

Center of Excellence FY21-22 Work Plan and Quarterly Report

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>Provide Leadership and Guidance That Aligns w/SBCTC Equity, Diversity, and Inclusion (EDI) Vision and Goals– Recovering and Eliminating Systemic Racism and Implicit Bias</p> <p>Center working with its Advisory Board has adopted program goals that will help the SBCTC system identify, integrate, apply, and maintain EDI principles in all Center's Career Pathway Programs curriculum.</p> <p>The goal is to significantly improve our education pathway outcomes for all underrepresented communities building a diverse and competitive workforce. The Board established a working sub-committee made up of Board Members, faculty, staff, and students to collaborate on:</p> <p>Reviewing current career pathway programs' curriculum reduces implicit bias and social equity issues. Identify and implement outreach activities that support EDI in the career fields. Establish a data dashboard to assess and measure progress.</p> <ol style="list-style-type: none"> 1. Participate w/COEs and SBCTC to recruit non-traditional students into Centers career pathway fields. 2. Assess and report on progress to include the Data Pilot 	
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 and activities in collaboration with current faculty, staff, and students to identify and address EDI issues of racism within the all-hazard emergency management field to improve outcomes communities and vulnerable populations. 	<ul style="list-style-type: none"> • Advisory Board reviews current position statement and communicates with constituencies regarding its position on EDI to our pathway programs and will host discussion forums w/program faculty, students, and staff to improve effort/activities continually. • Advisory Board established a working sub-committee that will meet monthly board members, faculty, and

	<ul style="list-style-type: none">• Our programs will lead with racial equity and recruit diverse individuals. To help incorporate change in the culture. People want to see themselves reflected within education and organizational values.• Current occupation (CHMURA) data for all career pathway programs shows that they are predominately (average 80%) white men, with over 40% being between the age of 45-65 and above. Women make up only 20% of the workforce. With climate changing and the repercussions of this are no longer some distant concerns, the impact on our society will become more severe, and the need for expanding our investment in training and educating our citizens to address these dramatic changes become more urgent. All hazard emergency management programs can fill the gaps and needs with educated professionals from our underrepresented groups and communities.	<p>students to assess, analyze, and recommend strategies/activities.</p> <ul style="list-style-type: none">• Board and staff will develop a data dashboard of critical metrics that will measure the effectiveness increase of our efforts/initiatives created through the COEs CHMURA data pilot. This will provide data analytics on critical indicators, including occupation and industry data, demographic profile by age and race, income and poverty levels, underemployment, growth demands, wages, and employment by industry.• Complete survey and report on pathway programs alignment w/Board and System EDI goals using available information and data to assist programs/colleges to identify and assess gaps and opportunities for improvement.• Board Members and others will participate in professional development and equity building opportunities that the Center offers or become available through other sources.• Identify specific activities, including focus group sessions with students, faculty, and administration to improve outcomes for all underrepresented groups.• Identify and assess whether learning and outcomes align with community and industry needs.• Provide forums for collaborative learning to prepare participants to engage and build core values of EDI and model those behaviors.
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		<ul style="list-style-type: none"> • Continue to recruit Board Members, Senior Fellows, and other Associates to represent our diverse communities. • Continue outreach to underrepresented communities and partner with an organization such as Aspiring Emergency Managers Online (AEMO), Black Emergency Managers Association, Institute for Diversity and Inclusion, and Coalition on Inclusive Emergency Planning (CEIP).
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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, Pathway Programs, and Public/Private Partnerships</p> <p>The Center directors and staff will continue to hold bi-weekly meetings to expand and enhance their collaborations partnering with State Board for Community and Technical Colleges (SBCTC) staff and college leadership to:</p> <ol style="list-style-type: none"> 1.) Update and publish the COE policy documents (SBCTC 4.40). 2.) Establish a Program Coordinators working group to identify efficiencies and effectiveness measures that COEs can partner on and share resources. 3.) Partner with others COEs on the CHMURA Data Pilot to research, analyze, and disseminate information on workforce supply and demographic data, which will report quarterly w/final recommendations. 4.) Partner with SBCTC on the COE Non-Traditional Student Recruitment Project to develop marketing products to recruit non-traditional students to their career pathways. 5.) Continue to jointly work on presentations to deliver to WEC at quarterly meetings. 6.) HSEM and IT Centers will work with Cybersecurity programs to discuss, identify, and implement strategies on how cybersecurity programs can enhance and expand their effectiveness in the CTC system. 7.) Work w/Energy Technology COE on Critical Infrastructure resilience issues by holding forums and other events to address impacts of the energy system of climate change. 8.) Work with Construction Management and Agriculture and Natural Resources COEs to support Governor's legislation for tracking, maintaining workforce initiatives related to "forest health." 9.) Maritime and HSEM Centers will complete translating selected pages and content on their respective websites into North American Spanish, upload and format translated text. 10.) COEs will support a marketing committee to publish a newsletter(s) and maintain a marketing committee COEs website. 11.) Continue collaborating with Pierce College's HSEM degree program on the Diversity in Leadership initiative. 	
Funding Sources %	Purpose	Projected Outcomes and Products
All four CoEs will split the funding sources evenly.	Collaborate with Industry and Education in multiple sectors to develop and deliver information and training opportunities that will:	<ul style="list-style-type: none"> • Publish COE/SBCTC policy document December 2021.

<p>CoE HSEM CoE Global Trade CoE Allied Health CoE Clean Energy</p>	<ul style="list-style-type: none"> • Build continuity and resiliency to address impacts of climate change on the health, resources, economics, and state’s communities. • Initiative and recruit underrepresented groups to enter the all-hazard emergency management pathway programs. • Develop appropriate curriculum and training for addressing EDI gaps. • 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. 	<ul style="list-style-type: none"> • Complete assessment and work plan/products for the COEs Program Coordinators for the group by August 2021 and implement a plan and report on outcomes. • Participate in the CHMURA Data Pilot, including publication of reports and recommendations to SBCTC and colleges by December 2021. • Complete activities and tasks related to the Non-Traditional Student Recruitment Project by September 2021 and document results. • Complete discussions and planning for creating a Cybersecurity Programs working group and host first meeting fall of 2021 and document activities and outcomes. • Complete work plan identifying activities and events related to Critical Infrastructure in the Energy Sectors w/COE Energy Technology and implement a plan by December 2021. • Initiate discussions and complete plan for activities related to Governor’s “forest health” initiative with Fire Programs and Construction Management and Ag/Natural Resources COE. • Complete discussions and planning for creating a Fire Services/Management Programs working group and host first meeting fall of 2021 and document activities and outcomes.
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Core Expectations	Activity #3 -
<input type="checkbox"/> Economic Development <input checked="" type="checkbox"/> Sector Strategy <input checked="" type="checkbox"/> Ed/Innovation/Efficiency <input checked="" type="checkbox"/> Supply/Demand	<p>Career Connected Pathways – Assessment, Training, Curriculum Development, and Experiential Learning</p> <p>The Center will have identified training capacity, skills gaps, trends, and best practices within its industry sector. The Center’s Board has recognized that community resilience is directly tied to the ability of businesses to recover from disasters, and we need to focus on how private industry/businesses manage the impact of disasters on their employees, facilities, and operations. Emergency in the private corporate sector demands emergency managers who know and understand their particular challenges. We are also aware that the private sector delivers 60% of the disaster services in this country. The Center will assess the need for developing curriculum/courses, including defining the role of an emergency/risk manager in that setting, job titles and duties, and best practices to enable emergency managers to work effectively in the corporate sector.</p> <p>It is essential to make emergency planning efforts inclusive of people of all ages and abilities as required by the Americans with Disabilities Act and the Rehabilitation Act. Inclusive Preparedness: Access/Functional Needs Certificate will be developed with members of the disability community and include preparedness, mitigation, response, short-term recovery, and long-term recovery. Members of the disability community will address best practices and innovative ways to be inclusive. Our emergency management systems have genuine obligations to practice inclusive preparedness, so they are equipped to accommodate everyone during an emergency. Center will work with the Coalition on Inclusive Emergency Planning (CIEP), which is a statewide disability advisory group that works with state and local emergency stakeholders to build disability accessibility and inclusion into all aspects of emergency management.</p> <p>Career Pathways are expanding, and the needs of employers are changing as our needs of students and educators. Attention needs to be emphasized to identify and develop enhanced/expanded opportunities to provide students, faculty, and staff with experiential learning opportunities, including internships, apprenticeships, volunteering, coaching, and mentoring training to support students, staff, and faculty. There is also a need to collaborate and coordinate with the marketplace (public/private) and have them directly involved in offering stable and ongoing work experience opportunities paid and unpaid. Employers have an increased demand for HSEM professionals (6-8% growth predicted). Our current experiential learning programs are underdeveloped and not able to provide all that students need. As we recover from the pandemic, we will relaunch the internship and experiential learning program through a collaboration with “the marketplace” (both public and private) by developing a stable registry of experiential learning</p>

opportunities. We will identify different types of experiential learning, student and employer benefits, address access and equity, how we define the Center’s value proposition and how to engage employers. We will develop a process model that the Centers career pathway programs will utilize for their experiential learning courses and develop a guide for employer engagement.

We will also continue to support the Advisory Group and Peninsula College members for 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 and seven (7) other “Collaborating Colleges” across the state. The initial endowment goal for the program is \$30,000.00. This scholarship will be for students getting a Certificate or Associate’s Degree at Peninsular College; however, the fund may be utilized to support HSEM program funding.

Coordinated, standardized, and accessible All-Hazards Emergency Management workforce education programs are critical to the state’s preparedness and economic resilience.

Center will facilitate and support the design and development of a “vertical track” of seamless, coordinated, and standardized training programs for K-12 and Post-secondary education. There are over 1.2 million students in K-12, and currently, no K-12 programs are addressing HSEM education. The Center will continue to work with Skills Centers to incorporate the HSEM curriculum into current public safety and security-focused programs.

Funding Sources %	Purpose	Projected Outcomes and Products
CoE HSEM - 100%	<ul style="list-style-type: none"> The Center has developed a robust career-connected learning model for its HSEM career cluster programs. It will expand the Career Connected Pathways activity to facilitate training and non-credit/credit courses. This will be provided through continuing education, training, experience, and practice, which are critical for building the expertise needed to deal with incidents of all types and magnitudes. 	<ul style="list-style-type: none"> Develop curriculum/courses in private sector/corporate emergency management, access and functional needs, crisis disaster communication, threat assessment training, mental health, and stress management for EM personnel. Relaunch the internship and experiential learning opportunities through collaboration w/the public and private marketplace by establishing an Advisory Board workgroup to help the Center develop an expanded and stable register for work-based learning.

	<ul style="list-style-type: none"> • The HSEM Center, in consultation with other degree programs, will develop options for Certificates and a concentration topic for a degree program (e.g., HSEM, OSH, Fire Command, EMT/EMS, etc.). The goal will be to synchronize, customize, and standardize training to reach industry professionals and students quickly, efficiently, and cost-effectively. • Implement a “vertical track” career pathway in HSEM at all educational attainment levels. Will share model curriculum information, evaluate need/demand, skills gap information, and identify opportunities for specialized curriculum and certifications. • Communicate data/information to CTE educators to keep them abreast of new career cluster opportunities and best practices curriculum to help establish a K-12 pathway. 	<ul style="list-style-type: none"> • Develop a guide for students and faculty on engaging employers and a process model that programs can utilize, outlining steps needed. • Establishing an Active Scholarship Advisory Board to make administration decisions on funds, develop a donation/marketing plan, and document the use of funds.
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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>CTE Cluster: Law, Public Safety, Corrections and Security Educational Attainment</p> <p>The state currently supports over 86,000 employees in the CTE Cluster of law, public safety, corrections, and security. There is a growing demand in this cluster for security and protective service professionals, law enforcement, firefighters, and emergency medical technicians.</p> <p>Governmental and public service organizations employ about 80% of the workforce, with 20% employment in the private sector. Careers are also in the recreational industries, insurance carriers, and general merchandise stores/warehouse enterprises. About 53% of employees in this cluster are between 19 to 44 years old and are primarily white men, with women making up about 34% and other racial groups 16%. Only 21% have obtained a two-year degree or certificate, and 2.6% a bachelor’s degree. 23% of employees gain their skills and knowledge from long-term employment in the industry.</p> <p>All of the career fields in this cluster need to re-commit to uphold social justice and racial equality, measure and reimaging the outcomes they deliver to their communities. Techniques and training to deliver results need to be re-evaluated when it comes to this cluster area.</p> <p>The Center will continue its work with the 19 Criminal Justice (CJ) Programs and employers to implement the model core curriculum, complete the OER curriculum project and embed EDI work in its curriculum.</p> <p>Any barriers will identify and address the appropriate administrative units (e.g., specific colleges or State Board for Community and Technical College policy and CJTC associates).</p> <p>The model core curriculum will assist with the marketability and common assessment of CJ programs in WA. The colleges will continue to work through college-specific barriers to curriculum change, work with faculty and advisory board members to review and develop the OER curriculum. We will work as a team with faculty, deans, and administration to overcome state-level barriers to implementing a core curriculum, standard course numbers, OER, and EDI work. Move forward to implement CJ common core entry-level curriculum at all colleges with a CJ program.</p>

	<ul style="list-style-type: none"> • Hold quarterly meetings where CJ, Fire, Security/Cybersecurity programs can identify and discuss opportunities to work on common goals and outcomes. • Support annual faculty/practitioner forums/workshops/conferences for this career cluster for educators and trainers. • Expand the Assessment/Enhancement process to other career pathways in the Resource Enforcement and Administrative Enforcement fields, including addressing the “long-term forest health and reduction of wildfire dangers” act (HBR 1168). Support state in developing a tracking plan, maintaining, and publicly reporting on specific items related to the development of workforce initiatives, including defining a forest sector workforce; training recommendations; identification of gaps and barrier to a complete forest sector workforce pool; and any other recommendation for addressing barriers or different needs of the forest sector workforce. <p>(COE specifically named in legislation)</p> <ul style="list-style-type: none"> • Continue to review the curriculum to ensure social justice and equity work embeds within the curriculum taught within programs. • With the ever-changing climate in both budgets and public safety, security, and corrections field topics, the Center will continue collaborating with colleges. Our goal is to evaluate more effective and efficient ways to deliver and enhance program curriculum, possibly creating a shared curriculum to improve program content. 	
Funding Sources %	Purpose	Projected Outcomes and Products
CoE HSEM – 100%	<ul style="list-style-type: none"> • Center involvement with the CTE Cluster identifies barriers to meeting SBCTC EDI goals by building a diverse workforce. • Expanding and supporting effective program partnerships to address relevant training/education. • We will identify training capacity, skills gaps, best practices, and supporting HRB 1168 forest health workforce development. 	<ul style="list-style-type: none"> • CJ Work Group member, college leadership, and SBCTC staff will work w/Center to complete core curriculum/standard core numbering. • Fire Services, Security, and Cybersecurity, will discuss opportunities to work on common goals and outcomes and appropriate working groups or committees to address gaps and needs identified by February 2022.

		<ul style="list-style-type: none"> • CTE cluster workgroups will hold quarterly meetings to develop products/developments and report quarterly on progress. • CTE cluster workgroups/programs may collaborate on a variety of faculty/student training and development delivery mode: • We will use virtual meetings, forums, workshops, and other race-to-race events. Participation will be tracked and reported quarterly.
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