



Inclusion, Diversity, Equity and Accessibility in Exercises

Considerations and Best Practices Guide

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1. Purpose

A whole community¹ approach to exercises embraces the diversity of the community and considers equity and inclusion at every step of the process. This inclusion, diversity, equity and accessibility (IDEA) guide advances the agency's strategic goals by helping whole community exercise program managers and exercise planning team members recognize and include multiple distinct stakeholder perspectives, concerns and characteristics. This guide is consistent with the Homeland Security Exercise and Evaluation Program (HSEEP),² which provides a flexible, scalable and adaptable approach for planning and conducting exercises.

The recommendations in this guide will help you:

- Consider community profile characteristics such as history, culture, racial composition and economic status from the beginning of the exercise design process.
- Consider how to make information accessible to people with disabilities and other access and functional needs.
- Identify, account for and incorporate underserved communities.
- Tailor solutions to meet the unique needs of specific segments of the whole community.

Applying these principles to exercises promotes inclusive preparedness and planning efforts that mitigate risk across the whole community. Identifying and fully including stakeholders, particularly those from underserved communities, in exercise development, conduct and feedback enhances whole community resilience. This guide has four sections:

1. An overview of building inclusivity into exercise approaches (Section 2).
2. Program management considerations to integrate the whole community in exercise design, conduct and exercise analysis, including steps for creating a community profile to identify stakeholders and partners for the Integrated Preparedness Planning Workshop (IPPW) who may not have participated in previous exercise activities (Section 3).
3. Considerations for exercise pre-conduct, conduct and post-conduct activity to help implement diverse, inclusive and equitable exercise programs (Section 4).
4. A resource list for further reference (Appendix A).

¹ Whole community is defined as "A focus on enabling the participation in national preparedness activities of a wider range of players from the private and nonprofit sectors, including nongovernmental organizations and the general public, in conjunction with the participation of all levels of government in order to foster better coordination and working relationships. Used interchangeably with "all-of-Nation" in the [National Preparedness Goal](#), 2nd edition, September 2015.

² [Homeland Security Exercise and Evaluation Program | FEMA.gov](#).

2. Approach




This guide helps any exercise program –newly established or mature – build accessibility and inclusion into each phase of the Homeland Security Exercise and Evaluation Program (HSEEP) cycle.






People with disabilities, others with access and functional needs and communities of diverse linguistic, ethnic and socioeconomic backgrounds have the right to participate in and receive the benefits of emergency programs, services and activities. Additionally, these individuals should be included in all phases of the planning process, as they have insight and information necessary to provide comprehensive services to their respective communities during emergencies.

– FEMA’s Comprehensive Preparedness Guide (CPG) 101: [Developing and Maintaining Emergency Operations Plans](#) (September 2021).

Communities are dynamic and evolve over time. The information in Table 1 helps exercise program managers and exercise planning team members better understand and reflect the diversity in the jurisdictions they support and promote and incorporate IDEA in their exercise programs. This information is a starting point; it is not exhaustive and should be used in conjunction with applicable laws and regulations.

Table 1: Accessibility and Inclusion Definitions

Term	Definition
<p>Inclusion</p> 	<p>The recognition, appreciation and use of the talents and skills of people of all backgrounds.</p> <p>– Executive Order (EO) 14035, Diversity, Equity, Inclusion, and Accessibility in the Federal Workforce, June 25, 2021</p>
<p>Diversity</p> 	<p>The practice of including the many communities, identities, races, ethnicities, backgrounds, abilities, cultures and beliefs of the American people, including underserved communities.</p> <p>– EO 14035</p>
<p>Equity</p> 	<p>The consistent and systematic fair, just and impartial treatment of all individuals, including individuals who belong to underserved communities that have been denied such treatment, such as Black, Latino, and Indigenous and Native American persons, Asian Americans and Pacific Islanders and other persons of color; members of religious minorities; lesbian, gay, bisexual, transgender and queer (LGBTQ+) persons; people with disabilities; persons who live in rural areas; and persons otherwise adversely affected by persistent poverty or inequality.</p> <p>– EO 13985, Advancing Racial Equity and Support for Underserved Communities Through the Federal Government, January 20, 2021</p>

Term	Definition
<p>Accessibility</p> 	<p>The design, construction, development and maintenance of facilities, information and communication technology, programs and services so that all people, including people with disabilities, can fully and independently use them.</p> <p>– EO 14035</p>
<p>Accommodations</p> 	<p>Modifications to ensure equal access to employment and participation in activities for people with disabilities and to reduce or eliminate physical and attitudinal barriers to equitable opportunities, so that people with disabilities can independently access every outward-facing and internal activity or electronic space. Often applies to best practices such as universal design.</p> <p>– EO 14035 (also see https://www.section508.gov/develop/universal-design/)</p>
<p>Access and Functional Needs</p> 	<p>Refers to individuals including, but not limited to, people with disabilities, older adults and individuals with limited English proficiency, limited access to transportation and/or limited access to financial resources to prepare for, respond to and recover from the emergency. Federal civil rights law and policy require nondiscrimination, including on the bases of race, color, national origin, religion, sex, age, disability, English proficiency and economic status. Many individuals with access and functional needs are protected by these provisions.</p> <p>– CPG 101: Developing and Maintaining Emergency Operations Plans, September 2021 (also provides additional considerations for emergency managers regarding individuals with access and functional needs)</p>
<p>Disability</p> 	<p>An individual with a physical or mental impairment that substantially limits one or more major life activities, a person who has a history or record of such an impairment or a person who is perceived by others as having such an impairment.</p> <p>– Americans with Disabilities Act (https://www.ada.gov/ada_intro.htm)</p>
<p>Underserved Communities</p> 	<p>Populations sharing a particular characteristic, as well as geographic communities, who have been systematically denied a full opportunity to participate in aspects of economic, social and civic life; such as Black, Latino, and Indigenous and Native American persons, Asian Americans and Pacific Islanders and other persons of color; members of religious minorities; lesbian, gay, bisexual, transgender and queer (LGBTQ+) persons; people with disabilities; persons who live in rural areas; and persons otherwise adversely affected by persistent poverty or inequality.</p> <p>– EO 13985</p>

2.1. Accessibility Concepts

State and local governments must comply with Title II of the Americans with Disabilities Act (ADA) in all programs, services and activities.³

Accommodation and modification are tools to enable accessibility. Accommodations have specific individuals in mind and are tailored accordingly.

Accessibility also includes design elements universally applied to portions of populations that have access and functional needs. Accessibility should make content available to all, in equally effective ways, at the same time.

The following list is from [CPG 101](#). It is a starting point for considerations to help exercise planning teams build accessibility considerations into exercise design, development and conduct. Following each phase of exercise planning, review this list and confirm that you considered these concepts.

- **Self Determination:** People with disabilities are most knowledgeable about their own needs.
- **No “One-Size-Fits-All”:** People with disabilities do not all require the same assistance and do not all have the same needs.
- **Equal Opportunity:** People with disabilities must have the same opportunities as those without disabilities to benefit from emergency programs, services and activities.
- **Integration:** Emergency services, programs and activities must be provided in an integrated setting.
- **Physical Access:** Emergency programs, services and activities must be provided at locations that all people, including those with disabilities, can access. All informational materials, including printed and videographic products, must be provided in plain conceptual language and in a language accessible to the community, such as sign language, captioning and Spanish.
- **Effective Communications:** People with communication access needs must have equal access to information and be able to respond to that information in the same manner as those without communication access needs.

³ If state or local government is a recipient of federal financial assistance, it must also comply with disability nondiscrimination requirements under section 504 of the Rehabilitation Act of 1973. Requirements under the ADA and section 504 are generally the same and this document will generally refer to the ADA with the understanding section 504 may also apply.

- **Universal Design:** Exercise and stakeholder materials, such as handouts and briefing presentations, should be as functional as possible for as many people as possible without the need for adaptation or further modifications. Universal design principles:
 - Help make instructions easy for users to understand and follow, regardless of their experience, knowledge, language skills or current concentration level.
 - Engage stakeholders, promote inclusivity and pave the way for more people with disabilities to participate.

Additional information is available on the following:

- On universal design: <https://www.section508.gov/blog/Universal-Design-What-is-it/>.
- On universal design and accessibility: <https://www.section508.gov/develop/universal-design/>.

2.2. Inclusion Concepts

Inclusive environments are established through an awareness of diversity in the community an organization/jurisdiction serves and the willingness to involve diverse stakeholders in the organization's/jurisdiction's programs. Inclusive design is a philosophy of designing for one and extending to many.

The following concepts help exercise planning team members consider inclusion during exercise design, development and conduct. Following each phase of exercise planning, review this list and confirm that you considered these concepts.

- **Thoughtful:** IDEA concepts need to be thoughtfully considered throughout all aspects of a program or project and reflected when creating or delivering content.
- **Holistic mindset:** Having an inclusive mindset means identifying all segments of the community that could be affected by a program or project and engaging them as appropriate.
- **Inclusive culture:** It is critical for people to recognize, understand and work to address individual biases to have an inclusive environment. Creating a culture of inclusion provides the best possible experience for all people by enabling and encouraging participation of diverse individuals that represent the whole community.
- **Listening:** Have conversations about differences in race, religion, age, disability, gender, ethnic origin or sexual orientation. Being willing to listen to and learn about individuals different from oneself promotes an inclusive environment. Go beyond just listening and focus on leadership from the groups who know best what they need.
- **Diversity:** Embracing diversity helps build equitable and inclusive teams. The more diverse leadership, teams and collaborations are, the stronger, more equitable and inclusive a program becomes.

3. Exercise Program Management

This section identifies program management considerations to integrate the whole community in exercise design, development and conduct, including using a community profile to identify portions of the population that may not have participated in previous exercise activities.

Effective exercise program management can expand IDEA in individual exercises across preparedness activities within the Integrated Preparedness Plan (IPP). Table 2 includes questions to consider when integrating whole community partners into the IPPW process.

Table 2: Questions to Consider when Integrating the Whole Community

Element	Considerations
Planning	<ul style="list-style-type: none"> ▪ How are you considering IDEA in the planning process? ▪ Who lives in your community? ▪ Who have you already partnered with, and how do you strengthen those partnerships? ▪ Are you collecting and analyzing demographic data during the planning process? ▪ How are you identifying barriers to inclusion for different communities and exploring their histories to help determine how to overcome those barriers? ▪ How are you involving the whole community in the jurisdictional/organizational planning (process/structure/schedule)? ▪ How are you assessing capabilities offered by whole community partners and integrating them into plans? ▪ How are you measuring and considering impacts and inclusion of the whole community across all preparedness mission areas (prevention, protection, response, recovery and mitigation)? ▪ How can you integrate whole community partners into the exercise program? ▪ Did you review past exercise participation to see what organizations have not participated in these exercises? <ul style="list-style-type: none"> ○ Have you considered inviting those organizations to participate? ▪ Have you reviewed past real-world events for lessons learned and best practices that apply to the whole community?
Organization	<ul style="list-style-type: none"> ▪ What formal processes do you have in place to integrate the whole community into the organization/jurisdiction? <ul style="list-style-type: none"> ○ Memoranda of Agreement/Understanding to integrate whole community capabilities? ○ Organizational capabilities to develop to meet the needs of the whole community?

Element	Considerations
Equipment (Technology)	<ul style="list-style-type: none"> ▪ How are you including the whole community in equipment or technology considerations? ▪ What equipment or technology do you need to meet the needs of the whole community? <ul style="list-style-type: none"> ○ What equipment or technology are you providing for people to independently access programs and services that does not necessarily depend on them asking for an accommodation or providing demographic information? ○ What accommodations or services do you need to have in place (e.g., relief area for service animals)? ▪ What equipment or technology can whole community partners provide to increase capabilities? ▪ Who is responsible for equipment and technology during the planning? ▪ Is the equipment or technology that you are currently providing accessible to the whole community? <ul style="list-style-type: none"> ○ What equipment or technology may you need to procure to provide or enhance accessibility? ○ Are you providing qualified sign language interpreters or Computer Aided Real-Time Transcription (CART) services? ○ Are you providing a hybrid meeting option?
Training	<ul style="list-style-type: none"> ▪ How do you involve the whole community in developing training? ▪ How are you including whole community participation in training? ▪ Which whole community partners can provide training? ▪ What training do you need on jurisdiction/organization plans, processes and procedures? ▪ What training do you need to educate personnel/staff about whole community needs, capabilities and sensitivities? ▪ How are you making the training accessible to the whole community? ▪ What do you need to consider and procure to provide or enhance the accessibility of your training to the whole community? ▪ How is the training catering to and sensitive of the different functions and needs of individuals to maximize their benefit from the training? ▪ How do you deliver your training in a way that empowers people with disabilities and is sensitive of concepts, such as ableism, which is discrimination or prejudice against people with disabilities?
Exercise	<ul style="list-style-type: none"> ▪ How do you integrate whole community partners into the exercise program? ▪ Does your exercise program currently feature accessibility planning and assistance with respect to protecting people with disabilities? ▪ What partnerships can you develop to help the whole community participate in the exercise program?

3.1. Using Community Profiles

The core of inclusive exercises is collaborating with whole community representatives and planning partners – individuals and communities, private and nonprofit sectors, faith-based organizations and all levels of government (local, regional/metropolitan, state, tribal, territorial, insular area and federal).

The [National Preparedness Goal](#) notes the following:

“The Federal Government recognizes that the tribal right of self-government flows from the inherent sovereignty of American Indian and Alaska Native Tribes as nations and that federally recognized tribes have a unique and direct relationship with the Federal Government.”

“Per the Stafford Act, insular areas include Guam, the Commonwealth of the Northern Mariana Islands, American Samoa, and the U.S. Virgin Islands. Other statutes or departments and agencies may define the term insular area differently.”

A community profile is a key to reaching all those community elements, enabling inclusive exercises by:

- Providing a detailed picture of the community to reveal potential exercise planning team members and exercise participants.
- Identifying unique needs or additional community segments to consider throughout the exercise cycle, such as underserved communities.

A jurisdiction’s community profile may be segmented by community lifeline, critical infrastructure or geographic, demographic or socioeconomic information.

Figure 1 illustrates how to use a community profile to support more diverse, inclusive and equitable exercise programs.

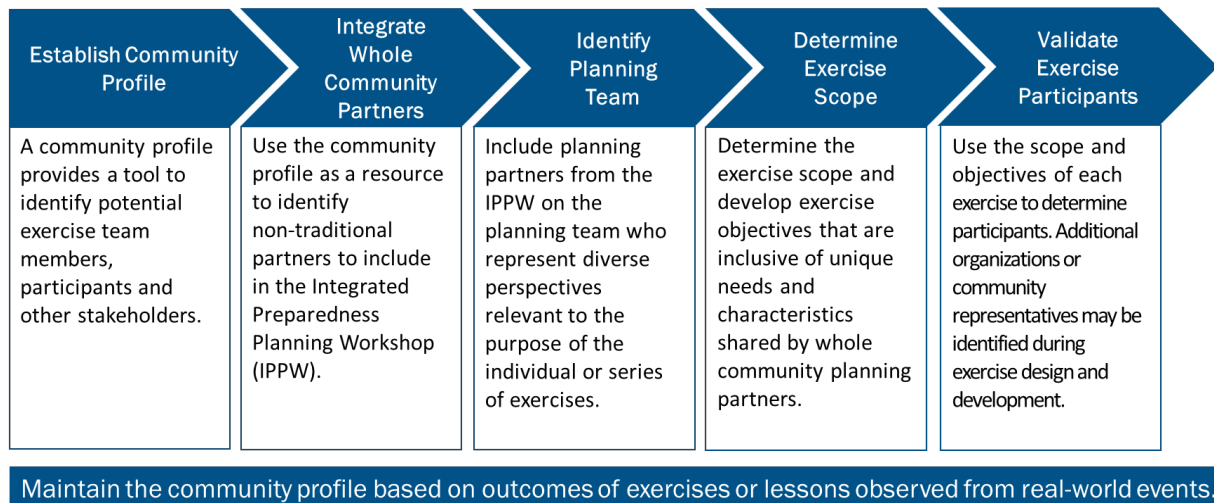


Figure 1: Using a Community Profile to Support Inclusive Exercise Programs

3.1.1. SOURCES FOR COMMUNITY PROFILE DATA

Developing a community profile is an iterative process that can expand an exercise planning team’s knowledge of their community.

Seek and use data from official sources, such as local, state or federal government repositories, or from nonprofit organizations responsible for collecting information, such as chambers of commerce. For each source, determine how frequently its data is updated to be confident you are working with the most recent information. Consider supplementing official sources with trusted sources that may be more granular or accurate/up-to-date. As communities are ever-evolving, Exercise Planning Team members may discover new groups or individuals when developing or updating their community profile. Be sure to document sources of information used.

The following suggested sources are a starting point for collecting community information for a community profile:

Existing Community Planning Documents (Already Gathered Information)

Existing documents, including but not limited to the hazard mitigation plan and comprehensive or master plan, may include relevant information.

The National Risk Index (Social Vulnerability Information)

Underserved communities often include specific populations with characteristics of social vulnerability. Social vulnerability includes additional characteristics that may heighten an individual's vulnerability to hazard events. These characteristics can overlap to increase vulnerability (Figure 2).

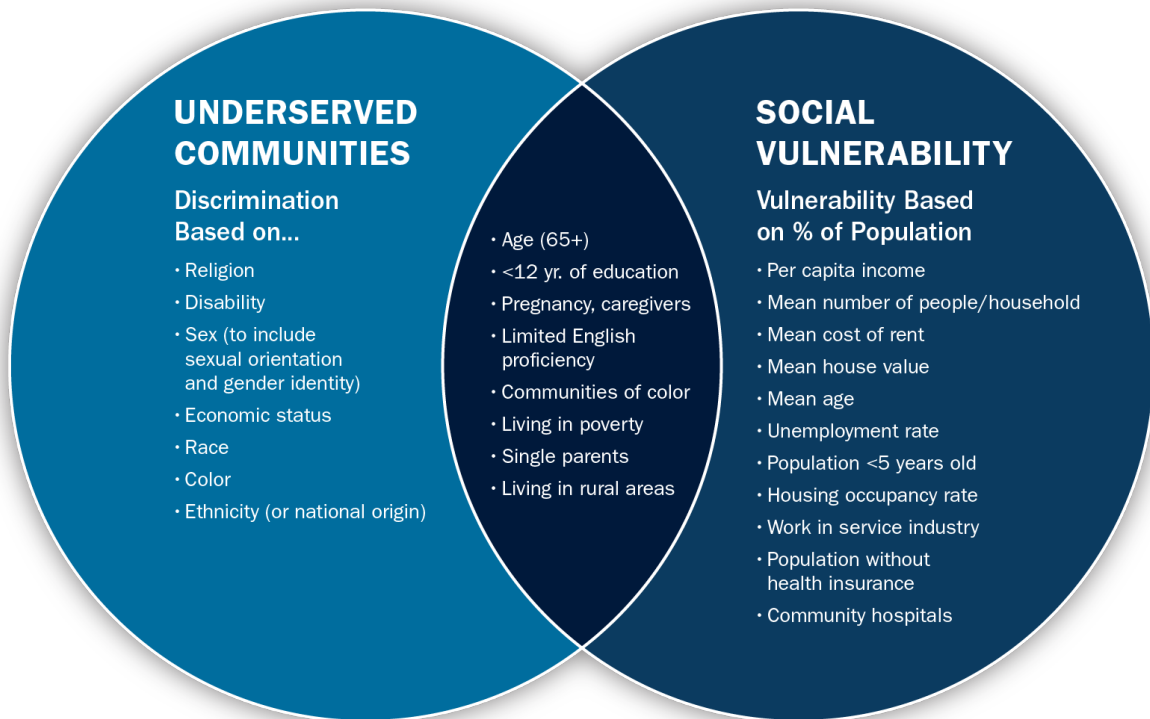


Figure 2: Overlap in Characteristics of Underserved Communities and Social Vulnerabilities

The National Risk Index (NRI)⁴ provides a location-specific assessment of social vulnerability that helps identify additional community risks. It identifies 29 socioeconomic variables that reduce a community’s ability to prepare for, respond to and recover from hazards.⁵

Populations likely to have overlapping characteristics include older adults, children, people experiencing homelessness, individuals who belong to communities of color, persons who face discrimination based on religion or disability, people who live in rural areas or those in a disadvantaged socioeconomic status (below the poverty level) (EO [14035](#)). In addition, individuals may belong to more than one underserved community and face intersecting barriers.

Stakeholders (Direct Input)

Direct input from community leaders and representatives of different community segments can help identify additional community considerations and populations to include:

- Throughout the exercise cycle, beginning with the program management process
- On the exercise planning team for exercise design and development

⁴ [National Risk Index](#).

⁵ See the [National Risk Index Technical Documentation](#) for additional information on social vulnerability.

- As facilitators, presenters, panelist(s), evaluators or participants during conduct
- As sources of feedback following the exercise to support improvement planning.

3.1.2. CONSIDERATIONS WHEN CREATING A COMMUNITY PROFILE

The considerations in the following three tables can help an organization or jurisdiction create a community profile. Exercise planning teams may consider gathering additional information that represents unique characteristics of their community.

These tables are starting points to identify the considerations that are most appropriate for your community and the exercise being planned. They include:

- **Social** (Table 3): Circumstances of a person or community that can affect personal capacity related to disasters.
- **Business and Land Use** (Table 4): Community information that can inform disaster and mitigation planning based on resources and capabilities available
- **Community and Facility Service** (Table 5): Identifying partnerships, resources, additional vulnerable groups and those with the knowledge and capability to assist in pre- and post-disaster planning.

Table 3: Social Considerations when Creating a Community Profile

Considerations	Information to Gather
Demographics	<ul style="list-style-type: none"> ▪ Age distribution; ▪ Average household income; ▪ Concentrations of groups, such as: <ul style="list-style-type: none"> ○ minority or low-income populations; ○ older adults; ○ religious; ○ race/color/ethnicity/indigeneity; and ○ people with disabilities. ▪ Education; ▪ English as a second language; ▪ Ethnic composition; ▪ Immigration status; ▪ Literacy; ▪ Persons with criminal records; ▪ Population and growth trends; ▪ Sex, gender and sexual orientation; and ▪ Unemployment rates and trends.

Considerations	Information to Gather
Housing security	<ul style="list-style-type: none"> ▪ Availability and access to vouchers for flood insurance assistance; ▪ Domestic violence shelters; ▪ Group homes for adults with disabilities; ▪ Independent living, assisted living and care homes; ▪ Extent and availability of accessible and low-income housing; ▪ Homelessness; ▪ Homeowners <ul style="list-style-type: none"> ○ With and without homeowner’s insurance; ○ With a flood clause in homeowner’s insurance; ▪ Homes in floodplains; ▪ Homes with flood-proofing; ▪ Number, location, and populations of prisons; ▪ Quality of housing stock (mobile homes, housing age, etc.); ▪ Renters <ul style="list-style-type: none"> ○ With and without renters’ insurance; ▪ Shelters for LGBTQ+ youth and adults; and ▪ Vacancy rates and trends in the community, as well as length of residency.
Access to health system and services	<ul style="list-style-type: none"> ▪ Individuals with and without health insurance coverage; ▪ Persons with pre-existing health and mental health conditions; and ▪ Persons with substance abuse and addiction issues.
Food security	<ul style="list-style-type: none"> ▪ Farmers’ markets/community markets per capita; ▪ Individuals or households: <ul style="list-style-type: none"> ○ Without an easily accessible grocery store; ○ That identify as food insecure; ○ That leverage food assistance programs (ex: Supplemental Nutrition); and ○ That leverage assistance programs (Special Supplemental Nutrition Program for Women, Infants and Children; etc.).
Mobility	<ul style="list-style-type: none"> ▪ Evacuation routes; ▪ Accessible vehicles (e.g. equipped with hand controls, ramps); and ▪ Public transportation availability and access, including paratransit transportation and potential costs for accessibility options.

Table 4: Business and Land Use Considerations when Creating a Community Profile

Considerations	Information to Gather
Existing businesses	<ul style="list-style-type: none"> ▪ Chamber of Commerce reports; ▪ Dominant business sector type; ▪ Economic Development Council plans; ▪ Local, state or regional North American Industry Classification System (NAICS) data; and ▪ Major employers and industries.
Local planning and/or land use characteristics	<ul style="list-style-type: none"> ▪ Aerial photographs; ▪ Community redevelopment plans; ▪ Economic development plans; ▪ Geographic Information System (GIS) land use/land cover maps; ▪ Local comprehensive emergency management plans; ▪ Local land development codes and zoning maps; ▪ Military or federal facilities; ▪ School district property plans; ▪ Sewer and utility service area plans; ▪ Special land use studies; ▪ Tax assessor maps/local plat maps; ▪ Transportation corridor studies/long-range transportation plans; and ▪ Transportation demand management plans.
Commercial Facilities	<ul style="list-style-type: none"> ▪ Location and type of facility (grocery stores, restaurants, shopping areas, businesses, etc.); and ▪ Services provided, if applicable.

Table 5: Community and Facility Service Considerations when Creating a Community Profile

Considerations	Information to Gather
Medical and Health Care Facilities	<ul style="list-style-type: none"> ▪ Public or private designation, location, clientele, services offered; and ▪ Type of facility or service (e.g., hospital, clinic, doctor’s office, public health department, dental facility, specialty service facility).
Disability Service Agencies/Organizations	<ul style="list-style-type: none"> ▪ Centers for independent living (CILs); ▪ Community groups, like local Deaf and blind organizations; ▪ Personal care services; and ▪ Waiver facilities.

Considerations	Information to Gather
Educational Facilities	<ul style="list-style-type: none"> ▪ Public or private designation, location, school district boundaries, size, student enrollment, age, condition of structures; ▪ Schools for the Deaf and blind; ▪ Vocational rehabilitation; and ▪ Type of facility (e.g., elementary, middle or high school, community college, university, technical college, vocational school, preschool).
Faith-Based Facilities	<ul style="list-style-type: none"> ▪ Location, size of building, membership description (areas from which members are drawn, demographic characteristics or membership, etc.); ▪ Services offered to members and/or the public and community activities (food/clothing bank, assisting with transportation to doctor appointments or attend religious services, childcare services, etc.); and ▪ Type of institution (e.g., church, synagogue, temple, mosque, etc.).
Public Works and Services	<ul style="list-style-type: none"> ▪ Description of services available to residents, including law enforcement, emergency services (such as fire protection and ambulance service); ▪ Location of facility; jurisdiction of services; location of emergency routes; and ▪ Postal services, libraries and public assistance services.
Civic Centers	<ul style="list-style-type: none"> ▪ Location and services provided.
Recreational Facilities	<ul style="list-style-type: none"> ▪ Availability (time of year, hours of operation, membership eligibility, etc.); ▪ Location and description of facilities (e.g., indoor vs. outdoor, public park, community center, visitors center, private facility, amenities available); and ▪ Programs offered, condition of structures/facilities, if applicable.
Historical and Cultural Facilities	<ul style="list-style-type: none"> ▪ Historic districts and structures; ▪ Historic preservation plans; ▪ Local landmarks and cultural resources; <ul style="list-style-type: none"> ○ Location and description, assigned significance, role in community, services provided, if applicable; ▪ Local measures of community character; and ▪ Usual visitor or tourist use.

Demographic Mapping Tools and Mitigation Guides for Emergency Managers

- The Resilience Analysis and Planning Tool (RAPT) is a free GIS web map for federal, state, local, tribal and territorial emergency managers and other community leaders to examine the interplay of census data, infrastructure locations and hazards, including real-time weather forecasts, historic disasters and estimated annualized frequency of hazard risk. For more

information, visit <https://www.fema.gov/emergency-managers/practitioners/resilience-analysis-and-planning-tool>.

- The CDC/Agency for Toxic Substances and Disease Registry (CDC/ATSDR) Social Vulnerability Index uses 15 U.S. census variables integrated into an interactive map to help local officials identify communities that may need support before, during or after disasters. For more information on the CDC/ATSDR Social Vulnerability Index, visit <https://www.atsdr.cdc.gov/placeandhealth/svi/index.html>.
- National Risk Index (NRI) for Natural Hazards is an online mapping application from FEMA that identifies communities most at risk to 18 natural hazards. This application visualizes natural hazard risk metrics and includes data about expected annual losses from natural hazards, social vulnerability and community resilience. For more information on the NRI for Natural Hazards, visit <https://www.fema.gov/flood-maps/products-tools/national-risk-index>.
- FEMA’s Guides to Expanding Mitigation include ideas on organizations to partner with plus additional resources that can help with outreach and engagement. For more information on FEMA’s Guides to Expanding Mitigation, visit <https://www.fema.gov/emergency-managers/risk-management/hazard-mitigation-planning/risk-reduction-activities>.

3.2. Identifying Community Challenges and Cultural Sensitivities

Table 6 lists activities exercise planners should use to develop a robust community profile. These activities help exercise planners connect directly with individuals that represent portions of the population that may not be identified from the considerations provided in Table 3 through Table 5.

Table 6: Identify Community Challenges and Cultural Sensitivities

Activities	Sources for Gathering Information
Make in-person visits	<ul style="list-style-type: none"> ▪ Direct observations of day-to-day activity in the community to evaluate community impacts.
Talk to knowledgeable people and community leaders	<ul style="list-style-type: none"> ▪ Civic/public interest groups; ▪ Leaders in the community, both formal and informal; and ▪ Subject-matter experts responsible for critical functions within the community or who have researched the community.
Research the history	<ul style="list-style-type: none"> ▪ Current or recent litigation or disputes with the government; and ▪ Past historical interactions with governments.
Interview stakeholders, potential groups or individuals	<ul style="list-style-type: none"> ▪ Business and trade organizations; ▪ Civil rights organizations; ▪ Disability services agencies, organizations and advocacy groups; ▪ Environmental organizations; ▪ Faith-based groups and leaders;

Activities	Sources for Gathering Information
	<ul style="list-style-type: none"> ▪ Grassroots/community-based organizations; ▪ Homeowners and resident organizations; ▪ Legal aid providers; ▪ Rural cooperatives; ▪ Schools, colleges and universities; ▪ Senior citizens' groups; ▪ State and local elected officials and agencies; and ▪ The medical community.

4. Individual Exercise Considerations

This section identifies considerations for use throughout the exercise cycle to help implement diverse, inclusive, equitable and accessible exercise programs.

4.1. Considerations for All Phases of the Exercise Cycle

Table 7 lists accommodations and modifications that apply to all phases of the exercise cycle. These accommodations support people with disabilities and others with access and functional needs (e.g., mobility restrictions, cognitive, hearing, speech or visual considerations) and those with limited English proficiency.

Exercise planning team members should help to remove barriers for underserved communities so they may participate in exercise activities to effectively reflect the community. Reach out to groups to address perceived barriers and foster relationships with community groups to encourage their participation. During exercise conduct, consider providing language access services, staffing/diversity of the exercise team and using gender neutral language.

Table 7: Functional Needs Considerations

Need	Considerations
<p>Visual</p>	<ul style="list-style-type: none"> ▪ Create a hierarchical structure in documents so that they are easy to understand when read by assistive technology. ▪ Use built-in headings and list features so that screen readers can interpret and read structured text correctly and clearly. ▪ Use appropriate styles and headers in documents so that screen readers recognize heading levels. ▪ Enlarge text up to 200% to confirm it does not lose fidelity. ▪ Provide Section 508-compliant documents, using tools such as DHS's Accessible Name and Description Inspector (ANDI), so people who are blind or have low vision have access to the information (this includes properly tagging PDFs). For additional information on Section 508, visit https://www.section508.gov/.

Need	Considerations
	<ul style="list-style-type: none"> ▪ Provide alternative text for all graphics and images to describe in words what the graphic or image portrays. ▪ Use a color contrast for text that is in a ratio of 4.5:1 or higher (to analyze color contrast, visit https://www.section508.gov/training/web-software/andi-training-videos/color-contrast-analyzer/). ▪ When using color to convey meaning, use more than one mechanism. For example, use a color and a pattern on a map or chart. ▪ Use inclusive instructions that follow universal design principles and are simple and intuitive (e.g., use “click” instead of the word “select”), to: <ul style="list-style-type: none"> ○ Make instructions easy to understand, regardless of a user’s experience, knowledge, language skills or current concentration level. For additional information on universal design, visit https://www.section508.gov/blog/Universal-Design-What-is-it/. ○ Engage stakeholders, promote inclusivity and pave the way for more people with disabilities to participate. For additional information on universal design and accessibility, visit https://www.section508.gov/develop/universal-design/. ▪ Consult existing technical standards for guidance on making website features accessible. <ul style="list-style-type: none"> ○ These include the Web Content Accessibility Guidelines (WCAG) and Section 508 Standards, which the federal government uses for its own websites. ○ Check out the resources section for more references and find more information at https://www.ada.gov/resources/web-guidance/. ▪ Provide audio description for video content, either woven into the narration or through a secondary audio track.
Hearing	<ul style="list-style-type: none"> ▪ Allow participants to control the audio volume. ▪ Avoid background audio behind speech in audio tracks, unless it is quiet enough not to cause distraction or participants can turn it off. ▪ Avoid audio-only instructions. ▪ Provide assistive listening devices. ▪ Provide qualified sign language interpreters and translation services for in-person activities open to the public. ▪ Provide open or closed captions, as well as qualified sign language interpreters, for multimedia. ▪ Provide live captioning or the ability to incorporate CART services. <ul style="list-style-type: none"> ○ Some virtual platforms (e.g., WebEx, MS Teams) give participants the ability to turn on live captions. Be aware that automatic captioning is not always accurate and may have difficulty in meetings with multiple speakers. ▪ Provide transcripts for audio-only content.


Need	Considerations
Cognitive	<ul style="list-style-type: none"> ▪ Depending on the topic and information, consider including trigger warnings in written materials and talking points to alert participants who may be affected by their prior related experiences. ▪ Provide a trigger warning to participants before sharing any content that flashes more than three times per second. ▪ Explain any complex vocabulary or abbreviations. ▪ Use the clearest appropriate language for the context and audience. ▪ Use inclusive instructions (e.g., use “select” instead of the word “click”).
Translation	<ul style="list-style-type: none"> ▪ Offer reasonable modification or services in meeting invitations. For example: <ul style="list-style-type: none"> ○ “If you require a reasonable modification or an auxiliary aid or service to [participate in the meeting] (e.g., a qualified sign language interpreter, captioning, Braille or large print), please contact [xxx] by email at [xxx] or by phone at [xxx] no later than [xxx].” ▪ Proactively schedule qualified sign language interpreters and communication access real-time translation if audience needs are unknown. ▪ Provide materials and information in multiple languages. ▪ Provide translation services for participants who lack English proficiency. ▪ Use virtual platforms that can instantly translate a message if English is not a participant's primary language.
Mobility	<ul style="list-style-type: none"> ▪ Check meeting locations for wide aisles and adjustable-height and tilt tables. ▪ Confirm that facilities where planning meetings and exercise conduct will be held are ADA compliant, including access to accessible parking spaces, wheelchair ramps, curb cuts and elevators. ▪ When speaking with meeting attendees in a wheelchair or who cannot stand for extended periods of time, sit down or move back to create a more comfortable angle for conversation.



4.2. Pre-Conduct Considerations


A diverse exercise planning team helps make inclusivity an organic part of the process. Build those perspectives in when identifying participants for your exercise planning team. Include people with disabilities, disability services agencies/organizations, disability serving organization, representatives of diverse communities, etc., in your exercise planning groups, as role players and participants, and as evaluators. When developing exercise scenarios and injects, include challenges with accessibility and equality and have them vetted by the appropriate communities or service agencies/organizations.

Table 8 highlights essential considerations when planning an exercise.

Table 8: Pre-Conduct Considerations

Area	Considerations
<p>Inclusion</p> 	<ul style="list-style-type: none"> ▪ Ask individuals or groups with whom you will interface how they prefer being addressed; in the absence of guidance, use the phrase “people with disabilities.” ▪ Avoid dehumanizing language. ▪ Avoid saying “target,” “tackle,” “combat” or other terms with violent connotation when referring to people, groups or communities. ▪ Be as specific as possible about the group you are referring to (e.g., be specific about the type of disability if you are not referring to “people with disabilities” as a type). ▪ Confirm language reflects views from across the community rather than being based on a few individual experiences. ▪ Develop inclusive written and verbal communications. ▪ For additional information on key principles of inclusive communication, including language to avoid with recommended alternatives, visit https://www.cdc.gov/healthcommunication/Key_Principles.html. ▪ Identify and remove any words, phrases or images that could be offensive or stereotypic of the cultural or religious traditions, practices or beliefs of participants. ▪ Identify and remove language in materials that inadvertently excludes certain demographics or people. ▪ Limit use of the term minority/minorities and define it when used. ▪ Actively work with representatives of underserved communities who may experience challenges participating in planning meetings (lack transportation, need childcare). ▪ Collaborate among the exercise planning team to improve outreach to people from underserved communities. ▪ Invite representatives of underserved communities to participate in the exercise program beginning with the IPPW, as they know the strengths and needs of their communities best.


Area	Considerations
<p>Diversity</p> 	<ul style="list-style-type: none"> ▪ Consider if any words, phrases or images could be confusing, misleading or have a different meaning for the intended audience (e.g., if abstract images could be misinterpreted by participants). ▪ For additional information on cultural responsiveness, visit: https://www.cdc.gov/healthcommunication/Comm_Dev.html. ▪ Identify and remove bias in writing. <ul style="list-style-type: none"> ○ Consider using terms and language that focus on the systems in place and explain why and/or how some groups are more affected than others. ○ For additional information on key principles of inclusive communication, visit: https://www.cdc.gov/healthcommunication/Key_Principles.html. ▪ Use images that reflect the look and lifestyle of participants, such as places from the local community where they live, work or worship. ▪ Visually represent diversity in exercise materials.
<p>Equity</p> 	<ul style="list-style-type: none"> ▪ Acknowledge, appreciate and value differences among meeting participants. ▪ Be cautious in generalizing about a community. Diversity exists within and across communities, with variations in history, culture, norms, attitudes, behaviors, lived experience and many other factors. ▪ Consider the way people’s social identities overlap to better understand, interpret and communicate preparedness recommendations. ▪ For additional information on equity in communications, visit: https://www.cdc.gov/healthcommunication/Health_Equity_Lens.html. ▪ Race/ethnicity should not serve as a proxy for socioeconomic status, and vice versa. ▪ Recognize that members of population groups are not all the same in their health and living circumstances. Accurately articulating the particular needs and experiences of your audience of focus can determine the level of impact, success or failure of preparedness efforts.



Area	Considerations
<p>Accessibility</p> 	<ul style="list-style-type: none"> ▪ Confirm accessibility of materials. <ul style="list-style-type: none"> ○ Electronic versions (or “soft copies”) of documents (e.g., agenda, supporting materials) should comply with the accessibility requirements in Section 508. ○ Videos must be captioned and include sign language interpretation. ▪ Have presentations consider Section 508 requirements to make information visually accessible and provide audio descriptions. <ul style="list-style-type: none"> ○ Avoid using red/green or low color contrast in presentations; identify other visual cues or markers to convey information. ○ Develop talking points with meeting facilitators that support the material being presented to maximize access by all participants. ▪ Identify transportation resources for meeting and exercise conduct locations that are available to individuals with limited transportation resources. <ul style="list-style-type: none"> ○ Consider carpooling or using ride-share services to help participants with limited transportation resources attend meetings. ▪ Provide virtual meeting options for individuals who are not able to attend planning meetings in person due to limited transportation, dependent care needs or being immunocompromised. ▪ Provide materials ahead of time to confirm that all participants, including those with disabilities or other access and functional needs, can review and access the content. ▪ Compile registration accommodation requests. ▪ Establish the registration process early. ▪ Plan responses to accommodations requests, such as real-time captioning, interpretation services and other commonly offered accommodations, in your community. ▪ Provide alternate registration methods when the primary method is online so that people with disabilities, those without internet access and those with limited ability to use computers or the internet can register. ▪ Confirm that facilities where planning meetings and exercise conduct will be held are ADA compliant, including access to accessible parking spaces, wheelchair ramps, curb cuts and elevators. Facilities can be confirmed to be accessible by using the ADA Checklist, talking to an ADA Coordinator, involving the disability community in choosing facilities, etc.


4.3. Exercise Conduct

Table 9 highlights essential considerations when conducting an exercise.

Table 9: Exercise Conduct Considerations

Area	Considerations
<p>Inclusion</p> 	<ul style="list-style-type: none"> ▪ Expand facilitator discussion points to promote open dialogue and inclusion, for example: <ul style="list-style-type: none"> ○ What is your understanding of _____? ○ What concerns you most about? What is significant about _____? ○ What is likely to be the effect of _____? ○ What do the rest of you think? ○ How do others feel? ○ How can we move forward? ▪ The facilitator should offer multiple methods, modes and opportunities for participants to share feedback, beyond just verbalizing input, to promote an environment where all participants feel comfortable participating in the dialogue and more opinions are expressed. ▪ Encourage dialogue between those who can contribute diverse perspectives (such as representatives of underserved communities) and those who have significant roles in executing the plan being exercised, for example: <ul style="list-style-type: none"> ○ Older adults; ○ Historically underserved; ○ Those with limited English proficiency; ○ Low-income communities; ○ Low-literacy populations; ○ People with access and functional needs; ○ People experiencing homelessness; ○ People with disabilities; and ○ Rural communities.





Area	Considerations
<p>Diversity</p> 	<ul style="list-style-type: none"> ▪ Identify a diverse panel of presenters/facilitators for exercise conduct that reflect the community. <ul style="list-style-type: none"> ○ Consider portions of the population in the community who are protected by law from discrimination based on race, color, national origin, sex, sexual orientation, religion, age, disability, English proficiency or economic status. ○ For more information on federally protected classes of people, visit https://www.fema.gov/about/offices/equal-rights/civil-rights. ▪ Select a diverse group of evaluators, knowledgeable of unique and/or special groups participating in the exercise and any specific needs to support their participation. ▪ Talk about bias and diversity openly to gain perspectives that might not otherwise be considered.
<p>Equity</p> 	<ul style="list-style-type: none"> ▪ Maintain equity during exercise conduct through consistent treatment of participants regardless of their race, color, religion, sex (including pregnancy, sexual orientation or gender identity), national origin, age (40 or older), disability and genetic information (including family medical history). <ul style="list-style-type: none"> ○ For more information on federally protected classes of people, visit https://www.eeoc.gov/employers/small-business/3-who-protected-employment-discrimination. ▪ Recruit exercise players and actors who represent the composition of the jurisdiction being exercised.

Area	Considerations
<p>Accessibility</p> 	<ul style="list-style-type: none"> ▪ Confirm that presenters and facilitators are aware of the organization's/jurisdiction's commitment to inclusive activities. <ul style="list-style-type: none"> ○ Share the functional needs considerations in Table 7 with presenters and facilitators to help them prepare and deliver information with accessibility in mind. ○ Review materials to confirm they meet Section 508 compliance standards and support accessibility recommendations. ▪ For in-person conduct, consider providing: <ul style="list-style-type: none"> ○ Accessible parking near the venue; proximity to bus stop(s); ramp and/or elevator access; accessible bathrooms; barrier-free pathways; wide doorways and aisles to accommodate wheelchairs/scooters; no loose cables across walking areas. ○ Service animal accommodations: comfortable space for service animals to rest during the event, accessible toileting and watering facilities nearby. ○ Qualified sign language interpreters and/or CART support. ▪ For virtual conduct, provide information to participants on whether the platform: <ul style="list-style-type: none"> ○ Has keyboard-accessible media player controls. ○ Includes descriptions of visual content for speaker narration or provides audio descriptions for information relayed through graphics and pictures. ○ Includes live caption, CART and/or translation features with multi-language capabilities. ○ Provides qualified sign language interpreter support. ▪ At larger events or events with scheduled accommodations, designate points of contact to: <ul style="list-style-type: none"> ○ Be responsible for accommodations; ○ Help with seating; ○ Troubleshoot captioning and other technology; and ○ Maintain clear pathways; ▪ Assist with other needs as identified.

4.4. Post-Conduct Activity

Access and functional needs, disability and accommodations, as well as considerations for underserved communities, should carry through to post-conduct activity. Incorporate IDEA considerations into activities following an exercise. Table 10 provides post-conduct considerations for exercise program managers that help improve IDEA, building key concepts into the continuous improvement efforts.

Table 10: Post-Conduct Activities

Area	Consideration
<p>Inclusion</p> 	<ul style="list-style-type: none"> ▪ Document corrective actions and update plans and procedures to enhance inclusion, as needed. ▪ Identify lessons observed and corrective actions to improve inclusion for future exercises. ▪ Offer multiple methods, modes and opportunities for participants to provide feedback.
<p>Diversity</p> 	<ul style="list-style-type: none"> ▪ Identify lessons observed and corrective actions to increase diversity in future exercises. ▪ Review the community profile following each exercise to capture any unique variables and/or additional stakeholder groups that the exercise identified to engage in future exercises. ▪ Update emergency plans and procedures to reflect diversity across the jurisdiction as needed.
<p>Equity</p> 	<ul style="list-style-type: none"> ▪ Ask participants for feedback on how to make the process more equitable. ▪ Document lessons observed and opportunities to achieve equity for future exercises. ▪ Update emergency plans and procedures to be more equitable as needed.
<p>Accessibility</p> 	<ul style="list-style-type: none"> ▪ Identify specific gaps in accessibility based on stakeholder input. Identify future stakeholders who might be included to enhance accessibility. ▪ Review procedures and lessons learned to determine procurement and operational needs for future accessibility planning. ▪ Seek stakeholder input about gaps in provision of services or accommodations during activities, and work to resolve those gaps.

Appendix A: Resources⁶

The following list includes the resources cited in this document. However, resources are dynamic and always changing, and a best practice is to consult the list of available resources on FEMA's [PrepToolKit](#), including the [HSEEP video series](#) with a segment IDEA in exercises. If you have suggestions for additional resources, please email HSEEP@fema.dhs.gov.

- Americans with Disabilities Act (ADA). https://www.ada.gov/ada_intro.htm.
- Centers for Disease Control and Prevention, Agency for Toxic Substances and Disease Registry. <https://www.atsdr.cdc.gov/placeandhealth/svi/index.html>.
- Colour Contrast Analyser (CCA). <https://www.section508.gov/training/web-software/andi-training-videos/color-contrast-analyzer/>.
- Comprehensive Planning Guide (CPG) 101: Developing and Maintaining Emergency Operations Plans. <https://www.fema.gov/emergency-managers/national-preparedness/plan>.
- Developing and Maintaining Emergency Operations Plans, September 2021. <https://www.fema.gov/emergency-managers/national-preparedness/plan>.
- Executive Order (EO) 13985, Advancing Racial Equity and Support for Underserved Communities Through the Federal Government, January 20, 2021. <https://www.whitehouse.gov/briefing-room/presidential-actions/2021/01/20/executive-order-advancing-racial-equity-and-support-for-underserved-communities-through-the-federal-government/>.
- EO 14035, Diversity, Equity, Inclusion, and Accessibility in the Federal Workforce, June 25, 2021. <https://www.whitehouse.gov/briefing-room/presidential-actions/2021/06/25/executive-order-on-diversity-equity-inclusion-and-accessibility-in-the-federal-workforce/>.
- FEMA's Guides to Expanding Mitigation. <https://www.fema.gov/emergency-managers/risk-management/hazard-mitigation-planning/risk-reduction-activities>.
- National Response Framework, October 28, 2019. <https://www.fema.gov/emergency-managers/national-preparedness/frameworks/response>.
- The National Risk Index (NRI) for Natural Hazards. <https://www.fema.gov/flood-maps/products-tools/national-risk-index>.

⁶ Content in this appendix is provided solely for informational purposes and is not an endorsement of any non-federal entity by FEMA, U.S. Department of Homeland Security or the U.S. government.

- The Resilience Analysis and Planning Tool (RAPT). <https://www.fema.gov/emergency-managers/practitioners/resilience-analysis-and-planning-tool>.
- The Universal Design Project. <https://www.section508.gov/develop/universal-design/>.

Appendix B: Definitions

The following provides definitions used for terms used throughout this guide.

Term	Definition
Access and Functional Needs	<p>Refers to individuals including, but not limited to, people with disabilities, older adults and individuals with limited English proficiency, limited access to transportation and/or limited access to financial resources to prepare for, respond to and recover from the emergency. Federal civil rights law and policy require nondiscrimination, including on the bases of race, color, national origin, religion, sex, age, disability, English proficiency and economic status. Many individuals with access and functional needs are protected by these provisions.</p> <p>FEMA’s CPG 101: Developing and Maintaining Emergency Operations Plans (September 2021) provides additional considerations for emergency managers regarding individuals with access and functional needs.</p>
Accessibility	<p>The design, construction, development and maintenance of facilities, information and communication technology, programs and services so that all people, including people with disabilities, can fully and independently use them.</p> <p>See EO 14035, Diversity, Equity, Inclusion, and Accessibility in the Federal Workforce, June 25, 2021.</p>
Accessible Name and Description Inspector (ANDI)	<p>A free accessibility testing tool.</p> <p>See https://www.ssa.gov/accessibility/andi/help/install.html.</p>
Accommodations	<p>Modifications to provide equal access to employment and participation in activities for people with disabilities and to reduce or eliminate physical and attitudinal barriers to equitable opportunities, so that people with disabilities can independently access every outward-facing and internal activity or electronic space.</p> <p>See EO 14035, Diversity, Equity, Inclusion, and Accessibility in the Federal Workforce, June 25, 2021.</p> <p>Accommodations often apply best practices such as universal design. For more information on universal design, visit https://www.section508.gov/develop/universal-design/.</p>
American Sign Language (ASL)	<p>ASL is a complete, natural language that has the same linguistic properties as spoken languages, with grammar that differs from English. ASL is expressed by movements of the hands and face. It is the primary language of many North Americans who are deaf and hard of hearing and is used by some hearing people as well.</p> <p>See https://www.nidcd.nih.gov/health/american-sign-language.</p>

Term	Definition
Americans with Disabilities Act (ADA)	<p>A federal civil rights law that prohibits discrimination against people with disabilities in everyday activities. The ADA prohibits discrimination on the basis of disability, just as other civil rights laws prohibit discrimination on the basis of race, color, sex, national origin, age and religion. The ADA guarantees that people with disabilities have the same opportunities as everyone else to enjoy employment opportunities, purchase goods and services and participate in state and local government programs.</p> <p>See https://www.ada.gov/.</p>
Center for Disease Control Agency for Toxic Substances And Disease Registry (CDC/ATSDR)	<p>A federal public health agency of the U.S. Department of Health and Human Services. ATSDR protects communities from harmful health effects related to exposure to natural and man-made hazardous substances by responding to environmental health emergencies; investigating emerging environmental health threats; conducting research on the health impacts of hazardous waste sites; and building capabilities of and providing actionable guidance to state and local health partners.</p> <p>See https://www.atsdr.cdc.gov/.</p>
Colour Contrast Analyser (CCA)	<p>A tool that calculates the contrast ratio between text and images of text and its background to confirm it is sufficient.</p> <p>See https://www.section508.gov/training/web-software/andi-training-videos/color-contrast-analyzer/.</p>
Community Profile	<p>A summary of baseline conditions and trends in a community or study area that establishes the context for assessing potential impacts and for project decision-making. Developing a community profile involves identifying community issues and attitudes, locating notable features in the study area and assessing social and economic conditions and trends in the community and region that have a bearing on the project.</p> <p>Preparing a community profile is an iterative process. Although some information can be collected early project development, other important information about the community may not be uncovered until later in project development or production.</p> <p>See https://www.cutr.usf.edu/oldpubs/CIA/Chapter_4.pdf.</p>
Comprehensive Planning Guide (CPG)	<p>FEMA’s guidance on the fundamentals of planning and developing emergency operations plans. The guide describes the steps to produce an emergency operations plan and possible plan structures and components of a base plan and its annexes.</p> <p>See https://www.fema.gov/emergency-managers/national-preparedness/plan.</p>

Term	Definition
<p>Computer Aided Real-Time Transcription (CART)</p>	<p>The instant translation of the spoken word into English text using a stenotype machine, notebook computer and real-time software. The text produced by CART can be displayed on an individual’s computer monitor, projected onto a screen, combined with a video presentation to appear as captions or otherwise made available using other transmission and display systems.</p> <p>CART provides access to spoken communication for people who are deaf, hard of hearing or who have certain cognitive or learning impairments. Navigator organizations should establish relationships with local community organizations that can refer qualified CART transcriptionists when consumers either request or need them.</p> <p>See https://nationaldisabilitynavigator.org/ndnrc-materials/disability-guide/computer-aided-real-time-transcription-cart/.</p>
<p>Disability</p>	<p>A physical or mental impairment that substantially limits one or more major life activities, a person who has a history or record of such an impairment or a person who is perceived by others as having such an impairment.</p> <p>For more information on the disability, visit the ADA at https://www.ada.gov/ada_intro.htm.</p>
<p>Diversity</p>	<p>Recognizing and including the many communities, identities, races, ethnicities, backgrounds, abilities, cultures and beliefs of the American people, including underserved communities.</p> <p>See EO 14035, Diversity, Equity, Inclusion, and Accessibility in the Federal Workforce, June 25, 2021.</p>
<p>Equity</p>	<p>The consistent and systematic fair, just and impartial treatment of all individuals, including individuals who belong to underserved communities that have been denied such treatment, such as Black, Latino, and Indigenous and Native American persons, Asian Americans and Pacific Islanders and other persons of color; members of religious minorities; lesbian, gay, bisexual, transgender and queer (LGBTQ+) persons; people with disabilities; persons who live in rural areas; and persons otherwise adversely affected by persistent poverty or inequality.</p> <p>See EO 13985, Advancing Racial Equity and Support for Underserved Communities Through the Federal Government, January 20, 2021.</p>
<p>Executive Order (EO)</p>	<p>An order issued by the President of the United States on the basis of authority specifically granted to the executive branch (as by the U.S. Constitution or a congressional act).</p> <p>See https://www.merriam-webster.com/dictionary/executive%20order.</p>

Term	Definition
Geographic Information System (GIS)	<p>A system that creates, manages, analyzes and maps all types of data. GIS connects data to a map, integrating location data (where things are) with all types of descriptive information (what things are like there). This provides a foundation for mapping and analysis that is used in science and almost every industry. GIS helps users understand patterns, relationships and geographic context. The benefits include improved communication and efficiency as well as better management and decision making.</p> <p>See https://www.esri.com/en-us/what-is-gis/overview.</p>
Homeland Security Exercise and Evaluation Program (HSEEP)	<p>A document that provides guiding principles for exercise programs, as well as a common approach to exercise program management, design and development, conduct, evaluation and improvement planning.</p> <p>See https://www.fema.gov/emergency-managers/national-preparedness/exercises/hseep.</p>
Inclusion	<p>The recognition, appreciation and use of the talents and skills of people of all backgrounds.</p> <p>See EO 14035, Diversity, Equity, Inclusion, and Accessibility in the Federal Workforce, June 25, 2021.</p>
Integrated Preparedness Plan (IPP)	<p>A document for combining efforts across components of the Integrated Preparedness Cycle so that a jurisdiction/organization has the capabilities to handle threats and hazards.</p> <p>See https://www.fema.gov/emergency-managers/national-preparedness/exercises/hseep.</p>
Integrated Preparedness Planning Workshop (IPPW)	<p>A meeting that establishes the strategy and structure for an exercise program and preparedness efforts while setting the foundation for the planning, conduct and evaluation of individual exercises.</p> <p>See https://www.fema.gov/emergency-managers/national-preparedness/exercises/hseep.</p>
National Risk Index (NRI)	<p>An online mapping application from FEMA that identifies communities most at risk to 18 natural hazards. This application visualizes natural hazard risk metrics and includes data about expected annual losses from natural hazards, social vulnerability and community resilience.</p> <p>See https://www.fema.gov/flood-maps/products-tools/national-risk-index.</p>
North American Industry Classification System (NAICS)	<p>The standard used by federal statistical agencies in classifying business establishments for the purpose of collecting, analyzing and publishing statistical data related to the U.S. business economy.</p> <p>See https://www.census.gov/naics/.</p>

Term	Definition
Resilience Analysis And Planning Tool (RAPT)	<p>A free GIS web map that lets federal, state, local, tribal and territorial emergency managers and other community leaders examine the interplay of census data, infrastructure locations and hazards, including real-time weather forecasts, historic disasters and estimated annualized frequency of hazard risk.</p> <p>See https://www.fema.gov/node/resilience-analysis-and-planning-tool-rapt.</p>
Section 508	<p>The Rehabilitation Act of 1973 prohibits programs and activities that receive federal financial assistance or any federally conducted activity from discriminating against otherwise qualified people with disabilities on the basis of disability. Section 508 is part of the Rehabilitation Act of 1973 requiring programs and activities that are funded by federal agencies and to federal employment to provide access. The law also established the Access Board (section 502). Later amendments strengthened requirements for access to electronic and information technology in the federal sector (section 508). The Board plays a lead role in developing and maintaining standards for electronic and information technology under section 508.</p> <p>See https://www.section508.gov/.</p>
Sign Language Interpreter	<p>A person trained in translating between a spoken and a signed language. This usually means someone who interprets what is being said and signs it for someone who can't hear but understands sign language.</p> <p>See https://nchearingloss.org/interp.htm.</p>
Underserved Communities	<p>Populations sharing a particular characteristic, as well as geographic communities, who have been systematically denied a full opportunity to participate in aspects of economic, social and civic life, such as Black, Latino, and Indigenous and Native American persons, Asian Americans and Pacific Islanders and other persons of color; members of religious minorities; lesbian, gay, bisexual, transgender and queer (LGBTQ+) persons; people with disabilities; persons who live in rural areas; and persons otherwise adversely affected by persistent poverty or inequality.</p> <p>See EO 13985, Advancing Racial Equity and Support for Underserved Communities Through the Federal Government, January 20, 2021.</p>
Universal Design (UD)	<p>Design that is usable by all people to the greatest extent possible without the need for adaptation or specialized design.</p> <p>See https://www.section508.gov/develop/universal-design/.</p>

Term	Definition
Whole Community	<p>A focus on enabling the participation in national preparedness activities of a wider range of players from the private and nonprofit sectors, including nongovernmental organizations and the general public, in conjunction with the participation of all levels of government to foster better coordination and working relationships. Used interchangeably with “all-of-Nation.”</p> <p>See https://www.fema.gov/sites/default/files/2020-06/national_preparedness_goal_2nd_edition.pdf.</p>