NEMTEC
NORTHEAST EMERGENCY MANAGEMENT
TRAINING & EDUCATION CENTER

2023 NEW ENGLAND EMERGENCY MANAGEMENT TRAINING NEEDS ASSESSMENT

Final Report

Abstract

In the fall of 2023, a training needs assessment survey was conducted with the objective to obtain actionable information, from a diverse cross-section of emergency management stakeholders throughout New England, that would help guide the development and delivery of training curriculum. The survey was created and administered by the Northeast Emergency Management Training & Education Center (NEMTEC), a training collaboration between the six New England state emergency management agencies. The survey results were analyzed, and conclusions were drawn which will inform the development and delivery of emergency management training by NEMTEC.

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Introduction

In the fall of 2023, the Northeast Emergency Management Training & Education Center (NEMTEC) began conducting a training needs assessment to determine capability gaps of emergency management organizations throughout New England. The planned use of the survey was to assist in the development and delivery of no-cost training for emergency management professionals throughout New England. Contained in this report is a review of the survey design, data analysis and conclusions.

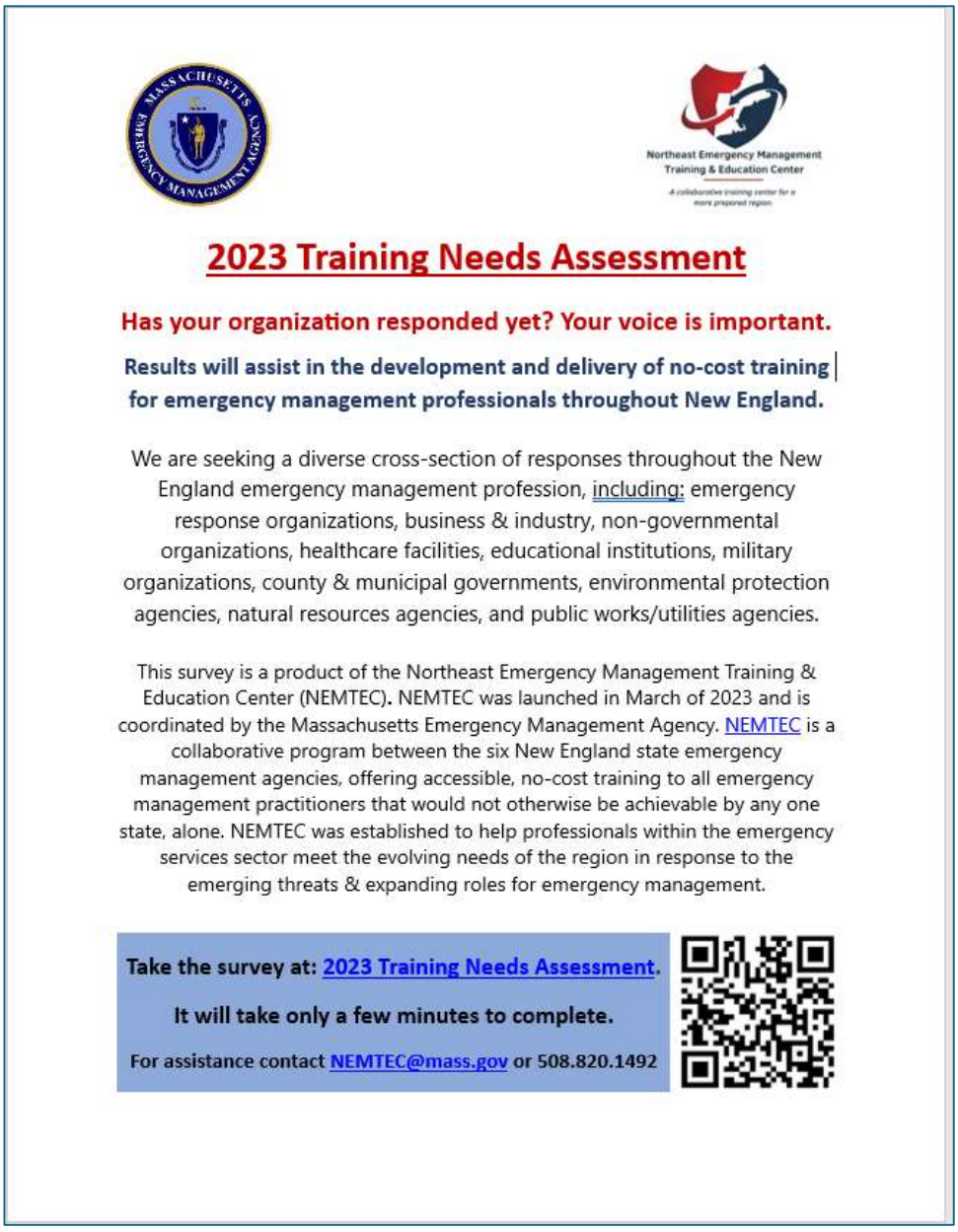

Figure 1: 2023 Training Needs Assessment Flyer

Background

In 2023 the Northeast Emergency Management Training & Education Center (NEMTEC) was established to build emergency management capacity through the development and delivery of high value training and educational programs. NEMTEC is led by the Massachusetts Emergency Management Agency, working in close collaboration with and supported by all New England states State Training Officers.

NEMTEC serves to align and share training resources, to collaboratively develop and implement training and education programs to meet emerging needs, and to manage curriculum and an instructor cadre for the benefit of the region's emergency management professionals.

NEMTEC does not charge tuition or fees to participants, states, or localities. Training is delivered in multiple modalities, platforms, venues, and times, to meet the diverse needs of New England Emergency Management professionals. All programs developed by NEMTEC set a goal of excellence, are designed using an equity lens, and emphasize accessibility and inclusion.

Rationale

The Massachusetts Emergency Management Agency (MEMA) identified core capability gaps by reviewing data collected from the state 2020 Threat and Hazard Identification and Risk Assessment (THIRA), 2020 Stakeholder Preparedness Review (SPR), 2019 Hazard Identification & Risk Assessment (HIRA), and Planning, Organizing, Equipping, Training, and Exercising (POETE) analysis. Similar capability gaps have been identified by other New England state emergency management agencies.

The Northeast Emergency Management Training & Education Center (NEMTEC) was established to build emergency management capacity through the development and delivery of training and educational programs. This training will correspond to identified gaps, will increase the number and variety of classes offered regionally, and will be delivered in multiple modalities/platforms, venues, and times, to meet the diverse needs of New England Emergency Management professionals.

The training provided by NEMTEC will be far-reaching, equitable, and elevate the overall preparedness of the New England emergency management community. Through collaboration, training and planning, emergency management professionals will have the tools to expand their core capabilities within their jurisdictions, increasing community-level resilience and reducing long-term vulnerability.

A comprehensive needs assessment was identified as a key early step to better define the core capability gaps and best meet the needs of emergency management stakeholders within New England. The goal of this approach was to not only help identify training topic priorities but also aid in determining the various training modalities, venues, days/times, and other details to improve the quality and delivery of training.

Design

The design of the needs assessment survey was created with much thought and purpose. The objective of the survey was to obtain actionable information from a diverse cross-section of emergency management stakeholders throughout New England that would help guide the development and delivery of training curriculum. The design team researched previous emergency management surveys to help guide the design (Massachusetts, 2015), (Mississippi, 2021), (FEMA, 2023), (Vermont, 2023). Representatives from all six New England emergency management agencies were included in the design and piloting of the survey.

Focus Areas

The objective of the needs assessment was to obtain actionable information. The design team identified three focus areas to meet this objective: capability gaps, pedagogy, and demographics.

Capability gaps were deemed important to meet the end goal of increasing community-level resilience and reducing long-term vulnerability. In order to identify needed curriculum, questions were created asking perceived greatest threats, capability gaps, and desired training topics to improve capabilities.

Pedagogy questions were emphasized to ensure the approach to curriculum development and delivery meets the needs of New England emergency management professionals. These questions included preferred training modalities, preferred scheduling, and barriers to training.

Demographic information was also important to obtain for two primary reasons: to identify where to focus development and delivery of training and to ensure survey responses represented the entire New England emergency management profession. Many different types of demographic information were discussed. In the end the group decided to ask for location (county & state, with an option to add zip code), jurisdiction (business & industry, non-governmental organization, municipality, county governmental organization, state governmental organization, federal or nationwide organization, tribal, non-US organization), discipline (based on Emergency Support Functions) and setting (rural, suburban, urban, county/state/regional/federal/tribal).

Target Audience

The target audience for the needs assessment included a diverse cross-section of emergency management professionals throughout New England, including the following organizations: emergency response, business & industry, non-governmental organizations, healthcare, education, military, tribal, county & municipal governments, environmental protection, natural resources agencies, and public works/utilities. A target was also set to solicit one survey response per organization, preferably submitted by a representative of the organization with thorough knowledge of the organization's capabilities and training program. This would help ensure appropriate weight and consideration was given to each survey response.

Accessibility

Many steps were taken to ensure the accessibility of the survey. The survey was designed to utilize an online platform. The platform needed to accommodate participants with access and functional needs, did not require any additional steps such as registration or sign-in process, and was accessible from multiple devices (desktop to handheld). The platform needed to be accessible from multiple types of state and federal devices with various types of firewalls. The group evaluated platforms such as SurveyMonkey, Google Forms, Smartsheet and Microsoft Forms. In the end the Microsoft platform best met the needs of the survey. As backup measures, both a narration option and a paper (PDF) version of the survey were created for participants who struggled with the online form.

Question Formatting

The formatting of survey questions was based on the survey objective, looking not only to quantify known capability gaps, but to also discover unknown gaps in capabilities and in training. The team considered both the ease of use for survey respondents and the comprehensive nature of the questions. A mixture of open-ended, multiple-choice, and Likert Scale questions were included. Multiple-choice questions allowed for both multiple responses and a free text "other" option when appropriate.

Logic was built into questions to allow for subsets of questions to apply based on previous responses, such as state-specific follow-up questions.

The survey was designed knowing it would require frequent monitoring and extensive analysis. Staffing hours were dedicated to facilitate mid-stream updates to questions and reviewing text-heavy responses. An example of a mid-stream update is the addition of multiple-choice options. Six additional disciplines were added based on the free-text fields completed by early respondents.

Distribution

Each New England state emergency management agency has unique distribution lists and preferred methods of outreach for their jurisdiction. A template introduction message was crafted, including a link to the survey, and was distributed to each New England State Training Officer for distribution. In Massachusetts this included distribution mechanisms via the Massachusetts Emergency Management Agency (MEMA) Regional Managers, the Emergency Support Function Coordinator, the MEMA Director, social media posts and lists of past training attendees. Throughout the survey timeline, distribution efforts also included QR code postings at instructor-led training, announcements made during meetings, and multiple email blasts.

Timeline

The survey was enabled and publicized in mid-October of 2023. The initial plan was to close the survey on December 31, 2023. To encourage greater New England-wide participation the survey remained active through March of 2024, while conducting additional outreach to stakeholders.

Data Analysis and Findings

The survey remained open between mid-October 2023 and late-March 2024. In that time 569 responses were received. Demographics & response dashboards were created to assist visualizing and interpreting the data.

Response Demographics

The demographics of respondents to the survey were varied and represented a wide range of disciplines, jurisdictions, and settings, from all six New England states as well as tribal, regional, federal, and nationwide organizations.

Discipline

Categories of disciplines were based on Emergency Support Functions (ESFs). As expected in an emergency management survey, most responses were received from emergency management and firefighting organizations (which commonly house municipal emergency management functions). Importantly, there were also a wide variety of other disciplines represented in the survey, including all other emergency support functions.

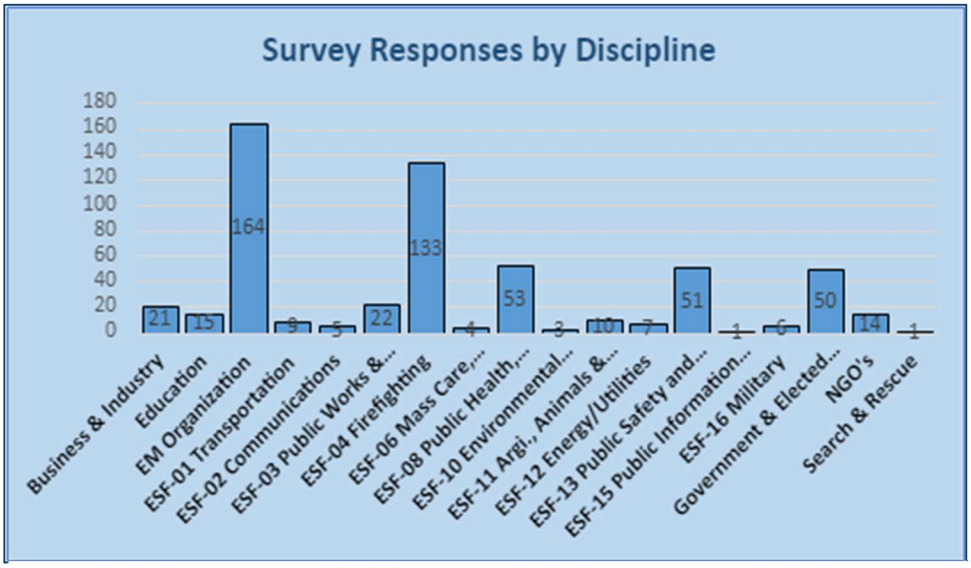

Table 1: Survey Responses by Discipline

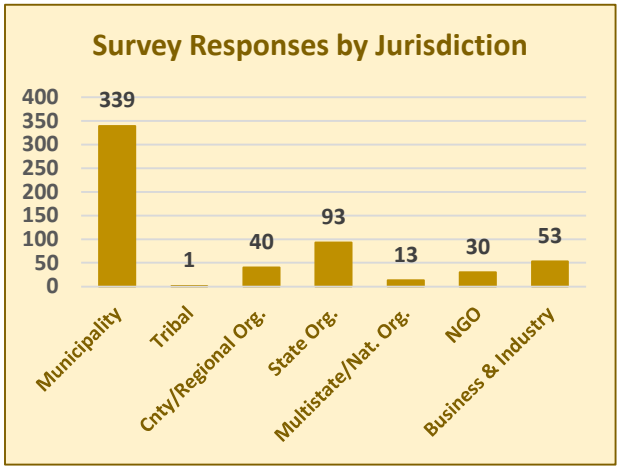

Table 2: Survey Responses by Jurisdiction

Jurisdiction

A variety of jurisdictions were also represented in the survey responses. The greatest percentage of responses (60%) were received from municipalities. This was expected, as municipalities represent most local emergency management jurisdictions in New England. The survey was also completed by several hundred respondents from other jurisdictions, namely: county & regional government, state government & organizations, tribal government, federal or other nationwide organization, business & industry, and non-governmental organizations.

Setting

Setting was used as a survey question to describe the population base of the respondent's jurisdictions. Four options were given: rural, suburban, urban, and county/regional/state/tribal/national. Survey responses showed strong representation from various population settings. The highest percentage of respondents represented rural settings, with the lowest (15%) representing urban settings. About one-quarter of responses listed a jurisdiction of multiple settings (regional, state, national).

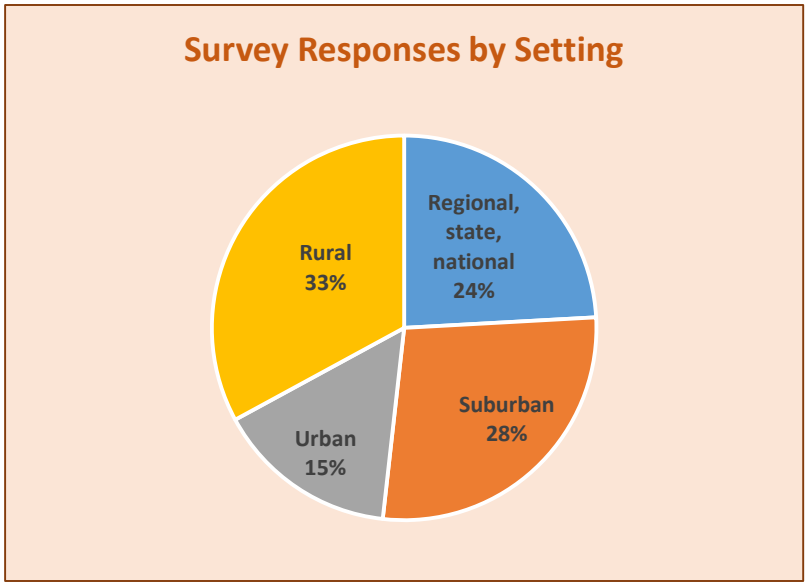

Table 3: Survey Responses by Setting

State

Massachusetts organizations represented two-thirds of survey responses although the state only represents 47% of the New England population. (Bureau, 2023) This will have to be a consideration in future surveys to ensure greater representation from the entire region. Even with a lower number, 188 survey responses were received from non-Massachusetts organizations. Responses were received from a wide range of geographic locations. Responses were received from: all 8 Connecticut counties, six Maine counties, all 14 Massachusetts counties, 6 New Hampshire counties, all 5 Rhode Island counties, and all 14 Vermont counties.

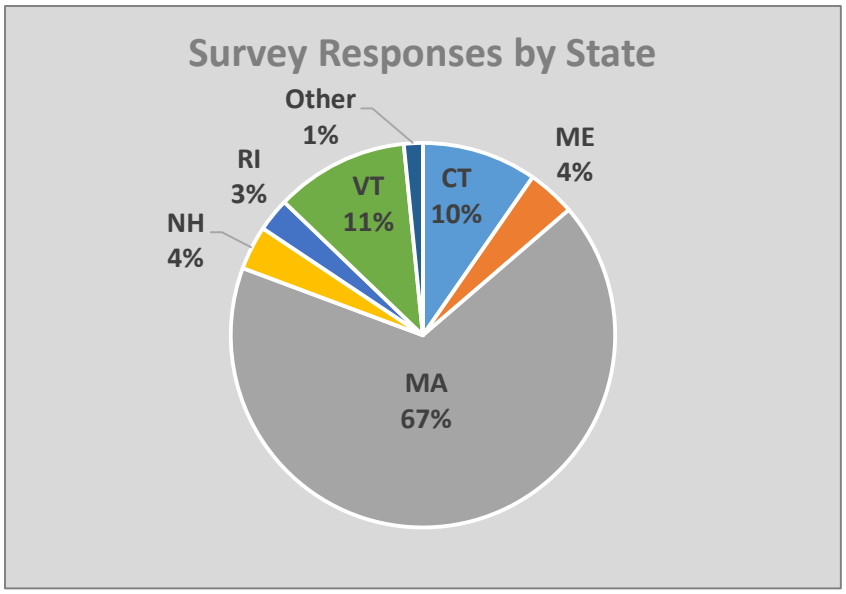

Table 4: Survey Responses by State

Vermont conducted a similar needs assessment survey in the summer of 2023 and shared their data. The vast majority of Vermont data in this survey was extracted from their earlier needs assessment (Vermont, 2023). Not all categories of survey questions matched, and notations are made in this report where Vermont data may by skewed.

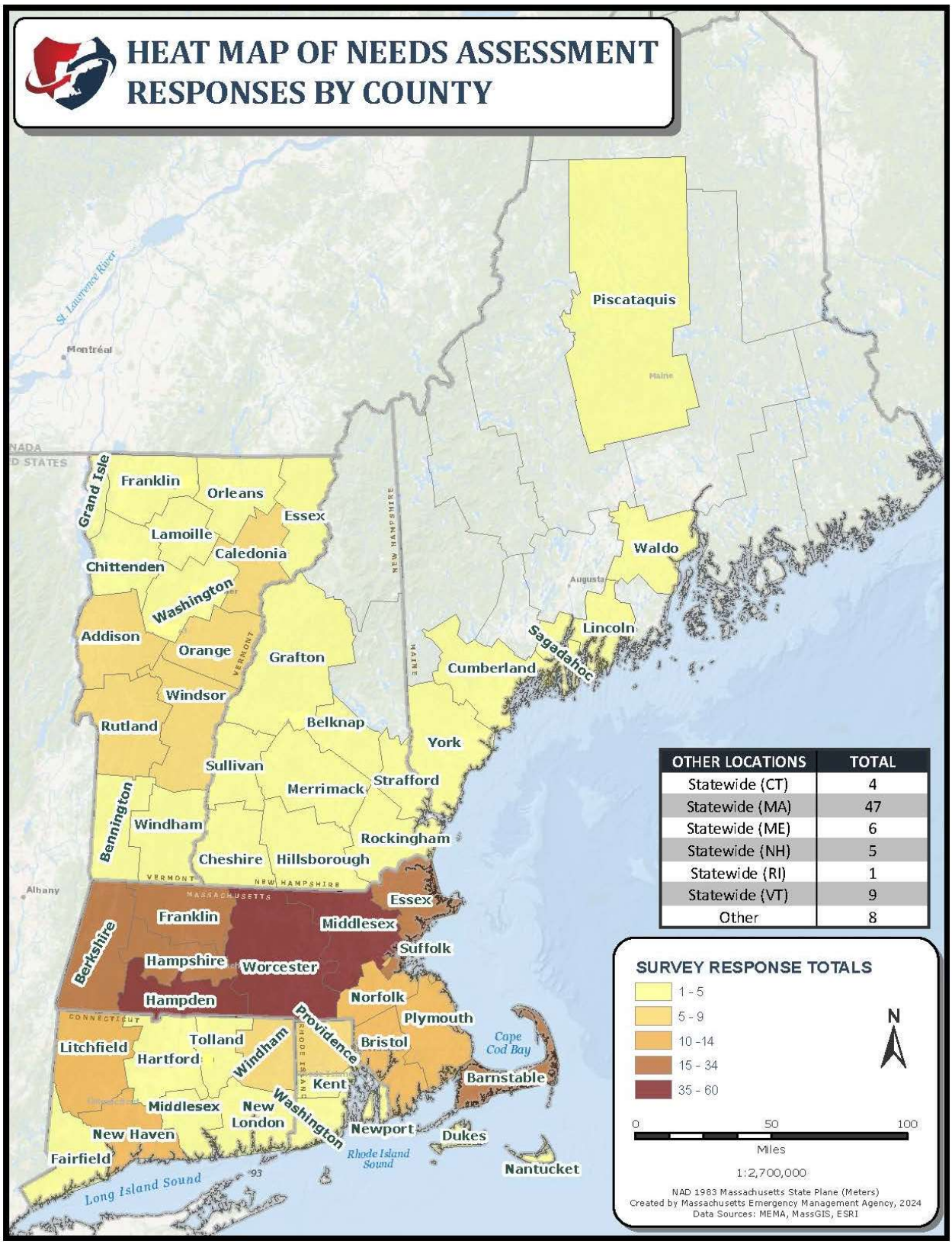

Figure 2: Heat Map of New England Survey Responses by County

Identification of Threats & Hazards

The first item in the survey was a free-text question asking respondents to identify threats and hazards. A wide range of responses were received. The responses were categorized into hazards which were: natural, technological, or human-caused. Nearly half of the listed greatest threats were nature-caused, followed by human-caused at 30% and technological at 22%. This was a free-text survey question so there was no standardization of responses, but some respondents listed specific threats. This information was quantified into the following charts, listing a breakdown of responses by threat category.

Within the category of natural threats, flooding and winter/ice storms ranked highest, although a nonspecific response of "weather" also ranked higher than most others. In the human-caused category, cyber-attacks, and ASHER (active shooter/hostile event response) incidents ranked highest. Utilities disruption was the most-listed specific technological threat, more than twice as frequent as the second- and third-ranking threats of hazardous materials release and transportation accidents.

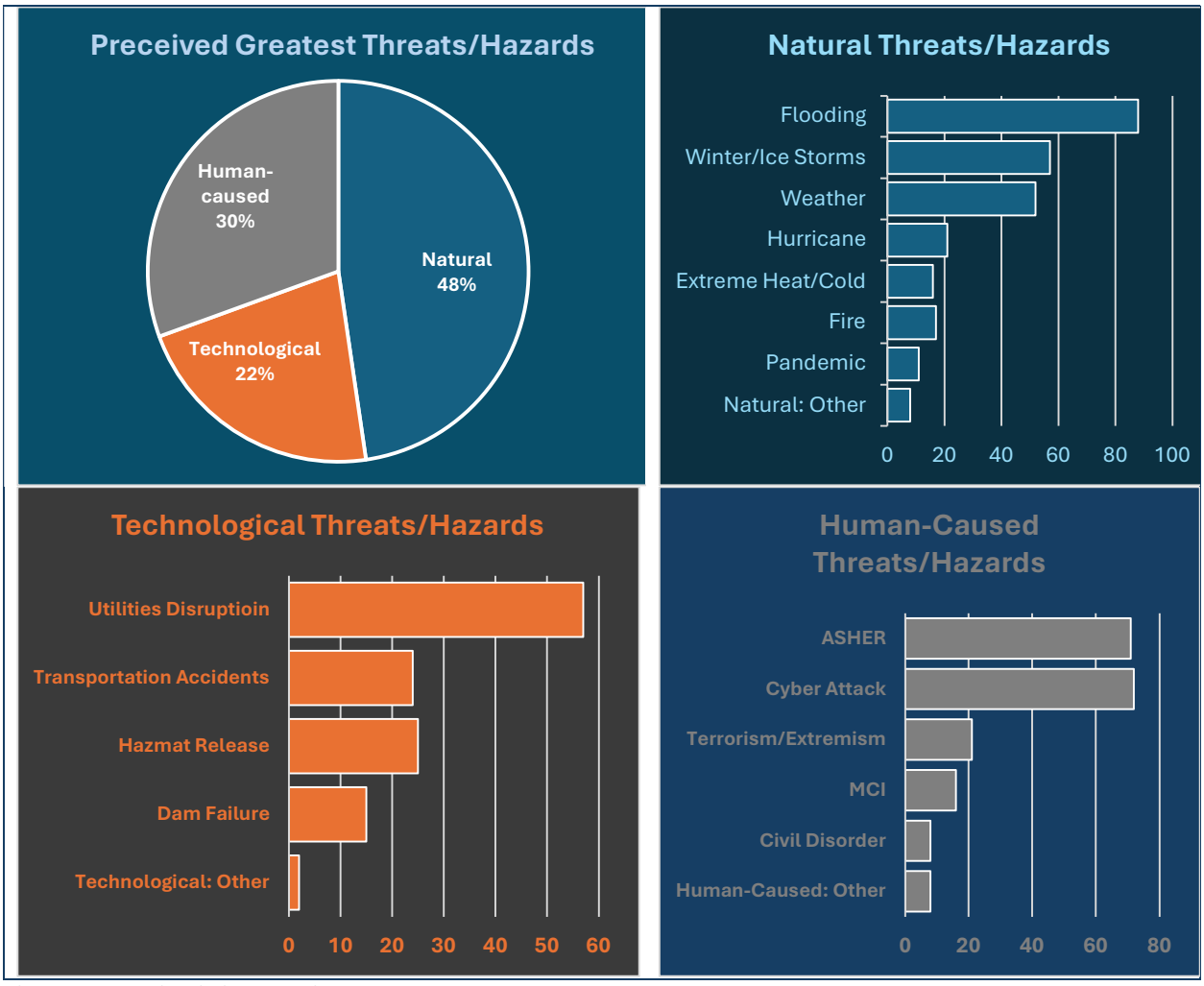

Figure 3: Graphics listing Perceived Greatest Threats

Capability Gaps

Respondents were given the option in answering how training can help meet organizational capability gaps, through either free-text or multiple-choice formats. Four-out-of-five respondents chose multiple-choice. Multiple-choice questions allowed for multiple answers and included a free-text selection entitled "Other." The free-text questions were reviewed, quantified, and incorporated into the training topics graphic. The highest-ranking training topic categories are as follows:

Table 5: Choice of How to Complete Survey Topics

1. Pre-Incident Response Plans (48%)
2. Orientation for Newly Appointed Emergency Management Professionals (43%)
3. Basic Emergency Operations Center operations (40%)
4. The Basics of Conducting Exercises (37%)
5. Building Access and Functional Needs Training into Emergency Management Plans (36%)
6. Preparedness Public Education Campaigns (36%)
7. The Basic Academy Series (36%)
8. Incident Management Team Position-Specific Training (34%)
9. Documentation Best Practices During Response & Recovery (33%)
10. Emergency Shelters & Housing (31%)

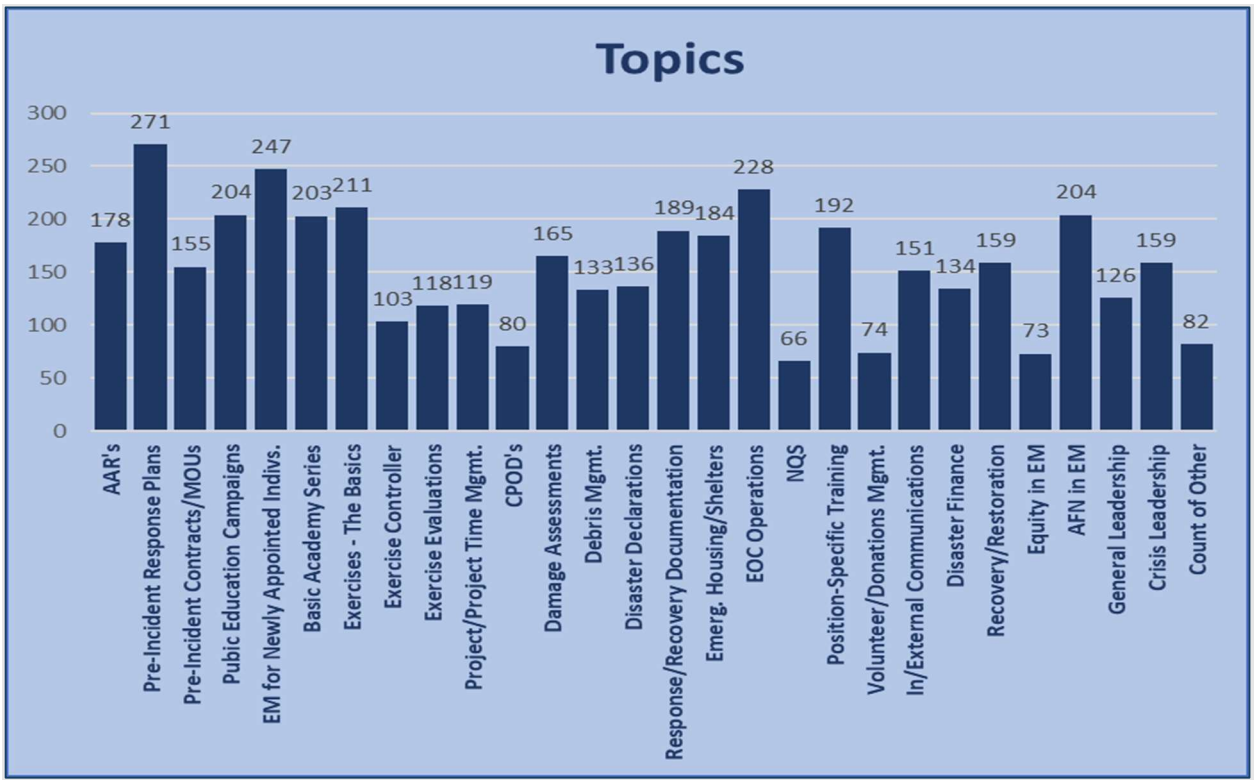

Table 6: Survey Responses by Topics

Training Modalities

It was important to determine the preferred training modalities, or methods used to deliver training, for emergency management professionals throughout New England. Access to both technology and travel varies throughout the northeast and this question was designed to aid both in the development of curriculum by instructional design teams, and in the delivery of training by instructors.

The training modalities question was framed as a Likert Scale asking the willingness of participating in five types of training modalities:

- In-person instructor-led training: This is synchronous (has real-time instruction) training where participants attend a training in the same physical space/classroom as the instructor/s.
- Virtual instructor-led training: This training is also synchronous instruction, but all participants attend remotely.
- Simultaneous learning or HyFlex training: In this synchronous training participants have the choice of either attending in-person or virtually.
- Hybrid learning: This modality is similar to HyFlex in that multiple modalities are utilized; however, all participants move from one modality to the other together. Certain portions of the training are held in-person for all participants, other portions of the training are virtual for all participants.
- Self-paced online training: web-based asynchronous learning.

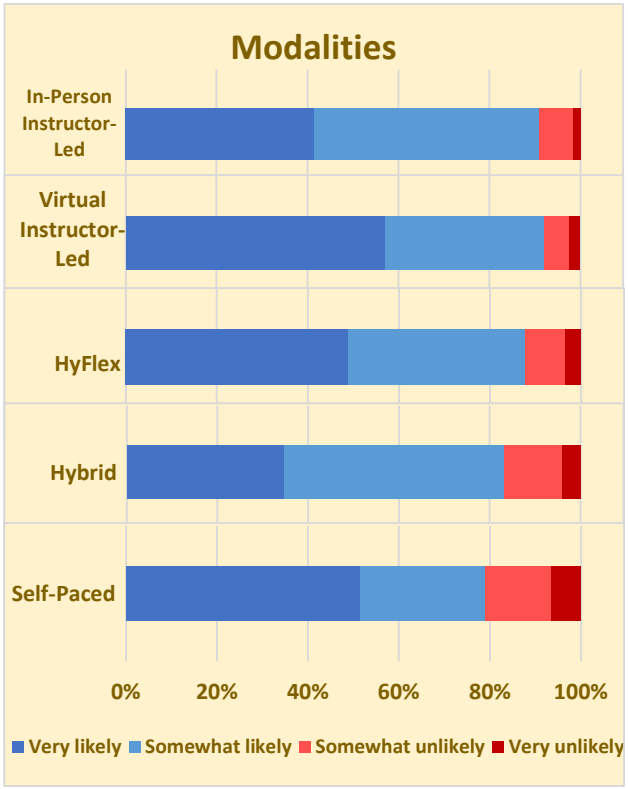

Table 7: Survey Responses by Modality

"Virtual training" often implies all types of online training. In this report we use the term "instructor-led" or "synchronous" for all real-time instruction, and the term "self-paced" for all asynchronous learning.

In the survey there was no modality ruled out as a method of delivering curriculum. Respondents implied a willingness to utilize all five training modalities, listing "very likely" or "somewhat likely" nearly 80% or more in all categories.

The demographics of respondents were filtered by survey responses listing "very unlikely" to attend. These numbers were very low for all modality types. The percentage of responses were as follows:

In-person – 1%, instructor-led virtual – 2%, Simultaneous 3%, Hybrid – 4%, and Self-Paced – 5%. This confirms the willingness to utilize all five training modalities.

In-Person Training

In-person training represents the majority of currently available emergency management training delivered by the six New England emergency management agencies. In this survey about one-third of respondents listed their organization was very likely to attend in-person training. These responses were less frequently represented in rural settings (a 12% decrease) and in Massachusetts (also a 12% decrease) than in the overall needs assessment. No noticeable shifts were seen in jurisdiction nor discipline demographics. Note: Data received from the 2023 Vermont Emergency Management survey did not contain a question about in-person training.

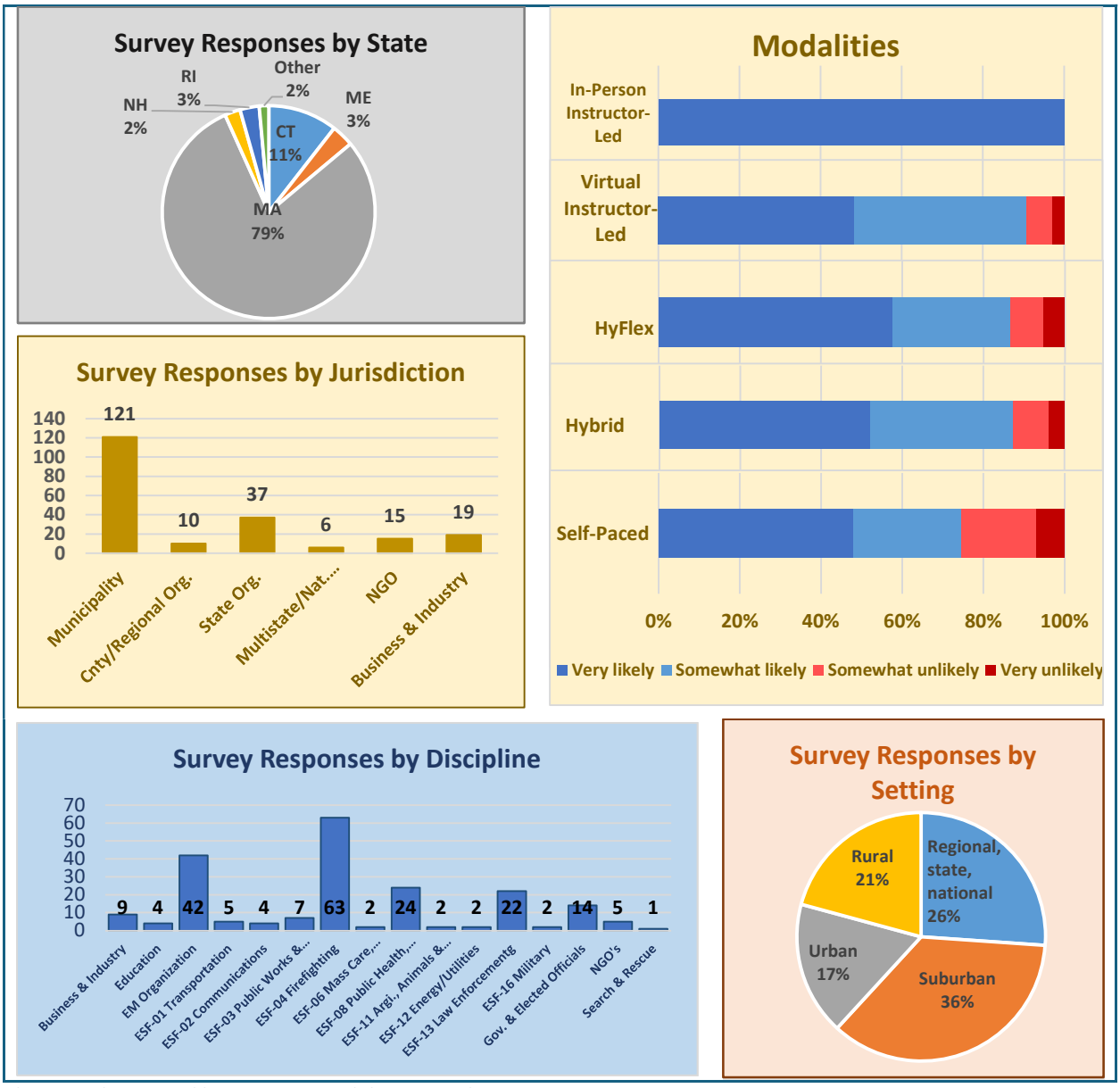

Figure 4: Likely to Utilize In-Person Trainings Graphics

Virtual Instructor-Led Training

Virtual instructor-led training was the highest overall ranked training modality. More than half of respondents (54%) were very likely to utilize virtual instructor-led trainings. These results were ubiquitous throughout all survey demographics. There was no statistical shift in the demographics of respondents listing "very likely" to utilize instructor-led virtual training versus the overall survey demographics: state, jurisdiction, setting and discipline. This finding emphasizes the importance of a strong virtual instructor-led training program.

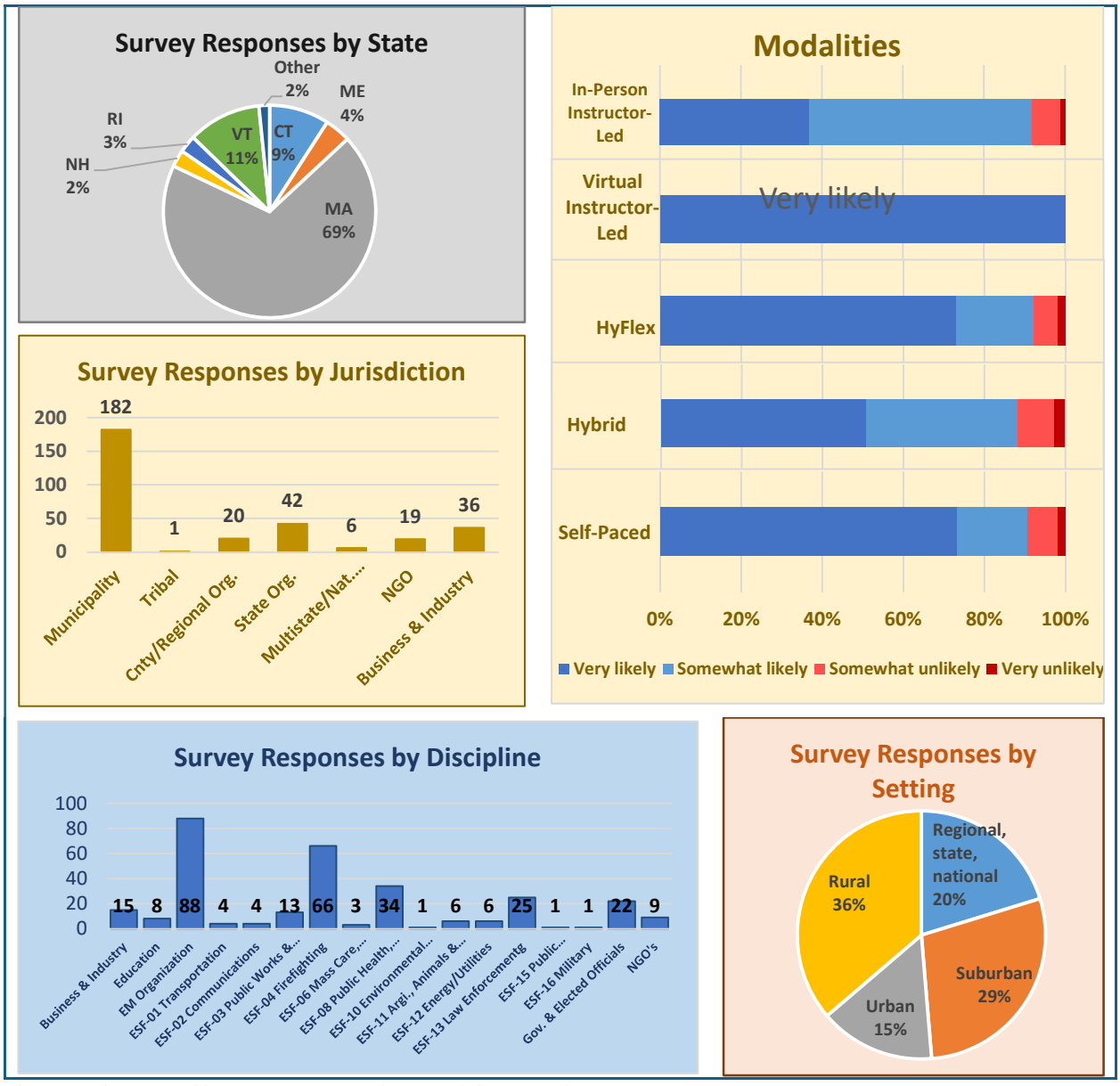

Figure 5: Likely to Utilize Instructor-Led Virtual Training Graphics

Self-Paced Training

The second highest ranked training modality was asynchronous self-paced learning. Forty-five percent of respondents listed they were "very likely" to utilize self-paced training. Massachusetts respondents showed an 11% increase in responses, otherwise there was no significant shift in demographics listing very likely to utilize self-paced training versus the overall survey demographics. Note: Data received from the 2023 Vermont Emergency Management survey did not contain a question about asynchronous learning and therefore is not represented in the statistical analysis/graphics.

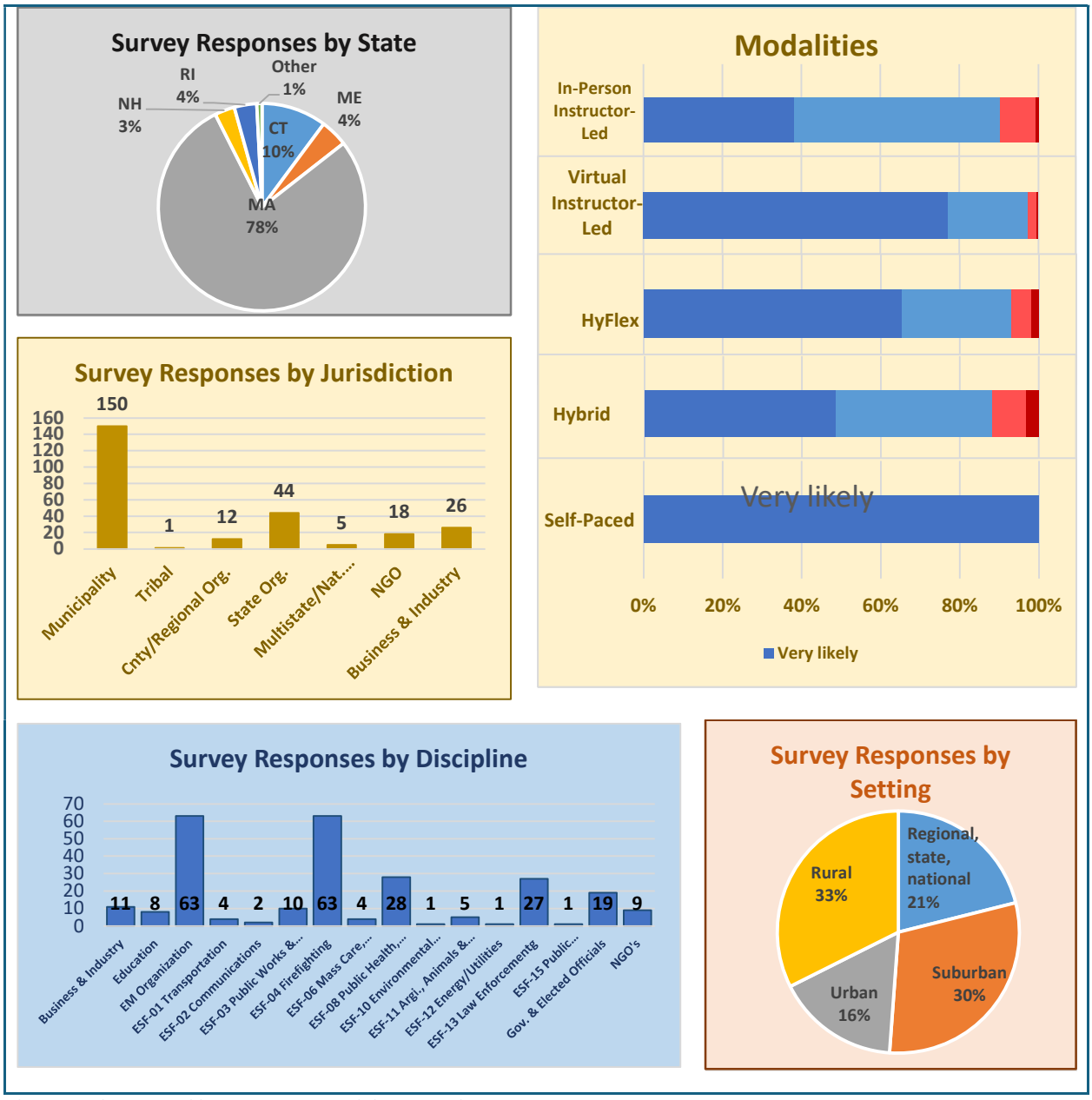

Figure 6: Likely to Utilize Self-Paced Training Graphics

The modalities survey category was not mandatory. Six percent of respondents did not answer the question and 3% answered “very unlikely” to attend training of any modality.

Modalities Summary

In review of overall training modality responses, we see a general willingness of emergency management professionals to utilize multiple training modalities in their training programs. One-third of respondents are very likely to attend traditional in-person trainings, but higher percentages are very likely to attend virtual training modalities: 54% instructor-led virtual and 45% self-paced. There is some demographic variance in respondents very likely to attend in-person training, which may be taken into consideration when scheduling training. There is near uniformity in all demographics in those very likely to attend trainings offered in virtual modalities.

Scheduling of Training

Survey questions based on capability gaps and preferences in modalities is very important in the development of curriculum, but it is also crucial to understand when and where (for in-person classes) to deliver the training. A set of questions were based on the preferred scheduling of instructor-led training, both virtual and in-person. We focused on half-day trainings (3-4 hours), full-day trainings (6-8 hours), and multiple-day trainings (i.e. a 40-hour training). An additional question included the time participants were willing to travel to attend in-person trainings.

Half-Day Trainings

Currently there are few trainings available through NEMTEC that are in the 1–2-hour range. A more typical shorter-duration class length is 3-4 hours, or a half day.

Half-day instructor-led trainings included both in-person and virtual modalities. The overall preference of respondents was scheduling half-day trainings during the typical workweek; weekday morning scoring highest, followed by weekday afternoons. There was a sharp decline in likeliness to attend trainings scheduled at other times. Most respondents were somewhat or very unlikely to attend weeknight or weekend trainings.

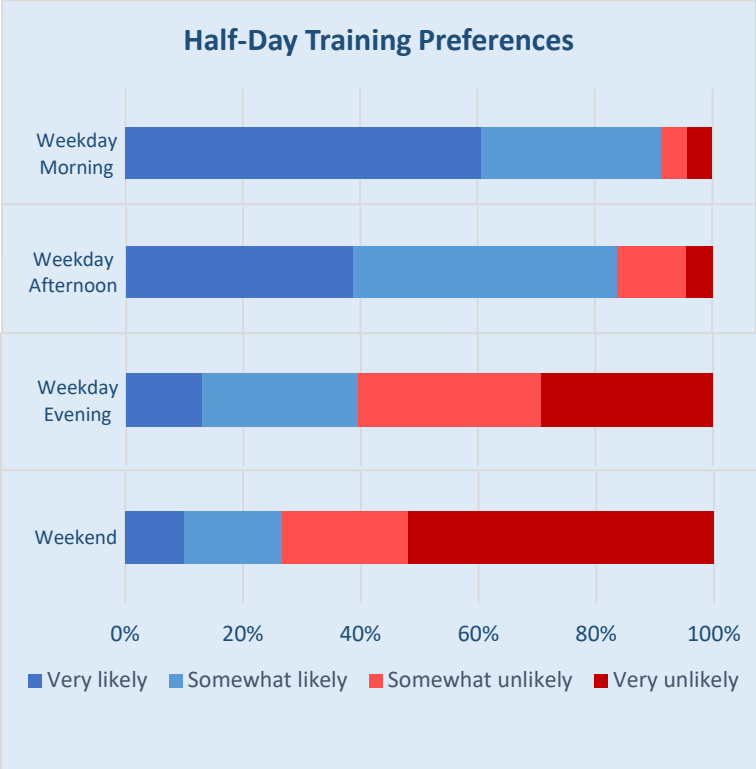

Table 8 Half-Day Training Preferences

The data clearly indicates that scheduling half-day trainings

during the typical workweek will bring the highest yield of participants. We wanted to determine the extent and demographics of respondents preferring weeknight and weekend scheduling. The data was manipulated to isolate responses of very likely to attend weeknight scheduled trainings. This showed 13% of respondents (or 72 organizations) were very likely to attend weeknight trainings. Results were skewed toward rural settings; rural settings rising from 33% to 49%, with urban settings dropping from 15% to 8%. State responses reinforced the rural-skewed preference for weekday evening scheduling, with Vermont responses nearly doubling (from 11% to 21%), Connecticut increasing from 10% to 15%, and Massachusetts dropping from 20 percentage points to 47%. Maine, New Hampshire, and Rhode Island percentages were unchanged.

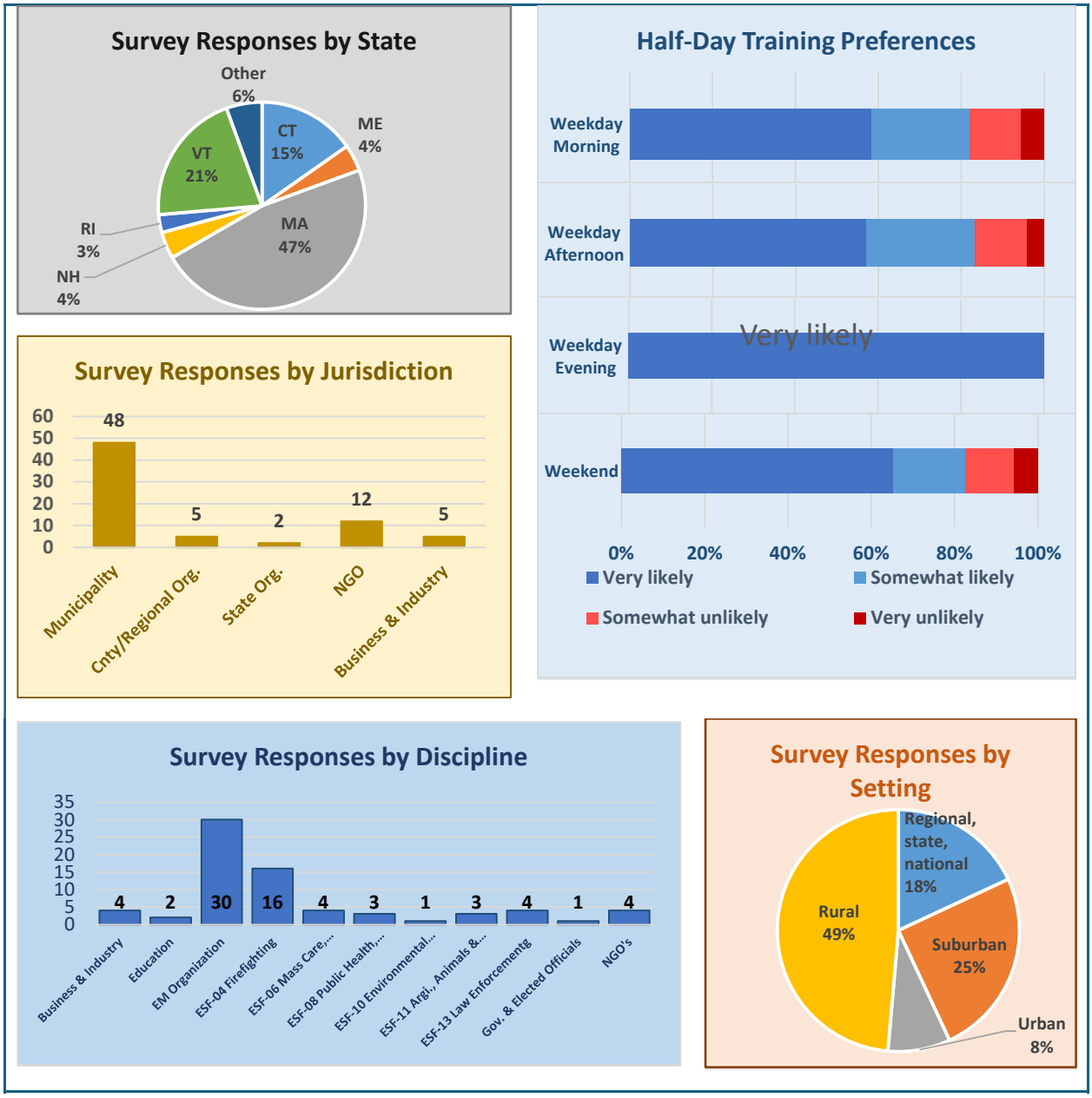

Figure 7: Half-Day Training, Weeknight Preference Graphics

The data was then manipulated in a similar way to isolate respondents who were very willing to attend weekend training. The trends were very similar to those very likely to attend weekday evening trainings, with an overall number of 10% of responses or 55 organizations. This indicates that, although a slightly lower number, the same demographics of respondents very likely to attend weekend trainings are also willing to attend weekday evening trainings.

Full-Day Trainings

NEMTEC and other New England training partners offer several full-day trainings, either based on a single topic or a combination of multiple topics. The time duration of full-day training is 6-8 hours.

In the Likert Scale survey question about full-day trainings respondents were asked how their organization prefers the training to be scheduled; should it be completed within a single weekday, two weekday mornings, two weekday evenings, or a single weekend day. Overall responses preferred scheduling during the typical workweek. The highest-ranking scores were a single weekday, followed by two weekday mornings and then by two weekday afternoons.

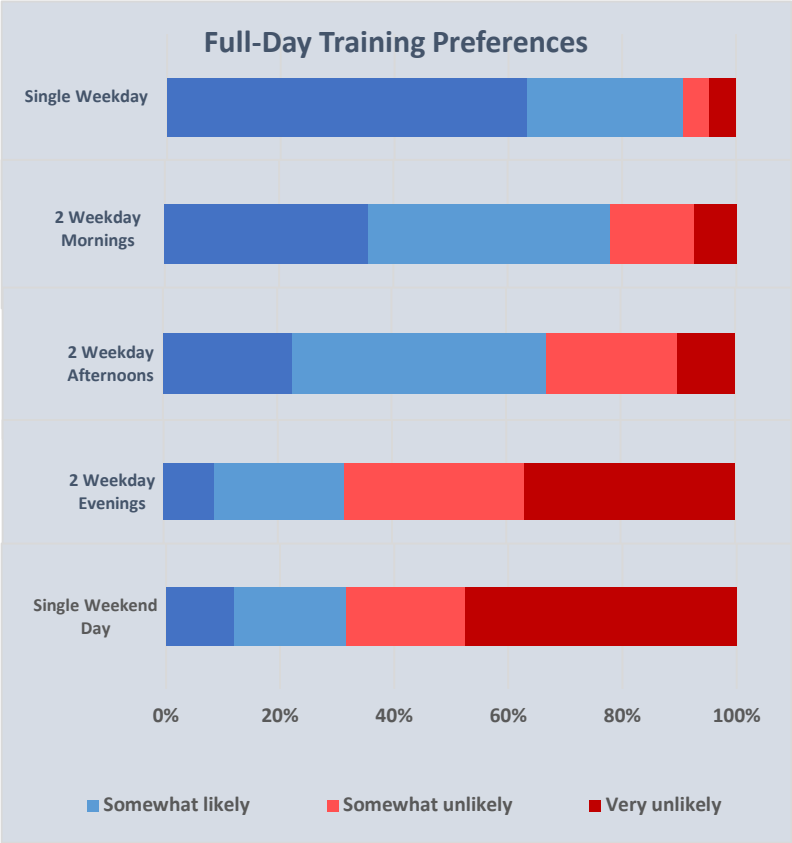

Table 9: Full-Day Training Preferences

The data was then manipulated to isolate responses of very likely to attend weeknight scheduled trainings, which was 9% of respondents, or 49 organizations. In this group we saw mixed responses by state: Maine, New Hampshire and Rhode Island percentages were unchanged, Connecticut responses increased slightly, Vermont response percentages tripled while Massachusetts response percentages dropped by 35%.

Jurisdictions very likely to attend weekday evening training showed a doubling in percentages of non-governmental organizations (NGOs), a slight increase in percentage of municipalities represented, and significant percentage drops in county, regional, state and national organizations.

Looking at the data based on discipline, we see an increase in the percentage of emergency management organizations represented, with decreases in public health/healthcare and public safety.

In the settings data we see an increase in rural settings (33% to 53%), with decreases in urban settings, and respondents representing county, regional, state, and national organizations.

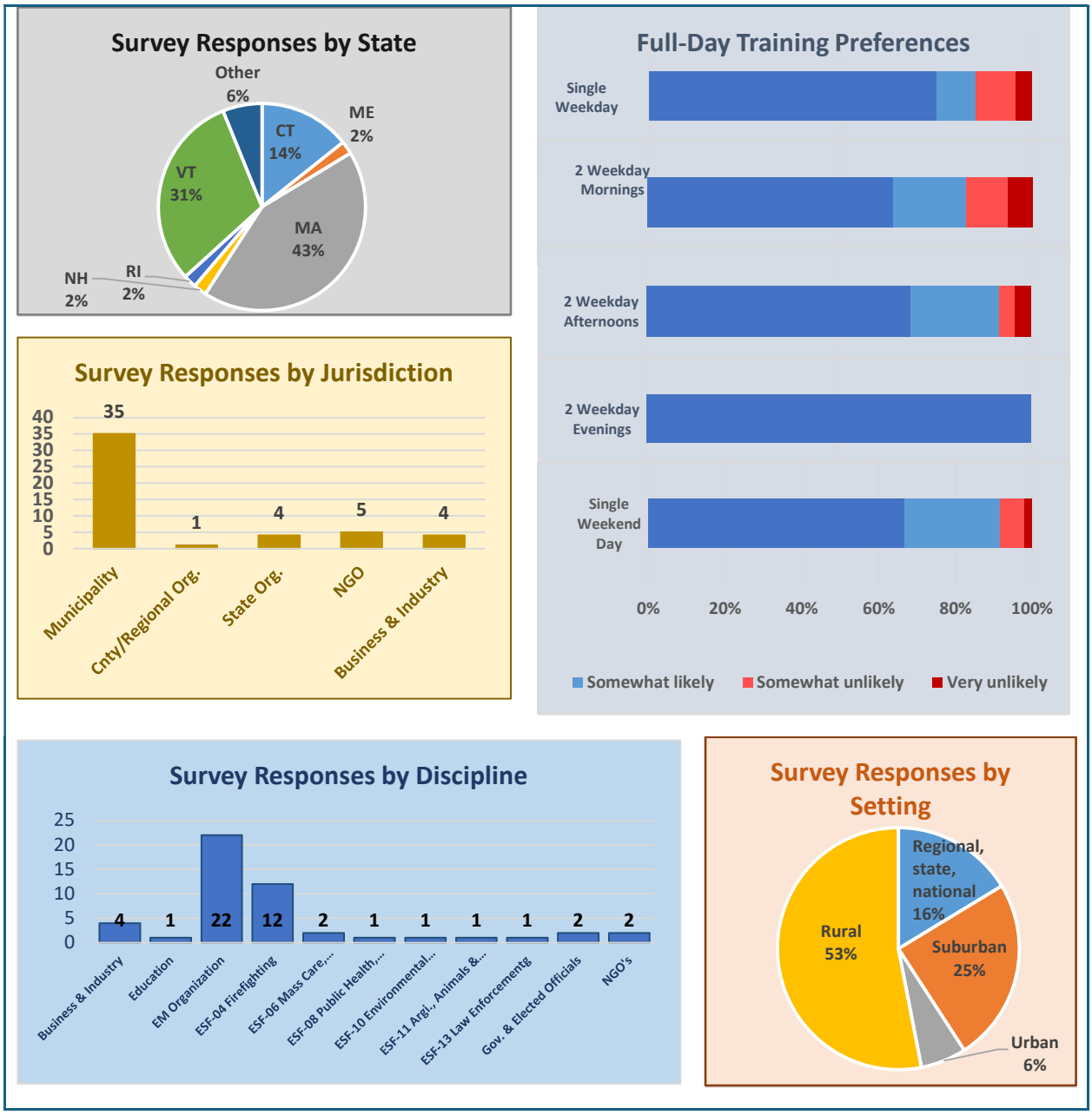

Figure 8: Full-Day Training, Weekday Evening Preference Graphics

Eleven percent of respondents, or 63 organizations, were very likely to attend a full-day weekend training. This number is slightly higher than seen for those very likely to attend training on weekday evenings. Again, we saw mixed responses by state: Maine New Hampshire and Rhode Island percentages were unchanged, Connecticut and Vermont's percent responses doubled, and Massachusetts dropped by 28%.

Jurisdictions very likely to attend weekday evening training showed a tripling in percentages of NGOs and significant percentage drops in regional, state, and national organizations.

The data based on discipline and setting were very similar to the data for weekday evenings; increases in emergency management organizations and rural settings, decreases in public health/healthcare, public safety, in urban settings, and respondents representing county, regional, state and national organizations.

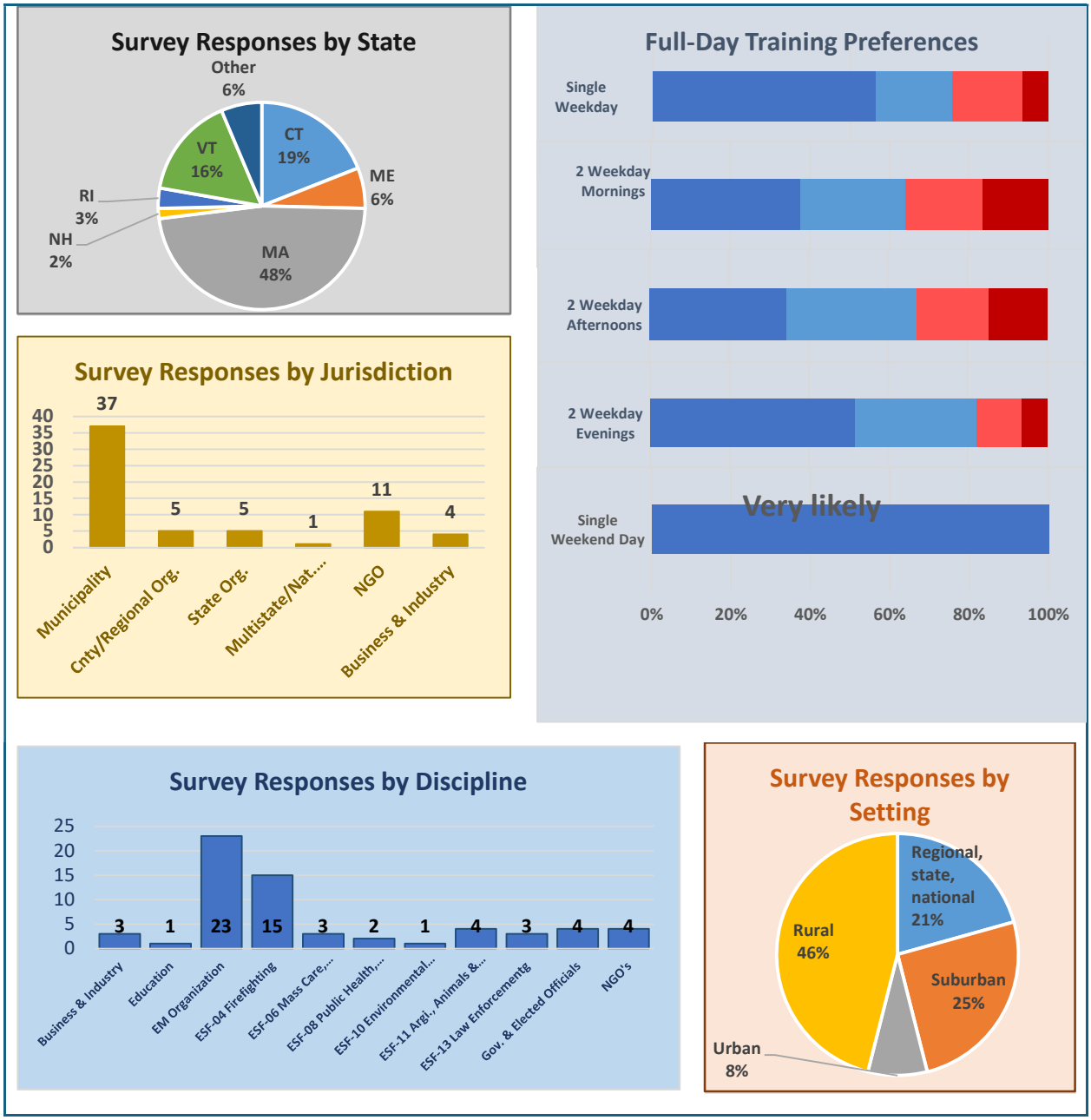

Figure 9: Full-Day Training, Weekend Preference Graphics

Multi-Day Trainings

A multi-day question was asked about scheduling training, based on a 40-hour training. The scheduling options were: five consecutive weekdays, a single weekday for five weeks, weekends only, weeknights only (3–4-hour sessions), or a combination of weekends and weeknights. Again, the greatest percentage of responses indicated a preference for typical workday scheduling, with the highest number of responses for a multi-week schedule vs. five consecutive days.

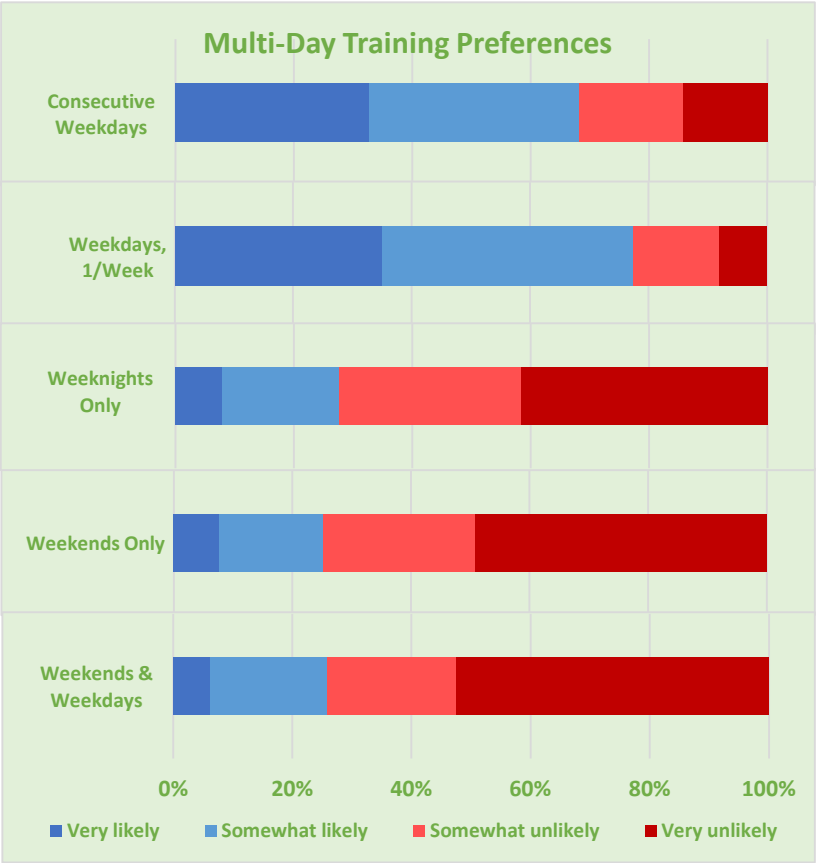

Table 10: Multi-Day Training Preferences

An interesting finding in this data analysis is in the isolation of very unlikely to attend responses. Four percent of respondents were very unlikely to attend a multi-day training, regardless of scheduling. Those preferring weekend-only, weeknight-only or a combination of weekends/weeknights all were statistically very similar, ranging from 7 – 8% of the responses.

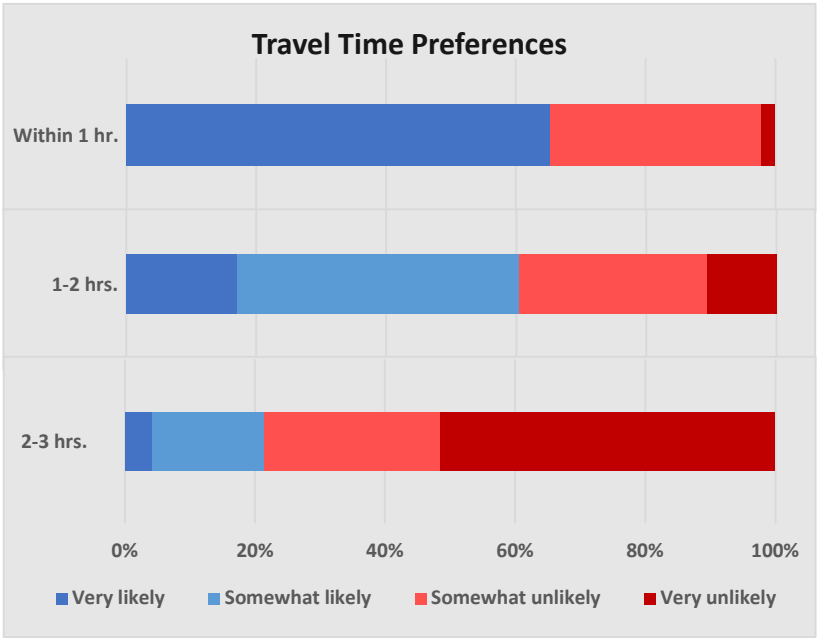

Table 11: Travel Time Preferences

Travel Time

We also asked a question about participants' willingness to travel for in-person training. This was also a Likert Scale question, giving preference options of: less-than 1 hour, one-to-two hours, and two-to-three hours of travel each way. Over 90% of respondents were willing to travel less than an hour each way to training. Sixty percent of respondents were likely or somewhat likely to travel one-to-two hours of travel each-way

for training. Nearly 80% of respondents were somewhat unlikely or very unlikely to travel more than two hours each way to attend in-person training.

Training Schedule Review

In review of the training scheduling responses, emergency management professionals throughout New England generally prefer to attend instructor-led trainings (both in-person and virtually) scheduled during the typical workweek. However, there is a significant subset, in the 10% range, who prefer evenings and weekend schedules. This subset is seen more in rural settings and rural states. There is a slight hesitancy to attend multi-day trainings, and a preference for those training to be scheduled out multiple weeks verses a five-consecutive day schedule. It is important to schedule instructor-led classes based on the preference of the target audience demographics.

Participants prefer to travel no more than an hour each way for in-person trainings.

Barriers to Training

A pair of survey questions were based on determining barriers to attending in-person and virtual training. Responses varied from travel and transportation issues of in-person training, to technology access and proficiency issues with virtual training, along with access & functional needs and wages for both types of training. The greatest barrier to training listed in both questions was time commitment, 44% for in-person and 59% for virtual training.

A free-text follow-up question was asked; “What would help remove these barriers?” A wide range of responses were received, from 281 respondents. The most common response was

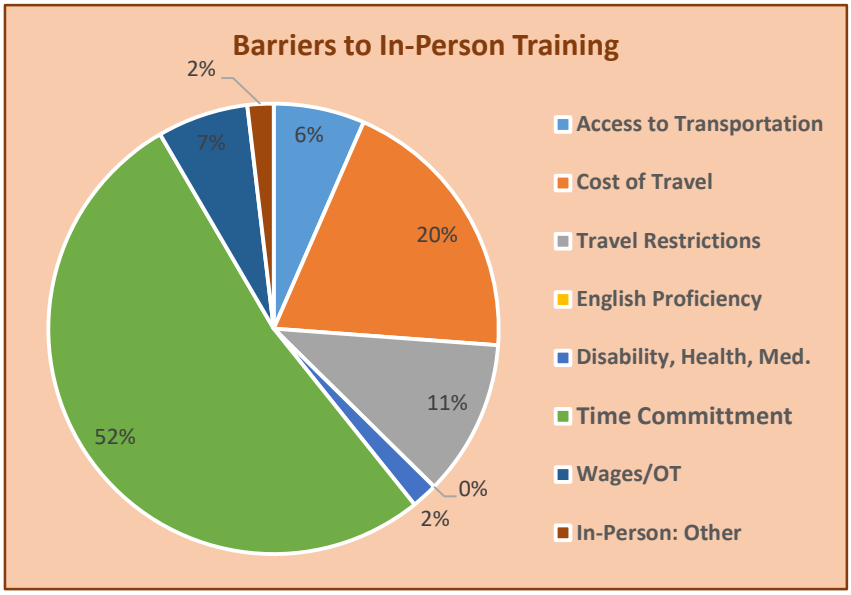

Table 12: Barriers to In-Person Training

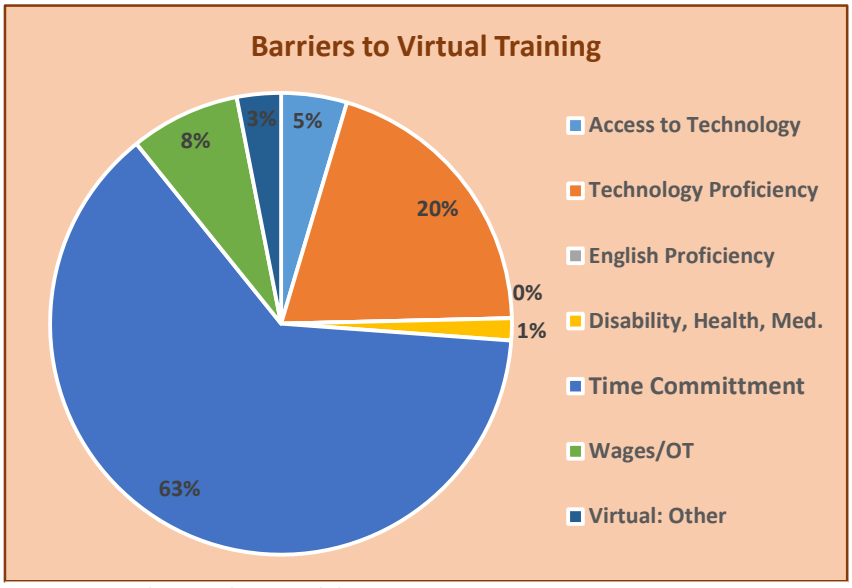

Table 13: Barriers to Virtual Training

to offer more online training, both instructor-led virtual and asynchronous self-paced.

Some responded they didn't know how to remove the barriers. Others had very specific requests, such as: "more buy-in from supervisors", and "bring training closer to home." "Flexible scheduling" of instructor-led training was commonly mentioned, as also indicated in the scheduling survey questions. Multiple requests also included "decrease the length of trainings," "condense the material" and "make the courses modular" in nature. Funding for wages and travel was also a common theme.

Value-Added to Training

An additional question was added to the survey towards the end of the response collection period. The question asked if there is a desire to receive continuing education credit from attending emergency management training. The data collected from this question only represents a small percentage of respondents (about 50 responses), meaning there is limited quantifiably information that can be extrapolated. This is likely a question that will be repeated in future surveys.

The responses indicated either "my organization does not need continuing education credit" (N/A) or an option of multiple disciplines and their affiliated continuing education providers. Initial results indicate that the inclusion of continuing education credit within emergency management classes would be valuable to many participants.

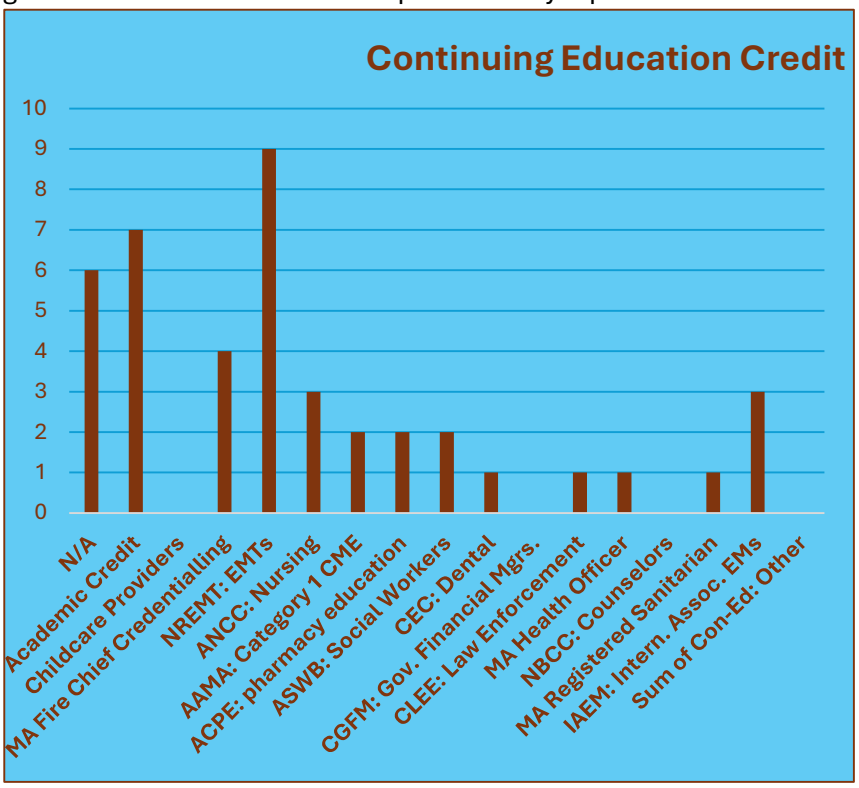

Table 14: Continuing Education Credit

Follow-up Conversations with Survey Respondents

The final question of the survey was an offer to be contacted to discuss the survey in greater detail. Twenty percent of respondents indicated that they would like to be contacted, leading to over 100 calls and emails. Many of these conversations led to a deeper understanding of capability gaps and training needs.

Conclusions

The data within this survey will continue to be evaluated and utilized for the development of training curriculum and to compare with future surveys. Several conclusions have been made from the current data analysis:

The information gathered from the 2023 Training Needs Assessment is valuable and met the survey objectives. The objective was to obtain actionable information, from a diverse cross-section of emergency management stakeholders throughout New England, that would help guide the development and delivery of training curriculum. A total of 569 responses were submitted from organization representatives from multiple jurisdictions, disciplines, settings, and from across New England. Survey results have already assisted in the development and delivery of training curriculum. An area to improve upon is to solicit a greater number of responses outside of Massachusetts. This will be addressed during the development of future needs assessments.

Capability gaps span all aspects of emergency management. Much of emergency management training has focused on response agencies in the initial phases of an emergency. The capability gaps listed in the needs assessment indicate a greater span of training needs to be developed, from public education, to diversity, equity, and inclusion.

Training programs must be of high value, relevant, concise & accessible. Time commitment was listed as the greatest barrier to emergency management training, more so than all other barriers combined. The traditional multiple-day certificate-bearing programs are important, but additional types of training must also be developed. Shorter training sessions, which are focused on specific topics, with a modular format, are needed. This allows participants to leverage their available time and choose the topics that meet their greatest needs.

Trainings must be offered in multiple modalities and scheduled times. The scheduling needs of New England emergency management professionals are varied. Current training is most commonly offered as in-person, instructor-led. There is a need for in-person instructor-led training, but it only meets a fraction of the training needs. Emergency management professionals are unlikely to attend trainings that require more than an hour of travel time. Delivering training within an hour drive to all points within New England is resource intensive and near impossible. Training must also be delivered virtually in order to broaden the reach of instructors and meet the listed preferences of emergency management professionals. Virtual training must include self-paced options when appropriate to meet all the preferences listed within the needs assessment. The demographics of the intended audience should be considered for instructor-led training (both in-person and virtual) to help guide scheduling.

There are opportunities for future joint New England surveys. Completion of the 2023 Training Needs Assessment required much time, development, and analysis. This process can now be more easily repeated and expanded to include subsets of state/region-specific questions. A shared needs assessment would save the hundreds of hours needed for each New England state to develop and administer individual surveys. A shared needs assessment could be designed to allow each state individual access to view and manipulate their data through state-specific dashboards.

Contact Information

This report has been developed by the Northeast Emergency Management Training & Education Center (NEMTEC), a collaboration of the six New England state emergency management agencies.

NEMTEC serves to align and share training resources, to collaboratively develop and implement training and education programs to meet emerging needs, and to manage curriculum and an instructor cadre for the benefit of the region's emergency management professionals.

NEMTEC
NORTHEAST EMERGENCY MANAGEMENT TRAINING & EDUCATION CENTER

More information about NEMTEC can be found at:

Web: Northeast Emergency Management Training & Education Center (NEMTEC) | Mass.gov

LinkedIn: https://www.linkedin.com/showcase/northeast-emergency-management-training-education-center/

Email: NEMTEC@mass.gov

Phone: 508.820.1492

Mail: Northeast Emergency Management Training & Education Center
Housed within the Massachusetts Emergency Management Agency
400 Worcester Road, Framingham, MA 01702

Additional Resources:

Course catalog:

Northeast Emergency Management Training & Education Center Course Catalog | Mass.gov

Training calendar and registration is at: Training, Exercise & Response Management System - Welcome Page (mass.gov)

Printable NEMTEC brochure: NEMTEC Informational Brochure (mass.gov)

NEMTEC Newsletter: NEMTEC Newsletters | Mass.gov

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Appendices

Appendix A: State-Specific Data

Connecticut

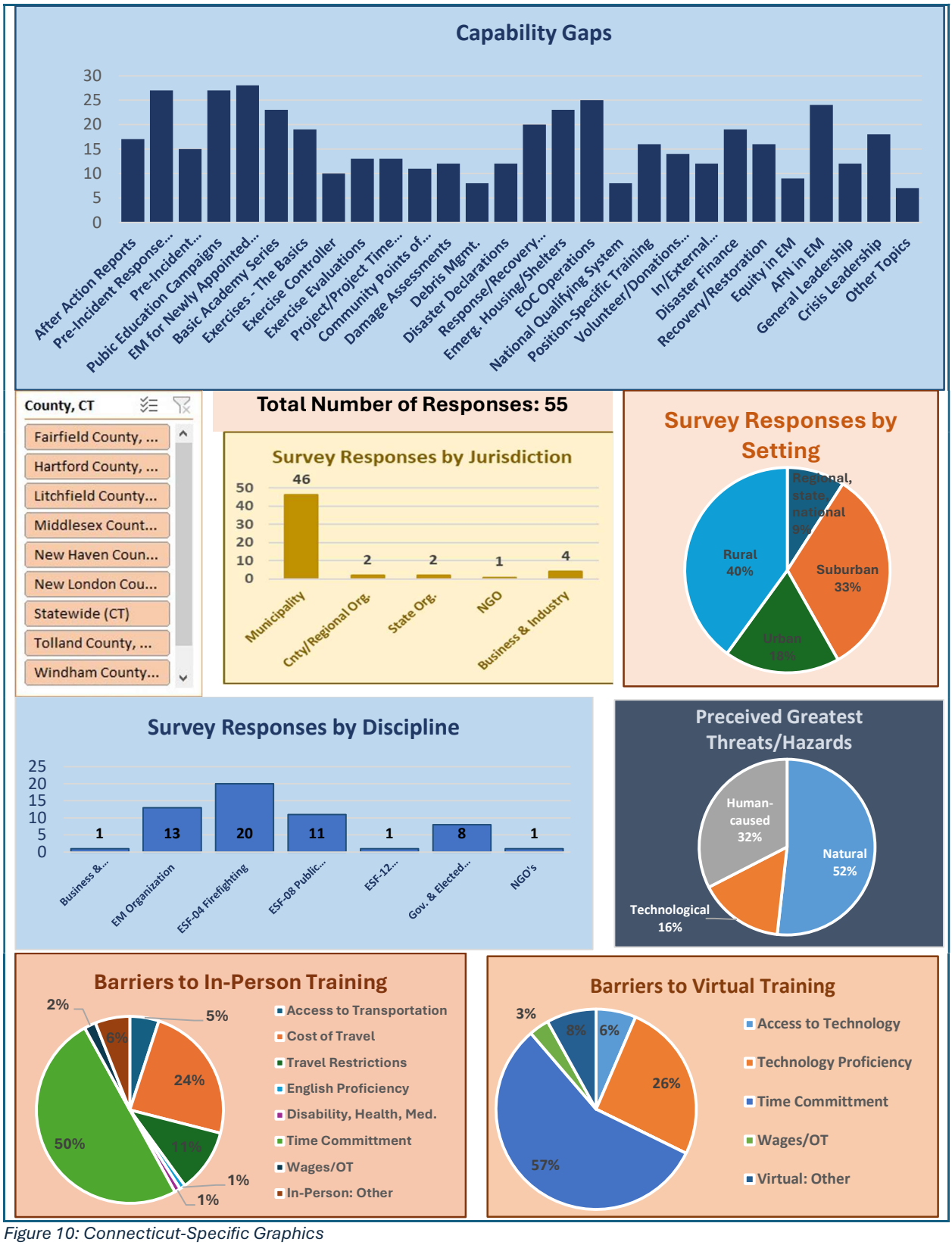


Figure 10: Connecticut-Specific Graphics

Maine

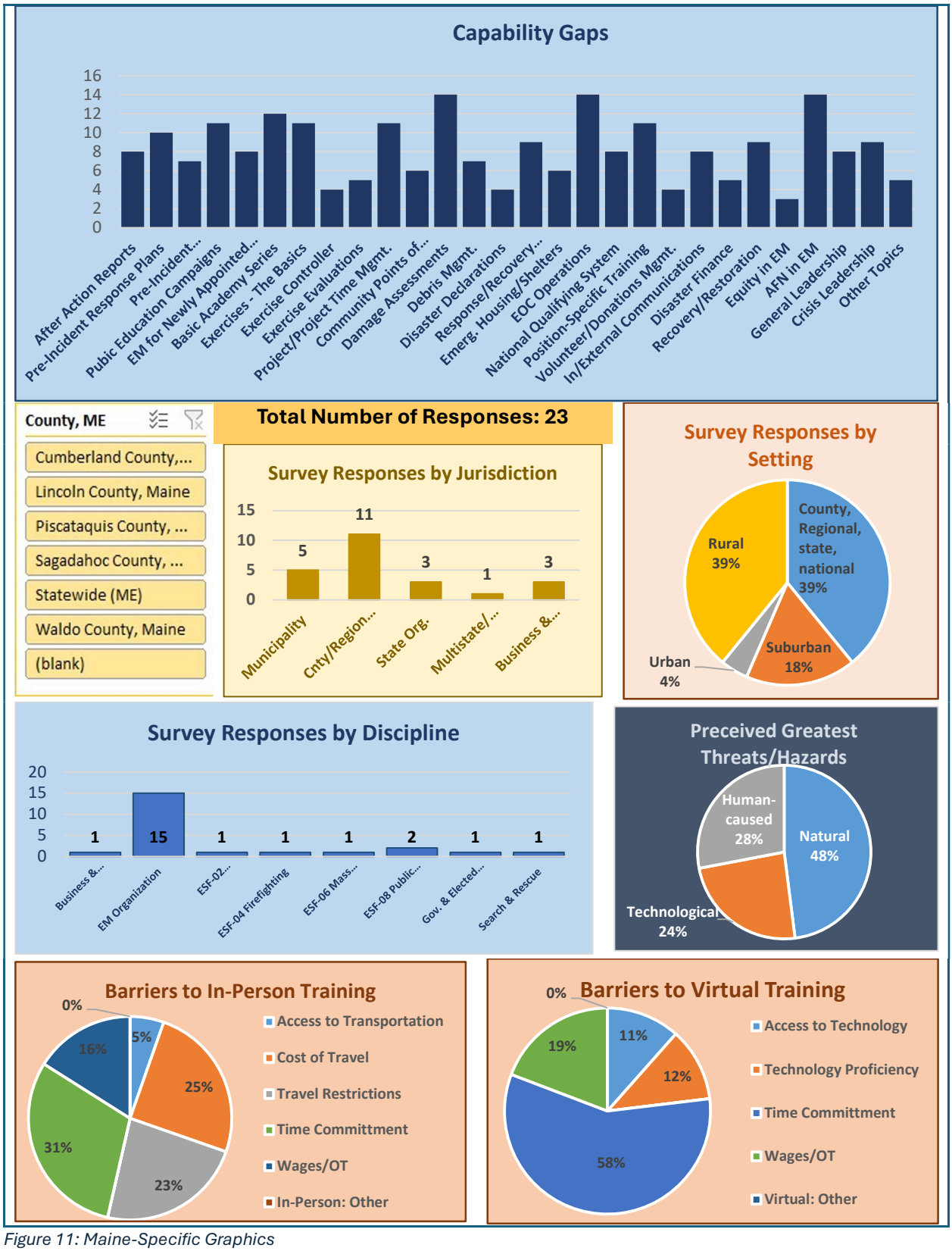


Figure 11: Maine-Specific Graphics

Massachusetts

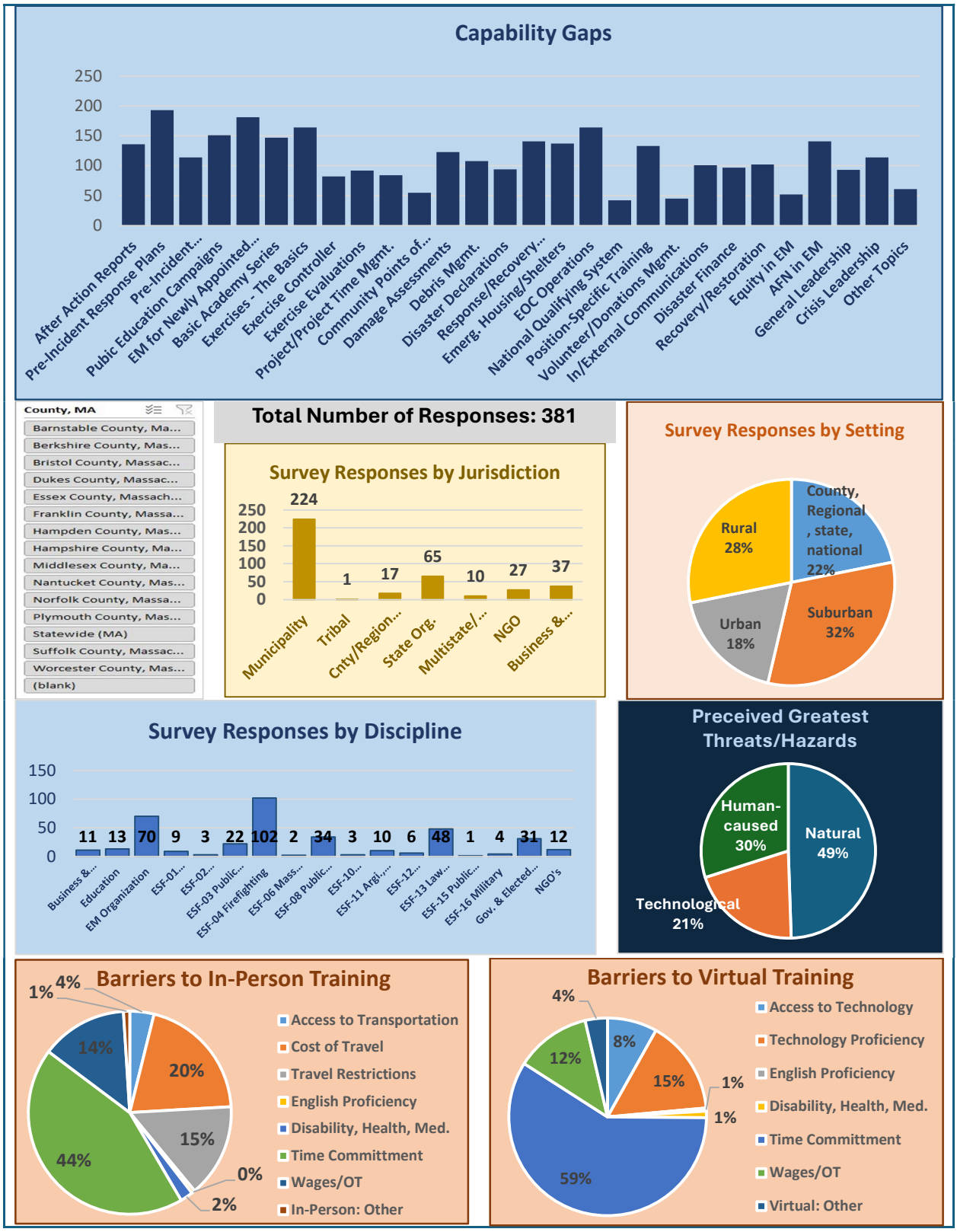


Figure 12: Massachusetts-Specific Graphics

New Hampshire

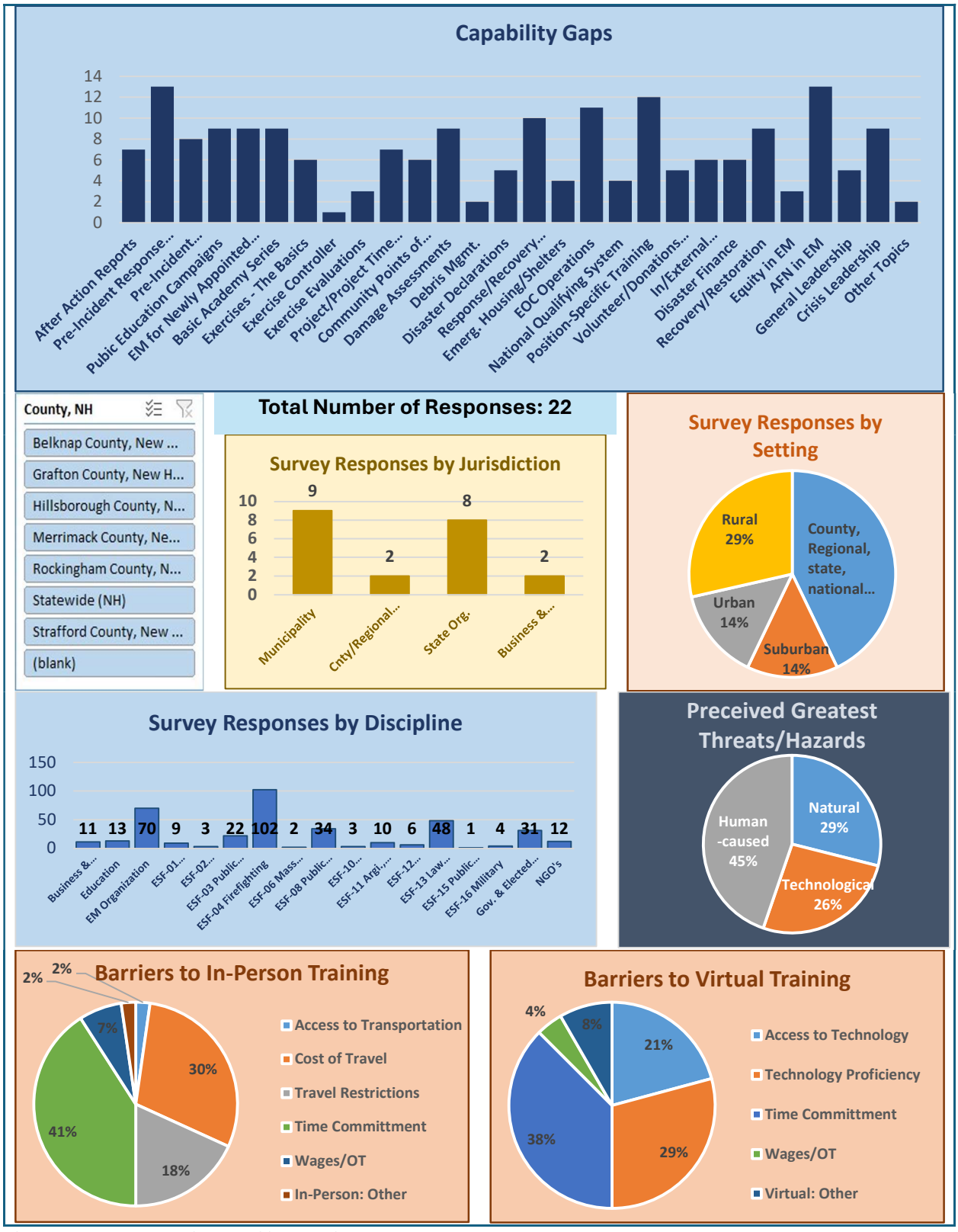


Figure 13: New Hampshire-Specific Graphics

Rhode Island

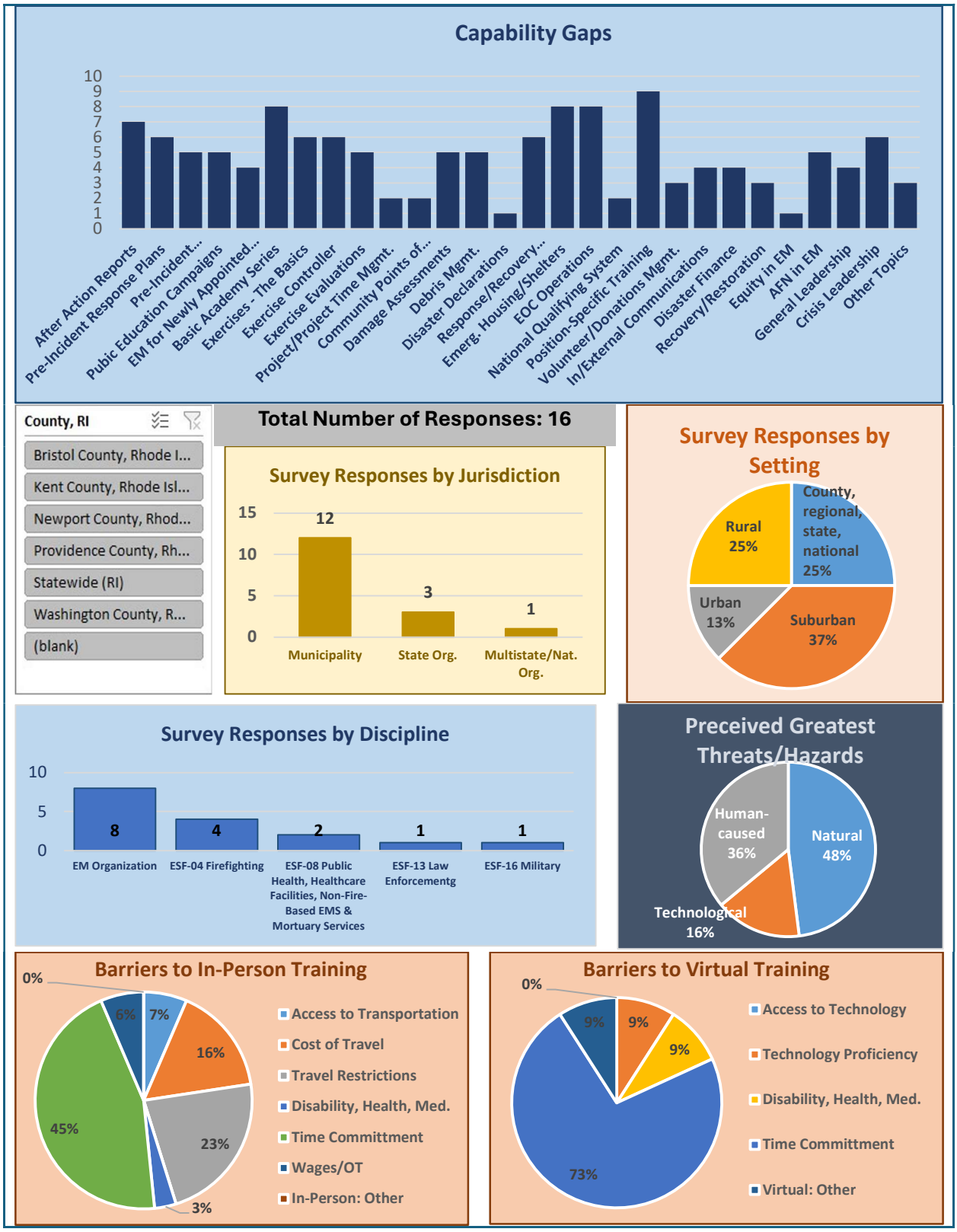


Figure 14: Rhode Island-Specific Graphics

Vermont

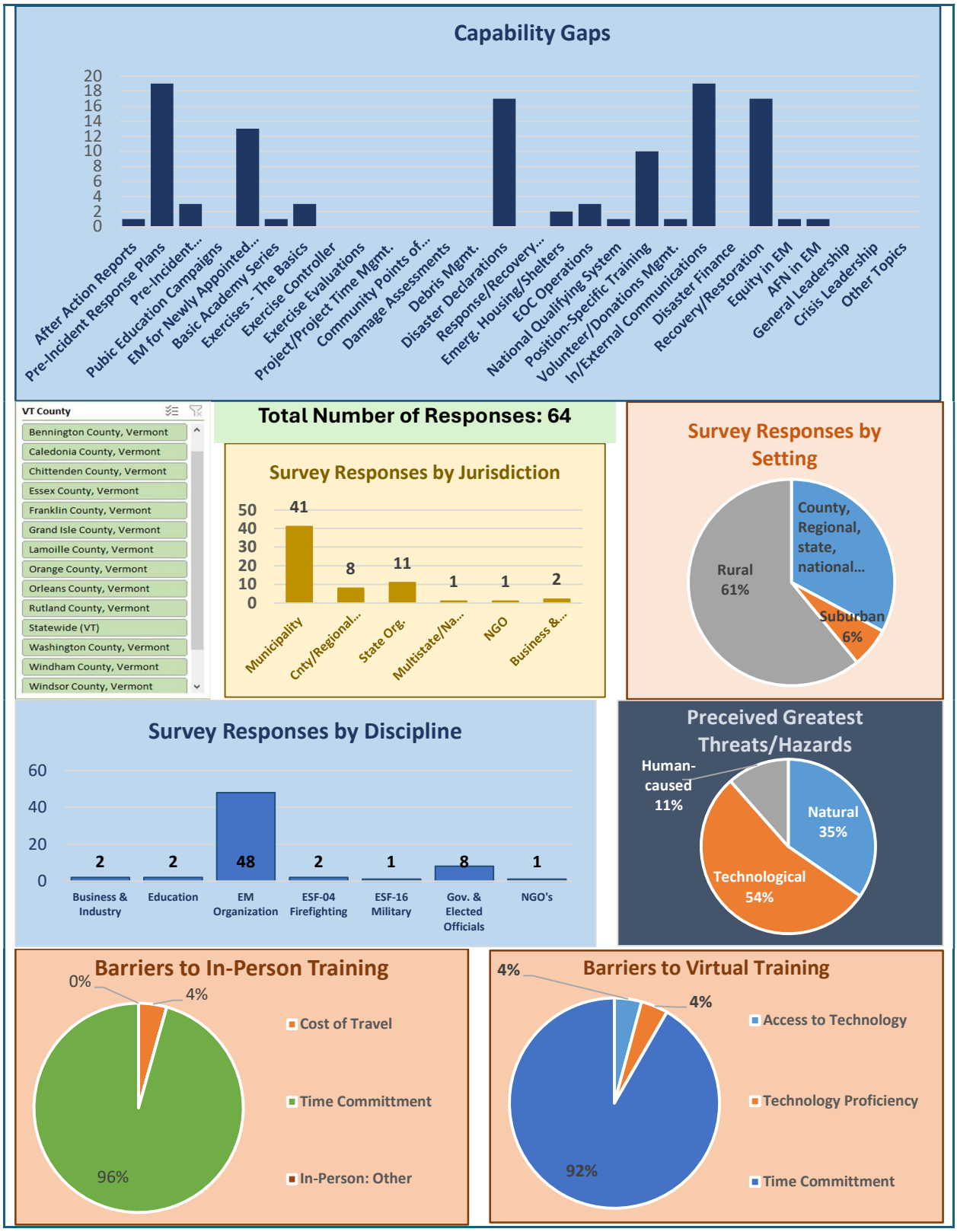
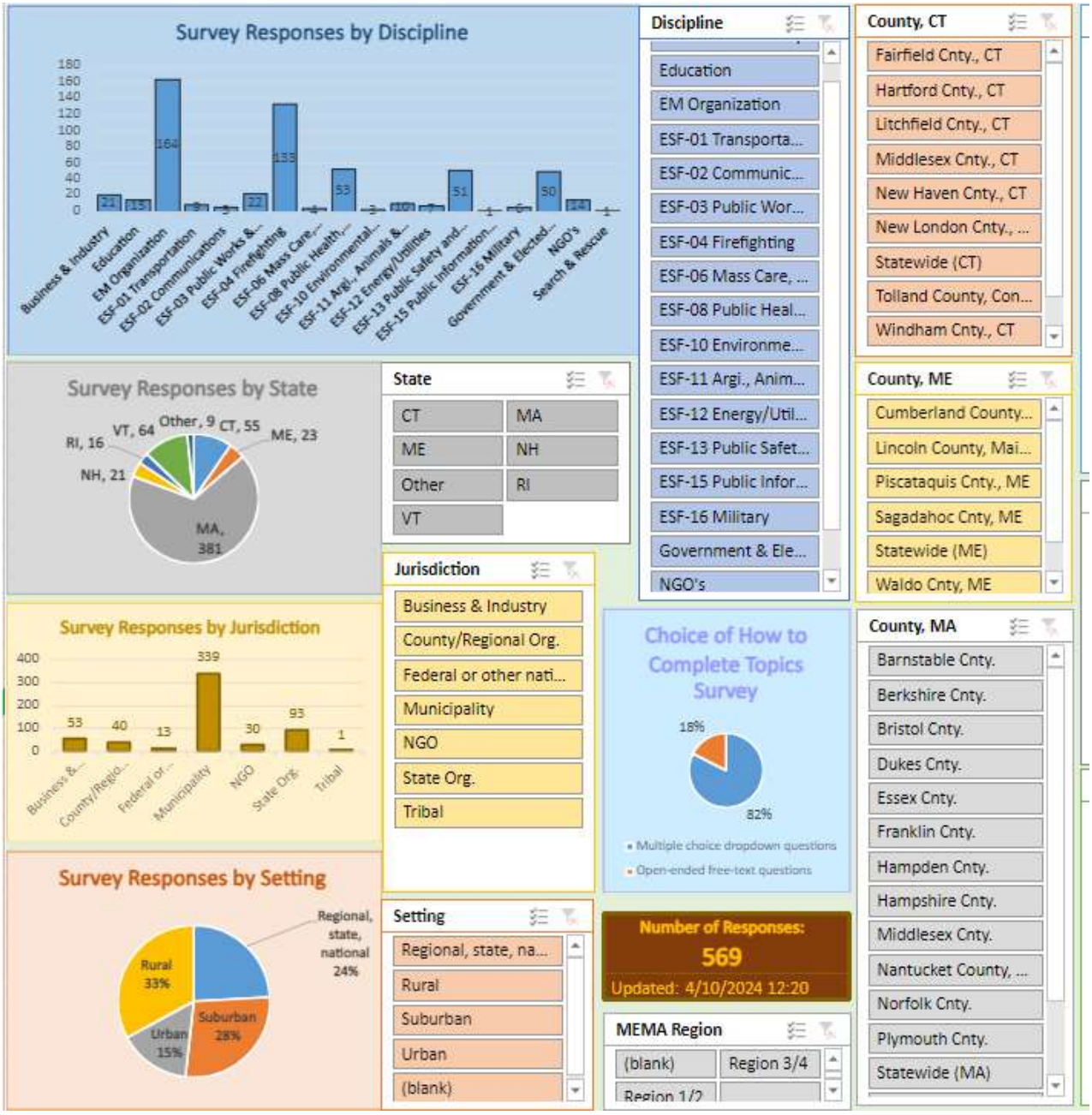
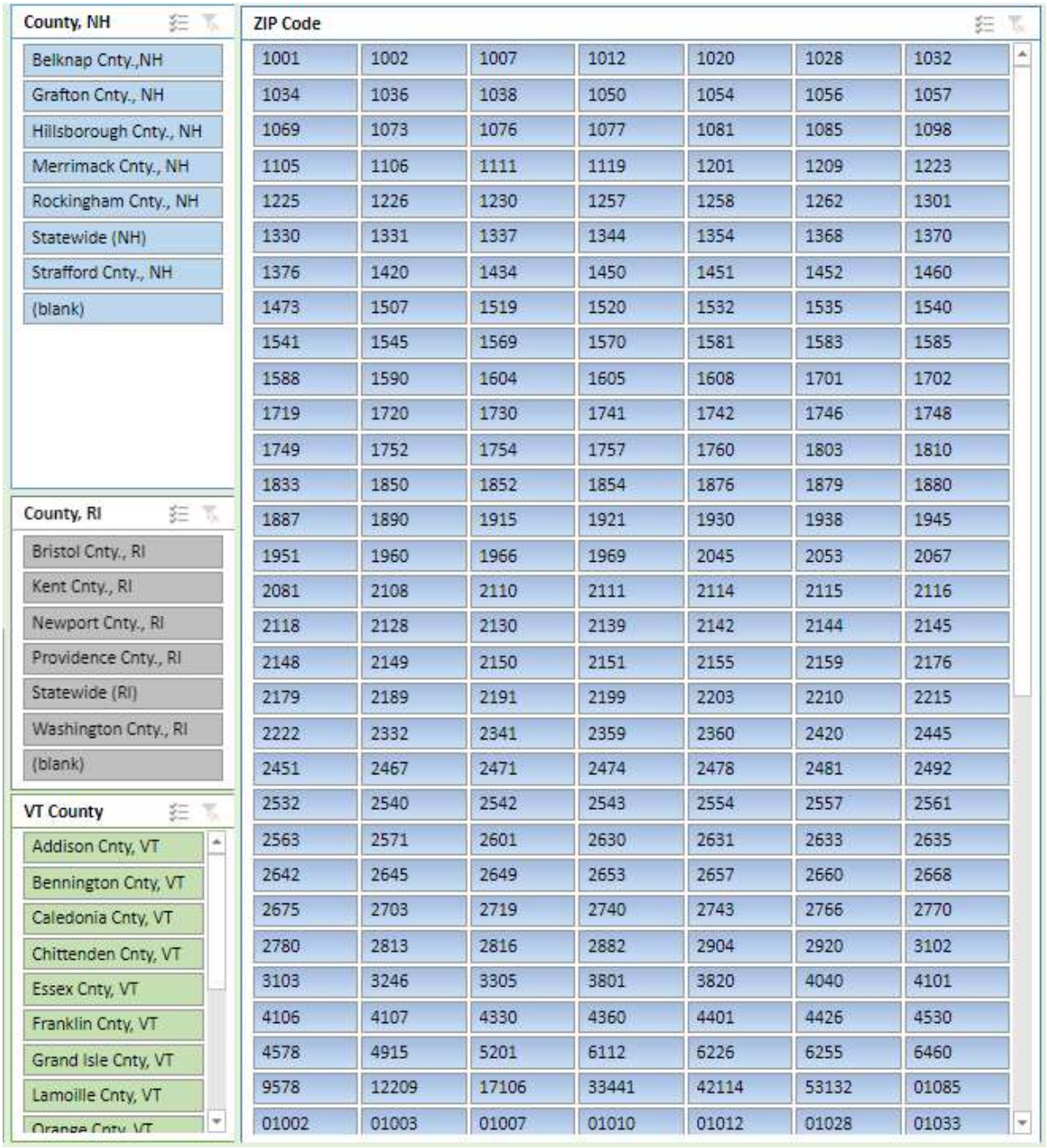


Figure 15: Vermont-Specific Graphics

Appendix B: Demographics Dashboard





County, NH
Belknap Cnty.,NH
Grafton Cnty., NH
Hillsborough Cnty., NH
Merrimack Cnty., NH
Rockingham Cnty., NH
Statewide (NH)
Strafford Cnty., NH
(blank)

County, RI
Bristol Cnty., RI
Kent Cnty., RI
Newport Cnty., RI
Providence Cnty., RI
Statewide (RI)
Washington Cnty., RI
(blank)

VT County
Addison Cnty, VT
Bennington Cnty, VT
Caledonia Cnty, VT
Chittenden Cnty, VT
Essex Cnty, VT
Franklin Cnty, VT
Grand Isle Cnty, VT
Lamoille Cnty, VT
Orange Cnty, VT

ZIP Code						
1001	1002	1007	1012	1020	1028	1032
1034	1036	1038	1050	1054	1056	1057
1069	1073	1076	1077	1081	1085	1098
1105	1106	1111	1119	1201	1209	1223
1225	1226	1230	1257	1258	1262	1301
1330	1331	1337	1344	1354	1368	1370
1376	1420	1434	1450	1451	1452	1460
1473	1507	1519	1520	1532	1535	1540
1541	1545	1569	1570	1581	1583	1585
1588	1590	1604	1605	1608	1701	1702
1719	1720	1730	1741	1742	1746	1748
1749	1752	1754	1757	1760	1803	1810
1833	1850	1852	1854	1876	1879	1880
1887	1890	1915	1921	1930	1938	1945
1951	1960	1966	1969	2045	2053	2067
2081	2108	2110	2111	2114	2115	2116
2118	2128	2130	2139	2142	2144	2145
2148	2149	2150	2151	2155	2159	2176
2179	2189	2191	2199	2203	2210	2215
2222	2332	2341	2359	2360	2420	2445
2451	2467	2471	2474	2478	2481	2492
2532	2540	2542	2543	2554	2557	2561
2563	2571	2601	2630	2631	2633	2635
2642	2645	2649	2653	2657	2660	2668
2675	2703	2719	2740	2743	2766	2770
2780	2813	2816	2882	2904	2920	3102
3103	3246	3305	3801	3820	4040	4101
4106	4107	4330	4360	4401	4426	4530
4578	4915	5201	6112	6226	6255	6460
9578	12209	17106	33441	42114	53132	01085
01002	01003	01007	01010	01012	01028	01033

Appendix C: Results Dashboard


Half-Day Training Preferences
Weekday Morning
Weekday Afterno...
Weekday Evening
Weekend
0%
20%
40%
60%
80%
100%
Somewhat likely
Somewhat unlikely
Full-Day Training Preferences
Single
2 Weekday Mornings
2 Weekday Afternoons
2 Weekday Evenings
Single Weekend Day
Chart Title
0%
50%
100%
Somewhat likely
Somewhat unlikely
Very unlikely
(blank)
Multi-Day Training Preferences
Consecutive Weekdays
Weekdays 1 After...
Weeknights Only
Weekend s Only
Weekend s &
Weekdays
0%
20%
40%
60%
80%
100%
Somewhat likely
State
CT
MA
ME
NH
Other
RI
VT
MEMA Region
(blank)
Region 3/4
Region 1/2
County, CT
Fairfield Cnty., CT
Hartford Cnty., CT
Litchfield Cnty., CT
Middlesex Cnty., CT
New Haven Cnty., CT
New London Cnty.,...
Statewide (CT)
Tolland County, Co...
Windham Cnty., CT
(blank)
County, MA
Barnstable Cnty.
Berkshire Cnty.
Bristol Cnty.
Dukes Cnty.
Essex Cnty.
Franklin Cnty.
Hampden Cnty.
Hampshire Cnty.
Middlesex Cnty.
Nantucket Coun...
Norfolk Cnty.
Plymouth Cnty.
Statewide (MA)
Suffolk Cnty.
County, ME
Cumberland Count...
Lincoln County, Ma...
Piscataquis Cnty., ...
Sagadahoc Cnty, ME
Statewide (ME)
Waldo Cnty, ME
(blank)
County, NH
Belknap Cnty.,NH
Grafton Cnty., NH
Hillsborough Cnty., ...
Merrimack Cnty., NH
Rockingham Cnty., NH
Statewide (NH)
Strafford Cnty., NH
(blank)
County, RI
Bristol Cnty., RI
Kent Cnty., RI
Newport Cnty., RI
Providence Cnty., RI
Statewide (RI)
Washington Cnty., RI
(blank)
VT County
Addison Cnty, VT
Bennington Cnty, VT
Caledonia Cnty, VT
Chittenden Cnty, VT
Essex Cnty, VT
Franklin Cnty, VT
Grand Isle Cnty, VT
Lamoille Cnty, VT
Orange Cnty, VT
Orleans Cnty, VT
Rutland Cnty, VT
Statewide (VT)
Washington Cnty, VT
Windham Cnty, VT
Windsor Cnty, VT
(blank)
ZIP Code
1001 1002 1007 1012
1020 1028 1032 1034
1036 1038 1050 1054
1056 1057 1069 1073
1076 1077 1081 1085
1098 1105 1106 1111
1119 1201 1209 1223
1225 1226 1230 1257
1258 1262 1301 1330
1331 1337 1344 1354
1368 1370 1376 1420
1434 1450 1451 1452
1460 1473 1507 1519
1520 1532 1535 1540
1541 1545 1569 1570
1581 1583 1585 1588
1590 1604 1605 1608
1701 1702 1719 1720
1730 1741 1742 1746
1748 1749 1752 1754
1757 1760 1803 1810
1833 1850 1852 1854
1876 1879 1880 1887
1890 1915 1921 1930
1938 1945 1951 1960
1966 1969 2045 2053
2067 2081 2108 2110
2111 2114 2115 2116
2118 2128 2130 2139
2142 2144 2145 2148
2149 2150 2151 2155
2159 2176 2179 2189
2191 2199 2203 2210
2215 2222 2332 2341
2359 2360 2420 2445

Appendix D: Survey Questions

Printed version of survey questions.

Emergency Management Training Needs Assessment

Conducted by the Northeast Emergency Management Training & Education Center (NEMTEC)

SECTION 1 – Introduction:

Please complete this 10 – 15-minute survey, as a representative of your organization. Results will assist in the development and delivery of no-cost training for emergency management professionals throughout New England.

This survey is a product of the Northeast Emergency Management Training & Education Center (NEMTEC)**.** NEMTEC was launched in March of 2023 and is coordinated by the Massachusetts Emergency Management Agency. NEMTEC is a collaborative program between the six New England state emergency management agencies, offering accessible, no-cost training to all emergency management practitioners that would not otherwise be achievable by any one state, alone. NEMTEC was established to help professionals within the emergency services sector meet the evolving needs of the region in response to the emerging threats & expanding roles for emergency management.

This survey will be available through December 31, 2023.

For questions or assistance contact:
Jonathan Miller
Learning & Development Manager
Northeast Emergency Management Training & Education Center
jonathan.miller@mass.gov
508.820.1492

SECTION 2 – Threats/Hazards:

1. **Identification of threats and hazards** that affect your community/organization will help determine what capabilities your community/organization should have. Threats and hazards may fall into three general categories:

Natural are acts of nature, including those exacerbated by climate change (flooding, extreme heat/cold, winter storms, etc.)
Technological are accidents or failures of systems & structures (dam failure, transportation accident, utility disruption, etc.)
Human-caused are the intentional actions of an adversary (active shooter, biological attack, cyber-attack, etc.)

What do you view as the greatest threats/hazards facing your community/organization? (What keeps you up at night?)*

Enter your answer

SECTION 3 – Topics:

This needs assessment will help guide the development and offerings of training provided by the Northeast Emergency Management Training & Education Center (NEMTEC). Thank you for your participation.

2. How would you like to complete the **Topics** portion of this survey?
   - Multiple choice questions [go to question 3]
   - Open-ended free-text questions [go to question 6]

3. What are the preparedness gaps within your jurisdiction where you would like the Northeast Emergency Management Training & Education Center (NEMTEC) to provide training:

   Describe capability gaps in the areas of **Prevention, Protection & Preparation**:

   i.e. pre-incident agreements/contracts, pre-incident planning, emergency management training for newly appointed personnel, planning/executing exercises, program/project time management, public education campaigns.

Enter your answer

4. Describe capability gaps in the area of **Response**

i.e. Commodity Points of Distribution, damage assessment, debris management, state of emergency declarations, documentation during response & recovery, crisis leadership, emergency housing/shelters, Emergency Operation Center (EOC) operations, internal/external communications, volunteer & donations management.

Enter your answer

5. Describe capability gaps in **Recovery & Mitigation**

   i.e.: disaster finance, restoration, climate change considerations long-term community recovery planning, whole community involvement.

Enter your answer

6. What are the **preparedness gaps within your jurisdiction** where you would like the Northeast Emergency Management Training & Education Center (NEMTEC) to provide training: (choose all that apply)

   - **After Action Reports** (exercise AAR's, post-incident AAR's, updating plans based on AAR findings)
   - **Pre-Incident Agreements/Contracts** (Land use agreements, Mutual aid agreements, Vendor contracts)
   - **Pre-Incident Response Plans** (writing/reviewing/updating emergency management plans, continuity of operations, creating incident action plans and event action plans, incorporating external stakeholders into EM plans, public information & warning plans)
   - **Public Education Campaigns** (home preparedness education, public education programs for persons with access and functional needs, preparedness campaigns for business & industry, campaigns for healthcare facilities, campaigns for educational facilities)
   - **Emergency Management for Newly Appointed Individuals** (EM basics, EM for executives and chief elected officials)
   - **The National Emergency Management Basic Academy** (5 classes: Foundations of Emergency Management; Science of Disaster; Planning - Emergency Operations; Public Information Basics; and, Homeland Security Exercise and Evaluation Program)
   - **Exercises, the Basics** (Exercise AARs / improvement plans, exercise design, starting an exercise program)
   - **Exercise Controller** (plan and managing exercise play, set up and operate exercise site, act in the roles of organizations not actively playing in the exercise)
   - **Exercise Evaluations** (observing and documenting performance against established capability targets and critical tasks)
   - **Program, Project & Time Management Skills** (incident priorities, communicating with chief elected officials, interpersonal skills, managing personnel within an impacted area, setting realistic goals with limited resources in an austere environment, self-care)

- **Commodity Points of Distribution, CPOD** (planning, operations, and demobilization stages of a POD mission, review CPOD plans)
- **Damage Assessments** (damage assessments at the local level, state damage assessments IDAs, damage assessments with federal partners PDAs)
- **Debris Management** (debris monitoring, debris vendor contracts, environmental concerns, land use agreements, logistical concerns, seeking reimbursement for eligible costs)
- **Disaster Declarations/States of Emergency** (Local states of emergency, county, state & federal declarations, the Stafford Act, states of emergency in business, industry & other organizations)
- **Documentation During Response and Recovery** (best practices in documentation for reimbursement, pre-incident documentation, the importance of tracking time, personnel, apparatus & equipment)
- **Emergency Housing/Shelters** (management of short-term emergency shelters, facing the challenges of finding medium to long-term housing solutions, meeting access and functional needs, shelter location selection, sheltering pets, staffing shelters)
- **Emergency Operations Centers** (EOC basics, Incident Command/EOC interface, virtual EOCs)
- **National Qualifying System Requirements for State Emergency Operations Centers** (How to create an NQS compliant system of qualifying personnel in their state EOC roles)
- **Position Specific Training** (Command & General Staff courses)
- **Internal/External Communications** (Deconflicting opposing information, both internally and externally, effective messaging for persons with access and functional needs, emergency notifications/crisis communications, ensuring a common operating picture within your organization, social medial for emergency managers)
- **Volunteer and Donations Management** (coordinating with voluntary organizations, donations management, management of spontaneous volunteers, volunteer vetting/credentialing)
- **Disaster Finance** (emergency procurement, donations management, federal/state reimbursement, grant seeking/writing/management)
- **Recovery/Restoration** (climate change considerations, finding/guiding community expectations, long-term community recovery planning, whole community planning)
- **Equity in Emergency Management** (Understanding equity, incorporating equity into the foundation all phases of emergency management)
- **Access and Functional Needs in Emergency Management** (incorporating access and functional needs considerations into all emergency management programs)
- **General Leadership**
- **Crisis Leadership**

7. **Other**
   Use this area to list **any additional training topics** you would like NEMTEC to provide, or to request more frequent offerings of an existing training.

Enter your answer

SECTION 4 – Training Modalities

NEMTEC plans to utilize multiple methods of offering training, making training accessible throughout New England. Based on the emergency management professionals within your organization, **please share preferences of delivery modalities** for the following types of training:

8. How likely are EM professionals within your organization to attend trainings using the following modalities:

	Very Likely	Somewhat Likely	Somewhat unlikely	Vary unlikely
In-person instructor-led (attending training in the same physical space/classroom as the instructor/s)	☐	☐	☐	☐
Virtual instructor-led (all participants remotely attend a live/synchronous training)	☐	☐	☐	☐
Simultaneous learning or HyFlex (participants have the choice of either attending in-person or virtually)	☐	☐	☐	☐
Hybrid learning (certain portions of the training are in-person for all participants, other portions of the training are virtual for all participants)	☐	☐	☐	☐
Self-paced online training (asynchronous learning)	☐	☐	☐	☐

9. How likely are EM professionals within your organization to **travel for training**:

	Very Likely	Somewhat Likely	Somewhat unlikely	Vary unlikely
Within 1 hour of travel, each way	☐	☐	☐	☐
Between 1-2 hours of travel, each way	☐	☐	☐	☐
Simultaneous learning or HyFlex (participants have the choice of either attending in-person or virtually)	☐	☐	☐	☐
Between 2-3 hours each way	☐	☐	☐	☐

SECTION 5 – Time of Training:

Information shared in this section will help guide the scheduling of instructor-led/synchronous training to best meet the needs of your organization.

10. For a **half-day training** (3-4 hrs.) session, how likely are EM professionals in your organization to attend?

(training may be in-person or virtual)	Very Likely	Somewhat Likely	Somewhat unlikely	Vary unlikely
Weekday morning	☐	☐	☐	☐
Weekday afternoon	☐	☐	☐	☐
Weekday evening	☐	☐	☐	☐
Weekend	☐	☐	☐	☐

11. For a **6-8 hour training** session, how likely are EM professionals in your organization to attend?

(training may be in-person or virtual)	Very Likely	Somewhat Likely	Somewhat unlikely	Vary unlikely
Single weekday	☐	☐	☐	☐
2 Weekday mornings	☐	☐	☐	☐
2 weekday afternoons	☐	☐	☐	☐
2 weekday evenings	☐	☐	☐	☐
Single weekend day	☐	☐	☐	☐

12. For **multi-day trainings**, i.e. a 40-hour course, how likely are EM professionals in your organization to attend?

(training may be in-person or virtual)	Very Likely	Somewhat Likely	Somewhat unlikely	Vary unlikely
5 consecutive weekdays (8-hours sessions)	☐	☐	☐	☐
Once weekly for 5 weekdays (8-hour sessions)	☐	☐	☐	☐
Weekends only (8-hour sessions)	☐	☐	☐	☐
Weeknights only (3-4 hour sessions)	☐	☐	☐	☐
Combination of weekends and weeknights	☐	☐	☐	☐

SECTION 6 – Barriers to Training:

13. Choose all **major barriers to accessing in-person training** for EM professionals within your organization:
    - Access to transportation
    - Cost of travel
    - Travel restrictions (i.e. out-of-state approval process)
    - Limited English Proficiency (limited ability to speak, hear, read, or understand English)
    - Disability, health, or medical condition
    - Time Commitment
    - Wages/overtime costs
    - Other: _____

14. Choose all **major barriers to accessing virtual training** for EM professionals within your organization:
    - Access to technology (computer, internet, audio/visual equipment)
    - Technology proficiency (not comfortable utilizing technology for on-line coursework)
    - Limited English Proficiency (limited ability to speak, hear, read, or understand English)
    - Disability, health, or medical condition
    - Time Commitment
    - Wages/overtime costs
    - Other: _____

15. What would help **remove these barriers** for EM professionals in your jurisdiction?

Enter your answer

SECTION 7 – Demographics

Information in this section helps ensure feedback is received from multiple areas of emergency management.

16. What is the **primary setting** of your EM organization? *
    - Rural
    - Suburban
    - Urban
    - County/state/regional/federal/tribal
    - Other:_____

17. What is the **primary jurisdiction** for your EM organization? *
    - Business & Industry
    - Non-Governmental Organization (NGO)/Voluntary Organizations Active in Disaster (VOAD)
    - Municipality
    - County governmental organization
    - State governmental organization
    - Federal or other nationwide organization
    - Tribal
    - Non-US Organization
    - Other:_____

18. What is the **primary discipline** for your emergency management (EM) organization? *
    - Agriculture, Animals & Natural Resources
    - Business & Industry
    - Communications/Dispatch
    - Education
    - Emergency Management Agency
    - Energy/Utilities
    - Environmental Protection
    - Firefighting
    - Government & Elected Officials
    - Long-term Community Recovery and Mitigation
    - Mass Care, Emergency Housing & Human Services
    - Military
    - Non-Governmental Organization (NGOs)/faith-based organizations/Voluntary Organizations Active in Disaster (VOAD)
    - Public Health, Healthcare Facilities, Non-Fire-Based EMS & Mortuary Services
    - Public Information & External Affairs
    - Public Safety & Security
    - Public Works & Engineering
    - Search & Rescue
    - Transportation/Transit
    - Other:_____

19. What is the primary location for your EM Organization? *
    - Connecticut [if YES go to question 20]
    - Maine [if YES go to question 21]
    - Massachusetts [if YES go to question 22]
    - New Hampshire [if YES go to question 23]
    - Rhode Island [if YES go to question 24]
    - Vermont [if YES go to question 25]
    - Other: _____ [if YES go to question 26]

20. What is the **primary CT County** for your EM Organization?'
    - Statewide (CT)
    - Fairfield County
    - Hartford County
    - Litchfield County
    - Middlesex County
    - New Haven County
    - New London County
    - Tolland County
    - Windham County
    - Other: _____

21. What is the **primary ME County** for your EM Organization?
    - Statewide (ME)
    - Androscoggin County
    - Aroostook County
    - Cumberland County
    - Franklin County
    - Hancock County
    - Kennebec County
    - Knox County
    - Lincoln County
    - Oxford County
    - Penobscot County
    - Piscataquis County
    - Sagadahoc County
    - Somerset County
    - Waldo County
    - Washington County
    - York County
    - Other: _____

22. What is the **primary MA County** for your EM Organization?
    - Statewide (MA)
    - Barnstable County
    - Berkshire County
    - Briston County
    - Dukes County
    - Essex County
    - Franklin County
    - Hampden County
    - Hampshire County
    - Middlesex County
    - Nantucket County
    - Norfolk County
    - Plymouth County
    - Suffolk County
    - Worcester County
    - Other: _____

23. What is the **primary NH County** for your EM Organization?
    - Statewide (NH)
    - Belknap County
    - Carrol County
    - Cheshire County
    - Coos County
    - Grafton County
    - Hillsborough County
    - Merrimack County
    - Rockingham County
    - Strafford County
    - Sullivan County
    - Other: _____

24. What is the **primary RI County** for your EM Organization?
    - Statewide (RI)
    - Bristol County
    - Kent County
    - Newport County
    - Providence County
    - Washington County
    - Other: _____

25. What is the **primary VT County** for your EM Organization?
    - Statewide (VT)
    - Addison County
    - Bennington County
    - Caledonia County
    - Chittenden County
    - Essex County
    - Franklin County
    - Lamoille County
    - Orange County
    - Orleans County
    - Rutland County
    - Washington County
    - Windham County
    - Winsor County
    - Other: _____

26. Please list the **zip code** for the primary location of your EM organization.

Enter your answer

SECTION 8 – Value-Added to Training

Information in this section helps add value to trainings we offer.

27. What type(s) of **continuing education credit** would add value for participants attending NEMTEC training?
    - My organization does not need continuing education credit
    - Academic Credit
    - AAMA: Category 1 CMEs (physicians, mid-level practitioners)
    - ACPE: continuing pharmacy education (CPE)
    - ANCC: continuing nursing education (CNE)
    - ASWB: approved continuing education (ACE) for social workers
    - CEC: Dental
    - CGFM: Certified Government Financial Manager CPEs
    - Childcare Providers
    - CLEE: continuing law enforcement education
    - IAEM: International Association of Emergency Mangers continuing education credit
    - MA certified health officer contact hours
    - MA fire chief credentialling: category 7 professional development
    - MA registered sanitarian continuing education credit from the Massachusetts Health Officers Association
    - NBCC: National Board for Certified Counselors continuing education credit for NCCs, LMHCs and LCPCs
    - NREMT: National Registry of Emergency Medical Technicians Con-Ed credit
    - Other: _____

28. Is there any **organizational value-added** that could be delivered through trainings?

    i.e. Trained/certified personnel to a certain level meets an organizational standard/compliance requirement.

Enter your answer

SECTION 9 – Closing

Information gathered in this survey will not be sold or shared outside of NEMTEC.

29. If you wish to **share any other comments**, please do so here.

Enter your answer

30. If you would like to be contacted to discuss the survey in greater detail, please provide your contact information. (full name and email address or phone number)

Enter your answer