



# Essential Records Webinar

## Instructor's Course Overview

Instructor Guide  
*Final, July 2010*



FEMA

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# DHS Branded Disclaimer Page

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## Course Information

### Overview

The *Essential Records Webinar* training course is one of two web-based seminars (“webinars”) developed for the Intergovernmental Preparedness for Essential Records (IPER) project. IPER, led by the Council of State Archivists (CoSA) and funded by the Department of Homeland Security (DHS) Federal Emergency Management Agency (FEMA), is designed to deliver training to state, territorial, and local governments nationwide, providing them with the knowledge and skills needed to secure their most essential records and recover those damaged by natural or human-caused disasters. Many of the concepts and practices presented also apply to tribal governments. The content of the IPER courses derives in part from the well-developed and up-to-date curriculum for federal agencies already being used by the National Archives and Records Administration (NARA).

The *Essential Records Webinar* training course is an instructor-led synchronous webinar, using standard classroom-based materials (Instructor Guide, Participant Guide, slides, job aids, and handouts), modified for the webinar format.

NOTE: Throughout this course, “agency” is used as a catchall term, to include state, territorial, tribal, and local government offices.

### Course Length

The course is typically presented in four sessions, offered once a week for four weeks. The duration of each session is as follows:

- Session 1—120 minutes
- Session 2—90 minutes
- Session 3—90 minutes
- Session 4—110 minutes





## Target Audience

The target audience for this training includes employees in state, territorial, and local governments who create, maintain, and protect records that are critical to sustain government operations and restore services following an emergency. Much of the course content will also apply to those with similar functions in tribal governments.

These employees include but are not limited to:

- Records Managers and Archivists
- Municipal, County, and Court Clerks, Recorders, Auditors, and Treasurers
- Information Technology staff
- Emergency Managers, especially those who are involved in Continuity of Operations (COOP) planning

## Prerequisites

There are no mandatory prerequisites for this webinar; however, a basic understanding of records management is necessary. Therefore, we strongly recommend that participants who have no formal training in records and information management take the self-directed online IPER course *Introduction to Records and Information Management for State and Local Governments* before attending this webinar.

The *Introduction to Records and Information Management for State and Local Governments* course is available at: <http://www.statearchivists.org/iper/RIM>





## Course Goal

The goal of the *Essential Records Webinar* is to provide participants with the knowledge and skills needed to identify and secure their agencies' most essential records, respond appropriately when an emergency occurs, and ensure continued access to essential records for the duration of the emergency and beyond.

In addition, the course provides a common baseline or core knowledge across state, territorial, tribal, and local governments, as well as across the functions of Records Management, Emergency Management, and Information Technology.

## Course Objectives

### Course Terminal Learning Objective:

- Participants will be able to create a plan—to be incorporated into Continuity of Operations (COOP) Plans—that identifies, protects, and provides access to essential records in the event of an emergency.

### Course Introduction

#### Terminal Learning Objective:

- Participants will be able to provide a general overview of the *Essential Records Webinar*.

#### Enabling Objectives:

- Explain the course objectives.
- Explain the course structure.
- State the estimated time to complete the course.



## Module 1—Identify Essential Records

Terminal Learning Objective:

- Participants will be able to identify the records that need to be designated as essential records.

Enabling Objectives:

- Distinguish between nonessential and essential records.
- Identify the five types of essential records.
- Explain the four sources of information you need to know to identify your essential records.
- Identify stakeholders who are resources for identifying essential records.
- Determine an agency's critical functions in order to identify essential records.

## Module 2—Protect Essential Records

Terminal Learning Objectives:

- Participants will be able to identify and evaluate risks to the essential records of an agency.
- Participants will be able to identify and evaluate preparedness and mitigation strategies to protect and ensure continued access to essential records in case of natural disasters or human-caused threats such as arson, vandalism, computer hacking, or terrorism.

Enabling Objectives:

- Assess and analyze risks to essential records, including risks specific to your region or locality.
- Identify and evaluate preparedness and mitigation measures.



### **Module 3—Access Essential Records**

Terminal Learning Objective:

- Participants will be able to develop priorities, timeframes, and procedures for accessing essential records during and after an emergency.

Enabling Objectives:

- Prioritize essential records.
- Specify timeframes for essential records availability.
- Develop procedures to ensure access to and security of essential records.

### **Module 4—Incorporate Essential Records into COOP Plans**

Terminal Learning Objective:

- Participants will be able to complete the Essential Records Template for incorporation into COOP Plans.

Enabling Objectives:

- Identify the components of the Essential Records Template.
- Determine the information needed to complete the Essential Records Template.
- Explain how to integrate protection of essential records into an agency COOP Plan.



## Course Summary

### Terminal Learning Objective:

- Participants will be able to provide a high-level summary of the material presented in the *Essential Records Webinar*.

### Enabling Objectives:

- Identify the records that need to be designated as “essential” records.
- Identify and evaluate preparedness and mitigation strategies to protect and ensure continued access to essential records in case of natural disasters or human-caused threats such as arson, vandalism, computer hacking, or terrorism.
- Develop priorities, timeframes, and procedures for accessing essential records during and after an emergency.
- Complete the Essential Records Template for incorporation into COOP Plans.



## Course Methods

The instructional strategies used throughout the course engage, instruct, establish relevance, and enhance knowledge transfer and retention. This course uses the following strategies:

- Instructor presentation—All instructor presentations are interactive. As an Instructor, you present material and ask questions to allow the participants to discover the correct answers and to develop the critical thinking skills and self-reliance needed to perform the tasks on the job.
  - At least two Instructors must deliver the course materials for all the sessions. Occasionally, throughout the training, the Instructor Notes provide prompts of “[*Instructor 1*]” and “[*Instructor 2*]” to indicate who presents various topics of the course. You should determine who will be [*Instructor 1*] and [*Instructor 2*] before the webinar starts. For material that does not provide the “[*Instructor 1*]” and “[*Instructor 2*]” prompts, it is up to you, as instructors, to determine who will present the material.
  - The course draws materials from two sources: the standard IPER course materials and the state-specific information provided in the IPER Resource Center. For more information about the state-specific information provided in the IPER Resource Center, please see the Customizing Presentations section of this document on page IG Overview-11.
- Polling questions—During the process of presenting the material, as an Instructor, you will present questions to assess the participants’ understanding of the materials, to maintain participant attention, and to encourage participation. You will present questions in various formats, including multiple-choice, true or false, and open-ended questions.



- Group discussions—As an instructor, you will guide all group discussions, focusing the discussion toward the desired answers or outcomes. The exchanges allow participants to benefit from others' prior knowledge of and experience with the subject matter. When appropriate, you will use iLinc's Powerboard function during group discussions.
- In-session activities—The course makes use of several activities conducted during the session. These activities reinforce course content and keep the course interesting and interactive. The debriefing of the activities occurs via a large-group discussion, which allows participants to benefit from others' knowledge and experiences, receive feedback from their peers, and share ideas and critical thinking skills.
- Take-Home Activities—At the end of each of the first three sessions, participants receive an activity to complete before the next session that will allow them to apply what they have learned thus far to their daily jobs. At the beginning of each subsequent session, you will debrief the activity with a group discussion, during which participants will share with the group their results from the activity.

NOTE: The activities may be completed by individuals or by teams from the same agency, depending upon the make-up of the class.



## Course Materials

The course requires the following materials, all of which you can access via the Content tab in iLinc.

### Instructor Course Materials

- Instructor Guides:
  - Instructor's Course Overview
  - Session 1 Instructor Guide
  - Session 2 Instructor Guide
  - Session 3 Instructor Guide
  - Session 4 Instructor Guide
- Slides:
  - Session 1 Slides
  - Session 2 Slides
  - Session 3 Slides
  - Session 4 Slides
- Handouts:
  - Session 1 Handouts
  - Session 2 Handouts
  - Session 3 Handouts
  - Session 4 Handouts
- References:
  - **Reference 01**—Resource Center, References, Reading List
  - **Reference 02**—Key Terms for the IPER Courses
  - **Reference 03**—Participant Webinar Reference Guide
  - **Reference 04**—iLinc Quick Reference for IPER Instructors
  - **Reference 05**—Webinar Troubleshooting Guide





- Evaluations (to be launched from iLinc):
  - Pre- and Post-Tests
  - Course Evaluation Form
- Additional Content (to be launched from iLinc) (Course Manager Tab):
  - Polling questions
  - Prepared Powerboard files

### Participant Course Materials

- Participant Guides:
  - Session 1 Participant Guide
  - Session 2 Participant Guide
  - Session 3 Participant Guide
  - Session 4 Participant Guide
- Handouts:
  - Session 1 Handouts
  - Session 2 Handouts
  - Session 3 Handouts
  - Session 4 Handouts
- References:
  - **Reference 01**—Resource Center, References, Reading List
  - **Reference 02**—Key Terms for the IPER Courses
  - **Reference 03**—Participant Webinar Reference Guide



## Customizing Presentations

The IPER courses are, by necessity, generic presentations because they must present concepts and methods that apply to all state and local governments. To enhance the courses' utility, however, the course design allows you as an instructor to integrate materials from the IPER Resource Center in order to provide participants with information that applies to their own states. In fact, one of the goals is for participants to become so comfortable in using the Resource Center that they will continue to do so long after they have completed the courses.

At several points throughout the course, you are alerted that state- or locality-specific information should be inserted—so-called customization points. Each “customization point,” suggests the kinds of state- or locality-specific information that would be appropriate to introduce, either by showing participants a section in the IPER Resource Center or by sharing a document from the instructor's desktop. See the Course Preparation by Session section, located on page IG Overview-25, for listings of these customization points.

In most cases, you will call up pages on a specific topic from the online IPER Resource Center. You will then use links on those pages to take participants to laws, regulations, planning documents, vendor lists, and similar tools and guidance housed on the websites of the states.

Occasionally, you may want to show documents or websites that are not linked through the Resource Center. You will have the option to show documents stored on your own computer (in Microsoft Word or other applications) and you will be able to visit websites other than the Resource Center.



## Train-the-Trainer Course of Study

Two courses comprise the IPER curriculum: *Essential Records* and *Records Emergency Planning and Response*. As an instructor of this curriculum, you must attend the IPER Train-the-Trainer program—a professional development experience that prepares trainers to teach the two IPER courses. It consists of:

- A 90-minute online introduction and orientation
- Fourteen (14) hours observing experts delivering the courses online
- Two hours of debriefing of observations online
- One-and-a-half days of face-to-face training in a local residential institute
- A 90-minute follow-up discussion online

The course of study focuses on how to:

- Teach particular concepts
- Co-train effectively in the online environment
- Use IPER resources to prepare, evaluate, and follow up on your training
- Use the iLinc conferencing software
- Recruit participants in your state

When preparing to teach the IPER courses, the materials accompanying the Train-the-Trainer program are references you should consult, in addition to this Instructor Guide. You may also consult the space for instructors on the IPER Resource Center, which makes available further resources and tools to communicate with your colleagues.



## Course Delivery Methods

The three *Essential Records* course delivery methods are as follows: as an instructor-led webinar, as a self-directed online course, and as a self-directed CD-ROM.

### Webinar

As an instructor, you are facilitating the webinar, which is presented via the iLinc webinar application. **In order to facilitate the course successfully, it is crucial that you be knowledgeable about using the iLinc application, including all the features and functions you will be using while leading participants through the *Essential Records Webinar*. Practice is essential.** You will be effective as an instructor only if you do both: Learn about the features and functions of iLinc, and practice performing them.

During your Train-the-Trainer course, you received a tutorial on iLinc, as well as **Reference 04**—iLinc Quick Reference for IPER Instructors. If you do not have Reference 04, you may download it from the IPER Resource Center at: <http://www.statearchivists.org/resource-center>

For additional iLinc training, or to refresh what you've already learned, you may consider using iLinc's online training and tutorials, available on iLinc's website at the following URLs:

- Getting Started with iLinc (IL-100) (60:00):  
<http://www.ilinc.com/training/session-leaders>
- iLinc tutorials on specific functionality:  
<http://www.ilinc.com/training/session-leaders>
  - Recommended tutorials include:
    - Creating an iLinc Session (10:21)
    - Getting to know the iLinc Presenter Interface (20:13)
    - Sharing a Region of My Screen with iLinc (2:21)
    - Using the iLinc Powerboard (4:53)
    - Using WebSync (3:34)
    - Recording and editing iLinc Sessions (7:44)



- iLinc Leader Reference Quick Start Guide:  
<http://www.ilinc.com/pdf/documentation/Leader-Reference-QuickStart.pdf>
- iLinc Leader Guide:  
<http://www.ilinc.com/pdf/documentation/ilinc-Leader-Guide.pdf>

Be sure to test your system to confirm it is ready to work with iLinc. See the iLinc System Test section, located on page IG Overview-35, for more information.

### **Self-Directed Online and CD-ROM**

The self-directed online and CD-ROM versions of the course are designed for participants who cannot attend a webinar. These participants include:

- Individuals who do not have the required workstation
- Individuals who do not have sufficient flexibility in their schedules
- Individuals with disabilities

The online and CD versions do not require an instructor; however, you will be promoting and distributing these versions of the course within your state or territory. (See IPER's promotional tools regarding the availability of the online version and distribution of the CD versions.)

For more information about how the online and CD versions address individuals with disabilities, see the Section 508 Compliance section on page IG Overview-16.



## Team Teaching

Two Instructors are needed to teach this course.

In order to help keep the participants engaged in the webinar, it is important for both of you, as Instructors, to present content, switching speaking responsibilities occasionally throughout the course.

For the information provided at the start of the course, the Instructor Notes provide guidance on which Instructor should speak, and when. After that, the two of you should determine who will speak, and when.

While the presenting Instructor is teaching, the non-presenting Instructor should do the following:

- Watch for participant questions and issues by monitoring the Chat tool, raised hands, etc.
- Address technical issues that may arise.
- Provide input and personal experiences when invited by the presenting Instructor.
- Perform iLinc functions if requested by the presenting facilitator, such as:
  - Launching polling questions
  - Handling polling question feedback
  - Launching WebSync
  - Executing shared applications
- Monitor the progress of the webinar in relation to the schedule and alert the presenting Instructor if the presentation starts falling behind significantly

NOTE: You may want to invite a third person to assist you in handling technical issues, such as participant connectivity problems, especially at the beginning of each session.



## Section 508 Compliance

Section 508 of the Rehabilitation Act requires that federal agencies ensure that electronic and information technology is accessible to employees and members of the public with disabilities. The law applies to all federal agencies when they develop, procure, maintain, or use electronic and information technology. Since this training is funded by FEMA, it must meet the Section 508 requirements.

As a delivery method, webinars present certain challenges for people with hearing or visual disabilities. Webinar software currently has limitations on its compliance with Section 508 standards, such as the inability to tab from one part of the interface to another. A separate closed-captioning tool is not yet available in webinar software, and screen readers cannot run successfully during live webinar sessions. Due to these limitations of webinar delivery, the IPER project is developing an online and a CD-ROM version of the *Essential Records* course that will be fully 508-compliant. Once completed, the online and CD versions will be available through the IPER Resource Center and through state archives and other outlets.

The online and CD versions will present the same material as the webinar version, but will constitute a standalone, self-paced training course, instead of being instructor-led and presented live.

The Invitation Email sent prior to the first session asked participants to send an email to the instructor should they have any specific learning needs. If you receive an email indicating that a participant has a specific learning need that cannot be accommodated adequately in the webinar format, please inform the participant that the online and CD versions of the course are being created, and that once they are available, she or he may take one of these versions. Also tell the participant that you will let him or her know when the online and CD versions are available and how to access them.





## Course Schedule/Agenda

What follows is a proposed course schedule. Adjustments may be required to account for various knowledge levels or the amount of discussion generated by certain topics.

### Session 1

*Table 1: Proposed Schedule for Session 1*

TOPIC	DURATION
<b>Session 1</b>	
<b>Course Introduction</b>	
• Welcome	2 minutes
• iLinc Overview	5 minutes
• The IPER Project	5 minutes
• Why Are We Here?	3 minutes
• Course Organization and Agenda	2 minutes
• Course Objectives	2 minutes
• Course Materials	4 minutes
• Getting to Know You	5 minutes
• Essential Records Pre-Test	35 minutes
<b>Session 1 Introduction</b>	
• Session 1 Overview	2 minutes
<b>Module 1—Identify Essential Records</b>	
• Introduction and Objectives	5 minutes
• Lesson 1: Distinguish Between Nonessential and Essential Records	15 minutes
• Lesson 2: Identify Essential Records by Examining Critical Business Needs and Functions	20 minutes
<b>Session 1 Review and Wrap-Up</b>	
• Session Review	5 minutes
• Activity: Determine Essential Functions and Identify Essential Records	20 minutes
<b>Total Duration</b>	<b>130 minutes</b>



## Session 2

*Table 2: Proposed Schedule for Session 2*

TOPIC	DURATION
<b>Session 2</b>	
<b>Session 2 Introduction</b>	
• Session 2 Welcome and Overview	5 minutes
<b>Take-Home Activity Debrief</b>	
• Session 1 Activity: Determine Essential Functions and Identify Essential Records—Part 2	20 minutes
<b>Module 2—Protect Essential Records</b>	
• Introduction and Objectives	5 minutes
• Lesson 1: Identify and Evaluate Hazards and Risks	30 minutes
<b>Session 2 Review and Wrap-Up</b>	
• Session Review	5 minutes
• Activity: Identify and Evaluate Risks	25 minutes
<b>Total Duration</b>	<b>90 minutes</b>



### Session 3

*Table 3: Proposed Schedule for Session 3*

TOPIC	DURATION
<b>Session 3</b>	
<b>Session 3 Introduction</b>	
<ul style="list-style-type: none"><li>• Session 3 Welcome and Overview</li></ul>	5 minutes
<b>Take-Home Activity Debrief</b>	
<ul style="list-style-type: none"><li>• Session 2 Activity: Identify and Evaluate Risks— Part 2</li></ul>	20 minutes
<b>Module 2—Protect Essential Records</b>	
<ul style="list-style-type: none"><li>• Introduction and Objectives</li></ul>	5 minutes
<ul style="list-style-type: none"><li>• Lesson 2: Determine and Evaluate Preparedness and Mitigation Strategies</li></ul>	30 minutes
<b>Session 3 Review and Wrap-Up</b>	
<ul style="list-style-type: none"><li>• Session Review</li></ul>	5 minutes
<ul style="list-style-type: none"><li>• Activity: Determine Protection Strategies and Measures</li></ul>	25 minutes
<b>Total Duration</b>	<b>90 minutes</b>



## Session 4

*Table 4: Proposed Schedule for Session 4*

TOPIC	DURATION
<b>Session 4</b>	
<b>Session 4 Introduction</b>	
<ul style="list-style-type: none"> <li>• Session 4 Welcome and Overview</li> </ul>	5 minutes
<b>Take-Home Activity Debrief</b>	
<ul style="list-style-type: none"> <li>• Session 3 Activity: Determine Protection Strategies and Measures—Part 2</li> </ul>	15 minutes
<b>Module 3—Access Essential Records</b>	
<ul style="list-style-type: none"> <li>• Introduction and Objectives</li> </ul>	3 minutes
<ul style="list-style-type: none"> <li>• Lesson 1: Ensure Access to Essential Records</li> </ul>	15 minutes
<ul style="list-style-type: none"> <li>• Activity: Determine Timeframes for Accessibility</li> </ul>	15 minutes
<ul style="list-style-type: none"> <li>• Break</li> </ul>	5 minutes
<b>Module 4—Incorporate Essential Records into COOP Plans</b>	
<ul style="list-style-type: none"> <li>• Introduction and Objectives</li> </ul>	2 minutes
<ul style="list-style-type: none"> <li>• Lesson 1: The Essential Records Template</li> </ul>	10 minutes
<b>Course Summary</b>	
<ul style="list-style-type: none"> <li>• Course Review</li> </ul>	10 minutes
<ul style="list-style-type: none"> <li>• Next Steps</li> </ul>	5 minutes
<ul style="list-style-type: none"> <li>• Course Evaluations and Course Certificates</li> </ul>	5 minutes
<ul style="list-style-type: none"> <li>• Essential Records Post-Test</li> </ul>	20 minutes
<b>Total Duration</b>	<b>110 minutes</b>



## Session Recordings

Generic recordings of the webinar sessions will be available to participants on the IPER Resource Center, and will remain on the Resource Center for the duration of the webinar plus 5 days. The recordings are provided so that participants can make up any missed webinar sessions.

You may also create recordings of your specific webinars; however, you must host these recordings on your own; they will not be hosted on the IPER Resource Center.

Please note that it is optional for you to record your sessions; you are not required to do so.

For more information on recording your webinar sessions, refer to the Recording Your Sessions section on page IG Overview-37.



## Evaluation

### Course Evaluation

To assess how well participants received the training, the course includes a course evaluation provided to the participants at the end of the webinar, in Session 4.

### Pre- and Post-Tests

The course includes Pre- and Post-Tests: the Pre-Test is conducted during Session 1 and the Post-Test is conducted during Session 4.

The Pre-Test is a way for you to determine the class's level of expertise in the specific course content and adapt the instruction accordingly.

The course ends with a Post-Test. Any change (an improved score, it is to be hoped) between the Pre- and Post-Test provides an idea of what the participants have learned. In addition, data from pre- and post-testing enable FEMA to evaluate the success of the project and the impact of FEMA's funding.

- The Pre- and Post-Test questions are provided in your Instructor Guide.

The aggregate class test data will be entered into the FEMA Registration and Evaluation System (RES). IPER Staff will also do an item analysis of the Post-Test.

### Six-Month Follow-Up Survey

To assess whether the participants are applying the training to their jobs, IPER Staff will send a follow-up survey to the participants six months after they complete both IPER courses. The survey will ask whether the participants have completed their Essential Records Templates and whether they have incorporated the template into their COOP Plans.



## IPER Resource Center

Each IPER course will have its own homepage on the IPER Resource Center that will serve as a central point of contact among the instructors and participants during course delivery. CoSA or IPER Staff will post all items, or the system will generate items automatically, unless otherwise noted.

The course homepage will provide:









- Dates and times for each session of the course, plus reminders about how to connect to the course via iLinc
- Contact information for the course instructors
- Information about each participant (viewable to you only)
- Downloadable copies of:
  - The Participant Guide (as PDF files)
  - Handouts and take-home activities
  - Biographical sketches for you as course instructors
- Customized content presented by you during the course—e.g., links to the state's General Records Schedules or copies of the statewide COOP Plan (posted or uploaded by you)
- Links to other resources that apply to all states (e.g., glossary of terms, emergency preparedness tools from other agencies)
- Frequently asked questions (FAQs) (responses to IPER-wide questions will be posted by IPER Staff, but instructors will be able to post their own state- or course-specific responses)
- A state-based discussion forum to allow you to maintain communications with and among participants during and after the course (use of the discussion forum is optional)
- A “script” reference library where instructors can share any notes, examples, and advice they have developed for presenting the webinars






## Icon Legend

The following icons appear throughout the Instructor Guide:

 Refer to Participant Guide	 Ask a question	 Perform an action in iLinc
 Transition to the next topic or lesson	 Refer to a handout or resource	 Conduct an activity
 Conduct a group discussion	 Present topic in entirety—content included in Post-Test	

In addition to icons, the visual cue of a black outline appears around Instructor Notes pertaining to state-information customization points. (For more on customization points, refer to Customizing Presentations on page IG Overview-11.)

An example of the black outline is shown below.

 <p><b>Refer</b> participants to the IPER Resource Center, where they can find links to their state's/locality's laws and regulations addressing emergency management and records management.</p>	<p>Refer to the IPER Resource Center, for links to your state's/locality's laws and regulations addressing emergency management and records management.</p>
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## Course Preparation by Session

Online instruction is very different from traditional face-to-face training. Instructors teaching the course for the first time should prepare well in advance. Plan to spend at least a day preparing for the entire course (reviewing course materials, running through activities and homework, practicing iLinc, etc.) and an hour or more to review the session to be offered for the week.

All course materials can be accessed via the Content tab in iLinc.

### Global Items

#### Ten days before Session 1:

- Upload a photo of yourself onto iLinc. This photo will be displayed to the participants during each webinar session. Uploading instructions appear in the Instructor Photos section of this document, on page IG Overview-36.

#### One week before each session:

- Test the computer system you will use to facilitate the training to ensure that agency/company security protocols do not block iLinc.
  - See the iLinc System Test section, located on page IG Overview-35, for more information.
- Make sure you are familiar with the iLinc system and its various features, especially the ones you will be using during the course delivery.
  - Review your Instructor Guide and become familiar with all Instructor Notes directing you to perform iLinc functions during the session.
- Print and review the session's Instructor Guide.
  - You will find instructions for printing and assembling your Instructor Guide materials in the "Read Me" document included with the course materials.
  - Meet with your co-instructor and determine your roles, speaking parts, etc.
- Familiarize yourself with the locations of state-specific customization points and the information that you need to add (the customization points appear in the session-specific preparation notes that follow).



- It may be useful to note IG page number references for the topics on the State-Specific Information table (Table 1) in REF 01 to help orient yourself to REF 01 when presenting state-specific content

**Thirty minutes to an hour before each session starts:**

- Prepare your computer. (Each instructor should have his or her own computer.)
  - Close all computer application(s) that you won't be using for the training session.
    - Pay particular attention to shutting down applications that work in the background and may display a pop-up message on-screen during your presentation—such as Microsoft Outlook or Instant Messaging programs.  
*Participants will see these messages.*
- If you opt to use iLinc's Application Share, Desktop Share, or Region Share functions, you will be sharing applications or portions of your desktop via iLinc, so it's critical to:
  - Clean your computer's desktop.
    - Move any sensitive information from your computer desktop.
  - Close all non-course documents and files.
- Log in to iLinc at least 30 minutes before the session starts.
- Prepare your telephone. (Each instructor should have his or her own telephone. If you want to use the telephone hands-free, you should use a headset instead of a speakerphone in order to reduce background noise that is distracting for the participants.)
- Have the class roster handy (either printed or open on your computer).
- Open your Instructor Guide for the session.
- Check (1) the IPER Resource Center for special announcements to Instructors about the course and (2) the Frequently Asked Questions (FAQs) to see if there are any newly posted items that may be relevant to your course or participants.



## Session 1

- Become familiar with the iLinc functions and features covered in the iLinc Overview section.
- Be familiar with **Reference 03**—Participant Webinar Reference Guide.
- Become familiar with the IPER Project.
  - To learn more, please visit the IPER web page at: <http://www.statearchivists.org/iper>
- Review the Getting to Know You polling questions.
- Be prepared to conduct the Essential Records Pre-Test in iLinc (be familiar with iLinc terminology, be proficient with iLinc's functions and features, etc.).
- Include any supplemental, state-specific information for Session 1.
  - Customization point(s) and information needed
    - Page IG 1-43—Main page for your state or territory in the IPER Resource Center
    - Page IG 1-43—Key information and links for your state (contact information for the state archives and records management agency, records schedules, emergency and COOP Plans, vendor directories, etc.) that are provided on the IPER Resource Center
    - Page IG 1-43—Archives and records management program(s) for your state
    - Page IG 1-67—Definitions of essential records in statutes and regulations
    - Page IG 1-82—Either records retention schedules specific to your state or suggestions specific to your state for how participants can locate records schedules that apply to their agencies
    - Page IG 1-84—State-specific laws and regulations addressing emergency management and records management
    - Page IG 1-89—Suggestions specific to your state for how participants can locate COOP Plans that apply to their agencies
    - Page IG 1-122—Your state's discussion forum on the IPER Resource Center (if applicable)



- Be prepared to display and discuss the session's handouts:
  - **Handout 1.1**—Essential Records
  - **Handout 1.2**—NIMS Resource Management Concepts and Principles
  - **Handout 1.3**—Potential Candidates for Essential Records Status
  - **Handout 1.4**—Examples of Information/Records, by Function, That Might Be Designated as Essential
  - **Handout 1.5**—Essential Records Questionnaire
  - **Handout 1.6**—Division of Public Recreation (DPR) Overview
  - **Handout 1.7**—Determine Essential Functions and Identify Essential Records Activity
- Be familiar with the five types of essential records, as they are taught in this course.
- Be prepared to share an example of a retention schedule from your state that specifies essential records, if applicable.
- Be prepared to display and discuss the essential records schedule from the City of West Ballard in Washington State:
  - URL:  
<http://www.secstate.wa.gov/Archives/erdpm.aspx>
  - Appendix B, Adobe Acrobat
  - Pages 4–7
- Review the steps for identifying essential functions.
- Become familiar with Business Impact Analysis (BIA) information provided on the IPER Resource Center.
  - You may need to provide a short review of a BIA.
- Be prepared to share your experience(s) with a BIA, if applicable.



- Be prepared to facilitate the Session 1 Activity: Determine Essential Functions and Identify Essential Records.
  - Be prepared to conduct and debrief the in-session portion of the activity, Part 1.
  - Be prepared to explain the take-home portion of the activity, Part 2.
    - Determine to which of you (Instructor 1 or Instructor 2) the participants should email their completed homework assignments.
  - Be familiar with the activity handout, **Handout 1.7**—Determine Essential Functions and Identify Essential Records Activity.
    - Be familiar with the table the participants must complete for Part 1, Table 1: DPR Essential Functions and Essential Records
    - Be familiar with the table the participants must complete for Part 2, Table 2: My Agency's Essential Functions and Essential Records.

## Session 2

- Include any supplemental, state-specific information for Session 2.
  - Customization point(s) and information needed
    - Page IG 2-46—Resources on identifying risks that are relevant to the participants' state
- Be prepared to display and discuss the session's handouts:
  - **Handout 1.6**—The Division of Public Recreation (DPR) Overview
  - **Handout 1.7**—Determine Essential Functions and Identify Essential Records Activity
  - **Handout 2.1**—Risk Assessment—Sample Hazards Inspection Checklist
  - **Handout 2.2**—Possible Hazards
  - **Handout 2.3**—Identify and Evaluate Risks Activity



- Be prepared to conduct the Take-Home Activity debrief.
  - Review the homework from Session 1, submitted to you by the participants no later than one day before Session 2.
  - Identify noteworthy answers (good and bad) and be prepared to use these as examples when conducting the debrief.
- Be familiar with the definitions of risk assessment and risk analysis, as they are presented in this course.
- Review the process for conducting a risk analysis.
- Be prepared to facilitate the Session 2 Activity: Identify and Evaluate Risks Activity.
  - Be prepared to conduct and debrief the in-session portion of the activity, Part 1.
  - Be prepared to explain the take-home portion of the activity, Part 2.
    - Determine to which of you (Instructor 1 or Instructor 2) the participants should email their completed homework assignments.
  - Be familiar with the activity handout, **Handout 2.3—Identify and Evaluate Risks Activity**.
    - Be familiar with the table the participants must complete for Part 1, Table 1: DPR Risk Matrix.
    - Be familiar with the table the participants must complete for Part 2, Table 3: My Agency's Risk Matrix.



## Session 3

- Include any supplemental, state-specific information for Session 3.
  - Customization point(s) and information needed.
    - Page IG 3-42—The availability of records storage services for state and local governments in your jurisdiction, and the specific storage regulations for your state that apply to essential records (if applicable).
    - Page IG 3-44—State-specific information about regulations and resources related to protecting records (if applicable)
- Be prepared to display and discuss the session's handouts:
  - **Handout 1.6**—The Division of Public Recreation (DPR) Overview
  - **Handout 2.3**—Identify and Evaluate Risks Activity, with Tables 1 and 3 completed
  - **Handout 3.1**—Protection Strategies Based on Media Requirements
  - **Handout 3.2**—Determine Protection Strategies and Measures Activity
- Be prepared to conduct the Take-Home Activity debrief.
  - Review the homework from Session 2, submitted to you by the participants no later than one day before Session 3.
  - Identify noteworthy answers (good and bad) and be prepared to use these as examples when conducting the debrief.
- Be prepared to do the following:
  - Describe the availability of records storage services for state and local governments in your jurisdiction.
  - Share your state's or locality's specific storage regulations that apply to essential records, if they exist.
  - Refer participants to the IPER Resource Center's section on Storage.





- Be prepared to facilitate the Session 3 Activity: Determine Protection Strategies and Measures Activity.
  - Be prepared to conduct and debrief the in-session portion of the activity, Part 1
  - Be prepared to explain the take-home portion of the activity, Part 2
    - Determine to which of you (Instructor 1 or Instructor 2) the participants should email their completed homework assignments.
  - Be familiar with the activity handout, **Handout 3.2—Determine Protection Strategies and Measures Activity**.
    - Be familiar with the table the participants must complete for Part 1, Table 1: DPR Protection Strategies and Measures.
    - Be familiar with the table the participants must complete for Part 2, Table 2: My Agency's Protection Strategies and Measures.

## Session 4

- Include any supplemental, state-specific information for Session 4.
  - Customization point(s) and information needed.
    - Page IG 4-57—The COOP Plan that applies to your state or jurisdiction (if applicable)
- Be prepared to display and discuss the session's handouts:
  - **Handout 1.1**—Essential Records
  - **Handout 1.3**—Potential Candidates for Essential Records Status
  - **Handout 1.5**—Essential Records Questionnaire
  - **Handout 1.6**—The Division of Public Recreation (DPR) Overview
  - **Handout 3.2**—Determine Protection Strategies and Measures Activity
  - **Handout 4.1**—Access Priorities Table
  - **Handout 4.2**—Establishing a Duplication Schedule for Essential Records



- **Handout 4.3**—Determine Timeframes for Accessibility Activity
  - **Handout 4.4**—Essential Records Template
- Be prepared to conduct the Take-Home Activity debrief.
  - Review the homework from Session 3, submitted to you by the participants no later than one day before Session 4.
  - Identify noteworthy answers (good and bad) and be prepared to use these as examples when conducting the debrief.
- Be familiar with the priority levels and timeframes for accessing essential records.
- Be prepared to present the COOP Plan that applies to your state and jurisdiction and to address its inclusion or lack of inclusion of essential records.
- Review and be prepared to present the sample federal COOP Plan templates.
- Be prepared to compare and contrast the federal COOP Plan templates with the COOP Plan that applies to your state and jurisdiction, with regard to essential records information.
- Become familiar with the Essential Records Template.
- Be prepared to facilitate the Session 4 In-Session Activity: Determine Timeframes for Accessibility.
  - Be prepared to conduct and debrief the activity.
  - Be familiar with the activity handout, **Handout 4.3**—Determine Timeframes for Accessibility Activity.
    - Be familiar with the table the participants must complete for the activity, Table 1: DPR's Priorities and Timeframes for Accessibility.
- Be prepared to conduct the Essential Records Post-Test in iLinc (be familiar with iLinc terminology, be proficient with iLinc's functions and features, etc.).



- Be prepared to conduct the Course Evaluations.
- Be familiar with the process for the Course Certificates.
- Determine the date and time of the next available offering of the *Records Emergency Planning and Response Webinar* in your state if one is scheduled, and record this information in the space provided on page IG 4-72.



## iLinc Webinar Software Information

Below is a list of the actions that must be performed in iLinc in order to conduct the webinar.

To access the IPER Project's account in iLinc, contact:

IPER Staff

Telephone: 678-364-3882

Fax: 678-364-3885

Email: [ipertraining@statearchivists.org](mailto:ipertraining@statearchivists.org)

### iLinc Login Information

**URL:** <https://iper.ilinc.com>

**Username:** \_\_\_\_\_

**Password:** \_\_\_\_\_

Each state team will have a single username and password. Contact IPER Staff for the username and password for your state team.

### iLinc System Test

Upon logging in to iLinc for the first time, you must test your system to ensure that it is prepared to conduct the webinar.

During the test, the iLinc Client will be installed automatically on your computer. The iLinc Client is the virtual room in which you collaborate and communicate during an online session. The iLinc Client is a small piece of software that is automatically installed on your computer when you test your system or join a session for the first time. You can remove the iLinc Client from a Windows Operating System via the Add/Remove Programs function and from an Apple Macintosh Operating System by deleting the iLinc Client in the Application folder.

To access the system test, log in to iLinc; then, from the Main page, select the "System Test" menu item from the orange horizontal menu at the top of the page.

Be sure to perform both parts of the system test:

- Part I—System Check
- Part II—Join Test



If your system fails the test, please contact:

IPER Staff

Telephone: 678-364-3882

Fax: 678-364-3885

Email: [ipertraining@statearchivists.org](mailto:ipertraining@statearchivists.org)

NOTE: The iLinc Client software will download to your computer automatically. The IPER Staff have tested it on a variety of government and personal computer systems and have found that it will work on systems that require administrative authority for software downloads.

## Instructor Photos

As an instructor, you should upload a photo of yourself onto iLinc. Your photo will be displayed to the participants during each webinar session whenever you have the floor. Please be mindful to select a photograph that is professional and appropriate for your role as an instructor.

### **Uploading Your Instructor Photo Through the Invitation or Reminder Email**

Upload your photo using the “Upload Your Photo” link provided in the Invitation Email. This step needs to be completed only one time—after you have uploaded your instructor photo from the Invitation Email, it is in the iLinc system until you delete it.

To upload or change your photo through the Invitation or Reminder Email, do the following:

1. Open the Invitation or Reminder Email you received for any IPER course for which you are an Instructor.
2. Select the link under “Upload Your Photo.”
3. In the web page that opens, select “Browse.”
4. Navigate to the file you want to use.
5. Select “Upload.” Your photo appears in the “Your Picture” section.



### Uploading Your Instructor Photo Through iLinc Communication Center

If you participate in a session through the iLinc Communication Center (which you will do if you are recording your session), then you will need to log into the Communication Center via your state's Master Account. The Master Account is shared by all your state team's instructors. Therefore, *every time* you launch a session through the Communications Center, you'll need to update the Master Account's photo with your photo. Otherwise, when you are presenting, iLinc will display no photo or the photo of the instructor who last used the Master Account.

To upload your instructor photo through the Communication Center, do the following:

1. Select "Edit Profile" in the top right-hand corner of the Communication Center.
2. Select "Browse" located under the silhouette image on the right side of the screen.
3. Navigate to the file you want to use.
4. Select "Upload." Your photo appears in the "Your Picture" section.

### Recording Your Sessions

Your State Team has the option of recording any of the IPER webinars using iLinc's recording feature. Prompts appear in the Instructor Guides, indicating when to start, pause, and stop the recordings. In order to record, *one* instructor must log in to the iLinc Communication Center, using the Master Account, and launch or join the session.

NOTE: Discussions conducted via iLinc's Chat tool are captured in the session recording. When using the Chat tool, make sure to maintain a professional dialogue that is appropriate for everyone to view.

The process for recording a session is:



1. Log in to the iLinc Communication Center via your state's Master Account and launch or join the session.
2. In the Session Room, select "Session" from the menu bar.
3. Select "Audio Connection."
4. In the pop-up dialogue that appears, verify that the Dial-in Number and Passcode are correct; then select "Connect."

NOTE: If the Dial-In Number and Passcode information are not correct, select "Change" next to the Dial-in Number and Passcode; then enter the correct numbers in each box and select "Save."

5. Once successfully connected, you will see checkmarks to the left of the Dial-in and Passcode. When you see both checkmarks, select "Continue."
6. Again select "Session" from the menu bar; then select "Record Session." When the recording has begun, a notification will appear in the task bar.
7. Pause and restart the recording when prompted.
8. End the recording when prompted.
9. Accept the automatically generated recording name by selecting "Save" when prompted. The recording will be automatically saved onto iLinc's Communication Center.

State teams are required to host their recordings on their own servers. Once you have created an iLinc recording, a message will be sent to the Master Account email informing you that it is available for download through the iLinc Communication Center.

Recordings are available for download up to 5 days following the last session (Session 4) of a course offering. You must download the recording within this timeframe. Contact IPER Staff if you have any problems downloading the recording.

Detailed instructions on using iLinc's recording function and on uploading content onto the IPER Resource Center appear in your *Train-the-Trainer* Manual.



## Behind the Scenes: iLinc Webinar Software Information

For you as an instructor, it's important to understand what goes on behind the scenes of the IPER webinars, so you will be prepared to handle any questions the participants may have.

Below is an overview of the logistical items involved in the IPER webinar. Visit the IPER Resource Center, <http://www.statearchivists.org/resource-center> for more detailed information, including:

- The participant registration process
- Samples of the emails sent to participants
- Advice on handling participant questions

If you have any questions or need more information, contact:

IPER Staff

Telephone: 678-364-3882

Fax: 678-364-3885

Email: [ipertraining@statearchivists.org](mailto:ipertraining@statearchivists.org)

### Participant Registration

Participants register for the IPER courses by doing the following:

1. On the IPER Resource Center website, participants select their individual states to go to their state pages.
2. On their state page, participants select the "IPER Courses" link to access a page containing a list of course offerings for their state.
3. Participants select the course for which they want to register and follow the registration steps provided.

All behind-the-scenes registration work is handled by the IPER Staff. If a participant contacts you with a registration-related question or problem, refer him or her to the IPER Staff, at the contact information provided above.





## Participant Correspondence

During the span of an IPER course offering, all registered participants receive the following automated iLinc emails:

- Invitation Email
- Reminder Emails
- Course Wrap-Up Email

Although the emails are set up by the IPER Staff, and come from iLinc, they are “signed” with an IPER Instructor’s name and title and therefore appear to the participants to have come from the Instructor.

Samples of each of these emails are provided on the IPER Resource Center at:

<http://www.statearchivists.org/resource-center>

### Invitation Email

One week before Session 1 begins, all registered participants will receive an Invitation Email.

The email contains the following information:

- The link, dial-in information, and passcode to join Session 1
- Information about the course schedule (dates, times, and session durations)
- A link to the course materials for Session 1 (Participant Guide, Handouts, etc.) with a recommendation to print out all materials prior to starting the first session
- A link to the course reference(s)
- A link to your instructor biographies
- Information on how to use iLinc and how participants can test their systems to ensure that they can participate in the webinar
- Information regarding individuals with disabilities (for more information, see the Section 508 Compliance topic on page IG Overview-16)



## Reminder Emails

One day before a session begins, all registered participants receive a Reminder Email.

The email contains the following information:

- A reminder of the date, time, and duration of the upcoming session
- The link, dial-in information, and passcode to join the session
- A link to the course materials for the upcoming session, (including the Participant Guide, Handouts, References, and any other document that pertains to the session) with a recommendation to print out all materials prior to starting the first session

## Course Wrap-Up Email

After the final session (Session 4), all registered participants receive a Course Wrap-Up Email.

The letter contains the following information:

- A thank-you for participating in the *Records Emergency Planning and Response Webinar*
- Information on the Six-Month Follow-Up Survey
- A link to all the course materials

## Six-Month Follow-Up Survey

Six months after the completion of the course, the IPER Staff will send via email the Six-Month Follow-Up Survey to all participants who participated in and completed the Post-Tests for both IPER courses. The IPER Staff is responsible for tracking participation and for sending the surveys.

For detailed information on the Six-Month Follow-Up Survey, visit the IPER Resource Center at:

<http://www.statearchivists.org/resource-center>



## Participant Course Materials

All participant materials are provided for download on the IPER Resource Center.

The course materials include:

- Participant Guides
- Slides
- Handouts
- References

Links to the course materials are provided in participants' Invitation Emails and Reminder Emails. Participants are expected to download the materials and have them ready in time for each session.