	
Funding Sources %	Purpose	Projected Outcomes and Products
CoE HSEM – 100%	To broaden peoples’ perspectives on the All-Hazard Emergency Management field and career pathways. To let people, know of our career pathways and opportunities to be gained in these fields.	<ol style="list-style-type: none"> 1. Analyze current media library to determine content that can be utilized for animations and video highlights for press releases by October 2020. 2. Increase viewership of media library by 30% using website user data to determine current statistics and improvements by January 2021. 3. Determine metrics for being able to track an Increase in interest in all hazard EM career fields September 2020 and set a plan for increasing interest by 30% by April 2021.
Report and Analysis on Actual Outcomes and Products		
Quarter 1	<p>Lorraine Churchill will be a contributing podcaster to the Center of Excellence. We met Lorraine at the annual Washington State Emergency Management Association (WSEMA) conference and asked her to join us as an Advisory Board member for the Center, a role she has proudly held for the past three years. Lorraine’s daily life includes service as an emergency management and homeland security professional, with a unique blend of leadership and management sense, collaborative business development aptitude, and relationship-building experience delivering results vital in diverse, dynamic, domestic, and international environments. Her current focus under this umbrella includes chemical safety and sustainability. With Lorraine’s background, we asked her to host shows exploring important topics related to emergency management, homeland security, diversity, and growth. Initial subjects will include connecting with your local emergency community alert systems, your local emergency management partners, how to volunteer, become prepared, and a myriad of others.</p>	

	<p>Deb Moller, Senior Fellow for the Center, has agreed to be a blogger for the Center. Her blog will focus on women in emergency management. Blog will also highlight the diversity of experiences of women in the field in the Pacific Northwest (at the entry, mid-career and leadership levels) in order to expand the number of women considering Homeland Security and Emergency Management related careers. This could mean women just entering careers as well as women who are changing careers and considering HSEM.</p> <p>In addition, the profiles will assist educators and managers in the field to encourage and inform those who are considering or engaged in the work. Profiles will illustrate the range of options in careers – working in the public, private and non-profit sectors, for example</p> <p>She will collaborate with the Center’s Program Manager in identifying those to be profiled and types of questions to ask, then interview them. From the interview, Deb will write a blog post, along with complimentary pieces that are done in a way that could lay the foundation for a larger project/book.</p> <p>Mary Weir, Faculty/Program Lead for Criminal Justice at Highline will be another blogger for the Center. Mary’s first blog was posted in our October edition of Confluence. Her focus for her blog will be on the Statewide CJ Work Group. On September 14th, members of the Criminal Justice working group met together to discuss the first eleven chapters of Kendi’s <u>How to Be An Antiracist</u>. The Criminal Justice working group is a state-wide coalition of Criminal Justice coordinators and faculty members at Washington state Community and Technical Colleges. Several members of the CJ work group decided to read <u>How to Be an Antiracist</u> after George Floyd’s tragic death.</p>
Quarter 2	<p>Our Center continue to post up-to-date information on what is happening with our schools, colleges, and our education leadership decisions in K-12 and at the college/university level, along with written articles and resources to help those during these turbulent times.</p> <p>For our October 29, 2020 Site Review with the SBCTC, we created five animations to use for the director’s presentation.</p>

	<ul style="list-style-type: none"> • Video Animation #1 – Intro, Purpose, Growing engagement & alignment between Sector & Colleges Programming, Defining Actionable Sills Gap & being a Key Broker to close gaps. • Video Animation #2 - How does our Center engage with our broad CTC system and industry sector? • Video Animation #3 - Our outstanding practices to both help promote the Center and to encourage adoption of similar practices by other Centers. • Video #4 - Pathways to Partnerships: Collaboration among Centers of Excellence • Video Animation #5 - Diversity, Equity, and Inclusion <p>The Center received commendations for its innovation around delivery of services in an online / digital environment. The Center has a strong website presence, complete with newsletter links, podcasts links, and videos. The Center’s prowess in this online environment has allowed the Center to seamlessly continue services with the onset of COVID in March of 2020.</p> <p>Deb Moller’s ‘Women in Emergency Management Profile’ of Brandi Hunter will debut in January’s Confluence newsletter. The profile highlights who Brandi is as a young African American woman expanding her career and education in the HSEM field.</p> <p>Lorraine Churchill’s interview show, ‘Together, This is US’ will also debut in January’s Confluence with Curry Mayer, Advisory Board Co-Chair for the Center.</p>
<p>Quarter 3</p>	<p>Deb Moller’s “Women In Emergency Management Profile” series has been a wonderful success. She has profiled women from different backgrounds to highlight how they contribute to HSEM or their chosen career field.</p> <p>Deb has profiled, Toya Moore and Elizabeth Klute, which were both featured in our March 2021 Confluence issue. Our March issue’s theme was celebrating International Women’s Month.</p> <p>For Confluence, we have been focusing more on themes. For instance, January was mental health awareness, February was climate change, and March women’s history month. This will be something that we will continue to do throughout spring and summer quarter.</p>

	<p>We will also be working with Deb to expand her profile/writing for Confluence. We have been toying with the idea of a “Dear Debbie” blog post where people can submit questions to Deb on issues regarding emergency/disaster preparedness.</p> <p>Lorraine Churchill’s podcast has not debut and is on hold at the moment.</p>
Quarter 4	
Analysis	<p>Quarter 1: Facilitated the processes with the steering committee that lead to moving forward and getting necessary decisions made. Will continue to work with Deb Moller to ensure that the product is appropriate, on time, and fulfills the purpose identified by the group. Scheduled meetings with Lorraine on process and planning for podcast/interview show. Name for Lorraine’s podcast show is still TBD. Her first interview will likely be our Advisory Board Co-Chairs Curry Mayer and Celia Taylor.</p> <p>Quarter 2: Lorraine’s interview show will debut in winter quarter, along with Deb’s first profile.</p> <p>Quarter 3: Continue with Deb’s women in EM blog/profile and develop themes for Confluence.</p>