IPER

INTERGOVERNMENTAL PREPAREDNESS FOR ESSENTIAL RECORDS

Training and resources to help state and local governments secure the nation's essential records

Council of State Archivists

www.statearchivists.org/iper

Council of State Archivists
EMERGENCY PREPAREDNESS INITIATIVE
Securing Our Nation's Essential Records

www.StateArchivists.org/prepare/

Get **PReP**-ed for your next emergency!

POCKET RESPONSE PLAN™
PReP™

POCKET RESPONSE PLAN (PReP)™
envelopes, made from protective Tyvek™ a water-resistant, durable material
3 3/8" x 2 9/32"

$5.00 per pack of 10 envelopes
($3.50 for state archives and records management programs and SHRABs)

Here's how to create a Pocket Response Plan (PReP)™ for your agency:

CoSA has designed the generic **Pocket Response Plan (PReP)** included in this envelope to illustrate the kinds of information a **PReP** should contain.

You can download a template for the **PReP** and customize it to fit your own institution's emergency preparedness requirements at http://www.statearchivists.org/prepare

IPER
INTERGOVERNMENTAL PREPAREDNESS FOR ESSENTIAL RECORDS

EMERGENCY PREPAREDNESS TRAINING FOR STATE AND LOCAL GOVERNMENTS

FREE ONLINE TRAINING!

Essential Records Webinar

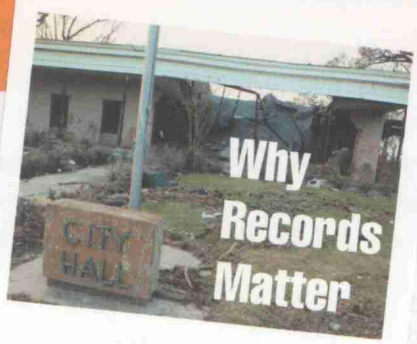
The Records Emergency Plan ... **is one of two courses developed by the Intergove**... **ssential Records (IPER) project. Teams in each stat**... **ng these webinars to state and local governments.**

Who should take this cours...

State, local, territorial, and trib... for creating and maintaining ... and in any format, both pape...

- City and county clerks
- Recorders
- Administrators

What is covered in this co...



Why is it important to protect records from damage or destruction?

Records protect life.

- Medical records allow doctors to treat patients safely and effectively

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Step 1. Download the free template for the Pocket Response Plan (PReP)™ from the CoSA website at http://www.StateArchivists.org/prepare

Step 2. Customize the information included in the PReP™ for your own repository.

Step 3. Trim and fold the PReP™ to credit-card size using the directions provided on the template.

Step 4. Insert the folded PReP™ in a protective Tyvek™ envelope and carry it in your wallet.

Order your PReP envelopes from the Council of State Archivists.
Go to http://www.StateArchivists.org/shop/prep-buy.htm to order online or to download an order form.

CoSA
Council of State Archivists

The Council of State Archivists now accepts MasterCard and Visa. Credit card orders may be faxed to 319-354-2526. Checks should be made payable to the "Council of State Archivists" and mailed to 308 E. Burlington Street #189, Iowa City IA 52240. For assistance with this order, call CoSA staff at 319-338-0248 or by email at prepare@statearchivists.org.

Template for Pocket Response Plan (PReP)™

SIDE A (Communications). Use this side to collect phone numbers for the individuals and organizations you are most likely to need to talk to in the first minutes and hours after an emergency occurs: staff, emergency responders, facility managers, utilities, vendors, and assistance organizations.

[Government Agencies]

Pocket Response Plan™ (PReP™)

INSTITUTIONAL CONTACTS

Agency Head
[name]
[office phone] / [home phone] / [cell]

Deputy Director
[name]
[office phone] / [home phone] / [cell]

DISASTER TEAM

Team Leader
[name]
[office phone] / [home phone] / [cell]

Member 1
[name]
[office phone] / [home phone] / [cell]

Member 2
[name]
[office phone] / [home phone] / [cell]

Member 3
[name]
[office phone] / [home phone] / [cell]

Member 4
[name]
[office phone] / [home phone] / [cell]

Parent agency contact
[name]
[office phone] / [home phone] / [cell]

STATE GOVT OFFICIALS

Chief Information Officer/IT Dept
[name]
[phone]

Risk Manager
[name]
[phone]

Department of Public Health
[phone]

Purchasing Agent
[phone]

STATE ARCHIVES & RECORDS MANAGEMENT CONTACTS

State Archivist
[name]
[office phone] / [home phone] / [cell]

State Records Manager
[name]
[office phone] / [home phone] / [cell]

Department/Section Manager1
[name]
[office phone] / [home phone] / [cell]

Department/Section Manager2
[name]
[office phone] / [home phone] / [cell]

Preservation Manager
[name]
[office phone] / [home phone] / [cell]

Conservator
[name]
[office phone] / [home phone] / [cell]

Local Governments Mgr
[name]
[office phone] / [home phone] / [cell]

FIRST RESPONDERS

Police Department
[phone]

Fire Department
[phone]

Emergency medical/ambulance service
[phone]

Security
[phone]

State EMA
[phone]

Local EMA
[phone]

State Command Center
[phone]

State Police
[phone]

Highway Patrol
[phone]

Sheriff
[phone]

Centers for Disease Control
[phone]

Red Cross
[phone]

MUTUAL AID PARTNERS

[institution]
[name]
[phone]

[institution]
[name]
[phone]

[institution]
[name]
[phone

FACILITIES MANAGEMENT

Building Mgr
[name]
[office phone] / [home phone] / [cell]

Building Staff
[name]
[office phone] / [home phone] / [cell]

UTILITIES

Electricity
[name]
[phone]

Gas
[name]
[phone]

Telephone
[name]
[phone]

Water – Fire sprinklers
[name]
[phone]

Water – Potable
[name]
[phone]

Internet provider
[name]
[phone]

Elevators
[name]
[phone]

Security system
[name]
[phone]

Fire alarm/suppression system
[name]
[phone]

EMERGENCY SERVICE PROVIDERS

Conservator
[name]
[phone]

Data Recovery Service
[name]
[phone]

Dehumidification Services (building)
[name]
[phone]

Commercial Recovery Services (freeze drying)
[name]
[phone]

Exterminator / Fumigation Service
[name]
[phone]

Freezer Storage Space
[name]
[phone]

Industrial Hygienist/Mold Testing Lab
[name]
[phone]

Refrigerated Trucking Service
[name]
[phone]

REGIONAL PRESERVATION SERVICES

[name]
[phone]

[name]
[phone]

[name]
[phone]

OTHER CONTACTS

State historical records advisory board
[name of designated contact]
[phone]

Local government records commission
[name]
[phone]

Local government association(s)
[phone]

National Archives regional office
[phone]

FEMA regional office
[phone]

Council of State Archivists (CoSA)
CoSA administrative staff
319-338-0248 / 319-321-0949 (c)
IPER Project Staff
678-364-3806

Heritage Preservation
202-233-0800

American Association for State & Local History
615-320-3203

ARMA International
800-422-2762

National Association of Government Archives & Records Administrators
518-463-8644

Society of American Archivists
312-922-0140

Print on 8 ½" x 14" paper. Trim to $12^1/_2$" x $6^3/_4$", fold on vertical lines like an accordion, then fold in half (bringing short sides together) so that final folded document measures $2^1/_8$" x $3^1/_2$". Insert in PReP™ Tyvek® envelope for protection.

SIDE B (Actions). Use this side to provide step-by-step instructions for state archives personnel who will respond to a disaster affecting your own institution, a state or local government agency, or another archival repository or cultural institution in your state. Ideally, steps should already be defined in the state archives disaster plan. This PReP™ document is NOT intended to be a substitute for a comprehensive emergency plan. Instead, it should distill the most important tasks to be taken in the first minutes and hours after an event occurs, especially those that occur when staff members are away from their offices.

[Government Agencies]

Pocket Response Plan™ (PReP™)

Response checklist for an emergency in a facility housing archives or records

Follow these steps as you respond to an emergency in the state archives or records center.

Coordinate your agency's response

- ❍ Recognize and define the emergency
- ❍ Notify public authorities and first responders
- ❍ Ensure that all staff and visitors are safe and accounted for
- ❍ Contact risk manager and insurance agent
- ❍ Activate the Disaster Plan
- ❍ Activate the Disaster Team
- ❍ Activate agency command center
- ❍ Establish communication with staff, public

Phone tree

[customize to fit your repository]

Assessment, salvage, recovery

- ❍ Ensure that all hazards are cleared before entry
- ❍ Assess and document damage to holdings, building, information systems
  - ❍ What type of an emergency was it (fire, smoke, chemical, clean water, dirty water, heat, humidity)?
  - ❍ What areas have been affected?
  - ❍ What is the nature of the e?
  - ❍ How much of the collection has been affected?
  - ❍ What types of materials have been damaged?
- ❍ Are critical information systems functional / safe?
- ❍ Maintain security
- ❍ Stabilize the environment at your facility
- ❍ Identify and gather emergency supplies
- ❍ Locations of supplies:
- ❍ Contact state archives and records management program
- ❍ Contact other aid partners
- ❍ Contact outside emergency service providers
- ❍ Begin salvage
- ❍ Contact news media
- ❍ Report status to constituents

Response checklist for statewide response

Follow these steps as you respond to an emergency with a regional or statewide impact involving records.

Identify and contact agencies or repositories that might be affected

- ❍ Use directories to locate state agency field offices, local governments, and archival repositories
- ❍ Establish mechanism for state and local government agencies to report threats to records.
- ❍ Account for all affected records repositories in region or state
- ❍ Determine if state ARM is holding a copy of affected organizations' emergency response plans

Establish and maintain channels of communication

- ❍ Make contact with state and local EMA (emergency management agency)
- ❍ Post staff at EMA Command Center
- ❍ Contact state archivist to request that CoSA to schedule a "meet me" call on toll-free line
- ❍ Establish communication with appropriate local government networks
- ❍ Post emergency information and instructions on _______Web site
- ❍ Contact National Archives regional office
- ❍ Establish communication with FEMA, other NARA officials
- ❍ Contact risk manager and insurance agent
- ❍ Contact the news media

Provide or coordinate emergency services

- ❍ Obtain appropriate permissions to enter disaster site from public safety authorities, public health department
- ❍ Deliver services to repositories in need:
  - ❍ Connect institutions in need with services (send vendor/supplier list from state ARM emergency plan)
  - ❍ Recruit volunteers
  - ❍ Provide supplies
  - ❍ Facilitate trips
  - ❍ Conduct assessments
  - ❍ Assist with public relations
  - ❍ Provide recovery assistance
- ❍ Contact outside emergency service providers
- ❍ Confirm funding sources for emergency services

Protect vital records or those containing sensitive or personal data

- ❍ Assess status of secure storage facilities
- ❍ Check condition of vital records
- ❍ Obtain appropriate storage space for threatened vital records
- ❍ Determine if microfilm or other duplicates of vital records are stored elsewhere
- ❍ Assist affected agency or repository to establish salvage priorities

Educate and train responders

- ❍ Coordinate deployment of staff and volunteers to affected areas
- ❍ Train response and salvage crews

Print on 8 ½" x 14" paper. Trim on outside lines. Fold on vertical lines like an accordion, then fold in half (bringing short sides together) so that final folded document measures $2^1/_8$" x $3^1/_2$". Insert in PReP™ Tyvek® envelope for protection.

IPER PRESS RELEASE TEMPLATE – long version

IPER
INTERGOVERNMENTAL
PREPAREDNESS FOR
ESSENTIAL RECORDS

Date
Contact

(ORGANIZATION/s) to Deliver Training On How to Protect State and Local Government Records

(CITY, STATE) – (ORGANIZATION/s) will help safeguard residents of (CITY or STATE) by training state and local governments to protect essential records before, during, and after disasters. A special focus of the training will be on records that protect the health, safety, and property of residents, and those that are essential for the resumption of government operations after a disaster.

(ORGANIZATION/s) is/are participating in a nationwide effort, the Intergovernmental Preparedness for Essential Records (IPER) project, to develop and deliver training to state and local governments about how to protect essential records during emergencies. The project is supported by a grant from the Federal Emergency Management Agency (FEMA) and conducted by the Council of State Archivists (CoSA).

Essential records include everything from emergency plans to deeds, medical records, and payroll records: any record needed to rapidly restore government services, protect critical infrastructure, and protect the health and safety of residents. In the aftermath of the incident essential records may include historical records necessary to rebuild a community devastated by the disaster.

Preparing for records emergencies requires cooperation and coordination among archivists and records managers, chief information officers and technology staff, and emergency and continuity of operations (COOP) managers. Instructional teams from (ORGANIZATION/s) are working with representatives from each of these groups in order to foster collaborative bonds across state lines and lay the groundwork for mutual aid across these agencies during future disasters.

The IPER curriculum is based on existing National Archives training with adaptations designed to address the requirements and circumstance unique to state and local governments. (ORGANIZATION/s) is/are currently offering two webinar courses, each six hours in length delivered in four sessions.

The *Essential Records* course teaches participants to:

- identify and prioritize critical business needs and records;
- assess risks to their records and identify protection strategies;
- outline an essential records plan; and
- understand applicable federal, state, and local COOP regulations and procedures.

The *Records Emergency Planning and Response* course prepares participants to:

- relate records emergency planning to COOP plans and procedures;
- plan, develop, analyze, and test a Records Emergency Action Plan;
- assess the damage to records after an emergency and implement a response; and
- identify federal, state, and local resources and the availability of intergovernmental personnel and support to assist when a disaster occurs.

Currently, a one-hour self-directed Introduction to Records Management course is available at www.StateArchivists.org/iper/RIM for workers who are not familiar with basic records management procedures prior to taking the primary IPER courses. It will familiarize them with basic terminology, prepare them to maintain electronic records and special media, and understand that sound records management procedures are critical for ensuring that records survive disasters.

To learn more about the IPER Project, visit (WEBSITE URL) or contact (CONTACT NAME) at (ORGANIZATION).

More information is available on the CoSA website at http://www.statearchivists.org/iper.

IPER PRESS RELEASE TEMPLATE – short version

IPER
INTERGOVERNMENTAL
PREPAREDNESS FOR
ESSENTIAL RECORDS

Date
Contact

(ORGANIZATION/s) to deliver training on how to protect state and local government records

(CITY, STATE) – (ORGANIZATION/s) will help safeguard residents of (CITY or STATE) by training state and local governments to protect essential records before, during, and after disasters. A special focus of the training will be on records that protect the health, safety, and property of residents, and those that are essential for the resumption of government operations after a disaster. (ORGANIZATION/s) is/are participating in a nationwide effort, the Intergovernmental Preparedness for Essential Records (IPER) project, to develop and deliver training to state and local governments about how to protect essential records during emergencies. The project is supported by a grant from the Federal Emergency Management Agency (FEMA) and conducted by the Council of State Archivists (CoSA).

The IPER curriculum is based on existing National Archives training with adaptations designed to address the requirements and circumstance unique to state and local governments. (ORGANIZATION/s) is/are currently offering two webinar courses, each six hours in length. The *Essential Records* course teaches participants to identify and prioritize critical records, assess risks to their records, and mitigate those risks to protect records. *The Records Emergency Planning and Response* course will prepare participants to relate records planning to Continuity of Operations planning, develop and test a Records Emergency Action Plan, and develop a response plan to recover damaged records after an emergency.

To learn more about the IPER Project, visit (WEBSITE URL) or contact (CONTACT NAME) at (ORGANIZATION).

More information is available on the CoSA website at http://www.statearchivists.org/iper.

Council of State Archivists

EMERGENCY PREPAREDNESS INITIATIVE

Securing Our Nation's Essential Records

EXECUTIVE SUMMARY

A REPORT TO THE PRESIDENT, CONGRESS, GOVERNORS, AND STATE LEGISLATURES OF THE UNITED STATES

Safeguarding a Nation's Identity

The readiness of state archives to protect the records that identify who we are, secure our rights, and tell our story as a nation.

CoSA

Council of State Archivists

Why Records Matter

Why do records matter? Why does our government and why do we, as American citizens, need to take action to protect records from damage or destruction?

Records are essential to protecting life.

- Medical records allow doctors to treat patients safely and effectively
- Maps and floor plans allow rescue workers to locate victims of disasters
- Infrastructure records showing locations of utility lines keep rescue workers safe
- Construction records help engineers assess damage to bridges, tunnels, levees

Records are essential to protecting property.

- Plats, deeds, and mortgage records establish ownership of real property
- Insurance records help owners recover losses
- Probate records and wills prove inheritance
- Bank records verify financial assets
- Divorce records include property distribution

Records are essential to protecting rights.

- School records document educational attainment
- Adoption records establish parental rights
- Military service and employment records provide access to pensions and other benefits
- Guardianship records protect those who cannot speak for themselves

Records are essential to restoring order and resuming operations following a disaster.

- Businesses need proof of assets, liabilities, contracts, and other legal obligations
- Governments need documentation of decisions, regulations, precedents, and lines of succession and authority
- Individuals need proof of identity, medical histories, and documentation of assets
- Communities need historical records to retain a sense of continuity with the past on which to build a future

Council of State Archivists

Emergency Preparedness Initiative

Protecting records from natural disasters and other threats

During the summer of 2006, all 50 state archives and records management programs implemented components of an Emergency Preparedness Framework developed by the Council of State Archivists (CoSA).

The centerpiece of CoSA's Emergency Preparedness Framework was an Assessment that asked state archives and records management (ARM) programs a series of questions to identify their current disaster preparedness strengths and weaknesses. In the process, it established benchmarks by which each state will be able to measure progress as it implements additional statewide planning and preparedness measures.

The CoSA Assessment evaluated:

- The status of the state archives and records management programs' own preparedness, authority, and resources for emergency response
- Records-related preparedness in other state government agencies and in local governments
- Records-related emergency planning and response assistance available to non-governmental archival repositories and other organizations statewide

In addition, the Assessment asked each ARM program to identify its most significant strengths and weaknesses and to list its own priorities for immediate, mid-term, and long-term action to improve records-related planning and preparedness. CoSA will encourage each state ARM to repeat the Assessment annually in order to measure progress.

CoSA's report, **Safeguarding a Nation's Identity,** reviews the outcome of these Assessments and describes the collective status of records-related emergency preparedness in all 50 states. We have summarized here the major findings of the Assessments and the action steps that CoSA and its partners will take in response. A copy of the full report is available for download at

www.statearchivists.org/prepare/

Cover Photo Credits (left to right):

Mold in map file drawer, local history collection, Biloxi MS, after Hurricane Katrina, Sept. 2005 (Wiseman, GA Archives)

Damaged records, Mississippi County Courthouse, Charleston MO, after courthouse fire, set by defendant in court case, 1997 (MO Local Records Preservation Program staff)

Mud covered photographs from a local history collection in Mississippi after Hurricane Katrina, Sept. 2005 (Wiseman, GA Archives)

Council of State Archivists

EMERGENCY PREPAREDNESS INITIATIVE

Securing Our Nation's Essential Records

Major Findings

Emergency preparedness in state archives and records management (ARM) agencies

A significant strength for most state archives and records management (ARM) programs is that they have an emergency preparedness and recovery plan in place for the principal archival facility. However, in many cases, the plans are reviewed infrequently, drills are not regularly practiced, and Continuity of Operations (COOP) planning is inadequately addressed.

Key relationships

Collectively, the ARM relationships with agencies that develop and implement COOP plans for state and local governments are very poor. Initial overtures by ARM staff to their state emergency managers prompted by this Assessment process have generally been well received.

Connections to potential partner agencies at the federal level, such as the National Archives and Records Administration (NARA) and Federal Emergency Management Agency (FEMA), are weak or nonexistent among state ARMs as a group, although opportunities for improving these relationships are beginning to open. Both state and federal agencies would benefit from intergovernmental partnerships, especially in the areas of education, planning, and access to expertise during emergency response.

Authority and resources available to the ARM for emergency planning and response

More than 80% of state ARMs report having relatively strong authority for the full range of records management functions for agencies in the executive branch, but few if any have adequate resources to exercise that authority in a meaningful way.

ARMs rarely have strong authority for records management outside the executive branch, although legislative and judicial branch records could benefit significantly from the expertise available in the ARM programs.

State ARM agencies are often eager to increase the quantity, quality, and accessibility of training about the proper management and protection of records for all state and local government agencies, but resources do not match authority to develop and deliver records-related consultation and training either for state agencies or for local governments. Such training and the implementation of basic records procedures increase the survivability of records affected by an emergency.

Photo Credits (left to right):

Representatives of state archives, NARA, national archival associations, FEMA, Heritage Preservation, funding agencies, and others discuss strategies for emergency preparedness at a CoSA-sponsored conference, Apr. 2006. (Engerrand, GA Archives)

Preservation staff from University of Hawaii at Manoa rinsing mud from document after flash flood destroyed the University Archives Map Room, Oct. 2004 (U. of Hawaii staff)

Salvaging City Prosecutor and Coroner's records from the New Orleans City Courthouse, four months after Hurricane Katrina, New Orleans LA, Nov. 2005 (Niederer, NJ State Archives)

Participation of ARMs in state's emergency planning and preparedness activities and access to resources for emergency preparedness and response

In the decades since the Cold War, recognition of the importance of identifying and protecting records essential to continuity of governments has diminished in the emergency planning process.

More than half of the ARM programs have no involvement in revisions to the state emergency operations plan and only four are formally designated as participants in the process.

Records schedules, a core component of sound records management programs, have proven to be valuable tools for knowing the contents, formats, and locations of government records during emergencies.

Knowledge about the location, type, and extent of records held in state and local government agencies statewide

A few state ARMs are already implementing geographic information system (GIS) technology and including it in their records schedules, a trend that promises to speed response to records-related disasters.

Integration of records in Continuity of Operations (COOP) plans

States are vulnerable to major losses of records and great difficulty in reestablishing business operations in the event of a natural disaster or other catastrophe because:

- More than two-thirds of the existing COOPs in executive, legislative, and judicial branch agencies do not address records;
- In only two states do ARMs participate directly in COOP development for counties;
- In only one state does the ARM participate directly in COOP development for municipalities.

Security storage

Redundancy — storing copies of essential records offsite — is recognized as a critical and effective practice in emergency planning. ARMs have been working with state and local government agencies for years to create and store security microfilm copies of their most important records. Similar provisions do not always exist for electronic records.

Photo Credits (left to right):

University of Hawaii at Manoa, initial staging area for salvage of University Archives Map Room contents after flash flood, Oct. 2004 (U. of Hawaii staff)

Remains of City Hall in Waveland MS after Hurricane Katrina, Sept. 2005 (Carmicheal, GA Archives)

Flash flooding in City Assessor's Office, Oneonta NY, June 2006 (Arevalo, City Assessor, Oneonta NY)

Records-related emergency response and recovery services available to state and local government agencies

Centralized coordination for emergency response related to records held by state agencies is available for about one-third of the states. It is less common for records held in local governments.

Only 18 state archives and records management programs provide conservation and/or disaster recovery services for state agencies and only 16 for local governments. It does not appear that these services are readily available in most states from private sources either.

Most states do not have ready access to freezer space for freezing wet records, an essential process for stabilizing paper following a water-related disaster.

Education and training concerning protection and salvage of government records

ARMs are rarely included in emergency planning training. The majority of ARMs said that they could not judge whether emergency training programs are conducted for state and local government agencies, nor did they know whether existing programs address records-related concerns.

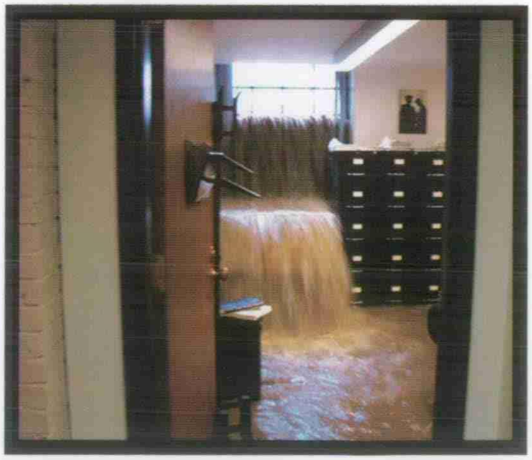
Emergency response and recovery services available to nongovernmental organizations and institutions

Nongovernmental entities, including archival repositories and cultural institutions, are less likely than government agencies to have services available that are necessary for effective emergency response.

There is little or no centralized coordination of disaster response available in most states for nongovernmental archives.

Only 11 states provide conservation services to nongovernmental entities. Not all states have ready access to these services from other providers.

Only 11 state ARMs are currently active in delivering training in disaster preparedness to nongovernmental entities.



Knowledge about the location, type, and extent of records held in nongovernmental archival repositories and cultural institutions statewide

Only a few states have up-to-date information about nongovernmental repositories holding records with cultural or informational significance, severely hampering the ability to locate and respond to emergencies that threaten them.

Action Steps

- **Strengthen records-related disaster plans,** including those for the state archives themselves, all state and local government agencies, and for all archival repositories in each state.

- **Build records into each state government's overall emergency plan** so that records are recognized as an asset during emergency planning and response. The archives and records management program should be directly involved in developing and revising each state's plan.

- **Ensure that appropriate provisions for records are incorporated into federal directives** like the National Response Plan and National Information Infrastructure Plan in order to provide appropriate models for state-level implementations.

- **Ensure that Continuity of Operations (COOP) plans for all state and local government agencies identify records and information systems essential to the resumption of government operations** and specify how they will be protected during emergency situations.

- **Strengthen relationships and communications with state and federal partner agencies,** including federal and state emergency management agencies; state information technology offices; other emergency responders; state and local government agencies; and nongovernmental archival repositories.

- **Provide security storage for and facilitate duplication of essential records in state and local governments.** Increase the number of states that provide security storage for digital records as well as microfilm. Provide incentives and additional resources for undertaking reliable security duplication efforts.

- **Offer centralized storage of and/or access to emergency plans** of other government agencies and private organizations.

- **Increase education, training, awareness, and drills on records-related preparedness** both for those who are responsible for creating and caring for records (e.g., government managers and agency employees, information technology staff, archivists, records managers) and for emergency managers and responders who may encounter records during a crisis situation.

- **Conduct surveys in order to build statewide directories of records held by local governments and historical records repositories** to make it easier to mobilize appropriate resources when the collections are threatened or damaged.

- **Form partnerships to foster cooperative response efforts with allied organizations** such as state historic preservation offices; state libraries; state museums and historical societies; state-level professional associations serving archivists, records managers, librarians, historic site administrators, and museum professionals; and first responders.

- **Provide grants to develop repository-level emergency response plans.**

CoSA

About CoSA

The Council of State Archivists (CoSA) is a national organization comprising the directors of the principal archival agencies in each state and territorial government. Under regulations of the National Historical Publications and Records Commission (NHPRC), the State Archivists also serve as the State Historical Records Coordinators who chair their respective State Historical Records Advisory Boards (SHRABs). Working collectively through their membership in CoSA, the State Archivists encourage cooperation and promulgation of best practices among the states and SHRABs; define and communicate archival and records concerns at a national level; and work with the NHPRC, its parent agency, the National Archives (NARA), and other national organizations to ensure that the nation's documentary heritage is preserved and accessible.

For more information about CoSA's Emergency Preparedness Initiative, or other CoSA programs, visit **www.StateArchivists.org.**

Council of State Archivists
308 East Burlington Street #189
Iowa City, IA 52240

P: 319-338-0248
F: 319-354-2526
Email: prepare@statearchivists.org
www.statearchivists.org/prepare

A Snapshot of Records Disasters

The 2005 Gulf Coast hurricanes focused the attention of state archivists and records managers on how vulnerable records are and how broad an impact their loss can have on governments, communities, and individual citizens. While the effects of the hurricanes were devastating, disasters affecting records can come in many guises as illustrated by these examples.

PLACE: **University of Hawaii at Manoa**
DATE: October 2004
DISASTER: Flash Flood

The power of the flash flood that hit the Library October 30, 2004, forced water and mud into map drawers, and even compromised the seals of encapsulated maps. Staff had a disaster plan in place, which enabled them to respond quickly to prevent mold growth (a potential costly secondary disaster in Hawaii's environment). Maps were removed in their drawers and stacked in freezers to stabilize them until treatment options could be determined.

The collections in the main Library building (including archival materials in the Asia, Hawaiian and Pacific collections) were without electricity or air-conditioning for several months. Generators were brought in to stabilize collections by dehumidification and circulation of dry, cool air until electrical service was resumed.

PLACE: **Princeville, North Carolina**
DATE: September 1999
DISASTER: Hurricane Floyd

The main places that sustained records damage after Hurricane Floyd were the clerk of court's office in Edgecombe County and the city hall in Princeville, both victims of the rising Tar River. The basement records vault of the courthouse and the entire city of Princeville were destroyed by the flood waters. There is no accurate estimate of the volume of records destroyed in the courthouse or Princeville. A guess would be over 2,000 cubic feet of records and 50 volumes. Fortunately, many of the court records had been microfilmed earlier. Princeville city officials, however, struggled to locate key series, such as payroll records, that were needed to continue vital town functions.

Photo Credits (left to right):

University of Hawaii at Manoa Library, photograph of map room after flash flood (U. of Hawaii staff)

Princeville NC, North Carolina State Archives staff work to salvage records after Hurricane Floyd, 1999 (NC State Archives staff)

Right Page (left to right, top to bottom):

Paper scattered after the terrorist attack on the World Trade Center, New York NY, Sept. 2001 (Booher, FEMA News Photo)

Damaged legal files at Beauvoir, Biloxi MS, Sept. 2005 (Carmicheal, GA Archives)

File cabinets and drawers discarded after the removal of records outside the Orleans Parish Criminal Courthouse, New Orleans LA, Nov. 2005 (Niederer, NJ Archives)

Basement files room after arson, Contra Costa County CA, Sept. 1995 (NARA - Pacific Region)

Mold on minute books, Biloxi Public Library MS, Sept. 2005 (Wiseman, GA Archives)

Damaged computers in New Orleans (LA) District Attorney's office after Hurricane Katrina, Nov. 2005 (Fager, LA State Archives)

PLACE: **New York City, New York**
DATE: September 2001
DISASTER: Terrorist Attack

This view of the Trinity Church graveyard, a few blocks from the site of the World Trade Center, shows paper scattered by the attacks. According to the United States Search and Rescue Task Force, paper stood more than half a foot deep in places around the site. Federal, state, and local agencies were located in the destroyed towers.

PLACE: **Biloxi, Mississippi**
DATE: September 2005
DISASTER: Hurricanes Katrina and Rita

Some of the effects of Katrina and Rita were immediately obvious; others revealed themselves well after the initial storms. These damaged legal agreements at Beauvoir in Mississippi were probably in this condition immediately following the hurricanes. The mold shown on the photo below took time to develop.

PLACE: **New Orleans, Louisiana**
DATE: November 2005
DISASTER: Recovery Effort Damage

Lack of access to the stricken areas contributed to the loss. Records were sometimes removed from hurricane-damaged offices before staff could be consulted. In some cases staff returned to find file cabinets and drawers deposited on the sidewalk, beyond recovery.

PLACE: **Contra Costa County, California**
DATE: September 1995
DISASTER: Arson

This fire was the culmination of three arson fires directed at public buildings in three cities over a two-week period. The basement files room was heavily impacted, with extensive fire and water damage to records, many of which had permanent value.

PLACE: **Biloxi, Mississippi**
DATE: September 2005
DISASTER: Mold

Mold blooms on Harrison County Minute Books in the Local History Collection of the Biloxi Public Library weeks after Hurricanes Katrina and Rita.

PLACE: **New Orleans, Louisiana**
DATE: November 2005
DISASTER: Data Loss

Vital records are not always paper-based. The New Orleans District Attorney's Office sustained heavy damage to its desktop computers, many of which held victim assistance and economic crime records.

Council of State Archivists

EMERGENCY PREPAREDNESS INITIATIVE

Securing Our Nation's Essential Records

Pocket Response Plan (PReP)

Another important component of the CoSA Emergency Preparedness Framework is the Pocket Response Plan (PReP), a concise, two-sided document for recording essential information needed in case of a disaster.

One side of the PReP records contact information for all those individuals and organizations who will need to communicate after an emergency occurs: staff, emergency responders, facility and information technology managers, utility providers, vendors, mutual aid partners, and other assistance organizations.

The reverse provides space for a customized step-by-step response checklist to specify actions that staff should take in the first 24 to 72 hours after a disaster.

The PReP is designed to be printed on legal-size paper, folded to the size of a credit card, and inserted in a protective Tyvek envelope so that it can be carried easily in the wallets of agency managers and employees who are assigned specific emergency response duties.

The Pocket Response Plan (PReP) is meant to complement, not replace, an agency's disaster plan. It ensures that managers and staff have the most essential information with them at all times.

A template for creating a PReP document is available for download free of charge from the Council of State Archivists at **www.statearchivists.org/prepare/.** PReP Tyvek envelopes are available for purchase from CoSA.

Acknowledgments

The Council of State Archivists would like to thank our partners in this effort to improve emergency preparedness for records in the states:

The CoSA Emergency Preparedness Initiative was supported by funds and staff from the

- **National Archives and Records Administration (NARA)**
- **National Historical Publications and Records Commission (NHPRC)**

The Initiative has also benefited from expert advice and access to a conference telephone line for state archivists to use for emergency planning and response provided by the

- **Plans Division, Office of National Security Coordination, Federal Emergency Management Agency, US Department of Homeland Security**

Publication of this report, along with the distribution of 2,000 Pocket Response Plan (PReP) envelopes free of charge to archivists and records professionals nationwide, was made possible by a generous donation from

- **MyFamily.com, Inc.**

National Archives and Records Administration 1985

NHPRC

DOCUMENTING DEMOCRACY

National Historical Publications and Records Commission

U.S. Department of Homeland Security

FEMA

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can-download, customize, print all this

IPER PROMOTIONAL MATERIALS

Download to print yourself

The IPER Staff has developed a number of flyers and information sheets that you are welcome to download, print, and distribute. You can assemble the materials in orange pocket folders purchased from Quill office supply (available at http://www.quill.com/quill-2-pocket-folders-without-fasteners/cbs/059682.html), then place an IPER label (http://www.statearchivists.org/iper/promo_docs/IPER_folder_label.doc) on the front (printed on Avery 5164).

Identifying Essential Records (with orange triangle)
http://www.statearchivists.org/iper/promo_docs/Handouts-EssentRecs-2010-01-with%20priorities.pdf (PDF, 56KB)
Provides categories of essential records and examples of each.

Introduction to Records and Information Management
http://www.statearchivists.org/iper/rim/RIMflyer-2010-01.pdf (PDF, 139KB)
Describes the short introductory course designed as a prerequisite for the two main IPER courses. Back of the flyer briefly describes the other two courses and the Resource Center.

Introduction to Essential Records Webinar
http://www.statearchivists.org/iper/promotion.htm
Describes the course. Back of the flyer briefly describes the IPER project and the Records Emergency Planning and Response (REPR) and Records and Information Management (RIM) courses.

Introduction to Records Emergency Planning and Response Webinar
http://www.statearchivists.org/iper/promotion.htm
Describes the course. Back of the flyer briefly describes the IPER project and the Essential Records (ER) and Records and Information Management (RIM) courses.

Press Releases:
IPER press release template - long version (Word, 637KB)
IPER press release template - short version (Word, 630KB)

"Get PReP-ed for Your Next Emergency" Flyer
http://www.statearchivists.org/iper/promo_docs/GetPReP-ed-flyer.pdf (PDF, 79KB)
Print on Astrobrights Cosmic Orange paper and attach a **Pocket Response Plan** Tyvek envelope to each sheet which you can order through CoSA at http://www.statearchivists.org/shop/prep-buy.htm.

PReP templates:

State archives - http://www.statearchivists.org/iper/promo_docs/PReP-template-govt agencies.doc (Word doc, 63KB)
Government agencies – http://www.statearchivists.org/iper/promo_docs/PReP-template-state-archives.doc (Word doc, 60KB)

WESTPAS version - for libraries, museums, other cultural organizations
http://westpas.org/docs/pocket_plan.doc (Word doc, 29KB)

Toolkit for Emergency Preparedness -
http://www.statearchivists.org/iper/promo_docs/Toolkit%20for%20Emergency%20Preparedness-Aug08.pdf
Highlights resources from a number of sources of value for records-related preparedness.

Rescuing Family Records flyer – http://www.statearchivists.org/iper/promo_docs/RFR-Flyer-color-2008-05-halfsheet.pdf (PDF, 105KB)
Describes this manual, for sale by CoSA, that helps individuals and families secure their records. Print on 8.5"x11" paper, then cut in half.

Protecting Essential Records from Disasters: A Municipal Action Guide (March 2009) –
http://tinyurl.com/cvd9ce
Prepared by IPER chair, David W. Carmicheal, and CoSA Local Government Task Force member, Lisa C. Johnston, for the National League of Cities.

Articles – http://www.statearchivists.org/iper/articles.htm
Prepared by IPER Project members for publication in journals and newsletters that reach practitioners in a wide range of disciplines.

Photo gallery with images of disasters affecting records – (coming soon)

IPER Fold-out Box – http://www.statearchivists.org/iper/promotion.htm#foldupbox
HP Website: http://h30393.www3.hp.com/printing/app/us/en/tg_photo_cube-landing.aspx?ref=diy_photo_gifts-toys

The CoSA Local Government Archives Task Force developed several items that talk about why local government records are important that may be useful during your IPER promotional effort. These and other items are available at http://www.statearchivists.org/lga

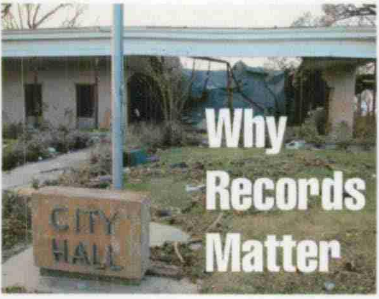
- ***Valuing and Protecting Local Government Records: Making the Case for Local Government Archives*** (coming soon)
- ***A Call to Action: Doing your part for the records that are Closest to Home and Closest to You*** (coming soon)
- ***Local Government Archives and You: Your Heritage, Your Rights, Your Community*** (available now)

Order from IPER office
We also have items that we have had commercially printed and can ship to you. We can supply reasonable quantities for just the cost of shipping and larger quantities at discounted rates to IPER teams. Contact iper@statearchivists.org or call 678-364-3806 for details.

"Safeguarding a Nation's Identity"
8-page executive summary of CoSA's Emergency Preparedness Initiative report, November 2006. Presents major findings from assessments of records preparedness completed by all 50 states; outlines

action steps which include "increase education, training, awareness, and drills," that ultimately led to the IPER project; and portrays the variety of threats to records through numerous photos.

"Why Records Matter" bookmarks
The photo at the top is City Hall in Pass Christian, Mississippi, destroyed by Hurricane Katrina. The text summarizes why it is important to protect records from damage or destruction.
(Bookmarks measure 8.5"x2.2", printed on white cover stock)



Why is it important to protect records from damage or destruction?

Records protect life.

- Medical records allow doctors to treat patients safely and effectively
- Maps and floor plans allow rescue workers to locate victims of disasters
- Infrastructure records showing locations of utility lines keep rescue workers safe
- Construction records help engineers assess damage to bridges, tunnels, levees

Records protect property.

- Plats, deeds, and mortgage records establish ownership of real property
- Insurance records help owners recover losses
- Probate records and wills prove inheritance
- Bank records verify financial assets
- Divorce records include property distribution

(continued)

Records protect rights.

- School records document educational attainment
- Adoption records establish parental rights
- Military service and employment records provide access to pensions and other benefits
- Guardianship records protect those who cannot speak for themselves

Records are essential to restoring order and resuming operations following a disaster.

- Businesses need proof of assets, liabilities, contracts, and other legal obligations
- Governments need documentation of decisions, regulations, precedents, and lines of succession and authority
- Individuals need proof of identity, medical histories, and documentation of assets
- Communities need historical records to retain a sense of continuity with the past on which to build a future

Council of State Archivists
308 East Burlington Street, #189
Iowa City, IA 52240
319-338-0248
www.StateArchivists.org

CoSA
Council of State Archivists

IPER
INTERGOVERNMENTAL PREPAREDNESS FOR ESSENTIAL RECORDS

EMERGENCY PREPAREDNESS **TRAINING**
FOR STATE AND LOCAL GOVERNMENTS

FREE ONLINE TRAINING!

Essential Records Webinar

The Records Emergency Planning and Response Webinar is one of two courses developed by the Intergovernmental Preparedness for Essential Records (IPER) project. Teams in each state and territory will be delivering these webinars to state and local governments.

Who should take this course?
State, local, territorial, and tribal employees who are responsible for creating and maintaining government records of any kind and in any format, both paper and electronic:

- City and county clerks
- Recorders
- Administrators
- COOP and emergency preparedness personnel
- Information technology staff

What is covered in this course?
This course prepares participants to:

- Identify an agency's essential records;
- Analyze and prioritize records, assessing specific risks and identifying protection strategies;
- Specify time frames for essential records availability in emergencies
- Develop procedures to ensure access to and security of essential records;
- Outline an essential records plan for inclusion in COOP;
- Become familiar with federal, state, and local COOP regulations and procedures.

Essential Records Webinar

- 6-hour course delivered in 4 sessions
- Offered as an instructor-led webinar with content specific to your state or territory

For IPER training in your state, contact:

About the IPER Project Training Program

The **Intergovernmental Preparedness for Essential Records (IPER)** project, supported by $2.6 million from the Federal Emergency Management Agency (FEMA), develops and delivers training to state and local governments designed to prepare them to protect records before, during, and after disasters and other emergencies. A special focus of this training is on those records that are **essential for the resumption of government operations** after a disaster. These essential records are a critical part of **continuity of operations (COOP)** planning. The IPER curriculum is based on existing National Archives training, but incorporates many adaptations that address specific procedures and needs in state and local governments.

Instructional teams in each state and territory have developed enhancements to provide specific guidance about regulations and support services available within their states or territories. These are available through the online **IPER Resource Center** that supports all of the courses. It allows students and other users to locate regulations, guidance, and assistance that is applicable in specific states or territories.

To learn more

Contact the IPER staff:

Irene van Bavel, IPER Program Officer
Voice: 678-364-3806 Fax: 678-364-3885
Email: ivanbavel@statearchivists.org

Verna Edwards, IPER Curriculum Manager
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Email: vedwards@statearchivists.org

Visit the IPER website:

www.StateArchivists.org/iper/

The two main IPER courses will each total 6 hours in length. The webinar versions are offered in 90-minute segments once per week for four weeks. Assignments to be completed between segments allow participants to apply what they learn directly to their work.

OTHER IPER COURSES AVAILABLE

Records Emergency Planning and Response (offered initially as an instructor-led webinar and later as a self-directed module via CD or online). This 6-hour course will prepare participants to

- understand the benefits of records emergency planning;
- relate records emergency planning to COOP plans and procedures;
- plan, develop, analyze, test a records emergency action plan;
- assess the damage to records after an emergency and implement a response; and
- identify federal, state, and local resources and the availability of intergovernmental personnel and support to assist when a disaster occurs.

Introduction to Records and Information Management (available online). This 90-minute self-directed course

- provides a basic foundation for those unfamiliar with basic records management procedures before enrolling in the two main IPER courses, described below;
- familiarizes participants with basic terminology and prepare them to distinguish records from non-records;
- identifies maintenance strategies related to electronic records and special media; and
- demonstrates that sound records management procedures for records creation and maintenance are critical for ensuring that records survive disasters.

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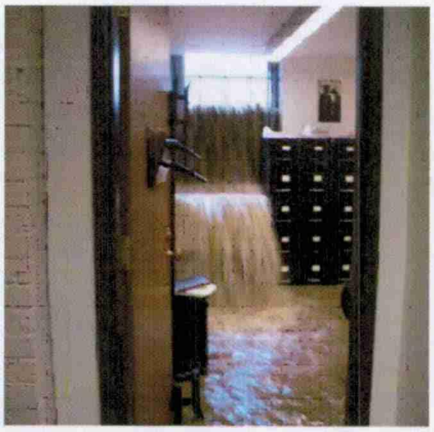

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IPER
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EMERGENCY PREPAREDNESS TRAINING FOR STATE AND LOCAL GOVERNMENTS

NEW ONLINE TRAINING COURSE

FREE!

Introduction to Records and Information Management

Why take this course? Sound records and information management practices are fundamental to the efficient and economical operations of any government agency. When disasters strike, state and local governments with effective records and information management programs are more likely to be able to access essential records and re-establish critical business operations quickly.

What is covered in this course? This course explains the basic concepts and processes of records and information management (RIM), including:

- Why records and information management is so important
- Who is responsible for records and information management
- What are the key tools and processes used in records and information management
- How does records and information management support disaster preparedness and continuity of operations

Who should take this course? State, local, territorial, and tribal government employees who are responsible for creating and maintaining records of any kind and in any format, both paper and electronic:

- City and county clerks
- Recorders
- Administrators
- COOP and emergency preparedness personnel
- Information technology staff

How does this course fit into IPER training for emergency preparedness? The Introduction to Records and Information Management is a suggested prerequisite for the two main IPER courses on **Essential Records** and **Records Emergency Preparedness and Response** available in 2010. You'll find more information about these other IPER courses on the back of this sheet.

Now available free of charge!

Introduction to Records and Information Management

- 90-minute narrated presentation
- Available online
- Take it anytime, at your own pace
- Includes links to resources and assistance in your own state or territory

Find the course at www.StateArchivists.org/iper/RIM

Council of State Archivists (CoSA) · Intergovernmental Preparedness for Essential Records (IPER) Project

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COURSES AVAILABLE IN 2010

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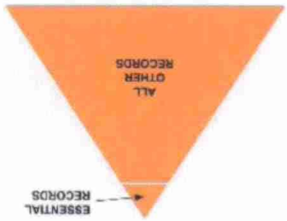
Differentiate Essential Records from Other Records



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Essential Records

IPER INTERGOVERNMENTAL PREPAREDNESS FOR ESSENTIAL RECORDS

Training and resources to help state and local government secure the nation's essential records

Council of State Archivists
www.statearchivists.org/iper

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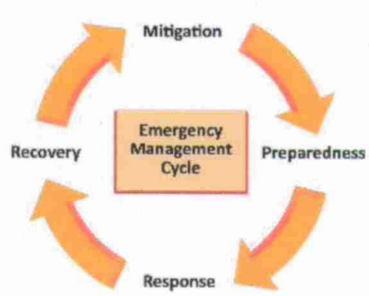
Phases of Emergency Management



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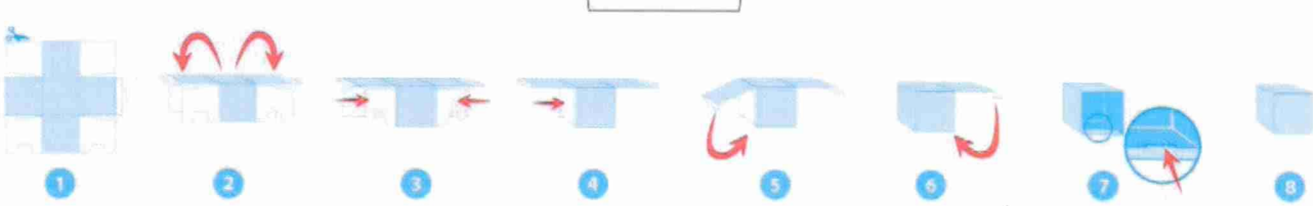


"Closest to Home"

Preserving the Nation's Local Government Archives

Executive Summary / Report and Recommendations of the
Local Government Archives Task Force
Council of State Archivists

January 2008 www.statearchivists.org/lga

The importance of local government archives

The records that comprise local government archives document the most fundamental events in our personal lives and establish many of our legal rights. In this way they are truly "closest to home" with overarching significance to us as individuals and to the communities in which we live.

Stories of people who lost their homes in a disaster—whether by hurricane, tornado, flood, or inferno—always show victims searching through the wreckage of their homes looking for the items that are most important to them. Most often, they are looking for personal records—both the practical documentation needed to reestablish households and daily lives like insurance certificates and driver licenses, and those of long-term significance like photographs, diaries, letters, and other objects that connect them with their families and their past.

Local government archives play the same important role for entire communities—connecting citizens and businesses with each other and the governments and institutions that serve them. They document the major events and certainties of life—births, adoptions, paying taxes, and death. They also prove ownership of homes, businesses, and other property, as well as the outcomes of legal proceedings, such as marriages, divorces, probate, and court cases, both civil and criminal.

Challenges facing local government archives

The Task Force identified a number of factors that present challenges to the establishment of sound archival programs that would provide for the long-term care of and access to local government records:

- There is an absence of widely accepted standards as to what constitutes "adequate" or "sufficient" care and management of local government archival records.
- Records management, including the management of archival records, is not a priority of local government executives and legislators.
- Local officials may see archival records as a negative or burden.
- The federal government's role is poorly defined and not recognized in this area. State archives and records programs have a much more substantial role, but face challenges from inadequate resources.
- There is a fairly high turnover of incumbents in positions with custody of local government archival records, such as town, city, and county clerks.
- Local government archives have their champions and advocates but, for the most part, they are not sufficiently well organized, versed in lobbying, or influential enough to effect major improvement.
- On the other hand, associations and groups that have the influence and power to get attention and effect change, such as associations of local government administrators and executives, usually do not have archives on their agenda.
- Local government archives are used extensively by genealogists and family history researchers; but they are underutilized by government itself, local history experts, other historians, legal researchers, and others.

- There is no national professional association devoted exclusively—or even primarily—to local government archival records.
- All of the above factors contribute to a fundamental, bottom-line concern: the absence of funding and other resources to care for archival records.
- Electronic archival records pose special issues and problems.
- Records management and archival functions need to find ways to relate to the operations of Chief Information Officers.

Recommendations

Significant bodies of local government records with long-term value are at risk if we cannot find a way to address these issues. Therefore, the Task Force challenges concerned organizations and individuals to work together on the following long-term objective:

National objective

Most local government archival records will be cared for in place by their local governments through programs that meet minimum expectations or in state archives or other appropriate repositories.

Leadership and support in moving toward this objective

1. Establish criteria and provide guidance for local governments seeking to establish sound archival programs for the records they create.
2. The state archives should play a clear leadership role.
3. National associations representing archivists, records managers, and local government officials should provide attention and leadership.
4. The federal government's responsibility and role should be revisited and redefined.
5. The circle of concern and influence at the national, state, and local levels should be broadened.

Strategic approaches for moving toward this objective

6. Increase funding for local government archival records.
7. Strengthen advocacy for local government archives.
8. Publicize existing publications and educational opportunities and develop new ones where needed.
9. Address the concerns raised by and capitalize on the opportunities offered by electronic information technology.
10. Draw creatively on the power of the network of interested professionals.
11. Develop a web site focal point for interest and activity.

2008: A Year for Action

Making progress will mean that organizations, state agencies, and others need to step forward and play a leadership/coordinating role. The Task Force, which concludes its work at the end of 2008, has identified an 11-point Action Plan for the final year of the project. This effort is intended to generate both specific products as well as momentum that will carry on after the project concludes.

The Task Force's full report contains more detailed descriptions of the leadership and coordination needed to achieve our goals, plus suggestions for which organizations should take the lead on each. This does not mean, however, that we expect these entities to do all the work; we know that cooperation is essential to progress. The designations are meant to suggest organizations to play a more general leadership role: getting things started, defining goals, assembling the resources, getting people and organizations to work together.

Local Government Archives · An Action Plan for 2008

With these considerations in mind, the Task Force has selected the following activities to pursue in 2008. Responsibility for some will rest primarily with the Task Force, its consultants, and staff, but most will require the active involvement and commitment from a broad range of organizations and individuals to succeed.

1. **Publish this report and distribute information about the Task Force's findings and recommendations widely.**
2. **Contact representatives of local government associations that have demonstrated particular interest in the goals of this project,** starting with the National Association of Counties (NACo), the International City/County Management Association (ICMA), and the International Institute of Municipal Clerks (IIMC), to discuss their involvement as this project moves forward.
3. **Seek opportunities to integrate the goals of the Local Government Archives Task Force with the IPER project.**
4. **Convene a meeting of representatives of local government associations** in early February 2008. Participants will include those associations that sent representatives to a similar meeting held in February 2007 (which included NACo, ICMA, and IIMC, among others) as well as representatives from additional local government associations.
5. **Establish a Coordinating Council on Local Government Archives** to include representatives of national associations of local governments and local government archivists.
6. **Develop a strategy and toolkit to help state archivists work with state affiliates of national local government associations** in cooperation with national association staff.
7. **Prepare a checklist of the basic elements of a local government archives program** and promote awareness about its availability through local government associations, SHRABs, and other organizations. Work with SAA and NAGARA local government roundtables on this.
8. **Commission and publish booklets on specific topics of high interest** including the management of local government archival electronic records and the business case for local government archives.
9. **Develop a coordinated plan for a portal to provide access to web-based resources on local government archives,** starting with sections already available on the NAGARA and CoSA web sites, and seek support and input from the local government associations.
10. **Make presentations at meetings of local government associations** about the findings of the project and the importance of establishing and sustaining local government archives.
11. **Carry out, in concert with other groups, other Action Items selected from those advanced in the Recommendations, above.**

FEMA-funded project will deliver records-related emergency training to local governments

Another factor that will affect the implementation of our Action Plan is the $2.6 million that FEMA has awarded to CoSA for the **Intergovernmental Preparedness for Essential Records** (IPER) project. The three-year IPER project, 2008-2010, will develop and deliver records-related emergency training to state and local government agencies nationwide. This gives all of the state archives an opportunity to expand significantly the services available to their local governments. CoSA will be working closely with local government associations during the IPER project, offering further opportunities to expand awareness of the need for proper care of the most essential records in counties, cities, and other localities.

About the CoSA Local Government Archives Task Force

The **Closest to Home** project began in January 2006 with support from the National Historical Publications and Records Commission. The Task Force set out to identify issues and problems related to the identification, preservation, and use of the nation's local government archival records, and to identify strategies for improving their care and management. The Task Force held a open meetings, conducted online surveys, organized three expert panels, and engaged five outside consultants to advise it in its deliberations. Our objective in issuing this report is to provide a basis for _action_ that makes a substantial difference in the years ahead.

Co-Chairs
Kaye Lanning Minchew, Director, Troup County Archives
Roy Tryon (through fall 2007)
State Archivist and Records Administrator, South Carolina Department of Archives and History
Jodie Foley (beginning fall 2007)
State Archivist, Montana Historical Society

Task Force Members
Paul Bergeron, City Clerk, Nashua, NH
Joan Decker, Records Commissioner, City of Philadelphia
Virginia Fritzsch, Local Government Records Archivist, Wisconsin Historical Society
Raimund Goerler, Assistant Director of Libraries, The Ohio State University
Lisa Johnston, Assistant City Clerk, Artesia, NM
Shirley Wilson, Director (Retired) Sumner County (TN) Archives, and Certified Genealogist

Ex Officio
Howard Lowell
National Archives and Records Administration
Richard Cameron
National Historical Publications and Records Commission (through October 2006)

Products of the Closest to Home project

Download at www.statearchivists.org/lga

Case Statement. The case statement is designed to educate key stakeholders about the value of local government archives, including why they are important (with specific examples) and why they constitute a national priority. The case statement is illustrated with photographs and compelling stories to convey how local government records affect the personal and business lives of individual citizens and enhance our communities. (available in draft)

Awareness Toolkit. The Case Statement will become a key component of a "toolkit" that will also include a customizable PowerPoint presentation and brochure that can; a checklist for evaluating the quality of local government archives; and other materials that local government archivists and state archives employees can use to educate officials about the importance of sound archival programs. (in development)

Critical Issue Reports. The Task Force has identified four areas of special interest and engaged consultants to research, analyze, and prepare reports on sustainable funding, awareness and advocacy, training, and the impact of new technologies.

Survey of State Programs and Services for Local Government Archives and Records, March 2006.

Local Government Archives Listserv established in January 2006, now has 191 subscribers. To join the list, see instructions at http://www.statearchivists.org/lga/listserv/.

For more information

We welcome inquiries and ideas from individuals and organizations that share our interests in ensuring long-term preservation of local government archival records.

Local Government Archives Task Force website: http://www.statearchivists.org/lga

Council of State Archivists
308 East Burlington Street #189, Iowa City, IA 52240
Telephone: 319-338-0248 Fax: 319-354-2526 Email: lgatf@statearchivists.org

Introducing the Council of State Archivists

The Council of State Archivists (CoSA) is a national organization representing the directors of the state archival agencies in each of the 50 states, the District of Columbia, and the territories. In 37 states, the state archivists also bear responsibility for records management services. CoSA is especially active in the following areas, all of which focus on ensuring the long-term preservation of and access to records that are important to governments, communities, and individual citizens throughout the United States.

PAHR
Partnership for the American Historical Record

One of CoSA's highest priorities is working toward passage of the **Preserving the American Historical Record (PAHR) Act,** which will distribute $50 million annually to the states and territories using a formula based on population and area, similar to programs now supporting libraries and historic preservation. PAHR funds will be used for grants to state and local governments, historical societies, colleges and universities, museums, and other organizations—public and private—to preserve and provide access to their records. State and territorial archives will administer the funds coming to their jurisdictions and, with a broadly representative advisory board, set priorities for how funds will be distributed within their borders.

NHPRC
DOCUMENTING DEMOCRACY

CoSA works closely with the **National Historical Publications and Records Commission (NHPRC),** the grant-making arm of the National Archives and Records Administration. Each state archivist serves as the State Coordinator for NHPRC's Records Program and leads the State Historical Records Advisory Board (SHRAB) which reviews grant proposal submitted to NHPRC from each state. CoSA is actively supporting Congressional reauthorization of NHPRC with an increased appropriations level of $20 million annually.

EMERGENCY PREPAREDNESS INITIATIVE

CoSA launched its **Emergency Preparedness Initiative** (EPI) following widespread destruction of records during the 2005 hurricane season. The initiative addresses risks from all kinds of natural and human-caused disasters. EPI components include an **Assessment of Emergency Preparedness** and the **Pocket Response Plan (PReP)**, a compact communication and action plan. The report, ***Safeguarding a Nation's Identity,*** makes a compelling case for records-related preparedness in state and local governments. CoSA publishes two manuals—***Rescuing Family Records*** and ***Rescuing Business Records***—to help individuals and small business identify and protect their most important personal records.

IPER

The EPI laid the groundwork for the **Intergovernmental Preparedness for Essential Records (IPER)** project. Launched in April 2008 with $2.6 million from FEMA, this three-year project is developing **records-related disaster preparedness training for state and local governments**, adapting curriculum already in use by the National Archives for federal employees. Teams led by state archives and records management programs in each state will deliver the training and develop additional content specific to their own states. Each state's team includes representatives of the state emergency management office, the state chief information officer, and local governments. Training will be available as Web-based seminars and self-directed courses on CD-ROM and online.

"Closest to Home"

CoSA's **"Closest to Home" project focused on local government archives,** analyzing conditions and identifying the services, standards, and funding strategies that will best ensure the long-term preservation of and access to local government records. Recommendations of the project's task force focused on sustainable funding, advocacy and awareness, training, and the impact of technology on recordkeeping. The Task Force developed a case statement and other tools to help convince local governments and their resource allocators that sound archival programs are a good investment. Findings also helped inform the development of the IPER curriculum which targets local governments.

CoSA is updating a **manual for governors** and their staff members regarding the **proper management and disposition of gubernatorial records** that was first published by the **National Governors Association** (NGA) in 2006 and will be reissued in 2010. NGA uses the manual during its annual training session for newly elected governors each fall. CoSA hopes to extend this work to provide similar guidance for other state officials about the care of their records and their records-related responsibilities.

In April 2007, CoSA issued a **Statement on Digital Access Partnerships** in response to sharply increasing interest from both for-profit and nonprofit enterprises (e.g., Ancestry.com, FamilySearch) in digitizing public records and making them available online. State archivists recognize that these partnerships offer many potential benefits—broadened access, preservation of valuable holdings electronically, revenue-sharing potential. They also are keenly aware that they hold these records in public trust. They must ensure that any contractual arrangements keep public records public, protect citizen rights, and constitute sound investments for tax dollars. The CoSA statement provides guidance to each state archives for negotiating appropriate terms with online content providers.

An increasing number of state archives have discovered **documents offered for sale through online auction sites that are clearly public records** and therefore should have still been in the custody of state or local governments. Many have worked with their state attorneys general to reclaim these public records with generally good rates of success. In 2009, CoSA adopted a joint statement with the Manuscript Society calling on state archivists and manuscript dealers to work together to identify and recover documents stolen or misappropriated from government archives and encourage settlement of other ownership claims through negotiation, particularly when an artifact has little monetary value.

CoSA is also tracking a number of other issues that are having an impact on policies and practices regarding state and local government records, including **open government initiatives**, implementation of **data.gov at the state level**, **e-discovery**, **email management**, and the impact that adopting **open document formats** will have on retention and access.

CoSA's ongoing programs include:

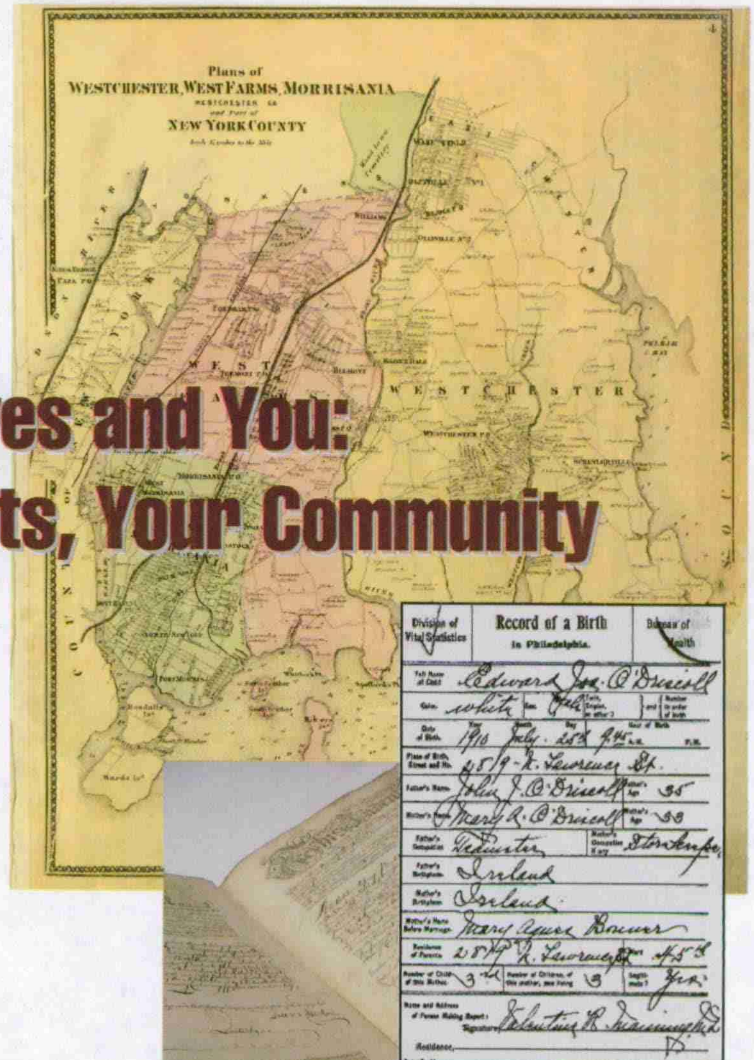
- **Support for State Historical Records Advisory Boards (SHRABs) and the National Historical Publications and Records Commission (NHPRC) Records Program**. Each state and territorial archivist administers a SHRAB and is designated by NHPRC regulations to serve as the "state historical records coordinator." One of the primary functions of each SHRAB is to review grant proposals to the NHPRC Records Program from its state. Many of these boards have also taken on leadership and coordinating roles for statewide historical records programs beyond their specific grant-review responsibilities. CoSA provides manuals and orientation programs for state coordinators and for SHRAB members, facilitates communications between NHPRC staff and the state archivists and SHRABs, and helps states share products and best practices across state lines.

- **Regular surveys and statistical analyses** since 1992 of state archives and records management programs and related topics, including local government records, emergency preparedness, and nongovernmental historical records repositories. CoSA is committed to comprehensive surveys of the state archives and records management programs every 10 years and more focused collections of key data every two years in between the larger surveys. State archives and records management programs have come to rely on CoSA data when developing their own performance measures and for providing status reports to state budget offices and legislatures.

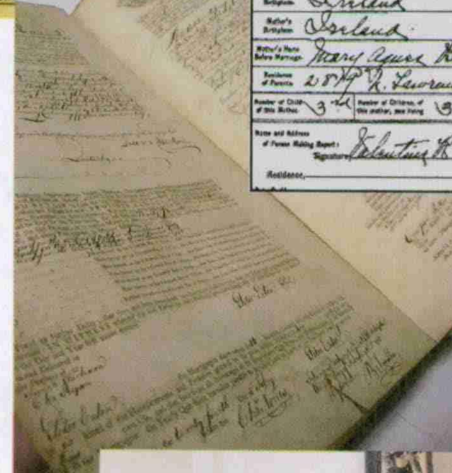
- **An annual meeting**, which in recent years has drawn representatives from 85-90 percent of the states and territories.

- **A website** (www.statearchivists.org) which includes information resources of value for the state archives, state records managers, the SHRABs, and local governments; directories of comparable agencies and officials in other states; links to manuals, technical documents, and other publications in important topical areas like electronic records and records schedules; public awareness tools like the Directory of Archives Month activities; and more.

June 2010



Local Government Archives and You: Your Heritage, Your Rights, Your Community



Why should I care about local government records?

- They protect your rights
- They prove individual identity
- They ensure efficient government
- They allow citizens to know what their officials have done
- They document our heritage, enhance education

Why should I care now?

- So that the next disaster does not destroy the records you need most
- To halt the equally destructive effects of neglect
- To make sure that digital records survive

Why do we need archival programs for local government records?

- To provide secure storage for the records that matter most
- To organize the records for use by officials and researchers
- To reduce the day-to-day burden in clerk's offices
- To help teachers use original public documents in the classroom
- To promote the community through its history/heritage

What should local governments do?

- Make records a priority
- Implement best practices
- Follow legal requirements
- Provide training for those who care for records
- Develop an emergency preparedness plan

What should concerned citizens do?

- Ask your local government officials about how they keep and make public records available
- Support efforts to increase resources for state and local governments to manage records, improve access, and protect records of continuing value
- Use History Day events and Archives Month to focus on needs within your community

COUNCIL OF STATE ARCHIVISTS – **Task Force on Local Government Archives**
Funded by the National Historical Publications & Records Commission
www.statearchivists.org/lga 319-338-0248 lga@statearchivists.org

"Closest to Home"

Valuing and Protecting Local Government Records

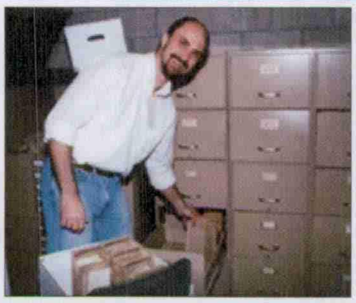
MAKING THE CASE FOR LOCAL GOVERNMENT ARCHIVES

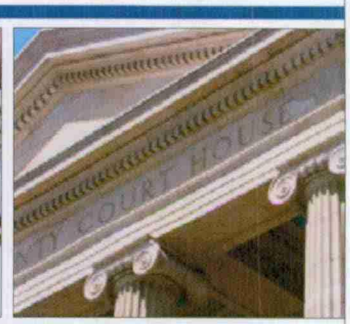
COUNCIL OF STATE ARCHIVISTS
Closest to Home and to You
Archival Programs for Local Government Records

Protecting archival records is the responsibility of local government officials and individual citizens.

Archival records are vulnerable to disaster, neglect, and the impact of changing technology. Archival records require special care and consideration if they are to be preserved.

A fundamental, yet often neglected obligation of local government is to effectively maintain, manage, and ensure the accessibility of those records that are closest to home and have lasting value to the community and its citizens – to you. Strong, adequately funded local government archival programs – established by local government and supported by citizens – are crucial to ensuring that essential information is preserved and protected today, tomorrow, and every day!



When was the last time you went to or called your county courthouse, city hall, or other local government office?

- ☑ To get a copy of your birth certificate?
- ☑ To register to vote?
- ☑ To apply for a marriage license?
- ☑ To pay your taxes?
- ☑ To file a property deed or mortgage papers?
- ☑ To serve on a jury or testify in a court case?
- ☑ To research family or community history?
- ☑ To apply for a permit or business license?

In each case, you used or helped create an archival record!

Did you know that every day local governments across the United States, including counties, cities, towns, villages, school districts, and police departments, create and collect records that document the rights of citizens and the actions of the government that serves them? Many of these records are considered archival and must be retained permanently because they have long-term value.

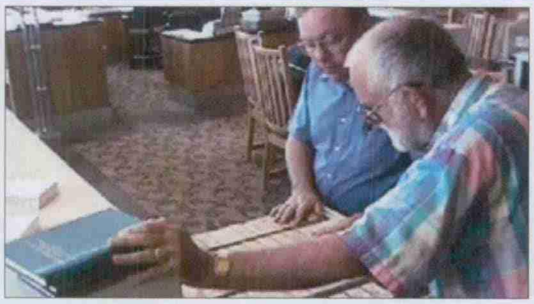
Archival records include information that is essential to sustain both government operations and the lives of individual citizens – like you.

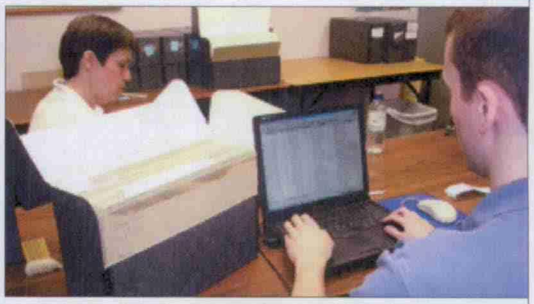
A reference archivist in Wisconsin received an inquiry from a recently widowed elderly woman now living in Salem, Oregon. She was naturalized under her maiden name in Dane County, Wisconsin, in the 1940s and needed to document her citizenship to receive certain Medicare benefits. The archivist was able to provide a certified copy of her naturalization in the Circuit Court for Dane County, Wisconsin.

Local government records are important because they....

Prove our identity and protect our rights.

People interact with their local governments in many ways and much of this information is not available anywhere else – when they are born, educated, taxed, buy or sell land, regulated (licenses to do business in a town, for example), receive public assistance, get married, and pass away. A few unfortunate individuals may generate police, court, and imprisonment records. Records kept by local governments serve to prove identity and document many of our fundamental rights. They also connect citizens and businesses with each other and the governments and institutions that serve them.





The cost of losing a lawsuit can easily run into the hundreds of thousands of dollars and the cost of discovery in a local government without a good records program could be in the tens of thousands of dollars. A large school district in upstate New York once saved itself from a fine in the tens of thousands of dollars merely because it was able to quickly retrieve records that proved it had complied with state regulations regarding one of its buildings.

Ensure government is efficient and accountable to its citizens.

Accurate reporting of election results, documentation of how decisions are made, taxes are assessed and funds are budgeted, among other actions of government is the cornerstone of government by representation. Governments need to systematically create, organize, preserve, and access their records in order to provide services and be accountable to citizens. As a taxpayer, you have an investment in the effectiveness of your government and good record keeping saves time and money. In addition, state as well as federal laws require proper management and disclosure of public records, yet these "sunshine" laws are only as effective as the programs that are in place to ensure that those records are retained and retrievable.

Document our heritage and enhance our communities.

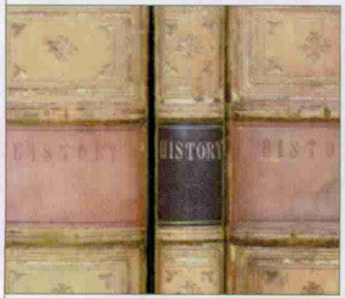
Local records also provide us with a tangible link to our past and can have a lasting impact on a community's future. Tracing family roots requires access to a wide variety of local government records, and the path of a citizen's search may be unexpected. Local historians and educators use records to illuminate how their communities developed. Preservationists use records to support site nominations for the National Register of Historic Places. The availability of local records can also provide economic benefits to communities. Property owners use records to guide renovations of historic homes and buildings and to apply for tax credits. Community leaders consult a variety of records when developing downtown revitalization plans and heritage tourism promotions.

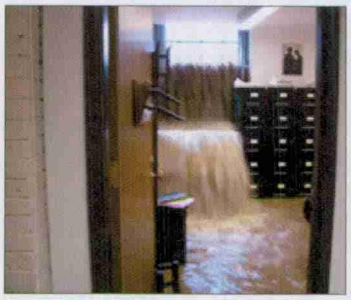
Local government records are vulnerable because they are ...

The City of Oneonta, New York, lost over 300 Real Property Record Cards when flash flood waters poured through a window (photo below, 2nd from left). Those that were salvageable were recovered using a vacuum freeze drying process that cost in excess of $12,000. The cards that could not be saved had to be reconstructed by personally inspecting and appraising those properties — at significant additional cost to the city. (Mario Arevalo, City Assessor, Oneonta NY)

Threatened by disaster.

Every year, essential records are lost to disasters. Fires, floods, hurricanes, and tornadoes occur with little warning. Sometimes the consequences are devastating and go beyond the loss of home and belongings, as in the case of Hurricane Katrina. Many communities along the Gulf Coast also faced a loss of essential records necessary to resume daily life and reestablish business and government operations. Local governments and their citizens must prepare and protect those records that will uphold their rights and prove their identities after a disaster.





Subject to neglect.

Less dramatic than a disaster, day-to-day neglect is equally destructive. A dripping faucet or a broken pipe can destroy essential records as thoroughly as a flood or a fire. Sometimes neglect can be inattention to good record-keeping practices. Simple mishandling—keeping files and ledgers in basements or attics where they are subject to extremes of heat and humidity and in the likely proximity to rodents and pests—destroys records as well and can also affect the health of persons handling those records.

Local governments are often hard-pressed by increased demands for services and stagnant or shrinking budgets. This may lead to neglect of records management, making needed records inaccessible or resulting in their unwarranted destruction. In addition, failure to destroy records of short-term use takes space and resources away from records of long-term value.

Challenged by rapid technological changes.

From the largest county to the smallest hamlet, local governments use computers and the Internet to manage and deliver information and services. It is an era of new efficiency but also of new challenges, not the least of which is digital preservation. Electronic records are vulnerable to rapid deterioration or technological changes that make them unusable in just a few years. Power failures and hacking by unauthorized persons can delete or alter records.

Over time hardware and software becomes obsolete and the information is no longer accessible or readable. Especially challenging is retaining integrity and authenticity when migrating records during hardware and software upgrades—critical to the value of records as evidence.

What will happen to the retired government employee who in 30 years cannot collect a pension because no system exists to read today's computerized payroll records? How will a municipality renovate a deteriorating bridge in the future when the Computer Assisted Design (CAD) drawings were stored in a proprietary system by a vendor long defunct? What will happen to a seriously ill person at a county hospital whose digital X-rays deteriorated in an improper storage environment and are now unreadable for comparison with current images?

COUNCIL OF STATE ARCHIVISTS
Closest to Home and to You
Archival Programs for Local Government Records

The Council of State Archivists (CoSA) established the Task Force on Local Government Records in December 2005 to lead its Closest to Home project. The Task Force analyzed current conditions and identified services, standards, and funding strategies to ensure the long-term preservation of and access to local government records. This brochure is one result of their work.

NHPRC
DOCUMENTING DEMOCRACY
National Historical Publications and Records Commission

The work of the Task Force and development of this brochure were supported by a grant from the National Historical Publications and Records Commission (NHPRC).

CoSA
Council of State Archivists

Additional information about the Closest to Home project and a downloadable copy of this brochure are available at www.StateArchivists.org/lga/ or by contacting the Council of State Archivists, 308 East Burlington Street #189, Iowa City IA 52240. Email: lga@statearchivists.org. Telephone: 319-338-0248.

To ensure that local government records survive ...

We need sound archival programs for local governments.

Archival programs ensure optimal care for those records that are important enough to be kept permanently and well-run archival programs are an asset to the local governments themselves and to their communities. They

- **Provide secure and environmentally sound storage** for the records that matter most to the history of the town, city, or county.
- **Organize and describe the records** so they can be used by a variety of researchers.
- **Reduce the day-to-day burden in clerk's and recorders offices** by shifting research use to the archival staff who are trained to respond to these kinds of inquiries.
- **Help elementary and high school teachers** to incorporate original public documents in their curriculum.
- **Work with chambers of commerce, community groups, and tourism offices** to promote the community through its history/heritage.
- **Ensure the preservation and availability of key records** needed by the government itself.

Caring for archival records requires special considerations and expertise. The space must have adequate temperature and humidity controls and have protection against natural and man-made dangers. In addition, the archives must have staff that can retrieve and make available information and have sufficient knowledge of laws governing public records. At least one person should have special education or training in archival administration.

Some local governments have sufficient resources to operate their own archival programs. If state law permits, some transfer older and permanent records to nearby colleges or universities, public libraries, or local historical societies, provided that they have appropriate resources of space and staff. In some states, the state archives is willing, able, and authorized to receive local government records of long-term value. Although strategies are many, the goal is that somebody takes responsibility for the competent care of these important and irreplaceable records that are **closest to home and closest to you.**

We must all do our part.

Both private individuals and government officials have important roles to play in protecting and preserving essential, yet vulnerable, local government records. See the Closest to Home project's Call to Action to learn what you can to do protect local government records.

For more information on archival programs for local governments and how you can help promote the preservation of local government records, visit the Council of State Archivists web site at **www.statearchivists.org/lga/**.

A CALL TO ACTION

Doing your part for the records that are Closest to Home and Closest to You

COUNCIL OF STATE ARCHIVISTS
Closest to Home and to You
Archival Programs for Local Government Records

What are local government archives?

They are important records created or collected by counties, cities, towns, villages, school districts, and other units of government. They contain information for and about individuals, families, properties, businesses, and organizations in the community. They must be retained permanently because they have long-term or archival significance.

Local government archives matter because...

They prove our identity, document many of our fundamental rights, ensure government is efficient and accountable to its citizens, and tell the story of our heritage and our communities.

Local government archives are vulnerable...

To disaster, neglect, and the impact of changing technologies.

As a citizen who cares about your records...

You have an important role to play in protecting and preserving these essential, yet vulnerable local government records. Ask your local officials and members of your state legislature to make records a priority:

- Increase resources for state and local governments to manage records
- Improve access to information needed by residents and governments alike
- Protect records of continuing value through proper storage facilities
- Include the protection and recovery of records in emergency preparedness plans

Find out what challenges your local government officials face in managing and making public records available.

How do they identify and protect records of continuing value? Are their storage facilities adequate? What resources do they need to protect their records and provide access?

Seek like-minded citizens—educators, local historians, genealogists, journalists, and preservationists working to restore historic homes and neighborhoods.

Ask about their experiences in gaining access to public records or interactions with state and local associations. Do they understand the challenges faced by local officials and the need for additional resources?

Support efforts to increase resources for state and local governments to manage records, improve access, and protect records of continuing value.

Use this brochure to make the case in your community to direct resources to the care of local government archives and records management. Download from www.statearchivists.org/lga.

As a local government official charged with care of records...

Make support for records management and the long-term care of records of continuing value a priority.	Identify the records of long-term or permanent value maintained by your office. Check your records retention schedule and make sure it is up-to-date. If you do not have a records retention schedule, contact the records manager for your jurisdiction or your state archives and records management program to learn how to create one.
Make certain that those who handle the records are familiar with best practices and legal requirements. Provide training if necessary.	Most states have specific laws and regulations about which records must be retained and for how long. Many also set standards for paper, microfilm, and other media used for long-term retention and offer training programs to local governments.
Develop an emergency preparedness plan for records needed in an emergency.	Get started by creating a Pocket Response Plan www.statearchivists.org/prepare
Contact your state archivist for information about records of long-term value.	Find contact information for all state archivists at www.statearchivists.org/statearchivists.htm

If local government agencies in your area need help with any of these, contact your state archives. Most state archives offer support that can include storage of records, expertise and services in microfilming and in digital guidance, as well as basic education in records management and archival administration. If they can't help with the problem you're experiencing, they will know where to find the resources to do so.

More information

Council of State Archivists www.statearchivists.org/lga/

For additional information about the ***Closest to Home Project*** and more information on archival programs for local governments and how you can help promote the preservation of local government records, visit the Council of State Archivists web site at http://www.statearchivists.org/lga/

Additional copies of this brochure are available for download at www.statearchivists.org/lga/ or by writing to the Council of State Archivists, 308 East Burlington Street #189, Iowa City IA 52240. Email: lga@statearchivists.org. Telephone: 319-338-0248.

CoSA

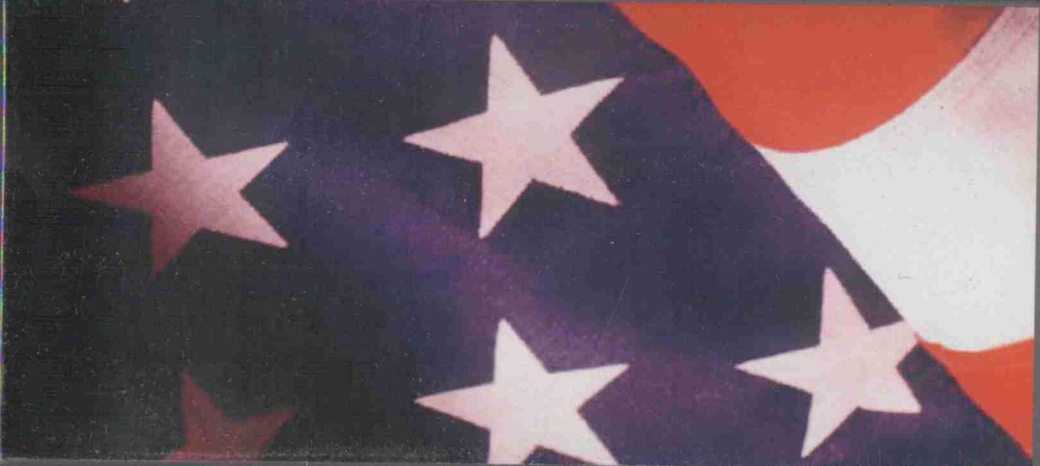
The **Council of State Archivists** (CoSA) established the **Task Force on Local Government Records** in December 2005. CoSA charged the Task Force with leading its ***Closest to Home Project*** to analyze current conditions and determine what services, standards, and funding strategies would work best to ensure the long-term preservation of and access to local government records. This brochure is one result of their work. The project and publication of this brochure were supported by a grant from the National Historical Publications and Records Commission (NHPRC).

IPER *Train-the-Trainer* Course

Participant Guide

Final, July 2010

FEMA

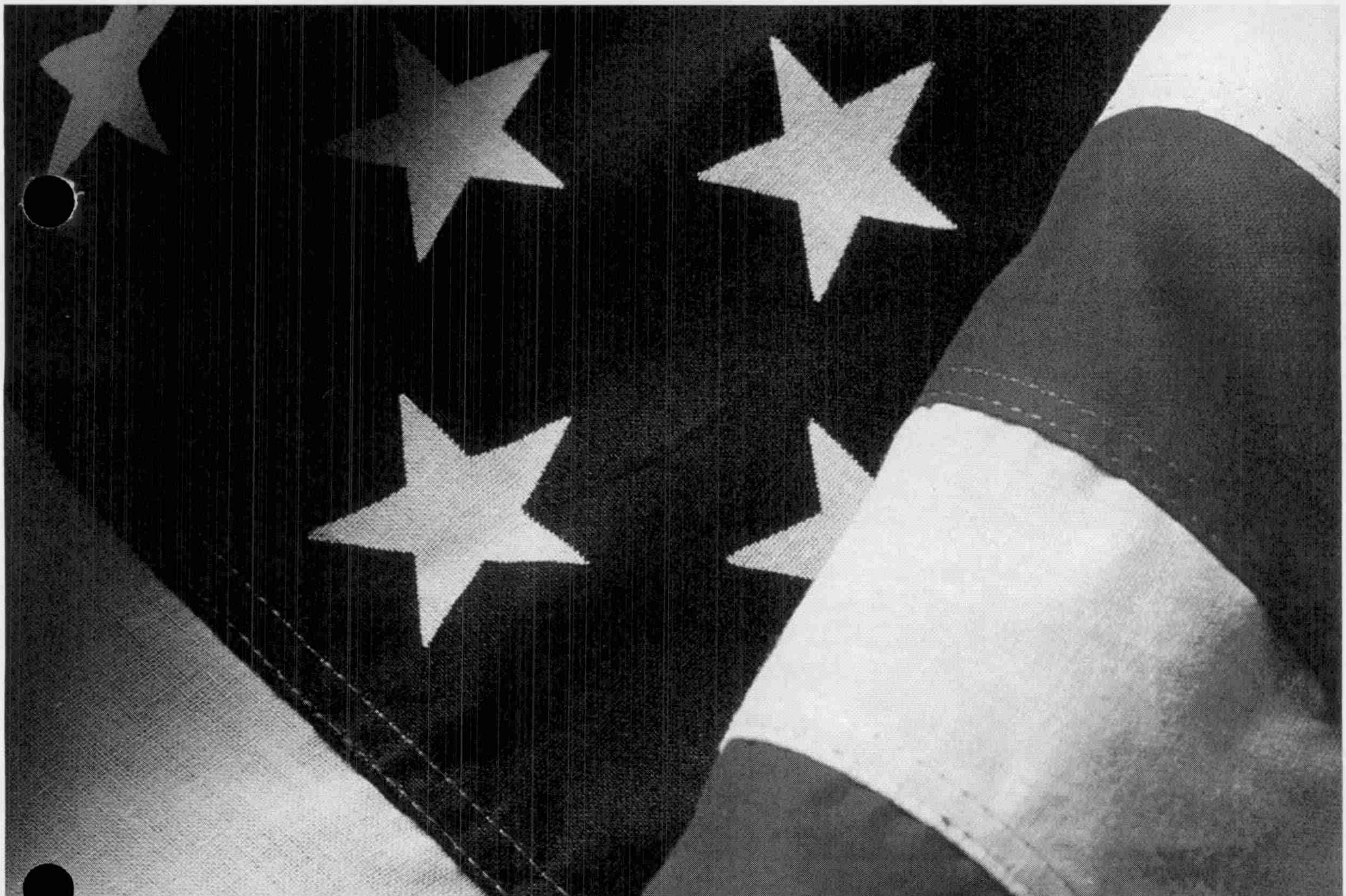


IPER *Train-the-Trainer* Course

Participant Guide

Final, July 2010

FEMA



IPER *Train-the-Trainer* Course

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DHS Branded Disclaimer Page

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KICKOFF WEBINAR

FACE-TO-FACE TRAINING

Lesson 2: The IPER Course Instructor Guides......... F2F-Lesson 2-1

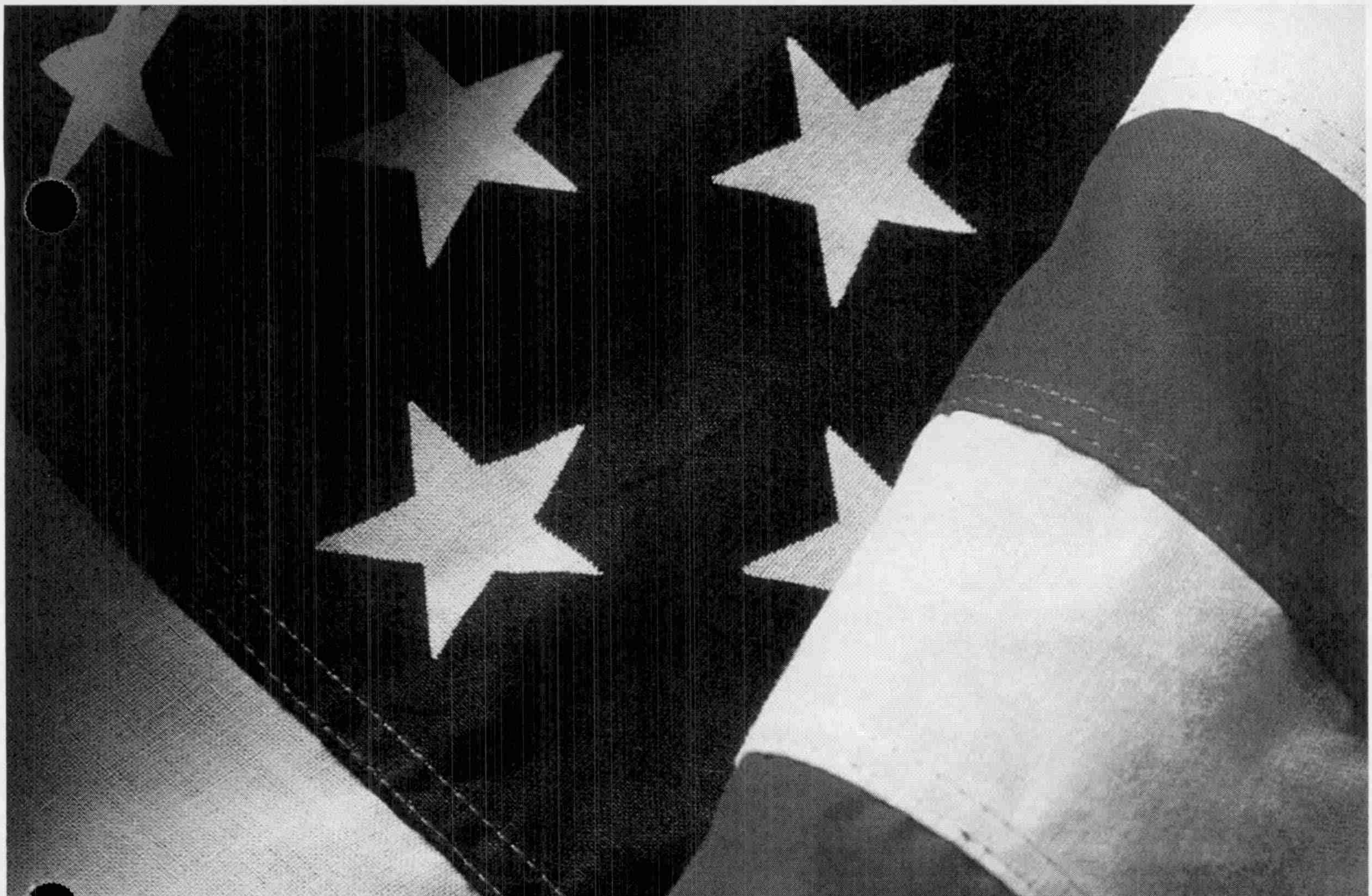
FOLLOW-UP DISCUSSION WEBINAR

HANDOUTS AND REFERENCES

Handouts (located behind the Handouts tab)

Kickoff Webinar and Observation Debriefs

Kickoff Webinar and Observation Debriefs



IPER *Train-the-Trainer* Course

Face-to-Face Training

- Welcome

Participant Guide
Final, July 2010

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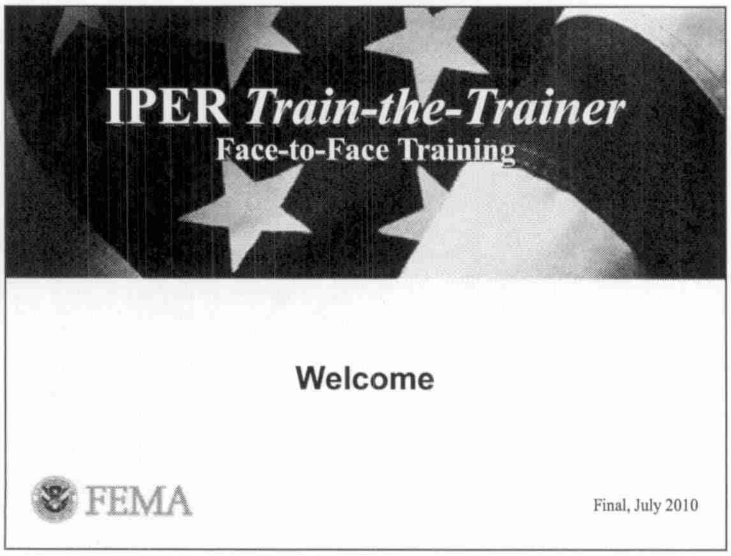
Welcome

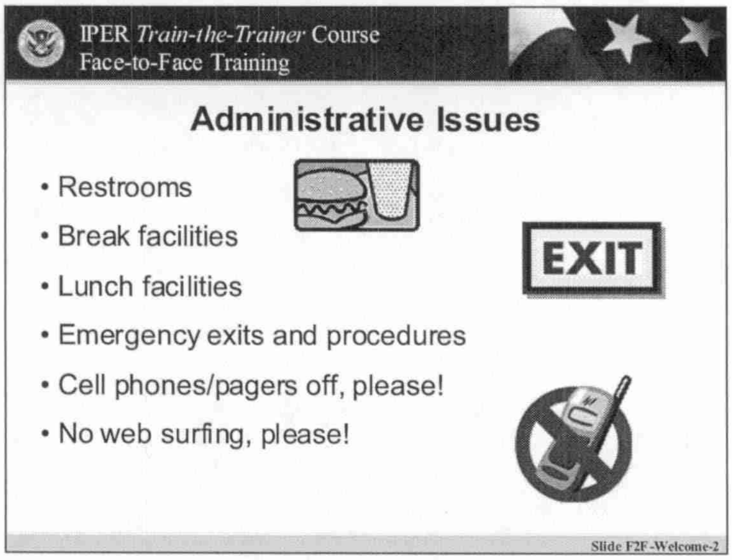
Introduction

Slide F2F- Welcome-1



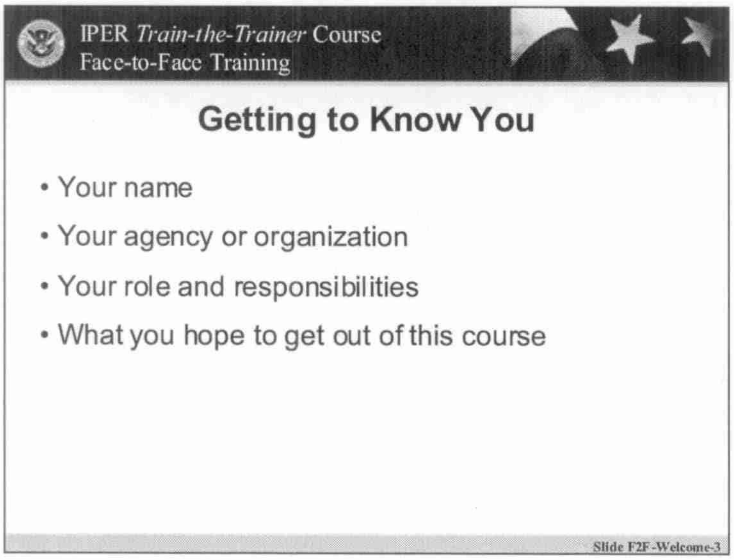
Administrative Issues

Slide F2F- Welcome-2



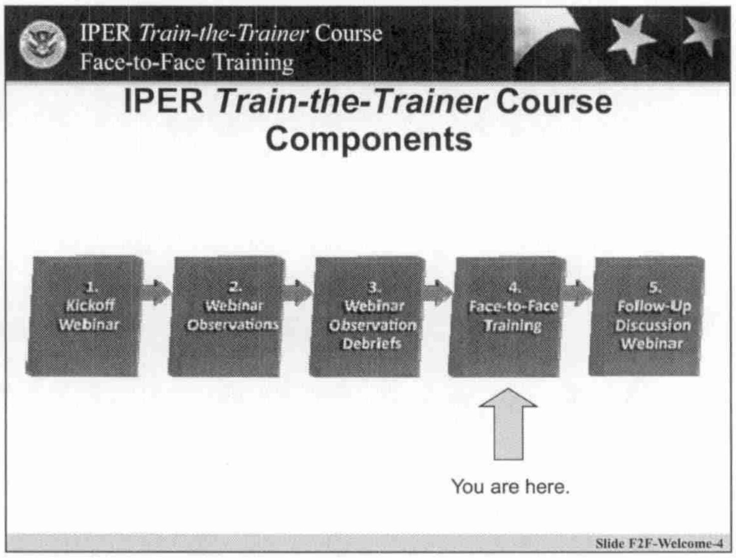
Getting to Know You

Slide F2F- Welcome-3



Train-the-Trainer Course Components

Slide F2F- Welcome-4

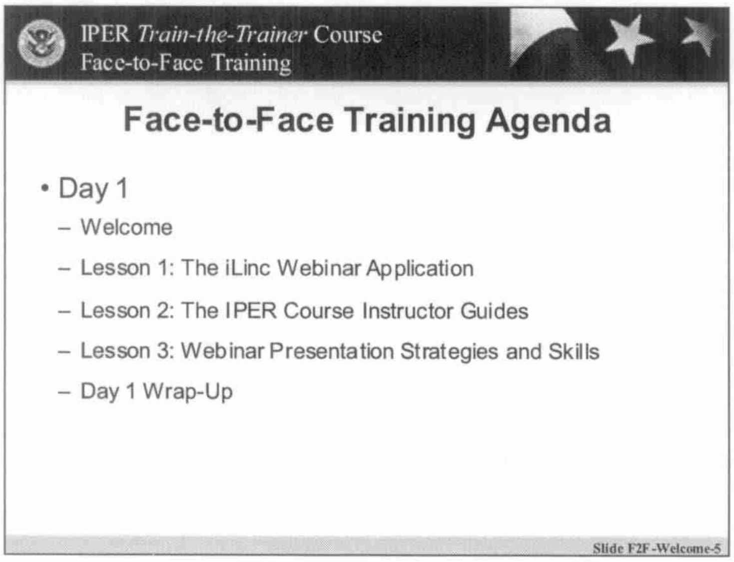


The *Train-the-Trainer* course consists of the following five components (presented in the order in which they occur):

1. Kickoff Webinar
2. Webinar Observations
3. Webinar Observation Debriefs
4. Face-to-Face Training
5. Follow-Up Discussion Webinar

Face-to-Face Training Agenda

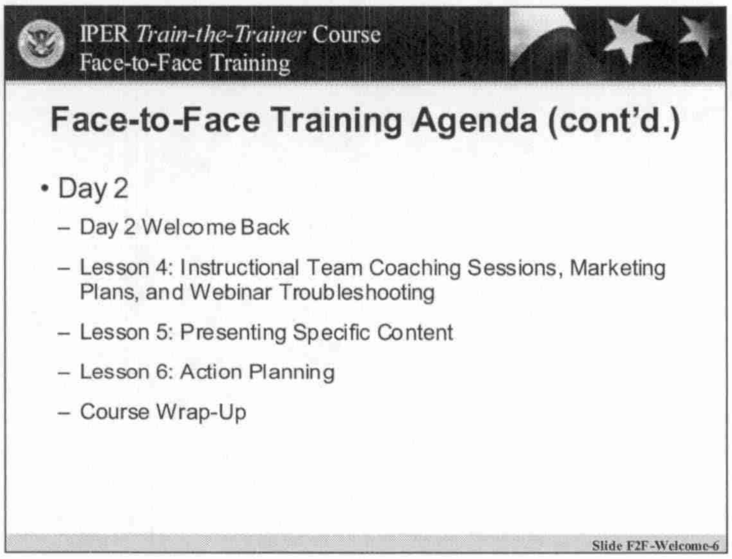
Slide F2F- Welcome-5



Day 1

- Welcome
- Lesson 1: The iLinc Webinar Application
- Lesson 2: The IPER Course Instructor Guides
- Lesson 3: Webinar Presentation Strategies and Skills
- Day 1 Wrap-Up

Slide F2F- Welcome-6

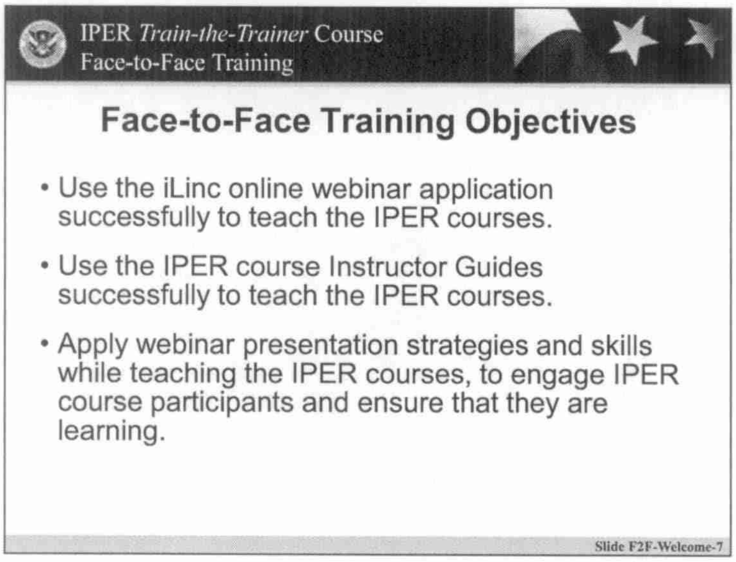


Day 2

- Day 2 Welcome Back
- Lesson 4: Instructional Team Coaching Sessions, Marketing Plans, and Webinar Troubleshooting
- Lesson 5: Presenting Specific Content
- Lesson 6: Action Planning
- Course Wrap-Up

Face-to-Face Training Objectives

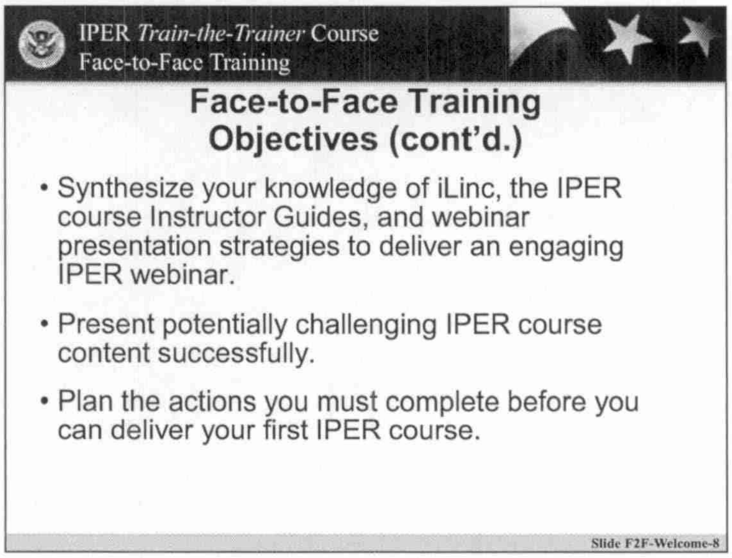
Slide F2F- Welcome-7



At the completion of this two-day Face-to-Face Training course, you will be able to do the following:

- Use the iLinc online webinar application successfully to teach the IPER courses
- Use the IPER course Instructor Guides successfully to teach the IPER courses
- Apply webinar presentation strategies and skills while teaching the IPER courses, to engage IPER course participants and ensure that they are learning

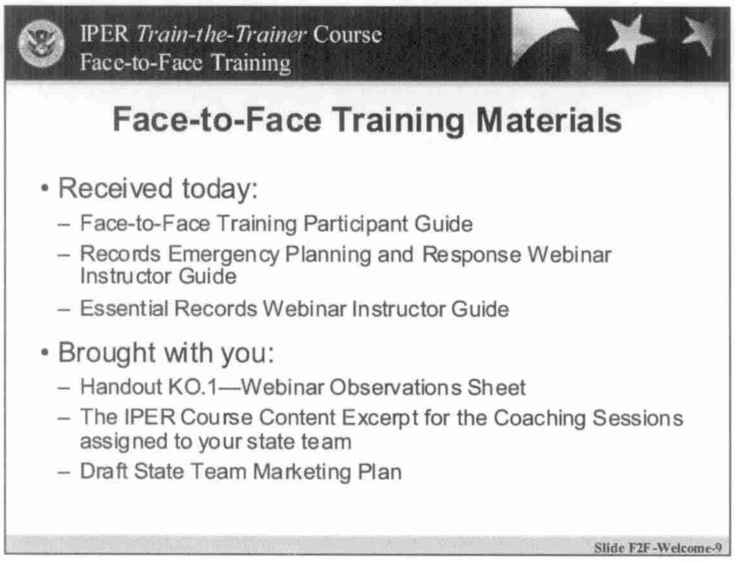
Slide F2F- Welcome-8



- Synthesize your knowledge of iLinc, the IPER course Instructor Guides, and webinar presentation strategies to deliver an engaging IPER webinar
- Present potentially challenging IPER course content successfully
- Plan the actions you must complete before you can deliver your first IPER course.

Face-to-Face Training Materials

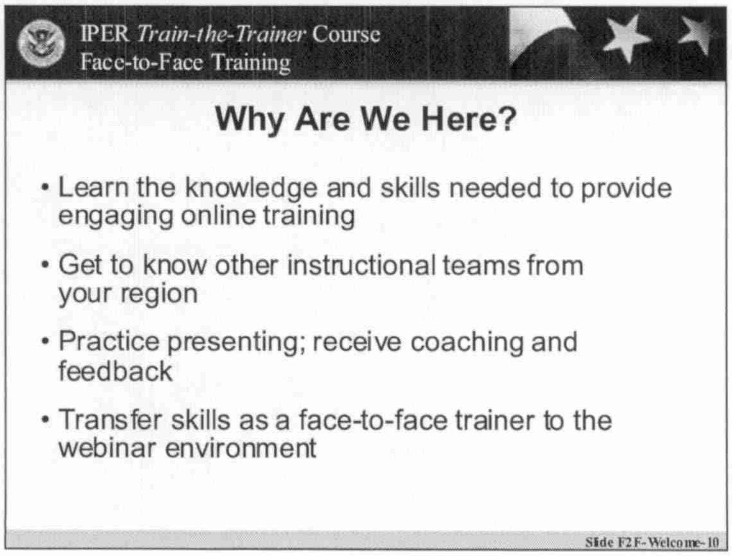
Slide F2F- Welcome-9



Why Are We Here?

Purpose of the Face-to-Face Training

Slide F2F- Welcome-10

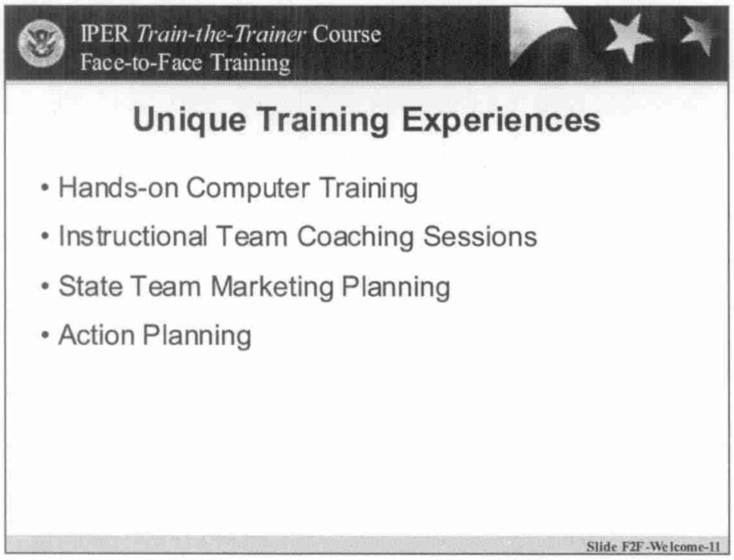


The purpose of the Face-to-Face Training component of the IPER *Train-the-Trainer* course is to give IPER Instructors the knowledge and skills needed to provide engaging, effective online training for state and local government officials nationwide. It will also help experienced face-to-face trainers transfer their knowledge into an online environment. Additionally, bringing state instructional teams together on a regional basis will encourage intergovernmental cooperation by allowing members to make important connections with counterparts across state lines, as well as with the regional offices of federal agencies that share their concerns for records-related preparedness.

During this component, you will receive in-depth instruction about training techniques, as well as information on how to use the webinar application as an instructor. You will also have an opportunity to practice presenting a portion of an IPER course and will receive coaching and feedback from the *Train-the-Trainer* facilitators.

Unique Training Experiences

Slide F2F- Welcome-11



During this component of the IPER *Train-the-Trainer* course, you will be afforded several unique training experiences that will help you acquire the knowledge and skills you need to become an effective webinar trainer.

Hands-on Computer Training

Today, you will be in a computer lab learning how to use the iLinc webinar application. Using a demonstrate-and-practice format, you will learn everything you need to know to use iLinc (the webinar software) to deliver the IPER courses successfully.

Instructional Team Coaching Sessions

Tomorrow, you will compile the knowledge and skills gained in Lessons 1–3 and present a 10-minute section of one of the IPER courses with your state team in a realistic, simulated environment. During this session, your presentation will be observed and guided by IPER Staff.

State Team Marketing Planning

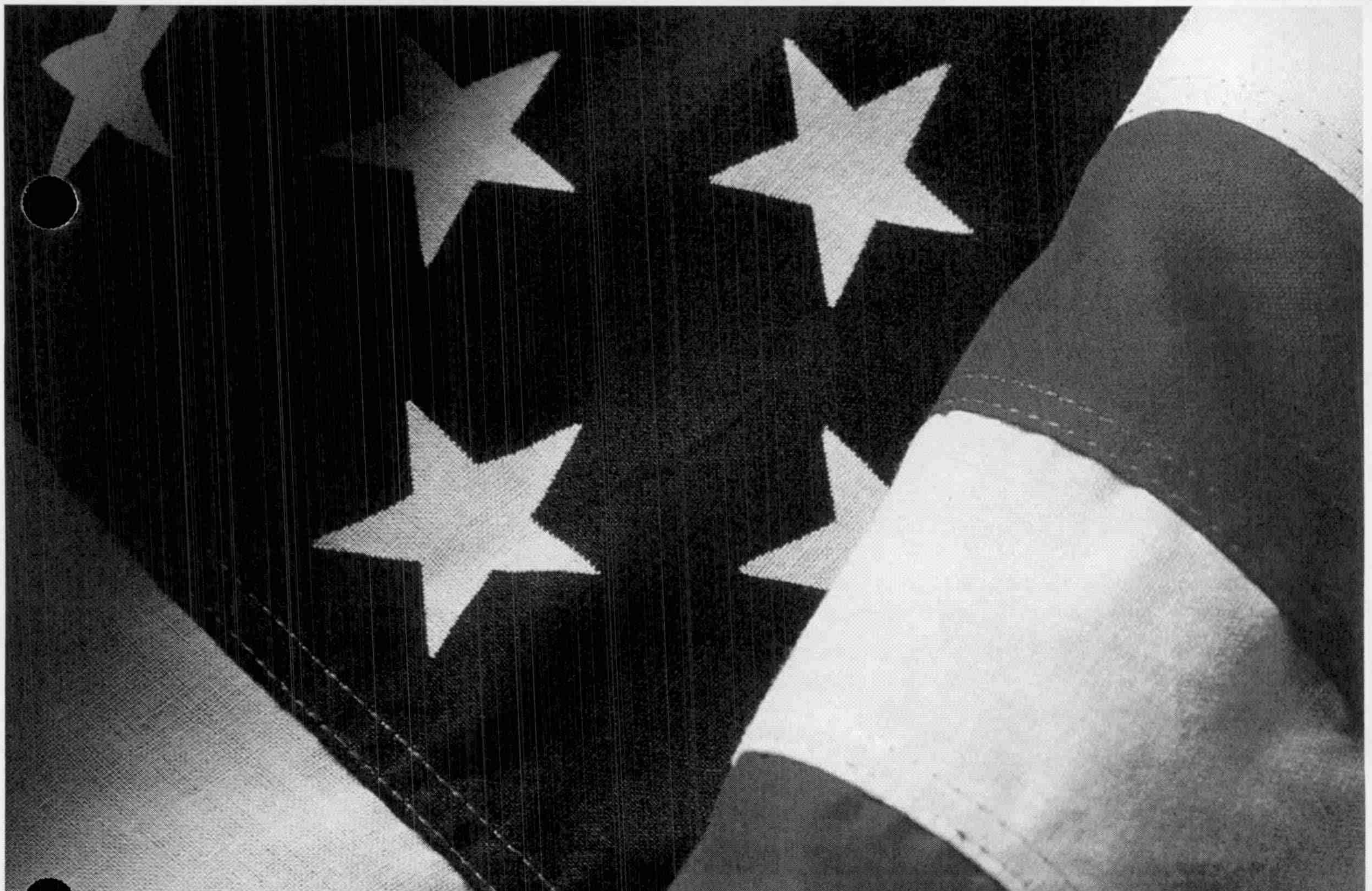
Also during tomorrow, you will work with your co-instructors and IPER Staff to develop further and finalize the draft Marketing Plan you started before you arrived.

Action Planning

Training is, of course, critical, but you need more than just knowhow to deliver successful courses—you need a plan. On Day 2, you will work with other IPER Instructors and IPER Staff to develop an Action Plan and determine the next steps you need to take before you can deliver the IPER courses in your state.

F2F Day 1

F2F Day 1



IPER *Train-the-Trainer* Course

Face-to-Face Training

- Lesson 1: The iLinc Webinar Application

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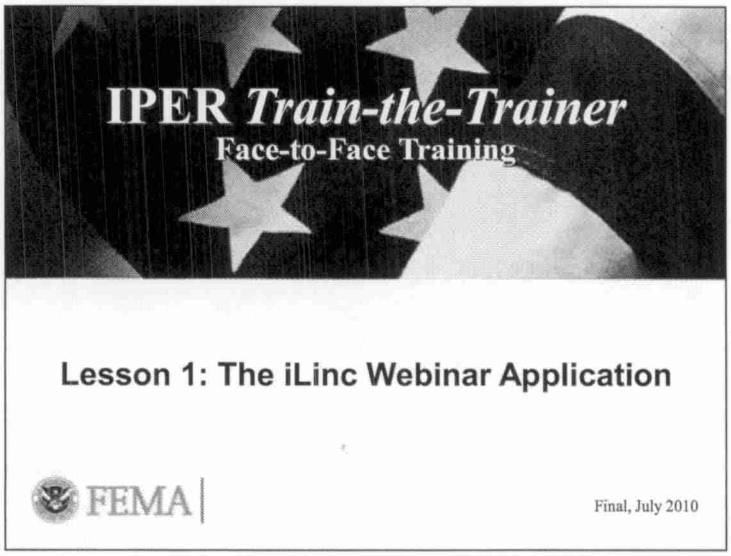
Lesson 1: The iLinc Webinar Application

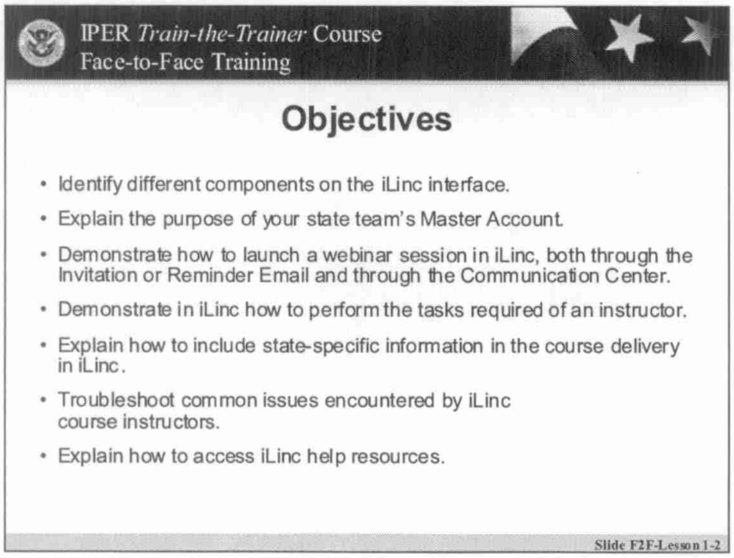
Introduction and Objectives

Slide F2F-Lesson 1-1



Objectives

Slide F2F-Lesson 1-2

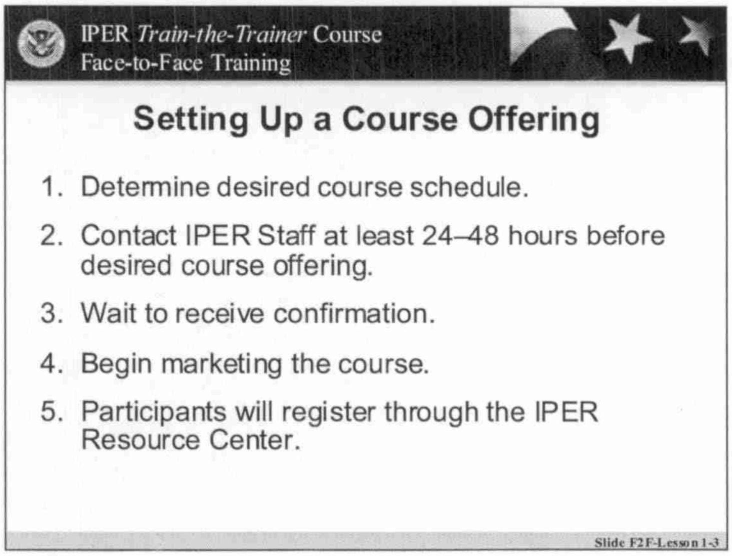


Upon completion of this lesson, you will be able to:

- Identify different components on the iLinc interface
- Explain the purpose of your State Team's Master Account
- Demonstrate how to launch a webinar session in iLinc, both through the Invitation or Reminder Email and through the Communication Center
- Demonstrate in iLinc how to perform the tasks required of an instructor
- Explain how to include state-specific information in the course delivery in iLinc
- Troubleshoot common issues encountered by iLinc course instructors
- Explain how to access iLinc help resources

Setting Up a Course Offering

Slide F2F-Lesson 1-3



Course offerings are created in iLinc by the IPER Staff. To schedule a course offering in your state, follow the steps below. We recommend beginning this process at least four to six weeks before you plan to hold the first session.

1. Decide which IPER course you want to schedule and when you want to schedule it.
2. Contact IPER Staff at (678) 364-3882 or *iper@statearchivists.org* and give them the following information:
   - Course name
   - Dates and times (with time zone) for each of the four sessions
   - First and last names, email addresses, and phone numbers of the individuals who will be serving as instructors for the course
   - The conference line information, dial-in number, and passcode that will be used for the course, and an alternate conference line to be used in case of technical issues.
3. Wait to receive confirmation from IPER Staff that the requested dates and times are available.
4. Upon receiving confirmation of the course's dates and times, begin publicizing the course to let potential participants know that it is available.
5. Participants will register through the IPER Resource Center by going to your state's main page.

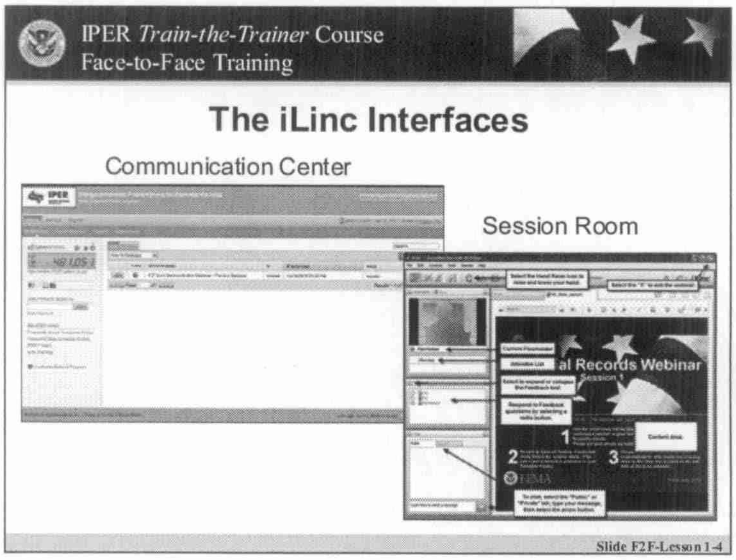
Note that IPER Staff will require at least 24–48 hours (not including weekends) to complete the processes involved in setting up the course. Your potential students will have to wait until set-up is complete before registering for the course.

iLinc Practice Sessions

To help you prepare for delivery of the IPER courses, you are welcome to set up practice sessions in iLinc. To do so, follow the same process used for scheduling an actual course delivery.

The iLinc Interfaces

Slide F2F-Lesson 1-4

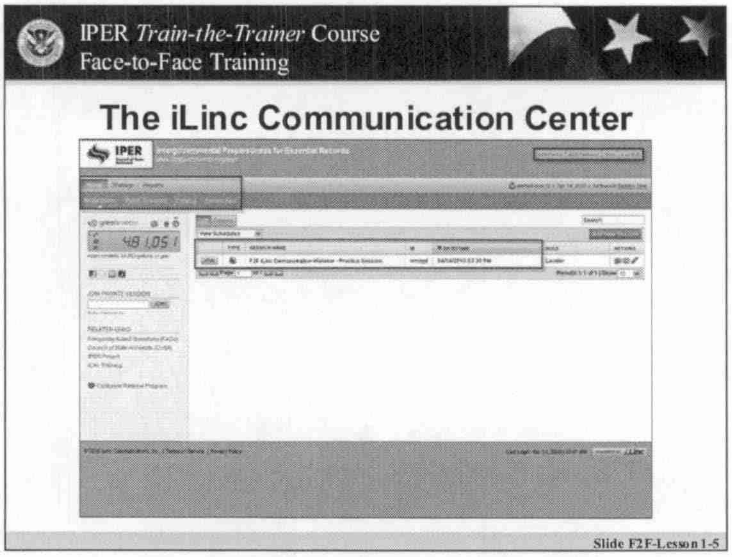


There are two areas of iLinc that you will navigate as an instructor: the iLinc Communication Center and the iLinc Session Room.

- The *iLinc Communication Center* is a website that can be accessed at https://iper.ilinc.com You will use the Communication Center to:
  - Record your iLinc session
  - View Pre- and Post-Test and Course Evaluation data
- The *iLinc Session Room* is the virtual "room" where the webinar will take place. While it is launched from your Internet browser, it is a separate piece of software, called the iLinc Client Application, that runs independently of the browser on your computer. This software was installed automatically the first time you joined an iLinc session.

iLinc Communication Center

Slide F2F-Lesson 1-5



When you log in to iLinc Communication Center, you will be brought to the "My Sessions" screen. Here you are presented with a list of the webinar sessions for your State Team. This list may be sorted by Type, Session Name, or Date to find quickly the webinar session that you want to begin.

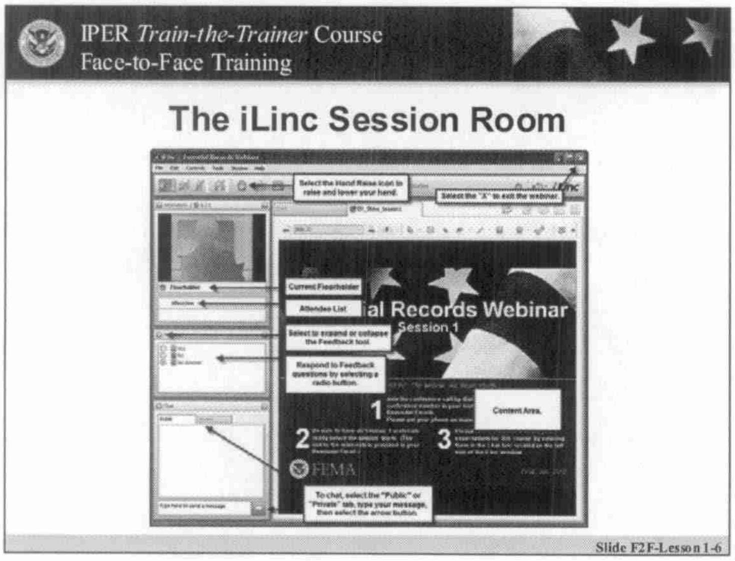
You can only log in to the Communication Center with your state's Master Account. See "The Master Account" topic on page PG F2F-Lesson 1-7 for more information on Master Accounts.

On the right hand side, edit our profile
Center: type of session, your role
Left:

Can log into this only using the master account

iLinc Session Room

Slide F2F-Lesson 1-6



Attendee List

The Attendee List shows the names of the people attending the webinar. This also shows the name and picture of the current presenter.

Feedback Tool

The Feedback Tool is a quick way to poll the entire class. In IPER webinars, this feature is most often used to track the status of participants when they are completing an assignment or activity.

Chat Tool

The Chat Tool is a way of communicating with the class as a whole, individual participants, or the assisting instructor. It is useful for conveying information without interrupting the presenter or for troubleshooting technical problems.

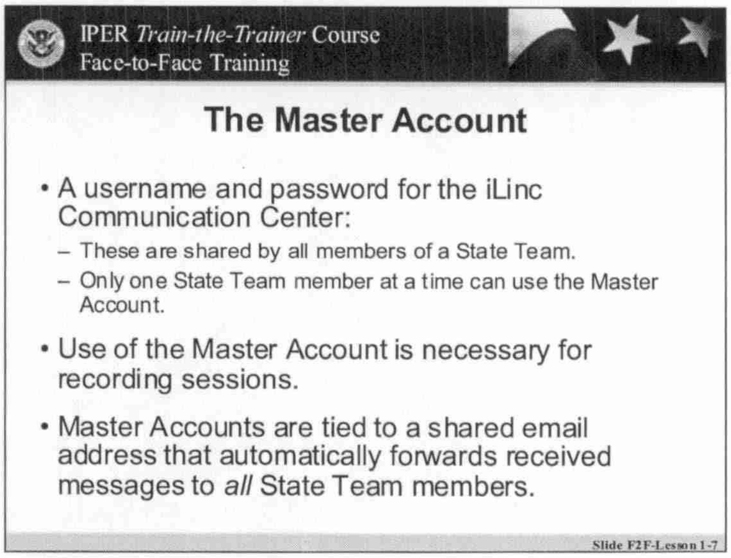
Content Tabs

The Content Tab is the tab from which all the course content can be accessed, and is viewable only to the instructor. When the instructor is launching content in an iLinc session, such as the course slides or web pages, the content will appear here on different tabs in the content area. For example, slides will appear on one tab, tests will appear on another tab, and so forth.

All tabs in the content area are viewable by both the participants and the instructors, with the exception of the Content Tab.

The Master Account

Slide F2F-Lesson 1-7



The Master Account is a set of login credentials (a username and a password) for the iLinc Communication Center.

Each Master Account consists of a single username and password that is shared by all State Team members. Therefore, only one State Team member at a time may use the Master Account, so be sure to coordinate usage with your State Team members.

The Master Account is the only way to log in to the iLinc Communication Center, so if you want to record your session or access test or evaluation data, you must use the Master Account. (See the "Launching a Webinar Session From the iLinc Communication Center" topic on page PG F2F-Lesson 1-16 for more information on beginning a webinar through the Communication Center.)

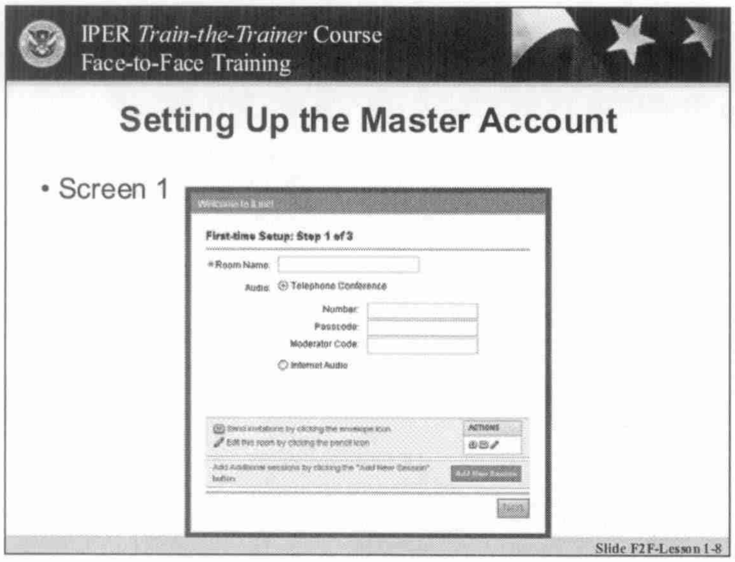
Master Account Email Address

The Master Account credentials are tied to an email account that has been created by the IPER Staff for your team's use. The Master Account email address takes the form of *state.team.XX@statearchivists.org*, where "XX" is your state's two-letter postal code.

Participants will use the Master Account email to correspond with your state's team members. IPER Staff have configured the Master Account email to forward automatically all emails sent to this account to *all* State Team members.

Setting Up the Master Account

Slide F2F-Lesson 1-8



The first time a State Team logs in to the iLinc Communication Center with the state's Master Account username and password, it must set up the Master Account in iLinc. This requires completing a series of three set-up screens.

Because only one person can use the Master Account at a time, it's important that your State Team determine which team member will set up the Master Account.

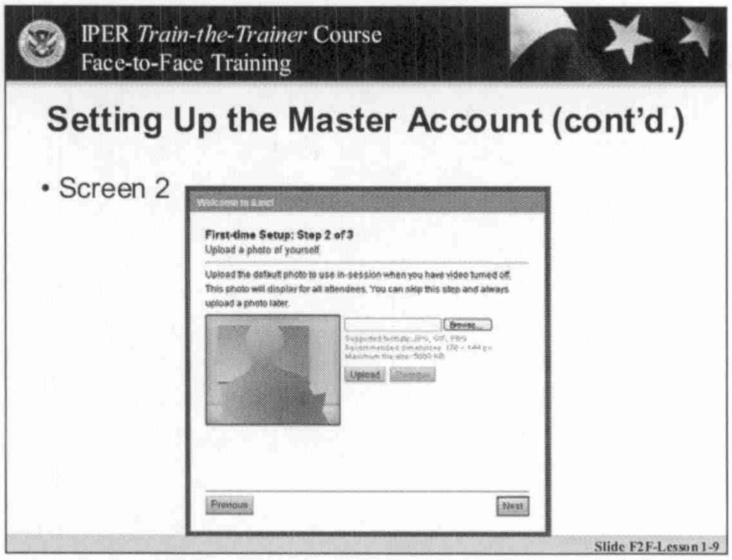
Screen 1

Room Name—This is a personal, instant session that iLinc creates automatically when a new user is added. Name this room "[state] State Team's iLinc Session," where the information in brackets is the name of your state.

Audio—This is the teleconference information for the session. Leave this information blank.

When finished, select "Next."

Slide F2F-Lesson 1-9

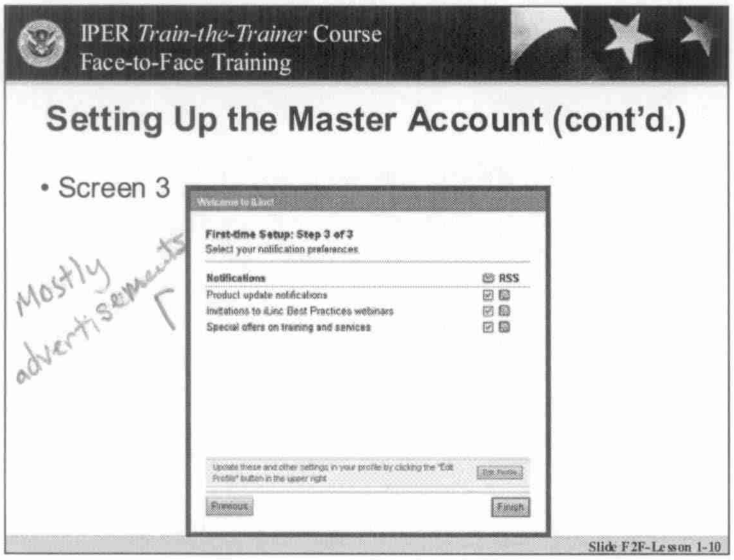


Screen 2

Uploading a Photo—This is the opportunity to upload an instructor photo.

Skip this step by selecting "Next." You will have the opportunity to add your photo later.

Slide F2F-Lesson 1-10



Screen 3

Notifications—The final screen shows notifications your team may opt to receive by email. Select any notifications your team would like to receive; then select "Finish."

Remember that any notifications will be emailed to the Master Account email address, and will therefore be forwarded to *all* State Team instructors.

Launching a Webinar Session Through the Invitation or Reminder Email

Launching the Session

Unless you are recording a session, you will open and join the webinar session the same way participants do—by selecting the link in the Invitation Email or Reminder Email under the "Joining the Webinar" section.

(If you *do* want to record your session, you'll need to launch your session via the iLinc Communication Center. See the "Launching a Webinar Session From the iLinc Communication Center" topic on page PG F2F-Lesson 1-16 for instructions on how to do this.)

To launch a webinar session through the Invitation or Reminder Email, perform the following steps:

STEP	ACTION
1.	Open the Invitation or Reminder Email you received for any IPER course for which you are an Instructor.
2.	Select the link under the "Joining the Webinar" section. The iLinc Session Room launches in a few seconds.

After the webinar session has been launched and you are in the Session Room, all instructors have the same capabilities and the steps for performing iLinc processes are the same.

Figure 1: Invitation Email—Joining the Webinar Link

Cc:
Subject: EPR-GA-1001: Records Emergency Planning & Response Webinar Welcome Letter

Select the following link to add this conference to your email calendar: *https://iper.ilinc.com/calendar/hvfpbbw/cjssjcj*

System Test

Records Emergency Planning & Response Webinar is being conducted in iLinc, an online webinar application. To ensure that your computer is adequately prepared to participate in the webinar and that you will be able to connect quickly at the start of each session, it is strongly recommended that you perform a system test.

Please test your system at least 48 hours before the first session by selecting the following link: *https://iper.ilinc.com/systest/hvfpbbw*

During the test, the *iLinc Client* will be installed automatically on your computer. The *Client* is a small piece of software that provides access to the virtual room in which you collaborate and communicate during an online session.

Please check with your IT department before downloading the *iLinc Client*. The *iLinc Client* can be removed from your computer via the Add/Remove Programs function.

If your system fails the test, please contact Verna Edwards, IPER Project Curriculum Manager, at (678) 628-7227 or *vedwards@statearchivists.org* .

Joining the Webinar

To join the webinar, select the following link: *https://iper.ilinc.com/join/hvfpbbw/cjssjcj* (This is your **unique** join link. Please do **not** forward it to others.)

Your dial-in number is: ***218-486-1616***

Your passcode is: ***401293***

Participants are encouraged to join at least 15 minutes before the webinar starts.

NOTE: Depending on your security settings, you may receive a message that you need to "allow" or "trust" the software in order to get into the iLinc session.

Course References

A Records Emergency Planning & Response Webinar Course References document listing all resources, links, etc., provided in the course is available for download by selecting the following link: https://iper.ilinc.com/content/hvfpbbw/cjssjcj. This document is provided for your reference, and is not required to participate in the webinar.

Participants are encouraged to download all session materials and have them readily available (either printed or open on your computer) prior to the session. Use the Resource Center link provided to download content for the upcoming session: http://www.statearchivists.org/iper/courses/repr_course_materials.htm.

iLinc Participant Reference Guide

To participate in the webinar successfully, you must know how to use iLinc, the online webinar application. An iLinc Participant Reference Guide has been uploaded in iLinc for your use. The Guide is designed to provide you with information on how to join and attend the sessions, how to use the iLinc session features, and what the systems requirements are. To download the Guide, select the following link: https://iper.ilinc.com/content/hvfpbbw/cjssjcj.

For additional iLinc training, it is suggested that you also review iLinc's reference guides, available on iLinc's website at the following URLs:

Uploading Your Instructor Photo

Prior to teaching a webinar session, you should upload a photo of yourself into the iLinc system.

Instructor photos are shown to participants in the iLinc session window whenever an instructor has the floor. They server to personalize the webinar environment, help the participants to connect to the instructor, and give participants a sense that there is real person on the other end. Your instructor photo should be a recent, professional headshot picture.

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

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

Step	Action
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.

Figure 2: Invitation Email—Upload Instructor Photo Link

Cc:

Subject: EPR-GA-1001: Records Emergency Planning & Response Webinar Welcome Letter

Course References

A Records Emergency Planning & Response Webinar Course References document listing all resources, links, etc., provided in the course is available for download by selecting the following link: https://iper.ilinc.com/content/hvfpbbw/cjssjcj. This document is provided for your reference, and is not required to participate in the webinar.

Participants are encouraged to download all session materials and have them readily available (either printed or open on your computer) prior to the session. Use the Resource Center link provided to download content for the upcoming session: http://www.statearchivists.org/iper/courses/repr_course_materials.htm.

iLinc Participant Reference Guide

To participate in the webinar successfully, you must know how to use iLinc, the online webinar application. An iLinc Participant Reference Guide has been uploaded in iLinc for your use. The Guide is designed to provide you with information on how to join and attend the sessions, how to use the iLinc session features, and what the systems requirements are. To download the Guide, select the following link: https://iper.ilinc.com/content/hvfpbbw/cjssjcj.

For additional iLinc training, it is suggested that you also review iLinc's reference guides, available on iLinc's website at the following URLs:

- iLinc Participant Reference Quick Start: http://www.ilinc.com/pdf/documentation/Participant-Reference-QuickStart.pdf
- iLinc User Guides: http://www.ilinc.com/training/user-guides

Questions About the Webinar Software

If you have any questions or issues about the webinar software, please contact Verna Edwards, IPER Project Curriculum Manager, at (678) 628-7227 or *vedwards@statearchivists.org*. If unavailable, contact the main IPER staff office at (678) 364-3882 or *iper@statearchivists.org* .

Special Needs

If you need any special assistance, please let me know via email as soon as possible, so that adjustments may be made to meet your needs.

Upload Your Photo

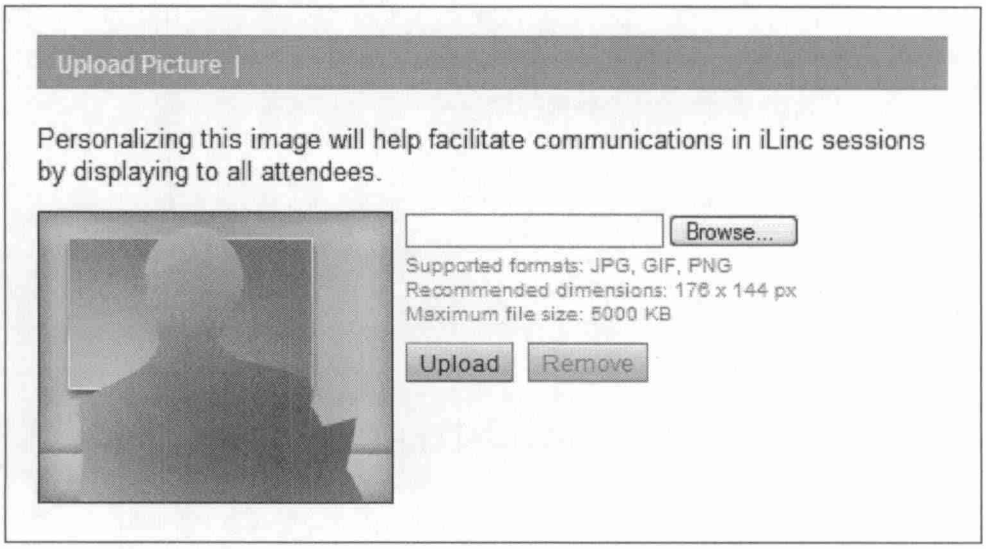
Select the link to add your photo to the session: https://iper.ilinc.com/picture/cjssjcjgrxjjjjj.

Instructor Contact Information

Please feel free to contact me if you have any questions or difficulty joining the webinar or accessing the materials.

Candice Odom
Candice.Odom@sos.ca.gov

Figure 3: Upload Instructor Photo



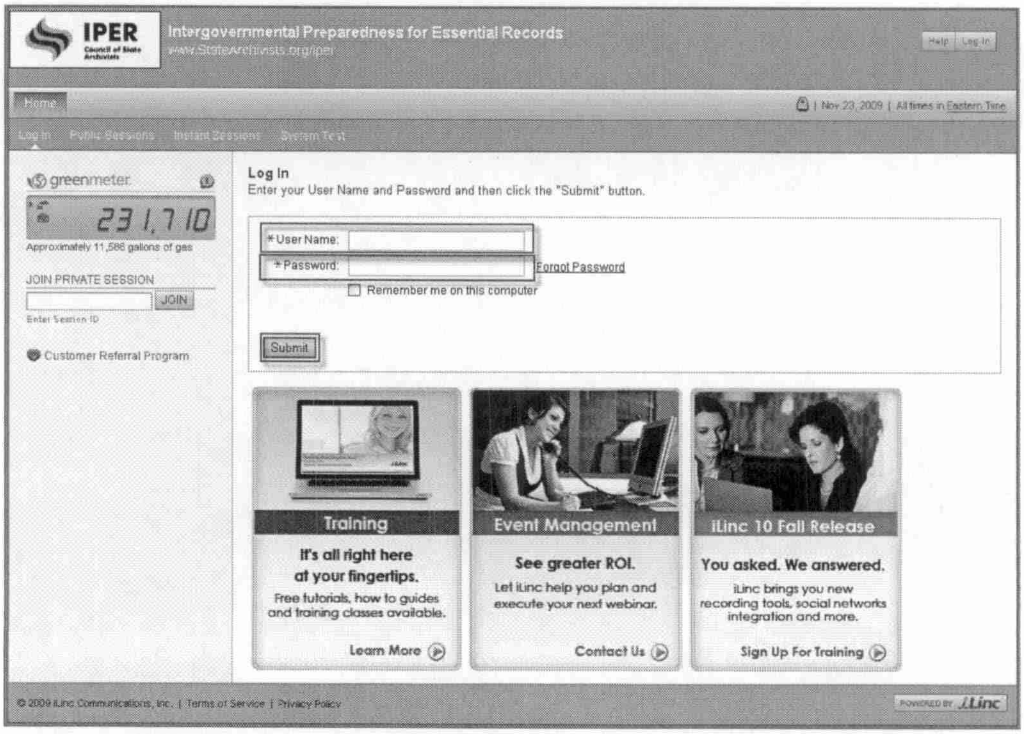
Launching a Webinar Session from the iLinc Communication Center

Logging in to the Communication Center

To begin a session from the iLinc Communication Center, you need to log in to the Communication Center from your Internet browser. You must use your state's Master Account username and password to log in to the Communication Center. Because this is a single account, with only one username and password, only one instructor can log in to the Communication Center at a time. To log into the Communication Center, perform the following steps:

STEP	ACTION
1.	Open an Internet browser and go to *https://iper.ilinc.com*
2.	Select "Log In" on the orange menu bar.
3.	Enter your state's Master Account user name in the "User Name" field.
4.	Enter your state's Master Account password in the "Password" field.
5.	Select "Submit."

Figure 4: IPER iLinc Login Page



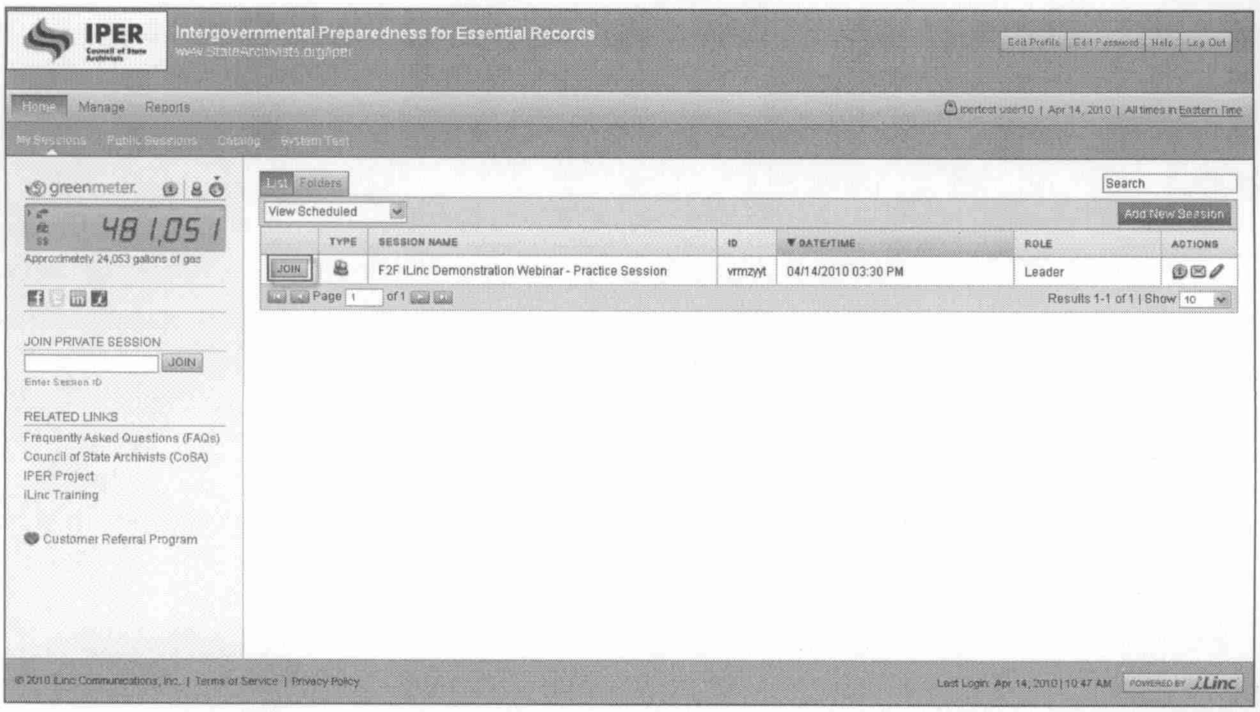
Launching the Session

Once logged into the Communication Center, you can launch the session by doing the following:

STEP	ACTION
1.	In the Communication Center, verify you are on the "My Sessions" screen.
2.	In the list of sessions, select "Join" next to the session name you want to begin. The iLinc Session Room launches in a few seconds.

With the exception of being able to use the recording function, once you're in a Session Room the processes in iLinc are the same, regardless of whether you entered the session using the Communication Center or the Invitation or Reminder Email.

Figure 5: List of Sessions



Updating the Master Account Profile: Uploading Your Photo and Adding Your Name

Remember that, when you are logged into the Communication Center, you are logged in via the Master Account—an account shared by all your State Team's instructors. Therefore, ***every time*** you launch a session through the Communication Center, you'll need to update the Master Account's profile with your photo your name. Otherwise, when you are presenting, iLinc will display no photo or the photo and name of the instructor who last used the Master Account.

To update the Master Account profile with your name and photo, perform the following steps:

STEP	ACTION
1.	Select "Edit Profile" in the top right-hand corner of the Communication Center.
2.	Add your name: • Type your name into the "First Name" and "Last Name" fields.
3.	Upload your photo: • Select "Browse" located under the silhouette image on the right side of the screen. • Navigate to the file you want to use. • Select "Upload." – Your photo appears in the "Your Picture" section.
4.	Select "Submit" at the bottom of the page.

Figure 6: Edit Profile Button

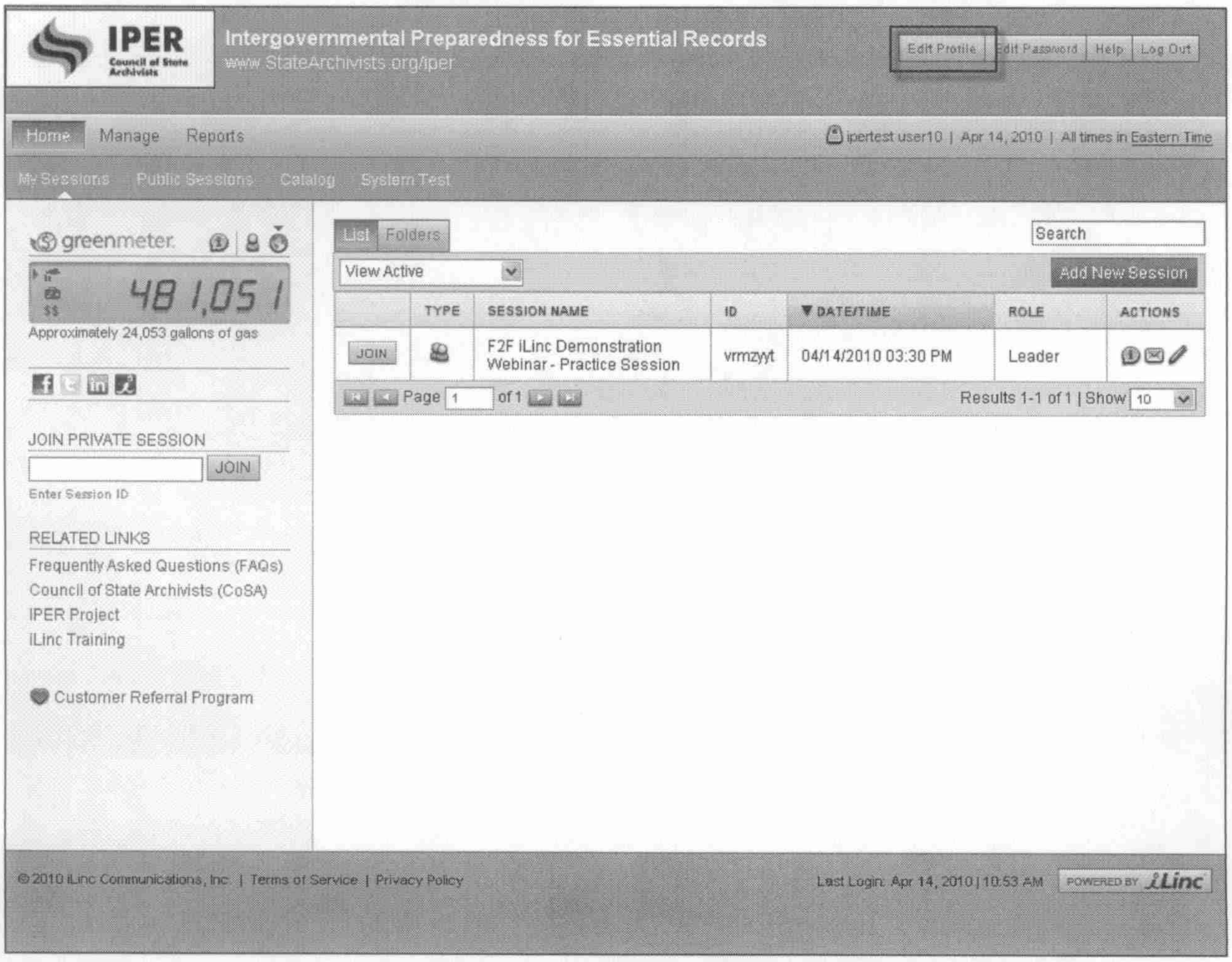
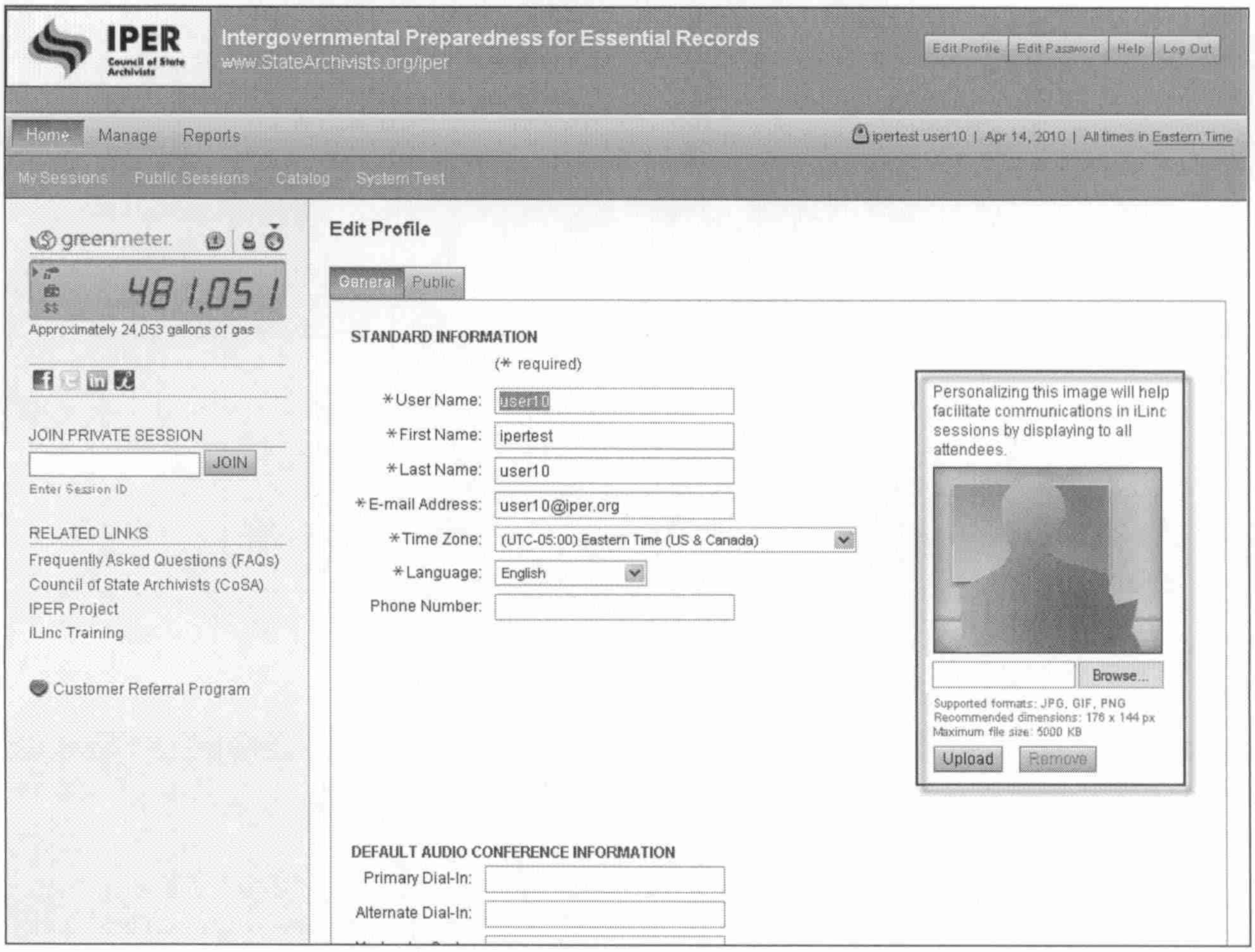


Figure 7: Uploading a Photo to the Master Account



Items to Keep in Mind When Launching a Session from the Communication Center

- You need to launch a webinar session through the Communication Center only if you are recording the session.
- The Communication Center is accessed via the Master Account—a single account shared by all state instructional team members.
- Only one State Team member at a time may log in and join a session using the Master Account. All other instructors for that session should join the session via the link provided in the Invitation or Reminder Email.
- If you do not intend to record the iLinc session, then all instructors for that session should join the webinar using the link provided in the Invitation or Reminder Email.

Slides

The slides help to focus the participants' attention on specific areas of the content and provide visual information in order to cater to visual learners. You want to use these slides in the same way you would use a PowerPoint presentation in a face-to-face environment—to *supplement* your instruction, not to *be* your instruction.

When you begin an iLinc session, the slide files for that course will be available to you in the Content Tab.

Launching Slides

To launch the slide, perform the following steps:

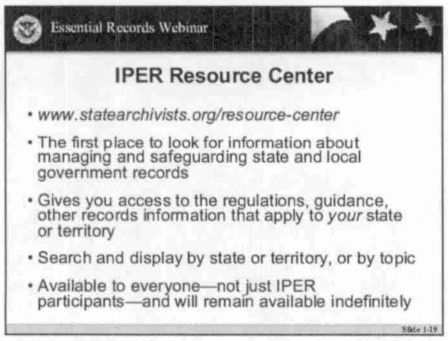
STEP	ACTION
1.	In the Session Room, select the Content Tab.
2.	Select the title of the appropriate slide file. • Slides are indicated as "PowerPoint Presentation" in the "Type" column. A tab will open automatically when you launch the file, with the name of the file visible on the tab.

Figure 8: Slides File in the Content Tab

Progressing Through Slides

When you have begun the webinar session, you will progress through the slides as indicated in your Instructor Guide.

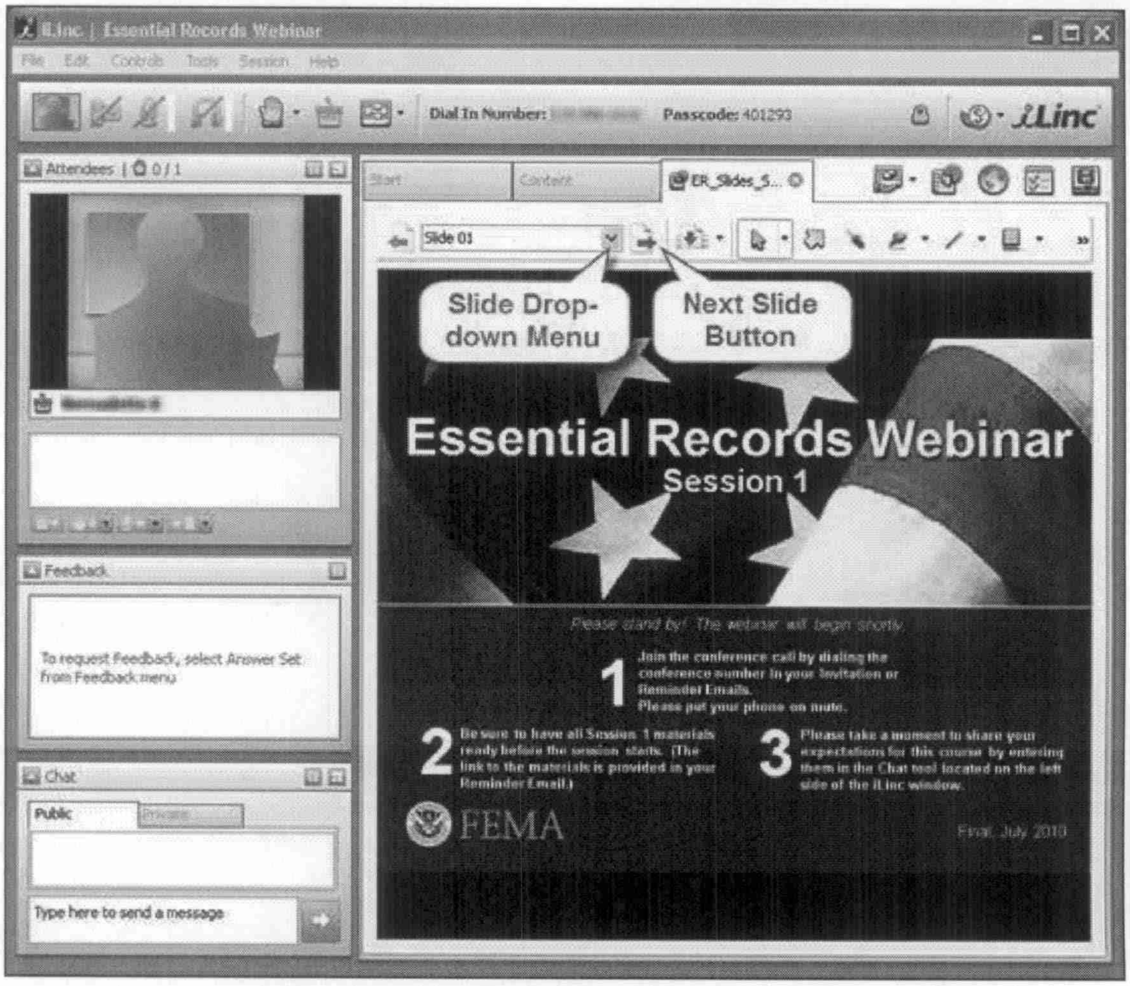
Show slide 1-19.



This Instructor Note will appear in the Instructor Guide whenever it is time to progress to the next slide. Each ***Show*** directive will include a small image of the slide that you are to display. To progress through the slide, perform the following steps:

STEP	ACTION
1.	With the slide tab selected, select the “Next Slide” button to progress to the next slide.
2.	To jump to a specific slide, select the slide from the slide drop-down menu.

Figure 9: iLinc Session—Visuals Tab



Recording Your Sessions

Your State Team has the option of recording any of the IPER webinars using iLinc's recording feature. Doing so allows participants to make up a missed session by watching the recording.

Recording your sessions is optional. The IPER Resource Center will provide generic recordings of the *ER* and *REPR* webinars that do not include customized, state-specific information. You may refer participants to these recordings if you do not have recordings of your own.

Starting a Recording

iLinc has a built-in recording feature that will capture the audio and visual aspects of the webinar session. It does, however, require some initial set-up to work properly.

You will know to start the recording when you see the following directive in your Instructor Guide:

Start the iLinc recorder.

To start a recording, perform the following steps:

STEP	ACTION
1.	In the Session Room, select "Session" from the menu bar.
2.	Select "Audio Connection."
3.	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."
4.	Once successfully connected, you will see checkmarks to the left of the Dial-in and Passcode. When you see both checkmarks, select "Continue."
5.	Again select "Session" from the menu bar; then select "Record Session." When the recording has begun, a notification will appear in the task bar.

It's important to note that content entered into iLinc's Chat Tool is captured in the session recording. When using the Chat Tool, make sure to maintain a professional dialog that is appropriate for everyone to view.

Figure 10: Accessing the Audio Connection Window

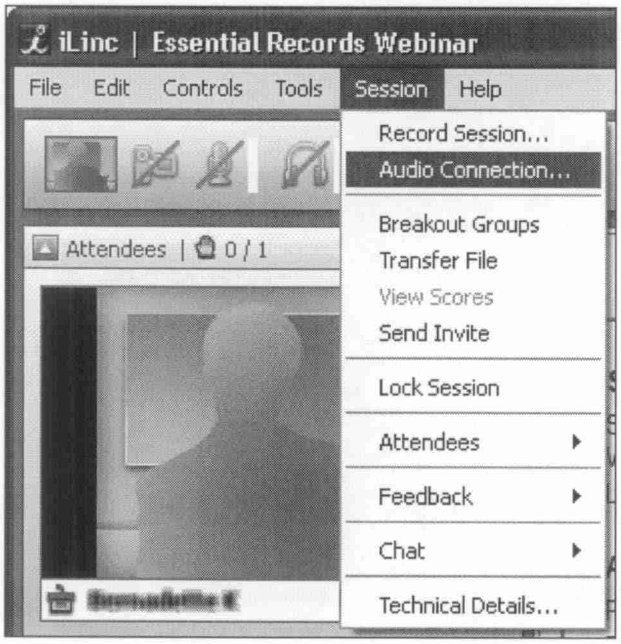


Figure 11: Audio Connection Window

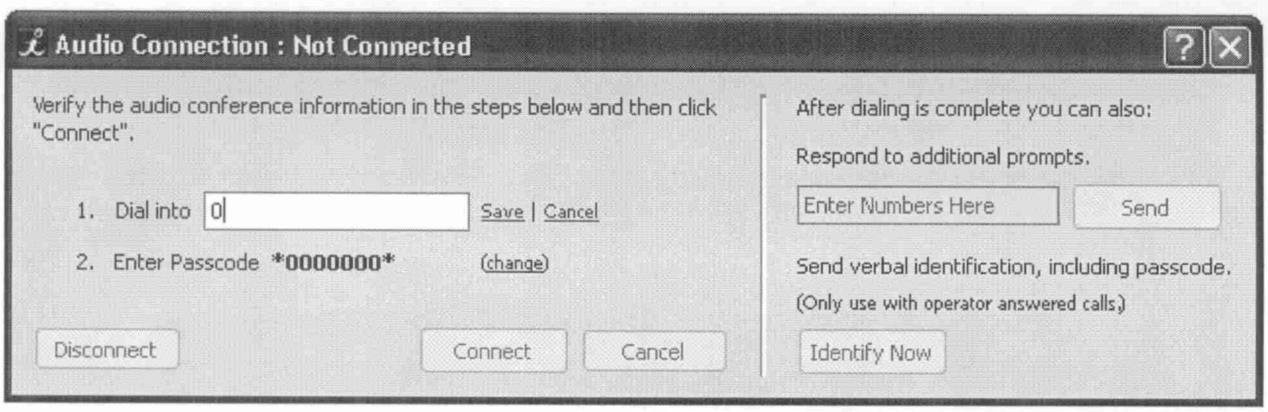


Figure 12: Beginning an iLinc Recording

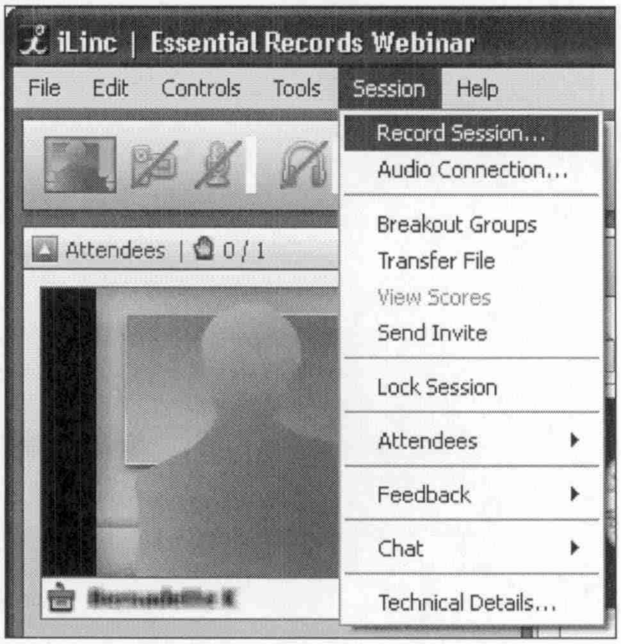
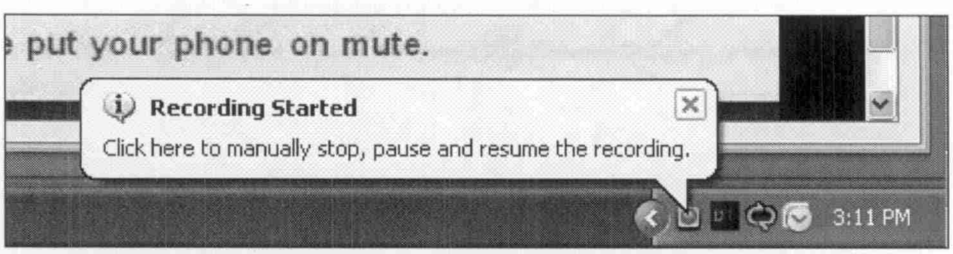


Figure 13: Recording Started Notification



Pausing and Resuming a Recording

You will know to pause the recording when you see the following directive in your Instructor Guide:

Pause the iLinc recorder.

To pause a recording, perform the following steps:

STEP	ACTION
1.	In the Session Room, select "Session" from the menu bar.
2.	Select "Pause Recording."
3.	To resume the recording, select "Resume Recording" from the same menu.

Figure 14: Pausing an iLinc Recording

Stopping a Recording

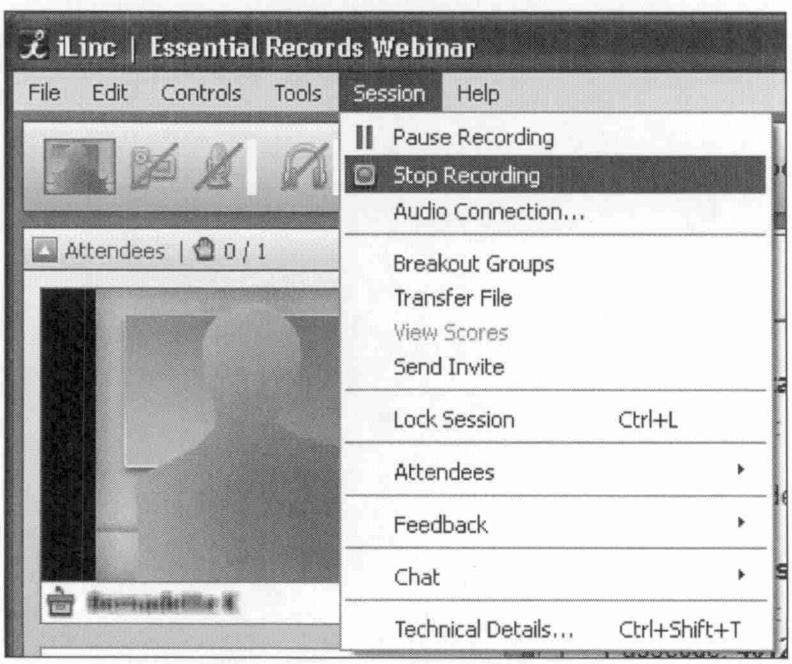
You will know to stop the recording when you see the following directive in your Instructor Guide:

Stop the iLinc recorder.

To stop a recording, perform the following steps:

STEP	ACTION
1.	In the Session Room, select "Session" from the menu bar.
2.	Select "Stop Recording."
3.	Accept the automatically generated recording name by selecting "Save" when prompted. The recoding will be saved automatically onto iLinc's Communication Center.

Figure 15: Stopping an iLinc Recording



Retrieving an iLinc Recording

State Teams are required to host their recordings on their own servers; recordings of state-specific IPER webinars will *not* be hosted on the IPER project's servers. IPER will, however, provide a link to these recordings in the state sections of the IPER Resource Center.

Once you have created an iLinc recording, a message will be sent to the Master Account email address informing you that it is available for download through the iLinc Communication Center.

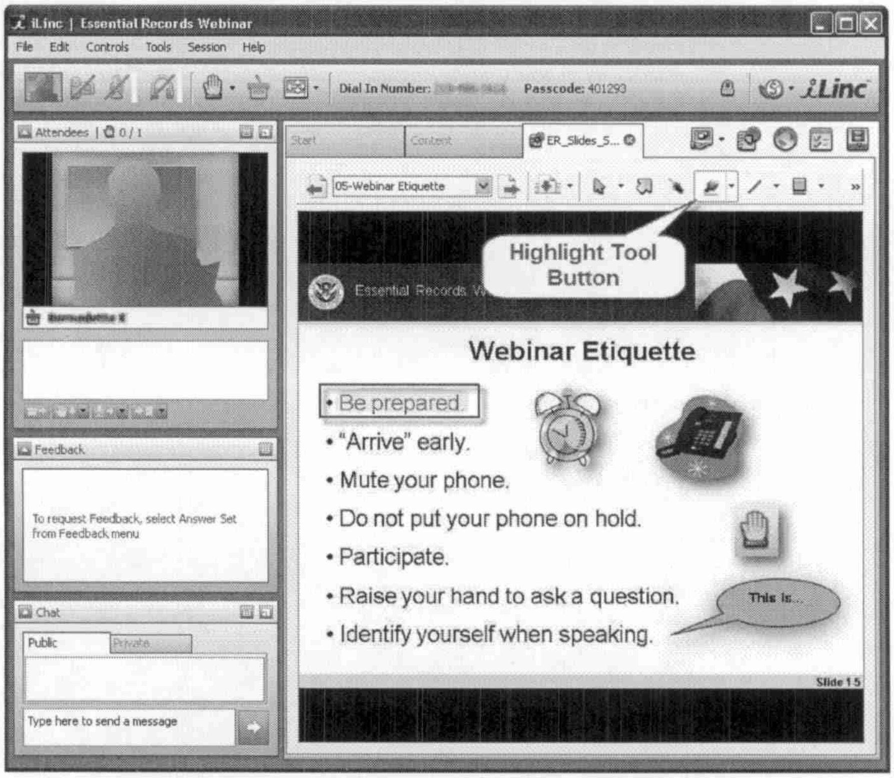
Recordings are available for download up to five (5) days following the last session (Session 4) of a course offering. You must download the recording within this timeframe. Contact IPER Staff if you have any problems downloading the recording.

Highlighter, Pointer, and Zoom Tools

Highlighter Tool

The Highlighter Tool is useful for drawing the participants' attention to a particular section of the screen.

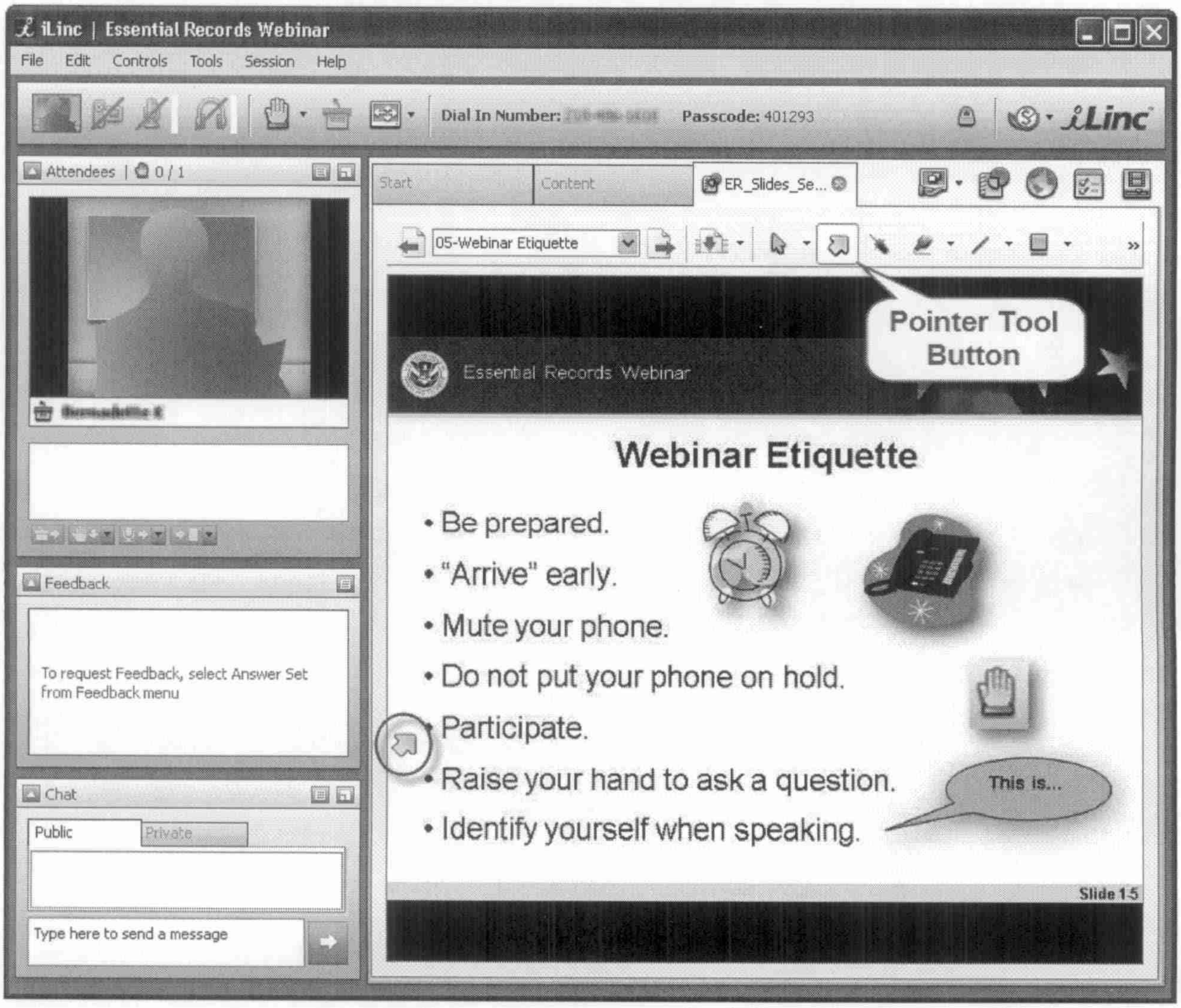
Figure 16: Highlight Tool Location and Use



Pointer Tool

The Pointer Tool can be used to point out key information on the slide as you are talking about it. Clicking on the slide with the Pointer Tool selected will put a green arrow on the slide. Only one arrow will appear at a time.

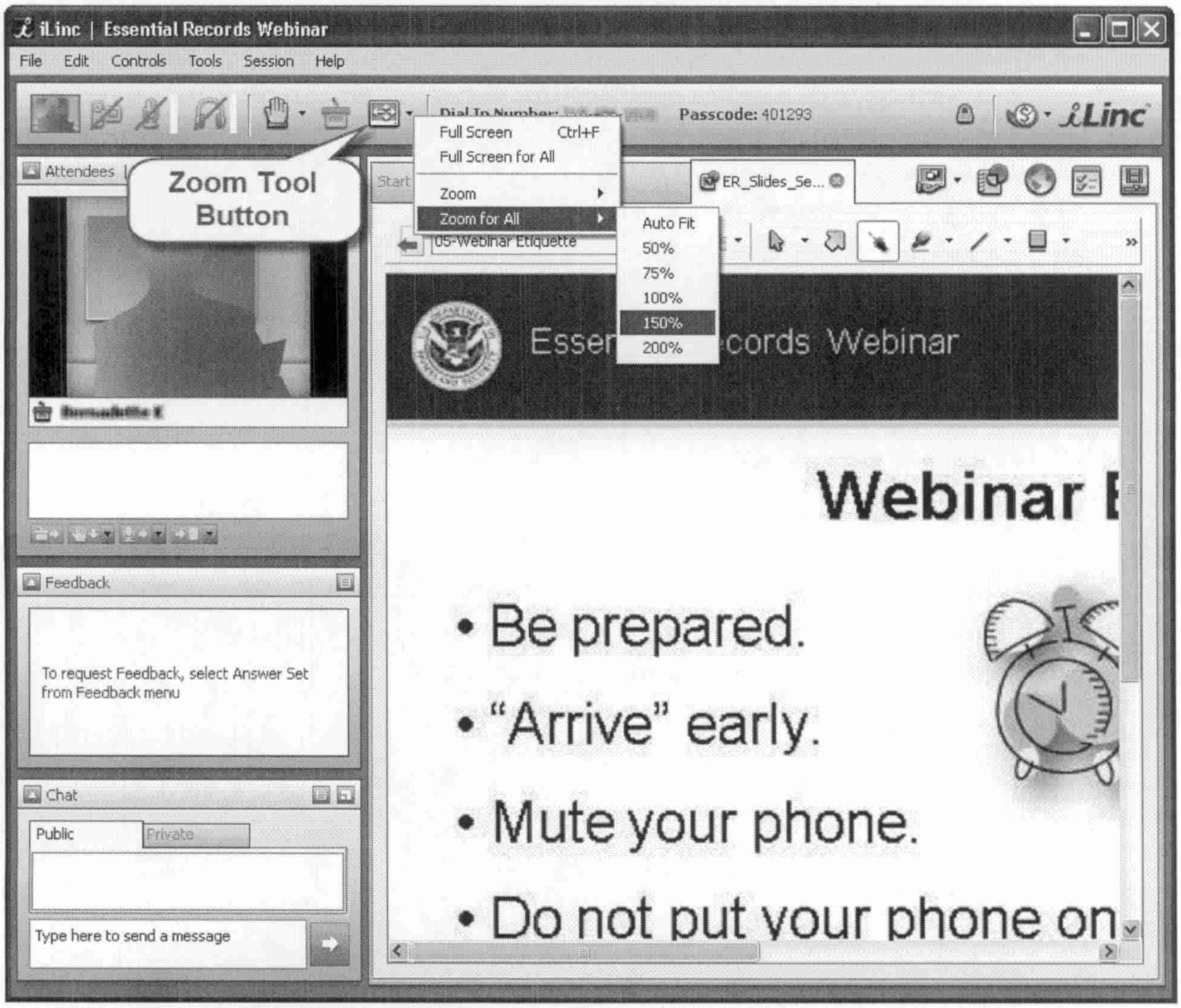
Figure 17: Pointer Tool Location and Use



Zoom Tool

Using the Zoom Tool, you can increase the size of the slide and focus the participants' attention on a specific section.

Figure 18: Zoom Tool Location and Use



Chat Tool

There are two Chat Tool functions: Public Chat and Private Chat.

- **Public Chat**—Comments entered in the Public Chat Tab will be visible to all participants and instructors.
- **Private Chat**—Private Chats are chats between two people: the person initiating the chat and the person receiving the chat. Comments entered in the Private Chat Tab are visible only to those two people; they are not visible to the other participants or instructors.

  The one exception occurs when the Private Chat is directed to the "Leader/Assistant," in which case all instructors will see the comment. The Private Chat is useful for troubleshooting technical issues—such as audio issues or manipulating the Session Room—without distracting other participants or interrupting the presentation.

Using the Public Chat Tool

To use the Public Chat tool, perform the following steps:

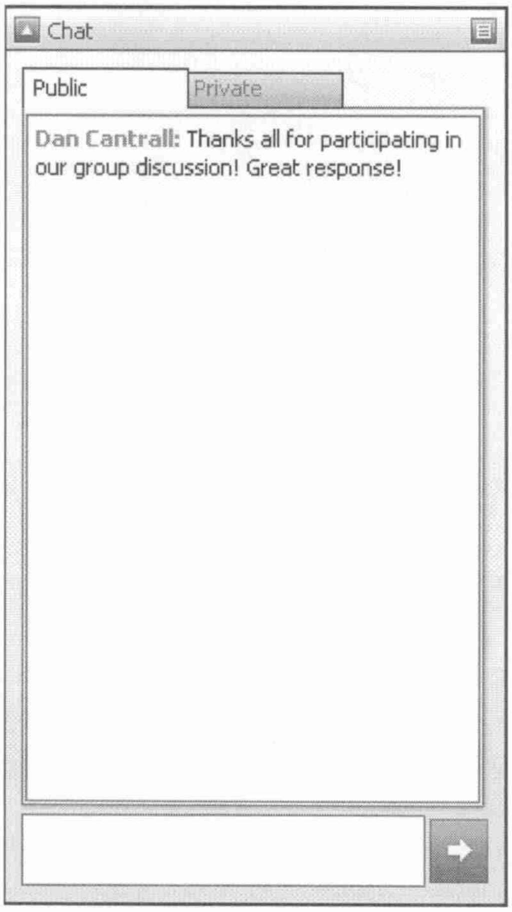
STEP	ACTION
1.	In the Chat Tool, select the "Public" Tab.
2.	Type your chat message in the message field.
3.	Select the arrow button to send your message. Your message appears in the Chat Tool.

Using the Private Chat Tool

To use the Private Chat tool, perform the following steps:

STEP	ACTION
1.	In the Chat Tool, select the "Private" Tab. A list of attendees appears.
2.	Select (double-click) on the attendee with whom you want to chat. Another Chat Tab opens, in which you can communicate exclusively with that attendee.
3.	Type your Chat message in the message field.
4.	Select the arrow button to send your message. Your message appears in the Chat Tool.

Figure 19: Chat Tool—Public and Private Tabs



Raised Hands

Hand-raising is a function of iLinc that operates like its classroom counterpart. Typically, the instructor will ask a question of the class, and the participants will raise their hands to respond. Participants can also raise their hands unprompted in order to interject a thought or ask a question.

When a participant raises his or her hand, an icon will appear next to his or her name in the Attendee List. Once you have called on a participant, the participants should lower their own hands in iLinc. However, they often forget to do this, so you may want to lower everyone's hands yourself in order to move on smoothly. To do this, select the arrow next to the Lower Hands icon under the Attendee List; then select "Lower All Hands."

Figure 20: Hand Raise Tool

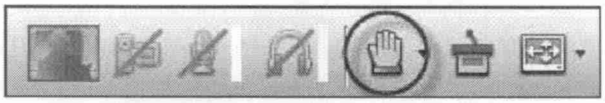
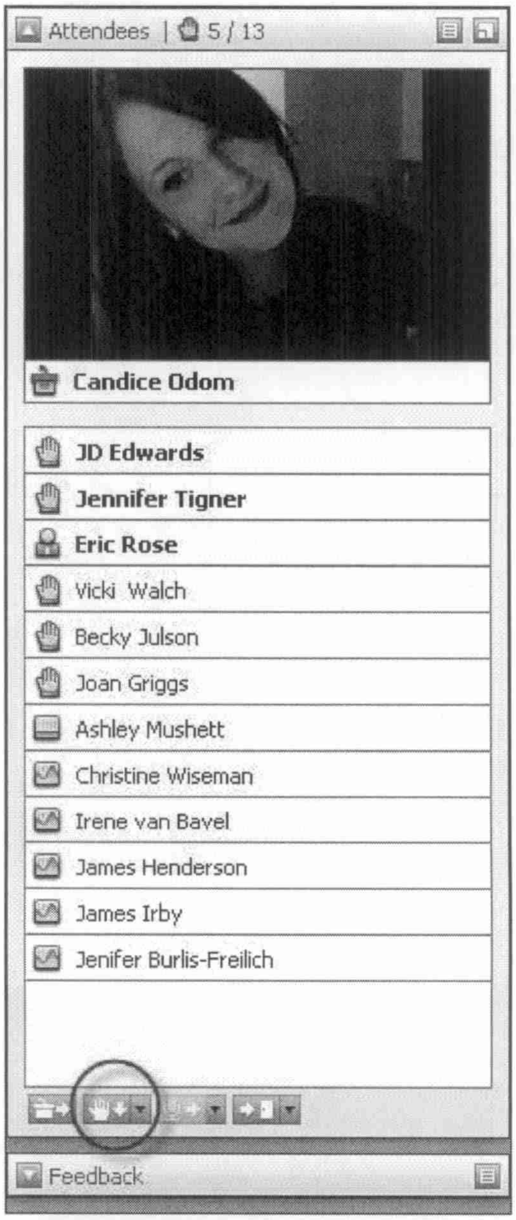


Figure 21: Hand Raises in Attendee List



Feedback Tool

The Feedback Tool is a fast way to get participant responses to questions with basic answers. In the IPER webinars, the Feedback Tool is typically used for yes-or-no questions, or to indicate the status of an in-class activity. It can provide a quick check on participant understanding and reinforce content.

The Instructor Guides include directives indicating when the instructor should use the Feedback Tool and which answer set should be used. You will know to launch the Feedback Tool when you see the following directive in your Instructor Guide:

- ***Set up*** the Feedback tool in iLinc.
  - ***Select*** the “Assignment status” answer set.

In the example above, you would select “Assignment Status” from the list. In other cases, you might select the “Yes/No” answer set.

Launching the Feedback Tool

To launch the Feedback Tool, perform the following steps:

STEP	ACTION
1.	In the Session Room, select the Feedback Tool menu button.
2.	From the list, select the type of feedback question you are posing. The feedback options appear in the participants' Feedback Tool.
3.	OPTIONAL: You may share the class results with the participants by selecting “Share” from the menu.
4.	When you are finished using the Feedback Tool, select “Withdraw” from the feedback tool menu. The feedback options no longer appear in the participants' Feedback Tool.

Figure 22: Feedback Tool

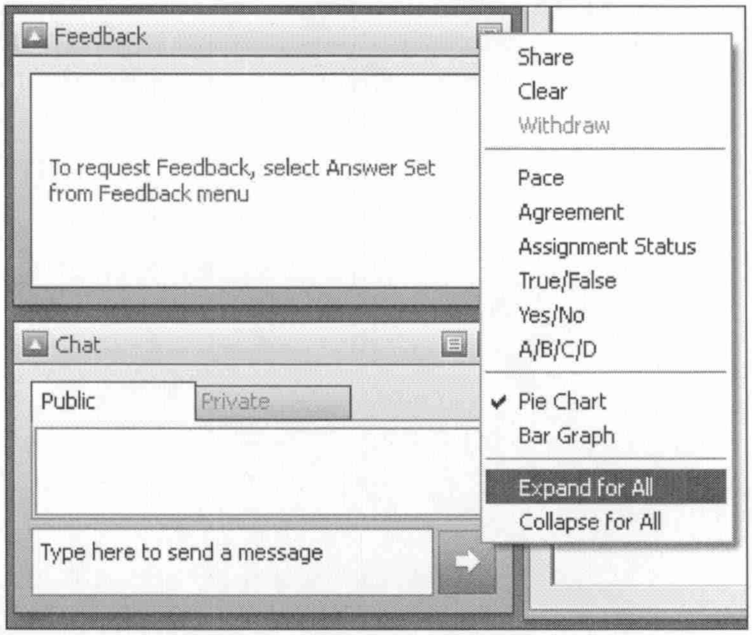
The Feedback Tool should always be launched *before* a question is asked, or in the case of Pre- and Post-tests, *before* the TestLinc is launched in iLinc (see page PG F2F-Lesson 1-65 for more information on TestLinc). Also, make sure that the type of Feedback answer is appropriate for the question you are asking. For example, having "True/False" visible when you are asking a yes-or-no question can be confusing to participants.

Expanding the Feedback Tool

The Feedback Tool can sometimes be tricky, because it will automatically collapse after not having been used, in order to conserve screen space for the Chat Tool. This can cause confusion for participants, and they may not see the Feedback Tool when it's collapsed. For this reason, it's generally a good idea to expand the Feedback Tool for everyone before launching it by completing the following steps:

STEP	ACTION
1.	In the Session Room, select the Feedback Tool menu button.
2.	From the list, select "Expand for All."

Figure 23: Expand Feedback Tool for All



Polling Questions

You will know to launch a Polling Question when you see the following directive in your Instructor Guide. The name of the Polling Question to open will be provided with the directive:

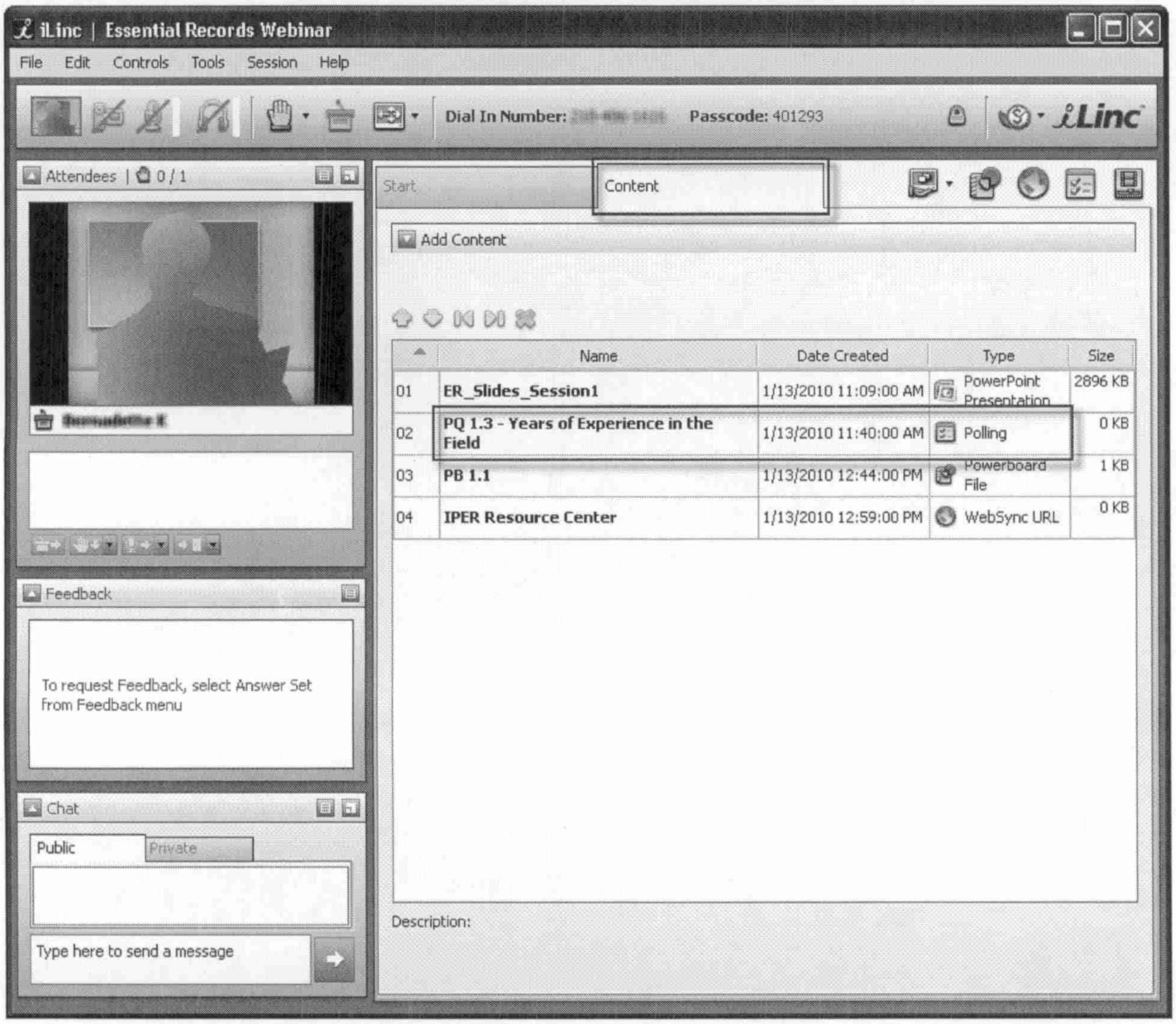
Launch Polling Question in iLinc:

- **PQ 1.4**—Experience with essential records

Polling Questions have been uploaded in iLinc by IPER Staff, and are already available in the Content Tab for each session. The bullet indicates which Polling Question to select from the list. To launch a polling question, perform the following steps:

STEP	ACTION
1.	In the Session Room, select the Content Tab.
2.	Select (double-click) the desired question. • Polling Questions are indicated as "Polling" in the "Type" column.
3.	To pose the question to participants, select "Ask Question."
4.	Select "Share Results" to show the spread of received answers with the participants.

Figure 24: iLinc Polling Tab



Polling Question Strategies

Pass the Floor

Remember, in the Kickoff Webinar you learned that the IPER Webinars use a Team Teaching strategy in which two or more instructors work together to deliver each course. A good strategy for launching Polling Questions is for the presenting instructor to "pass the floor" to the non-presenting instructor. The non-presenting instructor is then responsible for:

1. Launching the polling question in iLinc
2. Asking the question orally
3. Sharing the results when enough participants have responded
4. Closing the Polling tab
5. Passing the floor back to the presenting instructor

Having multiple instructors is beneficial because it removes the pressure of managing the presentation *and* teaching the content. It also breaks up the presentation by providing multiple voices, which helps keep participants engaged. You will learn more Team Teaching strategies in the next lesson.

Share Results

It is important to note that once you select "Share Results," the participants can no longer select an answer. Therefore, make sure you allow sufficient time for participants to read and answer the Polling Questions before you share the results. Use one or more of the following suggestions:

- Count to 10.
- Indicate that the time for participants to answer is running out (e.g. "Going once, going twice…").

Passing the Floor

As you may have noticed, the top of the Attendee List shows the picture of the person who is currently the presenting instructor, or "floor holder." When you change the presenting instructor, it is important also to change the floor holder in iLinc.

To pass the floor, follow these steps:

STEP	ACTION
1.	In the Session Room, select the non-presenting instructor's name in the Attendee List.
2.	Select the "Give Floor to Selected" icon.
3.	To take the floor back, select the "Take the Floor" icon from the top row of icons.

Figure 25: Passing the Floor

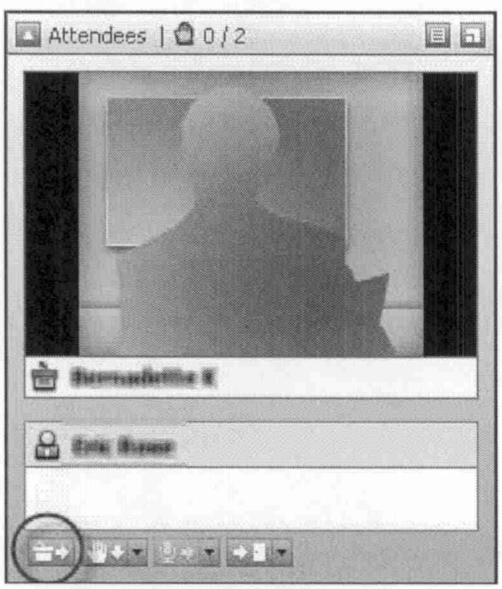
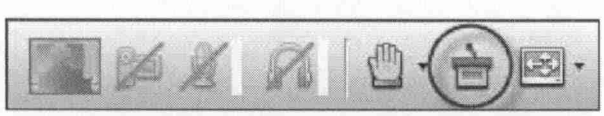


Figure 26: Take the Floor



Powerboards

Powerboards act like a whiteboard or easel chart, and allow you to present information and concepts graphically in a webinar environment. You can draw or write on them the same way you would a whiteboard.

In the IPER course, Powerboards are used in many instances to collect information from the participants during group discussions. These questions are pre-determined, and the accompanying Powerboards are created beforehand. All that is required from the IPER Instructor is to launch the Powerboard from the Content Tab and record the participant answers.

You will know to launch a prepared Powerboard when you see the following directive in your Instructor Guide. The name of the Powerboard to open will be provided with the directive:

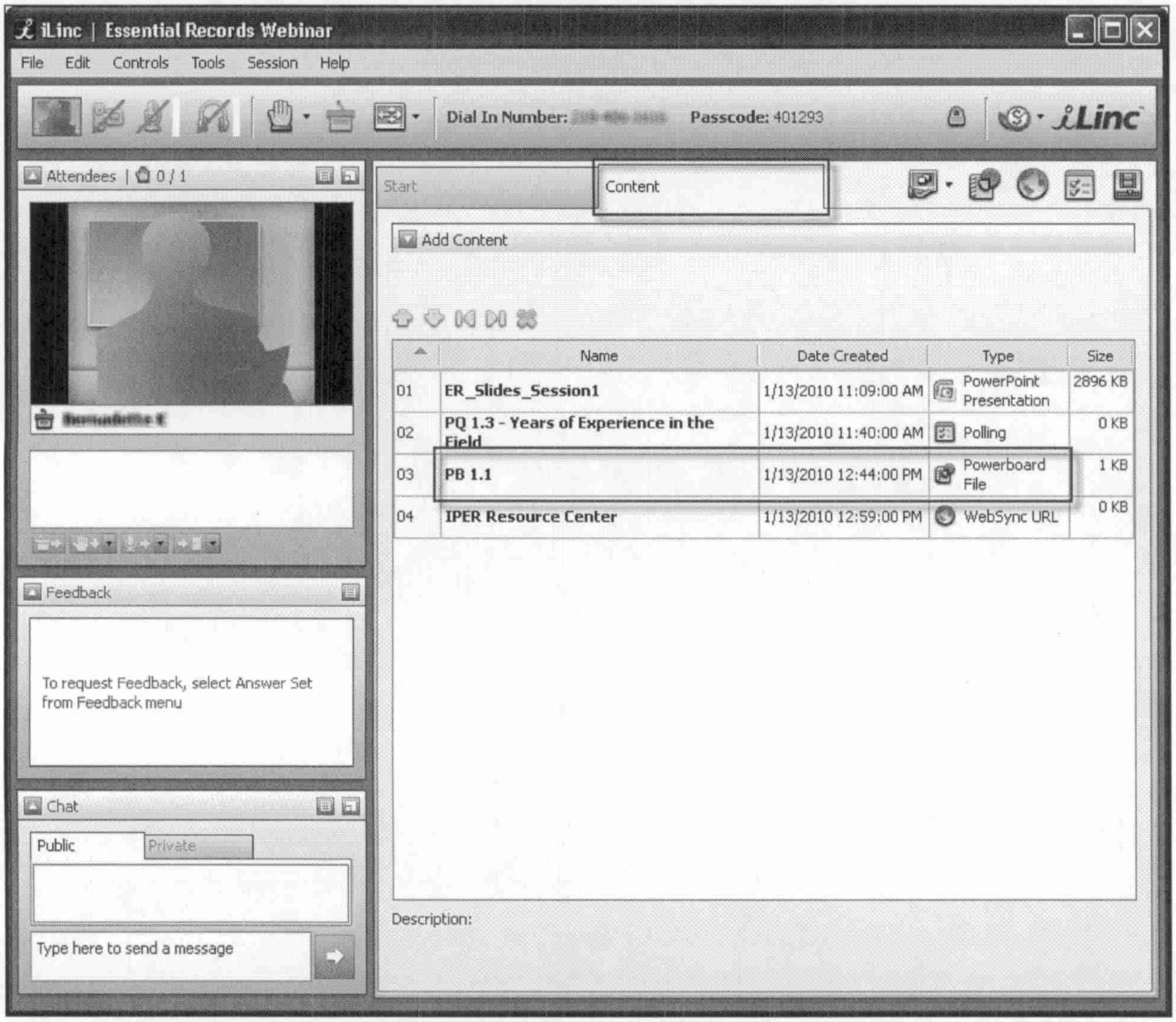
Open a prepared Powerboard in iLinc:

- **PB 1.1**—Sound check/technical issues

To launch a Powerboard, perform the following steps:

STEP	ACTION
1.	In the Session Room, select the Content tab.
2.	Select (double-click) the title of the desired Powerboard file. • Powerboard files are indicated as "Powerboard File" in the "Type" column.

Figure 27: Powerboard in the Content Tab



Powerboard Mark-Up Tools

To use the Powerboard as a whiteboard, you will want to use the Powerboard Mark-Up Tools.

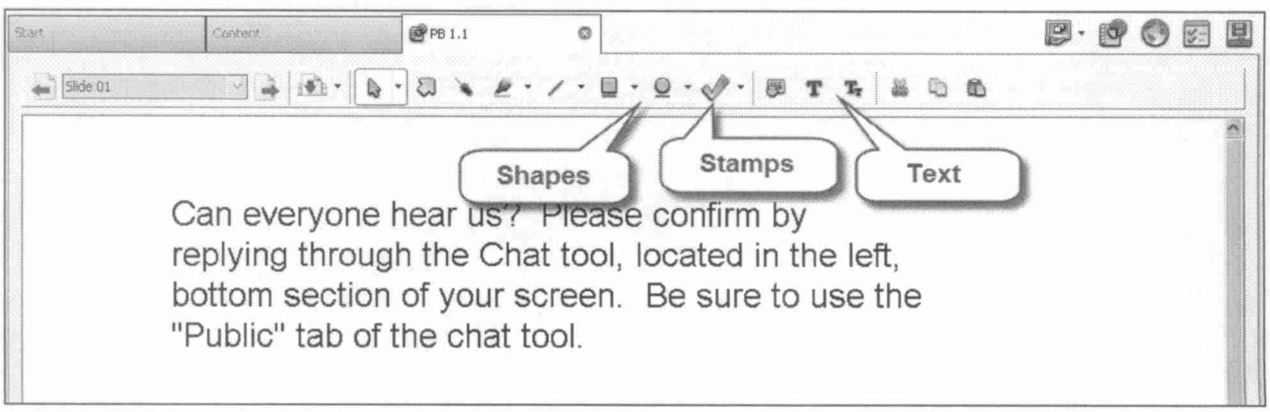
Shape Tools allow you to draw rectangle or circle shapes with solid, translucent, or transparent filling.

Stamp Tools allow you to add multiple instances of specific images, such as a check mark, arrow, exclamation point, and more.

Text Tools allow you to add text to the slide, and adjust that text's font, size, style, and color.

Note that there can be a two- to three-second delay between when you mark up a Powerboard and when that mark-up is seen by the participants.

Figure 28: Powerboard Mark-Up Tools



Displaying Websites, Handouts, and Course References

To launch a web page or a PDF version of a course handout or reference in iLinc, you use a feature called WebSync. WebSync is essentially a web browser that works inside of the iLinc Session Room. When you launch a WebSync, it will display the web page or the PDF document to all participants.

Websites on the Content Tab

Many of the URLs launched in the course are already available in the Content Tab in the iLinc Session Room.

You will know to launch a web page in iLinc when you see the following directive in your Instructor Guide. The URL for the web page will be provided with the directive:

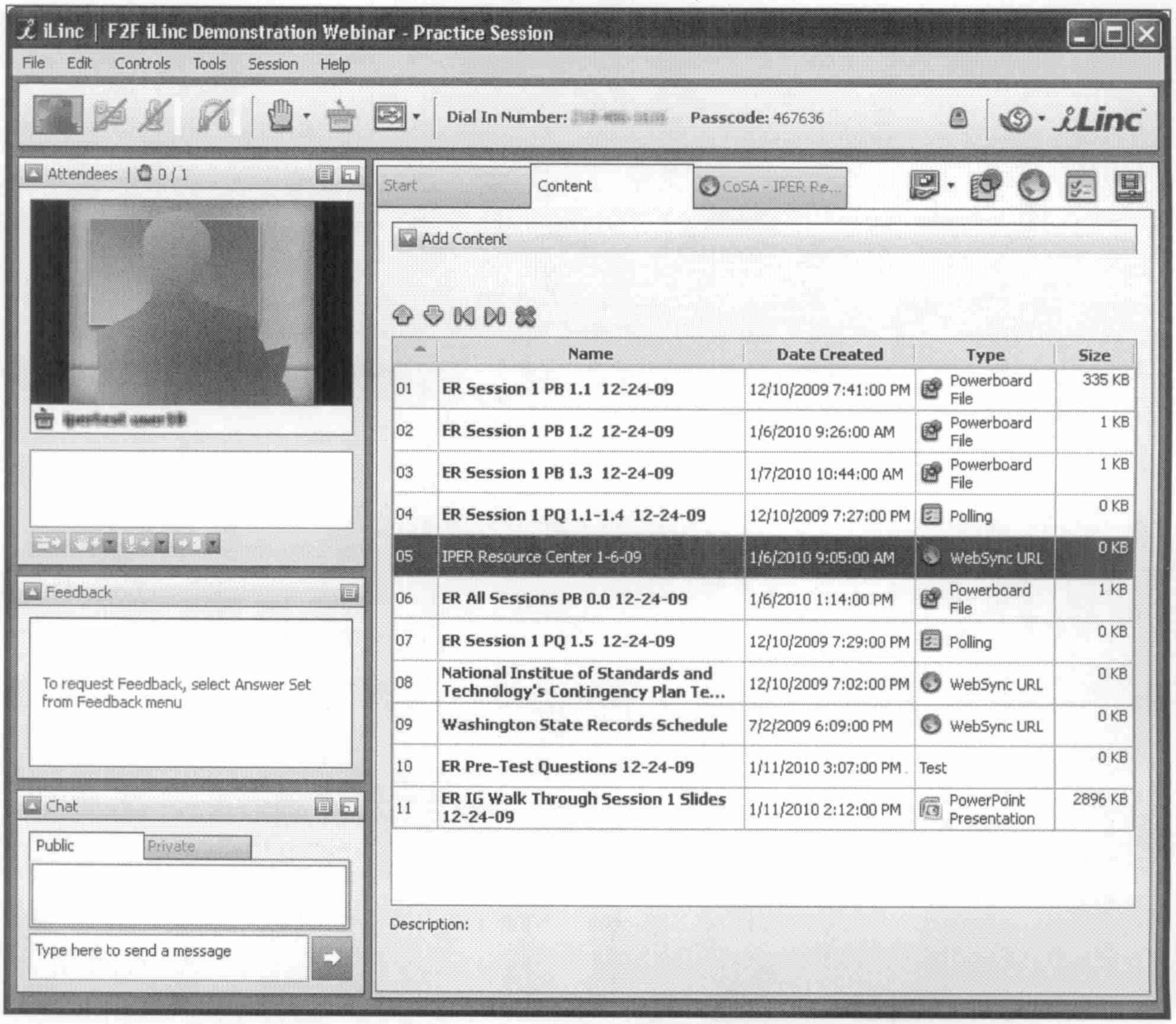
Launch web page in iLinc:

- Web page: IPER Resource Center
  - URL: http://www.statearchivists.org/resource-center

To launch a web page from the Content tab, perform the following steps:

STEP	ACTION
1.	In the Session Room, select the Content Tab.
2.	Select (double-click) the title of the desired WebSync file. • WebSync files are indicated as "WebSync URL" in the "Type" column.

Figure 29: WebSync in Content Tab



Instructor-Added Websites

There are also points at which you may decide to introduce your own web page resources. You may need to introduce your own pages in order to show participants state-specific information at "customization points" in the curriculum. To display these items, perform the following steps:

STEP	ACTION
1.	In the Session Room, select the WebSync URL icon.
2.	Select the address bar and type the URL provided in the Instructor Guide.
3.	Select "Enter" to launch the web page for all participants.

Figure 30: iLinc WebSync Icon

Figure 31: iLinc WebSync Tab

Displaying Handouts and Course References

Handouts and course references are used throughout the course to provide participants with

- Job aids
- Worksheets for class activities
- Supplementary content

Often, you will be prompted in the IG to open a handout or reference and review it with the participants. All course handouts and references are provided in a WebSync file located on the Content tab, labeled "Course Handouts and References." Selecting a handout or reference from the "Course Handouts and References" file will open the document as a PDF file using WebSync.

You will know to open a handout or reference in iLinc when you see the following directive in your Instructor Guide. The name of the document will be provided with the directive:

Open a document from the "Course Handouts and References" WebSync file in iLinc.

- Document name: **Handout 2.2**—Essential Records

To open a course handout or reference, perform the following steps:

Step	Action
1.	In the Session Room, select the Content Tab.
2.	Select (double-click) the Handout WebSync file. The list of handouts appears.
3.	Select the link for the handout you want to display. The handout will open as a PDF file in WebSync.

Important Notes on WebSync

When using WebSync, there are a few things to keep in mind:

- WebSync opens an instance of the participants' browser within the iLinc interface. Participants have control over the browser and can follow hyperlinks without the knowledge of the instructor.
- Participants cannot see when instructors interact with a website or PDF document shown through the WebSync function, so scrolling, moving their cursor, etc., is not visible to participants. Instructors will need to provide instructions on what to do ("scroll down," "select this," etc.). However, when the instructor selects a hyperlink, the web page will change for all participants.
- Depending on the participant's computer settings, hyperlinks to PDFs (such as the handouts) may open in PDF software (e.g., Adobe Acrobat) instead of in the WebSync browser. This could cause confusion for participants, and you may need to tell them to return to the iLinc Session Room window when you are finished presenting the PDF.

Displaying Your Own Documents

Application Share is a feature of iLinc that allows you to present to the participants a particular software application's window that is open on your computer's desktop (for example, Microsoft Word). Before using Application Share, make sure the document you want to share is open.

Unlike a WebSync, during an Application Share the participants *can* see the instructor's mouse and any actions the instructor performs. The screen appears to the participant *exactly* as it appears to the instructor. Therefore, when you are referring to a specific point in a document, you can use the mouse to visually identify what you're referring to so participants can follow along.

To show a document via an application share, perform the following steps:

STEP	ACTION
1.	On your computer, open the document you want to share.
2.	Select the arrow located next to the "Share" button.
3.	Select "Application" from the dropdown list.
4.	Select the checkbox next to the application you want to share.
5.	Select the green "Play" button at the bottom of the screen. The iLinc Session Room will minimize and become translucent. The document you are sharing will become the primary window. An additional window labeled "Sharing" will also appear.
6.	When you are finished sharing the document, select the "Stop" button in the "Sharing" window. This will stop sharing the document and return the Session Room to its original state.

Figure 32: Sharing a Document via Application Share

Figure 33: Beginning an Application Share

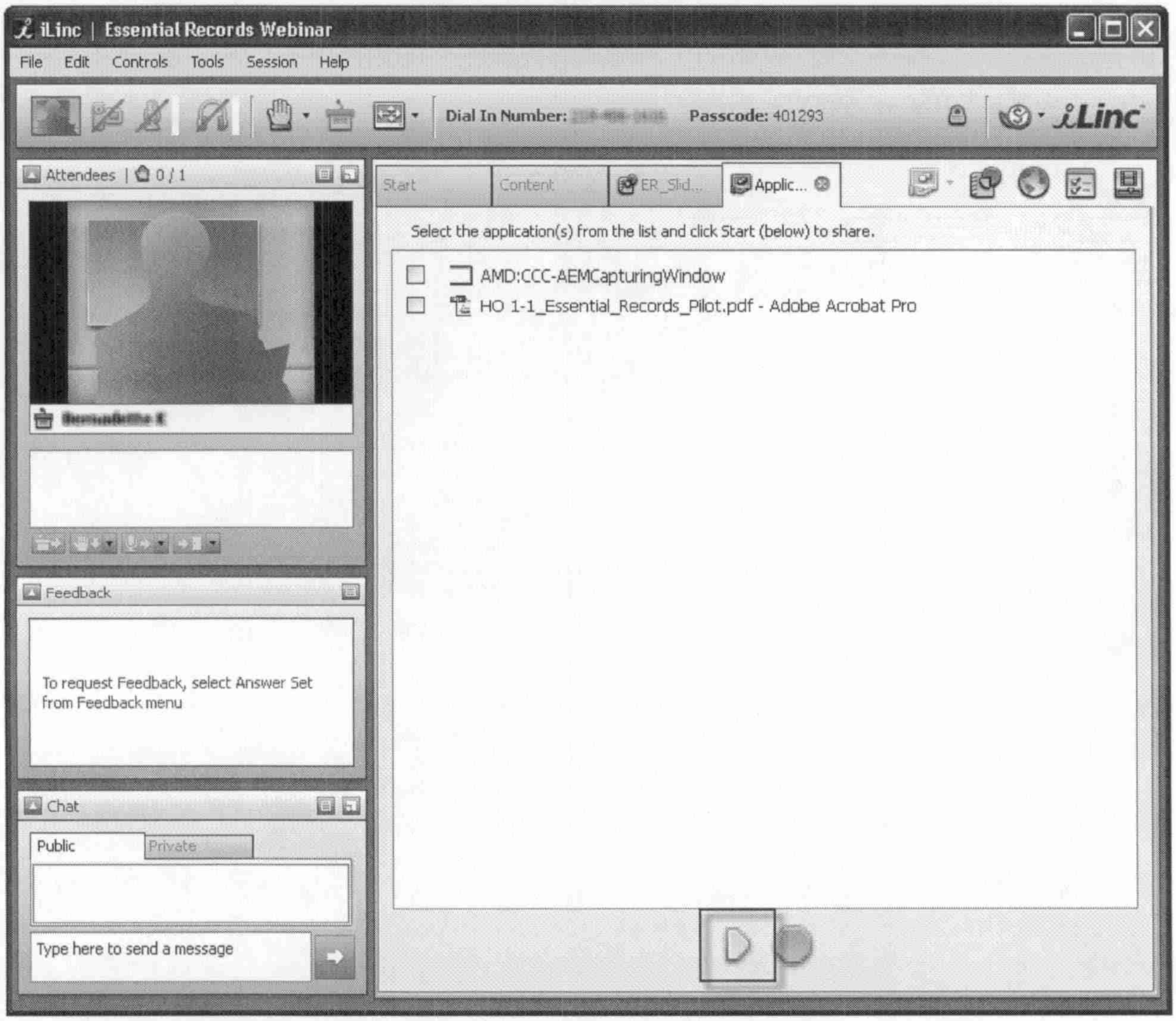
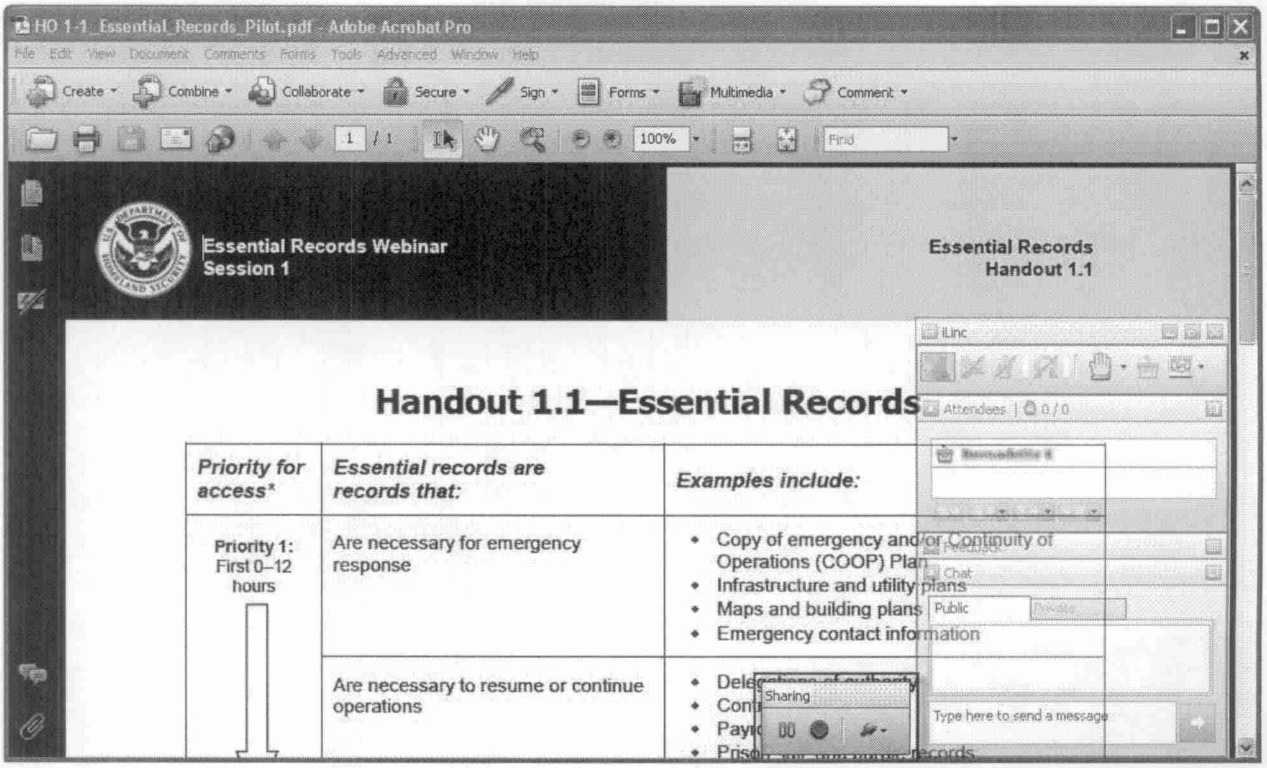


Figure 34: "Sharing" Window and Minimized Session Room



Application Share is designed to show only the application you choose, not your entire computer screen. However, be aware that if you open another window on top of the shared application, that window *may* appear to the participants for a few seconds before disappearing.

The various Mark-Up Tools are available from the "Sharing" window as well.

State-Specific Content

By necessity, the IPER courses are generic presentations. In some instances, you can customize content by integrating state- or territory-specific materials.

Customization areas are indicated with a black outline around the relevant Instructor Notes:

Say: You can find the statutes and regulations for your state or locality that define essential records on the IPER Resource Center.

Remind participants that **Reference 01**—Resource Center, References, Reading List provides information on the IPER Resource Center.

Point out that **Reference 01**—Resource Center, References, Reading List is included in the participant materials per the link provided in the Invitation Email.

Say: Let's take a moment to visit the Resource Center and look at the statutes and regulations for your state that define essential records.

iLINC ***Launch*** web page in iLinc:

- Web page: IPER Resource Center
  - URL: <u>*http://www.statearchivists.org/resource-center*</u>
- ***Access*** the page for your state.
- ***Point out*** the statutes and regulations that define essential records.

When done, ***close*** the web page for everybody by selecting "Close All" when prompted.

State-specific information will come from the IPER Resource Center or from you.

See the "Course Preparation by Session" section of the Instructor's Course Overview in your Instructor Guides for the lists of state-specific information.

Accessing state-specific information on the IPER Resource Center:

1. Start on the IPER Resource Center home page.
2. Select your state or territory from the interactive map.
3. Drill down into your state's page and access the specific content you want to present.

Course Evaluations

As part of the FEMA Cooperative Agreement, IPER gives participants the opportunity to evaluate the course at the end of Session 4. The data can be used by IPER and by you, the instructor, to improve the course and its delivery.

The Course Evaluations are delivered using a feature in iLinc called a Survey. These Surveys are developed by the IPER Staff in advance of the course offering, and are available in the Content Tab. All you need to do is launch the Survey from there.

However, when presenting the Course Evaluation to participants, there is a sequence of steps that involves several different features of iLinc. Look at the following example of Instructor Notes from Session 4 of the *Essential Records* webinar:

ILINC

Set up the Feedback tool in iLinc.

- ***Select*** the "Assignment status" answer set.

Tell participants to select "Completed" in the Feedback area when they have completed the evaluation.

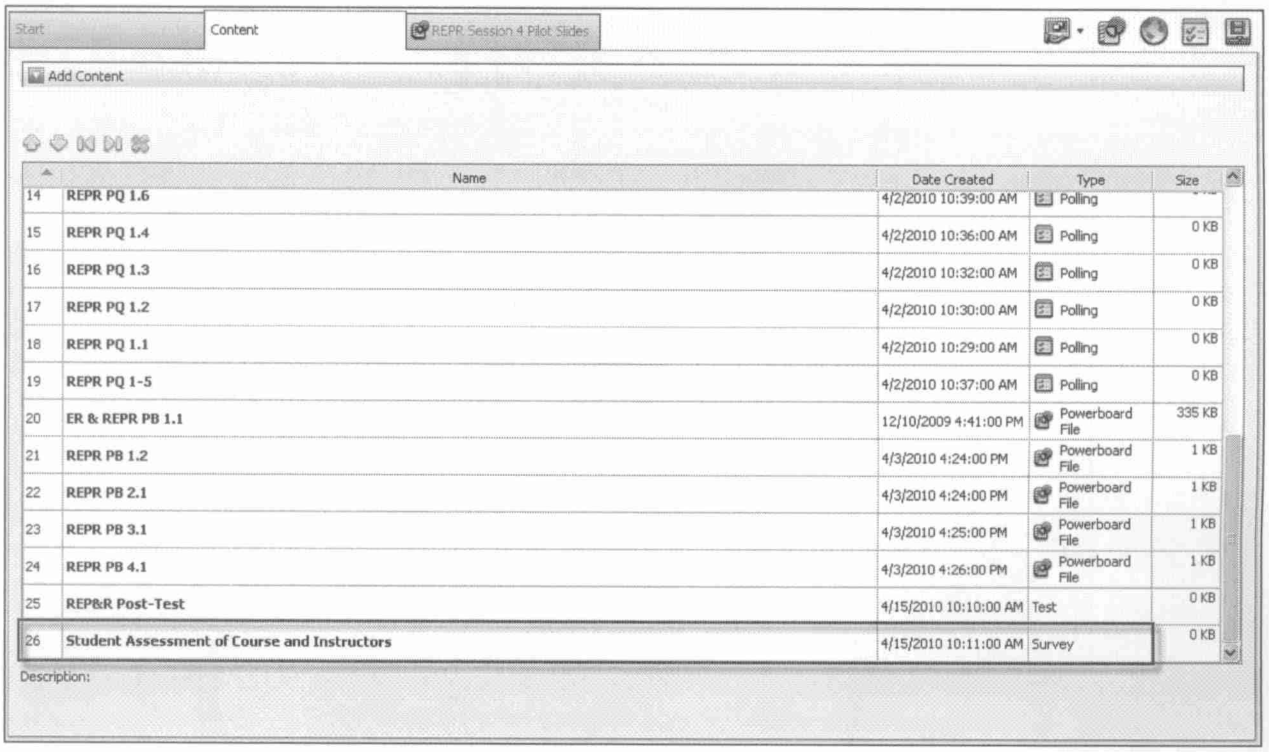
ILINC

Launch the evaluation in iLinc:

Notice that the process of launching the Course Evaluation involves one of the tools you have already learned: the Feedback Tool. Be sure to do this first, before launching the Evaluation. To launch the Course Evaluation, perform the following steps:

STEP	ACTION
1.	In the Session Room, select the Content Tab.
2.	Select (double-click) the Course Evaluation. • Evaluations are indicated as "Survey" in the "Type" column. The Evaluation will open automatically as a new tab in the participants' screen.

Figure 35: Course Evaluation in Content Tab



Pre- and Post-Tests

In the IPER webinars, the Pre- and Post-Tests are delivered using TestLinc. TestLinc is a feature of iLinc that allows you to create tests and deliver them during an iLinc session. Like the Course Evaluations, the Pre- and Post-Tests are available in the Content Tab.

Also like the Course Evaluations, the presentation of the Pre- and Post-Tests involves several different features of iLinc. Look at the following example of Instructor Notes from Session 4 of the *Essential Records* webinar:

Set up the Feedback tool in iLinc.

- ***Select*** the "Assignment status" answer set.

Tell participants to select "Completed" in the Feedback area when they have completed the Post-Test.

Pause the iLinc recorder.

Launch TestLinc in iLinc:

- Test: *Essential Records* Post-Test

Notice that the process of presenting a Pre- or Post-Test involves two tools you have already learned: the Feedback Tool and the iLinc recorder. To launch the Pre- or Post-Test, perform the following steps:

STEP	ACTION
1.	In the Session Room, select the Content Tab.
2.	Select (double-click) the desired test. • Tests are indicated as "Test" in the "Type" column. The test will open automatically as a new tab in the participants' screen.

Figure 36: TestLinc in Content Tab

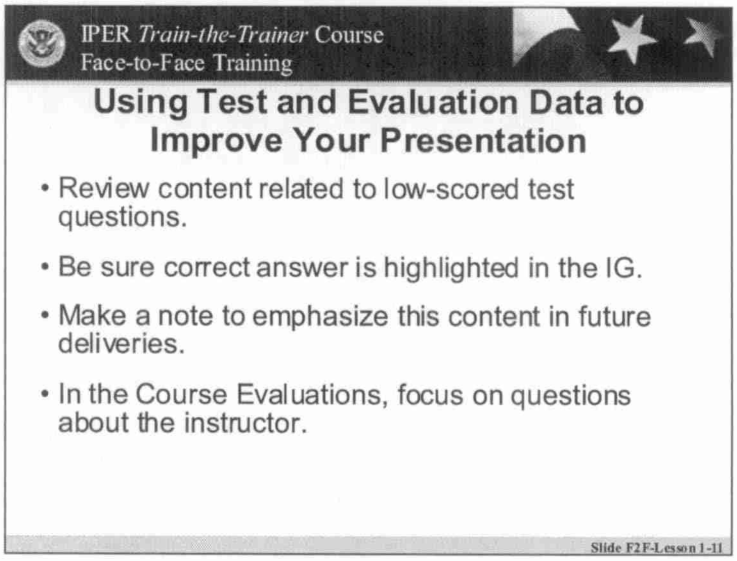
Ending the Webinar Session

After the webinar session is over, you need to end the session for all participants. To end a session, perform the following steps:

STEP	ACTION
1.	Select the "X" icon in the upper right corner of the Session Room window. A notification appears, asking if you are sure you want to end the session. There will also be a checkbox allowing you to "Dismiss all participants."
2.	Check the box to dismiss all participants and then select "Yes." The session will end and the Session Room will close.

Using Test and Evaluation Data to Improve Your Presentation

Slide F2F-Lesson 1-11



Following the webinar, the results of the Pre- and Post-Tests, along with the Course Evaluation results, are available from the iLinc Communication Center.

The results are compiled by question. Use this information to evaluate and improve your course delivery:

- If a particular question has particularly low results, revisit the content related to that question in your IG.
- Be sure the correct answer to the question is highlighted in your IG.
- Make a note to yourself to emphasize the content for future deliveries.
- Use the information from the Course Evaluations to decide if and how to improve your delivery. Review the questions about “the instructor” to determine where to focus your efforts. Examples may include preparation, answering questions clearly, encouraging student participation, and using time effectively.

To retrieve the Pre- and Post-Test and Course Evaluation results, perform the following steps:

STEP	ACTION
1.	Log in to the iLinc Communication Center using your State Team's Master Account.
2.	In the Communication Center, select "Reports" from the menu bar
3.	In the next screen, select "Test/Survey by Question."
4.	Select the "List Assessments" button on the right side of the screen. The list of available tests and evaluations will populate. Remember that the evaluations are called "Surveys" in iLinc. **NOTE:** If you are retrieving the results for only a test or only a survey, you can narrow the results by selecting the appropriate check box to the left before selecting "List Assessments" button.
5.	Select the radio button next to the test or evaluation.
6.	In the "Criteria" section, change both date boxes to show the date when the test or evaluation was taken. • For the Pre-Test, this will be the date of Session 1. • For the Post-Test and Evaluation, this will be the date of Session 4.
7.	In the "Results" section, select "Excel Spreadsheet."
8.	Select "Submit." You will be prompted to download an Excel spreadsheet of the results.

Figure 37: Reports from Menu Bar

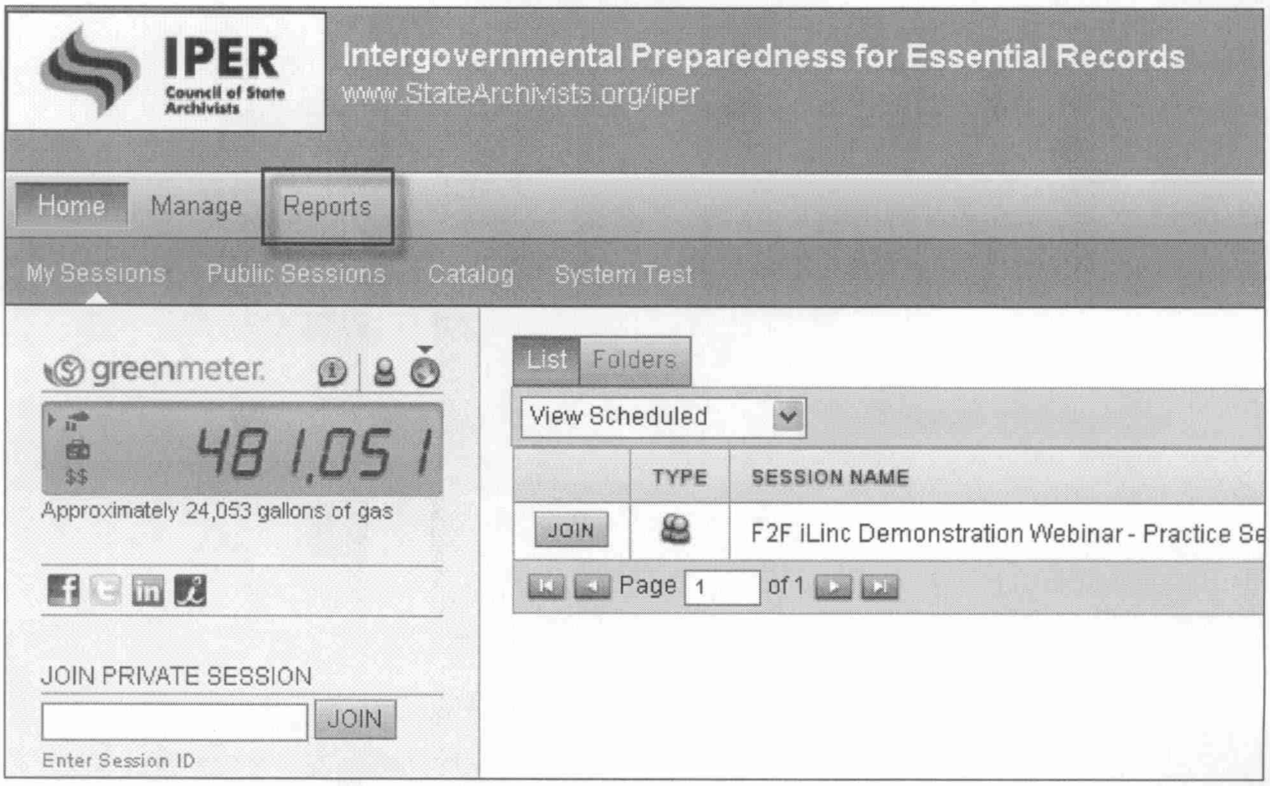


Figure 38: Activity Reports List

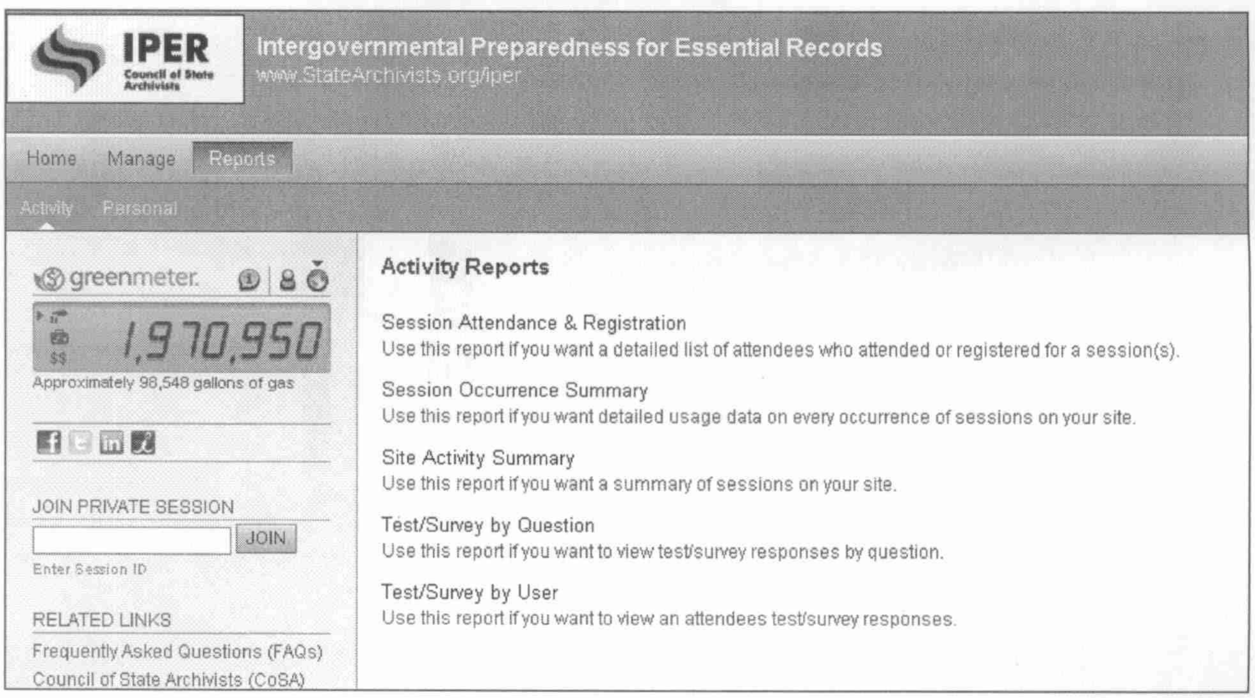
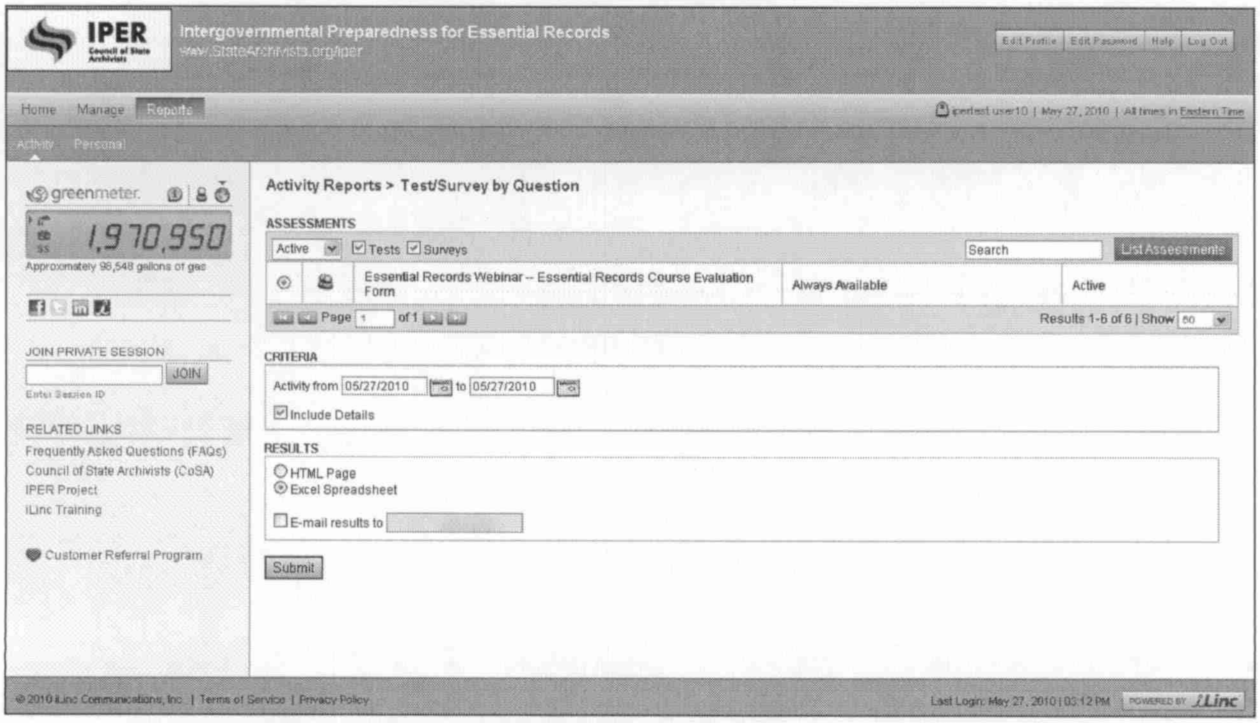
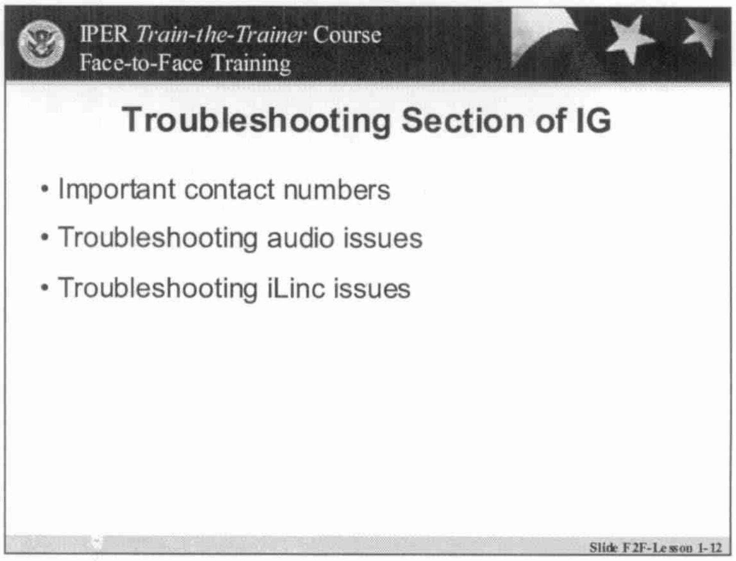


Figure 39: Report Retrieval Form



Troubleshooting and Handling Technical Difficulties

Slide F2F-Lesson 1-12



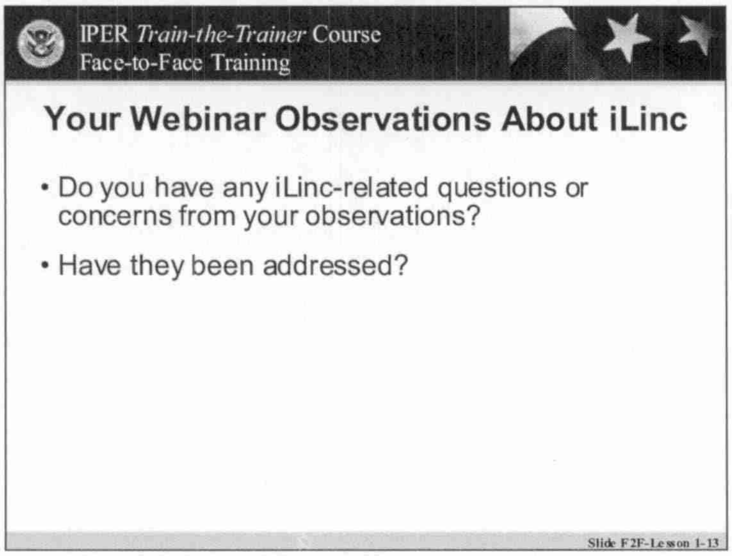
Your Course Instructor Guides include information on troubleshooting and technical difficulties. The troubleshooting document, **Reference 05**—Webinar Troubleshooting Guide, located in both IPER course IGs under the References tab, is divided into three sections:

- Important contact numbers
- Fixing audio problems
- Fixing iLinc problems

This guide should be referred to *during* the webinar when instructors or participants are having technical issues. You should also review the document *prior* to the course offerings and familiarize yourself with its contents and organization.

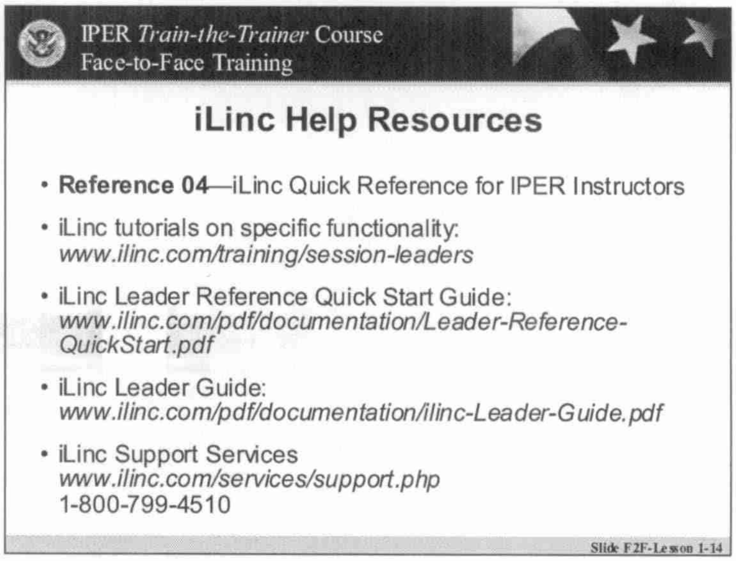
Your Webinar Observations About iLinc

Slide F2F-Lesson 1-13



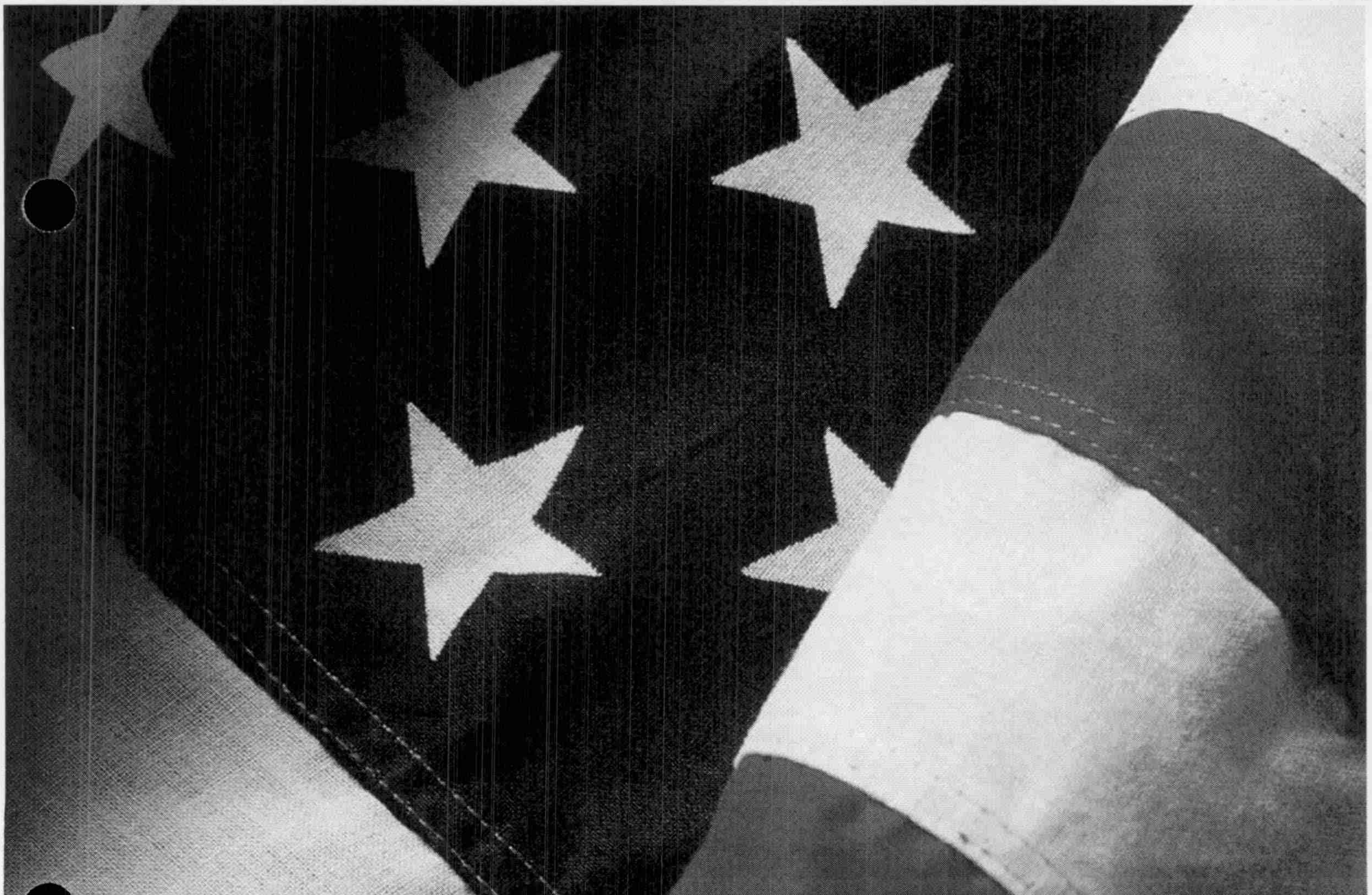
iLinc Help Resources

Slide F2F-Lesson 1-14



The following additional resources are available to support you in learning and managing iLinc:

- **Reference 04**—iLinc Quick Reference for IPER Instructors
- iLinc tutorials on specific functionality: *http://www.ilinc.com/training/session-leaders*
- 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*
- iLinc Support Services
  http://www.ilinc.com/services/support.php
  1-800-799-4510



IPER *Train-the-Trainer* Course

Face-to-Face Training

- Lesson 2: The IPER Course Instructor Guides

Participant Guide

Final, July 2010

U.S. DEPARTMENT OF HOMELAND SECURITY

FEMA

Table of Contents

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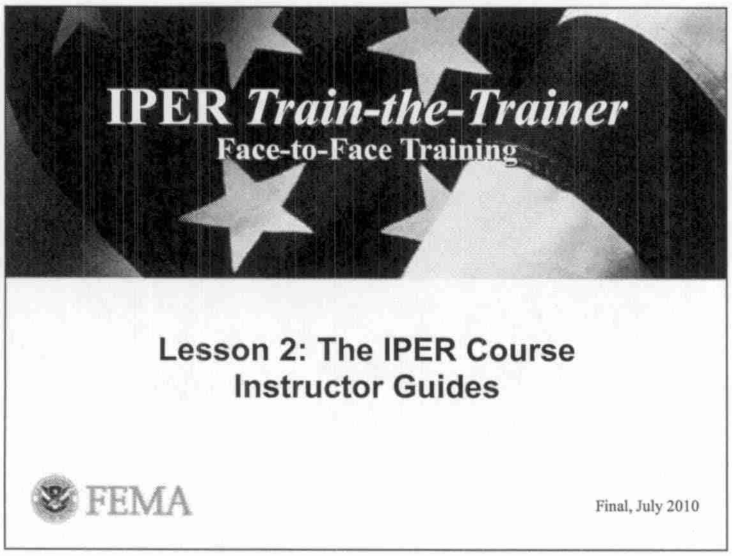
Lesson 2: The IPER Course Instructor Guides

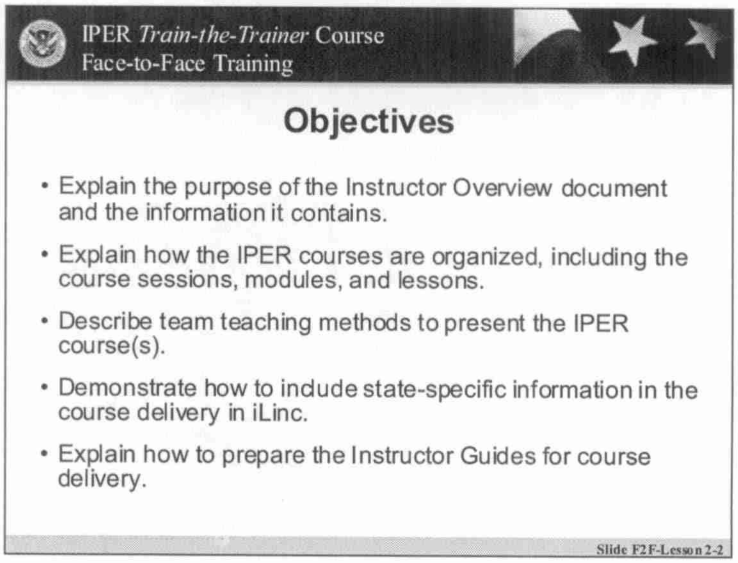
Introduction and Objectives

Slide F2F-Lesson 2-1



Objectives

Slide F2F-Lesson 2-2

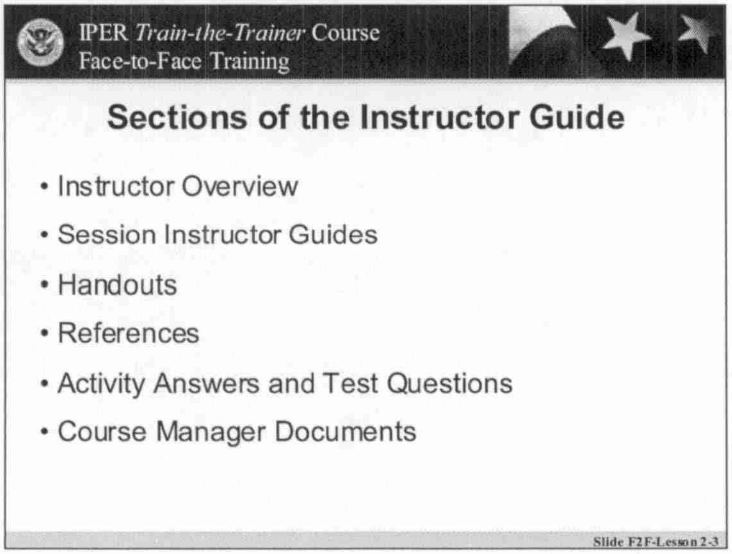


Upon completion of this lesson, you will be able to:

- Explain the purpose of the Instructor Overview document and the information it contains
- Explain how the IPER courses are organized, including the course sessions, modules, and lessons
- Describe team teaching methods to present the IPER courses
- Demonstrate how to include state-specific information in the course delivery in iLinc
- Explain how to prepare the Instructor Guides for course delivery

Sections of the Instructor Guide

Slide F2F-Lesson 2-3



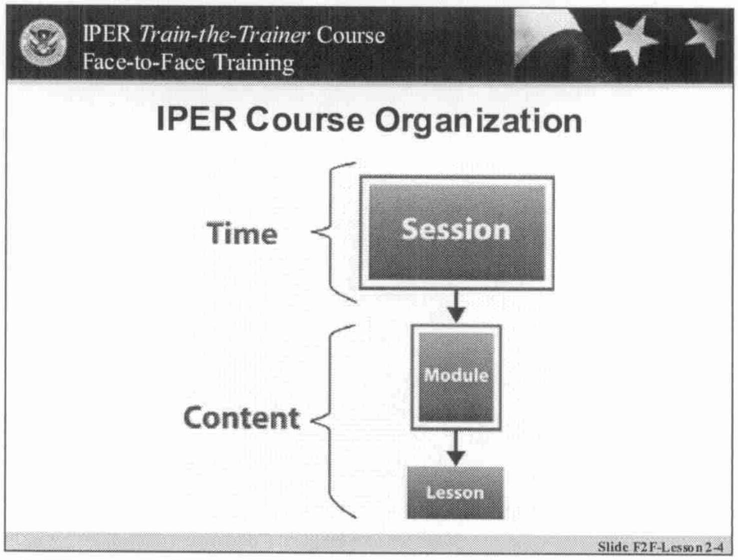
Each webinar has its own IG. The IG includes everything you will need to teach the webinar. There are six sections that provide different information.

- **Instructor Overview**—provides a complete snapshot of the objectives, materials, and schedule for the entire course: all the background and administrative information necessary to teach a specific IPER webinar.
- **Session Instructor Guides**—constitutes the "stage directions" for delivering each session. There are four Sessions in both the *ER* and *REPR* courses, and therefore four session IGs for each (a total of eight).
- **Handouts**—are available for each course in the course IG, so that you will know what the participants are viewing when you refer them to any given handout.
- **References**—includes general information that applies to all of the IPER webinar courses; includes items like Key Terms and iLinc reference guides.
- **Activity Answers and Test Questions**—provides copies of the activity answer sheets that you'll be emailing to participants and the Pre- and Post-Test questions. Notice in the Pre- and Post-Test questions document, that each test question indicates from which section of content the test question is derived. When preparing to teach the webinar, you should map each question back to the section in which the material is taught, and identify the answer to the question within the content, so that you make sure to emphasize it during the session. This is discussed in more detail later in this lesson.

- **Course Manager Documents**—for your reference, contains the materials that are pre-loaded into iLinc or onto the IPER Resource Center by the IPER Course Manager. This includes items like the prepared Powerboards and Polling Questions you'll be using in iLinc and the Post-Test answer sheet that the participants can access after the Post-Test. ***You do not need to do anything with these materials***; they are provided only for your information.

IPER Course Organization: Sessions vs. Modules vs. Lessons

Slide F2F-Lesson 2-4



The organization of the IPER courses reflects the two aspects of the webinar: time and content. Time is organized by session, and content is organized by modules and lessons.

Time

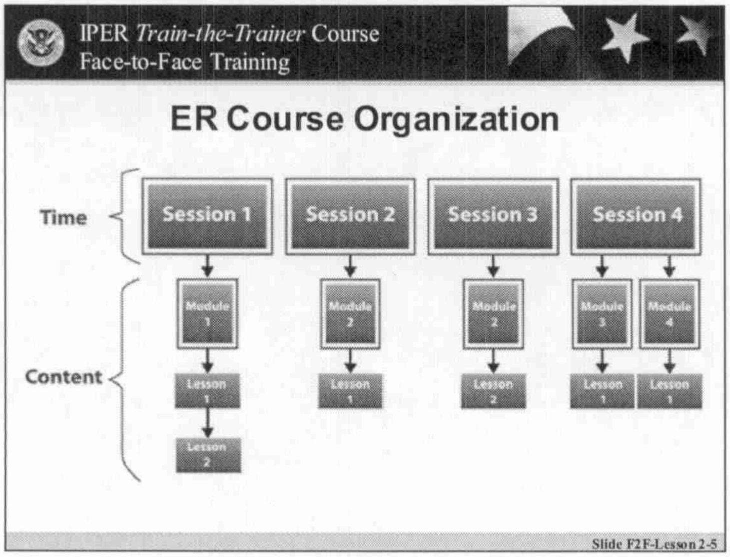
- **Sessions**—A session is the period of time in which a webinar occurs. Both the *ER* and *REPR* courses are delivered in four sessions, and the course IGs are separated by session.

Content

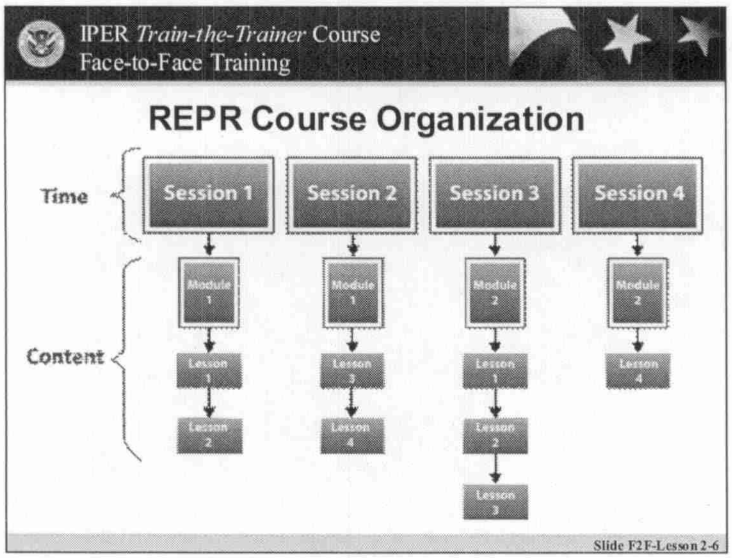
- **Modules and lessons**—The course content is hierarchically organized in modules and lessons. Modules are the highest organizational level and contain the lessons.

In some cases, a module may be presented over two sessions, or two modules may appear in one session.

Slide F2F-Lesson 2-5

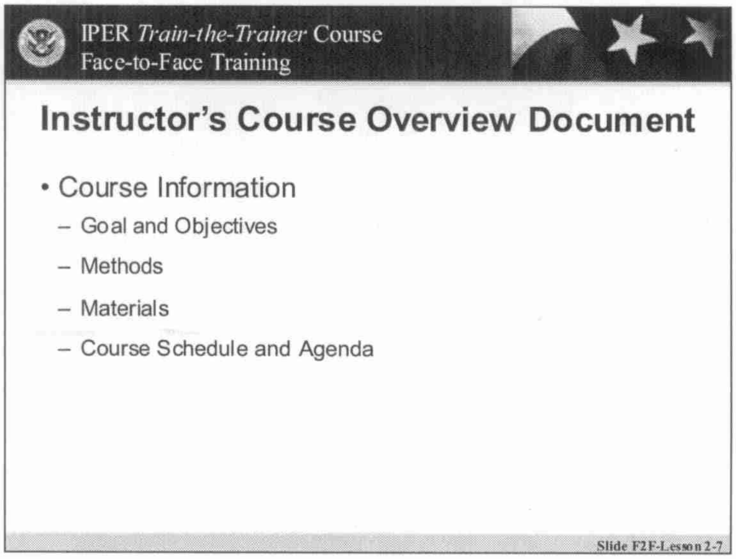


Slide F2F-Lesson 2-6



The Instructor's Course Overview Document

Slide F2F-Lesson 2-7



Each course's IG includes an Instructor Overview document. The Instructor Overview provides a high-level description of the course content and the materials and preparation needed for each section.

As part of your preparation for teaching the IPER courses, you should read the Instructor Overview. We recommend you do this first, *before* you review and prepare your session IGs, to give you a better overall understanding of the course.

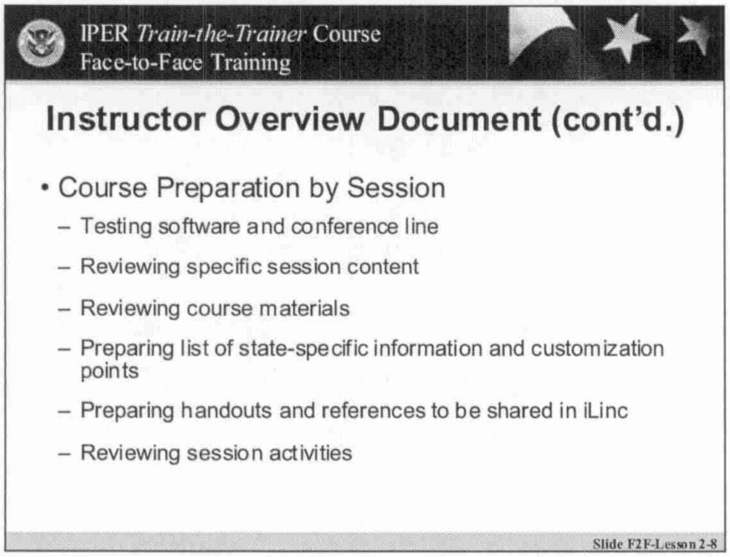
Course Information

The Course Information section provides the following information:

- **Goal and Objectives**—the **goal** is the overall, general mission of the course; the **objectives** are specific, measurable statements about how the goal will be achieved.
- **Methods**—the instructional methods used to teach the course, along with a description of each
- **Materials**—a list of materials for both the participant and the instructor
- **Course Schedule and Agenda**—recommended timeframes for each course topic

Course Preparation by Session

Slide F2F-Lesson 2-8

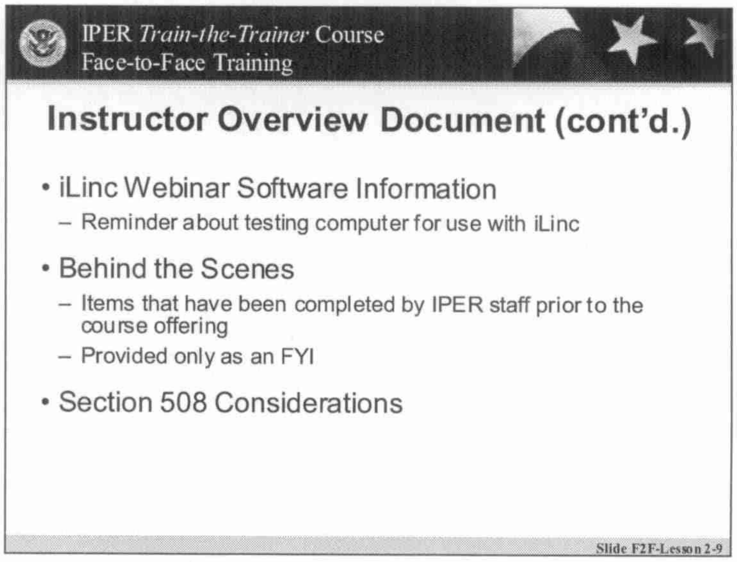


The Course Preparation by Session section outlines what the instructor needs to do to prepare for each session of the webinar courses. This section is included for your reference. You should review this list before *every* course delivery to verify that you are familiar with all session content, materials, and activities. Typical items include:

- Preparing and testing the software and conference line systems
- Reviewing and being familiar with specific session content
- Reviewing and being familiar with course materials (i.e., handouts, references, etc.)
- Preparing a list of state-specific information and customization points, and their locations in the IG
- Preparing handouts and references to be shared in iLinc
- Reviewing and being familiar with the session activities

iLinc Webinar Software Information

Slide F2F-Lesson 2-9



This section has reminder information about testing your computer system for the use of iLinc, uploading your instructor photo, and recording the webinar sessions in iLinc.

Behind the Scenes

Before each webinar session, the IPER Course Manager takes care of all the "behind-the-scenes" work, such as preparing the session and setting up the automated course-related emails. This behind-the-scenes information is included for your reference, so you will know what information the participants already have, and what correspondence they have received prior to the session.

Section 508 Considerations

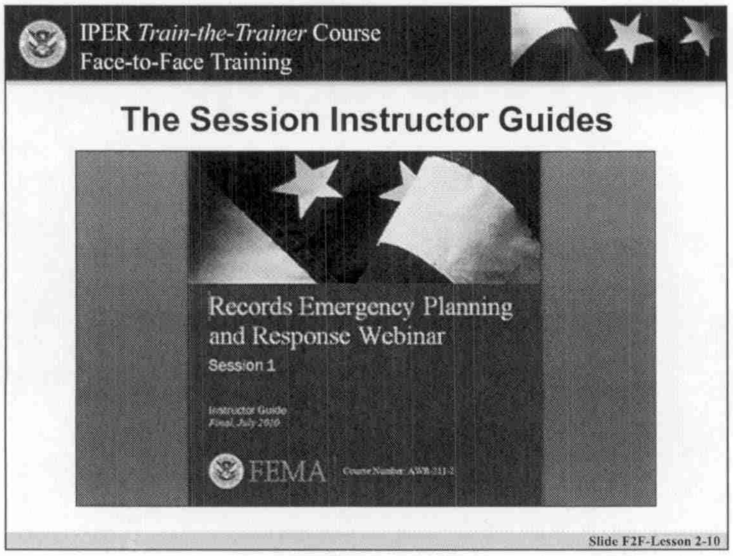
In accordance with the Cooperative Agreement with FEMA, the IPER courses comply with Section 508 of the Rehabilitation Act, which requires that federal agencies ensure that electronic and information technology is accessible to employees and members of the public with disabilities.

While the iLinc software has inherent compliance limitations, the course Participant Guides are accessible to screen-readers, and IPER is developing a CD-ROM version of the *ER* and *REPR* courses that will be fully 508-compliant. The Invitation Email, sent out before each course offering, also asks that individuals with special needs contact IPER Staff.

More information regarding Section 508 and the IPER courses is available in the *ER* and *REPR* Instructor Overviews in the Section 508 Compliance section.

The Session Instructor Guides

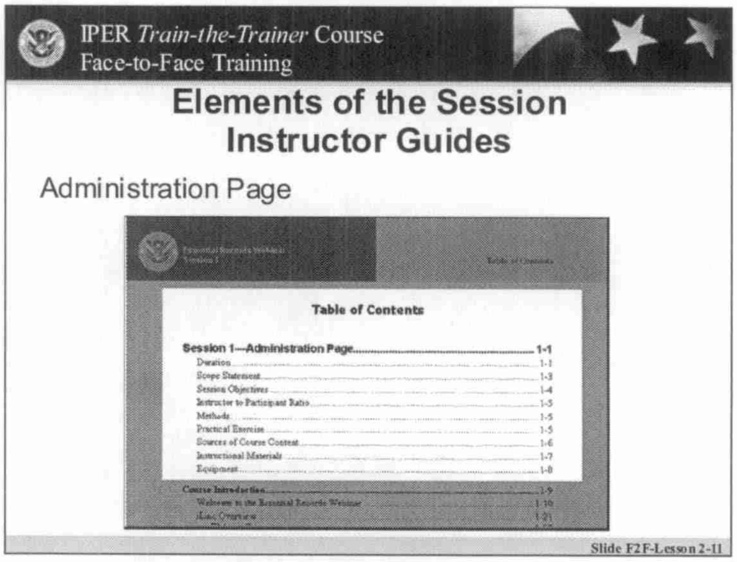
Slide F2F-Lesson 2-10



The Session Instructor Guides are your "stage directions" for facilitating the webinars, and provide step-by-step directions to guide you through the course. Here are some of the elements of the Session Guides.

Administration Page

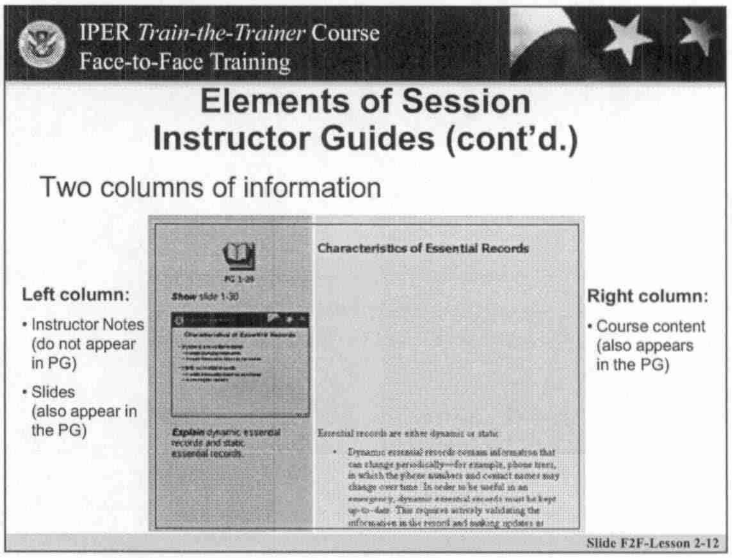
Slide F2F-Lesson 2-11



The Administration Page appears at the beginning of each session IG, and provides a snapshot of the webinar session, including the session duration, a brief description of the session's scope, and a list of the session's objectives, among other information.

Two Columns of Information

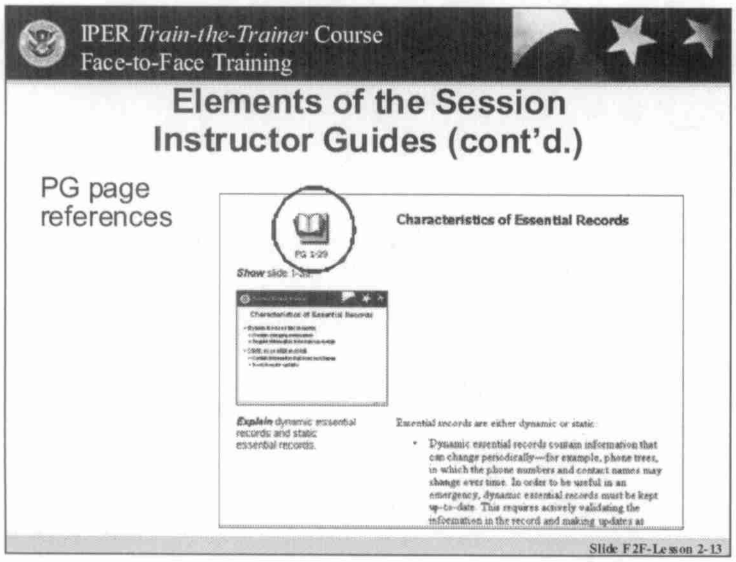
Slide F2F-Lesson 2-12



The Instructor Guides are organized in two columns. The left-hand column contains the Instructor Notes and small versions of the slides, and the right-hand column contains the course content that also appears in the Participant Guides, or PGs. These columns are labeled at the beginning of each session.

PG Page References

Slide F2F-Lesson 2-13



At the beginning of each topic in the IG, a PG page reference appears, indicating which page of the PG corresponds to that IG page. This information enables instructors to orient participants to where they should be in their PGs at any point during the training.

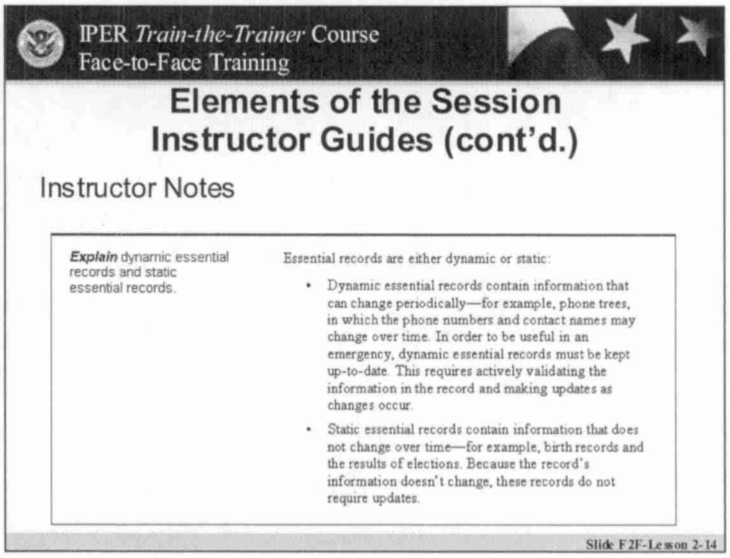
At the start of a new topic, instructors should tell participants the PG page number for that topic, to ensure that they are on the correct page.

Additionally, the slide numbers are the same in both the PG and the IG, so they provide another way to orient participants as to where they should be.

PG page references are also provided in the activity instructions to help participants locate required activity materials such as worksheets.

Instructor Notes

Slide F2F-Lesson 2-14



The Instructor Notes contain instructor-specific information and directions on presenting the IPER courses. They provide guidance on what you should do and say as you progress through the course. The IPER courses are not scripted courses, so in most cases the Instructor Notes do not specify word-for-word what you should say. Instead, they provide direction on topics to be presented and points to be made. However, in instances where it's important that you provide specific, consistent information, you will find word-for-word scripts.

Instructor Notes are provided in the order in which they should be performed, and they align with the content to which they refer.

Types of Instructor Notes

- **Explain—*"Explain*"** Instructor Notes indicate that you should summarize content that is contained in the PG column. They tell you what information should be conveyed to the participant—in your own words—using the information in their Participant Guides. Be careful *not* to read the PG information verbatim. Instead, summarize and expand on specific points as outlined in the directive. Similar directives include ***Go over, Point out***, and ***Emphasize.***

- **Say—*"Say"*** Instructor Notes contain information that you should relay verbatim, as written, to the participants.

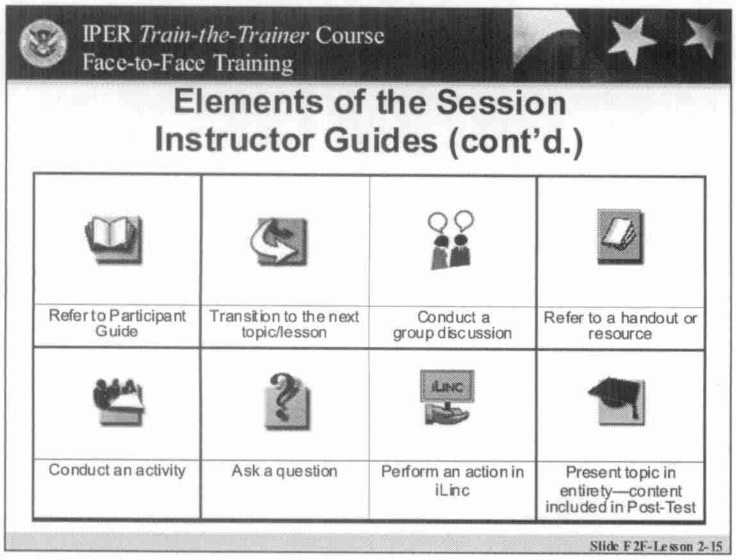
- **Tell—*"Tell"*** Instructor Notes provide information in addition to the information in the PGs. This information should be conveyed in your own words.

- **Transition—*"Transition"*** Instructor Notes appear when switching from one content topic to the next, and segue between the two topics. The directive is intended to be read verbatim—however, you should feel free to elaborate. It is important that you **not skip** the transition, because it helps the participants understand how the upcoming content relates to what they have just learned.

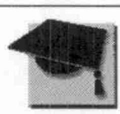
- **Show—*"Show"*** Instructor Notes indicate when you should proceed to the next slide.

Icons

Slide F2F-Lesson 2-15

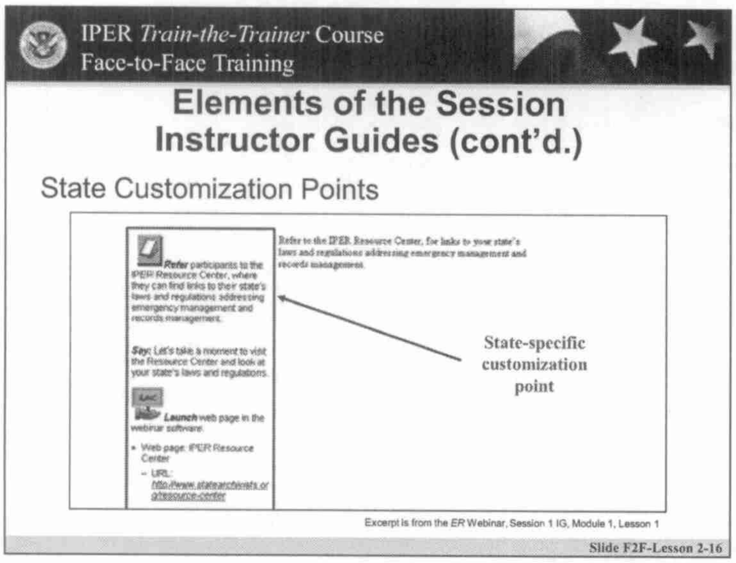


In the Instructor Notes column, icons appear that serve as visual clues to highlight actions or items that are important to the course delivery.

Icon	Description
 Refer to Participant Guide	Indicates the page in the Participant Guide on which the topic can be found. Use it to orient the participants as to where they should be as they follow along in their Participant Guides.
 Transition to the next topic/lesson	Occurs with the "Transition" Instructor Note, indicating when you are transitioning to a new topic. Remember, reading the Transition directive is important because it ties the new content to previously learned content.
 Conduct a group discussion	Indicates that you should solicit participation from your audience in the form of a group discussion by asking the question provided. In these instances, you want to encourage the class members to interact with you and each other.
 Refer to a handout or resource	Indicates that you should refer participants to a reference or handout. In many cases you may either share the handout or reference, using iLinc's Application Share, or simply ask participants to review their own copies.
 Conduct an activity	Indicates that you should conduct an activity. Use the subsequent instructions to conduct an activity with the participants.
 Ask a question	Indicates that you should solicit participation from participants by asking a question.
 Perform an action in iLinc	Indicates that you should be prepared to use one of iLinc's features—for example, a Polling Question, TestLinc, or WebSync.
 Present topic in entirety—content included in Post-Test	Indicates that the material in this topic will appear as a test question in the Post-Test. If you are skimming material in the interest of time, be sure **not** to skip these topics.

State Customization Points

Slide F2F-Lesson 2-16



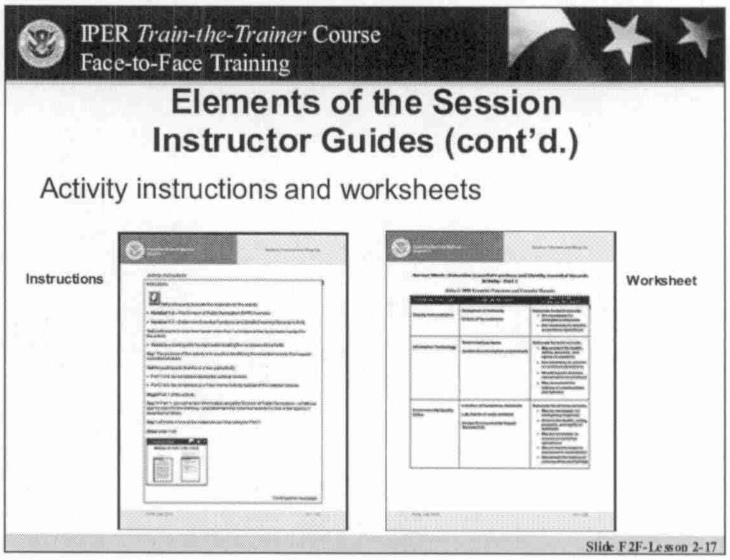
The IPER courses are, by necessity, generic presentations, because they must present concepts and methods that apply to all state and local governments. In order to enhance the courses' utility, however, the course design allows you as an instructor to integrate materials from the IPER Resource Center 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.

You will be prompted in the IG to locate and share state-specific information. To draw your attention to these points, the Instructor Note is outlined in a black box.

More information on Customizing Presentations is offered in the *ER* and *REPR* Instructor Overviews in the Course Materials section.

Activity Snapshot and Instruction

Slide F2F-Lesson 2-17



Step-by-step directions for facilitating the course activities are provided in the IGs. The directions for the activities have two parts—a snapshot of the activity, and the activity instructions.

NOTE: There is no corresponding Activity Snapshot and Instructions section in the PG.

The **Activity Snapshot** is a quick overview of the activity and includes the following information:

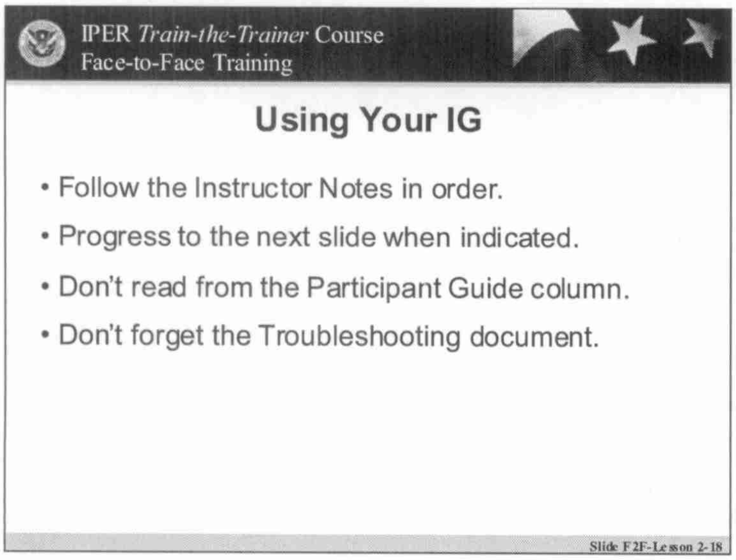
- Activity name
- Activity purpose/goal
- Notes
- Whether the activity is a prerequisite for any subsequent activities
- Whether it is a group or individual activity
- Time allocated to complete the activity
- Required materials
- Activity scenario
- How the activity will be debriefed

The **Activity Instructions** are Instructor Notes, but are provided in a table format as opposed to being in the left-hand column. They provide step-by-step guidance on directing the participants to complete the activity. Like all Instructor Notes, these directions should be followed in the order in which they appear.

All activities require participants to complete an activity worksheet. The worksheets appear in both the IGs and the PGs. In the Instructor Guide, when applicable, the worksheet includes the correct answers in **bold**. In the Participant Guide, the answers do not appear.

Using Your IG

Slide F2F-Lesson 2-1



Here are some additional tips on the use of your IG when presenting to the class.

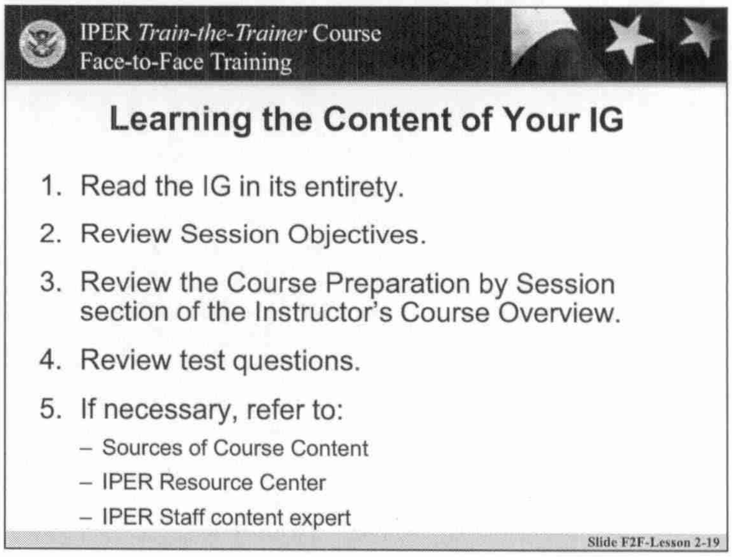
- Follow the Instructor Notes in the order in which they are presented. The organization of the notes is designed to create the best user experience. This is especially important when using iLinc features. ***"Say"*** directives and iLinc directives are ordered in such a way that the participants will understand what is occurring on their screens and how to interact with the software, when applicable.

- Remember to progress to the next slide when indicated. Slides correspond with content, but there are sometimes "teaser" ***Say, Explain***, or ***Ask*** directives that occur before the next slide to keep the participants alert and engaged.

- Remember not to read from the Participant Guide column. We all know the excruciating pain of "death by PowerPoint." The participants have the Participant Guide content in front of them, and having the instructor read from it will quickly disengage them.
- If you or the participants are experiencing technical problems, don't forget **Reference 05**—Webinar Troubleshooting Guide, located in the References tab in the back of your IG. It contains tips and tricks for troubleshooting many types of issues. If those tips cannot resolve the problem, call the IPER Staff or the iLinc Support Center.

Learning the Content and Personalizing Your IG

Slide F2F-Lesson 2-19



The IPER courses have been designed so that each course can be delivered with the minimum of outside effort on the part of the instructors. However, some preparation is required. Learning and preparing your Instructor Guides effectively will make your course deliveries unique and meaningful, increasing the likelihood of participant engagement and interaction.

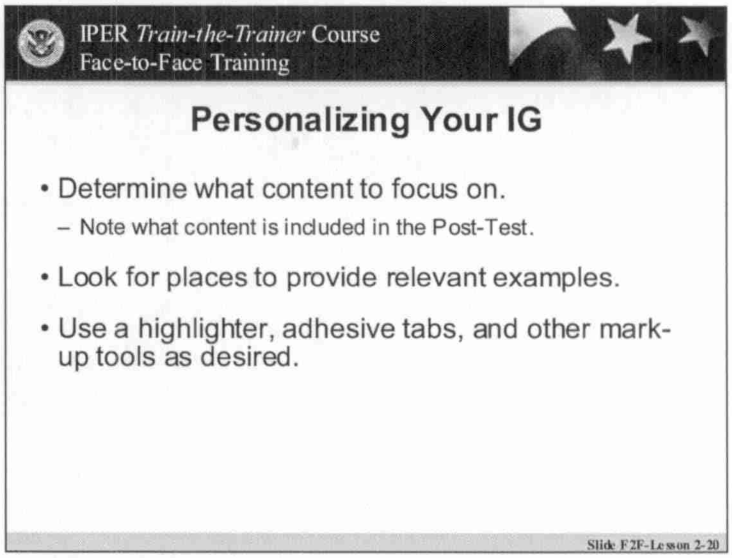
Review the IG Content

The first thing to do is make sure you are familiar with and understand all of the content being taught. Here are some steps for reviewing the content for each course:

1. Read the IG in its entirety. Make sure you understand and can teach the content as it's taught in the courses. The IPER course content was developed from the best practices and teachings of experts in the field, including Government agencies, commercial organizations, and private industry. Multiple subject matter experts (SMEs) have vetted the course content through several reviews, FEMA has certified the courses, and the course content is the message that the IPER project wants to convey.
2. Review the Session Objectives on the Administration Pages and make sure you know the course material well enough that you can meet each objective.
3. In the Instructor's Course Overview, review the Course Preparation section for each session, paying particular attention to instructions regarding preparation of content information.
4. Review the test questions. For each question, locate the relevant content and make sure that you understand why the correct answers are correct and why the incorrect answers are incorrect.
5. If there is information with which you are not familiar, or if you are not comfortable presenting content or answering questions regarding content:
   - Refer to the "Sources of Course Content" section of the Instructor Overview for more sources.
   - Visit the IPER Resource Center.
   - Contact the IPER Mentors assigned to your state for assistance.

Personalizing the IG for Course Delivery

Slide F2F-Lesson 2-2



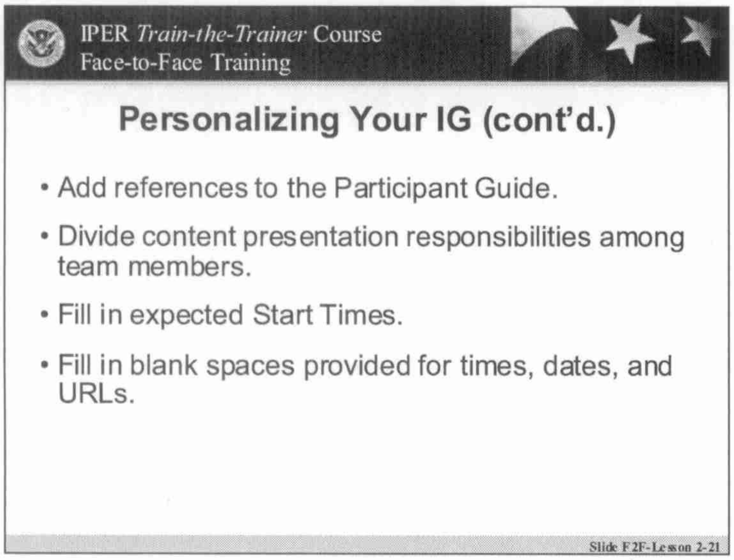
The IG is *your* tool for delivering the IPER courses. It is up to you to customize this tool for delivery in your particular state, with your personal flair. Remember that the IPER courses are not scripted—you need to paraphrase the content and add your examples from your own experiences to provide a relevant context for the material being taught.

There are many points in the IPER courses at which the delivery can be customized to your style. In addition, several elements of the IG must be tailored each time you deliver the course.

- Determine what content you will spend time on and what content you will address only briefly. There is more content in the courses than you will be able to present within the allotted session time. Use the Instructor Notes as a guide to identify the most important content.
  - Be sure to note the MOST important content—the Post-Test question content. The participants are required to complete a Post-Test at the end of the course. The questions that are asked in the Post-Test appear in the back of your IGs. Using these questions and the "Present Topic in Entirety" icon, highlight the content on which participants will be tested, to ensure that you do not skip this content or forget to teach it.
- Look for places to provide relevant examples from your own experience, and make notes to yourself in the IG. Some of these points may be asked for in the Instructor Notes, but you are encouraged to add your own. Any experience you have with any of the content will be useful—for example, experience with records during or after a natural disaster.

- Use a highlighter or adhesive tabs. You may want to use different colors to indicate different things, such as iLinc functions, state customization points, important content, testable content, transition points, and anything else you want to stand out in your IG when you are presenting.

Slide F2F-Lesson 2-21



- Add references to the Participant Guide when necessary. The IGs contain references to Participant Guide page numbers at the topic level to help you orient the participants when necessary. However, you may want to note additional references at some places where you think participants may get lost, or occasionally throughout the IG when topics are long.

- Decide which content you will present and which content your team members will present. Mark this in your IG to cue you that the floor will be passed. Keep in mind, though, that you need to be prepared to present *all* of the content, in the event of illness, technical difficulty, or other unforeseen event that prevents your team members from presenting.

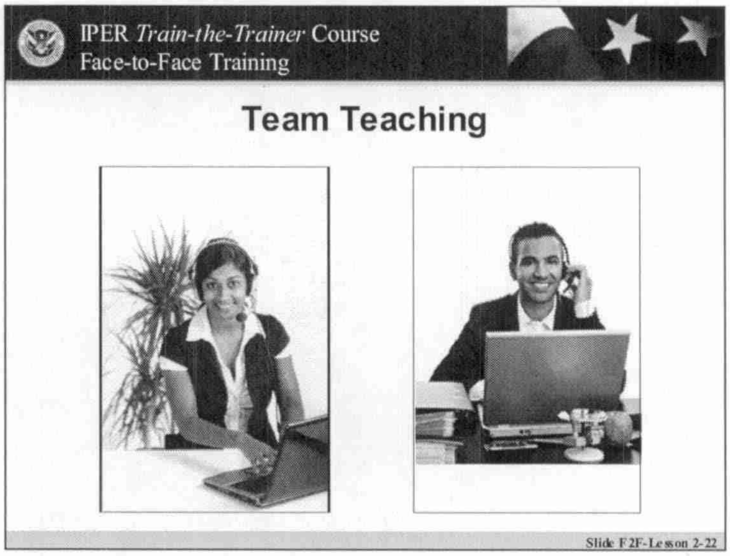
- Fill in expected Start Times. Using the Suggested Time Plan in the Administration Page at the beginning of the Session IG, determine the Start Times based on the time the course is to begin. Fill in the "Start Time" column of the Suggested Time Plan table, as well as the spaces for Start Times that appear throughout the IG. This will help you monitor the class's progress and determine whether you need to skim some content in the interest of time. **Note:** You may want to use a pencil so that you can reuse your IG later, for another session that might start at another time.

- Fill in the blank spaces provided in the Instructor Notes for times, dates, and URLs.

Team Teaching

What is Team Teaching?

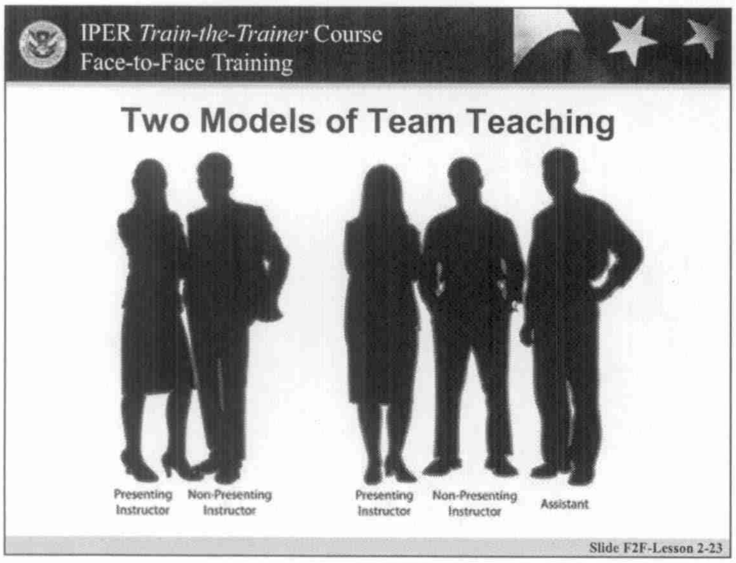
Slide F2F-Lesson 2-22



The team teaching method uses multiple instructors to deliver a single course. This method is particularly helpful when delivering webinars because of the breadth of tasks required—delivering the instruction, monitoring the participant responses, and "driving" the webinar software. Also, since the webinar environment relies heavily on oral communication, having an additional voice helps to keep the participants' attention.

Two Models of Team Teaching

Slide F2F-Lesson 2-23



The IPER courses require a two-person teaching team; however, a three-person team is recommended.

A two-person team consists of two co-instructors who change duties depending on who is the presenter at the time. Typically, the responsibilities of a two-person team are divided as follows:

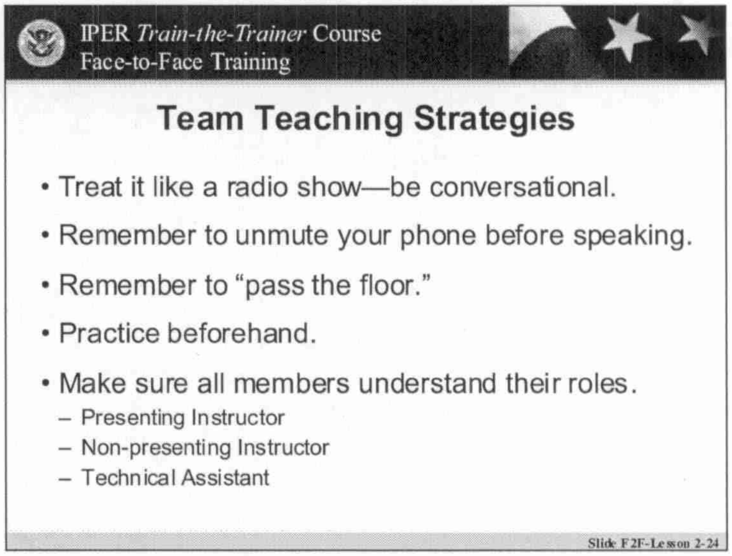
- Presenting Instructor:
  - Presents content
  - Facilitates discussions
  - Advances slides
  - Requests help, input, and examples from the non-presenting instructor
- Non-Presenting Instructor:
  - Launches polling questions and feedback responses
  - Helps with technical issues
  - Displays handouts and websites on screen
  - Provides content explanations, examples, etc. as requested

A three-person team uses the two-person team model and adds an additional assistant, whose primary responsibilities are:

- Troubleshooting technology issues
- Tacking time
- Launching features in iLinc such as polling questions and web pages

Team Teaching Strategies

Slide F2F-Lesson 2-24



It's good to treat the presentation like a radio show. Be conversational with each other, and toss the speaking responsibilities back and forth. Some "toss" examples could be:

- "Bob, do you have an example of that?"
- "Now Susan is going to talk about identifying your essential records."

You will notice in your IGs that the Instructor Notes in the first part of each lesson provide guidance on who should speak when. Use these guides to help you determine the speaking roles for the rest of the course (where Instructor Notes on speaking roles are no longer provided), and be sure to mark these transition points in your IG.

When the speaking responsibility is passed to you, make sure to remember to **unmute** your phone. Since it is not always easy to tell when your phone is still muted, you may want to get into the habit of posing a question to the other Instructor and getting a response before moving on, to confirm you are not muted.

Remember to **pass the floor in iLinc** to the presenting Instructor, so that his or her photo shows as the presenter. It's disconcerting to hear a male voice and see a female's photo!

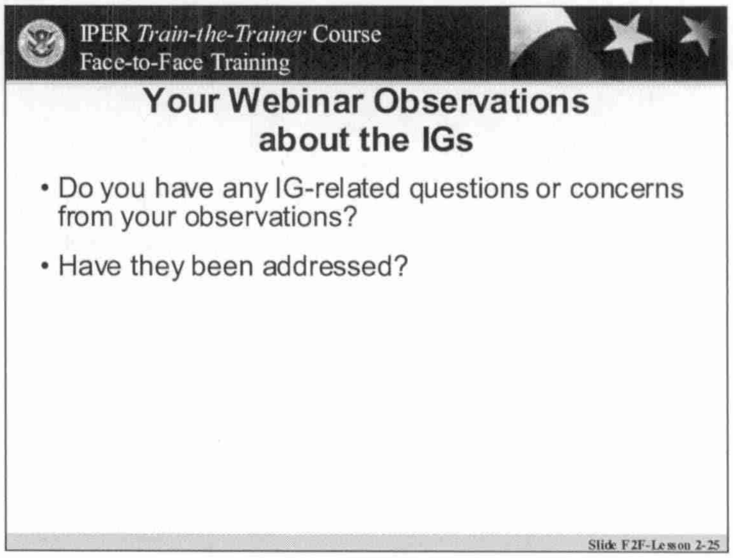
Also, work with your team before the session date, and determine ahead of time who will present each section. Spend some time practicing transitions between sections and what you will say when passing the floor to the other person. If possible, **do a "walkthrough"** of the course, where the State Team members present the course to each other or to colleagues as if those colleagues were participants.

It's important that you prepare your *entire* IG before teaching a session. Technical problems, illness, or last-minute schedule problems could make it necessary for you to present sections you had not planned on. Make sure you **prepare *all* sections** as if they were yours.

Make sure that all team members **understand their responsibilities**. A good strategy is to have the presenting Instructor teach and progress through the slides, while the non-presenting Instructor monitors the Chat Tool and Hand Raises, launches the Feedback Tool and Polling Questions, and assists with technical issues. You may, however, choose to customize the responsibilities to fit your State Team's preferences. The important thing is that these responsibilities are clear to everyone beforehand, and that instructors stick to their responsibilities unless asked to do otherwise.

Your Webinar Observations About the IGs

Slide F2F-Lesson 2-25



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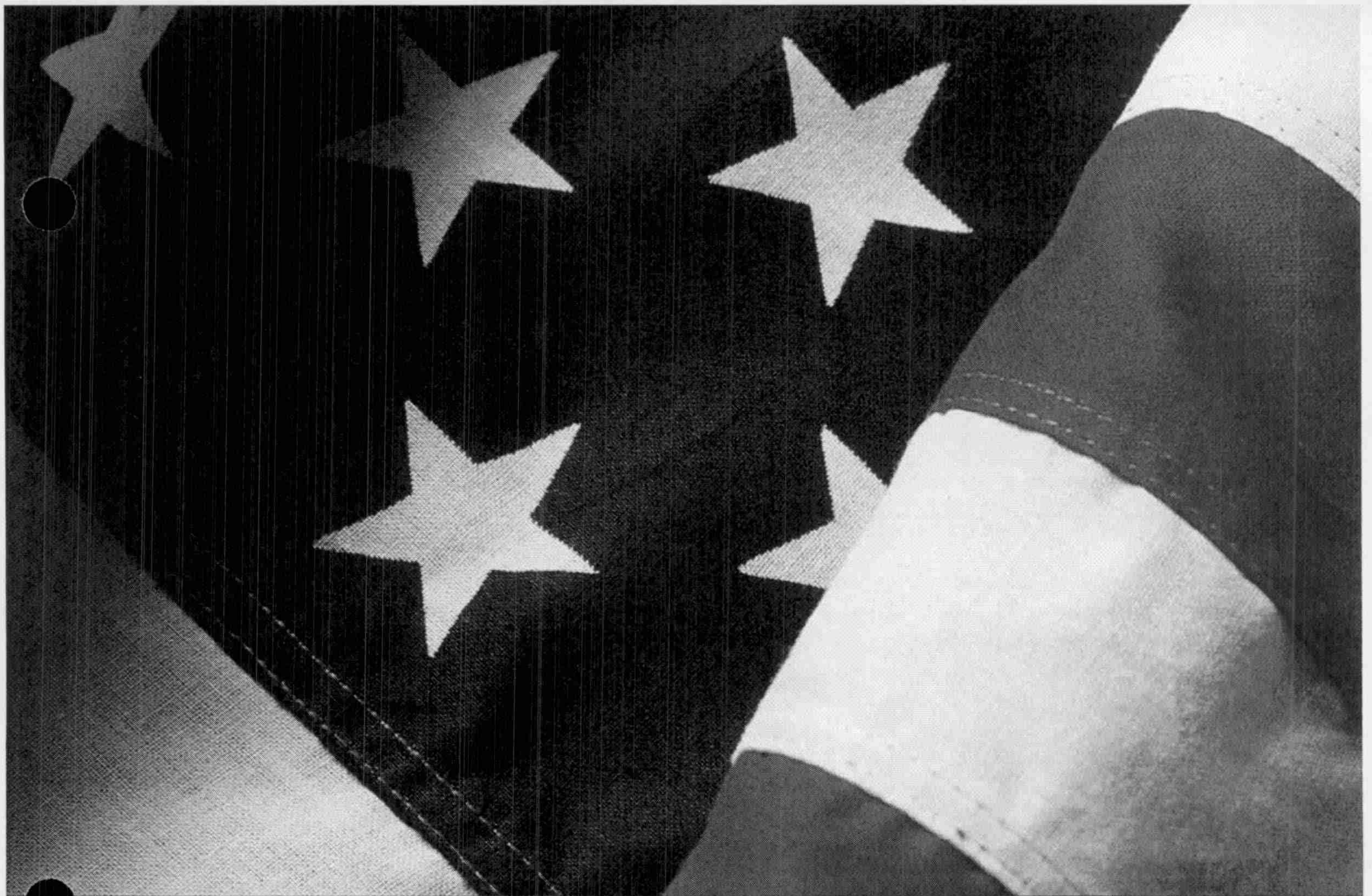

IPER *Train-the-Trainer* Course

Face-to-Face Training

- Lesson 3: Webinar Presentation Strategies and Skills

Participant Guide

Final, July 2010

FEMA

Table of Contents

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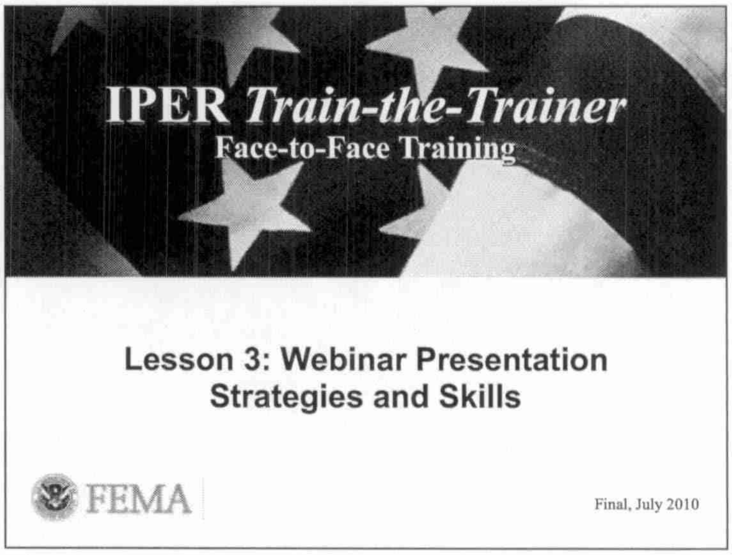
Lesson 3: Webinar Presentation Strategies and Skills

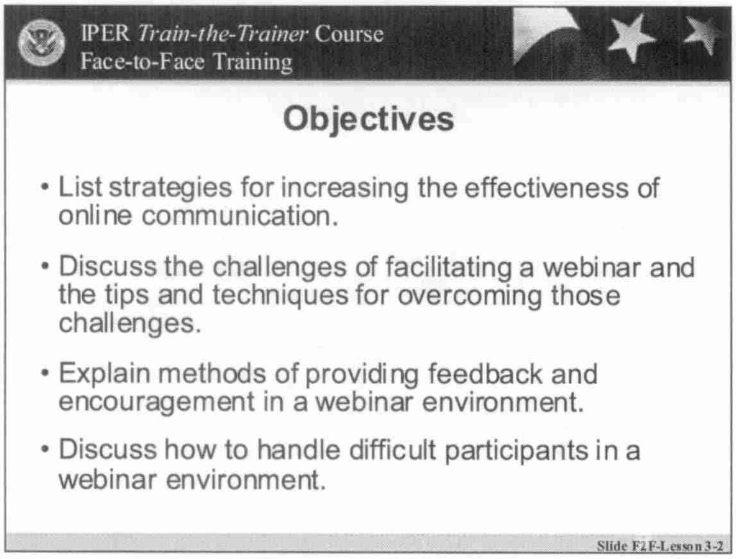
Introduction and Objectives

Slide F2F-Lesson 3-1



Objectives

Slide F2F-Lesson 3-2



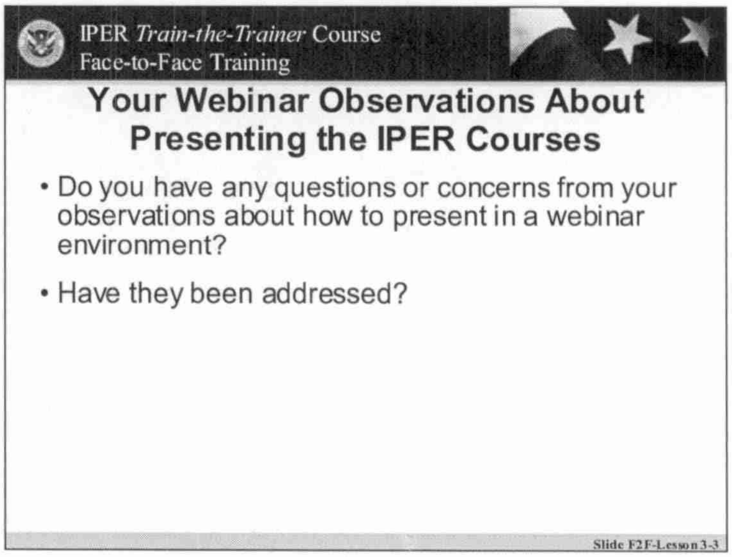
Upon completion of this lesson, you will be able to:

- List strategies for increasing the effectiveness of online communication
- Discuss the challenges of facilitating a webinar and the tips and techniques for overcoming those challenges
- Explain methods of providing feedback and encouragement in a webinar environment
- Discuss how to handle difficult participants in a webinar environment

InSync Presentation

Your Webinar Observations About Presenting the IPER Courses

Slide F2F-Lesson 3-3



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Webinar Presentation Strategies and Skills—Additional Reading

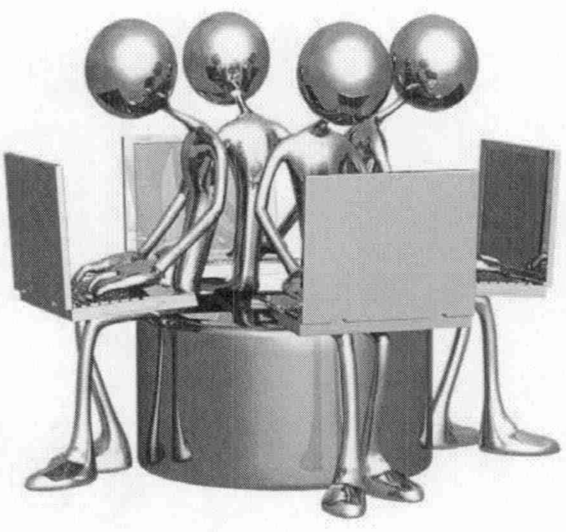
The success of the IPER courses is really determined by how you, the instructor, present the information.

This Reference gives you some strategies for teaching in an online environment, so that the webinars you deliver will be effective and engaging.

You may be surprised to know that many of the presentation strategies used in traditional face-to-face classroom settings also apply to a webinar environment. Keep this in mind and look for the similarities as you read on.

Facilitating Online Communication

It's no secret that communicating with individuals in a remote location can be challenging. Let's talk about some of the challenges, and some ways to overcome them.



The Challenges of Communicating Online

Communicating in an online environment can be difficult. The media used for online communication can feel impersonal and can lack the social cues of face-to-face interaction. Online communication presents some of the following challenges:

Participants Feel Isolated

Often, the participants are alone in their offices. Not being surrounded by other participants and receiving one-way communication can make them feel isolated in a digital world. It can sometimes feel as if the only person in the room is the instructor.

Communication Feels Impersonal

In classes in which the instructor is communicating to a large group, or in which there is infrequent two-way communication, the instructor will typically use a "one-size-fits-all" speaking approach and not speak to participants directly. This can be true in face-to-face settings, and is even more noticeable in a webinar, where eye contact cannot be used to convey direct and personal communication.

In a webinar, which relies heavily on oral communication coupled with slide-based presentations, it can be easy to lecture *at* the participants. However, learning occurs more effectively when the learning has meaning to the participants.

Increased Time and Energy Drain on the Instructors

Several factors can make a webinar more time-consuming for instructors than a face-to-face session:

- Instructors are unfamiliar with the technology.
- Instructors are not used to or comfortable with the webinar setting.
- Instructors need to learn or prepare content.

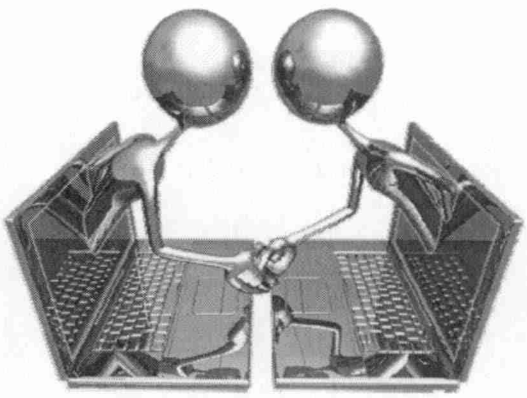
Technology Issues

Webinars rely on technology as the medium for communication. Sometimes this same technology can be a barrier to communication. Software, servers, networks, and phone lines can all fail, either on the instructor's side or the participant's side. Less technologically savvy participants may feel intimidated or uncomfortable using the webinar software.

So now that we've identified some of the challenges, let's discuss how to overcome them.

Overcoming Obstacles of Online Training

Although the challenges of online communication exist, they can be overcome. There are several strategies to help mitigate the challenges inherent in online media.



Challenge: Participant feels isolated.

Strategies for overcoming the challenge:

- **Create an environment of camaraderie**—Take the time to familiarize yourself with the participants, and make sure they feel comfortable sharing with you and with each other. Encourage constructive comments from one participant to the other.
- **Use the collaborative features of iLinc**—The use of chats, polls, and feedback is built into the IPER webinar delivery instructions, but you should feel free to use these features in additional places. For example, the Feedback Tool is a very handy way to get quick participant feedback without disrupting the flow of the class.
- **Allow time for participants to interject**—Pause frequently in your delivery to allow the participants to interject constructive comments or questions. Also, make sure that you or the non-presenting instructor monitors the Chat Tool and Hand Raises.

Challenge: Communication feels impersonal.

Strategies for overcoming the challenge:

- **Call on participants by name**—Nothing is as personal as a person's name. Make an effort to refer to participants by name, including restating comments they may have made earlier. Make notes when participants are sharing personal experiences, so that you can bring them up later.
- **Stay enthusiastic and energetic**—Once again, participants can hear this in your voice. If *you* are enthusiastic about the material, then the participants will be too!
- **Use humor when appropriate**—Humor is a great way to convey your message. However, be aware that your humor needs to be appropriate, and that a lack of visual cues could result in your humor being misinterpreted. A poor or offensive joke can turn off participants, where a good one can entertain them, helping help them to remember material and be excited about the courseware.
- **Provide relevant examples from your history or participants' history**—Remember that adults learn best when the situation is realistic, and they are not interested in irrelevant information.

Food for Thought

What other things would you do to personalize communication in a face-to-face class?

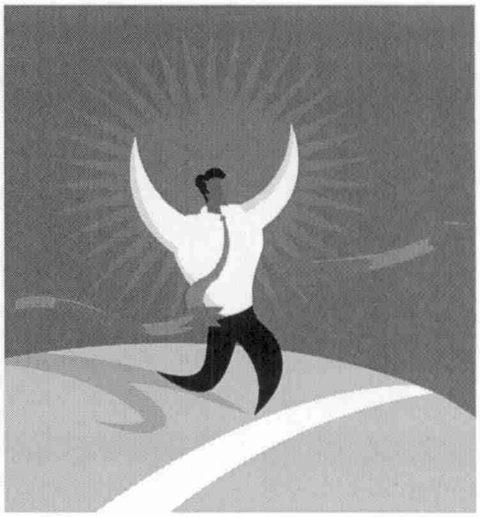
How do you think this strategy might be different if you were in a webinar?

Challenge: Drains time and energy.

Strategies for overcoming the challenge:

While the IPER webinar courseware has been designed to minimize the amount of front-end work and maximize the efficiency of the delivery in the webinar, there are steps the instructor can take to reduce the drain on his or her time and energy.

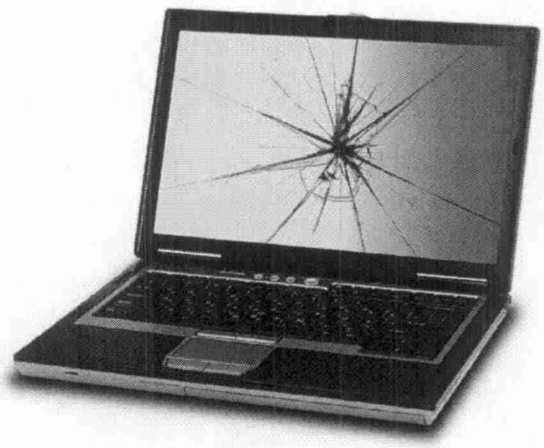
- **Preparation**—Make sure you are familiar with the content and the course structure, and are able to anticipate and resolve potential problems.
- **Team Teaching**—Trading off the presentation and iLinc responsibilities allows the instructors time to rest. The occasional change in voice will also help to keep the participants' attention and focus.
- **Training**—You're on your way to helping yourself right now! This *Train-the-Trainer* course is a great way to become more comfortable with the technology and the skills of webinar teaching. Remember that other training resources are available from iLinc, and you can find these in **Reference 04**—iLinc Quick Reference for IPER Instructors.



Challenge: Technology issues confront participants.

Strategies for overcoming the challenge:

- **Play to participants' comfort**—Determine which features of iLinc participants are comfortable using and use those features more frequently than others. For example, if they seem more comfortable answering questions in the Chat Tool, suggest that they answer in the Chat Tool when you ask questions.



- **Know how to troubleshoot**—In the back of your IGs is information on troubleshooting common iLinc issues. Remember that if only a few participants are having issues, then the non-presenting instructor should attempt to solve the problem while the presenting instructor carries on with the delivery.
- **Know when to move on**—The IPER webinars use two kinds of technology for delivery: the iLinc software and the phone conferencing tool. If the iLinc software is not functioning, you can still continue with the course by having the participants follow along with you in their Participant Guides. This may be your best option if troubleshooting is taking too much time. Have a game plan if the technology fails, and know when to move on.

A technical problem can be used as an **opportunity** to engage in conversation with participants. While participants may not want to talk in class or about content, they are likely to talk about the technical issues they are encountering. Use this as a springboard from which to engage them on other topics. The more personal you can make the training, the better.

Sometimes, despite your best efforts and preparation, you will still face challenges when you actually get into the webinar. Let's talk about two of the typical issues that can come up: awkward silences and troublesome participants.

Handling Silence

Silence in a webinar can be much more noticeable than it would be in a classroom, because you do not receive the same nonverbal cues that you would in a face-to-face environment. This silence can be isolating for participants and unnerving for you. Here are some tips to overcoming the silence in webinars and connecting participants to each other and to you.

Reading Virtual "Body Language"

Pay attention to how the participants respond to your questions using the Feedback Tool or Hand-Raise Tool. If they take a long time to respond, it could be because they are not paying attention, and you may need to increase the frequency of your questions to the class. Also watch the volume of participant responses. Are all participants responding? Which ones are answering infrequently?

If No One Responds to Questions

Sometimes you will ask a question of the class and receive no response. Here are some suggestions for what to do if your question is met with silence:

- Make sure you are allowing enough time for response. Because the silence is more noticeable, you may be tempted to move on while participants are still processing their answers. Count to 10 before moving on.
- Prod participants with humor. This can make it clear that you are waiting for a response. Some examples include:
  - "Is this thing on?"
  - "Hello? Anyone there?"
- Try rephrasing the question.
- Answer the question on your own, drawing from your personal experience. This can help clarify the kind of answer you are looking for. Prompt the participants for similar answers from their own experiences.

> **Food for Thought**
>
> What would you do if you were teaching a face-to-face class and no one responded to a question you asked?
>
> How do you think this strategy might be different if you were in a webinar?

- Call on your team members to answer the question, especially if it is about previous experiences.
- You may opt to call on one of the participants if you are familiar with them—for example, someone who has been a participant in a previous course. It is *not* recommended that you call on random participants.
- Often, your IGs provide recommendations on responses you can offer if no one answers.

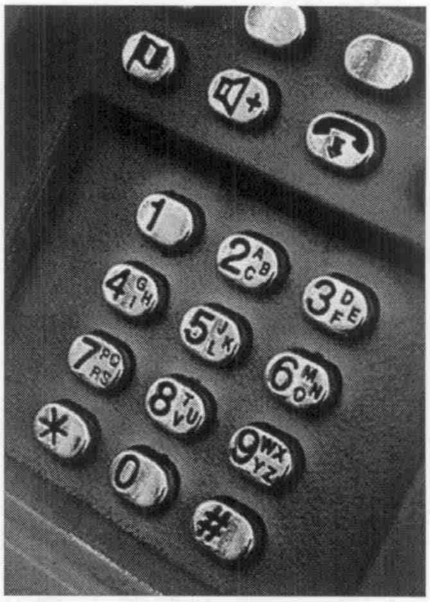
Handling Problematic Participants

In some instances, the participants themselves can be a barrier to an effective learning environment.

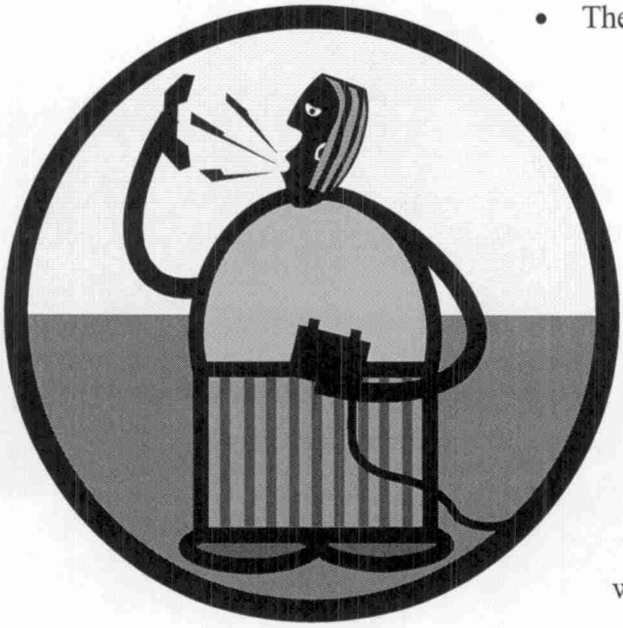
A Participant's Phone is Not Muted

The webinar environment relies heavily on the spoken word. In this environment, ambient or stray noises are a much greater distraction than they are in a classroom setting. Therefore, it is imperative for the success of the class that all participants mute their phones. If during the session you realize that a participant does not have his or her phone muted, you **must** stop the class until all phones are muted.

- Start by reminding participants that their phones should be muted.
- If there is still a problem, remind them that they should mute their phones by pressing the appropriate combination on their phone keypads.
- If the problem persists, try to determine which participant is not muted, and communicate with him or her directly. Try using the Private Chat Tool first; then address the participant orally. This may feel confrontational, but it is important for the benefit of the entire class.



A Participant Repeatedly Interrupts a Session



- The first few times a participant interrupts a session, thank the participant for his or her input and quickly move on.
- If the participant is interrupting repeatedly—for example, by providing anecdotes that are not relevant—the non-presenting instructor should try addressing the individual through Private Chat. Tell the participant that you appreciate the input, but you would like him or her to give other participants an opportunity to share.
- If the comments are on-point, but simply distracting, ask the participant to "hold that thought." Add the comment to a "parking lot" note, but be sure to revisit the comment later in the webinar, or with the participant personally after the webinar is completed (via either Chat or email).

Food for Thought

What would **you** do, or what have you done, when teaching a face-to-face class in which a participant was disruptive in some way?

What did you do to resolve it? Was this a good resolution? What might you have done differently?

How do you think this strategy might be different if you were in a webinar?

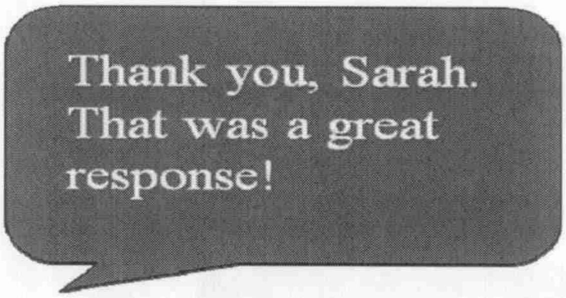
A Participant Has Repeated Technical Troubles

- The non-presenting instructor should address the participant's issues behind the scenes so that the session can continue.
- If the participant's problems cannot be resolved, suggest that he or she consult his or her *own* IT department or iLinc Technical Support at 800-799-4510.
- Remind the participant that a generic recording of the session is available to view from the IPER Resource Center, and that the instructors can be emailed with questions.

Providing Feedback and Encouragement

Another key element in keeping participants engaged is providing feedback and encouragement. Remember that reinforcement is a key element to adult learning. In webinars, this feedback occurs in the form of praise or correction. Both positive reinforcement and constructive feedback are important elements of reinforcement in webinars.

- There are different ways to provide feedback in iLinc, depending on how answers were given or solicited.
- If the participant provided an answer or comment in the Chat Tool, the non-presenting instructor should respond in the Chat Tool as well by confirming or correcting the response.



- If the participant answers were provided using the Feedback or Polling Tools, the class' percentage of responses can be shared. This is most useful when the majority of the class answered correctly—it positively reinforces the participants who answered correctly and gently corrects the participants who answered incorrectly.
- If the participant(s) answered orally, the instructor should respond in the same manner.
- Remember always to thank participants for their contributions in order to encourage them to keep participating. This can be done in the Chat Tool or orally, as appropriate.

Food for Thought

Drawing on your experience and what you have learned about iLinc, give an example of feedback you might provide.

What ways would you provide feedback in a face-to-face class?

How do you think this might be different if you were in a webinar?

Remember that when giving feedback, visual cues such as nodding or smiling cannot be seen by the participants; it is important to relay these nonverbal cues orally. However, that does **not** mean you should not do these things—participants can still "hear" them in your voice.

Why Some Webinar Sessions Stink and Yours Won't

So why do some webinars stink? Why do they fail to overcome the challenges we just discussed? What problems do these challenges stem from? A webinar fails when it does not *engage* the audience.

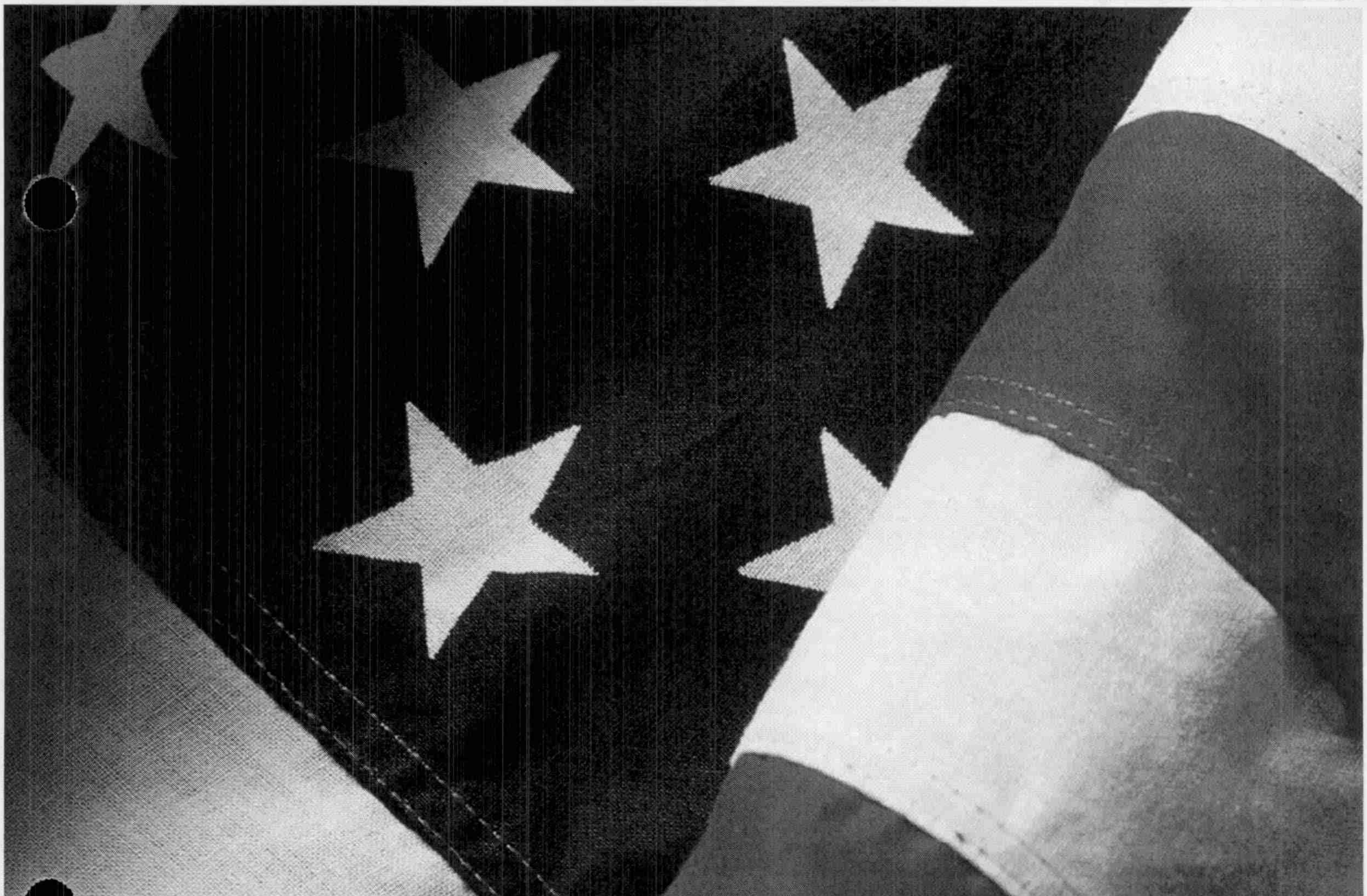
When delivering training to a class face-to-face, the instructor makes use of different kinds of communication—verbal and nonverbal. In a webinar class, there are still verbal and nonverbal cues, but the nonverbal cues may not be familiar to the instructor. For example, the speed at which the participants respond to a feedback question may be an indication of their engagement.

The IPER webinar series is designed to help you, the instructor, overcome the challenges discussed previously, but much of the onus is still on you. The recommendations that follow will help you avoid a webinar that stinks.

- Remember, because there are no visual cues, there is an increased emphasis on what you say and how you say it. Participants can't see your facial expressions, so nonverbal cues need to be communicated verbally, and orally. Be conscious of your tone and demeanor.
- Some of the interactions, such as launching Polling Questions or sharing handouts, may seem cumbersome when using iLinc. However, they are critical for enhancing the participants' experience and keeping them engaged, so do not skip them—if anything, do them *more* frequently than suggested in the Instructor Guide (as time allows).
- Whatever you can do to get participants engaged, do it.
- When pausing from your presentation to perform an iLinc function, such as opening a web page or sharing a handout, tell participants what you're doing. For example, "I'm going to show you Handout 1.1." This will keep them involved and will let them know that the pause is intentional and not a technical glitch. Avoid using iLinc lingo when talking to the participants. For example, don't say, "I'm going to do an Application Share." This has no meaning to the participants and may confuse them or cause them to feel disengaged from the presentation.
- The technology is intended to enhance the user experience—don't let it interfere with your delivery. Mistakes will happen, and technology will fail. Don't let it fluster you. Don't spend too long troubleshooting the problem—if you cannot resolve the issue quickly, notify the proper individual and continue without the technology when possible.
- Treat it like a radio show—toss speaking responsibilities back and forth between instructors. The change of voice will get participants' attention and help re-engage any who may have lost focus.

- Use a headset. Stand up, walk around, and gesture as if you were in a classroom environment. The movement will come through in your voice and increase participant interest.
- Background noises are very distracting in a webinar. Be aware of (and eliminate, when possible) excessive noises like page-turning and talking co-workers. Also be sure to mute your own phone when you are not presenting.

- Be prepared. Know your stuff—the content, the technology, and the method of instruction. Allow enough time during the course to cover all the topics and activities.



IPER *Train-the-Trainer* Course

Face-to-Face Training

- Day 1 Wrap-Up

Participant Guide

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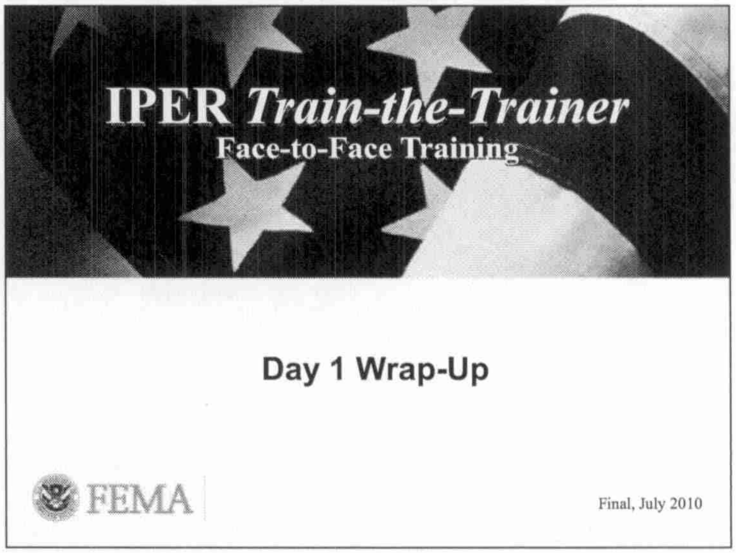
Day 1 Wrap-Up

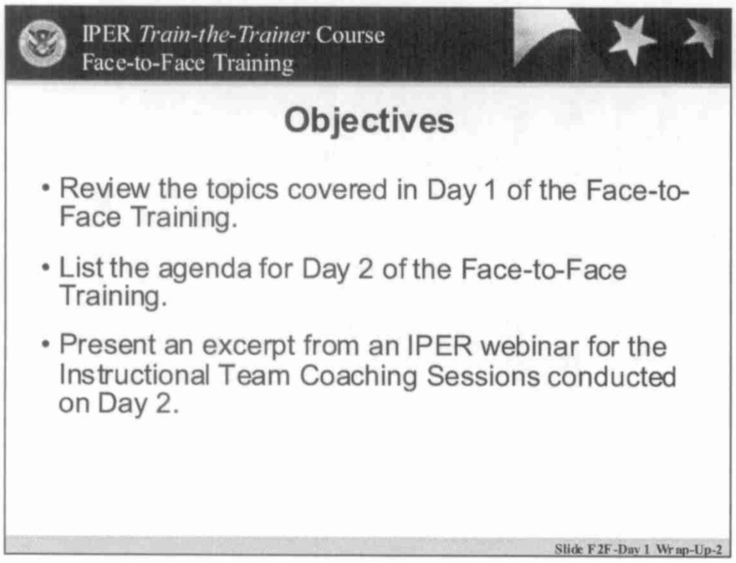
Introduction and Objectives

Slide F2F-Day 1 Wrap-Up-1.



Objectives

Slide F2F-Day 1 Wrap-Up-2.

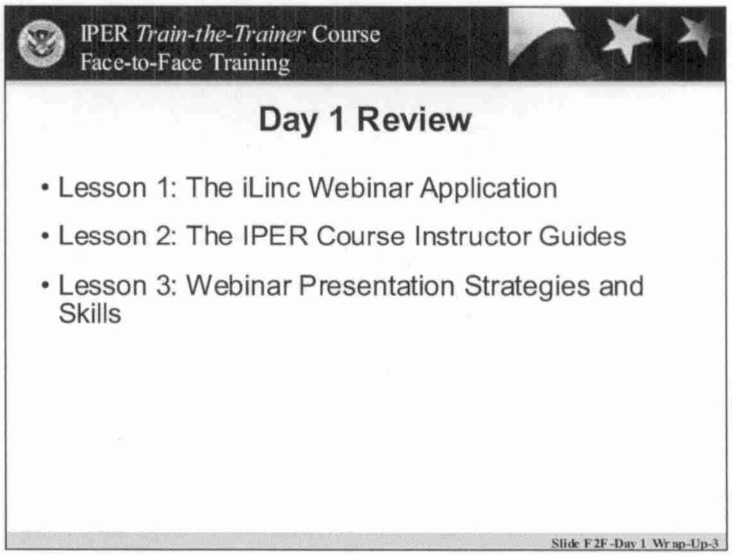


Upon completion of the Day 1 Wrap-Up, you will be able to:

- Review the topics covered in Day 1 of the Face-to-Face Training
- List the agenda for Day 2 of the Face-to-Face Training
- Present an excerpt from an IPER webinar for the Instructional Team Coaching Sessions conducted on Day 2

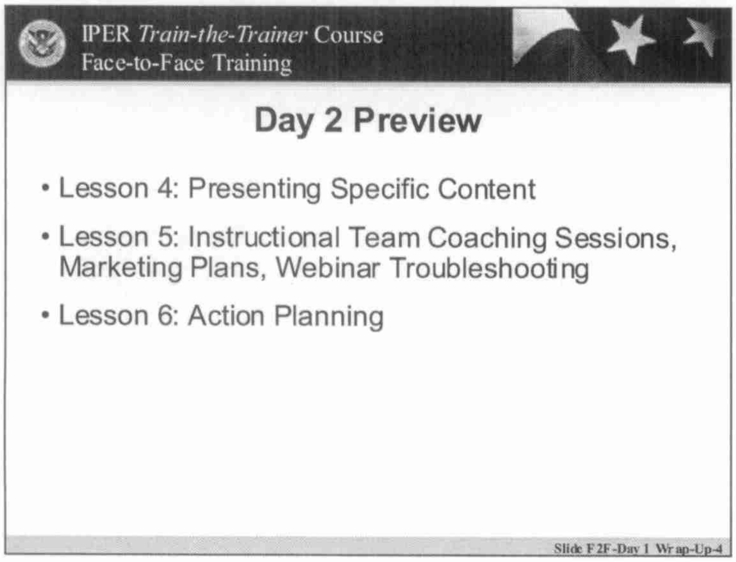
Day 1 Review

Slide F2F-Day 1 Wrap-Up-3.



Day 2 Preview

Slide F2F-Day 1 Wrap-Up-4.



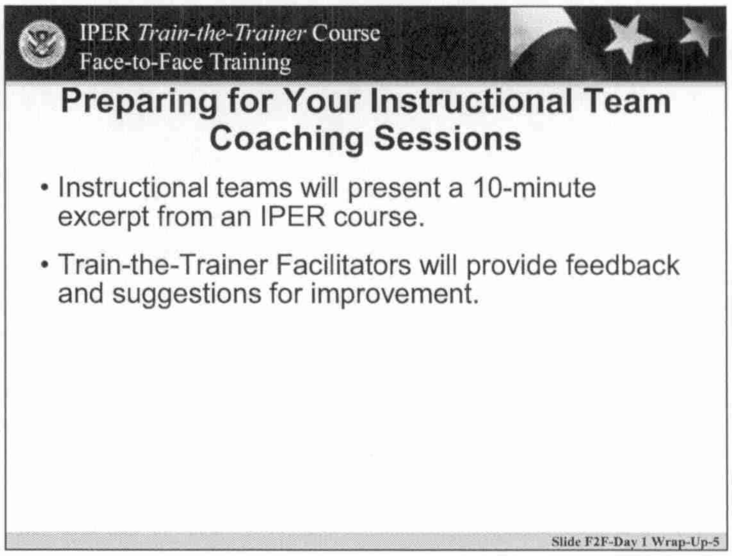
Day 2 of the Face-to-Face training:

Location: ____

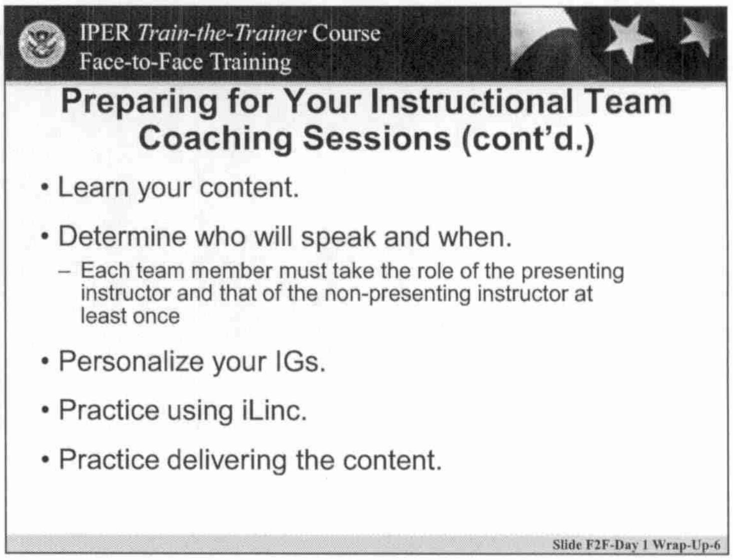
Time: ____

Preparing for Your Instructional Team Coaching Sessions

Slide F2F-Day 1 Wrap-Up-5.



Slide F2F-Day 1 Wrap-Up-6.



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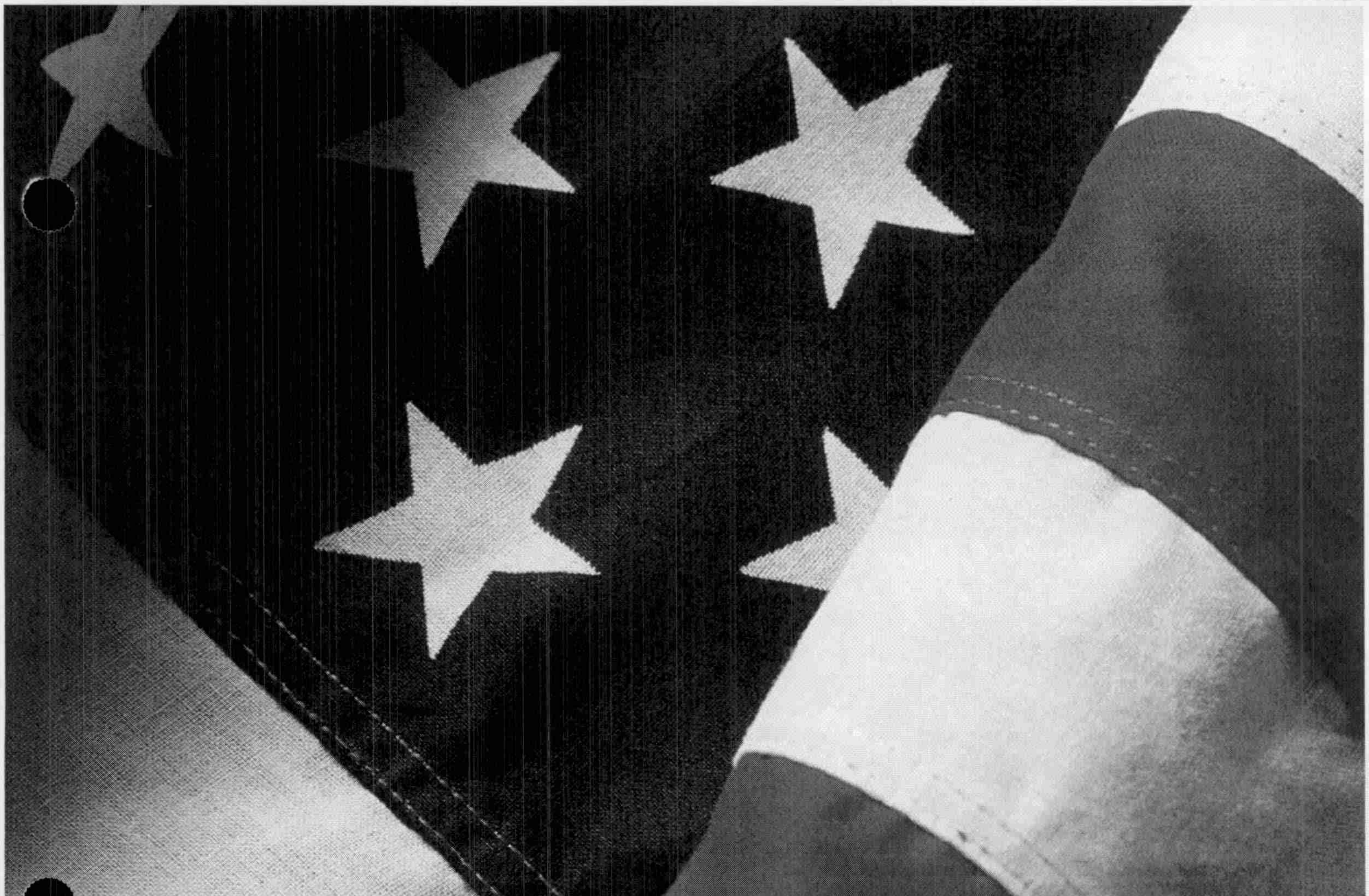
F2F Day 2

F2F Day 2



IPER *Train-the-Trainer* Course

Face-to-Face Training

- Day 2 Welcome Back

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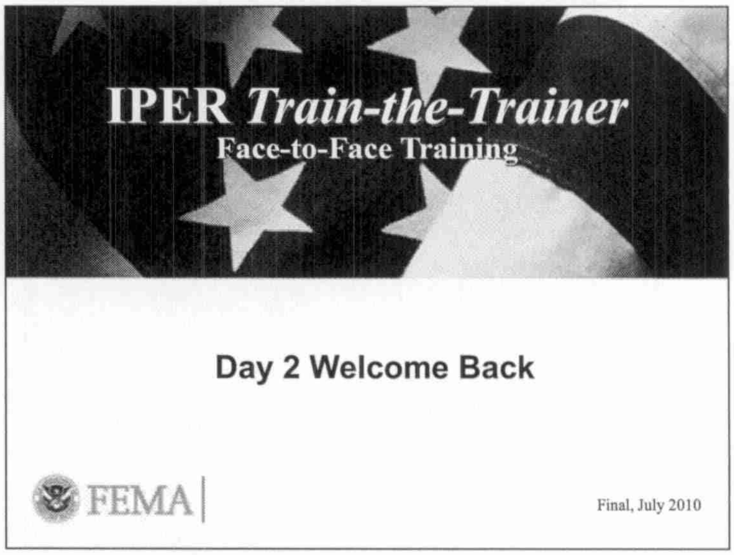
Day 2 Welcome Back

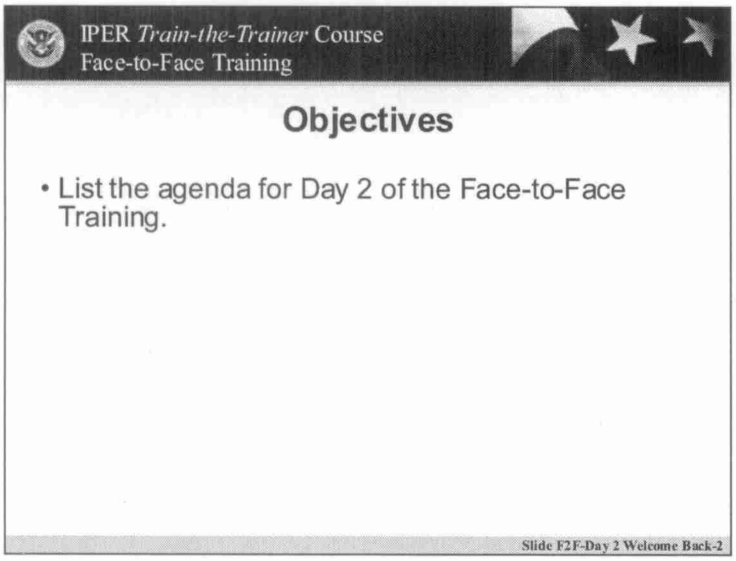
Introduction and Objectives

Slide F2F-Day 2 Welcome Back-1



Objectives

Slide F2F-Day 2 Welcome Back-2

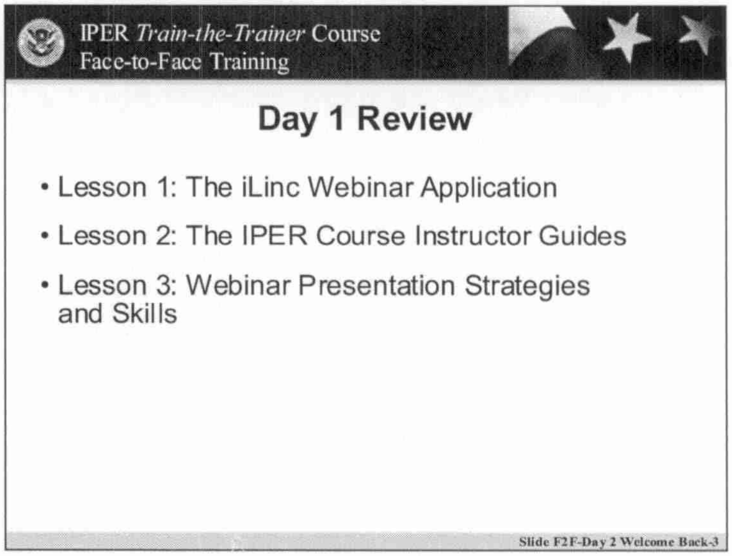


Upon completion of the Day 2 Welcome Back, you will be able to:

- List the agenda for Day 2 of the Face-to-Face Training

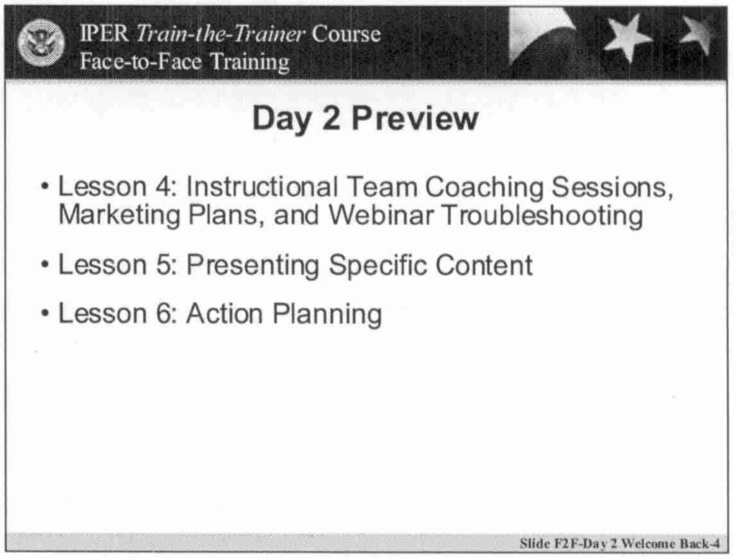
Day 1 Review

Slide F2F-Day 2 Welcome Back-3



Day 2 Overview

Slide F2F-Day 2 Welcome Back-4



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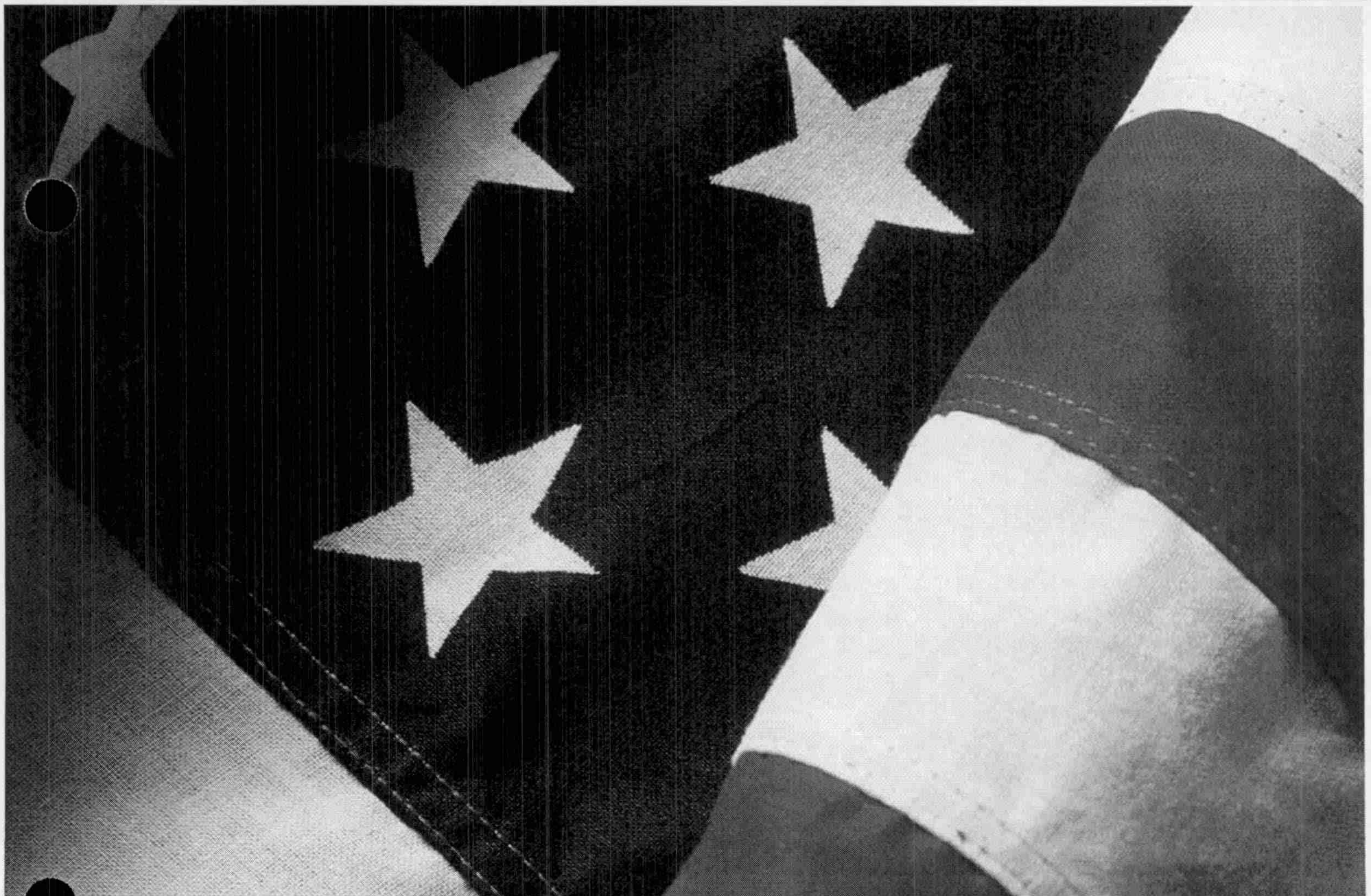

IPER *Train-the-Trainer* Course

Face-to-Face Training

- Lesson 4: Instructional Team Coaching Sessions, Marketing Plans, and Webinar Troubleshooting

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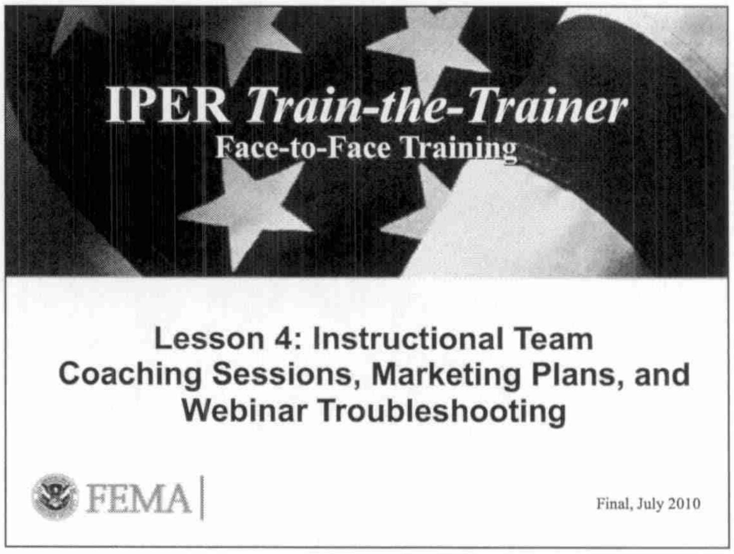
Lesson 4: State Instructional Team Coaching Sessions, Marketing Plans, and Webinar Troubleshooting

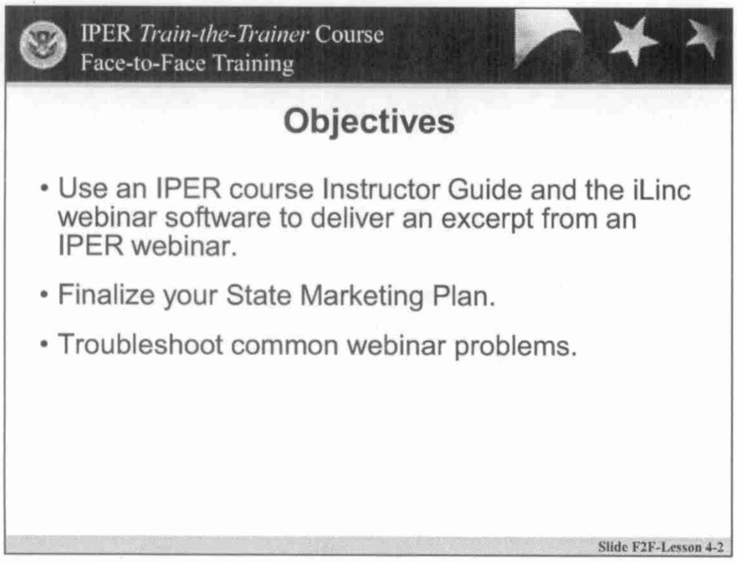
Introduction and Objectives

Slide F2F-Lesson 4-1



Objectives

Slide F2F-Lesson 4-2

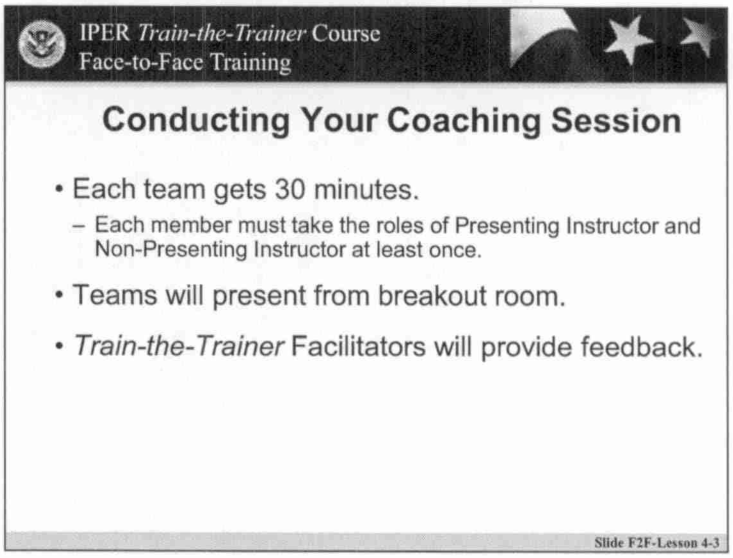


Upon completion of this lesson, you will be able to:

- Use an IPER course Instructor Guide and the iLinc webinar software to deliver an excerpt from an IPER webinar
- Finalize your State Marketing Plan
- Troubleshoot common webinar problems

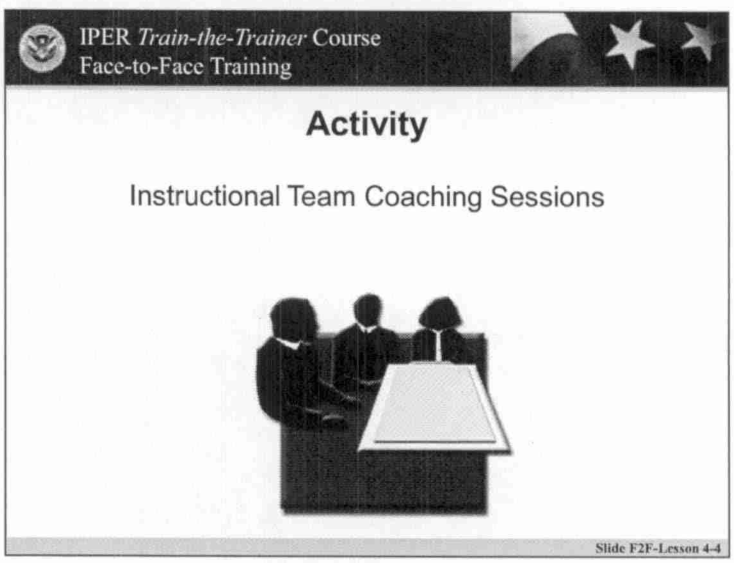
Instructional Team Coaching Sessions

Slide F2F-Lesson 4-3



Activity: Instructional Team Coaching Sessions

Slide F2F-Lesson 4-4



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State Marketing Plans

Webinar Troubleshooting

Resources for help:

- **Reference 05**—Webinar Troubleshooting Guide
- Your iLinc experience and expertise
- IPER staff
- iLinc assistance

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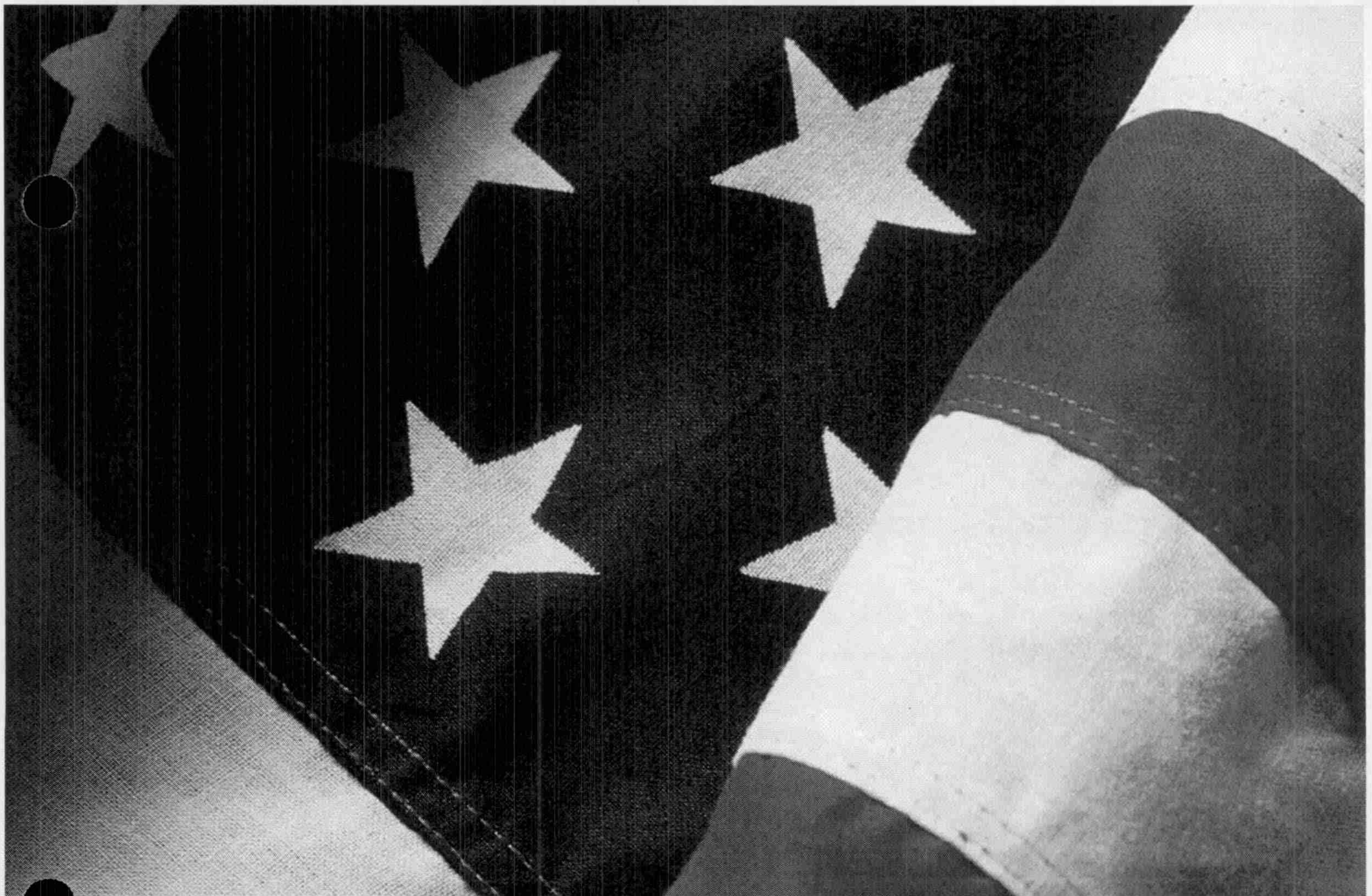
Webinar Troubleshooting

Debrief: Instructional Team Coaching Sessions, State Marketing Plans, and Webinar Troubleshooting



IPER *Train-the-Trainer* Course

Face-to-Face Training

- Lesson 5: Presenting Specific Content

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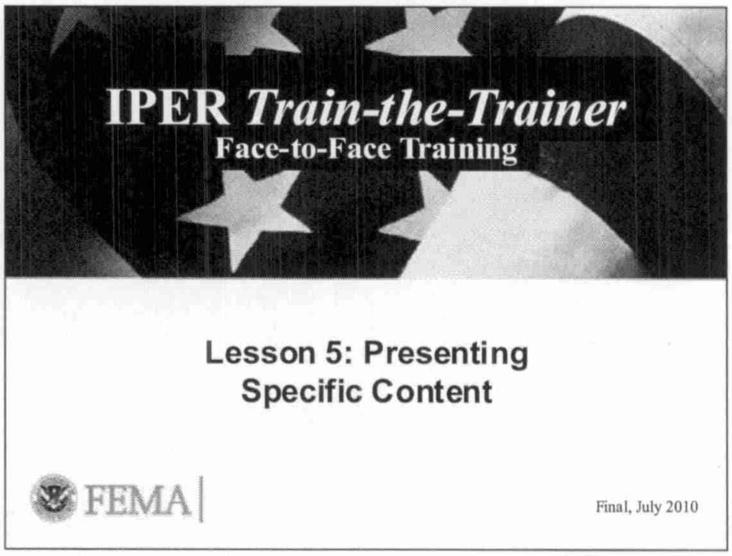
Lesson 5: Presenting Specific Content

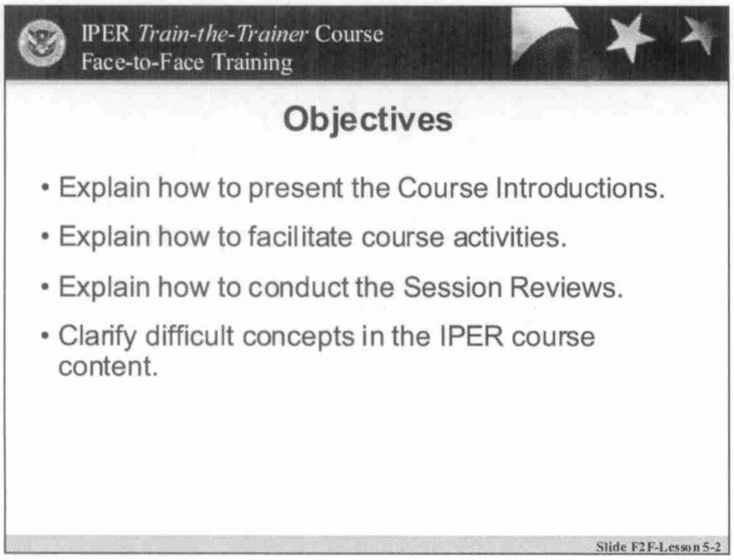
Introduction and Objectives

Slide F2F-Lesson 5-1



Objectives

Slide F2F-Lesson 5-2

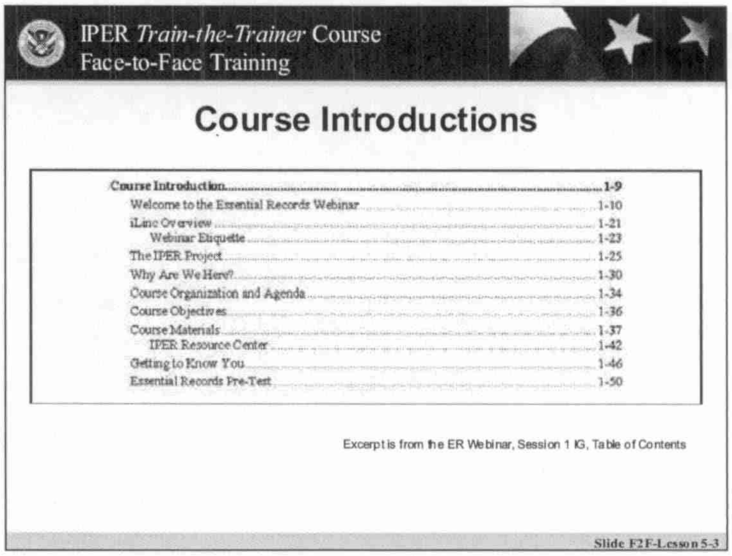


Upon completion of this lesson, you will be able to:

- Explain how to present the Course Introductions
- Explain how to facilitate course activities
- Explain how to conduct the Session Reviews
- Clarify difficult concepts in the IPER course content

Course Introductions

Slide F2F-Lesson 5-3



The Course Introductions appear in Session 1 of both IPER courses; the Course Introduction is the first material you will teach. Its purpose is to welcome participants and orient them to the course, to iLinc, and to the IPER Project. The Course Introductions also include the course Pre-Test.

The Course Introductions consist of the following topics:

- Welcome
- iLinc Overview
- The IPER Project
- Why Are We Here?
- Course Organization and Agenda
- Course Objectives
- Course Materials
- Getting to Know You
- Pre-Test

The *Records Emergency Planning and Response* (*REPR*) Webinar contains an additional topic, "Previously, in the *Essential Records* Course," not included in the *Essential Records* (*ER*) Webinar. In this topic, you will provide a quick review of the *ER* course.

"Welcome" Topic

- Log in to iLinc 30 minutes prior to the start of the webinar.
- Launch the Session 1 slides in iLinc; show slide 1-1.
- Welcome participants as they enter the webinar.
- Occasionally provide status updates.
- Five minutes before the webinar is scheduled to begin, compare the attendee panel in iLinc to your class roster.
  - If all participants have logged in, start the webinar.
  - If all participants have not logged in, wait a few more minutes.
- Begin the course and open Powerboard 1.1—Sound check/technical issues.
  - Use the **Reference 05**—Webinar Troubleshooting Guide provided in your IGs to help resolve any issues.
- Introduce yourselves and provide your contact information.
- Provide FEMA's disclaimer information.

"iLinc Overview" Topic

- Provide a quick tour of iLinc and go over webinar etiquette.

The IPER Project

- Provide an overview of the IPER project.
- Refer participants to their PGs for the details of the IPER training curriculum.

"Why Are We Here?" Topic

- Explain the importance of the course and why participants need to learn what will be taught.

"Course Organization and Agenda" Topic

- Explain the course organization: sessions vs. modules vs. lessons.
- Refer participants to their Participant Guides for the course agenda.
- Explain the criteria for earning a Course Certificate of Completion.

"Course Objectives" Topic

- Present the Course Objectives, as provided on the slide.

"Course Materials" Topic

- Explain the Course Materials.

The IPER Resource Center and Reference 01

- Introduce the IPER Resource Center.
- Introduce **Reference 01**—Resource Center, References, Reading List.
  - Perform an application share in iLinc.
- Demonstrate how to use the IPER Resource Center.

"Getting to Know You" Topic

- Launch the Getting to Know You Polling Questions, one at a time.

"Pre-Test" Topic

- Introduce the Pre-Test.
- Launch the Feedback Tool.
- Launch the Pre-Test.
- During the Pre-Test, prepare your responses to the participant expectations.
- End the Pre-Test.
- Address the participants' expectations.

Course Activities

Slide F2F-Lesson 5-4

IPER *Train-the-Trainer* Course
Face-to-Face Training

Course Activities

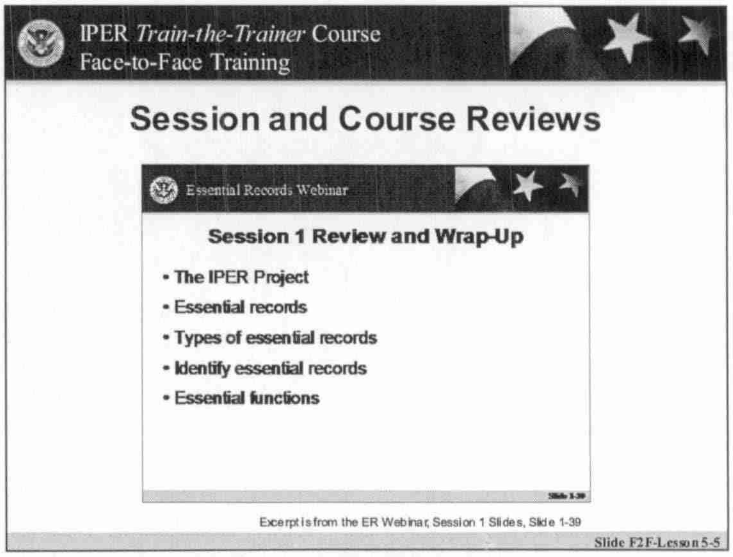
In-Session Activities	Take-Home Activities
Completed during the session	Completed outside the session
Apply to a fictional agency or scenario	Apply to the participants' jobs
Activity worksheets are provided in a handout •Completed worksheets do not need to be turned in.	Activity worksheets are provided in a handout •Completed worksheets must be turned in.
Debriefed during the same session	Debriefed at the beginning of the next session

Slide F2F-Lesson 5-4

IPER courses include In-Session Activities and Take-Home Activities.

Session and Course Reviews

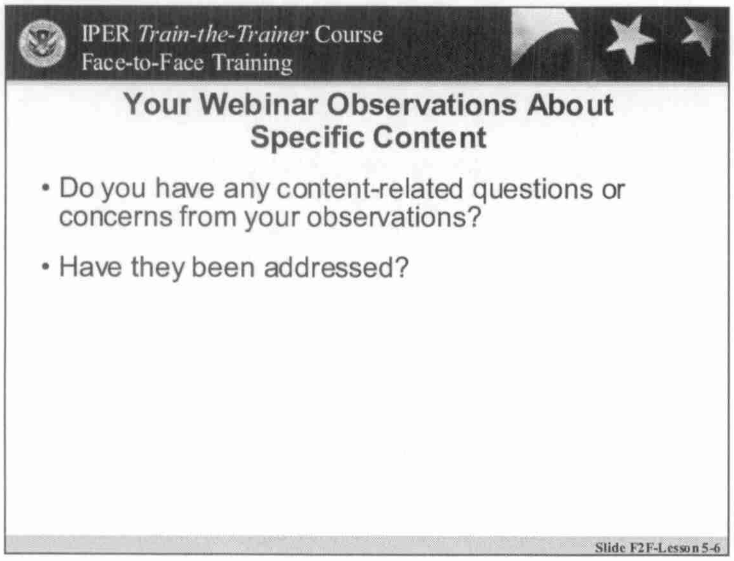
Slide F2F-Lesson-5-5

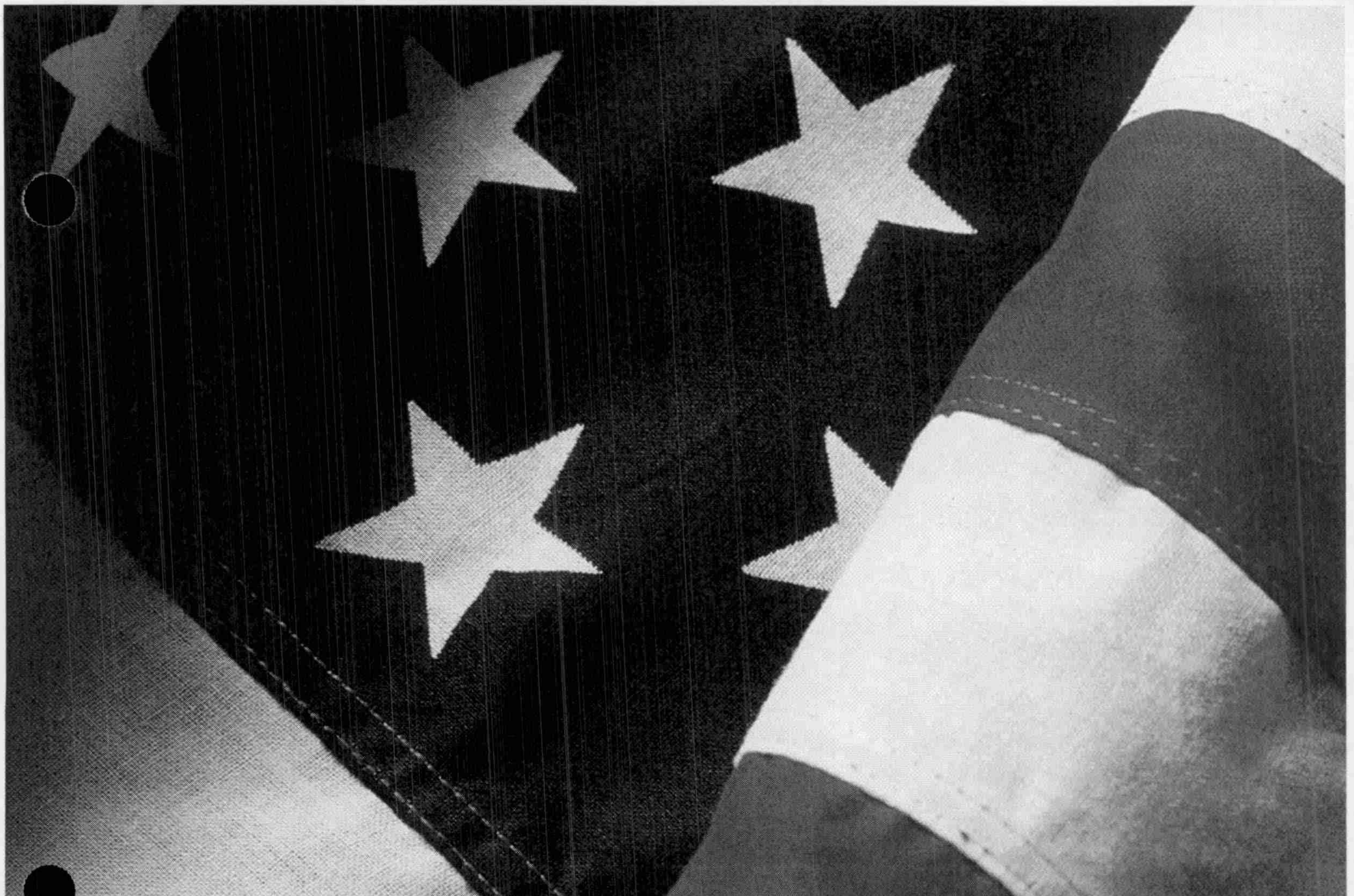


- Session Reviews are presented at the end of Sessions 1, 2, and 3.
- The Course Review is presented at the end of Session 4.
- Reviews are presented in one of two ways:
  - As an instructor presentation
  - As a question and answer (Q&A) session

Your Webinar Observations About Specific Content

Slide F2F-Lesson 5-6





IPER *Train-the-Trainer* Course

Face-to-Face Training

- Lesson 6: Action Planning

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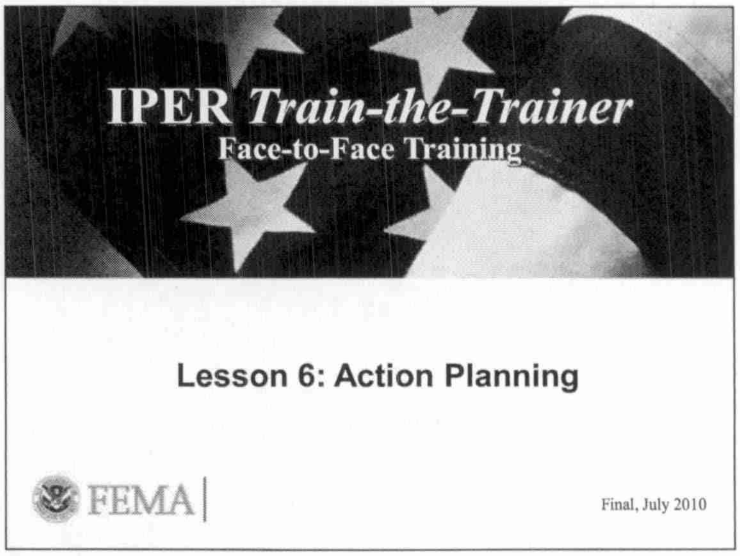
Lesson 6: Action Planning

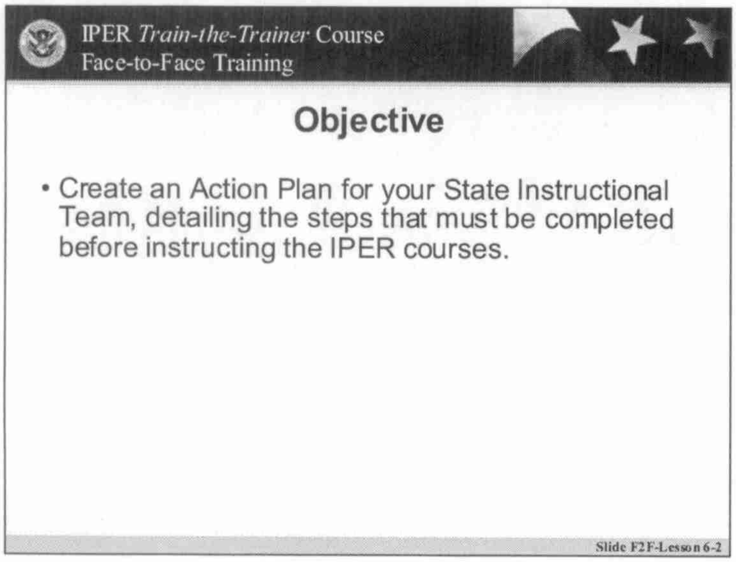
Introduction and Objectives

Slide F2F-Lesson 6-1



Objective

Slide F2F-Lesson 6-2

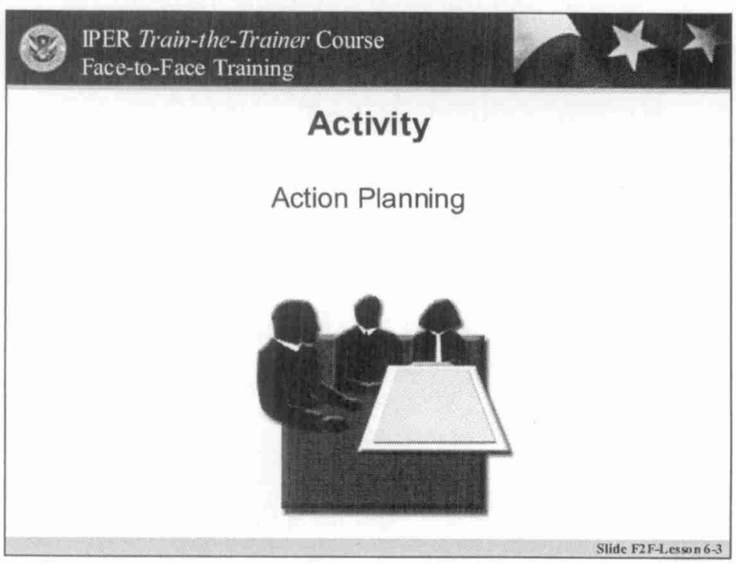


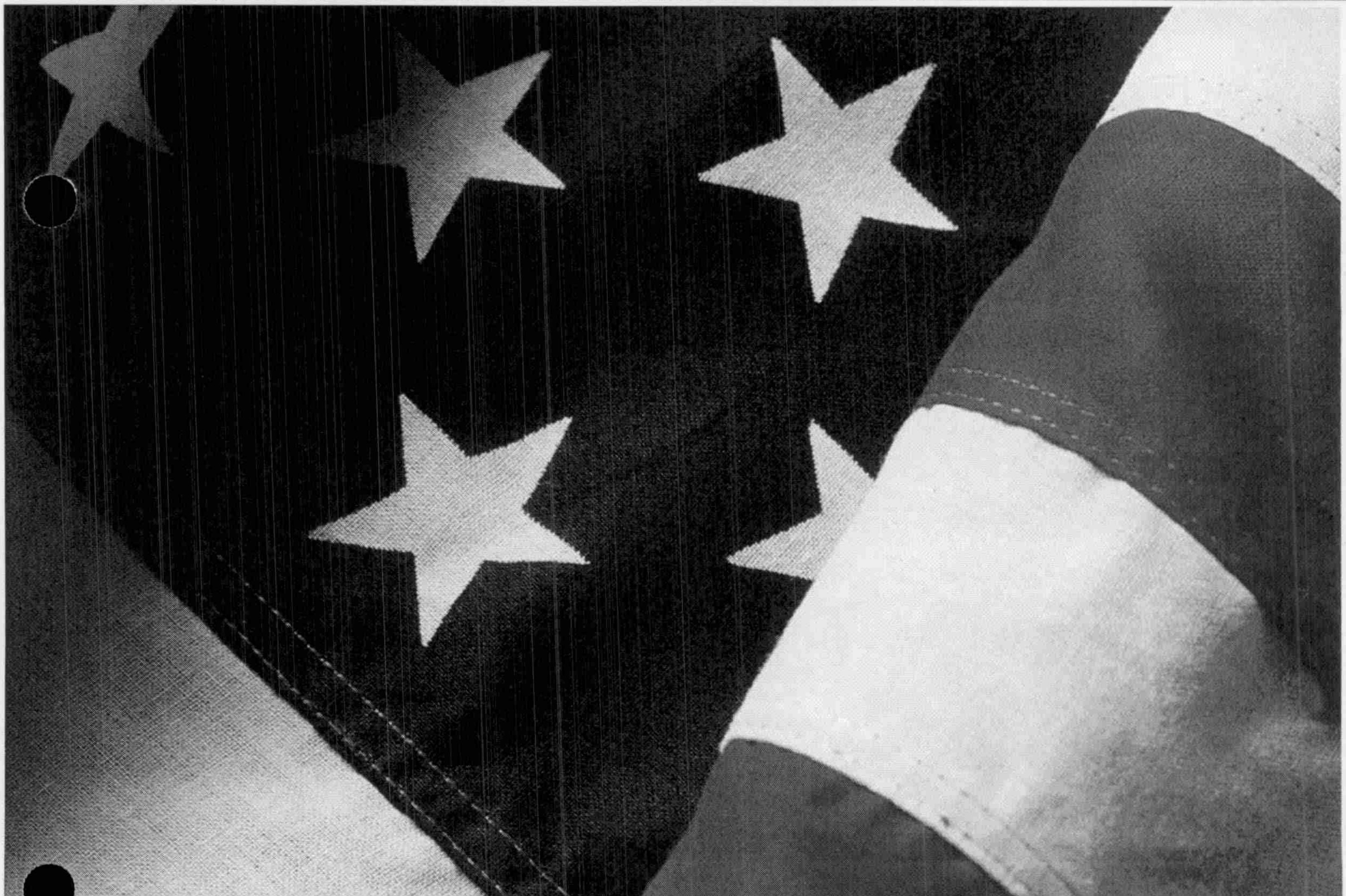
Upon completion of this lesson, you will be able to:

- Create an Action Plan for your State Instructional Team, detailing the steps that must be completed before instructing the IPER courses

Activity: Action Planning

Slide F2F-Lesson 6-3





IPER *Train-the-Trainer* Course

Face-to-Face Training

- Face-to-Face Training Wrap-Up

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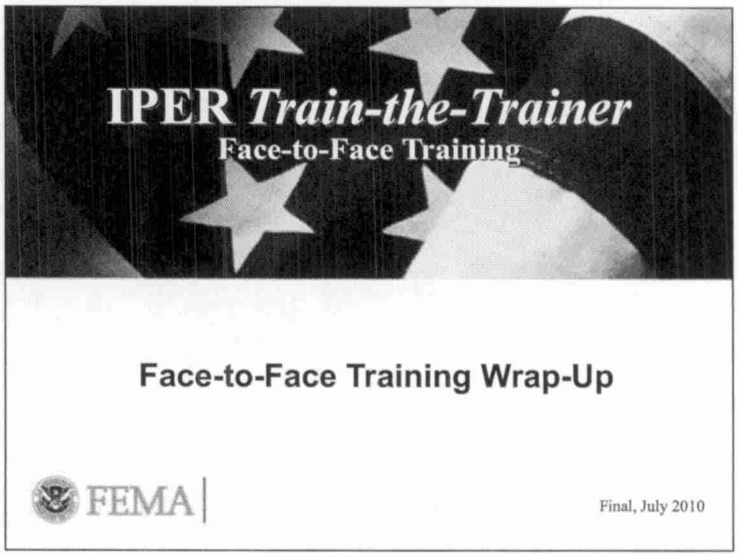
Face-to-Face Training Wrap-Up

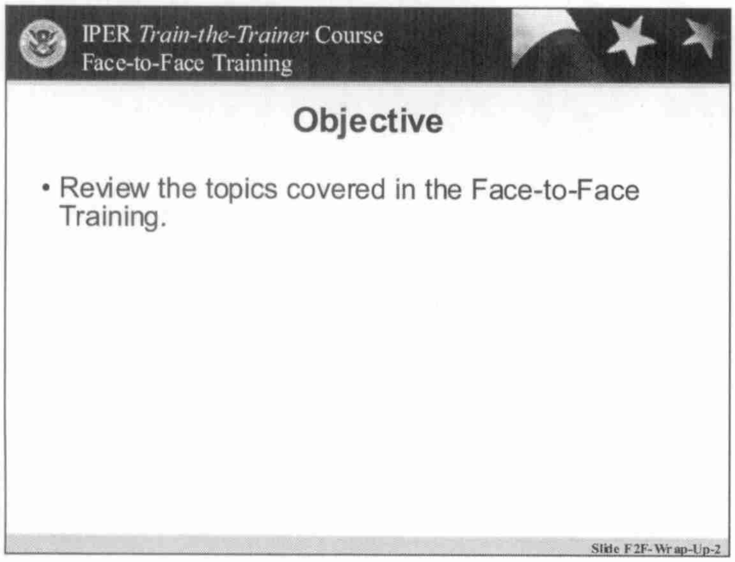
Introduction and Objectives

Slide F2F-Wrap-Up-1



Objective

Slide F2F-Wrap-Up-2

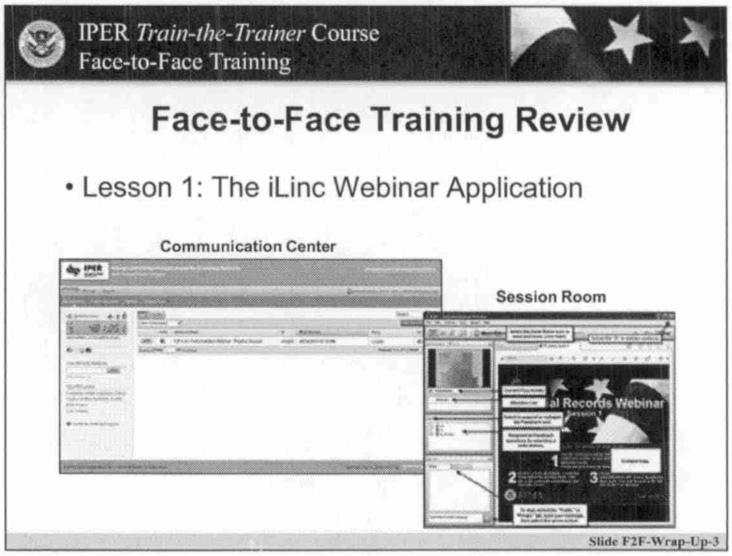


Upon completion of this lesson, you will be able to:

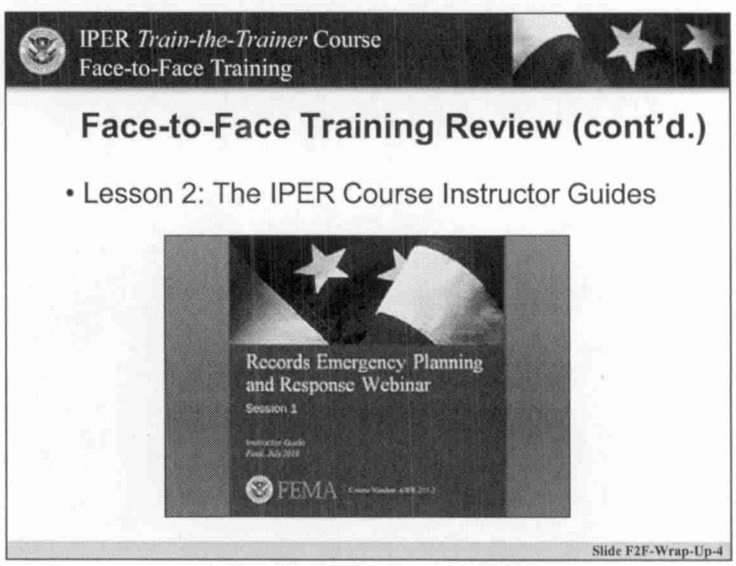
- Review the topics covered in the Face-to-Face Training

Face-to-Face Training Review

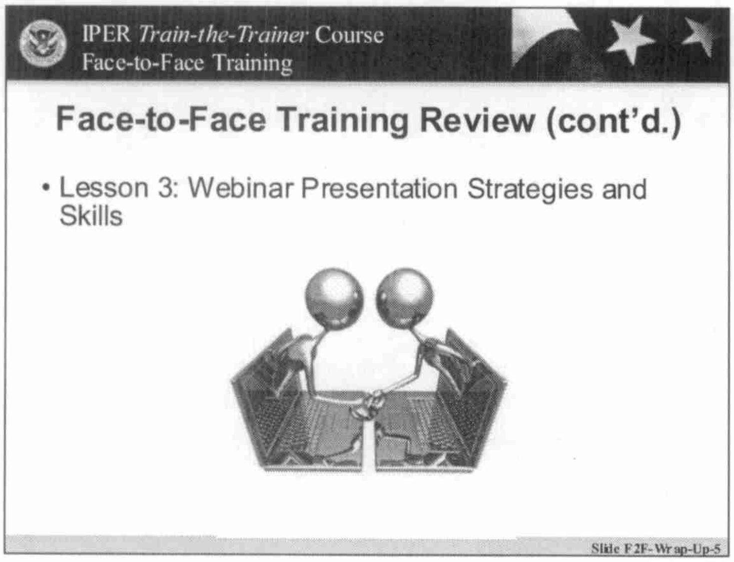
Slide F2F-Wrap-Up-3



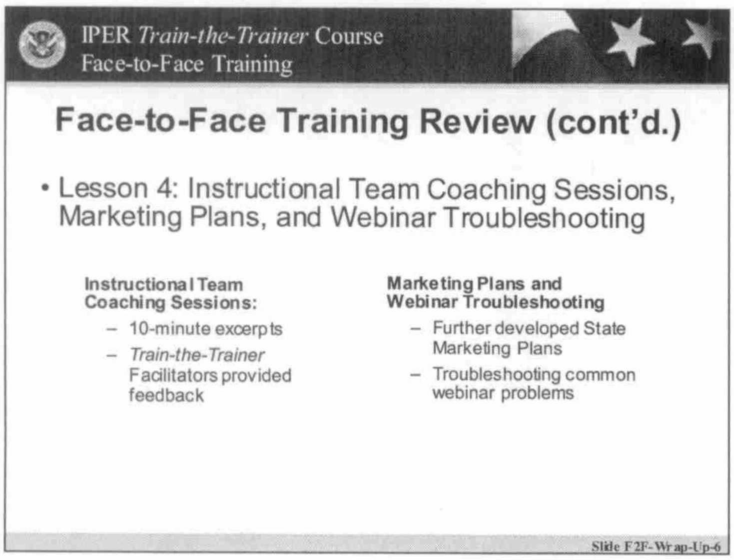
Slide F2F-Wrap-Up-4



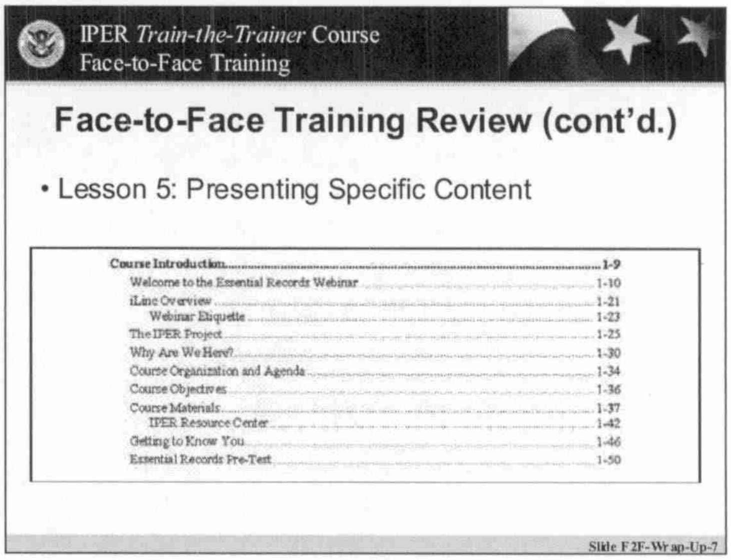
Slide F2F-Wrap-Up-5



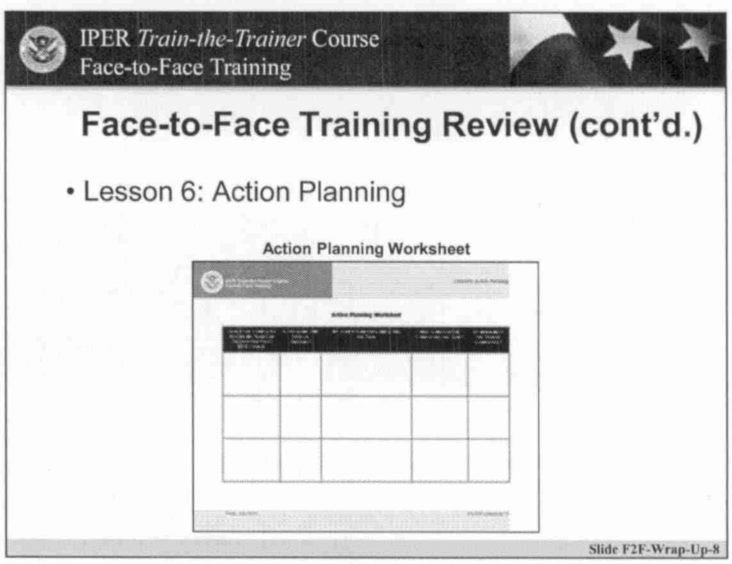
Slide F2F-Wrap-Up-6



Slide F2F-Wrap-Up-7

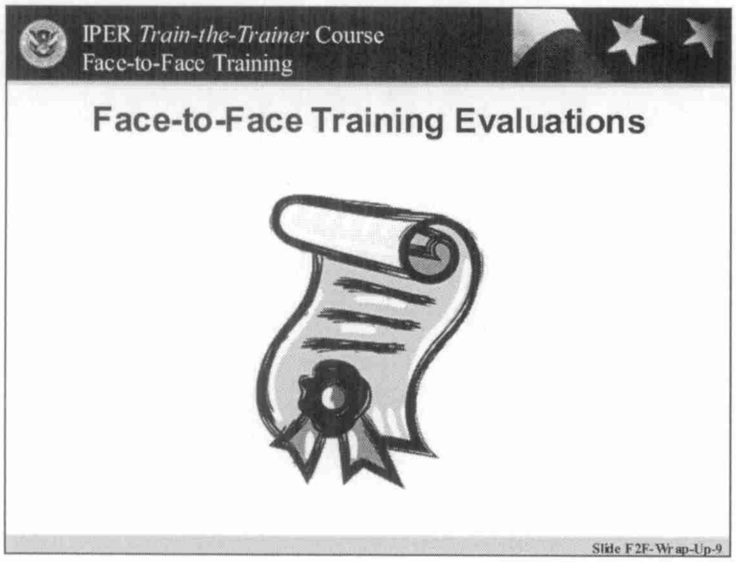


Slide F2F-Wrap-Up-8

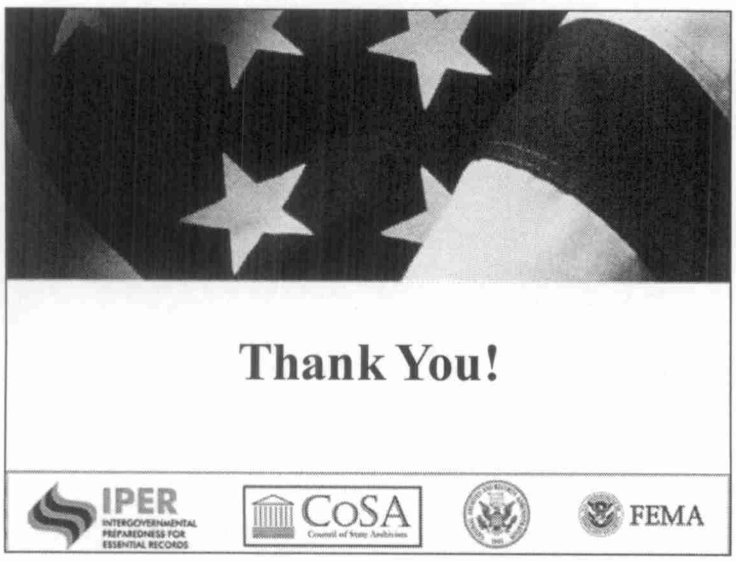


Face-to-Face Training Evaluation

Slide F2F-Wrap-Up-9

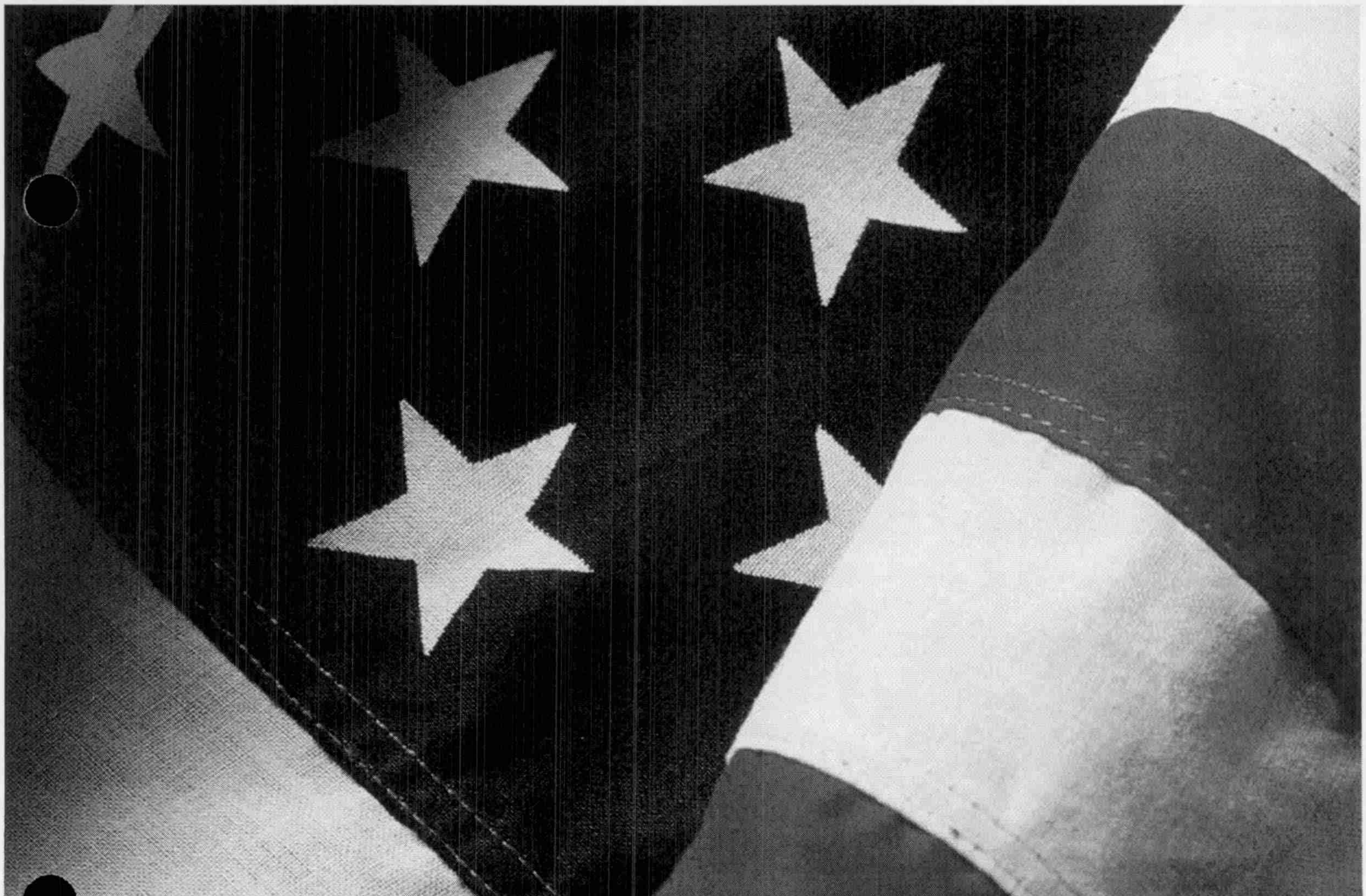


Slide F2F-Wrap-Up-10



Follow-Up Webinar

Follow-Up Webinar



IPER *Train-the-Trainer* Course

Follow-Up Discussion Webinar

Participant Guide
Final, July 2010

FEMA

DHS Branded Disclaimer Page

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Follow-Up Discussion Webinar Introduction

Welcome to the Follow-Up Discussion Webinar

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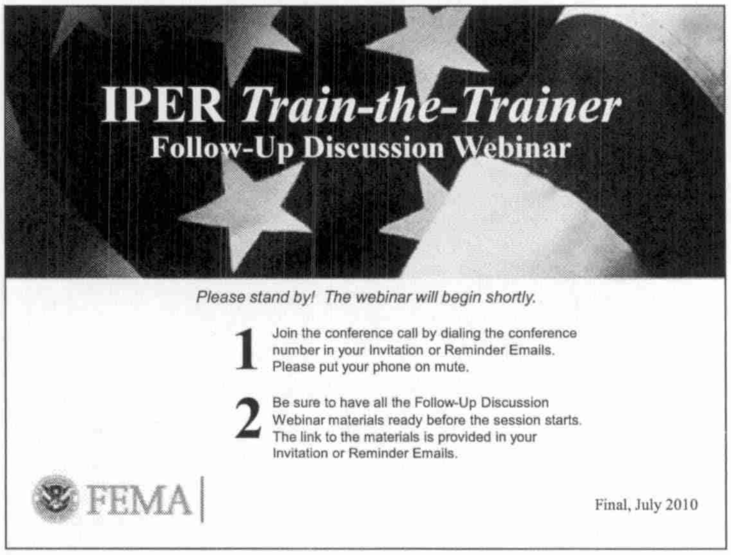
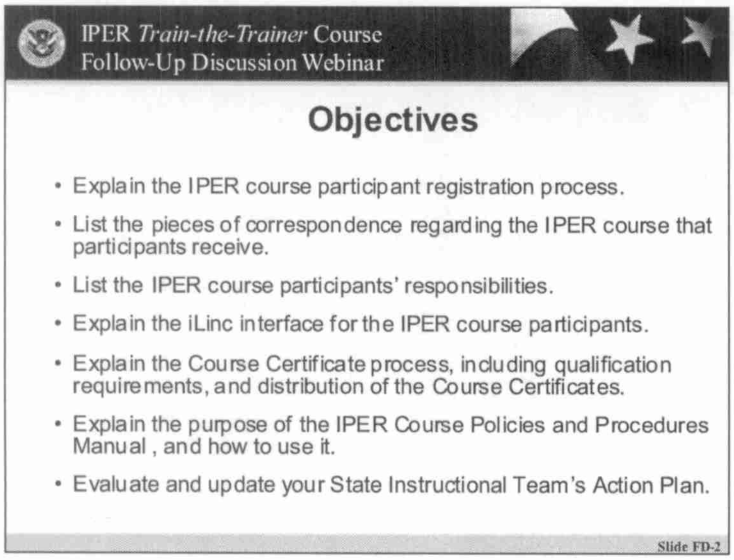


Required materials for the Follow-Up Discussion Webinar:

- Follow-Up Discussion Participant Guide
- Materials from the Kickoff Webinar:
  - **Handout KO.1**—Webinar Observations Sheet (Distributed during the Kickoff Webinar, and completed with notes during the *ER* and *REPR* Webinar Observations)
- Materials from the Face-to-Face Training:
  - Your Action Plan
  - Your State Marketing Plan

Objectives

Slide FD-2



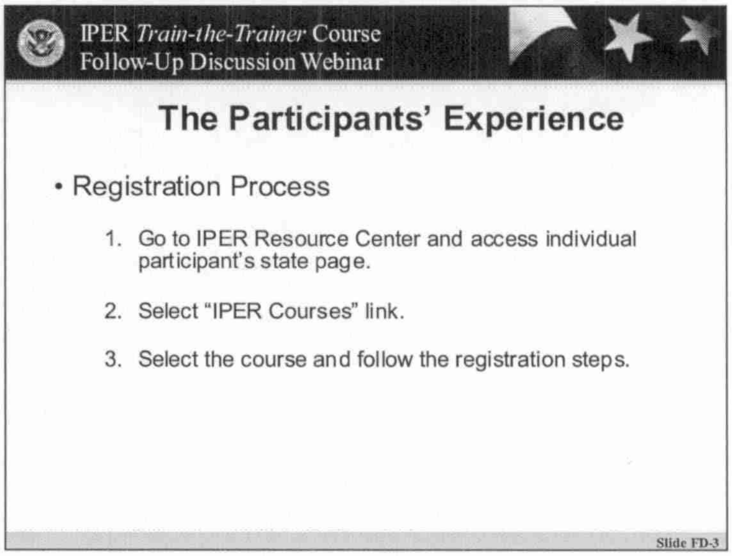
Upon completion of the Follow-Up Discussion Webinar, you will be able to:

- Explain the IPER course participant registration process
- List the pieces of correspondence regarding the IPER course that participants receive
- List the IPER course participants' responsibilities
- Explain the iLinc interface for the IPER course participants
- Explain the Course Certificate process, including qualification requirements, and distribution of the Course Certificates
- Explain the purpose of the IPER Course Policies and Procedures Manual, and how to use it
- Evaluate and update your State Instructional Team's Action Plan

The Participants' Experience

Registration Process

Slide FD-3



Participants register for the IPER courses by doing the following:

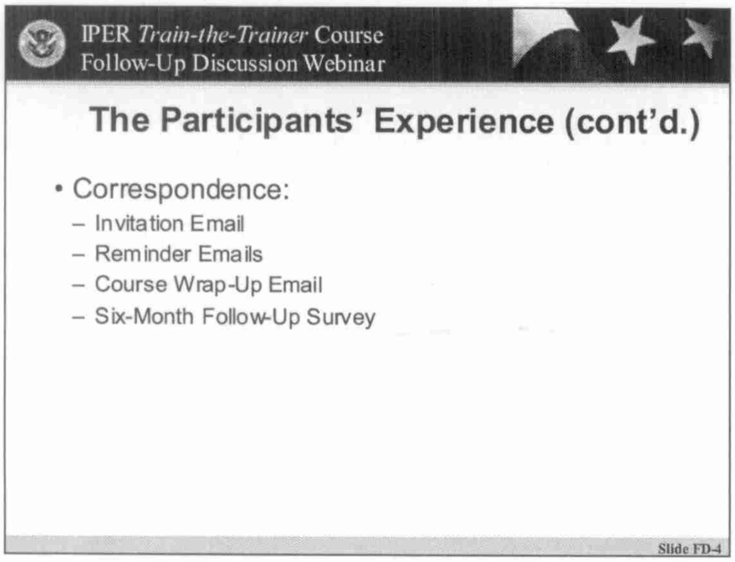
1. On the IPER Resource Center website, participants select their individual states to go to their state pages.
2. On their state page, participants select the "IPER Courses" link to access a page containing a list of course offerings for their state.
3. Participants select the course for which they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

Telephone: 678-364-3882
Fax: 678-364-3885
Email: *ipertraining@statearchivists.org*

Correspondence

Slide FD-4



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. This email is critical, because it contains the information participants need to access the course and the course materials.

The Invitation Email contains the following information:

- **Schedule information**—The date, time, recurrence, and duration of each webinar session
- **System test**—Information on how to test their computer systems for use with the iLinc Client software, as well as a link for accessing the automated system test from iLinc
- **Join information**—A link for accessing the iLinc Session Room, and the dial-in number and passcode to join the teleconference for the session's audio
- **Course materials**—Instructions and a link for downloading the course materials from the IPER Resource Center
- **Uploading a photo**—A link to upload photos. While designed primarily for IPER Instructors with Assistant permissions in iLinc, this link is available for participants to upload a headshot of themselves. This photo will not be seen in the webinar session, however
- **iLinc Participant Reference Guide**—A link to the various guides for using iLinc. Participants are instructed to review these documents *before* joining the webinar so that they are familiar with the software and can participate
- **Contact information**—Contact information for the Instructor or IPER Staff, in case of technical questions, request for special assistance, or general questions about the course
- **Other course-related information**—When applicable, other course-related information may be included in the Invitation Email, such as instructions to bring specific materials, like a COOP Plan or records schedule, to the first session

Reminder Emails

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

The email contains the following information:

- **Session information**—A reminder of the date, time, and duration of the upcoming session
- **Join information**—The link, dial-in information, and passcode to join the session
- **Course materials**—A link to the course materials for the upcoming 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:

- **Thank-you**—A thank-you for participating in the webinar
- **Course materials**—A link to all the course materials

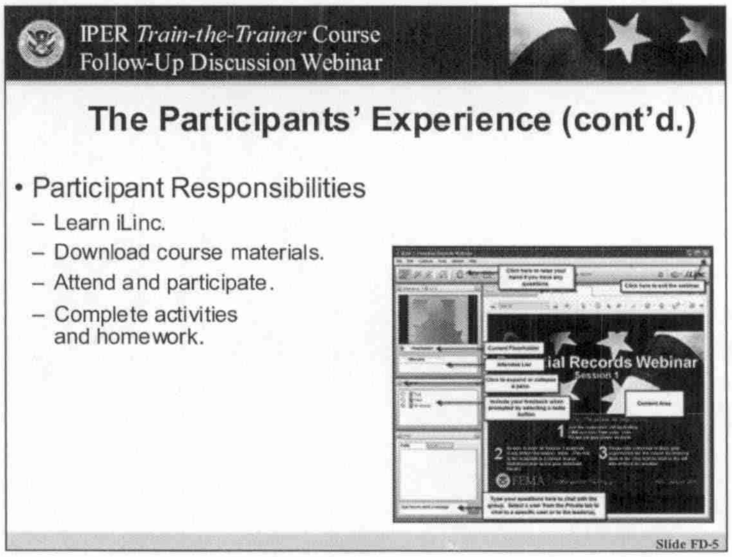
Six-Month Follow-Up Survey

In addition to the above-mentioned emails, all registered participants who participated in and completed the Post-Tests for both IPER courses will also receive a Six-Month Follow-Up Survey. The purpose of the survey is to touch base with the participants on how they are applying what they learned in the IPER courses. This email will come from IPER Staff.

The IPER Staff is responsible for tracking participation and for sending the surveys; IPER Instructors do not need to do anything.

Participant Responsibilities

Slide FD-5



The IPER courses are not "sign up and show up" training courses. They require participants to take an active role in their learning. To ensure the best possible training experience—both for themselves and for others—participants are responsible for:

- Learning iLinc
- Downloading course materials
- Attending and participating
- Completing activities and homework

Course Certificates of Completion

Slide FD-6

Upon completion of an IPER course, participants are eligible to receive a Certificate of Completion.

Qualifying for a Certificate

To qualify for a certificate, participants must:

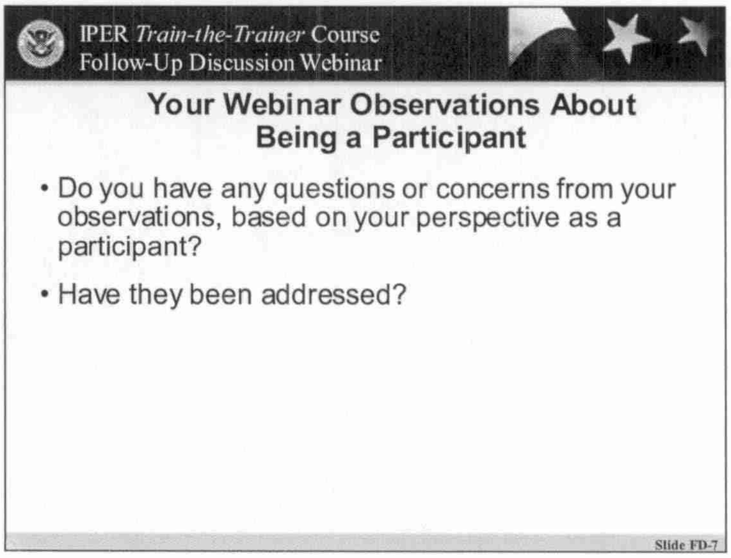
- Attend all sessions of the course
- Complete all homework assignments
- Complete the Pre- and Post-Tests
- Complete the Course Evaluation

Obtaining a Certificate

To receive the Certificate, participants must request one through the IPER Resource Center after they have completed the course. They will need to fill out a form on which they confirm that they have attended all sessions of the course and completed all homework assignments and submit the form to IPER Staff. IPER Staff will process the form, and if the participant qualifies, send the Certificate.

Your Webinar Observations About Being a Participant

Slide FD-7



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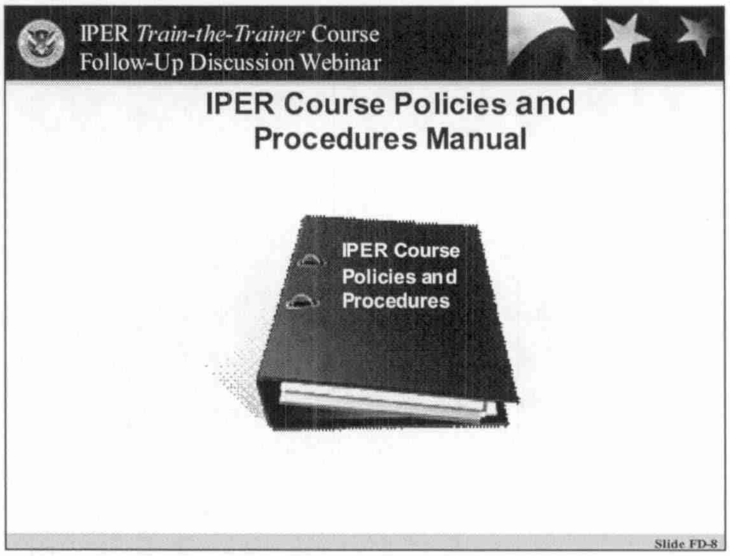
IPER Course Policies and Procedures Manual

Slide FD-8



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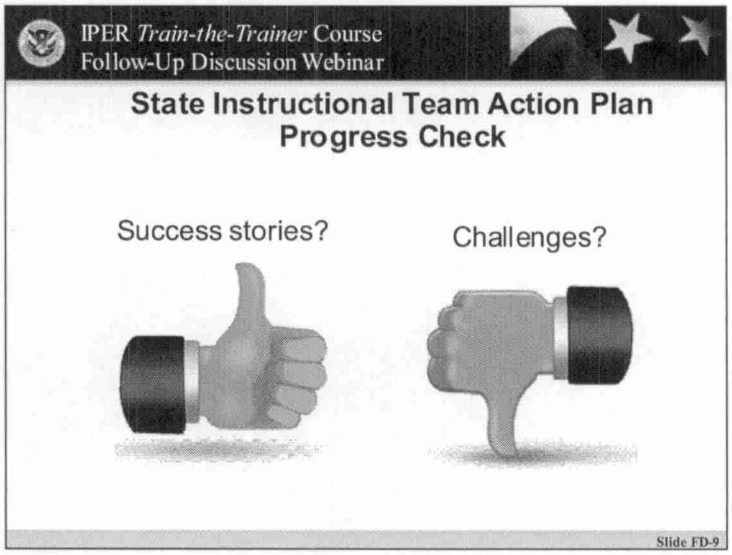
State Instructional Team Action Plan Progress Check

Slide FD-9



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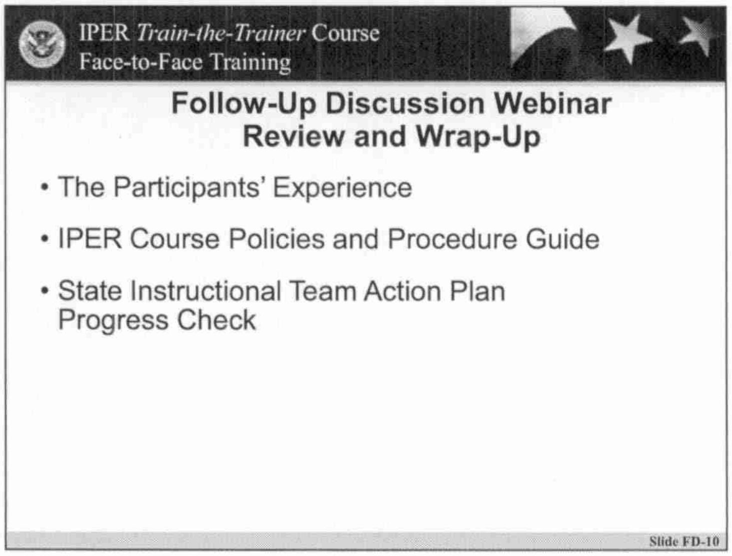
Follow-Up Discussion Webinar Review and Wrap-Up

Slide FD-10



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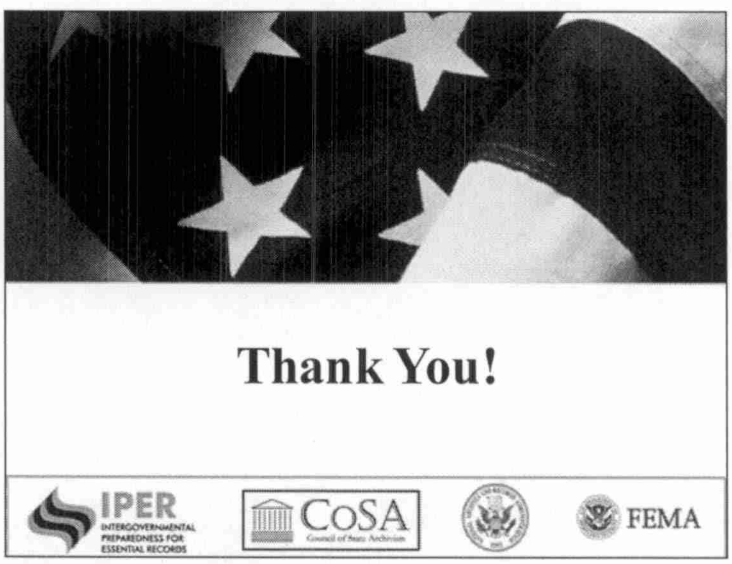

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Handouts and References

Handouts and
References