Planning Domestic Violence Training Programs for Your Community

A Practice Guide

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Technical Assistance Providers

CENTER FOR COURT INNOVATION

The Center for Court Innovation (Center) creates operating programs to test new ideas and solve problems, performs original research to determine what works (and what doesn't), and provides expert assistance to justice reformers around the world. The Center's Gender and Family Justice team works with courts and communities across the country seeking to enhance treatment of intimate partner violence cases. With support from the U.S. Department of Justice's Office on Violence Against Women, the Center's experts offer training and hands-on assistance that focuses on victim safety and covers civil and criminal justice system responses to domestic violence from initial needs assessments to implementation, evaluation, and ongoing training.

NATIONAL CENTER FOR STATE COURTS

The National Center for State Courts is a non-profit corporation, headquartered in Williamsburg, Virginia, dedicated to the improvement of the nation's courts. It has provided research, education, information, technology, and direct consulting services to state and local court systems for more than 40 years. The organization brings a broad range of resources to justice system studies, including an expert staff, a history of work with diverse jurisdictions nationally and internationally, and institutional links to other national court-related organizations. Additionally, the organization has developed training programs and performed evaluations in all areas of court operations.

Introduction

One of the most popular requests technical assistance providers receive from sites involves developing training programs. For over 20 years, the Center and the National Center for State Courts have hosted countless national and local trainings for a variety of justice system professionals. This guide serves as culmination of practical experience and lessons learned around planning effective training programs on domestic violence. It specifically targets OVW Justice for Families grantees, who are working on improving their civil and criminal justice system response to families with a history of domestic violence, dating violence, sexual assault, and stalking. We do encourage other sites with similar goals to use this document, as well.

National trainings present limitations: they are often designed to apply broadly and cannot address the unique issues and needs present in each community; they may be scheduled at times that prevent some grantees them from attending; they may not address every professional role that interfaces with survivors of domestic violence which excludes some participants from meaningful participation; and they may have limited space so grantees must select only a few participants to attend.

These limitations demonstrate the importance of supplementing national trainings with local, community-based education and training programs centered on the issues present in domestic violence cases. Local training programs can customize and adapt content in order to ensure its relevancy to the community, as well as its cultural responsiveness to the population. Since they target local attendees, they can be more accommodating to the schedules of participants and expand capacity for attendance, as well as reduce travel costs. Local training programs can also contribute towards relationship-building through shared training experiences. Other benefits include providing enhanced domestic violence education to a broader spectrum of professionals and encouraging interagency discussion and collaboration, leading to a greater dissemination of the knowledge gained through the training.

To ensure the success of local training programs, courts and communities must devote significant attention towards the planning and development phases. Prior to implementing a local training, planners and faculty should engage in critical thought and discussion centered around various adult learning styles, adult learning theory, instructional design, and developing agendas and curriculum for adult learners. Planners should meet with and involve local justice system stakeholders to discuss the challenges in domestic violence cases in order to assess their community's specific needs and adapt the curriculum to those needs in an efficient and effective manner.

The following guide contains ideas and recommendations developed to assist courts and communities in all phases of developing and implementing local domestic violence training programs that specifically targets adult learners.

For more information or technical assistance on this matter, please contact the Center at dvinfo@ courtinnovation.org.

Overview

HOW DOES TRAINING BENEFIT YOUR COMMUNITY'S RESPONSE TO DOMESTIC VIOLENCE?

In cases involving domestic violence, achieving safety for victims and accountability for abusive partners is both critical and challenging. To promote these goals, justice system professionals that come into contact with domestic violence cases must be educated on a variety of issues. Providing opportunities for ongoing training not only promotes the professional development and growth of staff, it's also a crucial component in ensuring the success of your court and your community-based projects.

WHAT'S INVOLVED IN A TRAINING PROGRAM?

Training programs are a useful strategy to shift cultures and ideas, and they can help promote greater consistency through multidisciplinary education. Ongoing education can generate additional topics for future trainings, contributing towards a culture of innovation among employees. Training programs are also useful tools for justice system professionals to adapt to the changing legal and social landscape

WHAT ARE THE CHALLENGES WITH PLANNING A TRAINING PROGRAM?

In the pressure and eagerness to host a program, planners may underestimate the complexities involved in developing good training. Careful consideration is required for your training program to successfully deliver content to participants and enhance your system response to domestic violence.

Organizing a training program involves a variety of challenges:

- Is the training material relevant to all participants?
- Who will be the appropriate faculty?
- Will there be resistance towards the material?
- How can we make sure the participants apply the knowledge they gain?
- Are training materials and space accessible?

You may also initially generate widespread interest only to have it diminish over time. Fortunately, there are several strategies your planning team can implement to ensure the success of future trainings.

WHAT MAKES A SUCCESSFUL TRAINING?

Implementing training programs can be a trial-and-error process, but it's important to plan early and deliberately to reduce the learning curve and minimize the error component. Consider the following checklist to help ensure your planning process goes smoothly.

CHECKLIST
Designing Effective Trainings

- Convene a Planning Committee
  - ○ Gather relevant stakeholders to form a planning committee and hold regular meetings in person or via conference call to review the training curriculum and materials.
  - ○ Designate clear leaders and points of contact on the project—this will assist with accountability and the organization of content, logistics, and materials.
  - ○ Consider engaging the community in planning to obtain greater buy-in and encourage widespread participation.
  - ○ Encourage inclusivity of diverse perspectives to develop a more robust training curriculum.
- Conduct a Training Needs Assessment
  - ○ Choose a needs assessment strategy based on specific professional roles being targeted as well as the community overall.
  - ○ Choose a training topic based on the results of the training needs assessment and determine the length and format of the training.
- Identify Goals and Desired Outcomes
  - ○ Develop overall training goals based on priority learning areas.
  - ○ Based on the training goals, determine session topics. Design specific learning objectives for each session.

- Curriculum Development
  - ○ Based on learning objectives, incorporate a variety of adult learning activities for each session.
  - ○ Draft an agenda incorporating session topics, learning objectives, and learning activities.
  - ○ Examine existing resources that can be adapted as training materials.
  - ○ Think critically about producing new training materials.
  - ○ Select faculty and consider including their expertise in designing relevant portions of the curriculum.
  - ○ Schedule a faculty check-in prior to the training to address any concerns and make necessary adjustments.
  - ○ Consider including goal-setting and action planning activities to synthesize the information for participants in a practical way
  - ○ Remember logistics! Outline the AV and accessibly needs associated with each type of learning activity and the overall training program.
- Evaluation and Future Training
  - ○ Establish performance measurements to effectively evaluate current training programs and improve future programs.
  - ○ Conduct an in-person evaluation to solicit immediate feedback.
  - ○ Formalize an outreach process to engage participants after the training.
  - ○ Keep going! Reinforce and expand the training content.

Getting Started

FORMING A PLANNING COMMITTEE

Designing and executing a training from start to finish is not a one-person-process. Successful programs require time, commitment, and input from multiple individuals. Organizing a planning committee will help make tasks more manageable as well as significantly benefit the quality and overall usefulness of your training.

Ideally, your planning committee will meet regularly and draw on expertise from a variety of professional groups, including:

- Judges and judicial officers
- Court administration and staff
- Civil and criminal attorneys
- Advocates
- Law enforcement and probation
- Health professionals

ENGAGING STAKEHOLDERS

While you do not need to include all these roles, think critically about involving and inviting local leadership, who can encourage and motivate others to attend. EXAMPLE: The presence of a supportive judge on a planning committee can help motivate other judges and court personnel to attend training programs. Additionally, consider involving potential participants in the planning process.

Reaching out to participants early can have several benefits, including:

- Accurately assessing training needs
- Increasing stakeholder buy-in and perceived legitimacy of the training

- Promoting greater awareness towards the current systems response to domestic violence.
- Identifying additional training resources and topics.

Finally, you should always feel welcome to enlist the involvement of technical assistance providers. The Center, the National Center for State Courts, and their project partners have supported hundreds of sites across the country and internationally with project planning and implementation around domestic violence.

Technical assistance providers can help with every step of your planning process, including:

- Strategic outreach to potential partners
- Conducting needs assessments
- Designing agendas and curriculum
- Incorporating adult learning strategies
- Providing and recommending faculty
- Evaluating training outcomes, and
- Ensuring accessible and culturally responsive practices.

Sometimes sites have difficulty with collaboration and building bridges with project partners. EXAMPLE: Supervised visitation agencies may want to train judges that refer litigants to their services but face challenges in connecting with local court leadership. Technical assistance providers can help identify existing barriers and think of concrete strategies to bridge those gaps.

Know Your Audience

DETERMINING TRAINING NEEDS

Courts and communities typically provide specialized domestic violence training in hopes of improving the systems response to this issue. However, sometimes these trainings hit common roadblocks: not addressing priority areas, offering content that is irrelevant to participants' professional roles, and/or are not being sufficiently practical and skills-focused to significantly impact day-to-day practice. There may also be unaddressed barriers that prevent some practitioners from participating in trainings that could be helpful to them, such as time constraints or accessibility issues. As a result, limited resources may be utilized on training programs that result in minimal impact, and practitioners may be frustrated when intended improvements in the system response fail to materialize.

For these reasons, it is essential to learn as much as possible about the current systems response to domestic violence, specifically the gaps and challenges, so you can plan your training program around addressing those issues. Also consider the professional background of potential training participants, which can inform which training approaches are used and what types of content are most applicable to their roles, as well as logistical considerations such as scheduling and continuing education credit.

CONDUCTING A TRAINING NEEDS ASSESSMENT

There are several methods that can be used to assess the systems response to domestic violence and identify corresponding training needs.

Consider the following as a menu of options from which your planning committee can choose; keep in mind that utilizing multiple approaches will yield the most comprehensive, accurate results.

- **Practitioner Survey.** Create a questionnaire for your domestic violence community and distribute it in various ways, including online, through agency listservs, via domestic violence court resource coordinator contact lists, and at stakeholder and task force meetings. **See Appendix A for sample questionnaire.**

- **Stakeholder Focus Groups.** Convene focus groups of diverse stakeholders, including non-traditional stakeholders such as educators, mental health professionals, and clergy, to discuss training needs throughout the community, identify emerging topics and themes, and learn about preferred training formats and scheduling. Consider using a SWOT or SOAR exercise. **See Appendix B.**

- **Elicit Survivors' Feedback.** Assess survivors' experiences with the system, including survivors who did not use the court process, through focus groups, one-on-one interviews, and/or litigant surveys.

- **Collect and Analyze Systems Data.** Review court data, i.e. how often protection orders are granted and dismissed, ancillary relief issued, rates of service, and criminal and civil case outcomes, as well as pleadings to reveal possible gaps in litigants' understanding of court process and to identify training topics in training of court staff and those assisting litigants.

- **Court Walk-Through and Observation.** Conduct a court walk-through and/or court observation to assess the process from the litigant's perspective. Areas of interest to the litigants may include the perceived sense of fairness, access

to justice, availability of helpful resources, and clarity of process.

After completing a needs assessment, keep in mind that training is not the solution to every challenge. For each systemic gap that is identified, consider whether it's a systemic issue or personnel issue, and whether it would be addressed most effectively through one-time or ongoing training; other strategies (e.g., roundtable discussions, peer-to-peer mentoring, individual coaching/guidance/supervision, inter-agency relationship-building and communication, etc.); or a combination of approaches.

WHO'S THE AUDIENCE?

When designing a training program, a primary consideration centers on who is attending. The training audience will impact every aspect of the training, including training goals and objectives, content, format, logistics, and faculty.

Your planning committee may have selected a training audience early in the process, or it may depend on the results of the needs assessment and other concerns. Determining the ultimate audience presents challenging questions:

- Will this training be role-specific or multidisciplinary?
- Are you targeting a specific community or a more global audience?
- Will the attendees include supervisors and management along with staff?

Answering these questions early on is vital to the success of your training. Below are a few items to consider when determining the training audience.

Role Specific. When assessing ongoing gaps or challenges in your community's response to domestic violence, you may notice training needs cropping up in a specific professional group. EXAMPLE: After incidents at the courthouse, sites may train court security on domestic violence dynamics and existing safety protocols.

- *Benefits:* Role-specific trainings allows for peer-to-peer sharing and also facilitates a comfortable and safe environment for attendees.
- *Drawback*: If agencies tend to work in silos, this format may perpetuate a lack of information-sharing and collaboration between different professional groups.

Multidisciplinary. Multi-disciplinary trainings place a variety of stakeholders in one room. They may help improve the site's overall response to domestic violence by generating shared language and understanding. Different agencies can hear and appreciate the challenges faced by their colleagues and strategize ways to address those issues together.

- *Benefits*: Multidisciplinary trainings allow everyone to participate, which can facilitate greater coordination and buy-in for future projects and initiatives.
- *Drawbacks*: Tension between agencies can manifest during a training or impact a group's willingness to participate. Also, creating a cross-discipline curriculum may be difficult and may dilute the content for various stakeholders.

Geographic Distribution. You may be thinking about whether a training should target your local court and community or expand to the surrounding regions. Local trainings can address specific areas of improvement relevant only to one court and community. EXAMPLE: A local training may address enhanced risk and lethality assessment strategies after a domestic violence homicide. However, oftentimes stakeholders from various regions face similar issues around domestic violence cases. A broader geographic distribution allows participants to hear about lessons learned and promising practices from other courts and communities and may provide further ideas for improvement.

Experience Level of Attendees. Another issue to consider focuses on the level of expertise amongst participants. In some cases, training programs may be limited to new employees, such as fundamental litigation skills for new domestic violence attorneys.

On the other hand, training programs containing content spread across a variety of expertise areas are another way for stakeholders to learn from one another's experiences and generate shared wisdom.

YOUR OVERALL TRAINING STRATEGY

Your planning committee may select one or several training topics based on the results of the training needs assessment. Once you have a training topic in mind, it is time to start thinking about your overall training strategy.

Depending on participant needs, you may need a single training session, a series of trainings offered over time, or a mix of options. It's important to think and plan critically to ensure that your programming is organized and effective.

Developing a Successful Training Strategy

• **Prioritize.** Try not to take on too much at once. Begin by mapping out a basic training plan—as your program becomes more robust, you can build momentum and add additional components. You may even discover new and relevant topics in discussions that take place during and after trainings. Make sure to prioritize trainings that offer fundamental knowledge earlier in the training cycle, serving as building blocks for more complex subject matter later.

• **Determine Appropriate Number of Trainings.** If you choose a complex training topic, be sure to break it down into more straightforward components and subtopics. Depending on the scope of your content, you may want to consider dividing your training into multiple sessions. This will ensure that you do not overwhelm training participants and that they can successfully meet the outlined learning objectives. Each training can serve as a milestone towards mastery of the content area.

• **Consider Different Training Types.** There are multiple training formats to consider (i.e., in-person instructor led training, live webinar, recorded webinar/presentation). For each training, you should consider your intended audience, the difficulty of the content, and potential learning activities to determine which training type will work best. You can use a variety of models throughout your training program.

  • An in-person, instructor led training is often best when hands-on activities and discussion are significant aspects of the training.
  • Live webinars (trainings led electronically by an instructor or team) can limit geographic barriers to attending, but they are only effective when everyone has the necessary technology features to access the training.
  • The success of recorded webinars (pre-recorded online presentations without an instructor) is also highly dependent on technology working efficiently, but this training format can be helpful for disseminating basic information. Participants also have the luxury of learning at their own pace with this format.

CULTURALLY RESPONSIVE PRACTICES

From early on, planners should think about how to create a welcoming and safe training environment that promotes inclusion for all participants. Each training attendee brings their own individual needs and culture, and your program should be structured and designed to respond to those needs to avoid any barriers that could alienate members of the audience.

WHAT IS CULTURE?

Standard definitions of culture are often limited to notions of race, ethnicity, and nationality. Consider how a more nuanced and layered definition of culture allows for the diversity of individual experiences.

The critical meaning of culture includes:

• Race, ethnicity, and nationality
• Sexual orientation
• Gender identity

- Religious affiliation
- Age and generation
- Socioeconomic class
- Language fluency
- Disability status
- Immigration status
- Education level
- Family structures
- Geographic location

An individual can live at the intersection of many types of culture and depending on context, may identify more strongly with some cultural aspects over others. To ensure that your training program is accessible and inclusive, think beyond a narrow definition of culture in the planning phase. This will allow your planning committee to foresee potential barriers to attendance and learning and think of ways to eliminate those barriers.

ENSURING ACCESS FOR PARTICIPANTS

Determining the specific access needs of your community is no easy task. Courts and other agencies must build bridges with the community they serve and culturally-specific service providers to genuinely understand the barriers faced by individuals of various backgrounds. Building this collaboration is the first step towards ensuring that all training attendees have an equitable opportunity to access knowledge.

CHECKLIST
Designing Accessible Training Programs

○ Assign a planning committee that represents your community and draws on a diversity of experiences. Specifically invite and include representatives from culturally-specific service providers.

○ Select a training room that is geographically accessible as well as large enough for all participants to move around easily. Ensure the building is equipped with ramps and elevators as necessary.

○ In the registration process, incorporate questions around accessibility to ensure participants with disabilities, Deaf participants, participants with limited English proficiency, and gender-neutral participants have adequate resources. Be sure to include room in your training budget for these resources.

○ Build in breaks that are long enough for all participants to use the restroom and respond to other needs.

○ Review training materials and ensure that learning activities, including scenarios and examples, are appropriate and unbiased. When materials refer to specific cultural traits, the context should be accurate and inclusive

  - EXAMPLE: When reviewing videos that are part of a training exercise for law enforcement, your colleague notices that all the videos depict a Black individual as the criminal. Your colleague brings it to the attention of the planning team, none of whom noticed the issue before. The planning committee discusses the issue with the faculty, who agree to find other video clips to avoid reinforcing bias.

○ When reviewing training materials, check that the language of the content and handouts are written at an accessible reading level, i.e. fifth grade.

○ Establish a productive space for the training by soliciting and describing ground rules from the audience. Build trigger warnings into the curriculum when discussing details of domestic violence and offer on-site support as needed.

○ Equip staff with facilitation skills to respond to tricky situations, i.e. if a participant makes a biased or problematic statement.

○ Develop and prioritize a comprehensive feedback process.

Additional Resources

- Vera Institute of Justice. *Designing Accessible Events for People with Disabilities and Deaf Individuals*. 2014.
- American Bar Association. *Planning Accessible Meetings and Events: A Toolkit*. 2010.

AVOIDING BIAS

While training instructors and participants are often well-meaning, sometimes the language and examples provided during a program can seem biased and cause attendees to feel isolated and uncomfortable. Bias can be either explicit or implicit.

Explicit Bias occurs consciously when an individual is aware and intentional about their feelings and attitudes.

EXAMPLE: If a participant during a domestic violence training states that "victims usually lie about domestic violence," they are likely explicitly biased against survivors and their truthfulness.

Implicit Bias occurs subconsciously when an individual is unaware of their underlying feelings and attitudes.

EXAMPLE: Faculty may say they speak loud enough to not use a microphone during a training. While they may outwardly support inclusion towards Deaf and hard-of-hearing participants, not using a microphone is a barrier towards their participation and creates a bias.

Curriculum Design

CREATING ACHIEVABLE GOALS AND OBJECTIVES

A key component of effective trainings involves setting relevant and achievable goals. Designing training goals and learning objectives that respond to the needs of your community and staff will ensure the usefulness of the training program and facilitate desired outcomes.

How do you ensure that the goals and objectives of your training program fit? Use the guide below to avoid common mistakes and produce a framework that fits your audience.

GENERATING TRAINING GOALS

Training goals are a crucial aspect of the training development process. They function as a roadmap and outline the overall purpose of your training program and what you hope to achieve. Without creating specific training goals, you may end up with an unfocused training program that does not meet the needs of those in the community.

Your training goals can be in the form of a broad vision statement, several concrete and specific objectives, or a combination of both. When drafting training goals, be sure to:

- Utilize your needs assessment to think critically about the strengths and needs of your court system and as well as your broader community.
- Determine what gaps must be filled to increase staff competencies and enhance your jurisdiction's response to domestic violence.
- Consider your desired outcome—articulate what you would like to see in your community and make sure that your training goals are tailored to this vision.
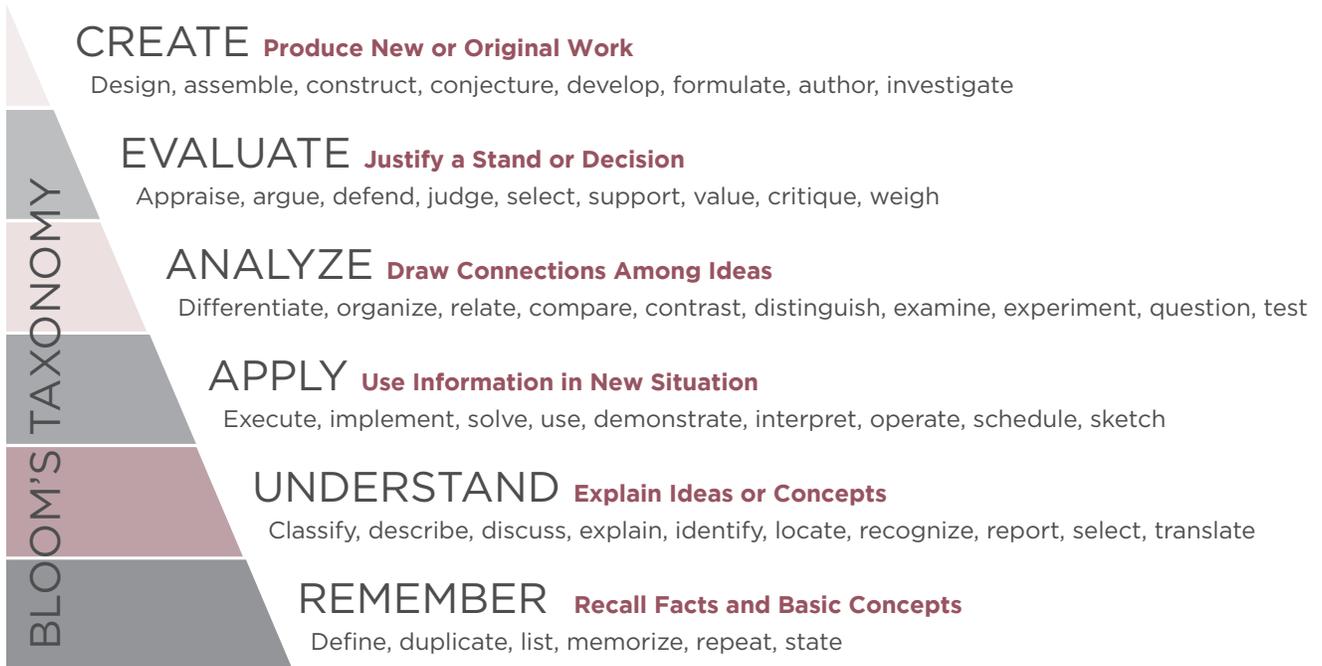
It is important to consider not only your vision, but also the goals and values of your community and the court system. Including stakeholders' input regarding your training goals will ensure that you have their buy-in once your training program starts. Individuals seek out trainings they believe will benefit them, so it is crucial to provide trainings that match their stated needs and goals because they will already see the value in it.

DEVELOPING TARGETED LEARNING OBJECTIVES

Learning objectives describe the specific knowledge, skills, and attitudes that training participants should gain as a result of your training. Defining learning objectives in the beginning of your planning process will help guide your work and set the stage for future evaluation. Learning objectives also serve as blueprint, informing training participants of what to expect during the training.

Though the terms goal and objective are often used interchangeably, goals are often broader and more long-term. The hallmark of learning objectives, however, is that they are targeted and short-term (i.e., usually achieved at the end of a training). **You can use the S.M.A.R.T. framework** to guarantee your learning objectives are clear and well-formulated so that anyone who reads them can understand your intention.

Specific. Specificity in developing objectives is important because it outlines exactly what the participant should be able to achieve by the end of the training. The clearer and more well-defined the objective, the easier it will be to create content and activities that will ensure participants acquire the intended knowledge, skills, and attitudes.

CREATE **Produce New or Original Work**
Design, assemble, construct, conjecture, develop, formulate, author, investigate

EVALUATE **Justify a Stand or Decision**
Appraise, argue, defend, judge, select, support, value, critique, weigh

ANALYZE **Draw Connections Among Ideas**
Differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test

APPLY **Use Information in New Situation**
Execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch

UNDERSTAND **Explain Ideas or Concepts**
Classify, describe, discuss, explain, identify, locate, recognize, report, select, translate

REMEMBER **Recall Facts and Basic Concepts**
Define, duplicate, list, memorize, repeat, state

BLOOM'S TAXONOMY

Measurable. Creating measurable objectives ensures accountability. Though it may be difficult to break down objectives into measurable outcomes, it is a helpful process to think about what evidence demonstrates that participants have satisfied the learning objective.

- Use action verbs to describe the behavior you want participants to exhibit.
- Make sure your chosen behavior can be observed (i.e., do not use verbs such as understand since they cannot be easily measured/observed by an outside party).
- Consult **Bloom's Taxonomy** (above), a helpful compilation of verbs you can use in writing learning objectives, based on the level of learning associated with your training.

Attainable. Attainability is another crucial aspect in developing objectives. Think critically about the available resources, the skillset of your trainers, and the time frame allotted to conduct the training. Limit the number of objectives to what can reasonably be accomplished during the training.

Relevant. All learning objectives should be relevant to the session topic and your overarching training goals, as well as to the professional development and requirements of the adult learner.

Targeted. Learning objectives must be targeted to your specific audience. There are six levels of knowledge attainment: basic knowledge, comprehension, application, analysis, synthesis, and evaluation. Consider the knowledge base of your intended audience and the level of knowledge you want training participants to gain. Try to move them from a lower level of learning (i.e., knowledge/comprehension) to a higher level of learning (i.e., application/analysis).

INCORPORATING ADULT LEARNING METHODS

Adult learners can be challenging to teach—adults have a variety of learning styles and autonomy over how they process information. Adult learners are able to:

- Choose how they learn and experience training,
- Recognize how the knowledge and skills taught can be immediately useful in their roles and accomplishing their goals, and
- Engage with others and share their knowledge and experiences.

It is crucial to recognize the principles of adult learning to design beneficial training content.

THE FOUR ADULT LEARNING STYLES

Unlike children, adult learners are influenced by life experiences and self-understanding that impacts their preferred learning style. Many adults identify with one of four primary learning styles: visual, aural, reading/writing, and kinesthetic. Effective training programs present information in a variety of ways to engage all participants and ensure everyone is learning.

1. **Visual.** Learning through viewing written information and/or graphics to see the relationships between ideas.
2. **Aural.** Learning through hearing, listening, and speaking.
3. **Reading/Writing.** Learning by interacting with text, both by reading and writing information.
4. **Kinesthetic.** Learning by hands-on activities, interacting, and exploring surroundings.

CHOOSING THE BEST LEARNING ACTIVITIES

Your training curriculum will be more responsive to the needs of adult learners by incorporating activities from each learning style. But how do you decide which activities are the most appropriate? Learning activities should be suitable for the delivery mechanism used while supporting specific learning objectives and desired learning outcomes. Consider the following learning activities for each adult learning style:

- Visual learners are engaged by videos, slide presentations, flip charts, and diagrams.
- Auditory learners are engaged by lectures, stories, small and large group discussions, and case studies.
- Reading/Writing learners are engaged by written materials, reading excerpts, and note-taking.
- Kinesthetic learners are engaged by role play activities, field trips/experiential learning opportunities, writing (because of the active act of writing) assignments, and practice simulations.

Learning activities should also address all three learning domains: **cognitive** (knowledge-based), **affective** (related to values and beliefs), and **behavioral** (practical application/psychomotor activities). This will enable learners to:

- use and grow their knowledge,
- explore attitudes and beliefs, and
- practice applying learning and develop new skills).

DESIGNING INTERACTIVE SESSIONS

Interactive educational sessions are not only more engaging, but they can serve several other important functions to keep in mind as you plan your training program, including :

- Reinforce longer-term learning and retention (since many interactive sessions appeal to more than one learning domain and style).
- Re-engage or energize learners after more passive learning activities (e.g., lecture, video presentation, etc.).
- Provide a more real-time assessment of a student's grasp of new a topic, concept, or skill and allow for an opportunity to discussion challenges or misconceptions.

Guidelines to Interactive Learning Activities

- Engage learners early and often in the learning.
- Think about how you can make each activity interactive without redundancy.
- Design or select training materials (e.g., handouts, worksheets, case studies) that appeal to different learning domains and styles.
- Utilize visual aids (e.g., flipcharts, infographics, presentations) and other interactive teaching aids (e.g., interactive voting software) to support and enrich the session.
- Optimize opportunities for hands-on learning and skills development (e.g., games, simulations, virtual labs).
- Capitalize on learner experiences and knowledge (such as in group discussions, role-plays, problem-solving exercises).
- Don't be afraid to try a new approach or modify or tailor existing interactive approaches to better fit your specific audience or subject matter.
- Elicit real-time feedback from the learners about the experience (e.g., did it achieve the intended outcome; what was helpful or confusing, etc.).

See Appendix C for learning activities chart.

USING SUPPLEMENTAL RESOURCES

In addition to the primary training materials developed and used in the training, supplemental resources can be made available as optional sources to enrich participant learning. Supplemental resources allow learners to further explore a particular concept(s) skill taught in the training, and new related topics, without time constraints and in different formats.

Supplemental resources come in a variety of formats, including: print resources listing/ bibliography provided in participant packets, or electronically on thumb drives provided to participants, or downloadable from a designated webpage associated with the training.

Some of the supplemental resources to consider including, but should not be limited to:

- YouTube, TEDTalk, CourtBuzz, and other video series
- Juried or professional journals or publications
- Podcasts or other topical recordings
- Downloadable books (e.g., through Audible)
- Blogs and websites
- Professional conference websites
- Live and recorded webinars a
- Research papers and unpublished dissertations

WHAT SHOULD YOUR CURRICULUM LOOK LIKE?

Training curriculums come in many forms, ranging from a basic outline to a detailed, meticulously planned-out faculty guide. The ideal training curriculum will depend on your specific needs. In your planning committee, use the checklist on the next page to ensure your curriculum development process responds to learner needs. Keep in mind that you may need to return to earlier items in the process and adjust based on changing circumstances. **See Appendix D for sample agenda and curriculum.**

CHECKLIST
Elements of an Effective Training Curriculum

- Respond to Learners Needs
  - ○ Chose training topic and subtopics based on the training needs assessment (augmented by other information or observations where possible).
  - ○ Specifically address identified gaps and skills needed in the learning activities.
- Establish Expectations and Relevance
  - ○ Set audience expectations by clarifying training goals and objectives at the beginning. Explain why the training is important, and specifically how it is relevant to their roles and responsibilities (i.e. answer the question "How does this help me?")
  - ○ Be respectful of the training schedule and the participants' time. Keep to the agenda as much as possible and inform participants if the schedule will be altered.
- Focus on the Participant
  - ○ Be participant-centered (vs. faculty-oriented) and keep the focus on participants.
  - ○ Actively involve participants early through discussions and activities.
  - ○ Directly apply content to participants' roles, responsibilities, and real-life challenges.
  - ○ Check in frequently with participants about the content.
- Address Different Learning Styles
  - ○ Structure the agenda and learning activities to actively engage learners in a variety of educational experiences that helps satisfy different learning preferences/styles.
  - ○ Remember to consider accessibility and AV needs.
  - ○ Change the pace and activity type frequently enough to keep all learners engaged. Two rules of thumb to consider:
    - O The 20/8 rule: learners can only retain through listening (lecture, presentation, etc.) for 20 minutes at a time and need to be engaged (e.g., raising hands, providing a response, etc.) every eight minutes during those 20 minutes; and

- O 20/40 rule: no more than 20 minutes of each training hour should be devoted to lectures, presentations, etc. and should be involved in actively learning and engagement (e.g., small/large group discussions, hands-on learning, etc.) the other 40 minutes (minus breaks).
- Draw upon Learner Experiences
  - ○ Provide opportunities for learners to share their personal knowledge and experiences with faculty and others as it relates to what they are learning.
  - ○ Provide opportunities for participants to make choices on how they explore, discover and apply new learning to knowledge and experiences they already possess.
  - ○ Reflect an understanding of the participants' roles and responsibilities in content and weave in real-world examples or anecdotes
  - ○ Build in an opportunity or self-directed activity for learners to assess their own learning as well as explore any pre-existing concepts that may run counter to the new learning.
- Ensure a Safe Learning Environment
  - ○ Provide a safe (emotionally and physically), comfortable and respectful learning environment that supports creative and open exchange of ideas.
  - ○ Nurture respect for diverse perspectives and feelings. Balance fostering a supportive environment with ensuring that all participants feel valued and protected.
- Factor in Feedback and Connection
  - ○ Factor in planned time for learners to ask questions, give and receive meaningful feedback to/from faculty, and actively engage with other participants.
- Develop a Focused Curriculum
  - ○ Identify the main training topic and corresponding training goals. For each subtopic/session, list corresponding learning objectives and learning activities. If swapping faculty is a possibility, be as clear and detailed as possible.

○ Adjust the curriculum as needed. For more defined curriculums, you may consider adding elements like: precise timing of each portion of each session, session descriptions, detailed instructions for activities, substantive content for mini-lectures, etc. This will make it easier to sub-in faculty if needed.

○ Anticipate and be willing to be flexible and make some adjustments to the agenda and/or schedule (where reasonable) if helpful to respond to emerging audience needs or further address important learning gaps.

Planning for Success

TRAINING LOGISTICS AND COORDINATION

Sometimes even when your training curriculum looks impeccable, things can still go awry and throw your program off course. While logistical issues are common, there are steps you can take to avoid many of them. That's why it is important for your planning committee to start preparing early to troubleshoot any issues that come your way.

Ideally, planning for a training event should start at least five to six months before the training date. This will allow you to secure event space and faculty, devise a budget, and obtain any necessary federal approval with enough time for your training participants to register and make any travel accommodations, if necessary.

DEVELOPING A WORK PLAN

When planning a training event, having an organized work plan will allow you to keep track of your planning progress. This can come in the form of a checklist, spreadsheet, or any shared document that fits the need of your planning team. The work plan should list tasks, deadlines, and the person(s) responsible. Update your work plan regularly to account for changing schedules and other unpredictable factors. **See the Appendix E for a sample work plan.**

WHAT TO INCLUDE IN A WORK PLAN

Deadlines. The main deadline will be the training itself, however it is helpful to set several deadlines throughout the duration of the planning period.

- *Preparatory (Prep) Meetings/Calls*: Especially if you have external faculty, consider scheduling at least two to three prep calls with faculty, programmatic coordinator(s), and logistical coordinator(s) prior to the training date. These meetings serve to assign tasks, ask/answer any questions regarding the training, develop the agenda, and keep everyone up to date on the general progress of the planning.

- *Lodging*: Depending on the size of the training and whether a significant number of participants will have to travel from out of town, it is worth considering obtaining a room block with a hotel at the government rate. Many hotels will require a letter of intent and/or contract to be in place to move forward with a room block. Be sure to check with your OVW grant specialist to ensure all training activities, including potential hotel contracts, are approved activities Also be sure to keep contract deadlines and reservation cut-off dates in consideration when devising a timeline.

Key Staff. Ideally, there will be several individuals from your agency assigned to do logistical and programmatic planning for any training. Be sure to indicate the point person(s) for each task in your work plan, so that everyone understands what is expected of them.

Requirements. Trainings may have specific requirements, such as those outlined in a grant narrative. Be sure to review any requirements ahead of time and include them in the work plan. EXAMPLE: Requirements may include: the creation of a final report, inviting specific stakeholder groups, etc.

Marketing and Scheduling. Send out a "save the date" notice at least two months prior to the training. Begin the registration process shortly after and close registration at least a week prior to the training. This will help your planning committee

print the right amount of materials, including name tags and sign-in sheets, without worrying about too many last-minutes changes to the participant list. As faculty to submit training materials at least a few weeks prior to the training for review and printing. For trainings that involve the court, be sure to think about how far in advance court staff and judges need to be notified of dates.

BUDGET CONSIDERATIONS

Creating a budget for your training will help your planning committee prioritize needs. If you have a fiscal point of contact, they can be a valuable resource to determine budgets. **See Appendix F for a sample budget worksheet.**

Meeting Space and Audio/Visual Equipment. To stay in budget, be sure to look for public accommodations that will provide free and/or low-cost meeting space and A/V, such as public libraries and recreation centers. Keep in mind though that accessibility for all participants is paramount. It is strongly recommended that you select an option that is physically and geographically accessible. More information on designing an accessible event for people with disabilities and Deaf/hard-of-hearing participants can be found at Vera's Center on Victimization and Safety (see resources on page 11).

Printing and Distribution. If you are planning a training that has printed materials, consider printing the materials ahead of time and having them shipped to your training location. Be sure to keep in mind the environmental cost of print materials—offer online materials or a USB drive as an option as well.

Refreshments, Meals, and Incidental Expenses. While you may not be able to fund meals or refreshments during your program, do keep in mind that participants may need to eat during and between breaks—ensure that there are food options near the training site.

Lodging. As mentioned above, depending on your training, it may be prudent to set up a room block with a hotel that is able to guarantee rooms at the rate your agency or federal award requires.

Transportation. If applicable, include estimates of common carrier transportation and local transportation costs for all participants whose travel is covered under your grant. When selecting a training location, it is important to consider the feasibility of traveling to and from this training location for all participants.

Faculty. When designing the agenda for your training, it is important to consider any in-house expertise your agency may have to reduce the cost of hiring external faculty. If you decide to hire external faculty for your training, be sure to include those estimated costs in your budget, including their transportation. Consider asking external faculty to play an active role throughout the duration of the training. Additionally, consider having faculty serve in multiple roles. EXAMPLE: In some situations, a programmatic coordinator could also facilitate group discussions.

Accessibility. Factor in costs to meet the needs of individuals with disabilities or individuals who are Deaf or hard-of-hearing. Such costs may include the costs of an interpreter, printing materials in Braille or extra-large font, etc.

CHOOSING A TRAINING LOCATION

Factors including cost and accessibility play a major role in selecting a training venue. Some other factors to consider include the following:

Accessibility. It is imperative that you inquire your participants about any accessibility needs they may have. This can include (but is not limited to): ability to walk to or otherwise traveling between a hotel and training location, using stairs/availability of a ramp, etc. **See Appendix G for a sample list of questions** you can ask during your registration process to gather information about your participants' accessibility needs.

Activities. Your training location should be able to accommodate the different activities involved in your agenda. EXAMPLE: If you are hosting a panel

discussion, be sure that your training location has the appropriate table, seating, and A/V materials to host that. If your training involves small groups and/or breakout sessions, make sure your training venue has enough space to accommodate tables with enough walking space—or, if the budget permits, consider renting a separate room for breakout sessions.

A/V Materials. If your training involves a slideshow presentation and/or videos, or if your training is for a large group of people (at least 20 or so), you will need to have an A/V equipped room. Be sure to confirm the A/V capabilities in advance and confirm any costs so that you can include those in your budget. It is recommended that you have at least one wireless microphone for every 20 participants.

Cost. When negotiating a cost with the training location, be sure to have a finalized quote and include any associated taxes/service fees.

Transportation. If a significant number of training participants are traveling from another city or region to this training, select a training location that is within walking distance to a nearby hotel and set up a room block at that hotel. If this is impossible, account for the costs of transportation between the hotel and training location in your budget.

EQUIPMENT AND SUPPLIES

In addition to A/V equipment, consider whether you need the following equipment and supplies. Depending on the training location, consider having these materials shipped to the location ahead of time. Plan to have discussions about necessary materials and supplies take place during prep calls.

- Flipcharts with adhesive papers
- Easel to hold flipcharts
- Flipchart markers
- Tape
- Scratch paper and pens
- Any signs/materials necessary for activities

METHODS FOR MAXIMIZING TRAINING ATTENDANCE

During the planning phase, you may have concerns about whether participants will come to the training and engage the material. To expand participation in your training event, consider reaching out to the target audience about anything that would impact their willingness to attend, including:

- Registration fees
- Work day scheduling (for example, police officers frequently work overnight and may not be able to attend day-time training events)
- Lack of staff coverage at their workplace
- Travel time
- Needs specific to learning style and accessibility (as addressed previously)

The following strategies may help overcome any potential barriers towards attendance:

- Convening the same training event on consecutive days, so practitioners can choose which day works better for their schedule.
- Providing free continuing education credit.
- Creating "traveling" training events that can go to each stakeholder agency to eliminate travel time for participants.

It's also critical to explain clearly in outreach and registration materials how the training event will be helpful to practitioners in their professional role, including the learning objectives if possible, so participants can determine whether the training is an effective use of their time.

FACULTY SELECTION AND ENGAGEMENT

One of the major challenges facing communities seeking to improve their response to domestic violence centers on cultivating and promoting local expertise. Enrolling national experts as

faculty is not always logistically or fiscally possible. Therefore, finding local stakeholders who are skilled in educating and training civil justice system stakeholders and courts on issues surrounding domestic violence cases is essential to the success of your training program. Additionally, local experts have a greater depth of knowledge and understanding of the community and can relate to the experiences of participants.

CONSIDERATIONS IN CHOOSING FACULTY

Regardless of how carefully thought-out your training curriculum may be, appropriate delivery rests on the faculty. Your training faculty not only has the responsibility to present content in an engaging and informative fashion, they must also draw out audience participation and skillfully facilitate discussion.

The most critical asset of training faculty centers on a genuine expertise of and curiosity towards the topic. Ideally these are the traits we want to see from faculty with deep subject matter expertise, who are often well-equipped to provide real-life examples, demonstrate flexibility in identifying necessary adjustments to the curriculum to respond to participant needs, and capable of responding to challenging audience questions.

Knowing about a topic is not enough, however, and faculty should also possess the capacity to lead a conversation with participants for the training material to resonate with the audience and make a lasting impact. Consider the following types of faculty and how they will most benefit your training.

Type of Faculty	Specific Skill	Best Use
National Expert	Comprehensive subject matter expertise with teaching experience on a national and even international scale.	Generates excitement and brings in more attendees; provides broader perspective and context.
Local Expert	Comprehensive subject matter expertise and experience within context of local community.	Recognizes specific nuances of community and comfortable addressing local issues.
New Expert	Either national or local subject matter expertise but less overall experience in the field.	Provides fundamental teaching on a variety of subject; more available and lower cost than national expert.
Facilitator	Experience with leading and facilitating trainings without targeted subject matter expertise.	Serves as neutral presence to help generate conversation and idea-flow.

IDENTIFYING TRAINING FACULTY

Diversity. Consider drawing from a variety of cultural perspectives, including faculty from different regions, ethnicities, genders, etc., as well as faculty with various professional backgrounds, i.e. justice system practitioners, survivors, or professors.

Team Teaching. By providing partners for each session or for an overall training program, faculty is better positioned to hold audience attention and fill in gaps in the material. Team teaching also helps facilitate seamless support between presenters in case a tricky situation or question arises. Also, when feasible, pair local faculty with a national expert to provide a depth of perspective.

Multidisciplinary Approach. Consider using faculty from different disciplines (i.e. educators, mental health professionals, clergy), and pairing faculty into interdisciplinary training teams. This may help attain wider community buy-in and generate interest from participants who are accustomed to hearing consistent perspectives from their own professional groups.

Peer-to-Peer Teaching. Consider that participants may prefer to learn from their peers based on their practical experience and ability to relate (i.e. use judges to train judges).

Technical Assistance. National technical assistance providers can help identify the training faculty most appropriate for the topic and/or program format. **See Appendix H for a list of relevant technical assistance providers.**

PREPARING FACULTY FOR YOUR TRAINING EVENT

While some training faculty are so adept at teaching they require little notice or preparation, it is best to spend time and energy on faculty development to ensure that your trainers are appropriately supported. Use the following techniques to make sure both staff and faculty is on the same page.

Planning Meetings. Once your faculty is confirmed, ensure that they are involved in the planning as early and consistently as possible. They possess specific insight into the subject matter that should be considered while setting the training agenda, and they can provide valuable feedback on the substance of the training and how it's presented. Schedule in-person meetings or planning calls with the faculty with clear goals to plan the content and discuss logistics, and make sure each meeting has a follow-up conversation.

Faculty Development Meeting. For situations where a site has developed a new and comprehensive training curriculum, consider holding a meeting in advance of the training program to build your faculty skills and comfort with the material. This is especially helpful when you have a team of trainers, so that they can get comfortable with one another and review the curriculum for any revisions

Faculty Meeting. For more involved training programs, consider convening an on-site faculty meeting immediately prior to the training event. Again, faculty will be able to run through the curriculum and make final adjustments and coordinate teaching roles. Additionally, staff can run through AV and other logistics to ensure everything is set.

Annotated Training Agenda. While participants will receive their own agenda, consider providing faculty with a more detailed agenda that has specific information on timing, slide numbers, who is running mics, checking time, and/or taking notes, and any specific directions they need to give participants.

Materials in Advance. To prepare your own staff and also catch any potential errors, ask faculty to send their materials a month in advance. You may already need to do this if your training provides CLEs or CEUs.

Post-Training Implementation

EVALUATING YOUR TRAINING PROGRAM

Once you've executed the training program, the work continues. It's important to understand what worked and what did not work during the program. This information can provide vital insight to help faculty and programmatic staff offer immediate assistance to participants and improve future trainings.

When evaluating your training program, the categories should match the goals you established at the onset of the project. For example, if one of your training goals involves "application of how domestic violence dynamics apply in child support cases," the evaluation should directly ask participants targeted questions on whether they have an improved capacity to discern whether domestic violence dynamics are at play in child support cases, and whether there's room to further improve.

DESIGNING EVALUATIONS

There are several different approaches available for evaluating training programs. Some planners find numerical-based or multiple-choice evaluations helpful as a straightforward way to average scores for segments and assess strengths and weaknesses. Others prefer short answer evaluations or a combination in hopes that participants provide greater detail. **See Appendix I to see examples of training evaluation forms.**

You may find it helpful to separate the evaluation form into segments that respond to the subjects covered in the training. This will help participants think through which segments were more helpful than others and why. No matter which format you

choose, ensure that the participants understand instructions clearly.

Questions to Ask

- *Speaker* – Delivery, Content, and Expertise of Subject Matter
- *Sessions* – Organization, Content, Activities, and Practical Application
- *Overall* – Helpfulness, Relevance, Response to Learning Objectives, Training Materials

TIMING OF EVALUATIONS

During the Training. If your training is long, evaluations for individual sessions, morning and afternoon sessions, or each day allows faculty to make quick adjustments to the curriculum or logistics in case any issues arise, which is more accommodating towards participant issues. Evaluations also set the tone for participant input, conveying that faculty and planners prioritize the opportunity for participants to engage effectively with the training content.

Immediately After the Training. Use post-training surveys to assess whether participants' needs and expectations were met and to identify topics and formats for future training programs. These evaluations may be more comprehensive and can help identify what types of content and specific learning activities resonated with participants.

Long-Term Evaluations. Learn more in the next section.

MEASURING OUTCOMES

How do you ensure that your training program meets its initial goals and has a lasting and sustainable impact on the participants? Tracking and measuring training outcomes is a useful strategy towards generating systems change, but it can be a challenging process that requires long-term dedication. Yet, the alternative of no post-training follow-up can leave attendees feeling unsupported or confused on next steps

There are several ways your planning team can measure training outcomes and continue to assist participants, all of which depend on the capacity of your team and your community. Refer to the chart below to find a strategy that works for you. Keep in mind that whatever strategy you use should focus on outcomes directly related to the training goals and learning objectives.

The Center for Court Innovation and the National Center for State Courts are available to help provide a national context for measuring training outcomes in your community. Many sites have used these strategies to gauge the success of various projects and initiatives, and there is a range of existing literature and resources to help guide this process.

Strategy	Action Planning	Focus Groups	Exit Interviews	Data Collection
What It Is	Participants can use a worksheet to map out their short-and-long-term goals and the relevant action steps.	Guided profession-based discussions with various justice system stakeholders that interact with domestic violence.	Guided discussions or questionnaires with survivors who interact with the justice system.	Available data on domestic violence cases to identify quantitative and qualitative change.
How to Execute	Follow-up individually to assess changes in participants' practice and their implementation of what they learned.	Use this technique to assess the impact and effectiveness of the training in addressing targeted areas of systems' response.	Use this technique to discover changes in perceptions or outcomes among those experiencing domestic violence.	Evaluate court data and conduct court walk-throughs and observations to identify system improvements and gaps.

Appendices

A. TRAINING NEEDS ASSESSMENT SURVEY

B. SAMPLE FOCUS GROUP EXERCISES

C. ADULT LEARNING ACTIVITIES

D. SAMPLE AGENDA AND CURRICULUM

E. SAMPLE TRAINING PLANNING WORK PLAN

F. BUDGET WORKSHEET

G. ACCESSIBILITY QUESTIONS

H. TECHNICAL ASSISTANCE PROVIDERS

I. SAMPLE TRAINING EVALUATION FORM

APPENDIX A. TRAINING NEEDS ASSESSMENT SURVEY

Survey: Domestic Violence Training Needs

Center for Court Innovation

ABOUT THIS SURVEY

The purpose of this survey is to learn about what types of domestic violence training you think would be most helpful to you, to your agency, and to the system responders in your community. All responses to this survey will be kept confidential and used solely for planning training events.

1. What is your professional role? Check all that apply.

   ☐ Judge

   ☐ Court Staff

   ☐ Prosecutor

   ☐ Defense Attorney (Criminal)

   ☐ Civil Attorney

   ☐ Attorney for the Child

   ☐ Law Enforcement

   ☐ Probation

   ☐ Parole

   ☐ Victim Advocate—Community-Based

   ☐ Victim Advocate—Justice System-Based

   ☐ Supervised Visitation Provider

   ☐ Child Welfare

   ☐ Batterer Program Staff

   ☐ Mental Health Treatment Provider—Adults

   ☐ Mental Health Treatment Provider—Children

   ☐ Substance Abuse Treatment Provider

   ☐ Court-Appointed Special Advocate/Guardian ad Litem

☐ Government Official

☐ Cultural/Religious Leader

☐ Medical Professional

☐ Other _____

2. For how many years have you been working on domestic violence cases in a professional capacity? _____

3. With which of the following types of clients do you primarily work? Check all that apply.

☐ Adult Victims of Domestic Violence

☐ Teen Victims of Domestic Violence

☐ Adult Perpetrators of Domestic Violence

☐ Teen Perpetrators of Domestic Violence

☐ Victims of Domestic Violence Charged with Crimes (Victim-Defendants)

☐ Children Exposed to Domestic Violence

☐ Not Applicable—I don't work directly with clients

4. What are the 3 biggest barriers to safety and justice for victims of domestic violence in your community? _____

_____

_____

_____

_____

5. What are the 3 biggest barriers to offender accountability in your community?

_____

_____

_____

_____

6. What are the 3 biggest strengths in your community's response to domestic violence?

_____

_____

_____

_____

7. Have you ever participated in domestic violence training?

    If 'No,' skip ahead to question #10.

    ☐ Yes

    ☐ No

8. What topics did the domestic violence training address?

_____

_____

_____

_____

9. What was the most helpful domestic violence training you've participated in, and why?

_____

_____

_____

_____

10. Considering the system gaps you described above, please indicate which of the following training topics you think would be most helpful to you/your agency and/or for the system more generally by placing an 'X' in the corresponding boxes.

TRAINING TOPICS	FOR ME/ MY AGENCY	FOR THE SYSTEM
DOMESTIC VIOLENCE FUNDAMENTALS		
Dynamics of Domestic Violence		
Understanding Victims' Experiences		
Understanding Perpetrators		
Offender Accountability and Intervention		
Sexual Violence in Intimate Relationships		
How Children Experience Domestic Violence		
Substance Abuse, Mental Illness, and Domestic Violence		
Animal Welfare and Domestic Violence		
Trauma-Informed System Response		
Coordinated Community Response to Domestic Violence		
Culturally Competent Systems' Response		
Firearms and Domestic Violence		
JUSTICE SYSTEM RESPONSE		
Law Enforcement Response to Domestic Violence		
Court Response to Domestic Violence		
Prosecution of Domestic Violence		
Community Corrections Response to Domestic Violence		
Child Welfare Response to Domestic Violence		
Attorney Response to Domestic Violence		
Court Safety and Security		
Procedural Justice in Domestic Violence Cases		
Custody and Visitation Decision-Making		
Supervised Visitation and Domestic Violence		
SKILL-BUILDING		
Risk and Lethality Assessment		
Screening and Assessment with Adults		
Screening and Assessment with Children		
Interviewing Skills		
Safety Planning with Victims and Children		
Protection Order Practice		

Mental Health Treatment with Adult Victims		
Mental Health Treatment with Children		
Crisis Intervention		
Connecting Families with Community Resources		
Prevention of Domestic Violence		
Trial and Litigation Skills		
SPECIAL POPULATIONS		
Domestic Violence in Military Families		
Ensuring Access for Limited English Speakers		
Teen Dating Violence		
Abuse in Later Life		
Sex Trafficking, Prostitution, and Domestic Violence		
Domestic Violence Among Persons with Disabilities		
Collaboration with Tribal Nations		
Battered Women Defendants/Women's Use of Force		
Domestic Violence in LGBTQ Relationships		
Domestic Violence in Rural Communities		
Cultural Responsiveness/Creating Welcoming Services		
OTHER TRAINING IDEAS		
Other:		
Other:		
Other:		

11. Which of the following training formats do you prefer? Check all that apply.

☐ In-Person Training

☐ Webinar

☐ Online Training Website

☐ Professional Conference

☐ Lecture

☐ Small-Group Exercises

☐ Facilitated Discussion

☐ Peer-to-Peer Learning

☐ Reading/Media Discussion Group

☐ Profession-Specific (for example, training open to prosecutors only)

☐ Multidisciplinary (training open to everyone)

☐ Other: _____

_____

12. Does your agency have funds to support your participation in training events?
    - ☐ Yes
    - ☐ No
    - ☐ Not Sure

13. At which time(s) of the day are you most able to participate in training events? Check all that apply.
    - ☐ Weekday Mornings
    - ☐ Weekday Lunchtime
    - ☐ Weekday Afternoons
    - ☐ Weekday Evenings (5 PM or later)
    - ☐ Weekends

14. Do you need continuing education credits? If 'No,' skip ahead to question #16.
    - ☐ Yes
    - ☐ No
    - ☐ Not Sure

15. For which profession(s) do you need continuing education credits? Check all that apply.
    - ☐ Law
    - ☐ Social Work
    - ☐ Mental Health Counseling
    - ☐ Credentialed Alcoholism and Substance Abuse Counselor (CASAC)
    - ☐ Nursing
    - ☐ Other: _____

16. Are there any accommodations that would support you in participating in the training? Check all that apply.
    - ☐ Spoken Language Interpreter; Specify Language: _____
    - ☐ American Sign Language (ASL) Interpreter
    - ☐ Accessible Training Facility; Please specify: _____

☐ Closed Captioning

☐ Other: _____

☐ No accommodation needed at this time

17. Are you interested in providing domestic violence training to colleagues? If 'No,' skip ahead to question #19.

☐ Yes

☐ No

☐ Maybe

18. On which domestic violence topic(s) would you be able to provide training?

_____

_____

_____

19. Are there any local colleagues/partners who you recommend to provide domestic violence training? If so, please provide their name(s) and recommended training topics.

_____

_____

_____

Thank you for your responses. If you have questions about this survey, or additional thoughts or ideas regarding domestic violence training, please contact: _____ at _____ .

APPENDIX B. SAMPLE FOCUS GROUP EXERCISES

SWOT ANALYSIS

S	W	O	T
Strengths	**Weaknesses**	**Opportunities**	**Threats**
How does your court and community succeed in responding to domestic violence? What sets it apart from other sites? What helpful resources and services do you have?	What does your court and community lack in responding to domestic violence? What do other sites do better? What are the limitations on resources and services?	What current gaps can you address with existing resources? What new resources can you develop or cultivate? What emerging ideas may be helpful strategies to use for improvement?	What are challenges and barriers that stand in the way of enhancing your systems response to domestic violence?

SOAR ANALYSIS

S	O	A	R
Strengths	**Opportunities**	**Aspirations**	**Results**
What strengths exist in this team that support your work? What organizational strengths support, or could support, the team's work?	What opportunities currently exist for your team to further the impact of its work? What opportunities exist due to the team's unique strengths?	What aspirations do you have for your team and its work in the upcoming year? What opportunities do you aspire to make the most of?	What results do you want to see from your team's work? How would these results impact our staff, organization? and communities we serve?

APPENDIX C. ADULT LEARNING ACTIVITIES

Types of Learning Activities

TYPE	BEST USES	AUDIENCE STATUS	SPECIAL ASPECTS	FOR BEST RESULTS	USE OF AUDIO-VISUAL
LECTURE (including panel of individual presenters)	Mini-lecture only (20 minutes or less) to: • Set up framework of concept/analysis • Summarize group work and apply to concept/analysis • Deliver concluding (learning) points	• Passive listening—defies observation & complicates evaluation • Reaches only one learning style preference • Attention spans limited	• Ignores experience of learners • May bore learners if lengthy or a panel of lecturers • Presumes that "coverage" = learning • Can imply superiority of speaker	• **Use only as a mini-lecture**, with absolute 20 minute maximum • Make it interactive—ask and allow questions • Follow with interactive activity to apply information, unless using as brief closure/transition	• In large group (18+), use microphones. • Use PowerPoint slides, videos, etc. • In small group, can use any of above plus flip charts for visual support
SMALL-GROUP LEARNING ACTIVITY (e.g., discussion, exercise, problem-solving)	To integrate: • Learners' experiences • Individual knowledge • Specific perspectives • Consensus on issues • Responses & reactions—evaluation	• Every individual participates • Creates shared ownership in educational outcomes • Potentially reaches multiple learning styles	• Learners can **practice** using information provided • Practical framework better addresses adult education needs • Can use with large audiences seated as small working groups • Faculty and learners have greater exchange of ideas	• Write concrete, specific learning objectives • Prepare and give precise, written instructions • Allocate time to specific activities and monitor • Use optimal working groups of 8 (no fewer than 5, no more than 9) • Follow with structured, large-group discussion & concluding points (with or w/o reports)	• In large group (18+) use work tables of 8 learners & mics. • Use PowerPoint, slides, video, slides. (flip charts acceptable in small groups) • Give each small work group flip chart to record work & report back (if reports are included).
DEMONSTRATION (can include in small-group activity)	• To model new skills or best (promising) practices	• Active interest • Can include active learner involvement and investment in program	• Can reduce tension about attempting new methods • Can create greater incentive to emulate best methods	• Set the context for learners & stay in role • Provide, written, scripted roles for each faculty or learner volunteer actor	• Use microphones for actors and for participant/faculty comments • Additional visual aids needed for demo

TYPE	BEST USES	AUDIENCE STATUS	SPECIAL ASPECTS	FOR BEST RESULTS	USE OF AUDIO-VISUAL
ROLE PLAY OR OTHER EXPERIENTIAL ACTIVITY (can incorporate as Large- or Small-Group Learning Activity or Demonstration)	• To assess learners' levels of knowledge and experience • To appreciate different personal experiences • As issue spotting activity to begin 2-3+ day program • See other **Best Uses** under Small-Group Learning Activity above.	• Learners involved actively in learning • If used early, builds relationships quickly among previously unacquainted learners • Creates trust among learners & faculty • Potentially reaches multiple learning styles	• Learners can apply new information with little risk • Eases participation by more introverted learners because assigned role • Some learners complain; few refuse to play role	• Write concrete, specific learning objectives • Prepare and give precise, written instructions for exercise and **scripts for actors** • Allocate time to specific activities and monitor • Follow with structured discussion & conclude with summary or mini-lecture	• In large group (18+) with work tables, use microphones. • For visual support, use PowerPoint, videos, slides. Flip charts acceptable visual support for small groups • Give each small work group flip chart to record work (& report back)
INDIVIDUAL ACTIVITY	• To reflect on particular issues & their resolution • To develop individual plans of action • To apply new information	• All learners are part of the program • Creates individual ownership of results	• Reaches half of learning styles (reflective) • Interchange with more interactive learning activities • Strive to use at least once because infrequently included	• Give clear instructions for individual work • Ask learners to share results of individual work for comments by faculty & other learners • Conduct structured discussion & provide closure	• Instructions on PowerPoint slides, handouts, or flip charts (in small group) • Use microphones for participant report back & faculty conclusion
DEBATE AND DISCUSSION	• To show controversy and diversity • To provoke discussion • Always incorporate clear, unequivocal faculty conclusion	• Varies with structure of arguments, from passive (faculty structured) to active (learner structured) • Potential to reach multiple learning styles	• Requires a moderator • Moderator must carefully monitor time and **always** preserve time allotted for learner questions and comments	• Clearly define objectives and share with debate presenters and learners • If panel, · strictly monitor time for arguments and questions · Engage all panelists in answering learners' questions	• Microphones for panelists and in audience for learners' questions & comments • Use standard visual aids to illustrate panelists' points

Updated April 10, 2010

APPENDIX D. SAMPLE AGENDA

Enhancing Access to Justice in Domestic Violence Cases

Date | City, State
Exact Address

Training Goal

Through this highly interactive training, clerks of court and other non-judicial court leaders will be able to identify domestic violence dynamics, assess their individual roles within the justice system response to domestic violence, and identify strategies for safer and more effective processing of domestic violence cases.

Agenda

9:00 – 9:30 am	**Welcome and Introductions**
9:30 – 10:45 am	**Understanding Domestic Violence Dynamics** Learning Objectives: • Define domestic violence and describe the context of violent behavior and patterns of abusive partner conduct. • Discuss common tactics abusive partners of violence employ to control intimate partners and families. • Assess the decision-making and courtroom presentation of victims and abusive partners.
10:45 – 11:00 am	**Break**
11:00 - 12:00 pm	**Trauma-Informed Responses in Domestic Violence Cases** Learning Objectives: • Define trauma in the context of domestic violence. • Discuss how trauma shapes litigant behavior. • Identify strategies to minimize trauma for victims, abusive partners, and their families while accessing court.
12:00 – 1:30 pm	**Lunch**
1:30 – 3:00 pm	**Access to Justice in the Context of Domestic Violence** Learning Objectives: • Explore the various dimensions of access to justice and the meaning of access in the court system. • Recognize the potential barriers that survivors of varying personal and cultural backgrounds might face at different access points in the protective order process.
3:00 – 3:15 pm	**Break**

3:15 - 4:00 pm	**Action Planning for the Future** Learning Objectives: • Apply knowledge gained throughout the sessions and design a plan for achieving court-based goals.
4:00 pm	**Wrap up and Evaluations**

Faculty

• Rebecca Thomforde Hauser
  Associate Director, Gender & Family Justice, Center for Court Innovation
  thomforr@courtinnovation.org
• Nida Abbasi
  Manager, Gender & Family Justice, Center for Court Innovation
  abbasin@courtinnovation.org

APPENDIX D. (continued) SAMPLE CURRICULUM

Enhancing Access to Justice in Domestic Violence Cases

Date | City, State
Exact Address

Training Goal

Through this highly interactive training, clerks of court and other non-judicial court leaders will be able to identify domestic violence dynamics, assess their individual roles within the justice system response to domestic violence, and identify strategies for safer and more effective processing of domestic violence cases.

Agenda

9:00 – 9:30 am	**Welcome and Introductions**
9:00 – 9:10 am	*Rebecca will welcome participants, introduce faculty and staff, provide background on need for training in this jurisdiction, lay ground rules, and provide logistical details like restroom, vending machines, emergencies, etc.*
9:10 – 9:30 am	*Nida will ask participants to state their name, role, and one reason they come to work every day.*
9:30 – 10:45 am	**Understanding Domestic Violence Dynamics** Learning Objectives: • Define domestic violence and describe the context of violent behavior and patterns of abusive partner conduct. • Discuss common tactics abusive partners of violence employ to control intimate partners and families. • Assess the decision-making and courtroom presentation of victims and abusive partners.
	Rebecca is faculty. Nida will keep time and run mics.
9:30 – 9:35 am	*Introduce session and review learning objectives.*
9:35 – 9:45 am	*Ask participants to discuss in groups of 3-to-4 for five minutes: What does the phrase "domestic violence" mean to you? Debrief in a large group for five minutes.*
9:45 – 10:20 am	*Video exercise. Play three video clips. After each clip ask the large group:* • *Viewing this incident alone, would you consider this behavior to be* • *domestic violence or assault?* • *What is the "motivation" behind the offender's behavior?* • *What is the impact of the violence on the victim?* *Divide room into three groups and give each group background facts for one of the video clips. Provide 10 minutes for each group to complete the worksheet. Report back in a large group for 10 minutes.*

10:20 – 10:30 am	*Lecture on domestic violence. Follow the content on the slides.*
10:30 – 10:40 am	*Ask participants to spend five minutes filling in blank power and control wheel on their own based on professional observations. Report back for five minutes.*
10:40 – 10:45 am	*Wrap-up and provide learning points.*
10:45 – 11:00 am	**Break**
	Adjust time if necessary. Remind participants about restrooms and vending machines.
11:00 - 12:00 pm	**Trauma-Informed Responses in Domestic Violence Cases** Learning Objectives: • Define trauma in the context of domestic violence. • Discuss how trauma shapes litigant behavior. • Identify strategies to minimize trauma for victims, abusive partners, and their families while accessing court.
	Nida is faculty. Rebecca will keep time and run mics.
11:00 – 11:05 am	*Introduce session and review learning objectives.*
11:05 – 11:15 am	*Mini-lecture on domestic violence-related trauma and how it impacts victim decision-making and abusive partner behavior. Follow slides.*
11:15 – 11:35 am	*Case scenario exercise. Ask participants to divide into groups of 3-to-4. Each group will spend 10 minutes reading the case scenario and discuss worksheet questions. Report-back for 10 minutes.*
11:35 – 11:50 am	*Short case scenarios. In a large group, spend 15 minutes working through short examples of examples of trauma in courts and ask participants to provide ideas on best practices to handle these situations.*
11:50 – 12:00 pm	*Summarize best practices and provide learning points.*
12:00 – 1:30 pm	**Lunch**
	Adjust time if necessary. Remind participants about restrooms and nearby lunch options. Also remind participants to feel free to ask faculty and staff questions.
1:30 – 3:00 pm	**Access to Justice in the Context of Domestic Violence** Learning Objectives: • Explore the various dimensions of access to justice and the meaning of access in the court system. • Recognize the potential barriers that survivors of varying personal and cultural backgrounds might face at different access points in the protective order process.

	Both Rebecca and Nida are faculty. Local staff will keep time and run mics.
1:30 – 1:35 pm	*Rebecca will introduce session and review learning objectives.*
1:35 – 1:45 pm	*Rebecca will ask participants to think individually for a few minutes: Think of a time when you felt you weren't being heard or understood? What happened? How did it make you feel? What did you do? Ask a few participants to report-back for 5-to-7 minutes.*
1:45 – 1:55 pm	*Rebecca provides mini-lecture on access to justice and common court-based barriers. Follow slides.*
1:55 – 2:00 pm	*Nida asks the group: Have you ever incorporated lessons around "cultural competency" in your trainings? What happened?*
2:00 – 2:15 pm	*Nida provides mini-lecture on bias, culturally responsive practices, and why they're important in domestic violence cases. Follow slides.*
2:15 – 2:40 pm	*Nida leads exploring biases exercise. Hang four flip chart posters around the room with four different professional titles: law enforcement, judge, court clerks, and advocates. Participants will each receive a stack of sticky notes. Participants will spend 10 minutes writing common stereotypes they've heard about each profession on the sticky notes and stick them on the corresponding poster. Debrief for 10 minutes by summarizing stereotypes and explaining how they create barriers in professional settings—ask participants to provide real-life examples. Spend five minutes relating this back to litigants in domestic violence cases and how biases affect their ability to access justice.*
2:40 – 2:50 pm	*Rebecca provides mini-lecture on how court staff can reduce barriers to access. Follow slides.*
2:50 – 3:00 pm	*Rebecca summarizes best practices and provides learning points.*
3:00 – 3:15 pm	**Break**
	Adjust time if necessary. Remind participants about restrooms and vending machines.
3:15 - 4:00 pm	**Action Planning for the Future** Learning Objectives: • Apply knowledge gained throughout the sessions and design a plan for achieving court-based goals.
	Rebecca is faculty. Nida will keep time and run mics.
3:15 – 3:20 pm	*Introduce session and review learning objectives.*

3:20 – 3:45 pm	*Explain the action planning exercise and how it helps sites design achievable project goals and map a workable plan towards achieving those goals. Participants will split into groups of 2-to-3 and spend 20-25 minutes completing the action planning worksheet. Faculty will stop at each group and provide insight and assistance as needed.*
3:45 – 4:00 pm	*A few teams will report-back to the larger group. Faculty will ask large group to provide constructive feedback and facilitate discussion.*
4:00 pm	**Wrap up and Evaluations**
	Thank participants and local staff. Explain how the Center and project partners can provide ongoing support. Inform participants that the Center will collect action plans, scan and send back to teams, and check-in periodically on progress. Provide faculty contact information and invite any questions.

Faculty

- Rebecca Thomforde Hauser
  Associate Director, Gender & Family Justice, Center for Court Innovation
  thomforr@courtinnovation.org
- Nida Abbasi
  Manager, Gender & Family Justice, Center for Court Innovation
  abbasin@courtinnovation.org

APPENDIX E. SAMPLE TRAINING PLANNING WORK PLAN

Meeting/Training Tasks

When a meeting has been approved, the following are the steps from the day a meeting is approved to the week after the meeting has concluded. These steps include registration, accounting, material preparation, and what to do upon conclusion of meeting:

TASK	ASSIGNED TO	COMPLETION DATE	NOTES
Fill out Program File and turn in			
Create event in iMIS			
Create a meeting folder on the K: drive			
If registration, Create Registration Binder with A-Z tabs, Cover & Spine			
Create a timeline for receiving materials & sending out shipment (Calculate timeline to allow for 20 day standard approval time for OVW)			
Approach staff attending program and make sure they have filled out a travel request (Once meeting/training is approved)			
Obtain Information Sheets and housing forms from CTM			
Fill out travel requests for Faculty/Paid Participants and turn in to CTM (include memo for any special authorization)			
Prepare Faculty Consulting Agreements with justifications & turn in			

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TASK	ASSIGNED TO	COMPLETION DATE	NOTES
Create/Format Participant, Faculty & Scholarship Confirmation Letters/Emails			
Register all attendees in iMIS			
Confirm Participants and Faculty			
Order Necessary Supplies (If need PO, request quote for materials and request PO number before ordering)			
Send housing forms to Guest pays own and NCJFCJ staff			
If resource materials, get permissions to reprint			
Accessibility needs met			Interpreters? Listening Devices? Materials in larger font?
Create jump drive or website with resources			
Draft/Obtain Agenda			
Create Participant/Faculty/Staff Lists			
Create Faculty Biographies			
Print Agenda, Participants/Faculty/Staff Lists/Biographies			
Print Supplemental Materials			Materials are:
Follow up with lead staff for FINAL curriculum, PowerPoint and handouts			
Print Curriculum			
Print PowerPoint and Handouts for faculty			
Print Handouts for Participants and place in individual, labeled folder			
Print PowerPoint for participants			
If video clips, put on jump drive for shipping			
Create/Format/Edit Table Tents			

TASK	ASSIGNED TO	COMPLETION DATE	NOTES
Print Table Tents			
Create/Format/Edit Name Badges			
Print and Assemble Name Badges			
Print Folder Labels and Adhere			
Create/Print Note Pages			
Print Restaurant List (obtain from CTM)			
Assemble Folders			
Prepare Publications to be shipped			
Enter Publications sent into TA database			
Obtain Faculty and Paid Participants travel expense vouchers from CTM			
Copy Travel Policy			
Timekeeping cards			
Check out Travel Kit			Make sure it includes shipping tape
Flip Charts (if needed)			
Flip Chart Markers			
Request Fed-Ex Return Purchase Order Number			
Fill out and pack Fed-Ex return labels & holders (pack extra blank return labels)			
Create Registration Check-in List			
Check out AV equipment			
Prepare Shipment by boxing materials and weighing – complete and ship with Fed Ex or UPS			
Save meeting folder to jump drive			
Create shipment list			Give to on-site staff

APPENDIX F. BUDGET WORKSHEET

Budget Breakdown: Considerations and Tasks

In preparation of a meeting grantees may want to consider the following items in order to prepare a budget:

Hotel needs: • Per diem of city lodging • Rooming nights needed • Paid participant/faculty/consultants	
Meeting Room costs and AV needs: • Meeting room needs and allowances • Room set-up • Projector, Sound equipment, microphones	
Consultant Fees: • How many consultants @ $650/day • Memo or exceptions to $650/day fee?	

Travel costs:
• Faculty/Consultants travel
  • Flights
  • Taxi fare to and from airports
  • Per diem
  • Additional costs?	

Materials:
• Copy costs
• Supplies
  • Folders
  • Name badges/table tents	

Shipping: • Off-site potential shipping costs of materials	

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APPENDIX G. ACCESSIBILITY QUESTIONS

The following is adapted from "Series: Designing Accessible Events for People with Disabilities and Deaf People" developed by Vera Institute of Justice's Center on Victimization and Safety. The Center on Victimization and Safety (CVS) at the Vera Institute of Justice works with communities around the country to fashion services that reach, appeal to, and benefit all victims. To learn more and access the full publication, contact cvs@vera.org.

www.vera.org/publications/designing-accessible-events-for-people-with-disabilities-and-deaf-individuals

Are you traveling with a personal care attendant (PCA) or personal assistant (PA)?

__ yes

__ no

If yes, for planning purposes, please provide your PCA's or PA's contact information:

First name: —————————

Last name: —————————

Phone number: ————————

E-mail address: ————————

Please select any additional accommodations you require from the list below. If you require something that is not listed, please indicate your request by selecting "Other" and providing us with specific information about your request in the comments box. We may contact you for further information, if necessary.

> none
> electronic copies of materials in advance
> electronic text file of materials on-site
> hard copies of materials on-site
> materials in Braille
> materials in a font over x pt (insert your standard font size)
> wheelchair access
> other (Please specify.)

Option 1:

Please indicate which room type you require from the following list.

Option 2:

You are responsible for making your own hotel reservation. However, by providing us with information on the type of room you require, we will be able to check with the hotel to make sure they meet your needs.

Please indicate which room type you require from the following list:

> no lodging required
> standard room
> ADA room with roll-in shower
> ADA room with tub and chair
> room accessible for Deaf/hard of hearing
> chemical-free room
> other (Please specify.)

Every effort will be made to accommodate advance requests; on-site requests cannot be guaranteed. Reasonable accommodations will be provided during meeting sessions. Referrals for assistance outside of the meeting can be made available.

> Please contact: (insert staff person) at emailaddress@dot.org with any questions or for more assistance.

Please indicate your interpreting needs from the list below:

> none required
> American Sign Language
> simultaneous spoken foreign language interpretation (please specify)
> other (Please specify.)

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APPENDIX H. TECHNICAL ASSISTANCE PROVIDERS

Justice for Families Technical Assistance Providers

The Center for Court Innovation

As the lead technical assistance provider under the Office on Violence Against Women's Justice for Families project, the Center's Gender & Family Justice team coordinates with courts and communities interested in creating or expanding existing civil and criminal legal system responses to domestic violence. The Center hosts national training programs and webinars, develop online resources, and provide free individualized support through on-site needs assessment, strategic planning, and project development.

courtinnovation.org

National Center for State Courts

The National Center for State Courts is a non-profit corporation, headquartered in Williamsburg, Virginia, dedicated to the improvement of the nation's courts. It has provided research, education, information, technology, and direct consulting services to state and local court systems for more than 40 years. The organization brings a broad range of resources to justice system studies, including an expert staff, a history of work with diverse jurisdictions nationally and internationally, and institutional links to other national court-related organizations. Additionally, the organization has developed training programs and performed evaluations in all areas of court operations.

ncsc.org

Inspire Action for Social Change

Inspire Action for Social Change provides support, leadership, and technical assistance to those working to end violence against women and children. Inspire specifically focuses on supporting supervised visitation and exchange programs across the country and facilitates community readiness and collaboration, provides technical assistance and training, and helps build leadership skills.

inspireactionforsocialchange.org

National Council of Juvenile and Family Court Judges

To better assist juvenile and family court judges and system professionals, the National Council of Juvenile and Family Court Judges has developed focus areas for its professional resources that include child abuse and neglect, domestic violence, family law, juvenile justice, mental health, model courts, research, substance abuse, technical assistance, and tribal resources. Teams of experts from within each focus area work to enhance and build on these professional resources on an ongoing basis. Teams also work collaboratively, sharing best practices and developing shared training curricula for the many areas of overlap within the juvenile and family court system.

ncjfcj.org

Battered Women's Justice Project

The Battered Women's Justice Project provides technical assistance and training to professionals engaged in these systems: advocates, civil attorneys, judges and related court personnel, law enforcement officers, prosecutors, probation officers, batterers intervention program staff, and defense attorneys; as well as to policymakers, the media, and victims, including incarcerated victims, and their families and friends. BWJP also assists tribal and military personnel who fulfill equivalent positions in their respective institutional responses to intimate partner violence.

bwjp.org

Casa de Esperanza

As a national resource center, Casa de Esperanza is a member of a nationwide network that supports prevention and intervention efforts across the country to end domestic and dating violence. Under a division named the National Latin@ Network, Casa de Esperanza is also a Technical Assistance provider under OVW and works with Latin@ and domestic violence organizations, mainstream agencies that work with Latinas and their families, and organizations that serve other culturally specific communities.

casadeesperanza.org

Asian Pacific Institute on Gender-Based Violence

The Asian Pacific Institute on Gender-Based Violence is a national resource center on domestic violence, sexual violence, trafficking, and other forms of gender-based violence in Asian and Pacific Islander communities. It analyzes critical issues affecting Asian and Pacific Islander survivors; provides training, technical assistance, and policy analysis; and maintains a clearinghouse of information on gender violence, current research, and culturally-specific models of intervention and community engagement.

api-gbv.org

APPENDIX I. SAMPLE TRAINING EVALUATION FORM

EVALUATION FORM

Enhancing Access to Justice in Domestic Violence Cases
Date | City, State

To help us plan for future events, we hope that you will take a few minutes to give us feedback on this program.

What is your role?

○ Judge   ○ Prosecutor   ○ Advocate   ○ Law Enforcement

○ Court staff   ○ Attorney   ○ Probation   ○ Other: _____

Please rate the following:	Poor	Fair	Good	Excellent
Quality of content: presentations	○ 1	○ 2	○ 3	○ 4
Quality of content: group discussion	○ 1	○ 2	○ 3	○ 4
Quality of content: group table work	○ 1	○ 2	○ 3	○ 4
Expertise of speakers	○ 1	○ 2	○ 3	○ 4
Helpfulness of staff	○ 1	○ 2	○ 3	○ 4

For scores less than 4, please let us know how we can improve:

_____

_____

_____

_____

Did the content provide you with ideas for next steps in your planning?   ○ Y   ○ N

If you selected no, please let us know how we can improve:

_____

_____

_____

_____

Which presentations or activities did you find most useful? Why?

_____

_____

_____

_____

Which presentations or activities did you find least useful? Why?

_____

_____

_____

_____

Is there anything you would have liked to learn more about?

_____

_____

_____

_____

Additional comments or suggestions:

_____

_____

_____

_____

Thank you for your participation.

We appreciate your feedback.

**Center
for
Court
Innovation**