

Center of Excellence FY23 Work Plan and Fall Quarterly Report

Center Name: **Homeland Security-Emergency Management (HSEM)**

Core Expectations	Activity #1	
<input checked="" type="checkbox"/> Economic Development <input type="checkbox"/> Sector Strategy <input checked="" type="checkbox"/> Ed/Innovation/Efficiency <input type="checkbox"/> Supply/Demand <input checked="" type="checkbox"/> Equity & Access	<p>Provide Leadership and Guidance Assessing Programs for Diversity, Equity, Inclusion, and Accessibility (DEIA) Vital emergency management programs preserve life safety and restore essential services in a community when a disaster occurs.</p> <p>Implicit bias and inequity are present throughout emergency management's structure, procedures, and outcomes. Integrating equity as a core tenet of EM structure is critical to making essential connections and empowering whole community engagement in resilience, preparedness, response, and recovery.</p> <p>The Center continues working with its Advisory Board to adopt program goals to help the State Board for Community and Technical Colleges (SBCTC) system identify, integrate, apply, and maintain DEIA principles in all Center's Career Pathway Programs curricula. The goal is to significantly improve our education pathway outcomes by analyzing current programs addressing accessibility, diversity, equity, and inclusion at all levels-seismic, institutional, programmatic, and individual.</p> <p>Use an established data dashboard to assess and measure progress.</p> <ol style="list-style-type: none"> 1. Use the DEIA framework to inform and integrate. 2. Participate w/COEs and SBCTC to recruit non-traditional students into the Center's career pathway fields. 3. Continue to involve COE HSEM Advisory Board sub-committees to identify and implement best practices with all sectors of the profession; government, non-government, public, and private. <p>Assess and report on progress for transformative change in EM programs in plans and policies to uncover unconscious and unintentional bias and identify strategies while documenting best practices and areas for improvement.</p>	
Funding Sources %	Purpose	Projected Outcomes and Products
COE 100% Allocation	<p>Continue to support the CTC system in building a solid and diverse advisory board to ensure relevant and current programs responsive to the industry.</p> <p>Reviewing current career pathway programs' curricula reduces implicit bias and social equity issues.</p>	<ol style="list-style-type: none"> 1. DEIA initiative will connect with the Women in Business Continuity organization by working with the Center's Advisory Board's DEIA sub-committee. Florence Moss, a Women in Business Continuity organization member, will be asked to join as a Center Advisory Board Member and work with the Advisory

	<p>Identify and implement outreach activities that support DEIA in the career fields.</p> <p>Utilize the data dashboard to assess and measure progress quarterly.</p> <ol style="list-style-type: none"> 1. Participate with COEs and SBCTC to recruit non-traditional students into the Center's career pathway fields. 2. Assess and report on progress to include the Data Pilot 	<p>Board DEIA sub-committee. The Sub-Committee will review the current Sub-Committee Work Plan and revise it as needed. To be completed by 1st quarter.</p> <ol style="list-style-type: none"> 2. Continue to utilize the Project Management Tracking System/Dashboard established by the DEIA sub-committee to track outcomes/products. Quarterly reports completed. 3. Current 11-member workgroup of Center Board and Senior Fellow members along with organizations and groups with DEIA expertise will develop a curriculum/course for a Certificate in Accessible and Equitable Emergency Management (Risk, Crisis and Continuity Management). To be completed by 3rd quarter.
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Report and Analysis on Actual Outcomes and Products

<p>Quarter 1</p>	<p>Activity #1: DEIA sub-committee reviewed the current FY 23 Work Plan and the Diversity, Equity, and Inclusion will not address Access and Functional needs so we will now include the work we are doing on curriculum/course development for a Certificate in Access and Function needs.</p> <p>The Sub-Committee met on July 6, and discussed the work that Women in Business Continuity Management (WBCM) is doing and WBCM wants to include business recovery and cybersecurity as additional certifications for WBCM. The committee wants to drill down more in the area of student engagement and mentoring and the committee will work on student, professor and instructor communications pipeline.</p> <p>Action item: Committee and the Advisory Board recommended inviting Florence Moss to join the Board and COE Director will be working with Committee Chair and Advisory Board Executive Committee to identify other new Board Members and outreach in November with an invitation to join the Board.</p> <p>Activity #2: Continue to utilize the Project Management Tracking system established by the DEIA Sub-Committee.</p> <p>Activity #3: The DEIA Committee met in September and reviewed draft curriculum outline and now is working with Pierce College HSEM Program and Advisory Board Member Scott Preston to address certificate options for incorporation the DEIA curriculum into current Certification offerings.</p>
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Quarter 2	
Quarter 3	
Quarter 4	
Analysis Q1	Need to address the need for securing sign language interpreters to be available for Advisory Board and Committee meetings to assure we are meeting the needs of our accessibility issues. There are budget impacts that need to be addressed. Issue of funding for interpreters has been raised at the Center Director's meeting in Walla Walla. Other workload item is the needs for additional staffing to address workload activities. Center staffing was reduced by one part-time staff in May and duties have been re-distributed between current Director and new part-time Program Manager and a Special Project Position focusing on data, research and support to other projects and committees including the Criminal Justice and Fire Fighters Program Workgroup Committees.
Analysis Q2	
Analysis Q3	
Analysis Q4	

Core Expectations	Activity #2
<input checked="" type="checkbox"/> Economic Development <input type="checkbox"/> Sector Strategy <input checked="" type="checkbox"/> Ed/Innovation/Efficiency <input checked="" type="checkbox"/> Supply/Demand <input checked="" type="checkbox"/> Equity & Access	<p>Pathways to Partnerships: Collaboration Among Centers with an Employers Engagement Seminar/Conference</p> <p>Hold a state-wide conference/seminar in collaboration with the Supply Chain Center of Excellence and other Centers that choose to participate, employers, affiliated organizations, professional/technical faculty, and students to develop and deliver information and training opportunities that:</p> <ul style="list-style-type: none"> • Builds continuity and resiliency to address the impacts of economic and climate change on our state's communities' health, resources, and economics. • Develop appropriate curriculum and training to address these new knowledge and skill sets. • Initiate and recruit underrepresented groups to enter career pathways in risk, emergency, and continuity of operations management. • Identify challenges, issues, and impacts from industry experts.

	Conference for employers, industry, professional/technical faculty, deans, and students to build knowledge, skills, and abilities in recruiting and working with employers to meet the changing needs of the programs and industry. Present current best practices, tools, and innovations for sustaining employer engagement.	
Funding Sources %	Purpose	Projected Outcomes and Products
COE 100% Allocation	Support the CTC system in engaging employers and educators to ensure relevant and current programs responsive to the industry.	<ol style="list-style-type: none"> 1. Educate up to forty-five (45) professional and technical faculty, instructors, and deans on how to meet the changing economic and environmental challenges. <ol style="list-style-type: none"> a. Fifteen (15) faculty/instructors and deans per quarter. 2. Develop a certification/training program for faculty and industry. 3. Complete in the 3rd quarter of the year. 4. Review certification feedback and revise as needed.
Report and Analysis on Actual Outcomes and Products		
Quarter 1	<p>Activity #1: 30 professional and technical faculty, instructors, and deans attended the October 18, Supply Chain Summit: "Building Resilience through Sustainability". The Summit addressed how to meet the changing economic and environmental challenges in private sector in transportation land, air, and maritime supply chain resilience, risk management, and catastrophe preparedness, Activity #2, 3, 4. Staff and Committee will utilize the information and needs identified by Summit to review and revise HSEM/Supply Chain curriculum. Here's a summary of note from Summit:</p> <ul style="list-style-type: none"> • Disasters disrupt • The supply chain has inherent vulnerabilities to hazards and inherent efficiencies/resiliencies <ul style="list-style-type: none"> ○ Sometimes emergency protective measures create unintended supply chain disruptions (e.g., total closure of I5 rather than strategic lane maintenance) • Sources of supply are often available during disasters while there are other impacts such as: <ul style="list-style-type: none"> ○ Loss of critical infrastructure ○ Limited/stressed distribution ○ Increased demand and unanticipated demands • With better understanding of hazards and vulnerable dependencies, supply chain partners can improve resilience. Conversely, with better understanding, Emergency Managers can avoid unintentionally interrupting the supply chain • Through workforce development we can address needs 	
Quarter 2		

Quarter 3	
Quarter 4	
Analysis Q1	Over the next 30 years the WA climate models identify significant climate changes that will create dramatic risk for business and our communities. Because of the increased frequency and severity of risk, there is increased-even urgent- need for meaningful strategic and operational collaboration between our many SBCTC career fields and address curriculum modifications and educational needs to continue to build a trained and resilient workforce. These issues will be address in future collaborations with the COEs to address strategic and operational changes.
Analysis Q2	
Analysis Q3	
Analysis Q4	
Core Expectations	Activity #3
<input checked="" type="checkbox"/> Economic Development <input type="checkbox"/> Sector Strategy <input checked="" type="checkbox"/> Ed/Innovation/Efficiency <input checked="" type="checkbox"/> Supply/Demand <input checked="" type="checkbox"/> Equity & Access	<p>Pathway to Understanding Public-Private Partnerships in Crisis, Risk, and EM and Continuity of Operations Management</p> <p>Develop a “corporate” Emergency Management Program by navigating the complexities of corporate emergency/risk/crisis/and continuity management and security professionals.</p> <p>Emergency, business continuity, and crisis managers often focus on their response to an event and spend little time developing other vital aspects of an effective program. In corporate situations, most response and recovery failures result from inadequate planning and management rather than a lack of resources.</p> <p>Hiring authorities in corporate situations often do not know what they need or what skills they need and the skills required to do the job. The goal is to complete a directed curriculum development process with Board Members and public and private sector representatives to develop a corporate EM Program.</p>
Funding Sources %	Purpose
	Projected Outcomes and Products

COE 100% Allocation	Develop a “corporate” EM Program that is comprehensive and inclusive. Describe the career options for emergency managers outside of the public sector; the pros and cons of corporate and public sectors EM; the role of EM in the corporate setting; significant challenges for EM in corporate environments.	<ol style="list-style-type: none"> 1. Board sub-committee work group will complete an assessment of current capabilities and gaps in first quarter. 2. Complete data research to understand key risks and threats, both natural and human-caused, need to hire for corporate/company positions for managing emergencies and disasters in the 1st quarter. 3. Complete design steps for Corporate EM curriculum. <ol style="list-style-type: none"> a) Identify corporate culture types. b) Identify the actual need or skills required to do the job. c) Develop strategies aligned with the culture and best practices. 4. Complete and review curriculum by 2nd quarter. 5. Create a Career Skills Guide for Corporate/Business hiring authorities and publish it on Confluence and other industry contact lists and networks. 6. Complete in 3rd quarter of the year. 7. Review comments and identify additional action items by the 4th quarter.
Quarter 1	Activities: 1 -3: Completed data research to understand key risks and threats for corporate positions; identified corporate culture type; identified needs/skills required and have discussed strategies to align with culture and best practice. Vince Davis, Advisory Board Member, continues to lead working group and will be developing a Corporate/Business Career Skills Guide during Winter and Spring Quarter of FY 23.	
Quarter 2		
Quarter 3		
Quarter 4		
Analysis Q1		
Analysis Q2		

Analysis Q3		
Analysis Q4		
Core Expectations	Activity #4	
<input type="checkbox"/> Economic Development <input type="checkbox"/> Sector Strategy <input checked="" type="checkbox"/> Ed/Innovation/Efficiency <input checked="" type="checkbox"/> Supply/Demand <input checked="" type="checkbox"/> Equity & Access	<p>Work Experience Market Place- Mentorships, Coaching, and Job Shadowing Opportunities</p> <p>Develop 20 (five per quarter) experiential learning opportunities, e.g., internships and mentorships, for students in all-hazard HSEM programs which includes a strategy that aligns w/mission of DEIA initiatives and connects employers/students, directly reducing barriers to participation in the work experience marketplace. Continue with the Women in Leadership Profile series for Confluence News Magazine. Continue to support several activities related to Career Connect and help K-12 students, their parents, and high school and college staff/faculty to navigate the dual credit, career and technical education (CTE) pathway.</p> <p>The Center and Pierce College partners on a project involving Pierce County Careers Connection (PC3), building a new website (https://pc3dualcredit.org/) which launched in June 2022. Last year, over 9,800 students in the consortium earned over 41,232 FREE College Credits through the CTE Dual Credit program. PC3 consortium develops and maintains articulation agreements between high school CTE programs and college equivalent courses. The new website https://pc3dualcredit.org/ links to further information available on the resources page. COE will continue to work with our SBCTC colleges that offer all-hazard EM pathway programs to replicate the Piece project, depending on the availability of the website developer and possible grant funding availability. The new website focuses on the benefits of career pathways and is a great tool to connect students with the opportunities available to them.</p>	
Funding Sources %	Purpose	Projected Outcomes and Products
COE 100% Allocation	Continue to engage employers/colleges in joining the Handshake service and AWB jobs website, which offers students/employers access to internships, experiential learning opportunities, and jobs.	<ol style="list-style-type: none"> 1. Develop a strategic plan which engages employers/colleges and prepares them to join the Handshake service. <ol style="list-style-type: none"> a) Provide information regarding the number of CTC system colleges that have joined the service.

	<p>Provide quarterly education/training workshops or seminars for Board Members, Senior Fellows, Professional/Technical Faculty, and Industry representatives on mentoring. The goal is for them to learn about work experience opportunities and prepare them to become mentors to students/others interested in careers in all-hazard EM careers.</p>	<ul style="list-style-type: none"> b) Provide the Pierce College template for the launch of their campus-wide launch. c) Results of Handshake Survey d) Complete in 1st quarter <ol style="list-style-type: none"> 2. Provide opportunities/incentives to employers to provide career/skills advancement for employees. Quarterly education/training workshops and seminars will provide skills development learning opportunities for participants to mentor and coach students. Job shadowing opportunities will also be developed and included in the outcome. 3. Identify apprenticeships/inter-agency internships that support disciplines reported quarterly with a goal of twenty (20) work experience opportunities. 4. With funding availability for resources to identify two other districts that would be interested in replicating the Pierce pilot. Report each quarter. 5. Report on education and training each quarter.
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Report and Analysis on Actual Outcomes and Products

<p>Quarter 1</p>	<p>Activity 1: Pierce College and several other of our SBCTC Colleges are now using Handshake and are sending information our about how to utilize the service to their contacts. Pierce College is also inviting students and those faculty and administrators who may be using Handshake to hire students for the Federal Work Study Program. The have sent out information and a login site with instructions on how to utilize the site in creating work study opportunities. Students are also receiving information regarding jobs and internship listings on Handshake. We are also working with Ann Avary and the other Centers to utilize the CHMURA job posting “plug in” site. Our Center along with several others has agreed to utilize and pay for the use of this Job Posting Plug In from October 2022 through June 30, 2023 for an additional costs of \$811 per Center. Centers already have an existing CHUMRA career data information.</p> <p>Activity 2: September is National Preparedness Month and Confluence highlighted the need for more a more diverse workforce to address climate change impacts. To provide opportunities/incentives to employers to provide career/skills advancement for employees the Center published its Confluence “Back to School” issue in September Confluence News - Center of Excellence for Homeland Security-Emergency Management (coehsem.com). Confluence News Media - Back-to-School Programs (coehsem.com); Work Experience Marketplace - Center of Excellence for Homeland Security-Emergency Management (coehsem.com). 4,000 COE Center contacts on our mailing list received the “Back to School: edition of Confluence which provides information on career opportunities in industries, government, and public service for our 6 major career pathway programs: criminal justice, cybersecurity/technology, medical and health services, fire/Wildland, HSEM and Occupational Health and Safety. The information also includes K-12 systems with our 15 statewide skills centers.</p>
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	<p>Pierce County Careers Connection (PC3), building a new website (https://pc3dualcredit.org/) which launched in June 2022. Last year, over 9,800 students in the consortium earned over 41,232 FREE College Credits through the CTE Dual Credit program. PC3 consortium develops and maintains articulation agreements between high school CTE programs and college equivalent courses. The new website https://pc3dualcredit.org/ links to further information available on the resources page. COE will continue to work with our SBCTC colleges that offer all-hazard EM pathway programs to replicate the Piece project, depending on the availability of the website developer and possible grant funding availability. The new website focuses on the benefits of career pathways and is a great tool to connect students with the opportunities available to them.</p> <p>Activity 3: Fire Services has a new leadership Apprenticeship Program through Pierce College.</p>	
Quarter 2		
Quarter 3		
Quarter 4		
Analysis Q1	Significant workload increase with workforce focus by SBCTC and Governor's Office on Climate Change and expansion of the Criminal Justice and Fire/Wildfire increased need for students joining these career fields.	
Analysis Q2		
Analysis Q3		
Analysis Q4		
Core Expectations	Activity #5	
<input type="checkbox"/> Economic Development <input checked="" type="checkbox"/> Sector Strategy <input checked="" type="checkbox"/> Ed/Innovation/Efficiency <input checked="" type="checkbox"/> Supply/Demand <input checked="" type="checkbox"/> Equity & Access	<p>CTE Cluster: Law, Public Safety, Corrections, and Security Education Attainment</p> <p>The state currently supports over 86,000 employees in the CTE Cluster, and there is a rapidly growing demand for security and protective professionals, law enforcement, firefighters, and emergency medical technicians. All career fields in this cluster need to re-commit to upholding access, equitable social justice, racial outcomes, techniques, and training delivery results.</p>	
Funding Sources %	Purpose	Projected Outcomes and Products

<p>COE 100% Allocation</p>	<p>The Center will continue to work with the nineteen (19) Criminal Justice (CJ) Programs and employers to implement its model core curriculum, Open Education Resource (OER), and DEIA curriculum.</p> <p>The Center will continue to support the Fire Services/Systems Faculty/Industry Working Group, which held its first meeting on May 26, with 30 faculty, deans, State Board, and Industry representatives attending.</p> <p>The Center will work with Occupational Health and Safety Programs faculty, deans, and programs to address enrollment shortfalls and develop and implement a more effective “pipeline” for increasing DEIC students and K-12 high school students in the Program.</p> <p>Develop a State Agency all-hazard Emergency Management working group to collaborate to address needs, issues, and training needs.</p>	<ol style="list-style-type: none"> 1. Organize and support quarterly meetings of the CJ Programs Workgroup to complete and implement their work plans for the year. Report quarterly. 2. The HSEM/AG Natural Resources COEs will work with the newly established Fire Services Working Group (59 members) and its co-chairs to complete: <ol style="list-style-type: none"> a) Connecting and involving all statewide CTC fire programs. b) Working with co-chairs and survey committee chair to design and complete a survey identifying curriculum, equipment needs, training facilities, critical KSAs/learning outcomes, college capacity for training models and outcomes, and faculty and staff capacity and needs. c) Complete outreach to DNR HB1168 working group for their expertise and research/survey needs for Wildland Fire Fighters. d) Publish quarterly updates to Work Group. 3. Assess the effectiveness of expansion of the Apprenticeship Programs for both Fire and OHS; look at opportunities for retraining sites funded by Labor and Industries. Complete 1st quarter. 4. Working with the current six (6) Advisory Board Members who represent all-hazard EM/Security staff at State Agencies, organize a meeting to discuss the development of an All-Hazard EM State Agency Working Group and develop a strategic plan for collaboration. Complete during 1st quarter.
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Report and Analysis on Actual Outcomes and Products

<p>Quarter 1</p>	<p>Activities 1: For the Criminal Justice Programs Workgroup created a CHMURA Police Protection Industrial Spotlight and Police and Sheriff's Patrol Occupational Reports and worked with CJ Program's Workgroup co-chairs to set and public an agenda for a Winter Quarter meeting November DEIA and K-12 recruitment of Students and discuss CJ curriculum compliance with DEIA curriculum. Will also address OER updates and college enrollments in CJ programs statewide.</p> <p>Activity 2: Connecting and involving all newly established Fire Services programs Workgroup; created a Fire Executive Survey and met with Fire Chiefs Association and other labor members to review survey; added our COE Board Member, Scott McDougal with Pacific County EM to the Fire-Fighters Working group and he will provide expertise as a former firefight on survey questions and contend; created an excel list of classes from each of the CTC Fire Fighter Science Programs; updated CHUMURA Workforce Trend for Firefighters, EMT, and Wildland Forest Fighters on age, gender, and race. Completed research and articles on Wildfire EM Tips, landslides, and recovery tips for homeowners from fire and landslides. Provided updates to new Fire Services Workgroup.</p> <p>Activity 3: Expansion of the Fire and OHS apprenticeship programs has not occurred. Currently there is a lower enrollment in Fire, OSH, and HSEM programs due to several factors.</p> <p>Activity 4: Have identified two of our State Agency Advisory Board Members lead the development of a State Agency working group in the All Hazard EM fields but have not formalized and had sufficient staffing to implement this activity.</p>
<p>Quarter 2</p>	
<p>Quarter 3</p>	
<p>Quarter 4</p>	
<p>Analysis Q1</p>	<p>Both the Criminal Justice and Fire Services Programs Workgroups are moving forward and we have a "huge" need for new people to enter these critical fields. It is a very challenging time to recruit for these two career pathways as many people are choosing other employment options that don't require the training and education needed for these fields.</p>
<p>Analysis Q2</p>	
<p>Analysis Q3</p>	
<p>Analysis Q4</p>	