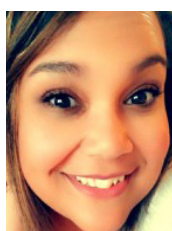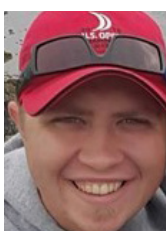# HIGHLIGHTS FOR 2020-2021

Shontieka Adeogun | Vincent Davis | Joseph Dilley | Bryan Grenon | Brandi Hunter

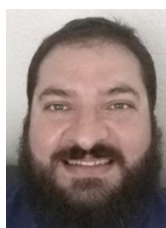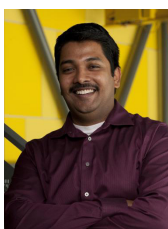Julie Jefferson | Michael Johnson | Cheyene Marling | Toya Moore | Sudhir Oberoi

Sathy Rajendran | Michele Turner | William Westmoreland

Expansion and Diversification of our Advisory Board

Our Center's primary goal for the 2020-2021 year was to create practical ways to enhance diversity and inclusion in our all-hazard career pathways. As a result, we expanded and diversified our Advisory Board to include members representing our diverse communities and career pathways. Our new diverse Board allows for a more broad discussion on the growth and commitment to reaching a more diverse student population. In addition, it brings forth the conversion about the process to expand the curriculum to include topics such as systemic racism and implicit bias within the industries.

Check out our whole advisory board and their info at:
https://www.coehsem.com/advisory-board/

Deb Moller's Women in Leadership Profiles

In the winter quarter of 2021, Deb Moller's "Women in Leadership Profile debuted in January's issue of Confluence. The profile highlights women from different career and education backgrounds and how they contribute to their chosen career field. Deb is the former public-private partnerships manager at the Oregon Office of Emergency Management. She is a senior fellow at the Center of Excellence, Homeland Security – Emergency Management and has over ten years of experience assisting local, state, federal, and tribal governments and private profit and not-for-profit organizations to achieve performance goals.

Diversity in Leadership Panel
Job Searching Strategies Workshop

JUNE 8, 2021
6:00 PM TO 7:30 PM

OBJECTIVES

- Identify your job goals—and share them with your network.
- Learn how to organize your job search.
- Discuss strategies and methods for finding and applying for the jobs you want.

Job searching can be a stressful process. It can be intimidating. Our workshop will provide participants with strategies on how to approach job searching.

The workshop will also discuss the importance of networking and making connections in your field of interest.

Criminal Justice Open Education Resource (OER) Textbook Development

High interest circulated amongst the Statewide Criminal Justice 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 been a wonderful addition to the work group and has helped with some project management for developing an OER textbook with the CJ work group.

CJ&101 OER chapters would include:

- Fundamentals
- Policing
- Courts
- Corrections
- Juveniles

Collaboration with the Pierce College HSEM Degree Program on Diversity in Leadership

We began to collaborate with the Pierce College HSEM program on Diversity in Leadership to highlight diversity within the All-Hazards Emergency Management field. This project aims to help an array of students from different backgrounds about the fantastic opportunities the All-Hazard EM career field has to offer. We are also developing and delivering workshops on professional development in job searching strategies, resume building, and interviewing skills. The collaboration with the Center and the Pierce College HSEM program on the Diversity in Leadership workshops will continue for the 21-22 school year.

2021-22 WORK PLAN ACTIVITIES

Activity #1: Provide Leadership and Guidance That Aligns w/SBCTC Equity, Diversity, and Inclusion (EDI) Vision and Goals– Recovering and Eliminating Systemic Racism and Implicit Bias

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.

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:

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.

   1. Participate w/COEs and SBCTC to recruit non-traditional students into Center's career pathway fields.

   2. Assess and report on progress to include the Data Pilot

Activity #2: Pathways to Partnerships: Collaboration Among Centers, Pathway Programs, and Public/Private Partnerships

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:

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 Workforce Education Council (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 on 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) maintain a marketing committee COEs website.

11.) Continue collaborating with Pierce College's HSEM degree program on the Diversity in Leadership initiative.

Activity #3: Career Connected Pathways – Assessment, Training, Curriculum Development, and Experiential Learning

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 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.

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.

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.

Activity #4: CTE Cluster: Law, Public Safety, Corrections and Security Educational Attainment

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. 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. All 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.

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.

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.

TIEKA ADEOGUN

By Deb Moller

Tieka has an impressive stack of certificates from FEMA courses. She can tell you about Incident Command. She knows how to build and evaluate exercises. Her experience in the field, and the degrees she's earned, mean she's ready to respond to a wide range of disasters. Even so, it wasn't until the incident involving a mouse and a kayak that she discovered how completely she'd adopted the lens of an emergency manager.

None of those FEMA courses said anything about the kind of small domestic emergency that might occur if a kayak is stored in the corner of the yard and a mouse sees an invitation to set up housekeeping. When Tieka discovered the problem, she immediately went into response and recovery mode. It's just the way she thinks these days – identify the problem, plan a response, secure resources, get back to normal. Figure out the steps necessary and tackle them.

Like a lot of emergency managers, Tieka was on her way to another career before she found her future. Her beloved grandmother had been a nurse, and Tieka decided to follow in her footsteps. But after a particularly difficult interaction with a patient, she had to reconsider her career choice. She knew she wanted to help people but decided the one-on-one intensity of nursing wasn't right for her. So, what next?

A friend's mother had Tieka watch a video about the Homeland Security/Emergency Management programs that offered a chance to help others on a larger scale than nursing would. As a result, Tieka participated in the 2016 Cascadia Rising exercise. After that, she knew she'd found her place.

It took time to find her calling. When she was a senior in high school, she had to drop out to help care for her younger brother and sister. It didn't stop her from getting work, and like most of us, she settled in and didn't overthink about making huge changes. But when there was a large lay-off at her employer, her husband suggested it might be a good time to go back and get her high school diploma. So at the age of 25, she became a high school graduate and ready to tackle higher education.

Tieka found that with every new experience, she discovered new possibilities for the work she would do.

Participating in Cascadia Rising sparked an interest in the role of exercises, and she worked in exercise planning and training. Working in preparedness and outreach led to running a preparedness booth at a large event and supporting psychological first aid and CERT training. The pandemic thrust her into new territory as the Plans Coordinator for the Department of Health, which an exercise in full-scale Ebola patient movement helped prepare her for.

Tieka says she understands now what one of her mentors meant when he said, "You have to get your boots muddy in this field." While all her FEMA courses, and the coursework she did to earn her BAS in Homeland Security Emergency Management, were important, they weren't what transformed her. Instead, the real-world problems she's confronted are what turned her into a full-fledged emergency manager, the kind of person who has a specific framework for action, whether the disaster is a global pandemic from an unwelcome virus or a kayak invaded by an unwelcome creature.

ABOUT DEB MOLLER

Before joining the Center as a Senior Fellow, Deb Moller was the former public-private partnerships manager at the Oregon Office of Emergency Management. In addition, her experience includes twenty years of designing and managing adult education and job training programs for marginalized populations. She is the author of "*Get Ready - How to Prepare For and Stay Safe After a Pacific Northwest Earthquake.*"

ACCESS AND FUNCTIONAL NEEDS STATEMENT

We firmly believe that the internet should be available and accessible to anyone, and are committed to providing a website that is accessible to the widest possible audience, regardless of circumstance and ability.

To fulfill this, we aim to adhere as strictly as possible to the World Wide Web Consortium's (W3C) Web Content Accessibility Guidelines 2.1 (WCAG 2.1) at the AA level. These guidelines explain how to make web content accessible to people with a wide array of disabilities. Complying with those guidelines helps us ensure that the website is accessible to all people: blind people, people with motor impairments, visual impairment, cognitive disabilities, and more.

This website utilizes various technologies that are meant to make it as accessible as possible at all times. We utilize an accessibility interface that allows persons with specific disabilities to adjust the website's UI (user interface) and design it to their personal needs.

Additionally, the website utilizes an AI-based application that runs in the background and optimizes its accessibility level constantly. This application remediates the website's HTML, adapts its functionality and behavior for screen-readers used by blind users, and for keyboard functions used by individuals with motor impairments.

Screen-reader and keyboard navigation
Our website implements the ARIA attributes (Accessible Rich Internet Applications) technique, alongside various different behavioral changes, to ensure blind users visiting with screen-readers are able to read, comprehend, and enjoy the website's functions. As soon as a user with a screen-reader enters your site, they immediately receive a prompt to enter the Screen-Reader Profile so they can browse and operate your site effectively. Here's how our website covers some of the most important screen-reader requirements, alongside console screenshots of code examples:

1. Screen-reader optimization: we run a background process that learns the website's components from top to bottom, to ensure ongoing compliance even when updating the website. In this process, we provide screen-readers with meaningful data using the ARIA set of attributes. For example, we provide accurate form labels; descriptions for actionable icons (social media icons, search icons, cart icons, etc.); validation guidance for form inputs; element roles such as buttons, menus, modal dialogues (popups), and others.

Additionally, the background process scans all of the website's images and provides an accurate and meaningful image-object-recognition-based description as an ALT (alternate text) tag for images that are not described. It will also extract texts that are embedded within the image, using an OCR (optical character recognition) technology. To turn on screen-reader adjustments at any time, users need only to press the Alt+1 keyboard combination. Screen-reader users also get automatic announcements to turn the Screen-reader mode on as soon as they enter the website.

These adjustments are compatible with all popular screen readers, including JAWS and NVDA.

2. Keyboard navigation optimization: The background process also adjusts the website's HTML, and adds various behaviors using JavaScript code to make the website operable by the keyboard. This includes the ability to navigate the website using the Tab and Shift+Tab keys, operate dropdowns with the arrow keys, close them with Esc, trigger buttons and links using the Enter key, navigate between radio and checkbox elements using the arrow keys, and fill them in with the Spacebar or Enter key.

Additionally, keyboard users will find quick navigation and content-skip menus, available at any time by clicking Alt+1, or as the first element of the site while navigating with the keyboard. The background process also handles triggered popups by moving the keyboard focus towards them as soon as they appear, and not allow the focus to drift outside of it.

Users can also use shortcuts such as "M" (menus), "H" (headings), "F" (forms), "B" (buttons), and "G" (graphics) to jump to specific elements.

Disability profiles supported on our website
• Epilepsy Safe Profile: this profile enables people with epilepsy to use the website safely by eliminating the risk of seizures that result from flashing or blinking animations and risky color combinations.
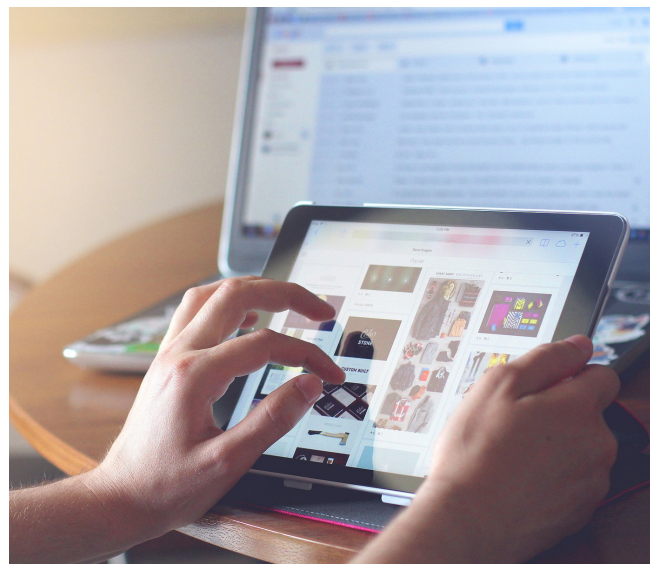
• Vision Impaired Profile: this profile adjusts the website so that it is accessible to the majority of visual impairments such as Degrading Eyesight, Tunnel Vision, Cataract, Glaucoma, and others.

• Cognitive Disability Profile: this profile provides various assistive features to help users with cognitive disabilities such as Autism, Dyslexia, CVA, and others, to focus on the essential elements more easily.

• ADHD Friendly Profile: this profile significantly reduces distractions and noise, to help people with ADHD and Neurodevelopmental disorders browse, read, and focus on the essential elements more easily.

• Blind Users Profile (Screen-readers): this profile adjusts the website to be compatible with screen-readers such as JAWS, NVDA, VoiceOver, and TalkBack. A screen-reader is installed on the blind user's computer, and this site is compatible with it.

• Keyboard Navigation Profile (Motor-Impaired): this profile enables motor-impaired persons to operate the website using the keyboard Tab, Shift+Tab, and the Enter keys. Users can also use shortcuts such as "M" (menus), "H" (headings), "F" (forms), "B" (buttons), and "G" (graphics) to jump to specific elements.

Additional UI, design, and readability adjustments

1. Font adjustments – users can increase and decrease its size, change its family (type), adjust the spacing, alignment, line height, and more.

2. Color adjustments – users can select various color contrast profiles such as light, dark, inverted, and monochrome. Additionally, users can swap color schemes of titles, texts, and backgrounds, with over 7 different coloring options.

3. Animations – epileptic users can stop all running animations with the click of a button. Animations controlled by the interface include videos, GIFs, and CSS flashing transitions.

4. Content highlighting – users can choose to emphasize important elements such as links and titles. They can also choose to highlight focused or hovered elements only.

5. Audio muting – users with hearing devices may experience headaches or other issues due to automatic audio playing. This option lets users mute the entire website instantly.

6. Cognitive disorders – we utilize a search engine that is linked to Wikipedia and Wiktionary, allowing people with cognitive disorders to decipher meanings of phrases, initials, slang, and others.

7. Additional functions – we provide users the option to change cursor color and size, use a printing mode, enable a virtual keyboard, and many other functions.

Assistive technology and browser compatibility

We aim to support the widest array of browsers and assistive technologies as possible, so our users can choose the best fitting tools for them, with as few limitations as possible. Therefore, we have worked very hard to be able to support all major systems that comprise over 95% of the user market share including Google Chrome, Mozilla Firefox, Apple Safari, Opera and Microsoft Edge, JAWS, and NVDA (screen readers), both for Windows and for MAC users.

Notes, comments, and feedback

Despite our very best efforts to allow anybody to adjust the website to their needs, there may still be pages or sections that are not fully accessible, are in the process of becoming accessible, or are lacking an adequate technological solution to make them accessible. Still, we are continually improving our accessibility, adding, updating, and improving its options and features, and developing and adopting new technologies. All this is meant to reach the optimal level of accessibility, following technological advancements. If you wish to contact the website's owner please use the following email: khale@pierce.ctc.edu