

## Appendix A. Training

### Training Needs

The multidisciplinary advisory committee (MDAC) should help determine agencies' training needs, including which trainings should be multidisciplinary and which should be discipline specific.

For example, training on how to function effectively together as a sexual assault response team (SART), or training that provides further understanding of the effects of trauma on sexual assault victims, should be considered multidisciplinary, as stakeholders from the different agencies of the criminal justice system could all benefit greatly.

However, a specialized course, such as trauma-informed interviewing skills to support effective sexual assault investigations, may be considered more discipline-specific and offered only to select stakeholders. However, discipline-specific trainings should not enforce silos or create a process that differs from the multidisciplinary trainings. In addition, even if an identified training is primarily for a specific discipline, the MDAC should ensure that the training is available to members of all disciplines, should they wish to attend.

### Formats

The MDAC should consider different training delivery methods and strike a balance that fits the learning styles of the different disciplines while keeping costs in mind. Although in-person trainings are traditionally the most appealing, these trainings are often not as cost-effective as virtual options. Given the technology available today, the MDAC should explore all training formats, including live-stream presentations, webinars, and online learning options.

### Frequency

The MDAC must consider not only who receives the training but also the frequency of each training.

Some types of training might be most beneficial as an introductory course, and therefore available to individuals new to an agency. Others might be considered "advanced" and designated for individuals who perform a specific function or conduct a specialized activity. Lastly, some training might

be considered "refresher" training and provided periodically to make sure that everyone remains on the same page.

Although some courses, such as foundational trainings, might be mandatory for certain individuals, the MDAC should also be open to providing the training to anyone who wishes to attend.

### Costs

Finding resources to support ongoing training can be a challenge.

The MDAC should consider a variety of possible resources, including federally funded trainings. Many federally supported programs either provide training at no cost or provide grants to pay for attendance at trainings and conferences.

It can also be helpful to have conversations with elected officials, community foundations, and other stakeholders regarding available grant opportunities and appropriations to increase training budgets.

Grants are an excellent opportunity to obtain initial fiscal support to establish a training program. From there, the MDAC can demonstrate the effectiveness and success of the program through data, creating a stronger case when applying for a more-sustainable funding source, such as government appropriations.

Typically, members of the MDAC would not consider themselves grant writers, but helpful resources are available for learning such skills. The MDAC should discuss a strategy to either identify an individual to support the grant writing and grant application process or work with a grant-writing individual or team available through MDAC member agencies.

### Peer-to-Peer Training

The MDAC should also consider peer-to-peer training, where the committee looks to other agencies or jurisdictions that have successfully addressed a particular challenge and bring someone from that group to an MDAC meeting. These types of trainings may be more discussion-based, rather than presentation-based, but can be just as effective.