FEMA

Resilience
National Preparedness Directorate
National Training and Education Division

Training Partners Program
TPP Times

Keeping Up with the Times

Welcome to the Summer 2021 issue of the TPP Times! In this issue, we explore the Homeland Security Digital Library as a tool to help keep up with changes in federal doctrine. We also showcase how our training partners are not letting the COVID-19 public health emergency interfere with course delivery. From the western Pacific to the Atlantic coast of the U.S., training partners are providing virtual and in-person courses across the nation to serve emergency managers and homeland security practitioners alike.

Contributors in this issue:
- Homeland Security Digital Library
- University of Hawaii/National Disaster Preparedness Training Center
- Rural Domestic Preparedness Consortium
- Louisiana State University/National Center for Biomedical Research and Training/Academy for Counterterrorism Education

Don't miss out on our best practices in 508 compliance in the "Section 508 Quarterly." We welcome your input on the TPP Times, including comments, questions and information you want to share with other training partners. Email your feedback to TPPTimes@fema.dhs.gov.

National Disaster Preparedness Training Center Keeps Their Eye on the Ball Before—and During—Hurricane Season

The beginning of hurricane season is circled in red on practically every emergency manager's calendar. As the months become warmer, the threat of severe weather increases. This is true not only for the coastal areas of the United States and territories in the Atlantic and Pacific oceans, but also for interior areas of our nation that are also at risk for tornadoes, river and bay flooding, and wildfires. Though hurricane season has the most familiar start and end date, being prepared for other weather-related hazards is key to a comprehensive emergency management and

Spotlight on the Homeland Security Digital Library
A treasure trove of critical content available online

In the late 1990s, the Department of Homeland Security began conversations with the Naval Post-Graduate School (NPS) about the need for graduate education for first responders and about developing a masters-level program that would be available for non-military emergency managers. While NPS was building the subject matter for the program the September 11, 2001 attacks occurred. The attacks reinforced the importance of collecting, managing and sharing relevant preparedness and response information through the emergency management, defense, and intelligence communities.

In response, the NPS developed a practical solution that not only benefitted their institution and students, but the wider emergency management and homeland security communities as well. What started as a collection for the students at the NPS to help with research projects has evolved into a repository of almost a quarter of a million documents that are free and available to the public, educational institutions, emergency managers, homeland security practitioners and government officials at all levels. The Homeland Security Digital Library (HSDL) was born.

homeland security planning, preparedness, response, mitigation and recovery effort.

So, what is one of the best ways to be prepared for this broad range of weather hazards? High-quality training. The National Disaster Preparedness Consortium (NDPC) includes a number of different training institutions that offer specific, weather-related training programs. One member of the NDPC, the National Disaster Preparedness Training Center (NDPTC) at the University of Hawaii, has set its mission "to be the premier, trusted provider of risk-based natural hazards training focused on underserved, vulnerable populations living in hazardous, coastal and island communities." The NDPTC's mission is vital and is also aided by its many partners and supporters. This diverse group includes:

- National Oceanic and Atmospheric Administration (NOAA);
- NOAA Pacific Marine Environmental Laboratory, Center for Tsunami Research;
- Pacific Risk Management 'Ohana;
- Asia-Pacific Center for Security Studies;
- Center for Excellence: In Disaster Management & Humanitarian Assistance;
- International Tsunami Information Center, a UN Educational, Scientific and Cultural Organizational Intergovernmental Oceanographic Commission - NOAA partnership;
- United States Geological Survey Volcano Hazards Program Observatories and Centers; and
- Pacific Disaster Center.

As the country and the world face increasing hazards, both manmade and natural, organizations like the NDPTC become more important to ensuring the whole community is prepared to respond to, mitigate against, and recover from those hazards.

"Our focus is on natural hazards as a training partner with the NDPC." said Russell Uyeno, associate director of instructional systems design and delivery for the NDPTC. "So we've developed courses on natural hazards, like hurricanes, earthquakes and tornados along with related content such as debris removal and even unmanned aerial systems for damage assessment."

Course Variety
Though weather-related courses are the "bread and butter" mission, the NDPTC offers some additional complimentary courses. There are community-focused resilience courses (e.g., AWR-356: Community Planning for Disaster Recovery and AWR-377: Disaster Resilience Workshop for Small Businesses), post-disaster damage courses (e.g., AWR-319: Leveraging Tools for Conducting Damage Assessments and MGT-460: Planning for Disaster Debris Management), and even communications and outreach courses (e.g., PER-343: Social Media Engagement Strategies and PER-344: Social Media Tools and Techniques). A new course that has been shown to be very popular is the AWR-345: Unmanned Aircraft Systems in Disaster Management course. One might expect that this course would need to be delivered in-person, but the NDPTC has been able to successfully conduct this course as a remote offering to emergency managers located across the state of Alaska.

Before the COVID-19 pandemic, courses were offered at sites across the nation by mobile teams in cooperation with state administrative agencies. Due to limitations on travel, the need for social distancing and general health concerns during the pandemic, mobile course offerings were suspended. However, using available web conferencing technology the NDPTC kept up with the requests of its audiences and continued to provide the training they need.

The Importance of Outreach
The NDPTC offers a unique way of developing and conducting its training. Course availability is tied to the beginning of the various hazards' season(s). For example, in March, the course managers compile a list of relevant locations where a specific course would be needed (e.g., hurricane preparation in anticipation of the June 1 start of the season). The managers then send out information pamphlets about the course, dates of availability, etc. This way, emergency managers can begin filling in their calendars with the courses they need before the start of the season.

"We develop a course delivery schedule based on seasonal hazards, mainly hurricane season, so FEMA and our other partners have a better sense of what is available," said Lydia Morikawa, assistant director for course delivery at NDPTC.

Training outreach is key to NDPTC's focus on underserved communities and the whole community approach. Working with SAAs, individual emergency management and homeland security offices, and other stakeholders to share training opportunities helps in meeting the true needs of the entire affected community.

Staying Up to Date
As with many of NTED's training partners, the NDPTC must stay on top of doctrinal, policy and technical changes from a variety of sources. As information changes or as new hazards emerge, it is vital that the courses are adjusted to reflect new knowledge. This is obviously a large undertaking as legislation changes regularly, different regions face unique challenges, and administrations change their priorities. One thing that is constant is the knowledge and professionalism of the NDPTC instructors. As subject-matter-experts, the instructors are working on many of these issues as they change and can be called upon to add context and keep the students updated. When the COVID-19 public health emergency hit, NDTPC relied on their instructors to ensure the course content matched local regulations, mandates and guidance, thus avoiding the potential for months of reviews and approvals.

The need for current and relevant content cannot be overstated. There are so many hazards and so many regions that could be affected differently by those hazards that developing new courses or even recertifying current courses with new information can be a daunting task. The NDPTC uses a wide variety of sources to help with developing and maintaining courses. "It really depends on the course and the type of course," Uyeno said. "One of our best sources of information, whether for new or recertifying courses, is our instructor base. They're on the frontline of these subjects so they get the questions and the feedback so we can make the courses better."

Living Lessons Learned
Some of these instructors have unique insight into the course content or have been personally affected by the hazard. For example, one instructor was teaching a course about flooding hazards in Maryland, immediately after being flooded out of her home. Another instructor was leading a course on evacuation procedures—while in a hotel room after being evacuated. Some instances were not directly tied to an instructor or student facing danger, but involved awareness of an issue or potential incident with a critical facility. In Louisiana, a water treatment facility had been identified as at risk by local officials and highlighted by a presidential visit to discuss infrastructure improvements, further emphasizing the need to focus on safeguarding the facility.

In addition to training for awareness and preparation before a disaster, NDPTC also provides training for what happens after a disaster. Their post-disaster courses offer even more practical knowledge for responders and emergency planners to leverage. Courses such as MGT-460: Planning for Disaster Debris Management help managers think ahead to what to do after the disaster has passed.

Perspective and Partnerships
The NDPTC is part of a large group of knowledgeable, capable and cutting-edge training providers that support FEMA's mission to "help people before, during and after disasters." Its unique perspective and partnerships with weather experts, homeland security practitioners and academic institutions make for a potent combination for any response organization looking to increase their capabilities. Click here to learn more about the NDPTC. ◆

Sample of NDPTC student comments

PER-344: Social Media Tools and Techniques
"Thank you! The class/materials are great. Please do not be discouraged at the dearth of spontaneous feedback. I was lost (in a positive way) in thought of how the wealth of material/tools/suggestions could have aided in past operations, deployments and investigations; and how I can make use in current and future tasks. I suspect the majority of attendees are experiencing the same. Thank you again."

AWR-347: Climate Adaptation Planning for Emergency Management
"The instructor engagement is fantastic—the courses you offer are always the best for engagement and retention of knowledge. I also liked that after we spoke day one about the pressing needs in my community that POTUS showed up to that very site the next day discussing the issues we mentioned."

AWR-343: Hurricane Awareness
"This was a very well done training both in content and presentation. I am not only going to recommend it to others, but I am also going to see if TPWD can sponsor the same class (in a virtual format) to get our Coastal Staff in State Parks, Coastal Fisheries and Wildlife Management to take this."

Virtual Viability in Post-Pandemic Preparedness Training
The future of virtual all-hazards training after COVID-19

By Ray Hagen, Marketing Associate, The Center for Rural Development

During the global coronavirus (COVID-19) pandemic, America's first responders faced many new and unexpected challenges. In usual fashion, these heroes overcame numerous challenges while demonstrating resiliency and resolve in serving our communities. Lessons learned within the first responder community during the global pandemic have greatly influenced the future of emergency response in America.

Leveraging technology
Like first responders, the Rural Domestic Preparedness Consortium (RDPC) also faced new challenges in delivering effective training solutions as in-person gatherings were no longer possible. The RDPC overcame these challenges by successfully deploying virtual Zoom-based training options for many in-person courses within their arsenal. This innovative option proved valuable, offering small, rural and tribal first responders access to relevant, all-hazards preparedness training otherwise impossible to obtain. The Zoom for Government training platform provides many security benefits such as Health Insurance Portability and Accountability Act, Personal Information Protection and Electronic Documents Act and Personal Health Information Protection Act compliance, Single Sign-on via industry-standard authentication protocols, sophisticated data encryption and more. This new training approach has allowed first responders to train virtually anywhere.

As the pandemic continues, the RDPC continues to gain valuable insight into how virtual training options might impact the future of training of our nation's emergency responders. For example, the University of Findlay's All Hazards Training Center worked with the RDPC in converting AWR-148: Crisis Management for School-based Incidents: Partnering Rural Law Enforcement, First Responders and Local School Systems into a virtual course option during the pandemic. Data available from post-course evaluations of these virtual deliveries during the pandemic suggest that this training modality is a viable training option when in-person deliveries are not available.

Learner-focused solutions
It could be that virtual training viability could be due to COVID-19 and social distancing precautions, or perhaps some participants prefer the flexibility that a virtual environment has to offer. Of those who prefer the virtual training option over a traditional classroom setting, over 80% prefer attending an eight-hour course presented over two consecutive days, with each day consisting of one four-hour training session. Although popular, virtual training is not the only method of training preferred by course participants at Findlay.

Greta Marlatt, chief librarian at the HSDL, was one of the key staff members who helped start the collection through her work at the Center for Homeland Defense and Security (CHDS). "As we were working on the master's program for the Center, we began collecting different reports from the Congressional Research Service, General Accounting Office, etc.," Marlatt said. "What started out as a weekly email I sent out the interested parties regarding newly published reports and documents of interest became the basis for the early collection and it has continued to grow from there."

HSDL in Action

With nearly a quarter of a million documents, the HSDL is the nation's largest collection of documents related to homeland security policy, strategy and organizational management, according to Marlatt. It is managed by CHDS staff and funded through FEMA's National Preparedness Directorate. To keep the huge amount documents organized and accessible, the contents are arranged in three access levels:

- **Public Access**: Provides more than 107,000 individual resources available without signing in. The collection includes homeland security-related documents from as far back as the 1787 Federalist Papers up to the present day.
- **Full Access**: Includes all the Public Access materials but offers an additional 111,000 resources. This level requires either a username and password authentication with an account from CHDS or an organization's registered IP range (see eligibility requirements here).
- **Restricted Access**: Contains information deemed "sensitive and for direct use" by homeland security practitioners or emergency managers. To gain access to this level a user must have a username and password, a verifiable .gov or .mil email address, and must request reauthorization every six months.

Organizing the library in this way ensures that interested parties have access to the information best suited to their needs. An intelligence analyst can access the restricted section to read the latest copies of *Inspire*, the Al Qaeda-sponsored magazine, to analyze potential threats to the homeland; a public university researcher can complete a journal article using historical policy documents from the Eisenhower Administration; or a police officer can read current information about gang-related activity across the United States. The possibilities are endless with the broad range of information available.

Collecting Content

Building the HSDL has been an ongoing and ever-expanding process since the 9/11 attacks. Part of the collection process has been simply searching for relevant documents. Content analysts also monitor relevant websites, sign up for information alerts from relevant agencies or organizations, and even watch news broadcasts to stay current on homeland security and emergency management policy changes. HSDL staff also work with fusion centers and other information and intelligence gathering functions at the federal, state, local and territorial levels to gather materials. Once materials come in, they are reviewed, an abstract is written or edited if one is provided, then the content is added to the site and made searchable.

One of the challenges is to collect and manage the ever-changing federal doctrine covering homeland security and emergency management. This content includes federal legislation, regulations, presidential and agency federal directives, presidential executive orders that inform, guide and regulate emergency management activities. The HSDL takes pride in meeting this challenge by identifying and including the most appropriate, recent and relevant federal doctrine on the site to support homeland security practitioners, emergency managers and researchers.

Valuable and Unique Research

As the nation's leading collection of homeland security and emergency management information, the library is of great value to academic institutions and other interested parties. Emergency managers and homeland security practitioners need the latest information to accomplish their missions. Whether it is cybersecurity, weather-related disasters, or terrorism, having the relevant research available keeps the nation safe and secure.

HSDL hosts a variety of unique research resources, such as research on bee colonies and their impact on food security issues. The HSDL has collected papers dating from 2,000 from varied sources like the Congressional Research Service, the White House, the Department of Agriculture and even some of its own research from the NPS. A student's thesis, titled "Plan Bee—Understanding Threats to the Honey Bee Population and Examining Strategies to Promote and Protect Pollinators" was the catalyst for the HSDL to begin collecting additional works on bee colonies.

Critical Releases in Homeland Security

The HSDL also hosts a section called "Critical Releases in Homeland Security." This bi-weekly update provides "…recently released documents of particular interest or potential importance." This proactive selection and dissemination of relevant documents is an important part of what HSDL does. Emergency managers and homeland security practitioners are kept apprised on some of the latest research, policy, and relevant reports that they need to accomplish their missions.

COVID-19

The HSDL includes a unique section on the website called "Special Collections" that houses reports, issue briefs, testimony and a new collection covering the COVID-19 pandemic. This collection includes documents from the Centers for Disease Control and Prevention, Congressional Research Service, non-profits like the Atlantic Council of the United States and educational institutions like the University of Oxford's Institute for New Economic Thinking. The materials in this special collection are particularly relevant to emergency managers and public health officials, not to mention future public officials and even historians, who can gain helpful lessons learned to respond to and better understand future pandemics. The reports in the COVID-19 Special Collection cover a range of topic areas including "COVID-19-related Loan Assistance for Agricultural Enterprises (May 4, 2021)," and "Global Economic Effects of COVID-19 (May 7, 2021)."

Working Together
The HSDL's partner list reads like a "who's who" of expert organizations. In 2015, FEMA's National Preparedness Assessment Division's Lessons Learned Information Sharing (LLIS) "consolidated content, such as lessons learned, innovative practices, after-action reports, plans, templates, guides and other materials" with the HSDL collection to further increase HSDL's value to the overall mission of supporting the country's homeland security efforts. Other recent partners include the Dudley Knox Library at the NPS, the Consortium for Robotics and Unmanned Systems Education and Research, the Government Printing Office, the Institute for Information Infrastructure Protection and the Project on Advanced Systems and Concepts for Countering WMD. These partners have provided both support and knowledge and content sharing to promote research functionality for HSDL.

"We're proud to call some of the leaders in the emergency management and homeland security realms our partners and supporters," Marlatt said. "The FEMA Administrator and some of the top leadership in the FDNY are CHDS alum and their support has been vital to our success."

Keeping Track of History
As more information has become available, and in light of the increase in natural disasters, terrorist incidents and the COVID-19 pandemic, the creation of new policy, procedural and informational documents has increased, further feeding the need for a robust, wide-ranging collection of resources. With nearly 250,000 documents and other media available, educational institutions, practitioners and the media can take advantage of both current and historical information on hsdl.org.

A particularly helpful resource to get a better, more holistic view of our nation's actions during natural and man-made disasters is the HSDL Timeline. This interactive tool covers incidents beginning with the December 15, 1811, New Madrid, Missouri earthquakes up to the present day. The timeline also includes additional resources that will be helpful for students, researchers and other interested parties to get more information about a particular disaster—and to better understand the effect of and response to disasters during select times in our history.

It's About the User
The user experience is a vital part of HSDL's mission. Making the resources available to users is one thing, but making it easy to use is often something else entirely. HSDL offers a Research Tools section with links to various resources that could be useful for anyone from a student to a homeland security practitioner. Another available tool provides links to different grants that are available to emergency managers and other stakeholders. There are also links to dictionaries and lists of terminology for a range of topic areas. Using these tools is simple and straightforward, but if a user has a question, each page has an "Ask the Librarian" option.

There are many resources available to emergency management professionals and homeland security practitioners. The HSDL provides ease of access to much of the information needed. The collection has continued to expand with the launch of a revamped website at the end of June 2021. This new site will add enhanced functionality, more content, and a refreshed look. To learn more about the HSDL, visit hsdl.org. ◆

One Year into Pandemic, Louisiana State University Still Leads the Way in COVID-19 Training

Since the coronavirus (COVID-19) pandemic began, the Louisiana State University (LSU) National Center for Biomedical Research and Training/Academy of Counter-Terrorist Education has been hard at work converting face-to-face course deliveries to a web conferencing format, as well as developing new resources that specifically address the COVID-19 pandemic, in order to continue to meet the training needs of the nation's responders.

New and Developing Courses
Specifically, LSU developed a new course, AWR-324: Biological Incidents Awareness: Coronavirus Disease. The seven-hour, FEMA/NTED-certified course provides a brief overview of COVID-19, including specific information about symptoms, transmission, personal protective measures and scene control. The course is modeled after an existing, more general Biological Incidents Awareness course that they have been delivering for years. Since its development in 2020, the course has been delivered to over 500 emergency responders across the country.

They have also converted other courses to a web-conferencing-friendly format. As of April 2021, six of their NTED-certified courses are available via web conferencing to responders across the country through an open, national enrollment format. Their new open enrollment training managers work in collaboration with the regional training managers, as well as state administrative agencies and other training partners, to bring responders from a variety of training lanes and specialties into the courses.

Customized Learning
In addition to converting courses to a virtual format, LSU launched an e-Learning platform in 2020 where responders can access job aids, webinars and videos that address specific challenges responders may face when on the job during the COVID-19 pandemic. Topics include:

- proper donning and doffing techniques for personal protective equipment (PPE);
- handling potentially contaminated evidence; and
- distance and shielding methods for a variety of scenarios.

All COVID-19 videos and webinars are available in both English and Spanish to reach as many responders as possible.

"LSU's rapid pivot to developing and delivering easily accessible online content allowed us to provide COVID-19 information to over 500,000 participants in the first six

"We have had many enter comments to the contrary where they prefer in-person instruction," said Laura Hoehne, project manager for the All-Hazards Training Center at The University of Findlay in Ohio.

Dan Charles, director of the Institute for Corporate and Public Safety at Northwest Arkansas Community College, has indicated that virtual training appears highly popular with their audience. "Like Findlay, [we] experienced unexpected and consistent evaluation responses favoring virtual deliveries over our traditional mobile deliveries," said Charles. "However, during outreach and follow-up, many state administrative agencies and local points of contact have expressed a strong desire for face-to-face interaction between participants."

Similarly, the Justice and Safety Center at Eastern Kentucky University (EKU) experienced consistent interest in a virtual training option during the pandemic. Amy Hughes, director of the Justice and Safety Center, said, "COVID-19 has caused many organizations to reassess their strategies for achieving their training goals. Our training numbers up to this point support that."

However, there remains an obvious need for in-person training to continue. Said Hughes: "Training providers with lengthier courses, complex exercises and curriculum may find it more difficult to build and maintain successful virtual delivery environments."

Courses that require greater multidisciplinary and intercommunity engagement could be more challenging in a virtual training environment. Hughes brings up a good point that virtual training modalities could present challenges in delivering training to small, rural and tribal communities. "As a consortium focused on rural communities with limited resources, participants may not have access to learning devices such as computers, smartphones and tablets with required technology such as microphones, cameras and updated software to allow for engagement," Hughes said.

Lessons Learned
Following any challenge, there are often positive takeaways and lessons learned in the process. Deploying virtual training in the middle of a global pandemic is no different. The virtual training option has proven to be beneficial. However, lessons learned in delivering this training will undoubtedly strengthen and shape our training initiatives for years to come. For example, it became apparent to both NWACC and EKU that having a virtual course moderator is key to delivering successful virtual training. Moderators provide technical instruction and assistance in the virtual learning environment. In turn, this allows the course instructor to focus on teaching and facilitating online group discussions. Both NWACC and EKU plan to utilize course moderators in future virtual courses to ensure training continued success.

To successfully recover from the pandemic, the RDPC must embrace the new, virtual option while holding fast to the tried-and-true approach of in-person training. The RDPC currently offers 17 courses that utilize a virtual training option with a live instructor. Like the rest of the world, the RDPC desires to return to normal. However, there will likely be a "new normal" in delivering relevant, all-hazards preparedness training. The RDPC expects that virtual deliveries will remain a significant part of its training strategy in the future. However, it is not expected that virtual training will take the place of in-person training.

There is no such thing as a "one-size-fits-all" approach in emergency response management. The same goes for all-hazards preparedness training. Performing continual assessments of course evaluation data will help guide the RDPC in delivering successful, virtual training to our nation's first responder community for years to come. In doing so, the RDPC remains committed to helping America's first responders "prepare for the worst and train to be the best." Click here to learn more about RDPC. ◆

months of the pandemic," said LSU's Jason Krause, associate director of operations and plans. "As our audiences began to get an understanding of COVID-19, we started adapting to online platforms such as Microsoft Teams, Zoom, WebEx and Moodle to provide our traditional awareness content in various combinations of asynchronous and synchronous sessions."

The Future of Online Training
As more individuals across the country get vaccinated and we begin to move back to "normal" operations, LSU plans to continue to offer online options for its courses in addition to resuming mobile deliveries. One of the benefits of a national, open enrollment online course is that it has allowed responders from different states, agencies and backgrounds to communicate and collaborate with one another.

"Although remote learning will not take the place of 'hands-on' performance training, it has and will continue to allow training to reach audiences that might not receive any training without the remote option," said Krause. "The COVID-19 pandemic has demonstrated that, in addition to well thought out plans and previous training, an ability to rapidly provide timely content utilizing innovative methods is necessary."

About the National Center for Biomedical Research and Training/Academy of Counter-Terrorist Education
LSU's National Center for Biomedical Research and Training/Academy of Counter-Terrorist Education is a nationally recognized center for emergency preparedness and response training located at Louisiana State University's flagship campus in Baton Rouge, La. They provide mobile training to both the national and international emergency response community. They have expertise in research, development and delivery of training in the areas of specialized law enforcement operations; biological incident response; food and agriculture safety and security; school safety and instructional design and technique. For more information, visit their website. ◆

NIMS/ICS Training News & Notes

Homeland Security Presidential Directive-5 (HSPD-5), Management of Domestic Incidents, requires all federal departments and agencies to formally adopt the National Incident Management System (NIMS) and use it in their individual domestic incident management activities, supporting full and robust preparedness across the nation. Since the release of HSPD-5, FEMA has engaged its federal stakeholders to identify implementation objectives necessary to enhance incident management throughout federal departments and agencies, including their sub-component organizations.

On April 6, 2021, FEMA released the updated version of the Second Edition of the NIMS Implementation Objectives for Federal Departments and Agencies. The updates reflect the feedback provided by whole community stakeholders in 2020 and ensure the implementation objectives are consistent with the third edition of the National Incident Management System, published in October 2017.

An Established Vision
Each implementation objective is supported by a vision that is aligned with a key component of NIMS:

- Overall Vision - Policies and processes are in place to support NIMS implementation.
- Resource Management Vision - Consistent, interoperable identification, management and sharing of resources.
- Command and Coordination Vision - Integrated decision making and unity of effort among all incident personnel.
- Communications and Information Management Vision - Information gets to who it needs to, when it needs to, and in a means that they can understand.

FEMA has developed implementation indicators for each Implementation Objective. Taken together, these objectives and their associated indicators and metrics provide guidance for federal departments and agencies to clarify the types of activities to be undertaken when implementing NIMS. Doing so will help ensure a common, comprehensive and interoperable approach to sharing resources, coordinating and managing incidents and communicating information critical to the successful implementation of NIMS.

Nationwide Unity of Effort: State and Local Stakeholders
In addition to the federal level NIMS Implementation Objectives, the NIMS Implementation Objectives clarify the NIMS implementation requirements in FEMA preparedness grant Notices of Funding Opportunity. As recipients and subrecipients of federal preparedness (non-disaster) grant awards, jurisdictions and organizations must achieve, or be actively working to achieve, all the NIMS Implementation Objectives. The objectives are not required criteria, nor are the indicators intended as a checklist for achieving the objectives. The indicators are a tool to assist jurisdictions and organizations in meeting the new objectives.

Click here for more information on the NIMS Implementation Objectives for Federal Departments and Agencies and State, Local, Tribal and Territorial.

NTED Course Updates: New, Revised, Recertified and Retired

New

- AWR-395-W: Cybersecurity in the Workplace
- AWR-402-W: Introduction to Internet of Things
- AWR-389-W: Cyber Incident Response for Municipal, Police, Fire and EMS Personnel
- AWR-398-W: Introduction to Information Sharing and Analysis Organizations
- AWR-388-W: Cyber Security Awareness for Municipal, Police, Fire and EMS IT Personnel
- AWR-384-W: Cyber Identity and Authenticity
- AWR-311: Small Vessel Security for Rural Communities Training Course
- MGT-468: Planning for Economic Recovery
- MGT-383: Emergency Operations Plans for Rural Jurisdictions
- MGT-405: Mobilizing Faith-Based Community Organizations in Preparing for Disaster
- MGT-472: Planning for Transitional and Long-Term Housing After Major Disasters
- PER-243: Primary Screener/Personal Radiation Detector (PRD)
- PER-381: Whole Community Inclusive Economic Recovery

Recertified

- AWR-139-W: Digital Forensics Basics
- AWR-167: Sport and Special Event Risk Management
- AWR-168-W: Foundations of Cyber Crime
- MGT-314: Enhanced All-Hazards Incident Management/Unified Command
- MGT-319: Medical Countermeasures: Points of Dispensing, Planning, and Response
- MGT-343: Disaster Management for Water and Wastewater Utilities
- MGT-452: Physical and Cybersecurity for Critical Infrastructure
- PER-290: Tank Car Specialist
- PER-291: Highway Emergency Response Specialist
- PER-292: Leadership and Management of Surface Transportation Incidents
- PER-293: Hazardous Materials Weapons of Mass Destruction Technician for Surface Transportation

NIMS Alerts

NIMS Alerts provide important information on NIMS. Subscribe to FEMA's email alerts to receive the latest guidance, tools and resources. Since the Summer 2020 issue of The TPP Times, FEMA's National Integration Center (NIC) released the following:

- NIMS Alert 09-21: FEMA Releases Updates to Resilience Analysis and Planning Tool
- NIMS Alert 10-21: FEMA Releases NIMS National Qualification System Implementation Objectives Fact Sheet for Public Engagement
- NIMS Alert 11-21 CDP unveils new training offerings, notes more in the works
- NIMS Alert 12-21: Improving Public Messaging for Evacuation and Shelter-in-Place: Findings and Recommendations for Emergency Managers from Peer-Reviewed Research
- NIMS Alert 13-21: FEMA Releases Updates to the NIMS Implementation Objectives for Federal Departments and Agencies
- NIMS Alert 13-21: FEMA Released Slide Library of Research Findings to Improve Public Messaging for Evacuations and Sheltering-in-Place
- NIMS Alert 15-21: FEMA Seeks Public Feedback for Two Structural Collapse SAR Resource Typing Documents
- NIMS Alert 16-21: FEMA Releases "COVID-19 Pandemic Operational Guidance: All-Hazards Incident Response and Recovery"
- NIMS Alert 17-21: FEMA Releases New Fact Sheet for Private Sector Organizations on NIMS Implementation
- NIMS Alert 18-21: Shelter-in-Place Guidance
- NIMS Alert 19-21: FEMA Updates 25 Incident Management Team Position Qualifications and Position Task Books
- NIMS Alert 20-21: FEMA Releases Two Search and Rescue Team Resource Typing Definitions
- NIMS Alert 21-21: FEMA Releases NIMS Incident Complexity Guide
- NIMS Alert 22-21: FEMA Releases NIMS Guideline for Resource Management Preparedness
- NIMS Alert 23-21: FEMA Seeks Public Feedback and Hosts Webinars on Chemical Operations Support Specialist and Chemical Key Planning Factors

Summer 2021 Calendar of Events

- August 30-September 2: 2021 National Homeland Security Conference, Las Vegas, NV

Want the latest? Get weekly news and updates

The Higher Education Program publishes a bi-weekly newsletter covering a wide variety of topics and updates from the Higher Education program. The current issue, as well as an archive of past issues, is available online at the FEMA Emergency Management Education Newsletter Archive.

Section 508 Quarterly

Using YouTube to Create Captions for Synchronized Media

Captioning synchronized media can be one of the more time-consuming things you do for accessibility. Fortunately, there are ways to use available technology to make the task much easier. This article will describe how you can leverage YouTube's automatically generated captions to more quickly create accurate captions.

Using YouTube Studio

To start creating captions, you will need to use the YouTube Studio. If you have a Google account already, you have everything you need to get started. Go to youtube.com, make sure you are logged into your Google account and select "Your Videos" from the left side navigation. You should see the Studio page for your channel. Unless you are already a content creator, your channel will likely be empty, and if this is the first time you have been in your channel it can look a little overwhelming. However, there is only a few things to familiarize yourself with before captioning your video(s).
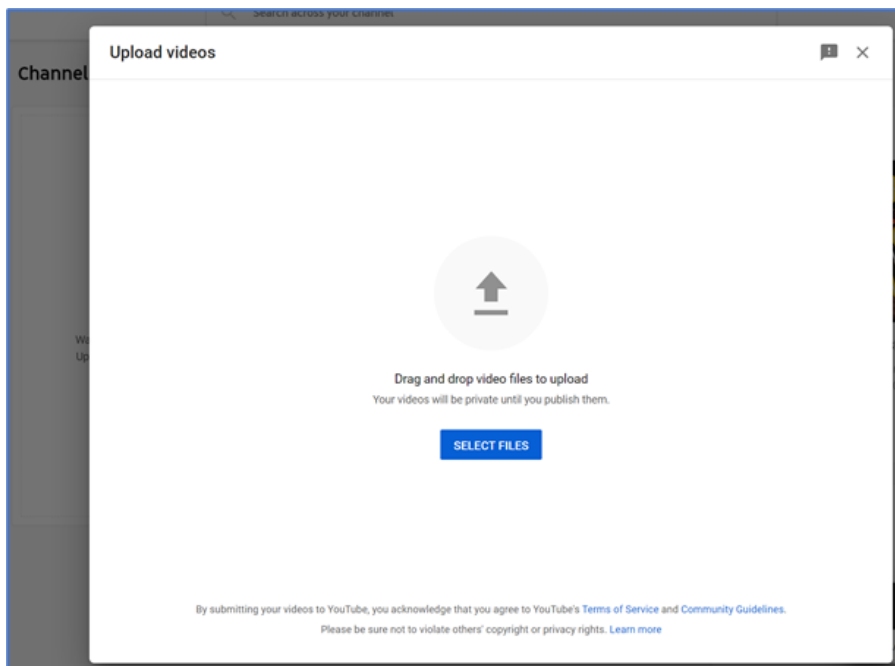
The first step is to upload a video that requires captions. In the left-side navigation, select the "Dashboard." From the Dashboard, select "Upload Videos" to get started. You can either browse your computer or drag and drop the files into the indicated space. Follow all the prompts, and when asked, mark the video as "Unlisted"—otherwise it will be available to the public via search.
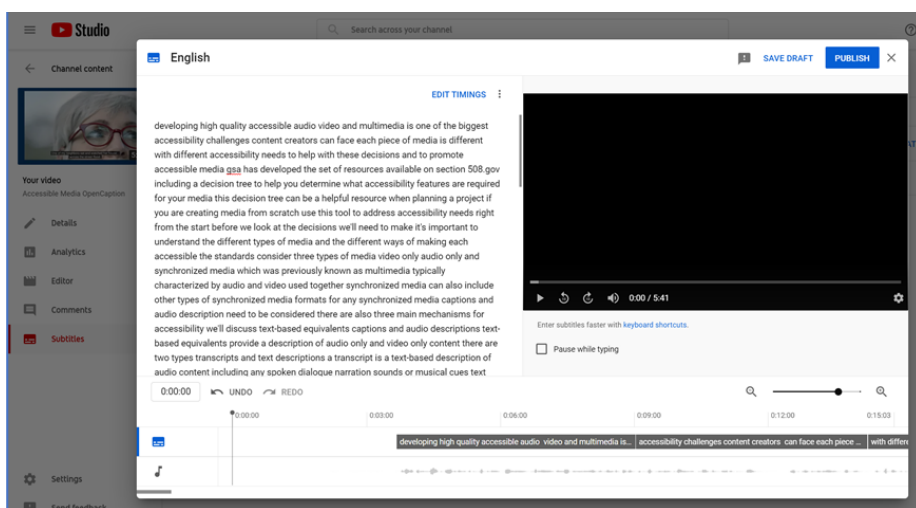
Once you have a video uploaded, YouTube will start automatically captioning the video as a part of its processing. This may take some time. Once the processing is complete, select "Subtitles" from the left-side navigation. From here, you will see your channel's videos listed. Select the one that you would like to caption. If the automatic processing has finished, you will see an English (Automatic) track. Select "Duplicate and Edit" to get started editing.

The video editor will open, and you will see a player window on the right, a timeline at the bottom and the caption text on the left. YouTube will open this view by default, but you can also select "Edit Timings" to switch the view, which will let you edit each caption frame-by-frame, as they will appear on the screen.

Uploading videos to your YouTube channel can be done by dragging and dropping them to the uploader, or by clicking Select Files to browse your computer.

YouTube's speech recognition algorithm has improved dramatically, so you may find that the automatic captions do not need any correction. However, it will be necessary to add punctuation, note any meaningful sound or music cues, indicate when the speaker changes and any other additions needed to make the captions equivalent. When your edits are complete, select the "Publish" option in the upper right corner of the editor.

The default editor view will show your captions as a large chunk of text. Select Edit Timings to see each caption frame-by-frame.

Other Video Editor Options

Your new captions are now published to the video, and you will see them represented as a new subtitle track for the video. If you are using YouTube to deliver your video, you are all done. Note that you can also download the captions and use another program to incorporate them with the video. Click the three dots next to the "Edit" option for the new subtitle track. From there, select "Download," and select your preferred format. Once your caption file downloads, you will want to give it a specific name, as it will default to a generic filename. You can now take your caption file into the video editor of your choice, and either embed them as closed captions or burn them in as open captions, depending on your preferences.

While using YouTube doesn't take all the work out of captioning, it can be a tremendous time saver by removing the need to manually transcribe the video and set caption timings. ◆
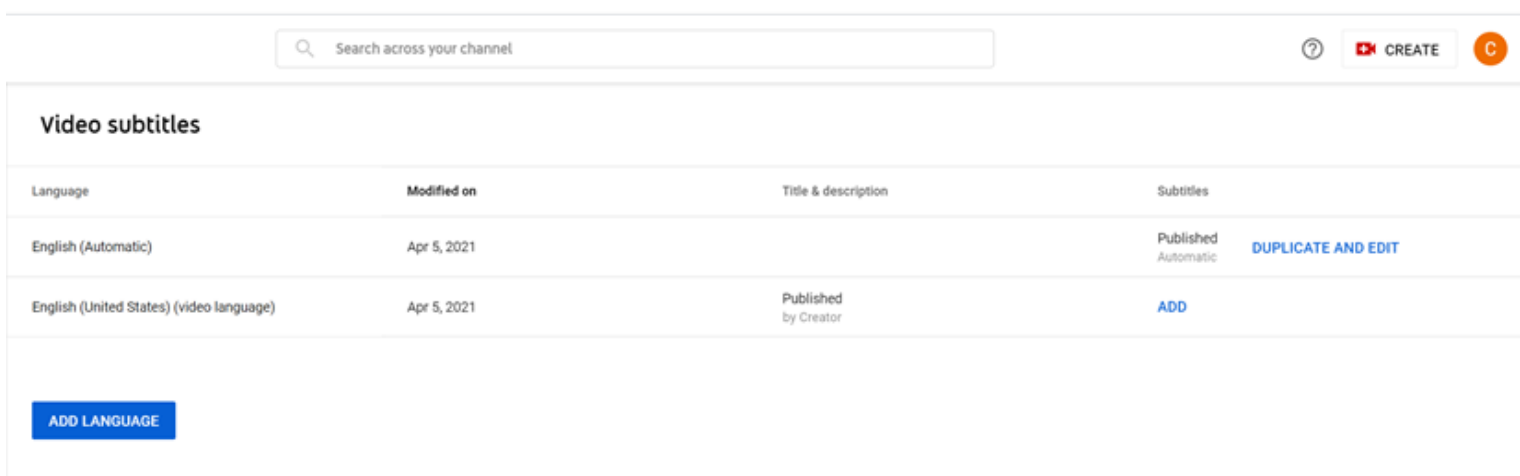
Once the video has been processed you'll see the automatic captions—English (Automatic)—appear in the list of subtitles.

How are you improving accessibility for learners in your organization? Send your thoughts to:

tpptimes@fema.dhs.gov

Questions, comments or story ideas
for the *TPP Times*? Email TPPTimes@fema.dhs.gov

www.firstrespondertraining.gov

Disclaimer: Please note that the federal government provides links and informational data on various emergency management and first responder community resources and events and does not endorse any non-federal events, entities, organizations, services or products. Please let us know about other events and services for individual and community preparedness that could be included in future newsletters by contacting TPPTimes@fema.dhs.gov.