

## SAVIN TRAINING STANDARDS

SAVIN training should include strategies for educating key stakeholders, as well as for public education activities designed to reach crime victims. Ongoing training efforts should educate key stakeholders about how the SAVIN program works and what their role is to ensure the program realizes its expected outcomes, including any support for responding to critical events. All training material must be reviewed and approved by the state SGC.

Each SAVIN Implementation Plan, Operation Plan, and Critical Event Management Plan must include a training plan for educating individuals representing the following areas about the program:

- Law enforcement
- Jails
- Prosecutors
- Judiciary and court personnel
- Community/institutional corrections professionals
- Community and system-based victim advocates
- SAVIN IT personnel
- Allied professionals
- Crime victims
- The public

Instruction should increase participants' awareness and skills for promoting greater victim and public awareness about the SAVIN program and range of services. This training plan should combine adult learning strategies and include live training, video-based training, and interactive training via CD tools and/or the Internet.

SAVIN training should incorporate a needs assessment process that determines the most appropriate training venues and subject matter needs; e.g., the functions of the various SAVIN services, how to talk with victims/end users about the services, clarification of roles related to data entry and updates, what is expected of participants in a critical event, etc. This needs assessment should include how victims, victim advocates, and justice professionals currently receive training in both face-to-face training programs and those that incorporate web technologies and distance learning. The SAVIN training can be tailored to be included or complement the existing training venues and subjects of a state in the most effective manner possible.

Each SAVIN Program Manager should try to access information from the key stakeholders to create an annual training calendar that provides information about training venues such as conferences, regional training programs, and activities sponsored in conjunction with victim-related commemorative observances. Opportunities to educate key stakeholders about SAVIN should be explored and implemented as is feasible with time and fiscal limitations.

Training should be targeted to each specific audience. As curricula are developed, agencies should consider the specific audience and its relevant role in SAVIN implementation and/or usage.

Additionally, key stakeholders and other relevant personnel (e.g., media professionals) should be provided 24/7 access to basic SAVIN information via the Internet. This information should repeat or reinforce the instruction and be available via a state or the national SAVIN Online Community web sites (e.g., FAQs, basic protocols).

### Training Plan

A formal SAVIN training plan must be incorporated into the SAVIN Implementation Plan, Operations Plan, and Critical Event Management Plan. Specific training curricula should be developed for:

- Victim assistance, criminal and juvenile justice agencies, and local and state associations (among others with a vested interest in SAVIN services)
- Training academies and other training venues (e.g., law enforcement, dispatchers/certified telecommunicators, victim advocates, citizen academy participants)
- Court personnel and the judiciary
- Prosecutors
- Community and institutional corrections officers
- Community and system-based victim advocates
- Allied professionals (such as mental health, health, schools/day care centers, and multi-faith communities, among others)
- Schools, colleges and universities
- Civic and community organizations
- Representatives of traditionally underserved communities (as defined by each SAVIN state)
- Other persons as designated by the SGC and/or Program Manager

Initial on-site training should occur for each community and stakeholder group participating in SAVIN either on a community, regional, or statewide basis.

Training should be available through a variety of modalities. These might include face-to-face instruction, provision of printed and promotional materials, training via video/DVD, computer-based training (such as webinars and podcasts), and interactive web-based training.

Because opportunities to provide information about SAVIN services and protocols differ significantly among key stakeholder populations, and because the instruction content varies between these populations, training modules should be developed that:

- Incorporate adult learning theory in content and teaching methods that are tailored to the intended audience. (A comprehensive curriculum that addresses adult learning theory, "The Ultimate Educator," is available free from the Office for Victims of Crime at <http://www.ojp.usdoj.gov/ovc/assist/educator/welcome.html>.)
- Identify the important benefits, functions, and protocols of SAVIN for key stakeholders and how to apply this information in service to their client populations.
- Include an instructors' guide and related participant materials, including information about the overall SAVIN initiative and its sponsors; the SAVIN mission, goals, and objectives; teaching strategies that increase SAVIN-related awareness and skills; teaching resources including

available technical assistance personnel; copies of sample presentations and access to samples of teaching demonstrations (e.g., SAVIN Online Community); and any relevant literature, including brochures, posters, palm cards, etc. “Train the Trainers” instructional programs should be conducted to expand the number of professionals who can provide SAVIN training to a wide variety of audiences.

- Provide training instruction for SAVIN service providers, public educators, leaders, and professionals from stakeholder agencies to facilitate culturally-appropriate outreach and services to traditionally underserved populations (e.g., victims/users who are Deaf, or whose primary language is not English or who have Limited English Proficiency [LEP]; or who have special needs and/or disabilities; and others who may require alternative communication/teaching strategies and resources). This information should be included in the Instructor’s Manual and should be developed in collaboration with representatives from the populations described above.

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