

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. • 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 	<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 with board members, faculty, and students to assess, analyze, and recommend strategies/activities. • Recommended strategies and/or activities will be written as specific tasks for each group (Board members, faculty, and students) with evaluation criteria or method to assess completion.

above. Women make up only 20% of the workforce. Climate change and its consequences are no longer distant concerns and the impact on our society will become more severe. This will include the urgent need for expanding our investment in training and educating the public to address these dramatic changes. All hazard emergency management programs can fill the gaps and needs with educated professionals from our underrepresented groups and communities who are most impacted by climate change and aging infrastructure.

- Board and staff will develop a data dashboard of critical metrics that will measure the effectiveness or 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 aligned with equity building opportunities that the Center offers or looks for resources 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.
- Continue to recruit Board Members, Senior Fellows, and other Associates to represent our diverse communities.
- Continue outreach to underrepresented communities and partner with an organizations such as: Aspiring Emergency Managers Online (AEMO), Black Emergency Managers Association, Institute for Diversity and Inclusion, and Coalition on Inclusive Emergency Planning (CEIP) to provide

information on HSEM career pathways and educational opportunities.

Report and Analysis on Actual Outcomes and Products

<p>Quarter 1</p>	<p>EDI Advisory Board subcommittee has developed next steps for initiating a student group to engaging students to participate with the committee. Sub-committee has met 3 times during the quarter to discuss/identify action plans. Gathered Feedback form subcommittee members to help customize our outcomes/goals and discussed schedule. Working with other leads Advisory Committee working groups have initiated development of the Center’s metrics dashboard. Will work w/HSEM Degree Program to support review of the HSEM emergency management curriculum and identify were EDI concepts can be integrated into the curriculum with the goal of improving outcomes for all underrepresented communities. Have recruited Advisory Board Members and other associates from different organizations representing diversity.</p>
<p>Quarter 2</p>	<p>At the last Advisory Board meeting, each of the subcommittee leads presented detail regarding their progress and next steps. Discussion points shared about EDI: Steps Leading to Success 1.) Working Group Development, 2.) Video/Podcast - Women in EM, 3.) Student Engagement, 4.) Special guests with women in Business Continuity workshops.</p> <p>The meeting was well received, and the team overall continues to get kudos for the focus in the EDI area. Reference attached. Thank you!</p> <p>Two key next steps: Had meeting with Diane Doering that connected directly with our work (one confirmed, one tentative). The plan is to bring the results of those meetings back to you, and request your engagement on next steps. Insights below:</p> <ul style="list-style-type: none"> a. Diane Doering: Diane is the Chairperson of the Disaster Recovery Institute Internationals (DRII) Women in Business Continuity Mgmt. (WBCM) committee. We will be meeting with her to discuss engaging in expanding the number of women in the emergency management and BC fields. b. Florence Moss: Florence was a student in one of my BC courses. The course was directed at those who were exiting military service, and transitioning into corporate. Given the incident command, emergency mgmt., etc... BC is a great field to transition to. We’ve asked to meet with her given her roles since the course, in order to provide a testimonial of sorts on her experience. We are confirming a Friday meeting to discuss what drew her to this role as a black woman, as the representation statistics in this area are low.
<p>Quarter 3</p>	
<p>Quarter 4</p>	
<p>Analysis Quarter #1</p>	<p>Sub-committee and staff are working together to develop/discussion of objectives/goals that can be utilized for the metrics dashboard. Process will include the prioritization (Prioritize) of those next steps and “Big bang item”. Determine what the critical success criteria to be successful with engagement. Other options for terms rather than student union such as “Student Equity Advisors Student Equity Ambassadors”</p> <p>Other suggestions that could be discussed with the sub-committee. Develop project tracking document.</p>

Analysis Quarter #2	Continuing the subcommittee meetings to discuss the implementation of EDI goals and objectives. Working to develop workshops with special guests who play an essential role in diversity in EM.
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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 by 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
<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"> • 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"> • Publish COE/SBCTC policy document December 2021. • 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.
Report and Analysis on Actual Outcomes and Products		
Quarter 1	Work Experience Marketplace Sub-Committee	

Discussions on mentorships/coaching, and job shadowing opportunities for students. Workshops on job resumes/cover letters, job searching, job interviewing techniques. Videos/podcasts are the importance of experiential learning with special guests: Linda Crerar, Sam Kaplan, etc. Funding/grant opportunities. Incentives to employers to provide career/skill advancement for workers. Talk with employers about pathway opportunity from education to workforce. Launching of the project planning stage. There's a whole list of skills that they can just check so that by recall you know like if we're some specialized area they can add to it. And then they can access the internships and jobs that are posted and get connected directly to those employers.

Pathways To Understanding Public-Private Sector Partnerships In Emergency Management

Step 1: Terms & Definitions

Goals

- Establish core definition of emergency manager.
- Understand differences between EM, Business Continuity Mgr., and Crisis Manager duties, functions, and KSAs

Tasks

- Create a detailed chart describing roles of each function
- Cite at least three research sources that corroborate information gathered

Step 2: Job Descriptions

Goals

- Establish a library of at least 15 job descriptions for emergency manager positions
- Chart job types, industry and keywords that describe EM KSAs but may be miscast under Business Continuity or Crisis Manager duties, functions

Tasks

- Create a library of public, private sector and NGO job descriptions (5 per sector)
- Cite at least three research sources that corroborate information
- Interview HR and hiring managers regarding employment requirements vs. preferences for CEM and other certifications

Step 3: Interviews & Surveys

Purpose

- Conduct interviews with at industry subject-matter-experts to attain varied perspectives on the role of EM in the private sector

Task

- Interview a minimum of ten private sector EMs from corporate or business, military, public health, NGO, and academia (employed in a college or university as an emergency manager.)
- Chronicle their perspectives on EM opportunities, and describe challenges they face in their day-to-day jobs

Step 4: Case Studies

	<p>Goal</p> <ul style="list-style-type: none"> • Research a case studies or articles written by EMs on their in their roles in preparedness and response to the private sector to include, public health, telecommunications, supply chain, cybersecurity, and other disciplines. <p>Task</p> <ul style="list-style-type: none"> • Organize relevant research in summarize findings in a report to be used as a “reference library” <p>Step 5: Industry Trends</p> <p>Goal</p> <ul style="list-style-type: none"> • Interview EMs and create and conduct a surveys i.e., LinkedIn and Survey Monkey to better understand industry trends <p>Task</p> <ul style="list-style-type: none"> • Develop and conduct at least three interviews with Fortune 500 EMs and two surveys with government and NGO EMs to gain perspectives on their challenges and needs, and trends in the EM field <p>Step 6: Analysis – Degree and Certification</p> <p>Goal</p> <ul style="list-style-type: none"> • Gain insights as to employer vs academia perceptions and values about EM education and certifications <p>Task</p> <ul style="list-style-type: none"> • Conduct interviews with undergraduate, graduate, and PhD degree holders on their experiences and perceptions of the value of degrees vs certifications <p>Step 7: Final Outcomes</p> <p>Goal</p> <ul style="list-style-type: none"> • Create Career Connected Pathways for students, continuing education, and creation of communities of practice. <p>Task</p> <ul style="list-style-type: none"> • Gather and organize inputs from all 6 pathway focus areas into a comprehensive ‘report’ or reference document to function as a framework for future collaborations and planning
<p>Quarter 2</p>	<p>At the December 8, 2021 Advisory Board meeting, our subcommittee chairs presented on their work groups.</p> <ul style="list-style-type: none"> • Work Experience Market Place – Meg Ryan, Sub Committee Chair <ul style="list-style-type: none"> ○ Handshake presentation with Fernando Cuevas. Fernando is with handshake, and he's prepared a presentation of an overview/introduction to handshake and what makes handshake unique, why it would be a good idea to go with handshake, and some of the benefits to employers and students and campuses. ○ To view Fernando’s presentation, you can download the PowerPoint here: https://drive.google.com/file/d/1Fylojwj_V8pkp0OY2w0FvCi83zn0OQjw/view?usp=sharing

- Handshake is a platform that helps students garner experiential learning. It is a user friendly internship job platform that is accessible modern and intuitive for students and employers.
- Follow-up of colleges/universities that have subscriptions to Handshake.
- Look into possible grant opportunities for work-study.
- A point was brought up about helping students orient with the importance of having a clean record.
- Apprentices/inter-agency internships that support disciplines are also a great option for students garnering experiential learning.
- The main key takeaway for employers, is that they can use handshake, which is a free tool that will help them provide different opportunities to the students. And, this is a no cost to employers, so employers can actually go into handshake today, create a free account and start messaging students within our network.
- Pathways to Understanding Public-Private Partnerships in Emergency Management– Vince Davis, Sub Committee Chair
 - Leverage contacts from private and public corporations and public organizations.
 - Key focus areas:
 - Establish Industry Terminology
 - Compile Job Descriptions
 - Conduct SME Interviews
 - Research Case Studies
 - Survey Peer-to-peer Trends
 - Analyze Degree vs Certification Ramifications
- Equity, Diversity, and Inclusion – Michele Turner, Sub Committee Chair
 - Connect with the Women in Business Continuity (Florence Moss).
 - Community of Interest workshops
 - Diversity in Leadership opportunity
 - Work more on the student engagement.
- Project management tracking system/dashboard for all subcommittees.

Quarter 3

Quarter 4

Analysis Quarter #1	Defined experiential work-based learning; discussed the types, their commonalities, differences, and benefits. Development of project tracking document for both subcommittees.
Analysis Quarter #2	Continued with subcommittee groups and developed draft project tracking documents. Will reconvene to bring subcommittees back together for winter quarter.

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</p>

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. 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 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 	<ul style="list-style-type: none"> Develop curriculum/courses in private sector/corporate emergency management, access and functional needs, crisis

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.

- 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.

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.
- 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.

Report and Analysis on Actual Outcomes and Products

Quarter 1

- 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.

Working with the Public/Private Sub-committee have developed a presentation on what knowledge, skills, and abilities need to be looked at by the work group to develop curriculum/courses for the private sector/corporate emergency management.

Working with the DSHS/CIEP (Coalition on Inclusive Emergency Planning (CIEP) to bring a group of experts on access and functional needs to hold a DACUM process that will capture the major duties and tasks related to the job of working in access and functional needs positions. Have group and other resources identified and will be meeting to develop project schedule and date for DACUM.

Completed the development of a crisis disaster communication curriculum that was to be used in a continuing education course but was delayed and will be working with the new HSEM Degree Program Director to utilize the curriculum and complete training/education through the degree program or continuing education and as standalone workshops. We are currently discussing with HSEM degree program and other Board Members and Senior Fellows with expertise in threat assessment, mental health, and stress management training for EM personnel to develop curriculum and courses.

Established an Active Scholarship Advisory Board who will be making the administration decisions on funds. Have developed an initial donation and marketing plan and are tracking donated fund through Peninsula College scholarship/funding development office. Have collected over \$10,000 at this time and will continue marketing to meet the objective of a \$30,000 amount to indemnify the fund. In September attended WSEMA annual conference and presented information on the scholarship and got an additional \$600 in donations,

Work Experience Marketplace Advisory Board sub-committee has been meeting this quarter to educate members and research opportunities for funding that will assist our efforts to establish a stable and consistent internship program that will have regular private, public, and nonprofit organizations that will host and hopefully provided funding for interns to work in their organizations. We will be working with state government agencies who have emergency management programs first to get their commitment to hosting students on a regular basis and identify any grants that may be available at the state and federal level.

Currently have a guide for students and faculty on engaging employers and a process model that programs can utilize, outlining steps needed. The Guide will be distributed to a select group of organizations in the public, private, and nonprofit organization to review and provide feedback on what are the issues that are not addressed in the current guide and address the gaps and needs and then update the Guide and distribute.

Currently have a “vertical track” for the HSEM career pathways at all educational attainment levels. We continue to gather information regarding curriculum changes/needs and using our involved with the CHMURA data initiative to evaluate demand in the HSEM need/demand skills demand and what efforts will be developed to market and encourage diversity of students from all communities to get training either in certificates or degrees to fill needs.

Updated our information on the state’s CTE programs and faculty. Started communicating monthly with the CTC educators through Confluence and other information pierces to encourage the CTC educator to inform their students of opportunities for jobs in the all hazard EM fields. Continue to work on identifying other opportunities to information CTE programs about HSEM career pathway careers to help establish a K-12 pathway.

<p>Quarter 2</p>	<p>The Center of Excellence HSEM is working with the WA Community and Technical Colleges (CTCs) to increase the workforce by helping develop Homeland Security Emergency Management Programs. All of the state Centers of Excellence (COEs) are joined together to develop a CHMURA (JobsEQ) Data Pilot to research, analyze and disseminate information on workforce supply and demographic data.</p> <p>How will we use our data? COE HSEM Advisory Board reviews our current position statement and communicates with constituencies on Equity, Diversity, and Inclusion (EDI) on our pathway programs. The board looks at how the CTC system develops and delivers EDI content in courses and activities. Also identified and addressed are EDI issues of racism within the all-hazard emergency management field with the goal to improve outcomes to communities and vulnerable populations. Program changes will promote racial equity and enhance recruitment of diverse individuals from underrepresented groups.</p> <p>The healthcare industry is actively recruiting or needing education for current staff: U.S. and Washington State hospital accreditation from Joint Commission from Centers for Medicare and Medicaid Service will require an identification of a qualified EM Program Coordinator to oversee EM Program starting July 2022.</p>
<p>Quarter 3</p>	
<p>Quarter 4</p>	
<p>Analysis Quarter #1</p>	<p>Work on our plans objectives in this continue to move forward but still have challenges with the fact that COVID still makes it difficult to interact with our target groups and organizations. We are still missing the face-to-face interactions that promote the types of outcomes especially for K-12 students to get them interested in all hazard EM careers.</p>
<p>Analysis Quarter #2</p>	<p>Chmura data analytics was used to complete the following workforce trend reports:</p> <ul style="list-style-type: none"> Wildland Forest Firefighters Firefighters Occupational Safety and Health Paramedic/EMT <p>Submitted to Linda and program managers per her request.</p> <p>Currently working on Emergency Management Director workforce trend.</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>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.</p> <p>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 reimagining 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 <p>Enforcement fields, including addressing the “long-term forest health and reduction of wildfire dangers” act (HBR 1168).</p> <p>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)	
	<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. • 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.
Report and Analysis on Actual Outcomes and Products		
Quarter 1	Center continues to support the work of the Criminal Justice (CJ) Workgroup Programs and employers to implement the model core curriculum, complete the OER curriculum project and embed EDI work in its curriculum. Currently working with Workgroup Chair and faculty to completed a first chapter of OER curriculum and have helped identify funds to provide stipends for faculty to complete the initial work. Working now with the workgroup and SBCTC to identify faculty that will be willing to apply for a grant opportunity that has been offered by the State Board to complete the work. Organizing an outreach effort and hope to identify faculty willing and able to apply for grant.	

	<p>The Center has an agreement with key cybersecurity program faculty, the IT COE, and Cyber Watch West to organize an initial virtual meeting for the SBCTC Cybersecurity Programs to identify what issues the colleges' programs can collaborate on and help identify what gaps and needs exist to expand program opportunities for students and others interested in this field to access programs.</p> <p>Invited the Pierce College Fire Services/Leadership Program Coordinator to serve on the Center Advisory Board and work on organizing/planning a strategy of how to approach all of the Fire Services SBCTC programs and CTC/Apprenticeships programs to a collaboration table to discuss issues, needs, and opportunities. This will include addressing the need to develop more training opportunities to address the urban/wildfire issues identified in the Governor's legislation.</p>
<p>Quarter 2</p>	<p>The legislature passed HB1168 which is an act relating to long-term forest health and the reduction of wildfire dangers by Workforce Development. (1168-S2.PL.pdf (wa.gov)). This act mandated by the Department of Natural Resources (DNR), jointly with the Department of Commerce (DOC), and in consultation with Centers of Excellence (COEs), higher education, secondary education, and workforce development centers, must develop and implement initiatives to develop a forest health workforce. Per this legislation, the Center of Excellence HSEM is working with the WA Community and Technical Colleges (CTC) and two other centers to increase the Workforce by helping develop Wildland Firefighting Programs. The collaborative COEs are Agriculture/Natural Resources and Construction Management.</p> <p>All of the state Centers of Excellence (COEs) have joined together to develop a CHMURA (JobsEQ) Data Pilot to research, analyze and disseminate information on workforce supply and demographic data. COE HSEM chose SOC 33-2022 Forest Fire Inspectors and Prevention Specialists for analysis.</p> <p><u>How will we use our data?</u> COE HSEM Advisory Board reviews our current position statement and communicates with constituencies on Equity, Diversity, and Inclusion (EDI) on our pathway programs. The board looks at how the CTC system develops and delivers EDI content in courses and activities. Also identified and addressed are EDI issues of racism within the all-hazard emergency management field with the goal to improve outcomes to communities and vulnerable populations. Program changes will promote racial equity and enhance recruitment of diverse individuals into the workforce from underrepresented groups.</p> <p>Employment numbers trends can go up and down at the end of the wildland firefighting season which usually occurs in September in Washington State. But wildland firefighting can continue as news reports from California and other states show. The wildland firefighters need to gain education and experience by schooling and training to mitigate the devastation fire is causing to economy and communities. This study will be distributed to Skill Centers that are providing Fire education, Postsecondary Programs, CTC, and other interested parties. The baseline occupation report was pulled in June 2021. The current data came from Sept 29 to Oct 13, 2021.</p> <p>The Center of Excellence HSEM is working with the WA Community and Technical Colleges (CTCs) to increase the workforce by helping develop Occupational Safety and Health (OS&H) Programs. All of the state Centers of Excellence (COEs) are joined together to develop a CHMURA (JobsEQ) Data Pilot to research, analyze and disseminate information on workforce supply and demographic data.</p>

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<p>Quarter 3</p>	
<p>Quarter 4</p>	
<p>Analysis Quarter #1</p>	<p>Work on our planning objectives in this area continue to move forward, however there are still challenges due to safety protocols related to COVID still make it difficult to interact with our target groups and organizations. We continue to move forward on all of these objectives and have also identified and added people and resources to assist.</p>
<p>Analysis Quarter #2</p>	<p>The Criminal Justice Work Group will meet again in winter quarter to talk about providing opportunities for guest speakers, or a panel of speakers to help utilize who is out there. Students tend to be engaged when getting the chance to talk with people in the field.</p>