

DOMESTIC VIOLENCE AND STALKING STATEWIDE TRAINING NEEDS ASSESSMENT

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EXECUTIVE SUMMARY

I. INTRODUCTION

In January 2008, the New Mexico Coalition Against Domestic Violence sponsored a statewide assessment to determine domestic violence and stalking training needs for law enforcement, prosecutors, service providers, district and magistrate court judges, Income Support Division Eligibility Officers (ISD) and New Mexico Works Case Managers.

Twenty-one domestic violence and stalking experts throughout the state were interviewed to determine what trainings they believed each aforementioned discipline should have to appropriately and effectively respond to domestic violence and stalking cases. Information on experts interviewed for this assessment is found in Appendix A.

Based on the training recommendations of the experts, seven different surveys, one for each discipline, were designed to capture the following information from professionals within the surveyed disciplines: 1) the proportion of professionals surveyed that have taken each recommended training component; 2) the ability of each professional to apply each training component in their work; and 3) how often respondents applied each training component in their work.

The survey findings for each discipline are found in their respective sections of this report. Additionally, all survey respondents were asked to comment on three questions: 1) *“What skills have you learned but do not practice on the job? Please identify any challenges that have prevented you from using these skills;* 2) *“Please list in priority order, domestic violence and/or stalking trainings you would like to have or think are most needed?, and 3) “Do you recommend an organization or specific instructor to conduct these trainings? Service providers had two additional questions to capture their thoughts regarding staff support activities, “How do you provide support for your staff?” and “Are you able to identify vicarious trauma for staff working with your clients?” A sample of the developed survey for each discipline and all comments from respondents of each question by discipline, are found in their respective sections of this report.*

II. SURVEY FINDINGS

There were a total of 471 professionals surveyed for this assessment. Of these, there were 265 completed and submitted surveys to analyze for this evaluation. The number submitted per discipline is as follows: *law enforcement (30); prosecutors (42); district court judges/domestic violence commissioners (22); magistrate court judges (31); domestic violence service providers (28); ISD (63); and New Mexico Works (49).* The proportion of respondents per title/rank and years of service for each discipline are found in the survey findings of the respective sections.

Overall, trainings on various components of stalking reported the smallest proportions of respondents. *Cyber-stalking and advanced stalking techniques* were the stalking trainings with the fewest trained professionals from each discipline and among the most frequently requested future trainings. Additionally, only slightly more respondents from each discipline had training on *how to establish a pattern of stalking by connecting prior offenses and/or offenses from multiple jurisdictions;* and this training was also among the most frequently requested future trainings.

There were six trainings basic to victim safety: *lethality indicators/assessment; understanding protection orders; enforcement of protection orders; emergency orders of protection; proper execution of confidentiality policies and procedures; and how and where to refer domestic violence victims and their children for services*. Table 1 illustrates the proportion of respondents from each discipline that reported having been trained on these concepts regarding victim safety.

Table 1. Percent of Respondents from Each Discipline That Have Had Trainings Basic to Victim Safety						
Discipline	Lethality indicators/assessment	Emergency Order of Protection	Understanding protection orders	Enforcement of protection orders	Confidentiality concerns	How and where to refer domestic violence victims and their children
Law Enforcement	27%	43%	47%	50%	*	40%
Prosecution	24%	21%	33%	31%	24%	17%
District Judges/Domestic Violence Commissioners	23%	27%	27%	27%	27%	32%
Service Providers	46%	54%	61%	*	46%	43%
ISD	6%	6%	6%	*	6%	14%
NM Works	12%	29%	14%	*	10%	35%
Magistrate Judges	13%	23%	23%	29%	13%	26%

* This training component not included on their respective surveys

It is understandable perhaps, that only a few ISD Eligibility Officers and New Mexico Works Case Managers would report training on lethality assessment relative to law enforcement, prosecutors and judges. However, it is worth noting that only approximately one-quarter (27%) of *law enforcement* respondents have had training on lethality assessment. Similarly, only one-quarter of *prosecutors* (24%) and *district court judges* (23%) reported being trained on this issue. Even fewer *magistrate court judges* (13%) have been trained on lethality assessment. *Service providers* reported the highest proportions of respondents trained on every *victim safety* issue, save the enforcement of protection orders which is largely a law enforcement activity.

As prosecutors and judges must make decisions routinely about protection orders and emergency orders of protection, it is disconcerting that so few have had formal training on these issues. However, this is a reflection of an identified pattern of responses applied to all training components across disciplines, i.e. respondents without formal training reporting they are *capable (capable/very capable/extremely capable)* of applying the training concepts in their work. Without exception, there was great disparity between the proportion of respondents from all disciplines that reported being trained on a domestic violence or stalking training issue and the proportion that reported being capable of applying the training concept in their work. It is evident therefore, that these untrained professionals are using a standard of practice informed by factors other than the

formal trainings that cover the many nuances and realities of these incidents, e.g. what may have been done historically; prior on-the-job experiences; what other professionals in their agencies do; what is done to fulfill agency policies and procedures; influences by the practices of other response disciplines in their communities (e.g. prosecution and/or judicial practices may influence law enforcement practices, etc.), agency and/or personal liability, fulfilling the law and/or other information/criteria/practices.

Similarly, a second identified pattern that emerged from the survey findings from each discipline, is that no evident correlation exists between how frequently a training concept is used in one's work and one's likelihood of being trained on that concept. For instance, approximately three-quarters of law enforcement respondents reported having to "often" (often/very often/always) *identify and document children present at a domestic violence scene, enforce protection orders and do lethality assessment*, yet only one-quarter (27%) of law enforcement officers reported having had a lethality assessment training; one-third (37%) reported having had training to identify and document children at the scene; and one-half (50%) reported having had training on enforcement of protection orders. Since it is apparent that frequency of application on the job does not dictate one's likelihood for getting trained on a specific topic, what factors influence one's likelihood of obtaining training (available offerings, training costs, professional specialty, etc). As the answer(s) to this question may pose one or more barriers to training, this question warrants further examination.

III. RECOMMENDATIONS

Specific recommendations for each discipline surveyed are offered in their respective sections of this report. In general, however, it is recommended that funding agencies and key stakeholders: 1) identify rival influences on establishing standards of practice and assess their merit for providing the needed knowledge and skills to appropriately and effectively respond to domestic violence and stalking victims; 2) identify obstacles to training, needed changes in policies and procedures, possible counter influences by the practices of untrained and/or older colleagues and/or the response practices of other disciplines; 3) identify what can be done to change response practices that are contrary to practices recommended in domestic violence and stalking trainings; and 4) examine the activities performed most frequently to assist in prioritizing the selection of trainings to be offered in the future.

SECTION ONE: LAW ENFORCEMENT DOMESTIC VIOLENCE AND STALKING TRAINING NEEDS

I. INTRODUCTION

Twenty-one statewide experts were individually interviewed to determine what trainings they believed law enforcement officers should have to appropriately and effectively respond to domestic violence and stalking cases. See **Appendix A** for a list of statewide experts.

Based on the recommendations of the experts interviewed, a survey was designed to ascertain: 1) the proportion of law enforcement officers surveyed that have taken each recommended training component; 2) the ability of each surveyed officer to apply each training concept/component in the field; and 3) how often officers applied each training in their work. See **Appendix B** for the *Law Enforcement Domestic Violence and Stalking Training Needs Assessment*.

II. SURVEY FINDINGS

There were 30 law enforcement personnel surveyed. Their jurisdictions, ranks and years of service are found in Tables 1, 2 and 3, respectively.

Table 1. Law Enforcement Respondent's Jurisdictions

Jurisdiction	Number of Respondents
County Sheriff's Office	7
Municipal Police	16
State Police	4
Tribal Police	2
Not Documented	1
Total	30

Table 2. Law Enforcement Respondent's Ranks

Rank	Number of Respondents
Captain	2
Detective	5
Field Officer	3
Investigator	1
Lieutenant	1
Sergeant	7
Under-sheriff	2
Patrolman	9
Total	30

Table 3. Law Enforcement Respondent’s Years of Service

Years of Service	Number of Respondents
<1	1
1-2	4
2-5	4
5-10	9
10-20	11
>20	-
Not Documented	1
Total	30

Table 4 illustrates the recommended trainings and how many surveyed law enforcement officers reported having taken each training.

Table 4. Percent Of Surveyed Law Enforcement Officers That Have Taken Each Recommended Training, In Ascending Order

Training Component/Concept	Number of Law Enforcement Survey Respondents That Have Had Each Training	Percent of Surveyed Law Enforcement Officers That Have Had Each Training
Cyber-stalking	6	20%
Technology and Advanced Stalking Techniques	6	20%
How to establish a pattern of stalking by connecting offense incident reports from multiple jurisdictions	7	23%
What to do at a domestic violence incident when the <i>victim</i> has a disability	7	23%
What to do when the domestic violence offender is the caregiver of a victim with a disability.	7	23%
What to do at a domestic violence incident when the <i>offender</i> has a disability	7	23%
What to do when the domestic violence offender is the caregiver of an elderly victim	8	27%
Lethality Indicators/Assessment	8	27%
How and where to refer stalking victims and/or their children for services	9	30%
What to do at a domestic violence incident when the <i>victim</i> is intoxicated/ high	9	30%

Training Component/Concept	Number of Law Enforcement Survey Respondents That Have Had Each Training	Percent of Surveyed Law Enforcement Officers That Have Had Each Training
How to establish a pattern of Stalking by connecting prior offenses against the victim	10	33%
Cultural considerations when dealing with victims of various races/ethnicities	10	33%
What to do at a domestic violence incident when the <i>offender</i> is intoxicated/ high	10	33%
Full Faith and Credit	11	37%
How to identify and document children present at a domestic violence scene	11	37%
Officer's role in child protective custody in domestic violence cases	11	37%
How to write offense incident reports that are neutral but capture the best information about the domestic violence incidents	11	37%
Law Enforcement liability regarding domestic violence cases as outlined by state statute	12	40%
How and when to communicate with service providers to properly refer victims and/or their children for services	12	40%
Emergency Orders of Protection	13	43%
Existing Stalking Statutes	13	43%
"Misdemeanor Arrest Authority" and the domestic violence exception to hearsay law	13	43%
Domestic Violence Dynamics	13	43%
Understanding Protection Orders: verification through NCIC; criminal justice system enforcement of civil orders in domestic violence cases	14	47%
How to Identify the Primary Aggressor	14	47%
Officer Safety Issues	14	47%
Existing Domestic Violence Statutes	15	50%
Enforcement of Protection Orders	15	50%
Investigation Techniques	16	53%
Evidence Collection	16	53%

A review of Table 4 demonstrates that few law enforcement officers have had essential training on the issue of stalking. Less than one-quarter have been trained on *how to establish a pattern of stalking by connecting offense incident reports from multiple jurisdictions* (23%); *technology and advanced stalking techniques* (23%) and *cyber-stalking* (20%). Additionally, only

one-third (33%) have been trained on *how to establish a pattern of stalking by connecting prior offenses against the victim* and fewer (30%) on *how and where to refer stalking victims and/or their children for services*.

As victim safety is a primary concern for victims of domestic violence and stalking, it is worth noting that only approximately one-quarter (27%) of law enforcement officers have had training on *lethality indicators/assessment* and one-third on *Full Faith and Credit* (37%) which has implications for the enforcement of protection orders. Equally importantly, few officers have had training on protecting the most vulnerable special populations who are involved in domestic violence and stalking crimes. Less than one-quarter (23%, respectively) of law enforcement officers have been trained on *what to do at a domestic violence incident when the victim has a disability* and *what to do when the domestic violence offender is the caregiver of a victim with a disability*. Only slightly more (27%) have been trained on *what to do when the domestic violence offender is the caregiver of an elderly victim*. Moreover, approximately one-third (37%, respectively) of officers reported being trained on *how to identify and document children present at a domestic violence scene* and the *officer’s role in child protective custody in domestic violence cases*.

Law Enforcement respondents were asked, “*How Able Are You To Apply The Component/ Concept You Learned in the Field*” They were asked to rate their ability by using the following Likert scale:

- 5 = Excellent Knowledge/Extremely Capable
- 4 = Very Knowledgeable/Very Capable
- 3 = Adequate Knowledge/Adequately Capable
- 2 = Inadequate Knowledge/Awkward
- 1 = No Knowledge/Not Capable
- NA = Not Applicable

Table 5 demonstrates the number of law enforcement respondents that rated their ability to apply each training component in the field, whether or not they had taken each training.

Table 5. Law Enforcement Respondents’ Ratings of Their Ability to Apply Each Training Component/Concept in The Field

Training Component/ Concept	Number of Respondents That Have Had Each Training	Number of Respondents That Rated Their Ability to Apply Each Training Concept	No Knowledge/ Not Capable	Inadequate knowledge/ Awkward	Adequate Knowledge/ Adequately Capable	Very Knowledgeable/ Very Capable	Excellent Knowledge/ Extremely Capable
Domestic Violence Dynamics	13	27	0%	0%	26%	52%	22%
Existing Domestic Violence Statutes	15	28	0%	4%	25%	46%	25%
Investigation Techniques	16	30	0%	3%	17%	50%	30%

Training Component/ Concept	Number of Respondents That Have Had Each Training	Number of Respondents That Rated Their Ability to Apply Each Training Concept	No Knowledge/ Not Capable	Inadequate Knowledge/ Awkward	Adequate Knowledge/ Adequately Capable	Very Knowledgeable/ Very Capable	Excellent Knowledge/ Extremely Capable
Evidence Collection	16	30	0%	3%	30%	37%	30%
Full Faith and Credit	11	24	0%	25%	13%	38%	25%
Understanding Protection Orders: verification through NCIC; criminal justice system enforcement of civil orders in domestic violence cases	14	27	4%	7%	37%	33%	19%
Enforcement of Protection Orders	15	29	3%	0%	24%	55%	17%
How to Identify the Primary Aggressor	14	28	0%	4%	18%	57%	21%
Law enforcement liability regarding domestic violence cases as outlined by state statute	12	26	0%	19%	35%	23%	23%
“Misdemeanor Arrest Authority” and the domestic violence exception to hearsay law	13	27	0%	7%	15%	56%	22%
Officer Safety Issues	14	29	0%	3%	14%	38%	45%
How to write offense incident reports that are neutral but capture the best information about the domestic violence incidents	11	24	0%	4%	8%	42%	46%

Training Component/ Concept	Number of Respondents That Have Had Each Training	Number of Respondents That Rated Their Ability to Apply Each Training Concept	No Knowledge/ Not Capable	Inadequate Knowledge/ Awkward	Adequate Knowledge/ Adequately Capable	Very Knowledgeable/ Very Capable	Excellent Knowledge/ Extremely Capable
Lethality Indicators/ Assessment	8	24	4%	13%	38%	29%	17%
Emergency Orders of Protection	13	26	4%	8%	42%	35%	12%
How to identify and document children present at a domestic violence scene	11	27	0%	11%	30%	33%	26%
How and when to communicate with service providers to properly refer victims and/or their children for services	12	28	4%	7%	39%	29%	21%
Cultural considerations when dealing with victims of various races/ ethnicities	10	26	4%	4%	42%	38%	12%
What to do at a domestic violence incident when the <i>victim</i> is intoxicated/ high	9	26	4%	4%	27%	46%	19%
What to do at a domestic violence incident when the <i>offender</i> is intoxicated/ high	10	27	4%	4%	19%	52%	22%
What to do at a domestic violence incident when the <i>victim</i> has a disability	7	24	8%	21%	33%	21%	17%

Training Component/ Concept	Number of Respondents That Have Had Each Training	Number of Respondents That Rated Their Ability to Apply Each Training Concept	No Knowledge/ Not Capable	Inadequate Knowledge/ Awkward	Adequate Knowledge/ Adequately Capable	Very Knowledgeable/ Very Capable	Excellent Knowledge/ Extremely Capable
What to do at a domestic violence incident when the <i>offender</i> has a disability	7	24	8%	21%	29%	21%	21%
What to do when the domestic violence offender is the caregiver of an elderly victim	8	25	8%	12%	36%	32%	12%
What to do when the domestic violence offender is the caregiver of a victim with a disability.	7	24	8%	17%	42%	21%	13%
Officer's role in child protective custody in domestic violence cases	11	28	4%	7%	29%	29%	32%
Existing Stalking Statues	13	29	3%	7%	38%	31%	21%
How to establish a pattern of stalking by connecting prior offenses against the victim	10	26	8%	15%	31%	23%	23%
How to establish a pattern of stalking by connecting offense incident reports from multiple jurisdictions	7	23	9%	22%	35%	13%	22%
Cyber-stalking	6	23	30%	35%	22%	4%	9%
How and where to refer stalking victims and/or their children for services	9	25	12%	8%	32%	16%	32%

Training Component/Concept	Number of Respondents That Have Had Each Training	Number of Respondents That Rated Their Ability to Apply Each Training Concept	No Knowledge/Not Capable	Inadequate Knowledge/Awkward	Adequate Knowledge/Adequately Capable	Very Knowledgeable/Very Capable	Excellent Knowledge/Extremely Capable
Technology and Advanced Stalking Techniques	6	23	26%	30%	17%	9%	17%

Table 6 synthesizes Table 5 and demonstrates a comparison between the percent of law enforcement respondents that have had each training and the percent that report being capable and incapable of applying each training component in the field.

Table 6. Comparison Between The Percent of Law Enforcement Respondents That Have Had Each Training and The Percent That Report Being Capable and Incapable of Applying Each Training Component In The Field (In Descending Order by Percent Not Capable)

Training Component/Concept	Percent of Surveyed Law Enforcement Officers That Have Had Each Training	Number of Law Enforcement Respondents	Adequately to Extremely Knowledgeable	Inadequate or No Knowledge
			Adequately to Extremely Capable of Applying in The Field	No Application or Awkward Application in the Field
Cyber-stalking	20%	23	35%	65%
Technology and Advanced Stalking Techniques	20%	24	43%	56%
How to establish a pattern of stalking by connecting offense incident reports from multiple jurisdictions	23%	25	70%	31%
What to do at a domestic violence incident when the <i>victim</i> has a disability	23%	28	71%	29%
Full Faith and Credit	37%	24	76%	25%
What to do when the domestic violence offender is the caregiver of a victim with a disability.	23%	26	76%	25%

Training Component/Concept	Percent of Surveyed Law Enforcement Officers That Have Had Each Training	Number of Law Enforcement Respondents	Adequately to Extremely Knowledgeable	Inadequate or No Knowledge
			Adequately to Extremely Capable of Applying in The Field	No Application or Awkward Application in the Field
How to establish a pattern of Stalking by connecting prior offenses against the victim	33%	24	77%	23%
What to do at a domestic violence incident when the <i>offender</i> has a disability	23%	24	80%	20%
What to do when the domestic violence offender is the caregiver of an elderly victim	27%	26	80%	20%
Law Enforcement liability regarding domestic violence cases as outlined by state statute	40%	26	81%	19%
Lethality Indicators/ Assessment	27%	29	84%	17%
Emergency Orders of Protection	43%	24	89%	12%
Understanding Protection Orders: verification through NCIC; criminal justice system enforcement of civil orders in domestic violence cases	47%	27	89%	11%
How to identify and document children present at a domestic violence scene	37%	24	89%	11%
How and when to communicate with service providers to properly refer victims and/or their children for services	40%	28	89%	11%

Training Component/Concept	Percent of Surveyed Law Enforcement Officers That Have Had Each Training	Number of Law Enforcement Respondents	Adequately to Extremely Knowledgeable	Inadequate or No Knowledge
			Adequately to Extremely Capable of Applying in The Field	No Application or Awkward Application in the Field
Officer's role in child protective custody in domestic violence cases	37%	27	90%	11%
Existing Stalking Statutes	43%	24	90%	10%
Cultural considerations when dealing with victims of various races/ethnicities	33%	26	92%	8%
What to do at a domestic violence incident when the <i>victim</i> is intoxicated/high	30%	27	92%	8%
What to do at a domestic violence incident when the <i>offender</i> is intoxicated/high	33%	27	93%	8%
"Misdemeanor Arrest Authority" and the domestic violence exception to hearsay law	43%	27	93%	7%
Existing Domestic Violence Statutes	50%	28	96%	4%
How to Identify the Primary Aggressor	47%	28	96%	4%
How to write offense incident reports that are neutral but capture the best information about the domestic violence incidents	37%	24	96%	4%
Investigation Techniques	53%	30	97%	3%
Evidence Collection	53%	30	97%	3%
Enforcement of Protection Orders	50%	29	96%	3%

Training Component/Concept	Percent of Surveyed Law Enforcement Officers That Have Had Each Training	Number of Law Enforcement Respondents	Adequately to Extremely Knowledgeable	Inadequate or No Knowledge
			Adequately to Extremely Capable of Applying in The Field	No Application or Awkward Application in the Field
Officer Safety Issues	47%	27	97%	3%
Domestic Violence Dynamics	43%	27	100%	0%

There is great disparity between law enforcement training and practice. Many officers rated their abilities to apply the training concepts/components even though they were never trained on those concepts/components. For instance, while only 27% percent of officers reported being trained on *lethality indicators* in domestic violence, 84% reported being capable (capable/very capable/extremely capable) of applying this knowledge in the field. Similarly, while only 23% of officers reported being trained on *establishing a stalking pattern by connecting offense incident reports from multiple jurisdictions*, 70% reported being capable of applying this knowledge in the field. Therefore, the untrained officers that consider themselves capable or very capable of applying one or more training concepts in the field, are using a standard of practice informed by something other than the trainings, e.g. what may have been done historically; what other officers in their agency do; what is done to fulfill agency policies and procedures; prosecution and/or judicial practices in their county, officer liability concerns, fulfilling the law and/or other information/criteria/practices.

Law Enforcement respondents were asked, “*How Often Do You Apply This Knowledge On The Job?*” They were to rate their ability by using the following Likert scale:

- 5 = Always
- 4 = Very Often
- 3 = Often
- 2 = Seldom
- 1 = Never
- NA = Not Applicable

Table 7 demonstrates the number of law enforcement respondents that rated how often they apply each training component in the field, whether or not they had taken each training.

Table 7. Law Enforcement Respondents’ Ratings of How Often They Apply Each Training Component/Concept in The Field

Training Component/Concept	Number of Respondents That Have Had Each Training	Number of Respondents Rating How Often They Apply Each Training Concept	Never	Seldom	Often	Very Often	Always
Domestic Violence Dynamics	13	26	0%	23%	15%	23%	38%

Training Component/Concept	Number of Respondents That Have Had Each Training	Number of Respondents Rating How Often They Apply Each Training Concept	Never	Seldom	Often	Very Often	Always
Existing Domestic Violence Statutes	15	27	0%	15%	19%	30%	37%
Investigation Techniques	16	29	0%	14%	21%	31%	34%
Evidence Collection	16	29	0%	17%	28%	24%	31%
Full Faith and Credit	11	26	0%	38%	15%	19%	27%
Understanding Protection Orders: verification through NCIC; criminal justice system enforcement of civil orders in domestic violence cases	14	25	4%	16%	16%	24%	40%
Enforcement of Protection Orders	15	28	0%	29%	14%	21%	36%
How to Identify the Primary Aggressor	14	27	0%	15%	30%	26%	30%
Law Enforcement liability regarding domestic violence cases as outlined by state statute	12	25	0%	28%	16%	24%	32%
“Misdemeanor Arrest Authority” and the domestic violence exception to hearsay law	13	26	4%	19%	15%	35%	27%
Officer Safety Issues	14	28	0%	14%	14%	18%	54%
How to write offense incident reports that are neutral but capture the best information about the domestic violence incidents	11	23	0%	17%	13%	26%	43%
Lethality Indicators/Assessment	8	23	4%	22%	22%	17%	35%
Emergency Orders of Protection	13	26	12%	19%	31%	23%	15%
How to identify and document children present at a domestic violence scene	11	26	4%	23%	19%	19%	35%
How and when to communicate with service providers to properly refer victims and/or their children for services	12	27	4%	22%	26%	26%	22%
Cultural considerations when dealing with victims of various races/ethnicities	10	25	4%	24%	24%	24%	24%
What to do at a domestic violence incident when the <i>victim</i> is intoxicated/high	9	25	4%	16%	32%	16%	32%

Training Component/Concept	Number of Respondents That Have Had Each Training	Number of Respondents Rating How Often They Apply Each Training Concept	Never	Seldom	Often	Very Often	Always
What to do at a domestic violence incident when the <i>offender</i> is intoxicated/high	10	26	4%	15%	23%	23%	35%
What to do at a domestic violence incident when the <i>victim</i> has a disability	7	23	13%	30%	22%	9%	26%
What to do at a domestic violence incident when the <i>offender</i> has a disability	7	23	17%	26%	22%	9%	26%
What to do when the domestic violence offender is the caregiver of an elderly victim	8	24	13%	29%	25%	17%	17%
What to do when the domestic violence offender is the caregiver of a victim with a disability.	7	23	17%	22%	30%	9%	22%
Officer's role in child protective custody in domestic violence cases	11	27	4%	26%	22%	19%	30%
Existing Stalking Statues	13	28	4%	39%	25%	14%	18%
How to establish a pattern of Stalking by connecting prior offenses against the victim	10	25	12%	32%	24%	20%	12%
How to establish a pattern of stalking by connecting offense incident reports from multiple jurisdictions	7	22	14%	36%	23%	14%	14%
Cyber-stalking	6	22	41%	32%	9%	9%	9%
How and where to refer stalking victims and/or their children for services	9	24	21%	25%	17%	13%	25%
Technology and Advanced Stalking Techniques	6	22	32%	36%	9%	9%	14%

Table 8 synthesizes Table 7 and demonstrates a comparison between the percent of law enforcement respondents that have had each training and the percent that report *rarely* or *usually* applying each training component in the field.

Table 8. Comparison Between The Percent of Law Enforcement Respondents That Have Had Each Training and The Percent That Report *Rarely* or *Usually* Applying Each Training Component In The Field (In Ascending Order by Percent Rarely Applied)

Training Component/Concept	Percent of Surveyed Law Enforcement Officers That Have Had Each Training	Number of Respondents	USUALLY Often, Very Often or Always Applied in The Field	RARELY Never or Seldom Applied in The Field
Cyber-stalking	20%	22	27%	73%
Technology and Advanced Stalking Techniques	20%	22	32%	68%
How to establish a pattern of stalking by connecting offense incident reports from multiple jurisdictions	23%	22	50%	50%
How and where to refer stalking victims and/or their children for services	30%	24	54%	46%
How to establish a pattern of Stalking by connecting prior offenses against the victim	33%	25	56%	44%
What to do at a domestic violence incident when the <i>victim</i> has a disability	23%	23	57%	43%
What to do at a domestic violence incident when the <i>offender</i> has a disability	23%	23	57%	43%
Existing Stalking Statues	43%	28	57%	43%
What to do when the domestic violence offender is the caregiver of an elderly victim	27%	24	58%	42%
What to do when the domestic violence offender is the caregiver of a victim with a disability.	23%	23	61%	39%
Full Faith and Credit	37%	26	62%	38%
Emergency Orders of Protection	43%	26	69%	31%
Officer's role in child protective custody in domestic violence cases	37%	27	70%	30%
Enforcement of Protection Orders	50%	28	71%	29%
Law Enforcement liability regarding domestic violence cases as outlined by state statute	40%	25	72%	28%
Cultural considerations when dealing with victims of various races/ethnicities	33%	25	72%	28%

Training Component/Concept	Percent of Surveyed Law Enforcement Officers That Have Had Each Training	Number of Respondents	USUALLY Often, Very Often or Always Applied in The Field	RARELY Never or Seldom Applied in The Field
How to identify and document children present at a domestic violence scene	37%	26	73%	27%
Lethality Indicators/Assessment	27%	23	74%	26%
How and when to communicate with service providers to properly refer victims and/or their children for services	40%	27	74%	26%
Domestic Violence Dynamics	43%	26	77%	23%
“Misdemeanor Arrest Authority” and the domestic violence exception to hearsay law	43%	26	77%	23%
Understanding Protection Orders: verification through NCIC; criminal justice system enforcement of civil orders in domestic violence cases	47%	25	80%	20%
What to do at a domestic violence incident when the <i>victim</i> is intoxicated/high	30%	25	80%	20%
What to do at a domestic violence incident when the <i>offender</i> is intoxicated/high	33%	26	81%	19%
Evidence Collection	53%	29	83%	17%
How to write offense incident reports that are neutral but capture the best information about the domestic violence incidents	37%	23	83%	17%
Existing Domestic Violence Statutes	50%	27	85%	15%
How to Identify the Primary Aggressor	47%	27	85%	15%
Investigation Techniques	53%	29	86%	14%
Officer Safety Issues	47%	28	86%	14%

There to be no evident correlation between how often an officer must use specific training knowledge and the proportion of officers that receive the stated training. For instance, 27% of officers reported being trained on *what to do when the domestic violence offender is the caregiver of an elderly victim*, while 58% reported applying this training *often* (often/very often/always) in the field. Significantly more officers reported being trained on *existing stalking statutes* (43%), yet a similar proportion of officers (58%) reported applying this training *often* (often/very often/always) in the field. This disconnect in the proportion trained on a concept and the frequency of its use in the field is true for many other training concepts as well, including *cultural considerations when dealing with victims of various races/ethnicities* (33% trained, 72% often used); *how to identify and document children present at a domestic violence scene* (37% trained, 73% often used); and *lethality indicators* (27% trained, 74% often used), to name a few.

III. RECOMMENDATIONS

➤ It is clear that law enforcement response to domestic violence and stalking cases is dictated more by factors other than domestic violence and stalking trainings that cover the many nuances and realities of these incidents. It is recommended that multi-disciplinary teams in each community have a dialogue regarding: 1) the small proportions of officers trained on each of the domestic violence and stalking training concepts required to respond appropriately and effectively to these incidents; 2) the high frequency of cases that require such knowledge and training; 3) the basis of the current practices used by untrained officers in response to domestic violence and stalking crimes to identify such things as obstacles to training, needed changes in policies and procedures, possible counter influences by the practices of untrained and/or older officers, influence of the DA [prosecutors] or judiciary, etc.; 4) what expectations from community agencies are realistic of law enforcement when responding to domestic violence and stalking incidents given their funding resources, scope of responsibilities, manpower, etc.; and 5) what can be done to change response practices that are contrary to practices recommended in domestic violence and stalking trainings.

➤ Six of the top ten training concepts reported to be *seldom* or *never* used in the field by law enforcement officers have to do with responding effectively to stalking. According to the Survey of Violence Victimization in New Mexico, stalking prevalence and incidence rates parallel those of domestic violence and sexual assault. Therefore, a greater statewide effort must be made to train law enforcement on existing stalking statutes, identify stalking crimes and stalking victims, charge stalking crimes as stalking versus other isolated crimes, and refer stalking victims and their children for appropriate services.

➤ Specific recommendations offered by statewide experts regarding domestic violence and stalking trainings and the obstacles to effectively provide and/or implement these trainings should be reviewed by funding agencies and discussed by multi-disciplinary teams in each community in an effort to identify ways to address these obstacles. These recommendations for law enforcement include:

1) Enforcement of Full Faith and Credit - law enforcement must be taught that a tribal protective order is just as valid as if it came from their own county court. They must understand that they must honor protection orders from the Navajo Nation. They do not know what to do with the protection orders - they do not believe that they provide protection outside the reservation.

2) DV 101 training during Law Enforcement Academy and then a yearly booster session – law enforcement especially needs training on how offenders behave. They too, often get sucked in by offenders. They do not enforce protection orders. They do not realize that victims leaving offenders is a *process*, not an *event*, and they should therefore, avoid getting impatient with women who call more than once for their services.

3) Training on shelter confidentiality policies and procedures regarding the victim – service providers should not deny or confirm that they are serving a particular victim; should not force a victim to sign a release of information; should not be told by police that they are obstructing justice if they do not give them access to a victim. Victims releases have to be very limited and very time specific (maybe even fifteen minutes); and victims have to provide voluntary, informed consent.

4) Training on identifying the primary aggressor – some law enforcement officers are still doing dual arrest even though they are not suppose to any longer.

5) Training on existing statutes and enforcement of existing laws.

6) Training on realistic expectations of service providers – they provide emergency services and help victims make a plan for themselves for what they want to achieve within the next 90 days and that is it.

7) Ongoing DV 101 for 911 Operators/Dispatch/Fire Department (in some communities) which includes the following:

- Dynamics
- Sensitivity to avoid re-victimizing the victim
- Enforcing protection orders
- Writing offense incident reports and collecting proper information
- Lethality Assessment, including strangulation and the number of times dispatched to the same house as determined by dispatch records.
- Data collection regarding domestic violence cases

Training should be basic DV 101 with specific needs of each agency depending on their community support and particular agency situation (rural, urban, number of officers, prior training, etc).

8) Basic domestic violence and stalking in Academy Training, particularly with regard to understanding protection orders, enforcing protection orders and understanding lethality indicators in domestic violence.

9) Training on the need for state, local and county law enforcement in each county to share case information to enable them to establish a pattern of crimes/stalking against an individual.

10) Law Enforcement needs to be trained on how to handle domestic violence and stalking cases when the victim is intoxicated. When a victim has a substance abuse problem or is under the influence they and their children are at no less risk, and perhaps more risk, than a victim who is sober. Law enforcement needs training on how to handle intoxicated victims so they and there children will be safe and a component of this training must include addressing the officers' own stereotypes about victim race and intoxication/addiction, especially intoxication/addiction among Native victims. Officers must be trained on how to suspend their biases from stereotypes about Natives so they can perform their jobs properly no matter the race of the victim, and intoxicated or not. *Marlin Mousseau* is one possible instructor recommended for this training.

11) Individual tribes need to develop a comprehensive set of codes (laws) on domestic violence, stalking, and sexual assault to address each of these crimes in their tribal communities. Recommended is *Sara Deer* from Minnesota who teaches how to develop comprehensive codes for individual tribal communities. However, before a training can be held, tribes must want the training and reach out/contact her. The Coalition to Stop Violence Against Native Women can act as the

facilitator in this process to work with tribal leaders to convince them of the need for such training. Then, the training must be funded. Exactly what tribal funds would be available or who within each tribe would apply for funding and to what organization they would apply for funding is unclear and would have to be determined. This determination would be made easier if there was a system in place for the execution of such activities. This would be facilitated if the tribal communities are assisted in doing capacity building in this and many other areas of tribal life. For example, one area of capacity building that is needed is for alcohol rehab for Native victims and offenders. There needs to be a concerted effort to bring tribal leaders and tribal service providers together to discuss how to provide and make accessible on-reservation and off-reservation services; and to overcome the barriers to accessing these services in either location.

12) Training needs for law enforcement are unclear. There needs to be a discussion among the appropriate parties to determine training that would have an impact in the field. Changes in legislation, prosecution practices, law enforcement academy training practices and judicial practices are required for indicated law enforcement training to be effective. For example:

a) Legislative Changes Needed

National people are brought in to train on cyber-stalking. However, in New Mexico we do not have a statute on cyber-stalking - it is not illegal here. So, officers are trained to try to shoe horn or fit a cyber-stalking offense into another misdemeanor crime. Thus, they are trained on cyber-stalking but cannot execute the training in the field. Therefore, there needs to be legislative change to be compatible with law enforcement training.

b) Academy Officer Training Changes Needed

The Law Enforcement Academy certifies the training of recruits for its own trainings, State Police Academy trainings and for the 9 satellite academy trainings for local, state and county law enforcement. Depending on which site the training is offered, these trainings require 16 or more hours of domestic violence training. Stalking is covered as part of this required training. However, there are several instructors, and while they must submit lesson plans to the Law Enforcement Academy to get accredited, there is no standardization of what content constitutes a basic DV 101 course and what is covered on stalking. Secondly, there is no standardization of graduated advanced courses; no agreement on the need for these or how they would be administered or who would administer them. The ideal would be to have standardized information in several levels of training, so that any officer anywhere in New Mexico who went to DV 101 would get the same content, DV 201 would all get the same content, and DV 301 would all get the same content. There needs to be discussion about law enforcement's desire to have this; if so, how the content would be developed/standardized; how instructors would be certified; if officer's should have all levels of domestic violence training by a certain time (within so many years); whether there should be a yearly booster course to be instructed on changes in technology and statutes and therefore, changes in how to handle those changes in a case. Consequently, there should be a forum for all levels of law enforcement to convene to discuss these training issues.

13) In rural areas, officer discretion is different than in Albuquerque, Rio Rancho or Santa Fe due to the available support services. Current domestic violence and stalking training fails if it does not take

this into consideration. In order for domestic violence and stalking training to be effective, district attorneys and victim advocates need to be a part of a training tailored to that community, so that the law enforcement training on how to handle domestic violence and stalking cases will be compatible with those services/disciplines and how they perform their jobs. Additionally, training in each community must be done by someone who knows the district attorney and victim advocate and other support services in that community.

14) Not all law enforcement agencies have enough funds to train all officers on advanced domestic violence and stalking issues. Each agency should identify at least two officers to take advanced training and then all domestic violence and stalking cases should be reviewed by them to prepare cases for optimal prosecution outcomes.

15) Enforcement of Protection Orders – Officers need DV 101 dynamics and tools to deal with the frustration of responding to domestic violence cases. They need training on identifying the primary aggressor. They need to take the protection orders seriously, meaning they need to arrest and/or prosecute violators in jurisdictions statewide where officers prosecute. If officers do not enforce the protection orders, it makes victims and offenders believe that the protection order is worthless.

16) Enforcement of Protection Orders from Other States and Tribes

17) All law enforcement would benefit from a general writing course; and a course on writing much better offense incident reports. They do not understand the power of their words. For instance, when they write victim “claimed” instead of victim “stated” it has very different meanings when trying to prosecute. Officers need to learn how to write “neutral” offense reports. Several things need to be documented to assist prosecution and the courts in obtaining the best outcomes for all parties. Things that need to be documented include children at the scene, obvious injuries, alcohol/drug use, weapons involved, and the condition of the physical environment (were items strewn, the phone ripped out of the wall, lamps overturned, etc). These reports also serve as a good reminder for the officer when testifying at a hearing or trial. The *he said/she said* information that is documented on offense incident reports as most commonly done today, is not very helpful. Police offense report forms could be changed to make the aforementioned preferred documentation convenient instead of having to write a longer narrative. A great example of such an offense incident report is used in San Diego. The change in this one activity of writing offense incident reports could make a tremendous difference in case outcomes.

18) Training for law enforcement to build relationships with service providers to enable the establishment of an effective program of officers communicating with domestic violence advocates enabling advocates to respond to the scene.

19) Cultural considerations in domestic violence and stalking training (how to interact with underserved communities). Training components would include:

a. Historical Foundation – history lesson on FBI and other law enforcement historical behavior towards Native people to help law enforcement understand why Native people distrust law enforcement.

- Recommendation: 2 hour training by *Sacred Circle* or other approved instructor.
- Venue Recommendation:

- (i). Ideal situation - add to recruit training at Academies; or
- (ii). Schedule in East, West, South and North Quadrants of the State; or
- (iii). Mandatory attendance at the Tribal Law and Policy Institute Training in New Mexico and Arizona. It is free.

b. Jurisdictional Issues – there are 7 different jurisdictions on Navajo Land so this has implications for orders of protection and Full Faith and Credit. In all, there are 19 pueblos and 3 Nations (Navajo, Jicarilla Apache and Mescalero Apache).

- Recommendation: 1 ½ hour training for municipal, state, tribal and federal law enforcement; preferably in attendance together, by *Sacred Circle* or other approved instructor.

➤ Venue Recommendation:

- (i). Ideal situation - add to recruit training at Academies; or
- (ii). Schedule in East, West, South and North Quadrants of the State; or
- (iii). Mandatory attendance at the Tribal Law and Policy Institute Training, offered in New Mexico and Arizona. It is free.

c. Cultural considerations to be respectful when law enforcement needs to interact with Native people on potential law enforcement issues, e.g. death notification; autopsies, etc.

- Recommendations: Have pueblo advocates from each county and tribal epidemiologists do a joint training for law enforcement of every level in the same county, so that the trainings are tribe/community specific.

Note: If these training components are not done in recruit training at the academies, then training on Historical Foundations, Jurisdictional Issues and Cultural Considerations should be required for all officers within 2 years of employment.

20) Training for senior officers on domestic violence and stalking issues and mentoring of young officers in properly implementing what they have learned. This is needed because a statewide study showed that new officers respond to domestic violence victims more appropriately and enforce protection orders more often than senior officers; and senior officers influence young officers. They many times discourage handling domestic violence cases as they were trained and encourage officers to handle them their way.

- Recommended Trainer: *Sgt. Crystal Boeck*, Arizona State Police

21) Stalking training – stalking is not being charged. There should be a training on a checklist of questions law enforcement officers should be asking victims to assist officers in determining a pattern of behavior rather than an isolated incident. Law enforcement should offer a way to access prior crime incidents against a victim and law enforcement should be trained on how to access prior

information. Stalking training should be part of recruit training and should be ongoing, with an annual refresher course that includes updated/new information. This should be mandated and part of what is required to meet certain credits.

22) Law Enforcement officers should look at domestic violence misdemeanors more closely that should be charged as felonies, especially domestic violence misdemeanors that should be charged as stalking.

23) Law enforcement *leadership* should be trained in domestic violence and stalking on:

- Dynamics
- Lethality assessment
- Enforcement of protection orders
- Emergency protection orders
- Cyber-stalking
- Liability issues in domestic violence and stalking cases not handled properly by law Enforcement

24) There should be a stalking and domestic violence DVD issued annually that serves as a refresher and includes updated/new information (e.g. changes in law and/or technology, etc.) that all law enforcement are mandated to see for required credits. This may be provided by the Department of Public Safety (DPS) for credibility.

25) All officers should be trained on protection order basics and enforcement of protection orders. This should be a part of their recruit training. There should be ongoing (annual) refresher courses. The State and Tribal Judicial Consortium is working on a face sheet on protection orders to make it easier on law enforcement officers.

- Recommendation: Kathy Spurgen with the AOC can be consulted on this matter.

26) Dispatchers should be trained on domestic violence dynamics and know enough about lethality assessment to ask the caller the appropriate questions and obtain the answers necessary to determine what priority level should be given to the call.

27) Prosecutors should train law enforcement on evidence collection in domestic violence and stalking cases.

28) Domestic violence training for law enforcement in *rural* areas, on:

- Dynamics – Power and control issues with offenders
- Why it is difficult for victims and children to report
- Lethality assessment
- How to provide a safety net for victims
- Available resources to assist law enforcement
- Enforcing protection orders
- Collecting evidence, taking pictures, etc. to prosecute violent offenders when victims recant, or otherwise fail to cooperate.

29) All law enforcement cadets are given 16 or more hours of domestic violence training but it is part of multiple hours of training on multiple issues. The domestic violence training covers the following:

- DV Dynamics
- Basic response, arrest and enforcement issues
 - Arrest Authority
 - Officer safety issues
 - Report Writing
 - Gathering Information
 - Gathering Evidence
 - Responsibilities
 - Restraining Orders

They need an opportunity to cover these areas over more time and more in-depth.

30) DPS mandates 40 hours of “Maintenance of Effort” training bi-annually for officers to remain certified. DPS dictates what will be trained in 30 of the 40 hours. There is tremendous liability on the part of law enforcement with regard to domestic violence cases on notification, arrest, etc. Training on domestic violence and stalking (refresher and updates in technology, statutes and practices) should be a part of this mandated training to keep officers abreast of changes and assist them in properly implementing their responses to domestic violence and stalking cases and to limit law enforcement risk of liability.

- Recommendation: *Gil Nahar*, DPS (1-800-521-9911) who can explain the process involved in determining what is offered in the “Maintenance of Effort” trainings.

31) Law enforcement officers are confused about and need training on child protective custody in domestic violence cases. Officers need to understand that they have the authority to take a child into protective custody; when to take a child into custody; what services or resources are available to them once they take a child into custody; and the officer’s obligations while the child is in custody.

32) Law enforcement officers are confused about and need training regarding restraining orders – they need to understand that the civil orders can be enforced by the criminal justice system; that there is a different process with domestic violence cases. They need to understand the process for verification of restraining orders through NCIC.

33) Law enforcement officers need to understand “Misdemeanor Arrest Authority” applied to battery, assault, other offenses and restraining orders (there are 7 exceptions to the hearsay law and domestic violence is one of them). They need to know when they can arrest. They can arrest on battery or assault; they can arrest on criminal damage if battery or assault is also present; they can arrest on violation of a restraining order. There are state statutes that define arrest on hearsay and officers need to be trained on them and their implications in practice.

- Recommendation: *Elliott Guttman*, DPS, or Assist. DA or *Ann Badway*, AG’s Office

- 34) Cultural Sensitivity Training –law enforcement officers do not understand some dynamics of different cultures and why certain behaviors are exhibited. Understanding the Elder system, the Clan system and how people are related help law enforcement investigate better.
- 35) Sensitivity Training – when dealing with victims law enforcement officers need to understand that even though they see a victim several times, they still have a right to due process. These responders need to just do their jobs and avoid using their judgments of the victim as an excuse not to follow proper procedure.
- 36) All employees from the administration down in the law enforcement agencies need a basic sensitivity training on how to interact with victims with a disability.
- 37) Those who are responsible for the training of all law enforcement for their continuing education credits need a long-term plan on providing intensive, on-going training on the different types of disabilities, as each requires a specific response to have an effective interview with the victim. Law enforcement officers need to be trained on the following disabilities: a) mobility, b) deaf/hard of hearing, and c) blind/low vision. These trainings should be offered every year as part of their required training hours; and there should be a requirement that every law enforcement officer have basic, intermediate and advanced training over a designated time period.
- 38) Law enforcement should be trained on how to hold an accessible meeting. There are minimum requirements, e.g. how to post notices in an alternative format. The training needs to be coordinated by someone who knows *victim services* and *disabilities services*.
- 39) Law enforcement needs training on how to recognize and investigate victimizations among those with disabilities and how to refer victims to services that get them away from their offenders. Because most times domestic violence and sexual assault against a victim with a disability is done by the caregiver of the victim who controls the victims environment and ability to access services, law enforcement officers need training on recognizing and investigating these victimizations and how to refer victims to services that get them away from their offenders.
- 40) How to collect meaningful evidence for prosecution: taking photos, interviewing neighbors and witnesses, taking witness statements, documenting the conditions of the scene, victim, offender, injuries, etc.
- 41) Basic training on biases faced by immigrants (e.g. fear of deportation; lack of permit to work in this country, etc.).
- 42) Training on the tactics used by abusers to have power and control in the abusive situation - education on the kind of controls used by the abuser when the victim is an immigrant.
- 43) Training on VAWA (Violence Against Women Act) and other resources - law enforcement officers should know about VAWA and other resources available to immigrant victims (e.g. what is a VAWA petition; how can a victim get immigration documents through VAWA; what is a U-Visa) so that they can make appropriate referrals to needed services.

44) Training on Victims Rights - victims rights in general and victim rights for immigrants are many times unknown by law enforcement officers. The New Mexico Victims Rights Project should be brought in to conduct a piece of the training on victim's rights, especially information regarding undocumented immigrants.

45) Officers should have training on the current standard operating procedures (SOPs) of their own agency/department regarding immigrants.

46) Each county needs to hold a joint training for law enforcement, prosecutors, judges and service providers from said county to be trained on their respective roles and the roles of the other disciplines mentioned in response to a domestic violence case, so that professionals from each discipline understand how best to optimize their success for advocacy, investigation, prosecution and adjudication of domestic violence crimes in that county and optimize victim safety and the safety of any children that may be involved.

IV. LAW ENFORCEMENT COMMENTS

Surveyed law enforcement officers were asked, *“What skills have you learned but do not practice on the job? Please identify any challenges that have prevented you from using those skills.”* A review of surveyed law enforcement statements found that officers generally use the skills they have learned. However, one officer commented that they have lost track of the up-dated laws pertaining to stalking. Two officers from small communities stated that officers in their departments were not as proficient as they would prefer when responding to domestic violence due to the seldom occurrence of domestic violence incidents. There were single comments on each of the following challenges to implementing their skills: a) victims, witnesses, and the prosecution greatly hinder the officers in our department; b) the community does not utilize emergency orders of protection; and c) extensive follow-up investigation needed on domestic violence cases is not performed well due to victim cooperation, manpower/calls for service and lack of training and/or experience.

One officer commented that the false imprisonment charge or statute could be better served if there was a misdemeanor section in it. From an instructor in the Albuquerque Police Department Family Abuse Stalking and Training Team there was a request for more classes on instruction (for teaching other officers). For a review of all officers' comments, please see **Appendix C** for *Law Enforcement Skills Learned and Challenges to Implementation*.

Surveyed law enforcement officers were asked, *“Please list in priority order, domestic violence and/or stalking trainings you would like to have or think are most needed for law enforcement.”* Training on different aspects of stalking were requested most often (22), followed by training on understanding and enforcing protection orders (9), domestic violence and stalking laws/statutes (5), how to handle domestic violence cases with victims and offenders with a disability (5), how to identify the primary aggressor in domestic violence cases (4), Full Faith and Credit (3), all listed subjects recommended by the experts (3) how to handle domestic violence cases where the offender is the caregiver (3), interviewing and interrogation techniques (2), domestic violence and children (2), and domestic violence and the elderly (2). There were 16 types of training that received a single mention. For a review of all requested trainings, see **Appendix D**. *Requests for Future Domestic Violence and Stalking Trainings*.

Surveyed law enforcement officers were asked their preferences for instructors for the trainings they requested. The following are the recommended instructors:

- Paul Szych (APD)
- New Mexico Coalition of Sexual Assault Programs, Inc.
- New Mexico Coalition Against Domestic Violence
- Randy Glover
- El Puente del Socorro, which is our local independent organization which provides services for victims and suspects of domestic violence
- Would prefer instructors from the local area because they are familiar with community dynamics, but sometimes it is better to get a “fresh” view from outside the area.
- Preferably an officer that has dealt with situations of domestic violence that will be more understandable and specific on training.
- Need to have balance in the training. In times past, it has either been “enforcement issues” or “social issues.” Future trainings should balance the two.

SECTION TWO: PROSECUTION DOMESTIC VIOLENCE AND STALKING TRAINING NEEDS

I. INTRODUCTION

Twenty-one statewide experts were individually interviewed to determine what trainings they believed prosecutors should have to appropriately and effectively respond to domestic violence and stalking cases. Refer to **Appendix A** for a list of statewide experts.

Based on the recommendations of the experts interviewed, a survey was designed to ascertain: 1) the proportion of prosecutors surveyed that have taken each recommended training component; 2) the ability of each surveyed prosecutor to apply each training concept/component in their work; and 3) how often prosecutors applied each training in their work. See **Appendix E** for the *Prosecutors' Domestic Violence and Stalking Training Needs Assessment*.

II. SURVEY FINDINGS

There were 42 prosecutors surveyed. Their titles and years of service are found in Tables 1 and 2 respectively.

Table 1. Survey Prosecutor's Titles

Title	Number of Respondents
District Attorneys	5
Assistant District Attorneys	24
Chief Deputy District Attorneys	1
Deputy District Attorneys	2
Prosecutors	8
Not Documented	2
Total	42

Table 2. Surveyed Prosecutors, Years of Service

Years of Service	Number of Respondents
<1	3
1-2	6
2-5	8
5-10	10
10-20	12
>20	2
Not Documented	1
Total	42

Table 3 illustrates the recommended trainings and how many surveyed prosecutors reported having taken each training.

Table 3. Percent Surveyed Prosecutors That Have Taken Each Recommended Training, In Ascending Order

Training Component/Concept	Percent Surveyed Prosecutors That Have Had Each Training
Investigation Techniques	9%
Technology and Advanced Stalking Techniques	12%
How to interview domestic violence victims with various types of disability	14%
How to provide access to prosecution services for domestic violence victims with a disability	14%
Cyber-stalking	14%
How and when to communicate with service providers to properly refer victims and/or their children for services	17%
How and where to refer stalking victims and/or their children for services	17%
How to communicate with criminal justice advocates to optimize opportunities for vertical prosecution	19%
Special concerns for prosecuting domestic violence in rural areas	19%
Emergency Orders of Protection	21%
Law Enforcement liability regarding domestic violence cases as outlined by state statute	21%
Prosecution concerns when the domestic violence victim with a disability is being victimized by a caregiver	24%
Sensitivity Training	24%
Lethality Indicators/ Assessment	24%
Confidentiality concerns in domestic violence cases	24%
Prosecution issues for immigrant victims of domestic violence	24%
Cultural considerations when dealing with victims of various races/ ethnicities	26%
How to establish a pattern of stalking by connecting offense incident reports from multiple jurisdictions	26%
Full Faith and Credit	29%
Prosecution concerns when an elderly domestic violence victim is being victimized by a caregiver	29%
How to establish a pattern of stalking by connecting prior offenses against the victim	29%
Enforcement of Protection Orders	31%
The effect of multiple continuances on the domestic violence victim's ability to participate in the prosecution process	31%
Understanding Protection Orders	33%
How to Identify the Primary Aggressor	33%
Concerns and realistic expectations regarding the process for a victim to leave an offender	33%

Training Component/Concept	Percent Surveyed Prosecutors That Have Had Each Training
How “uncooperative” domestic violence victims differ from “uncooperative” victims of other crimes; and how to proceed in a domestic violence prosecution with an apparent uncooperative victim (vertical prosecution)	36%
Available services for domestic violence victims	36%
Domestic Violence Dynamics	43%
Existing Stalking Statutes	43%
Existing Domestic Violence Statutes	50%

A review of Table 3 demonstrates that only half of the prosecutors surveyed had training on *existing domestic violence statutes*, even less on *existing stalking statutes* and *domestic violence dynamics* (43% respectively). Less than a third of surveyed prosecutors reported having been trained on any of the trainings recommended by experts to appropriately and effectively prosecute domestic violence cases.

Only relatively few prosecutors were trained on very basic domestic violence and stalking essentials required to properly investigate and prosecute these cases: *investigation techniques* (9%); *technology and advanced stalking techniques* (12%); *how to communicate with criminal justice advocates to optimize opportunities for vertical prosecution* (19%); *Full Faith and Credit* (29%); *understanding* (31%) and *enforcing protection orders* (33%). Further, there are few prosecutors trained on prosecution concerns that are essential for victim safety: *how and when to communicate with service providers to properly refer victims and/or their children for services* (17%); *special concerns for prosecuting domestic violence in rural areas* (19%); *emergency orders of protection* (21%); and 24% each of *lethality indicators/assessment*, *confidentiality concerns in domestic violence cases*, and *prosecution concerns when the domestic violence victim with a disability is being victimized by a caregiver*.

Surveyed prosecutors were asked, “*How Able Are You To Apply The Component/ Concept You Learned in Your Work*” They were asked to rate their ability by using the following Likert scale:

- 5 = Excellent knowledge/Extremely Capable
- 4 = Very knowledgeable/Very Capable
- 3 = Adequate knowledge/Adequately Capable
- 2 = Inadequate knowledge/Awkward
- 1 = No knowledge/Not Capable
- NA = Not Applicable

Table 4 demonstrates the number of surveyed prosecutors that rated their ability to apply each training component in their work, whether or not they had taken each training.

Table 4. Surveyed Prosecutors' Ratings of Their Ability to Apply Each Training Component/Concept in Their Work

Training Concept/ Component	Number of Respondents	No Knowledge/ Not Capable	Inadequate Knowledge/ Awkward	Adequate Knowledge/ Adequately Capable	Very Knowledgeable/ Very Capable	Excellent Knowledge/ Extremely Capable
Existing Domestic Violence Statutes	38	0%	3%	8%	34%	55%
Investigation Techniques	33	0%	12%	27%	42%	18%
Full Faith and Credit	29	3%	21%	31%	34%	10%
Understanding Protection Orders	31	0%	6%	19%	52%	23%
Enforcement of Protection Orders	31	0%	10%	23%	45%	23%
Emergency Orders of Protection	23	0%	26%	9%	52%	13%
How to Identify the Primary Aggressor	31	3%	10%	19%	39%	29%
Law Enforcement liability regarding domestic violence cases as outlined by state statute	27	11%	22%	33%	26%	7%
Domestic Violence Dynamics	35	3%	0%	29%	34%	34%
Sensitivity Training	28	0%	14%	36%	21%	29%
Concerns and realistic expectations regarding the process for a victim to leave an offender	30	0%	13%	23%	27%	37%
The effect of multiple continuances on the domestic violence victim's ability to participate in the prosecution process	30	3%	3%	20%	43%	30%

Training Concept/ Component	Number of Respondents	No Knowledge/ Not Capable	Inadequate Knowledge/ Awkward	Adequate Knowledge/ Adequately Capable	Very Knowledgeable/ Very Capable	Excellent Knowledge/ Extremely Capable
How “uncooperative” domestic violence victims differ from “uncooperative” victims of other crimes; and how to proceed in a domestic violence prosecution with an apparent uncooperative victim (vertical prosecution)	32	3%	9%	25%	28%	34%
How to communicate with criminal justice advocates to optimize opportunities for vertical prosecution	25	8%	8%	20%	40%	24%
Lethality Indicators/ Assessment	26	8%	15%	27%	27%	23%
Available services for domestic violence victims	31	0%	16%	29%	26%	29%
Confidentiality concerns in domestic violence cases	27	7%	4%	26%	22%	41%
Special concerns for prosecuting domestic violence in rural areas	25	20%	12%	12%	32%	24%
How and when to communicate with service providers to properly refer victims and/or their children for services	23	9%	9%	30%	30%	22%
Cultural considerations when dealing with victims of various races/ ethnicities	28	7%	14%	29%	29%	21%
How to provide access to prosecution services for domestic violence victims with a disability	23	4%	30%	26%	26%	13%

Training Concept/ Component	Number of Respondents	No Knowledge/ Not Capable	Inadequate Knowledge/ Awkward	Adequate Knowledge/ Adequately Capable	Very Knowledgeable/ Very Capable	Excellent Knowledge/ Extremely Capable
How to interview domestic violence victims with various types of disability	23	13%	17%	22%	26%	22%
Prosecution issues for immigrant victims of domestic violence	27	4%	22%	30%	26%	19%
Prosecution concerns when an elderly domestic violence victim is being victimized by a caregiver	26	4%	19%	27%	38%	12%
Prosecution concerns when the domestic violence victim with a disability is being victimized by a caregiver	26	4%	19%	27%	38%	12%
Existing Stalking Statutes	35	0%	3%	26%	31%	40%
How to establish a pattern of Stalking by connecting prior offenses against the victim	27	0%	4%	30%	41%	26%
How to establish a pattern of stalking by connecting offense incident reports from multiple jurisdictions	28	7%	14%	25%	36%	18%
Cyber-stalking	23	22%	17%	26%	30%	4%
How and where to refer stalking victims and/or their children for services	23	4%	17%	48%	26%	4%
Technology and Advanced Stalking Techniques	23	13%	39%	30%	9%	9%

Table 5 synthesizes Table 4 and demonstrates a comparison between the percent of surveyed prosecutors that have had each training and the percent that report being capable and incapable of applying each training component in their work.

Table 5. Comparison Between The Percent of Surveyed Prosecutors That Have Had Each Training and The Percent That Report Being Capable and Incapable of Applying Each Training Component In Their Work (In Descending Order by Percent Trained)

Training Component/Concept	Percent Surveyed Prosecutors That Have Had Each Training	Number of Prosecution Respondents	INCAPABLE Inadequate or No Knowledge No Application At Work	CAPABLE Adequately to Extremely Knowledgeable Adequately to Extremely Capable of Applying At Work
Existing Domestic Violence Statutes	50%	38	3%	97%
Domestic Violence Dynamics	43%	35	3%	97%
Existing Stalking Statutes	43%	35	3%	97%
How “uncooperative” domestic violence victims differ from “uncooperative” victims of other crimes; and how to proceed in a domestic violence prosecution with an apparent uncooperative victim (vertical prosecution)	36%	32	13%	88%
Available services for domestic violence victims	36%	31	16%	84%
Understanding Protection Orders	33%	31	6%	94%
Concerns and realistic expectations regarding the process for a victim to leave an offender	33%	30	13%	87%
How to Identify the Primary Aggressor	33%	31	13%	87%
The effect of multiple continuances on the domestic violence victim’s ability to participate in the prosecution process	31%	30	7%	93%
Enforcement of Protection Orders	31%	31	10%	90%

Training Component/Concept	Percent Surveyed Prosecutors That Have Had Each Training	Number of Prosecution Respondents	INCAPABLE	CAPABLE
			Inadequate or No Knowledge No Application At Work	Adequately to Extremely Knowledgeable Adequately to Extremely Capable of Applying At Work
Prosecution concerns when an elderly domestic violence victim is being victimized by a caregiver	29%	26	23%	77%
How to establish a pattern of Stalking by connecting prior offenses against the victim	29%	27	4%	96%
Full Faith and Credit	29%	29	24%	76%
How to establish a pattern of stalking by connecting offense incident reports from multiple jurisdictions	26%	28	21%	79%
Cultural considerations when dealing with victims of various races/ ethnicities	26%	28	21%	79%
Sensitivity Training	24%	28	14%	86%
Prosecution issues for immigrant victims of domestic violence	24%	27	26%	74%
Confidentiality concerns in domestic violence cases	24%	27	11%	89%
Prosecution concerns when the domestic violence victim with a disability is being victimized by a caregiver	24%	26	23%	77%
Lethality Indicators/ Assessment	24%	26	23%	77%

Training Component/Concept	Percent Surveyed Prosecutors That Have Had Each Training	Number of Prosecution Respondents	INCAPABLE	CAPABLE
			Inadequate or No Knowledge No Application At Work	Adequately to Extremely Knowledgeable Adequately to Extremely Capable of Applying At Work
Law Enforcement liability regarding domestic violence cases as outlined by state statute	21%	27	33%	67%
Emergency Orders of Protection	21%	23	26%	74%
How to communicate with criminal justice advocates to optimize opportunities for vertical prosecution	19%	25	16%	84%
Special concerns for prosecuting domestic violence in rural areas	19%	25	32%	68%
How and when to communicate with service providers to properly refer victims and/or their children for services	17%	23	17%	83%
How and where to refer stalking victims and/or their children for services	17%	23	22%	78%
How to provide access to prosecution services for domestic violence victims with a disability	14%	23	35%	65%
How to interview domestic violence victims with various types of disability	14%	23	30%	70%
Cyber-stalking	14%	23	39%	61%
Technology and Advanced Stalking Techniques	12%	23	52%	48%
Investigation Techniques	9%	33	12%	88%

An examination of Table 5 reveals no evident correlation between training and practice. Many prosecutors rated their abilities to apply the training concepts/components even though they were never trained on those concepts/components. For instance, while only 9% percent of prosecutors reported being trained on *investigation techniques*, 88% reported being *capable* (capable/very capable/ extremely capable) of applying this knowledge in their work. Similarly, while only 33% of prosecutors reported being trained on *understanding protection orders*, 94% reported being capable of applying this knowledge in their work. Therefore, the untrained prosecutors that consider themselves capable or very capable of applying one or more training concepts in their work are using a standard of practice informed by something other than formal trainings, e.g. what may have been done historically; what other prosecutors in their agency do; the prosecutor’s own prior experiences; what is done to fulfill agency policies and procedures; judicial practices that influence prosecutor actions; what must be done to limit liability, etc.

Secondly, it is unclear what prosecutors believe they must know before they believe they have adequate knowledge to capably apply a training concept in their work. For instance, only 19% of prosecutors reported being trained on *how to communicate with criminal justice advocates to optimize opportunities for vertical prosecution*, while 84% reported being capable of applying this knowledge in their work. However, an increase of the proportion of prosecutors trained on another topic - *knowledge of available resources for domestic violence victims* (36%), found only the same proportion of prosecutors (84%) that reported being capable of applying this concept in their work. A review of Table 5 illustrates that this paradox is true of many other training concepts, as well.

Surveyed prosecutors were asked, “*How Often Do You Apply This Knowledge On The Job?*” They were to rate their ability by using the following Likert scale:

- 5 = Always
- 4 = Very Often
- 3 = Often
- 2 = Seldom
- 1 = Never
- NA = Not Applicable

Table 6 demonstrates the number of surveyed prosecutors that rated how often they apply each training component in their work, whether or not they have taken each training.

Table 6. Surveyed Prosecutors’ Ratings of How Often They Apply Each Training Component/Concept in Their Work

Training Component/Concept	Number of Respondents	Never	Seldom	Often	Very Often	Always
Existing Domestic Violence Statutes	35	0%	9%	11%	14%	66%
Investigation Techniques	32	3%	22%	19%	25%	31%
Full Faith and Credit	29	10%	48%	24%	10%	7%
Understanding Protection Orders	29	3%	14%	38%	21%	24%
Enforcement of Protection Orders	29	7%	31%	24%	24%	14%
Emergency Orders of Protection	25	16%	48%	8%	16%	12%
How to Identify the Primary Aggressor	30	10%	13%	20%	37%	20%

Training Component/Concept	Number of Respondents	Never	Seldom	Often	Very Often	Always
Law Enforcement liability regarding domestic violence cases as outlined by state statute	26	31%	27%	15%	15%	12%
Domestic Violence Dynamics	33	3%	15%	9%	48%	24%
Sensitivity Training	24	8%	13%	29%	38%	13%
Concerns and realistic expectations regarding the process for a victim to leave an offender	28	4%	21%	11%	25%	39%
The effect of multiple continuances on the domestic violence victim's ability to participate in the prosecution process	29	0%	21%	17%	28%	34%
How "uncooperative" domestic violence victims differ from "uncooperative" victims of other crimes; and how to proceed in a domestic violence prosecution with an apparent uncooperative victim (vertical prosecution)	31	3%	10%	16%	35%	35%
How to communicate with criminal justice advocates to optimize opportunities for vertical prosecution	24	4%	17%	29%	33%	17%
Lethality Indicators/ Assessment	25	8%	20%	24%	40%	8%
Available services for domestic violence victims	30	0%	7%	40%	37%	17%
Confidentiality concerns in domestic violence cases	26	8%	12%	27%	19%	35%
Special concerns for prosecuting domestic violence in rural areas	24	13%	25%	13%	29%	21%
How and when to communicate with service providers to properly refer victims and/or their children for services	22	5%	27%	27%	32%	9%
Cultural considerations when dealing with victims of various races/ ethnicities	27	11%	15%	26%	30%	19%
How to provide access to prosecution services for domestic violence victims with a disability	22	18%	41%	23%	14%	5%
How to interview domestic violence victims with various types of disability	22	14%	32%	36%	14%	5%
Prosecution issues for immigrant victims of domestic violence	26	8%	35%	35%	15%	8%
Prosecution concerns when an elderly domestic violence victim is being victimized by a caregiver	25	4%	44%	36%	12%	4%
Prosecution concerns when the domestic violence victim with a disability is being victimized by a caregiver	25	4%	44%	36%	12%	4%

Training Component/Concept	Number of Respondents	Never	Seldom	Often	Very Often	Always
Existing Stalking Statutes	34	0%	24%	32%	26%	18%
How to establish a pattern of Stalking by connecting prior offenses against the victim	26	0%	23%	38%	23%	15%
How to establish a pattern of stalking by connecting offense incident reports from multiple jurisdictions	26	15%	35%	27%	12%	12%
Cyber-stalking	22	27%	32%	23%	14%	5%
How and where to refer stalking victims and/or their children for services	22	5%	64%	14%	14%	5%
Technology and Advanced Stalking Techniques	22	32%	41%	14%	9%	5%

Table 7 synthesizes Table 6 and illustrates a comparison between the percent of surveyed prosecutors that have had each training and the percent that report *rarely* or *usually* applying each training component in their work.

Table 7. Comparison Between The Percent of Surveyed Prosecutors That Have Had Each Training and The Percent That Report *Rarely* or *Usually* Applying Each Training Component In Their Work (In Ascending Order by Percent *Rarely* Applied)

Training Component/Concept	Percent Prosecutors Surveyed That Have Had Each Training	Number Of Respondents	USUALLY Often, Very Often or Always Applied On The Job	RARELY Never or Seldom Applied On The Job
Technology and Advanced Stalking Techniques	12%	22	27%	73%
How and where to refer stalking victims and/or their children for services	17%	22	32%	68%
Emergency Orders of Protection	21%	25	36%	64%
Full Faith and Credit	29%	29	41%	59%
How to provide access to prosecution services for domestic violence victims with a disability	14%	22	41%	59%
Cyber-stalking	14%	22	41%	59%
Law Enforcement liability regarding domestic violence cases as outlined by state statute	21%	26	42%	58%
How to establish a pattern of stalking by connecting offense incident reports from multiple jurisdictions	26%	26	50%	50%
Prosecution concerns when an elderly domestic violence victim is being victimized by a caregiver	29%	25	52%	48%

Training Component/Concept	Percent Prosecutors Surveyed That Have Had Each Training	Number Of Respondents	USUALLY Often, Very Often or Always Applied On The Job	RARELY Never or Seldom Applied On The Job
Prosecution concerns when the domestic violence victim with a disability is being victimized by a caregiver	24%	25	52%	48%
How to interview domestic violence victims with various types of disability	14%	22	55%	45%
Prosecution issues for immigrant victims of domestic violence	24%	26	58%	42%
Enforcement of Protection Orders	31%	29	62%	38%
Special concerns for prosecuting domestic violence in rural areas	19%	24	63%	38%
How and when to communicate with service providers to properly refer victims and/or their children for services	17%	22	68%	32%
Lethality Indicators/ Assessment	24%	25	72%	28%
Cultural considerations when dealing with victims of various races/ ethnicities	26%	27	74%	26%
Investigation Techniques	9%	32	75%	25%
Concerns and realistic expectations regarding the process for a victim to leave an offender	33%	28	75%	25%
Existing Stalking Statues	43%	34	76%	24%
How to Identify the Primary Aggressor	3%	30	77%	23%
How to establish a pattern of Stalking by connecting prior offenses against the victim	29%	26	77%	23%
Sensitivity Training	24%	24	79%	21%
The effect of multiple continuances on the domestic violence victim's ability to participate in the prosecution process	31%	29	79%	21%
How to communicate with criminal justice advocates to optimize opportunities for vertical prosecution	19%	24	79%	21%
Confidentiality concerns in domestic violence cases	24%	26	81%	19%
Domestic Violence Dynamics	43%	33	82%	18%
Understanding Protection Orders	33%	29	83%	17%

Training Component/Concept	Percent Prosecutors Surveyed That Have Had Each Training	Number Of Respondents	USUALLY Often, Very Often or Always Applied On The Job	RARELY Never or Seldom Applied On The Job
How “uncooperative” domestic violence victims differ from “uncooperative” victims of other crimes; and how to proceed in a domestic violence prosecution with an apparent uncooperative victim (vertical prosecution)	36%	31	87%	13%
Existing Domestic Violence Statutes	50%	35	91%	9%
Available services for domestic violence victims	36%	30	93%	7%

There is no evident correlation between how often a prosecutor has to use specific training knowledge and the proportion of prosecutors that receive the stated training. For instance, 41% of prosecutors respectively, reported *usually* (often/very often/always) applying *Full Faith and Credit* and *how to provide access to prosecution services for domestic violence victims with a disability*, yet significantly more prosecutors (29%) received training on *Full Faith and Credit* than received training on *how to provide access to prosecution services for domestic violence victims with a disability* (14%). This disconnect in the proportion trained on a concept and the frequency of its use on the job is true for *enforcement of protection orders* (31% trained, 62% often used) and *special concerns for prosecuting domestic violence in rural areas* (19% trained, 63% often used).

It is unclear what criteria or combination of criteria prosecutors use to determine which trainings they will take: prosecution specialty, available course offerings, cost of a training, etc., may figure equally or more prominently as frequency of use on the job.

III. RECOMMENDATIONS

➤ It is clear that prosecution response to domestic violence and stalking cases is dictated more by factors other than domestic violence and stalking trainings that cover the many nuances and realities of these incidents. It is recommended that multi-disciplinary teams in each community have a dialogue regarding: 1) the small proportions of prosecutors trained on each of the domestic violence and stalking training concepts required to respond appropriately and effectively to these incidents; 2) the high frequency of cases that require such knowledge and training; 3) the basis of the current practices used by untrained prosecutors in response to domestic violence and stalking crimes to identify such things as obstacles to training, needed changes in policies and procedures, possible counter influences by the practices of colleagues, influence by the judicial practices, etc.; 4) what expectations from community agencies are realistic of prosecutors when responding to domestic violence and stalking incidents given prosecution funding resources, number of cases, manpower, etc.; and 5) what can be done to change response practices that are contrary to practices recommended in domestic violence and stalking trainings.

➤ Four of the top ten training concepts reported to be *seldom* or *never* used on the job by prosecutors have to do with responding effectively to stalking. According to the Survey of Violence Victimization in New Mexico, stalking prevalence and incidence rates parallel those of domestic violence and sexual assault. Therefore, a greater statewide effort must be made to train prosecutors on existing stalking statutes, identify stalking crimes and stalking victims, charge stalking crimes as stalking versus other isolated crimes, and refer stalking victims and their children for appropriate services.

➤ Similarly, the findings from surveyed prosecutors revealed that domestic violence and stalking cases among people with disabilities are rare. However, studies show that these interpersonal violence crimes and sexual assault among those with disabilities occur at higher rates than among the general population. Therefore, there is an obvious disconnect between how often these crimes are occurring and how often they are being recognized by law enforcement and prosecuted by prosecutors. Providing access to and properly interviewing domestic violence and stalking victims with a disability, and obtaining training on how to handle cases when the domestic violence victim with a disability is being victimized by a caregiver are areas that need improvement.

➤ Specific recommendations offered by statewide experts regarding domestic violence and stalking trainings and the obstacles to effectively provide and/or implement these trainings should be reviewed by funding agencies and the MCLE Board at the State Bar and discussed by multi-disciplinary teams in each community in an effort to identify ways to address these obstacles. These recommendations for prosecutors include:

1) Training on realistic expectations of service providers – they provide emergency services and help victims make a plan for themselves for what the victim wants to achieve within the next 90 days and that is it. Service providers have limited scope and do not have power over the victim.

2) DV 101- prosecutors do not normally fight for the victim. Prosecutors get easily frustrated with domestic violence victims that do not cooperate, that recant, or do not show for a hearing. Prosecutors have unrealistic expectations regarding the process a victim takes to leave an offender. They need training on the dynamics of domestic violence and to understand that getting away from an offender is a *process*, not an *event*. In this way, prosecutors can avoid having unrealistic expectations of the victim and avoid frustration with the victim when she does not leave the first, second or third time. This is important so that prosecutors will not throw their hands up and too easily refuse to prosecute domestic violence cases.

➤ Recommendation: *Sarah Buel*, Former Prosecutor, Currently University of Texas, developed the on-line Judicial Education.

3) Prosecutors need to have a protocol for keeping in touch with the victims throughout the prosecution process, and avoid relying on shelters or anyone else for that service. Additionally, special care must be taken in this process not to breach confidentiality concerns.

4) Training on victim confidentiality concerns.

- 5) Prosecutors must work closely with criminal justice advocates to optimize opportunities for vertical prosecution. There should be a joint training for prosecutors and criminal justice advocates on establishing a protocol that leads to the best communication process between prosecutors and criminal justice advocates; teaches criminal justice advocates what information the prosecutor needs for the best prosecution outcomes; and teaches prosecutors what expectations they may have of criminal justice advocates.
- 6) Prosecutors need training on the effect multiple continuances have on the domestic violence victim's ability to participate in the prosecution process. Transportation, work/employment, child care, and financial concerns all affect the victim's ability to cooperate and are all impacted by numerous continuances.
- 7) For prosecutors, the high volume of domestic violence cases is a problem. More prosecutors should be hired and trained on how to handle domestic violence cases to optimize prosecution outcomes. If more prosecutors cannot be hired, then there needs to be a joint training for prosecutors and investigators and/or paralegals. They must establish a protocol for the best process for working together (what process would provide the best communication between them and result in the best information for the best prosecution outcomes; and investigators and/or paralegals must learn how to build a prosecution case for each victim and then provide each case file to a prosecutor).
- 8) Prosecutors need training on prosecuting in rural communities because the issues are different with regard to confidentiality (judges, prosecutors, and/or law enforcement many times know the parties); juror problems (difficult to find jurors who do not know the parties); and safety concerns.
- 9) Stalking 101 - this should be offered at the annual District Attorneys training. Presently, stalking training is an after thought. There really is no stalking training offered. It should be offered for prosecutors and legal advocates. Advocates need to connect the dots for victims to help them correctly identify what is going on and more appropriately refer them to needed services.
- 10) Training in working with victims and child witnesses in order to assess accurately and refer to appropriate services.
- 11) Sensitivity Training – All employees from the Administration down in district attorneys offices need a basic sensitivity training on how to interact with victims with a disability. (It is common practice for prosecutors to avoid looking the victims in the eye, avoid shaking their hand or avoid talking to them directly). Prosecutors need to learn how to ask victims, given their disability, what is the best way to communicate with them as many disabilities (e.g. vision, hearing, mental cognition) are not visible.
- 12) Basic Attitude Change – prosecutors make wrong assumptions that produce devastating outcomes, e.g. assume a woman with a disability cannot take care of her children, so the children go with the abusive parent.
- 13) How to make waiting areas accessible for victims and victim advocates with disabilities.

14) How to make programs accessible – if someone cannot get to court because of physical barriers, the responsibility to solve this problem is not the victim's. Otherwise it is not possible to provide victims with a disability the same services, protections, or due process as victims without a disability.

15) Those that are responsible for the training of all prosecutors for their continuing education credits need a long-term plan on providing intensive, on-going training on the different types of disabilities, as each requires a specific response to have an effective interview with the victim. Prosecutors and legal advocates need to be trained on the following disabilities: a) mobility, b) deaf/hard of hearing, and c) blind/low vision. These trainings should be offered every year as part of their required training hours; and there should be a requirement that every prosecutor have basic, intermediate, and advanced training over a designated time period.

16) Prosecutors and legal advocates should be trained on how to hold an accessible meeting. There are minimum requirements, e.g. how to post notices in an alternative format. The training needs to be coordinated by someone who knows *victim services* and *disabilities services*.

17) Prosecutors maintain they do not get many cases of domestic violence, stalking and sexual assault cases with a victim with a disability and yet, our own state data and national data demonstrate that these victimizations exist in higher rates in the disabled population than in the general population. Because most times domestic violence and sexual assault against a victim with a disability is done by the caregiver of the victim who controls the victims environment and ability to access services, law enforcement needs training on recognizing and investigating these victimizations and how to refer victims to services that get them away from their offenders.

Recommended:

- All trainings recommended should be conducted by people with a disability
- Trainings must be accessible – the location, building and implementation, e.g. interpreters and materials.

18) Training on protecting privacy issues of domestic violence and stalking victims in *discovery*. Making a victim available is not the same as disclosing their location and prosecutors need to understand the distinction because of the safety implications for the victim.

19) Prosecutors tend to confuse *discovery* and *production*. For domestic violence and stalking victims the difference is extremely important. In *production*, defendants do not have any right to documents held by a third party, whereas in *discovery*, they do. In practice, prosecutors are asking victims in *discovery* to divulge privacy information, e.g. where do you live now?, and judges are upholding their requests. It is common practice for prosecutors to ask victims to sign a general waiver for confidential records. This is directly in opposition to the actions that a victim should take to safeguard their safety and the safety of their children. Victims who do not sign a waiver or do not want to divulge privacy information are many times seen as an *uncooperative witness/victim*. In truth, prosecutors who understand the safety considerations related to domestic violence and stalking would not even ask for the waiver.

- 20) Victims Rights to Timely Disposition – defense lawyers protect the defendant; prosecutors in domestic violence cases frequently see the victim as part of the problem and are acting in the best interest of the state, so no one is standing up for the victim, especially when the victim’s safety concerns eclipse the interest of the state. In domestic violence and stalking cases, especially where children are involved, delays and continuances can have grave implications. Just as an offender has a right to a speedy trial, a victim has the right to a timely disposition. Defense lawyers’ requests for delays are many times unwarranted, but judges are not asking for the reasons for the delays in most cases, and the continuances are granted. This increases the risk of the victim discontinuing to participate in the prosecution process.
- 21) Training on how to proceed in the prosecution of domestic violence cases without the victim’s cooperation.
- 22) Knowledge of Early Intervention Programs
- 23) Training on special legal considerations for domestic violence victims who are immigrants.
- 24) Basic training on biases faced by immigrants (e.g. fear of deportation; lack of a permit to work in this country, etc.).
- 25) Training on the tactics used by abusers to have power and control in the abusive situation - education on the kind of controls used by the abuser when the victim is an immigrant.
- 26) Training on VAWA (Violence Against Women Act) and other resources - prosecutors should know about VAWA and other resources available to immigrant victims (e.g. what is a VAWA petition; how can a victim get immigration documents through VAWA; what is a U-Visa) so that they can make appropriate referrals to needed services.
- 27) Training on Victims Rights - victims rights in general and victim rights for immigrants are many times unknown by prosecutors. The NM Victims Rights Project should be brought in to conduct a piece of the training on victims’ rights, especially information regarding undocumented immigrants.
- 28) Prosecutors should have mandatory trainings - while all prosecutors must have Continuing Legal Education credits (CLE-s 12 general; 1 ethics; and 1 professional) they do not have mandatory training, as do law enforcement officers and judges. There is an annual training/conference offered by the Administrative Office of the District Attorneys but it is not mandatory (although most prosecutors attend so they can obtain all their CLE’s at once). Additionally, there is a MCLE Board at the State Bar that approves training for CLEs, but the trainings are put on by a variety of organizations.
- 30) Each county needs to hold a joint training for law enforcement, prosecutors, judges, and service providers from said county to be trained on their respective roles and the roles of the other disciplines mentioned in response to a domestic violence case, so that professionals from each discipline understand how best to optimize their success for advocacy, investigation, prosecution and adjudication of domestic violence crimes and optimize victim safety and the safety of any children that may be involved.

IV. PROSECUTION COMMENTS

Surveyed prosecutors were asked, “*What skills have you learned but do not practice on the job? Please identify any challenges that have prevented you from using those skills.*” A review of prosecutors’ comments reveal frustration with “sloppy” law enforcement investigations, uncooperative victims and the burden that the Crawford law poses when trying to do evidenced-based prosecution. Prosecutors also reported that there are not enough services available to support a victim and therefore, encourage a victim to prosecute. Additionally, prosecutors’ attitudes are revealed in several statements: a) “The difficulty in this domain is the perception of law enforcement regarding the victims. Law enforcement is patriarchal by nature. We want to protect and punish. It is difficult, at least it appears to me, for officers and attorneys to comprehend the dynamic. Mix in the fact that most don’t want to understand or be patient and it makes for a curious cocktail. I also find it difficult to enforce in a society that no longer esteems responsibility and honesty. If you could find a cure here then all the rest would fall into place”; b) “The problem is that victims do not cooperate, thus the domestic violence cases have low priority with me (not the office)”; c) “The survey is not helpful – I can know a lot and still have an uneducated jury, judge and police force”; and d) “We do not have many stalking cases, so I don’t often get to apply what I have learned on a day-to-day basis. We also don’t have many elderly victims of domestic violence – they are usually victims of white collar crimes”. For a review of all prosecutors’ comments, see **Appendix F: Prosecution Skills Learned and Challenges To Implementation.**

Surveyed prosecutors were asked, “*Please list in priority order, domestic violence and/or stalking trainings you would like to have or think are most needed for prosecutors.*” A review of surveyed prosecutors statements by the most frequently mentioned training requests found that prosecutors are most frustrated with “uncooperative victims” (17 requests). The need to know how to handle cases without anger and to proceed with vertical prosecution or evidenced based prosecution was the most frequently mentioned training request, especially how to conduct vertical prosecution when challenged by the Crawford law. Training on all aspects of stalking was the second most frequently requested training (6) from information on stalking statutes to cyber-stalking. Prosecutors frequently requested training on domestic violence dynamics (5) and lethality indicators/assessment (5). There were two training requests regarding prosecution concerns for immigrant victims.

Perhaps most interesting, were the requests by prosecutors for other disciplines to be trained. Trainings were recommended for law enforcement to investigate better and for judges and law enforcement to learn the dynamics of domestic violence. As a reflection of a prosecutor’s frustration, training was recommended for prosecutors on *how to handle family interference*. Similarly, as a reflection of a prosecutor’s attitude regarding the merit of identifying primary aggressors, training was recommended on “*the myth of primary aggressor training*”. Additionally, there were single requests on 18 domestic violence topics, most notable *human trafficking as it related to domestic violence indicators, prosecution concerns for elderly victims and victims with disabilities, and Full Faith and Credit*, to name a few. For a review of all requested prosecution trainings, see **Appendix G. Prosecution Requests for Future Domestic Violence and Stalking Training.**

Surveyed prosecutors were asked their preferences for instructors for the trainings they requested. The following are the recommended instructors: a) Melissa Stephenson, Crime Victims Attorney; b) AG's office – statewide jurisdiction and sufficient resources; and c) joint effort with police academy and prosecutors.

SECTION THREE: DISTRICT AND MAGISTRATE COURT JUDGES DOMESTIC VIOLENCE AND STALKING TRAINING NEEDS

I. INTRODUCTION

Twenty-one statewide experts were individually interviewed to determine what trainings they believed judges should have to appropriately and effectively respond to domestic violence and stalking cases. Refer to **Appendix A** for a list of statewide experts.

Based on the recommendations of the experts interviewed, a survey was designed to ascertain: 1) the proportion of judges surveyed that have taken each recommended training component; 2) the ability of each surveyed judge to apply each training concept/component in their work; and 3) how often judges applied each training in their work. See **Appendix H** and **I** respectively, for the *District Court - and Magistrate Court Judges Domestic Violence and Stalking Training Needs Assessments*.

II. SURVEY FINDINGS

There were 53 judges surveyed: 31 magistrate court judges and 22 district court judges and domestic violence commissioners. Their titles and years of service are found in Tables 1 and 2 respectively.

Table 1. Surveyed Judges' Titles

Title	Number of Respondents
District Court Judges	16
Domestic Violence Commissioners	5
Magistrate Court Judges	31
Not Documented	1
Total	53

Table 2. Surveyed Judges, Years of Service

Years of Service	Number of District Court Judges/Commissioners	Number of Magistrate Court Judges
<1	2	2
1-2	5	11
2-5	4	2
5-10	5	7
10-20	5	9
>20	--	--
Not Documented	1	--
Total	22	31

Table 3 illustrates the recommended trainings and how many surveyed judges/commissioners reported having taken each training.

Table 3. Comparison: Percent District Court Judges/Domestic Violence Commissioners and Magistrate Court Judges That Have Had Each Training

Training Component/ Concept	Percent of Surveyed District Court Judges/Commissioners That Have Had Each Training	Percent of Surveyed Magistrate Judges That Have Had Each Training
Existing Domestic Violence Statutes	41%	42%
Domestic Violence Dynamics	36%	19%
Understanding Investigation Techniques taught to Law Enforcement	32%	19%
Awareness of available services in your community for domestic violence victims and their children	32%	26%
Changes to the Family Violence Protection Act	27%	32%
Full Faith and Credit	27%	26%
Understanding Protection Orders	27%	23%
Enforcement of Protection Orders: Implications for offender behavior and victim safety	27%	29%
Emergency Orders of Protection – Interpretation Implications	27%	23%
Confidentiality concerns in domestic violence cases	27%	13%
Violation of Restraining Order Hearings: Implications for offender behavior and victim safety	23%	16%
Law Enforcement liability regarding domestic violence cases as outlined by state statute	23%	10%
Sensitivity Training - Concerns and realistic expectations regarding the process for a victim to leave an offender	23%	16%
Lethality Indicators/Assessment	23%	13%

Training Component/ Concept	Percent of Surveyed District Court Judges/Commissioners That Have Had Each Training	Percent of Surveyed Magistrate Judges That Have Had Each Training
How “uncooperative” domestic violence victims differ from “uncooperative” victims of other crimes; and how to proceed in the adjudication of domestic violence cases with an apparent uncooperative victim (<i>vertical prosecution</i> cases)	23%	10%
How to provide access to court services for domestic violence victims with a disability	23%	16%
Existing Stalking Statues	23%	26%
The effect of multiple continuances on the domestic violence victim’s ability to participate in the court process	18%	10%
Adjudication issues for immigrant victims of domestic violence	18%	10%
Cultural considerations when dealing with victims of various races/ethnicities	18%	13%
Understanding Batterer Intervention Programs: what constitutes a good training; with which offenders is this training most likely to be effective	18%	10%
Sentencing convicted stalkers: Understanding the implications for victim safety and offender behavior	18%	16%
How law enforcement is taught to identify the <i>Primary Aggressor</i> in domestic violence cases	14%	10%
Special concerns for adjudicating domestic violence cases in rural areas	14%	16%
Special concerns for adjudicating domestic violence cases with victims who have a disability	14%	16%
Special concerns for adjudicating domestic violence cases with victims whose offenders are their caregivers	14%	13%
How prosecutors are taught to establish a pattern of stalking by connecting offense incident reports from multiple jurisdictions	14%	13%
Cyber-stalking and Implications	14%	10%

Training Component/ Concept	Percent of Surveyed District Court Judges/Commissioners That Have Had Each Training	Percent of Surveyed Magistrate Judges That Have Had Each Training
Confidentiality concerns in stalking cases	14%	10%
Technology and Advanced Stalking Techniques	14%	10%

In general, more district court judges/commissioners report having taken domestic violence and stalking trainings than magistrate court judges. Significantly more district court judges/commissioners than magistrate court judges reported being trained on several concepts: *domestic violence dynamics* (36% and 19%, respectively); *understanding investigation techniques taught to law enforcement* (32% and 19%, respectively); *confidentiality concerns in domestic violence cases* (27% and 13%, respectively); *understanding law enforcement liability regarding domestic violence cases as outlined by state statute* (23% and 10%, respectively); *how “uncooperative” domestic violence victims differ from “uncooperative” victims of other crimes; and how to proceed with vertical prosecution cases* (23% and 10%, respectively); *lethality indicators/assessment* (23% and 13%, respectively) and *violation of restraining order hearings - implications for offender behavior and victim safety* (23% and 16%, respectively). District court judges/commissioners were slightly more aware of *available services in their communities for domestic violence victims and their children* (32% and 26%, respectively). Conversely, slightly more magistrate court judges (32%) than district court judges/commissioners (27%) were trained on *changes to the Family Violence Protection Act*.

Surveyed judges were asked, “*How Able Are You To Apply The Component/ Concept You Learned in Your Work*” They were asked to rate their ability by using the following Likert scale:

- 5 = Excellent knowledge/Extremely Capable
- 4 = Very knowledgeable/Very Capable
- 3 = Adequate knowledge/Adequately Capable
- 2 = Inadequate knowledge/Awkward
- 1 = No knowledge/Not Capable
- NA = Not Applicable

Table 4 compared the percent of district court judges/commissioners and magistrate court judges that rated their ability to apply each training component in their work, whether or not they had taken each training.

Table 4. Comparison: Surveyed District Court Judges/Commissioners and Magistrate Court Judges’ Ratings of Their Ability to Apply Each Training Component/Concept in Their Work

Training Component/ Concept	Percent of Surveyed District Court Judges/Commissioners That Have Had Each Training	District Court Judges Adequately to Extremely Knowledgeable Adequately to Extremely Capable of Applying On The Job	Magistrate Court Judges Adequately to Extremely Knowledgeable Adequately to Extremely Capable of Applying On The Job	Percent of Surveyed Magistrate Judges That Have Had Each Training
Existing Domestic Violence Statutes	41%	100%	97%	42%
Domestic Violence Dynamics	36%	89%	82%	19%
Understanding Investigation Techniques taught to Law Enforcement	32%	59%	67%	19%
Awareness of available services in your community for domestic violence victims and their children	32%	89%	93%	26%
Changes to the Family Violence Protection Act	27%	88%	87%	32%
Full Faith and Credit	27%	92%	73%	26%
Understanding Protection Orders	27%	100%	85%	23%
Enforcement of Protection Orders: Implications for offender behavior and victim safety	27%	94%	89%	29%
Emergency Orders of Protection – Interpretation Implications	27%	88%	74%	23%
Confidentiality concerns in domestic violence cases	27%	76%	92%	13%

Training Component/ Concept	Percent of Surveyed District Court Judges/Commissioners That Have Had Each Training	District Court Judges Adequately to Extremely Knowledgeable Adequately to Extremely Capable of Applying On The Job	Magistrate Court Judges Adequately to Extremely Knowledgeable Adequately to Extremely Capable of Applying On The Job	Percent of Surveyed Magistrate Judges That Have Had Each Training
Violation of Restraining Order Hearings: Implications for offender behavior and victim safety	23%	94%	80%	16%
Law Enforcement liability regarding domestic violence cases as outlined by state statute	23%	63%	69%	10%
Sensitivity Training - Concerns and realistic expectations regarding the process for a victim to leave an offender	23%	81%	72%	16%
Lethality Indicators/Assessment	23%	75%	56%	13%
How “uncooperative” domestic violence victims differ from “uncooperative” victims of other crimes; and how to proceed in the adjudication of domestic violence cases with an apparent uncooperative victim (<i>vertical prosecution</i> cases)	23%	81%	80%	10%
How to provide access to court services for domestic violence victims with a disability	23%	69%	65%	16%
Existing Stalking Statues	23%	94%	87%	26%
The effect of multiple continuances on the domestic violence victim’s ability to participate in the court process	18%	75%	87%	10%

Training Component/ Concept	Percent of Surveyed District Court Judges/Commissioners That Have Had Each Training	District Court Judges Adequately to Extremely Knowledgeable Adequately to Extremely Capable of Applying On The Job	Magistrate Court Judges Adequately to Extremely Knowledgeable Adequately to Extremely Capable of Applying On The Job	Percent of Surveyed Magistrate Judges That Have Had Each Training
Adjudication issues for immigrant victims of domestic violence	18%	56%	56%	10%
Cultural considerations when dealing with victims of various races/ethnicities	18%	81%	81%	13%
Understanding Batterer Intervention Programs: what constitutes a good training; with which offenders is this training most likely to be effective	18%	73%	77%	10%
Sentencing convicted stalkers: Understanding the implications for victim safety and offender behavior	18%	80%	83%	16%
How law enforcement is taught to identify the <i>Primary Aggressor</i> in domestic violence cases	14%	40%	58%	10%
Special concerns for adjudicating domestic violence cases in rural areas	14%	60%	85%	16%
Special concerns for adjudicating domestic violence cases with victims who have a disability	14%	60%	58%	16%
Special concerns for adjudicating domestic violence cases with victims whose offenders are their caregivers	14%	43%	58%	13%

Training Component/ Concept	Percent of Surveyed District Court Judges/Commissioners That Have Had Each Training	District Court Judges Adequately to Extremely Knowledgeable	Magistrate Court Judges Adequately to Extremely Knowledgeable	Percent of Surveyed Magistrate Judges That Have Had Each Training
		Adequately to Extremely Capable of Applying On The Job	Adequately to Extremely Capable of Applying On The Job	
How prosecutors are taught to establish a pattern of stalking by connecting offense incident reports from multiple jurisdictions	14%	47%	50%	13%
Cyber-stalking and Implications	14%	40%	26%	10%
Confidentiality concerns in stalking cases	14%	53%	59%	10%
Technology and Advanced Stalking Techniques	14%	47%	30%	10%

There is tremendous disparity between the proportion of judges trained and the proportion that believe they are capable of applying domestic violence and stalking training concepts in their work. In general, more magistrate court judges than district court judges/commissioners believe they are capable of applying domestic violence and stalking training concepts in their work, even though more district court judges have had training on these concepts. In 12 of 30 training concepts, more district court judges have had training, but more magistrate court judges reported that they are capable of applying the trainings in their work. In five of these concepts, *significantly* more district court judges/commissioner have had training, but significantly more magistrate court judges reported they were capable of applying the training concepts: *understanding investigation techniques taught to law enforcement* (67% magistrate; 59% district); *confidentiality concerns in domestic violence cases* (92% magistrate; 76% district); *the effect of multiple continuances on the domestic violence victim's ability to participate in the court process* (87% magistrate; 75% district); *understand how law enforcement is taught to identify the primary aggressor in domestic violence cases* (58% magistrate; 40% district) and *special concerns for adjudicating domestic violence cases with victims whose offenders are their caregivers* (58% magistrate; 43% district).

There are two of four training concepts, where the differences are not negligible, with slightly more magistrate court judges than district court/commissioners trained, but where more district court judges/commissioners believed they were capable of applying the concepts in their work: *enforcement of protection orders* (94% district; 89% magistrate) and *existing stalking statutes* (94% district; 87% magistrate).

Surveyed judges/commissioners were asked, “How Often Do You Apply This Knowledge On The Job?” They were to rate their ability by using the following Likert scale:

- 5 = Always
- 4 = Very Often
- 3 = Often
- 2 = Seldom
- 1 = Never
- NA = Not Applicable

Table 5 compares the percent of surveyed judges/commissioners that rated how often they apply each training component in their work, whether or not they had taken each training.

Table 5. Comparison: District Court Judges/Commissioners and Magistrate Court Judges’ Ratings of How Often They Apply Each Training Component/Concept in Their Work

Training Component/ Concept	Percent of Magistrate Court Judges That Have Had Each Training	Magistrate Court Judges That Often/Very Often/Always Apply Concepts On The Job	District Court Judges/DV Commissioners That Often, Very Often or Always Applied On The Job	Percent of Surveyed District Court Judges/Commissioners That Have Had Each Training
Existing Domestic Violence Statutes	42%	87%	100%	41%
Changes to the Family Violence Protection Act	32%	73%	88%	27%
Understanding Investigation Techniques taught to Law Enforcement	19%	56%	61%	32%
Full Faith and Credit	26%	52%	63%	27%
Understanding Protection Orders	23%	61%	93%	27%
Enforcement of Protection Orders: Implications for offender behavior and victim safety	29%	74%	88%	27%
Emergency Orders of Protection – Interpretation Implications	23%	54%	59%	27%
Violation of Restraining Order Hearings: Implications for offender behavior and victim safety	16%	64%	88%	23%
Law Enforcement liability regarding domestic violence cases as outlined by state statute	10%	56%	25%	23%

Training Component/ Concept	Percent of Magistrate Court Judges That Have Had Each Training	Magistrate Court Judges That Often/Very Often/Always Apply Concepts On The Job	District Court Judges/DV Commissioners That Often, Very Often or Always Applied On The Job	Percent of Surveyed District Court Judges/Commissioners That Have Had Each Training
How law enforcement is taught to identify the <i>Primary Aggressor</i> in domestic violence cases	10%	61%	27%	14%
Domestic Violence Dynamics	19%	75%	72%	36%
Sensitivity Training - Concerns and realistic expectations regarding the process for a victim to leave an offender	16%	64%	88%	23%
Lethality Indicators/Assessment	13%	44%	69%	23%
The effect of multiple continuances on the domestic violence victim's ability to participate in the court process	10%	70%	81%	18%
How "uncooperative" domestic violence victims differ from "uncooperative" victims of other crimes; and how to proceed in the adjudication of domestic violence cases with an apparent uncooperative victim (<i>vertical prosecution</i> cases)	10%	68%	81%	23%
Confidentiality concerns in domestic violence cases	13%	81%	56%	27%
Awareness of available services in your community for domestic violence victims and their children	26%	83%	89%	32%
Special concerns for adjudicating domestic violence cases in rural areas	16%	65%	47%	14%
How to provide access to court services for domestic violence victims with a disability	16%	52%	56%	23%

Training Component/ Concept	Percent of Magistrate Court Judges That Have Had Each Training	Magistrate Court Judges That Often/Very Often/Always Apply Concepts On The Job	District Court Judges/DV Commissioners That Often, Very Often or Always Applied On The Job	Percent of Surveyed District Court Judges/Commissioners That Have Had Each Training
Special concerns for adjudicating domestic violence cases with victims who have a disability	16%	48%	40%	14%
Special concerns for adjudicating domestic violence cases with victims whose offenders are their caregivers	13%	52%	40%	14%
Adjudication issues for immigrant victims of domestic violence	10%	46%	44%	18%
Cultural considerations when dealing with victims of various races/ethnicities	13%	69%	75%	18%
Understanding Batterer Intervention Programs: what constitutes a good training; with which offenders is this training most likely to be effective	10%	60%	67%	18%
Existing Stalking Statutes	26%	60%	75%	23%
Sentencing convicted stalkers: Understanding the implications for victim safety and offender behavior	16%	61%	67%	18%
How prosecutors are taught to establish a pattern of stalking by connecting offense incident reports from multiple jurisdictions	13%	44%	27%	14%
Cyber-stalking and Implications	10%	19%	53%	14%
Confidentiality concerns in stalking cases	10%	54%	60%	14%
Technology and Advanced Stalking Techniques	10%	20%	53%	14%

In general, more district court judges/commissioners than magistrate court judges reported applying domestic violence and stalking training concepts *often* (often/very often/always). There are only eight domestic violence and stalking training concepts *often* applied by more magistrate court judges than district court judges/commissioners (in four of the eight training concepts, *significantly* more district court judges/commissioners than magistrate court judges had been trained on the concepts): *understanding law enforcement liability regarding domestic violence cases as outlined by state statute* (56% magistrate; 25% district); *understanding how law enforcement is taught to identify the primary aggressor in domestic violence cases* (61% magistrate; 27% district); *confidentiality concerns in domestic violence cases* (81% magistrate; 56% district); and *domestic violence dynamics* (75% magistrate; 72% district).

III. RECOMMENDATIONS:

➤ It is clear that judicial response to domestic violence and stalking cases is dictated more by factors other than domestic violence and stalking trainings that cover the many nuances and realities of these incidents. There were no more than 42% of surveyed magistrate court judges or district court judges/commissioners that reported having been trained on any domestic violence or stalking training concept. Indeed, in 22 of 30 domestic violence training concepts, less than one-quarter of magistrate judges received training. Only 10% of magistrate judges had training on 9 of these concepts. Similarly, in 20 of 30 domestic violence training concepts, less than one-quarter of district court judges/commissioners received training. It is recommended that multi-disciplinary teams in each community have a dialogue regarding: 1) the small proportions of judges trained on each of the domestic violence and stalking training concepts required to respond appropriately and effectively to these incidents; 2) the high frequency of cases that require such knowledge and training; 3) the basis of the current practices used by untrained judges in response to domestic violence and stalking crimes to identify such things as obstacles to training, needed changes in policies and procedures, possible counter influences by the practices of colleagues, influences by law enforcement and/or prosecution practices, etc.; 4) what expectations from community agencies are realistic of judges when responding to domestic violence and stalking incidents given their caseload; and 5) what can be done to change response practices that are contrary to practices recommended in domestic violence and stalking trainings.

➤ Specific recommendations offered by statewide experts regarding domestic violence and stalking trainings and the obstacles to effectively provide and/or implement these trainings should be reviewed by funding agencies, The New Mexico Supreme Court, Judicial Education Center, and the Judicial Conclave and discussed by multi-disciplinary teams in each community in an effort to identify ways to address these obstacles. These recommendations for judges/domestic violence commissioners include:

1) There are consequences for the offender when they violate restraining orders – judges must schedule/hold hearings on the violation of protection orders.

2) Judicial Changes Needed -- law enforcement officers are trained on the need for emergency orders of protection. However, in some counties, judges are not doing them, so the training is of no value in those counties. Therefore, there should be a forum for judges to convene to discuss their interpretation of the Emergency Orders of Protection statute and arrive at a consistent interpretation of that law and how the law will be carried out by the courts, so that the training on this issue is valid for all officers.

3) Training on changes to the Family Violence Protection Act

4) Training on effective batterer intervention programs to give the judges some tools to know what constitutes a good training and identify the group of offenders with whom the program is most likely to be effective. These programs are misunderstood. Most judges and attorneys equate a batterer intervention program with anger management and they are not the same. These parties do not understand the structure of the batterer intervention program or the components. State statute mandates that offenders who are referred to a batterer intervention program attend a 52 week program. If judges, prosecutors, and defense attorneys understood batterers intervention programs, then: a) judges would sentence them more often and determine which offenders should be referred to batterer intervention programs because of high efficacy rates and which should not be referred because of low efficacy rates; b) prosecutors would ask for them more often; and c) defense attorneys would refer their own clients to them more often.

5) Any judge can go and get basic DV 101 training offered by Department of Justice (DOJ), but it is voluntary. All judges should have basic domestic violence training. Judges need DV 101 to understand the dynamics in domestic violence cases. They many times treat a domestic violence victim that does not show up, as they would a victim or witness of a car accident and they are not the same.

6) Court administrators and support staff need training on the dynamics of domestic violence.

7) More judges need to be trained on domestic violence and stalking by the Judicial Education Center and this training must be mandated by the New Mexico Supreme Court. This training is currently offered by the JEC but is voluntary. There is a domestic violence bench book and curriculum on-line but it is also not mandated.

8) Domestic violence and stalking training should be offered at the annual Judicial Conclave that all judges and special commissioners must attend. The conclave planning committee should be trained on these issues and strongly encouraged to include these trainings in the annual conclave.

➤ Recommendation: Consult with Pam Lambert at JEC to discuss how to access the conclave planning committee members and request that domestic violence and stalking trainings be offered and repeated annually.

9) Domestic Violence Commissioners need training on enforcing the law as it pertains to domestic violence and protection orders. Commissioners need training more than once a year as they could be appointed in October and not get training until the following May.

- 10) Cultural Sensitivity Training – prosecutors, judges and law enforcement officers do not understand some dynamics of different cultures and why certain behaviors are exhibited. Understanding the Elder system, the Clan system and how people are related help law enforcement investigate better, help prosecutors prosecute better and help judges adjudicate better.
- 11) Domestic Violence Sensitivity Training – when dealing with victims, judges, like law enforcement and prosecutors, need to understand that even though they see a victim several times, they still have a right to due process. Judges just need to do their jobs and avoid using their judgments of the victim as an excuse not to follow proper procedure.
- 12) Disability Sensitivity Training – how to interact in a positive way with a victim with a disability. How to ask a victim, given the disability, what is the best way to communicate with them, as many disabilities (e.g. vision, hearing, mental cognition) are not visible.
- 13) Basic Attitude Change – judges make wrong assumptions that produce devastating outcomes, e.g. assume a woman with a disability cannot take care of her children, so the children go with the abusive parent.
- 14) How to make waiting areas accessible – the court waiting areas are not accessible.
- 15) How to make programs accessible – if someone cannot get to court because of physical barriers, it is the responsibility of the court to resolve. It is not the disabled victim's problem. If the court is not equipped to accommodate victims with disabilities, then these victims can not go to court. This means that victims with a disability do not get the same services, protections, or due process as victims without a disability.
- 16) All employees from the administration down in the courts need a basic sensitivity training on how to interact with victims with a disability.
- 17) Those that are responsible for the training of all judges for their continuing education credits need a long-term plan on providing intensive, on-going training on the different types of disabilities, as each requires a specific response to have an effective interview with the victim. Judges need to be trained on the following disabilities: a) mobility, b) deaf/hard of hearing, and c) blind/low vision. These trainings should be offered every year as a part of required training hours; and there should be a requirement that every judge have basic, intermediate and advanced training over a designated time period.
- 18) Judges should be trained on how to hold an accessible meeting. There are minimum requirements, e.g. how to post notices in an alternative format. The training needs to be coordinated by someone who knows *victim services* and *disabilities services*.
- 19) Judges maintain that they do not get many cases of domestic violence, stalking and sexual assault involving a victim with a disability and yet, our own state data and national data demonstrate that these victimizations exist in higher rates in the disabled population than in the general population. Because most times domestic violence and sexual assault against a victim with a disability is done by

the caregiver of the victim who controls the victim's environment and ability to access services, judges need training on recognizing these victimizations and how to refer victims to services that get them away from their offenders.

Recommendation:

- All trainings recommended should be conducted by people with a disability
- Trainings must be accessible – the location, building and implementation, e.g. interpreters and Materials.

20) Judges need training on domestic violence basics, especially with regard to victim safety considerations.

21) Training on protecting privacy issues of domestic violence and stalking victims in *discovery*. Making a victim available is not the same as disclosing their location and judges need to understand the distinction because of the safety implications for the victim.

22) Judges tend to confuse *discovery* and *production*. For domestic violence and stalking victims the difference is extremely important. In *production*, defendants do not have any right to documents held by a third party, whereas in *discovery*, they do. In practice, prosecutors are asking victims in *discovery* to divulge privacy information, e.g. where do you live now? and judges are upholding their requests. It is common practice for prosecutors to ask victims to sign a general waiver for confidential records. This is directly in opposition to the actions that a victim should take to safeguard their safety and the safety of their children. Victims who do not sign a waiver or do not want to divulge privacy information are many times seen as an *uncooperative witness/victim*. In truth, prosecutors who understand the safety considerations related to domestic violence and stalking would not even ask for the waiver and judges who understand the safety considerations would not grant it.

23) Conditions of Release - Judges need to be trained to understand that they have an independent responsibility under our constitution to safeguard victim's rights. This means victim notification when an offender is released; and it means upholding the conditions of release. By statute, it is an independent crime when an offender violates conditions of release and yet it rarely happens that an offender is charged with an additional, independent crime.

24) Victims Rights to Timely Disposition –In domestic violence and stalking cases, especially where children are involved, delays and continuances can have grave implications. Just as an offender has a right to a speedy trial, a victim has the right to a timely disposition. Defense lawyers' requests for delays are many times unwarranted, but judges are not asking for the reasons for the delays in most cases, and the continuances are granted. This increases the risk of the victim discontinuing to participate in the prosecution process.

25) Training on how to proceed in the prosecution of domestic violence cases without the victim's cooperation.

26) Training on special legal considerations for domestic violence victims who are immigrants.

- 27) Training on knowledge of Early Intervention Programs.
- 28) Basic training on biases faced by immigrants (e.g. fear of deportation; lack of a permit to work in this country, etc.).
- 29) Training on the tactics used by abusers to have power and control in the abusive situation - education on the kind of controls used by the abuser when the victim is an immigrant.
- 30) Training on VAWA (Violence Against Women Act) and other resources - judges should know about VAWA and other resources available to immigrant victims (e.g. what is a VAWA petition; how can a victim get immigration documents through VAWA; what is a U-Visa) so that they can make appropriate referrals to needed services.
- 31) Training on Victim Rights – victim rights in general and victim rights for immigrants are many times unknown by judges. The NM Victims Rights Project should be brought in to conduct a piece of the training on victim rights, especially information regarding undocumented immigrants.
- 32) Each county needs to hold a joint training for law enforcement, prosecutors, judges, and service providers from said county to be trained on their respective roles and the roles of the other disciplines mentioned in response to a domestic violence case, so that professionals from each discipline understand how best to optimize their success for advocacy, investigation, prosecution, and adjudication of domestic violence crimes in that county and optimize victim safety and the safety of any children that may be involved.

IV. DISTRICT COURT JUDGES/DOMESTIC VIOLENCE COMMISSIONERS COMMENTS

Surveyed district court judges/commissioners were asked, “*What skills have you learned but do not practice on the job? Please identify any challenges that have prevented you from using those skills.*” Of three district court judges that responded to this survey question, all reported that they never received any training other than on-the-job training. One respondent had formal training prior to becoming a judge and as a former state public defender had no formal training but extensive knowledge from experience in that position. Verbatim comments are found in **Appendix J. Skills Learned and Challenges To Implementation: District Court Judges/Domestic Violence Commissioners.**

Surveyed district court judges/commissioners were asked, “*Please list in priority order, domestic violence and/or stalking trainings you would like to have or think are most needed for district court judges.*” A review of the most frequently requested trainings by surveyed district court judges/commissioners reveals great interest in *stalking*: four judges/commissioners were interested in *cyber-stalking* and two were interested in *how to prove stalking* and *stalking technologies*. Two judges/commissioners respectively, requested training on *cultural considerations for victims of various races/ethnicities*; *adjudicating issues for immigrants*; and *domestic violence involving victims with a disability*. There were single requests for trainings on various issues in domestic violence including: *domestic violence and mediation*, *domestic violence and its affect on children*, *domestic violence involving offenders who are caregivers* and *how domestic violence victims appear to a*

judge. For a review of all requested trainings, see **Appendix K. Requests for Future Domestic Violence and Stalking Trainings: District Judges.**

V. MAGISTRATE COURT JUDGES COMMENTS

As with district court judges, surveyed magistrate court judges were asked, “*What skills have you learned but do not practice on the job? Please identify any challenges that have prevented you from using those skills.*” A review of the comments by magistrate court judges reveals frustration with the Crawford law, stating that it “...has limited the cases with uncooperative victims – and without the victim or a district attorney willing to take the extra step, there is little a judge can do. More and more I see victims not appearing for pre-trial hearings or trials; more training for defense and district attorneys is needed.” Similarly, there is voiced frustration regarding the dismissal of cases by the state due to lack of evidence or victim participation. For a review of all magistrate judges comments, please see **Appendix L. Skills Learned and Challenges To Implementation: Magistrate Court Judges.**

Surveyed magistrate court judges were asked, “*Please list in priority order, domestic violence and/or stalking trainings you would like to have or think are most needed for magistrate court judges.*” A review of the most frequently requested trainings by surveyed magistrate court judges reveals great interest in *stalking* trainings (11), *domestic violence dynamics* (6) *available service programs* (3), *effective sentencing options* (3), *how to handle cases with “uncooperative victims”* (3) *how to determine conditions of bond release that ensures victim safety* (2) and *victim rights* (2). There were single requests for 14 other domestic violence and stalking trainings, including several concerning victim safety: *lethality indicators/assessment*, *protection orders*, *violation of protection orders* and *victim notification*. For a review of all requested trainings by magistrate judges, see **Appendix M. Request For Future Domestic Violence and Stalking Trainings: Magistrate Court Judges.**

SECTION FOUR: SERVICE PROVIDERS DOMESTIC VIOLENCE AND STALKING TRAINING NEEDS

I. INTRODUCTION

Twenty-one statewide experts were individually interviewed to determine what trainings they believed service providers should have to appropriately and effectively respond to domestic violence and stalking cases. Refer to **Appendix A** for a list of statewide experts.

II. SURVEY FINDINGS

Based on the recommendations of the experts interviewed, a survey was designed to ascertain: 1) the proportion of service providers surveyed that have taken each recommended training component; 2) the ability of each surveyed provider to apply each training concept/component in their work; and 3) how often service providers applied each training in their work. See **Appendix N** for the *Service Providers Domestic Violence and Stalking Training Needs Assessment*.

There were 28 service providers surveyed. Their titles and years of service are found in Tables 1 and 2.

Table 1. Surveyed Service Providers By Title

Title	Number of Respondents
Executive Directors	12
Administrative Staff	7
Victim Advocates	8
Shelter Manager	1
Total	28

Table 2. Surveyed Service Providers By Years of Service

Years of Service	Number of Respondents
<1	1
1-2	3
2-5	6
5-10	11
10-20	6
>20	-
Not Documented	1
Total	28

Table 3 illustrates the recommended trainings and how many surveyed service providers reported having taken each training.

Table 3. Percent Surveyed Service Providers That Have Taken Each Recommended Training, In Descending Order

Domestic Violence Training Components/Concepts	Number of Surveyed Service Providers That Have Had Each Training	Percent of Surveyed Service Providers That Have Had Each Training
Existing Domestic Violence Statutes	17	61%
Domestic Violence Dynamics	17	61%
Understanding Protection Orders	17	61%
How to help a victim and child in crisis	16	57%
How to handle phone calls from an intoxicated or high domestic violence victim	15	54%
How to help a victim obtain an Emergency Order of Protection	15	54%
Cultural considerations when dealing with victims of various races/ethnicities	14	50%
Training on the scope of services offered by your shelter	13	46%
How to respond appropriately to victims who are intoxicated or high to offer them the same protections as other victims	13	46%
Lethality Indicators/Assessment	13	46%
How to provide services for immigrants	13	46%
How to identify domestic violence victims and their children who have been victims of sexual assault and refer for appropriate services	13	46%
How to apply for and complete compensation forms	13	46%

Domestic Violence Training Components/Concepts	Number of Surveyed Service Providers That Have Had Each Training	Percent of Surveyed Service Providers That Have Had Each Training
Do you understand what components are necessary for an effective BIP?	13	46%
How to properly execute confidentiality policies and procedures	13	46%
Understanding Full Faith and Credit	12	43%
How to provide appropriate accommodation and services for victims with disabilities	12	43%
How to work with TANF: identify clients who might be eligible; help clients apply; understand limitations	12	43%
Do you understand the BIP offered by your agency?	12	43%
How to write confidentiality policies and procedures	12	43%
How to provide services for aging/elderly victims.	11	39%
How to develop and implement a plan for working with law enforcement to identify domestic violence victims and their children	11	39%
Executive Management: establishing and working with a board; how to comply with required reporting to other agencies;	11	39%
Ongoing sensitivity training	10	36%

Domestic Violence Training Components/Concepts	Number of Surveyed Service Providers That Have Had Each Training	Percent of Surveyed Service Providers That Have Had Each Training
Para-legal training to properly prepare domestic violence victims on what they can realistically expect from legal advocacy and to help victims access appropriate legal advocacy services	10	36%
How to provide effective services for a victim with a disability whose offender is caregiver	10	36%
Existing Stalking Statues	10	36%
How to write Responsibilities, Rights and Reminders (Rules) and apply with a focus on safety issues and what benefits the victim	10	36%
How to provide services for non-English speaking victims.	9	32%
How to provide effective services for victims whose offender is caregiver	9	32%
How to work collaboratively with prosecutors to improve legal advocacy for domestic violence victims	9	32%
How to help a victim identify and document Stalking behavior.	9	32%
How to help a victim establish a pattern of stalking by connecting offense incident reports from multiple jurisdictions	9	32%
How to provide family support to pregnant and parenting victims	8	29%

Domestic Violence Training Components/Concepts	Number of Surveyed Service Providers That Have Had Each Training	Percent of Surveyed Service Providers That Have Had Each Training
How and where to refer stalking victims and/or their children for other community services	8	29%
Technology and Advanced Stalking Techniques/Cyberstalking	8	29%
Fundraising, grant writing, and how to implement best practices in non-profit business management	8	29%
How to provide services for the children of intoxicated or high victims to offer them the same protections as children of other victims	7	25%
How to implement a Social Entrepreneurship Model – (operating a for-profit business to offset shrinking government funding streams in order to continue to provide adequate domestic violence services in your community)	5	18%
How to work with clients with literacy issues	4	14%
How to work with tribal leadership to develop, improve or update their tribal codes regarding domestic violence and stalking	4	14%

An examination of the proportion of service providers that have had each training demonstrates that no trainings recommended by statewide domestic violence experts were taken by at least two-thirds of all service providers. Of 41 training components/concepts recommended for service providers to be able to appropriately and effectively respond to domestic violence and stalking victims, less than half of the surveyed service providers had training on 34 of these concepts. Of particular interest, only 46% respectively, had training on *the scope of services offered* by their own agencies, *how to apply for and complete compensation forms*, *how to respond appropriately to victims that are intoxicated*, *how to identify lethality indicators*, and *how to properly execute confidentiality policies and procedures*. Only 43% respectively, of service providers surveyed had training on understanding *Full Faith and Credit*, *providing accommodation and services for victims with disabilities* or *how to work with TANF to identify eligible clients and assist clients in applying*

for benefits. Approximately one-third (36%) of service providers surveyed had *sensitivity training*; and less than one-third (32%, respectively), had training on *how to provide services for non-English speaking victims, how to provide services for victims whose offenders are their caregivers, how to work collaboratively with prosecutors, or how to help a victim identify and document stalking behavior*. Further, one-quarter or less of surveyed service providers had training on *providing services for children of intoxicated victims (25%), how to work with clients with literacy issues (14%) or how to work with tribal leaders to develop/improve/update tribal codes regarding domestic violence and stalking (14%)*.

Since it is most important that Executive Directors and/or Shelter Managers (Executive Directors) have training on each of the recommended topics, topics were analyzed by respondent title. Table 4 demonstrates the percent of Executive Directors that have had each of the recommended trainings.

Table 4. Percent Executive Directors That Have Had Each Training

Domestic Violence Training Components/Concepts	Number of Surveyed Executive Directors That Have Had Each Training	Percent of Surveyed Executive Directors That Have Had Each Training
Existing Domestic Violence Statutes	8	62%
Domestic Violence Dynamics	8	62%
Ongoing sensitivity training	6	46%
Training on the scope of services offered by your shelter	8	62%
Understanding Full Faith and Credit	6	46%
Understanding Protection Orders	8	62%
How to handle phone calls from an intoxicated or high domestic violence victim	7	54%
How to respond appropriately to victims who are intoxicated or high to offer them the same protections as other victims	7	54%
How to help a victim obtain an Emergency Order of Protection	7	54%
How to help a victim and child in crisis	8	62%
Lethality Indicators/Assessment	6	46%
How to provide services for the children of intoxicated or high victims to offer them the same protections as children of other victims	4	31%
How to provide services for immigrants	6	46%
How to work with clients with literacy issues	2	15%

Domestic Violence Training Components/Concepts	Number of Surveyed Executive Directors That Have Had Each Training	Percent of Surveyed Executive Directors That Have Had Each Training
How to provide appropriate accommodation and services for victims with disabilities	5	38%
How to provide services for aging/elderly victims.	4	31%
How to provide services for non-English speaking victims.	2	15%
How to identify domestic violence victims and their children who have been victims of sexual assault and refer for appropriate services	5	38%
Cultural considerations when dealing with victims of various races/ethnicities	6	46%
Para-legal training to properly prepare domestic violence victims on what they can realistically expect from legal advocacy and to help victims access appropriate legal advocacy services	4	31%
How to provide family support to pregnant and parenting victims	4	31%
How to provide effective services for victims whose offender is caregiver	4	31%
How to provide effective services for a victim with a disability whose offender is caregiver	4	31%
How to apply for and complete compensation forms	6	46%
How to work with TANF: identify clients who might be eligible; help clients apply; understand limitations	7	54%
Do you understand the BIP offered by your agency?	6	46%
Do you understand what components are necessary for an effective BIP?	7	54%

Domestic Violence Training Components/Concepts	Number of Surveyed Executive Directors That Have Had Each Training	Percent of Surveyed Executive Directors That Have Had Each Training
How to develop and implement a plan for working with law enforcement to identify domestic violence victims and their children	6	46%
How to work with tribal leadership to develop, improve or update their tribal codes regarding domestic violence and stalking	1	8%
How to work collaboratively with prosecutors to improve legal advocacy for domestic violence victims	3	23%
Existing Stalking Statues	4	31%
How to help a victim identify and document stalking behavior.	3	23%
How to help a victim establish a pattern of stalking by connecting offense incident reports from multiple jurisdictions	3	23%
How and where to refer stalking victims and/or their children for other community services	3	23%
Technology and Advanced Stalking Techniques/Cyber-stalking	4	31%
How to write Responsibilities, Rights and Reminders (Rules) and apply with a focus on safety issues and what benefits the victim	6	46%
How to write confidentiality polices and procedures	7	54%
How to properly execute confidentiality polices and procedures	7	54%
Executive Management: establishing and working with a board; how to comply with required reporting to other agencies;	6	46%

Domestic Violence Training Components/Concepts	Number of Surveyed Executive Directors That Have Had Each Training	Percent of Surveyed Executive Directors That Have Had Each Training
Fundraising, grant writing, and how to implement best practices in non-profit business management	4	31%
How to implement a Social Entrepreneurship Model – (operating a for-profit business to offset shrinking government funding streams in order to continue to provide adequate domestic violence services in your community)	2	15%

Similar to the findings on trainings for all service providers, an examination of the proportion of Executive Directors that have had each training demonstrates that none of the trainings recommended by statewide domestic violence experts were taken by at least two-thirds of all Executive Directors. As Executive Directors are responsible for the scope and quality of services offered by their agencies, an analysis was conducted to compare the proportion of Executive Directors and the proportion of all “other” service providers that have had each recommended training, see Table 5.

Table 5. Comparison Between The Proportion of Executive Directors and The Proportion of Service Providers of All Other Titles That Have Had Each Training

Domestic Violence Training Components/Concepts	Percent of Surveyed Executive Directors That Have Had Each Training	Percent of “Other” Surveyed Service Providers That Have Had Each Training
Existing Domestic Violence Statutes	62%	60%
Domestic Violence Dynamics	62%	60%
Ongoing sensitivity training	46%	27%
Training on the scope of services offered by your shelter	62%	33%
Understanding Full Faith and Credit	46%	40%
Understanding Protection Orders	62%	60%
How to handle phone calls from an Intoxicated or high domestic violence victim	54%	53%

Domestic Violence Training Components/Concepts	Percent of Surveyed Executive Directors That Have Had Each Training	Percent of “Other” Surveyed Service Providers That Have Had Each Training
How to respond appropriately to victims who are intoxicated or high to offer them the same protections as other victims	54%	40%
How to help a victim obtain an Emergency Order of Protection	54%	53%
How to help a victim and child in crisis	62%	53%
Lethality Indicators/Assessment	46%	47%
How to provide services for the children of intoxicated or high victims to offer them the same protections as children of other victims	31%	20%
How to provide services for immigrants	46%	47%
How to work with clients with literacy issues	15%	13%
How to provide appropriate accommodation and services for victims with disabilities	38%	47%
How to provide services for aging/elderly victims.	31%	47%
How to provide services for non-English speaking victims.	15%	47%
How to identify domestic violence victims and their children who have been victims of sexual assault and refer for appropriate services	38%	53%
Cultural considerations when dealing with victims of various races/ethnicities	46%	53%

Domestic Violence Training Components/Concepts	Percent of Surveyed Executive Directors That Have Had Each Training	Percent of “Other” Surveyed Service Providers That Have Had Each Training
Para-legal training to properly prepare domestic violence victims on what they can realistically expect from legal advocacy and to help victims access appropriate legal advocacy services	31%	40%
How to provide family support to pregnant and parenting victims	31%	27%
How to provide effective services for victims whose offender is caregiver	31%	33%
How to provide effective services for a victim with a disability whose offender is caregiver	31%	40%
How to apply for and complete compensation forms	46%	47%
How to work with TANF: identify clients who might be eligible; help clients apply; understand limitations	54%	33%
Do you understand the BIP offered by your agency?	46%	40%
Do you understand what components are necessary for an effective BIP?	54%	40%
How to develop and implement a plan for working with law enforcement to identify domestic violence victims and their children	46%	33%
How to work with tribal leadership to develop, improve or update their tribal codes regarding domestic violence and stalking	8%	20%

Domestic Violence Training Components/Concepts	Percent of Surveyed Executive Directors That Have Had Each Training	Percent of “Other” Surveyed Service Providers That Have Had Each Training
How to work collaboratively with prosecutors to improve legal advocacy for domestic violence victims	23%	40%
Existing Stalking Statues	31%	40%
How to help a victim identify and document stalking behavior.	23%	40%
How to help a victim establish a pattern of stalking by connecting offense incident reports from multiple jurisdictions	23%	40%
How and where to refer stalking victims and/or their children for other community services	23%	33%
Technology and Advanced Stalking Techniques/Cyber-stalking	31%	27%
How to write Responsibilities, Rights and Reminders (Rules) and apply with a focus on safety issues and what benefits the victim	46%	27%
How to write confidentiality polices and procedures	54%	33%
How to properly execute confidentiality polices and procedures	54%	40%
Executive Management: establishing and working with a board; how to comply with required reporting to other agencies;	46%	33%
Fundraising, grant writing, and how to implement best practices in non-profit business management	31%	27%

Domestic Violence Training Components/Concepts	Percent of Surveyed Executive Directors That Have Had Each Training	Percent of “Other” Surveyed Service Providers That Have Had Each Training
How to implement a Social Entrepreneurship Model – (operating a for-profit business to offset shrinking government funding streams in order to continue to provide adequate domestic violence services in your community)	15%	20%

As one might expect as a function of the title, almost twice as many Executive Directors (62%) as “other” service providers (33%) had training on *the scope of services offered* by their agencies. Similarly, significantly more Executive Directors than “other” service providers had training on *how to write confidentiality policies and procedures* (54% and 33%, respectively), *how to execute confidentiality policies and procedures* (54% and 40%, respectively), *how to work with TANF to identify and assist eligible clients* (54% and 33%, respectively), *how to implement a plan for working with law enforcement to identify domestic violence victims and their children* (46% and 33%, respectively), *how to write Responsibilities, Rights and Reminder Rules* (46% and 33%, respectively) and *how to do executive management* [establishing and working with a board; complying with required reporting to other agencies] (46% and 33%, respectively).

Conversely, significantly more victim advocates and other service providers than Executive Directors had training on *how to identify domestic violence victims and their children who have been victims of sexual assault to refer for appropriate services* (53% and 38%, respectively), *how to provide appropriate accommodation and services for victims with disabilities* (47% and 38%, respectively), *how to provide services for aging/elderly victims* (47% and 31%, respectively), *how to provide effective services for victims whose offenders are their caregivers* (40% and 31%, respectively) and *paralegal training to offer proper legal advocacy* (40% and 31%, respectively).

Interestingly, a greater proportion of “other” service providers (40%) than Executive Directors (31%) had training on *existing stalking statutes and how and where to refer stalking victims and/or their children for community services* (33% and 23%, respectively). Almost twice as many “other” service providers (40% respectively) than executive directors (23% respectively) had training on *how to work collaboratively with prosecutors to improve legal advocacy for domestic violence victims*, *how to help a victim identify and document stalking behavior* and *how to help a victim establish a pattern of stalking by connecting offense incident reports from multiple jurisdictions*.

Two findings that are perhaps most surprising – over twice as many “other” service providers (20%) as Executive Directors (8%) had training on *how to work with tribal leadership to develop tribal codes regarding domestic violence and stalking*; and over three times as many “other” service providers (47%) as Executive Directors (15%) had training on *how to provide services for non-English speaking victims*.

Service Providers surveyed were asked, “*How Able Are You To Apply The Component/Concept You Learned in Your Job*” They were asked to rate their ability by using the following Likert scale:

- 5 = Excellent Knowledge/Extremely Capable
- 4 = Very Knowledgeable/Very Capable
- 3 = Adequate Knowledge/Adequately Capable
- 2 = Inadequate Knowledge/Awkward
- 1 = No Knowledge/Not Capable
- NA = Not Applicable

Table 6 demonstrates the number of surveyed service providers that rated their ability to apply each training component in their work, whether or not they had taken the trainings.

Table 6. Surveyed Service Providers’ Ratings of Their Ability to Apply Each Training Component/Concept On The Job

Domestic Violence Training Components/Concepts	Number of Respondents	No Knowledge/ Not Capable	Inadequate Knowledge/ Awkward	Adequate Knowledge/ Adequately Capable	Very Knowledgeable/ Very Capable	Excellent Knowledge/ Extremely Capable
Existing Domestic Violence Statutes	28	0%	4%	36%	32%	29%
Domestic Violence Dynamics	28	0%	0%	4%	29%	68%
Ongoing sensitivity training	22	0%	5%	41%	36%	18%
Training on the scope of services offered by your shelter	23	0%	0%	4%	22%	74%
Understanding Full Faith and Credit	21	5%	5%	38%	33%	19%
Understanding Protection Orders	26	0%	8%	19%	31%	42%
How to handle phone calls from an Intoxicated or high domestic violence victim	25	0%	0%	44%	32%	24%
How to respond appropriately to victims who are intoxicated or high to offer them the same protections as other victims	24	0%	13%	42%	25%	21%

Domestic Violence Training Components/Concepts	Number of Respondents	No Knowledge/ Not Capable	Inadequate Knowledge/ Awkward	Adequate Knowledge/ Adequately Capable	Very Knowledgeable/ Very Capable	Excellent Knowledge/ Extremely Capable
How to help a victim obtain an Emergency Order of Protection	27	4%	19%	11%	22%	44%
How to help a victim and child in crisis	27	0%	0%	0%	33%	67%
Lethality Indicators/Assessment	25	0%	8%	20%	36%	36%
How to provide services for the children of intoxicated or high victims to offer them the same protections as children of other victims	20	0%	10%	50%	25%	15%
How to provide services for immigrants	26	0%	23%	27%	31%	19%
How to work with clients with literacy issues	8	0%	25%	25%	13%	38%
How to provide appropriate accommodation and services for victims with disabilities	23	0%	17%	35%	22%	26%
How to provide services for aging/elderly victims.	24	4%	17%	21%	38%	21%
How to provide services for non-English speaking victims.	24	0%	17%	38%	17%	29%
How to identify domestic violence victims and their children who have been victims of sexual assault and refer for appropriate services	26	0%	12%	27%	31%	31%
Cultural considerations when dealing with victims of various races/ethnicities	28	0%	14%	25%	25%	36%

Domestic Violence Training Components/Concepts	Number of Respondents	No Knowledge/ Not Capable	Inadequate Knowledge/ Awkward	Adequate Knowledge/ Adequately Capable	Very Knowledgeable/ Very Capable	Excellent Knowledge/ Extremely Capable
Para-legal training to properly prepare domestic violence victims on what they can realistically expect from legal advocacy and to help victims access appropriate legal advocacy services	23	9%	13%	39%	26%	13%
How to provide family support to pregnant and parenting victims	22	0%	5%	32%	36%	27%
How to provide effective services for victims whose offender is caregiver	22	0%	27%	23%	32%	18%
How to provide effective services for a victim with a disability whose offender is caregiver	23	0%	35%	39%	22%	4%
How to apply for and complete compensation forms	27	0%	7%	22%	30%	41%
How to work with TANF: identify clients who might be eligible; help clients apply; understand limitations	25	0%	20%	16%	24%	40%
Do you understand the BIP offered by your agency?	22	5%	9%	23%	9%	55%
Do you understand what components are necessary for an effective BIP?	23	4%	9%	26%	17%	43%

Domestic Violence Training Components/Concepts	Number of Respondents	No Knowledge/ Not Capable	Inadequate Knowledge/ Awkward	Adequate Knowledge/ Adequately Capable	Very Knowledgeable/ Very Capable	Excellent Knowledge/ Extremely Capable
How to develop and implement a plan for working with law enforcement to identify domestic violence victims and their children	24	0%	21%	25%	21%	33%
How to work with tribal leadership to develop, improve or update their tribal codes regarding domestic violence and stalking	16	6%	38%	38%	6%	13%
How to work collaboratively with prosecutors to improve legal advocacy for domestic violence victims	24	0%	8%	17%	50%	25%
Existing Stalking Statutes	23	0%	17%	35%	22%	26%
How to help a victim identify and document stalking behavior.	21	0%	5%	29%	38%	29%
How to help a victim establish a pattern of stalking by connecting offense incident reports from multiple jurisdictions	22	0%	32%	23%	27%	18%
How and where to refer stalking victims and/or their children for other community services	22	0%	23%	23%	23%	32%
Technology and Advanced Stalking Techniques/Cyber-stalking	21	14%	29%	24%	10%	24%

Domestic Violence Training Components/Concepts	Number of Respondents	No Knowledge/ Not Capable	Inadequate Knowledge/ Awkward	Adequate Knowledge/ Adequately Capable	Very Knowledgeable/ Very Capable	Excellent Knowledge/ Extremely Capable
How to write Responsibilities, Rights and Reminders (Rules) and apply with a focus on safety issues and what benefits the victim	21	0%	10%	29%	14%	48%
How to write confidentiality policies and procedures	25	0%	4%	20%	40%	36%
How to properly execute confidentiality policies and procedures	17	0%	0%	6%	29%	65%
Executive Management: establishing and working with a board; how to comply with required reporting to other agencies;	23	9%	9%	17%	30%	35%
Fundraising, grant writing, and how to implement best practices in non-profit business management	22	9%	5%	32%	32%	23%
How to implement a Social Entrepreneurship Model – (operating a for-profit business to offset shrinking government funding streams in order to continue to provide adequate domestic violence services in your community)	19	32%	21%	32%	11%	5%

Table 8 synthesizes Table 7 to demonstrate the percentage of surveyed service providers that report being capable and incapable of applying each training concept/component in their work.

Table 8. Percent Surveyed Service Providers That Report Being Capable and Incapable of Applying Each Training Component On The Job, In Descending Order By Percent Trained

Domestic Violence Training Components/Concepts	Percent of Surveyed Service Providers That Have Had Each Training	CAPABLE	INCAPABLE
		Adequately to Extremely Knowledgeable Adequately to Extremely Capable of Applying On the Job	Inadequate or No Knowledge No Application or Awkward Application On The Job
Domestic Violence Dynamics	61%	100%	0%
Existing Domestic Violence Statutes	61%	96%	4%
Understanding Protection Orders	61%	92%	8%
How to help a victim and child in crisis	57%	100%	0%
How to handle phone calls from an intoxicated or high domestic violence victim	54%	100%	0%
How to help a victim obtain an Emergency Order of Protection	54%	78%	22%
Cultural considerations when dealing with victims of various races/ethnicities	50%	86%	14%
Training on the scope of services offered by your shelter	46%	100%	0%
How to properly execute confidentiality policies and procedures	46%	100%	0%
How to apply for and complete compensation forms	46%	93%	7%
Lethality Indicators/Assessment	46%	92%	8%
How to respond appropriately to victims who are intoxicated or high to offer them the same protections as other victims	46%	88%	13%
How to identify domestic violence victims and their children who have been victims of sexual assault and refer for appropriate services	46%	88%	12%
Do you understand what components are necessary for an effective BIP?	46%	87%	13%
How to provide services for immigrants	46%	77%	23%
How to write confidentiality policies and procedures	43%	96%	4%

Domestic Violence Training Components/Concepts	Percent of Surveyed Service Providers That Have Had Each Training	CAPABLE	INCAPABLE
		Adequately to Extremely Knowledgeable	Inadequate or No Knowledge
		Adequately to Extremely Capable of Applying On the Job	No Application or Awkward Application On The Job
Understanding Full Faith and Credit	43%	90%	10%
Do you understand the BIP offered by your agency?	43%	86%	14%
How to provide appropriate accommodation and services for victims with disabilities	43%	83%	17%
How to work with TANF: identify clients who might be eligible; help clients apply; understand limitations	43%	80%	20%
Executive Management: establishing and working with a board; how to comply with required reporting to other agencies	39%	83%	17%
How to provide services for aging/elderly victims.	39%	79%	21%
How to develop and implement a plan for working with law enforcement to identify domestic violence victims and their children	39%	79%	21%
Ongoing sensitivity training	36%	95%	5%
How to write Responsibilities, Rights and Reminders (Rules) and apply with a focus on safety issues and what benefits the victim	36%	90%	10%
Existing Stalking Statues	36%	83%	17%
Para-legal training to properly prepare domestic violence victims on what they can realistically expect from legal advocacy and to help victims access appropriate legal advocacy services	36%	78%	22%
How to provide effective services for a victim with a disability whose offender is caregiver	36%	65%	35%
How to help a victim identify and document stalking behavior.	32%	95%	5%

Domestic Violence Training Components/Concepts	Percent of Surveyed Service Providers That Have Had Each Training	CAPABLE	INCAPABLE
		Adequately to Extremely Knowledgeable Adequately to Extremely Capable of Applying On the Job	Inadequate or No Knowledge No Application or Awkward Application On The Job
How to work collaboratively with prosecutors to improve legal advocacy for domestic violence victims	32%	92%	8%
How to provide services for non-English speaking victims.	32%	83%	17%
How to provide effective services for victims whose offender is caregiver	32%	73%	27%
How to help a victim establish a pattern of stalking by connecting offense incident reports from multiple jurisdictions	32%	68%	32%
How to provide family support to pregnant and parenting victims	29%	95%	5%
Fundraising, grant writing, and how to implement best practices in non-profit business management	29%	86%	14%
How and where to refer stalking victims and/or their children for other community services	29%	77%	23%
Technology and Advanced Stalking Techniques/Cyber-stalking	29%	57%	43%
How to provide services for the children of intoxicated or high victims to offer them the same protections as children of other victims	25%	90%	10%
How to implement a Social Entrepreneurship Model – (operating a for-profit business to offset shrinking government funding streams in order to continue to provide adequate domestic violence services in your community)	18%	47%	53%
How to work with clients with literacy issues	14%	75%	25%

Domestic Violence Training Components/Concepts	Percent of Surveyed Service Providers That Have Had Each Training	CAPABLE	INCAPABLE
		Adequately to Extremely Knowledgeable Adequately to Extremely Capable of Applying On the Job	Inadequate or No Knowledge No Application or Awkward Application On The Job
How to work with tribal leadership to develop, improve or update their tribal codes regarding domestic violence and stalking	14%	56%	44%

An examination of Table 8 demonstrates no evident correlation between training and practice. Many service providers rated their abilities to apply the training concepts/components even though they were never trained on those concepts/components. For instance, while only 29% percent of service providers reported being trained on *how to help a victim and child in crises*, 100% reported being capable (capable/very capable/extremely capable) of applying this knowledge in their work. Similarly, while only 36% of service providers reported being trained on *how to properly execute confidentiality policies and procedures*, 100% reported being capable of applying this knowledge in their work. Therefore, the untrained service providers that consider themselves capable or very capable of applying one or more training concepts in their work are using a standard of practice informed by something other than formal trainings, e.g. what may have been done historically; what other service providers in their agency do; the service provider’s own prior experiences, what is done to fulfill agency policies and procedures, what must be done to limit liability, etc.

Secondly, it is unclear what service providers believe they must know before they believe they have adequate knowledge to capably apply a training concept in their work. For instance, only 39% of service providers reported being trained on *how to work with tribal leadership to develop tribal codes regarding domestic violence and stalking*, while 56% reported being capable of applying this knowledge in their work. Compare this to the training concept, *how to work collaboratively with prosecutors to improve legal advocacy for domestic violence victims* – the same proportion of service providers (39%) as those trained on *how to work with tribal leadership* reported being trained on this concept, yet a significantly greater proportion (92%) reported being capable of applying this training concept in their work. A review of Table 8 illustrates that this paradox is true of many other training concepts, as well.

Surveyed Service Providers were asked, “*How Often Do You Apply This Knowledge On The Job?*” They were to rate their ability by using the following Likert scale:

- 5 = Always
- 4 = Very Often
- 3 = Often
- 2 = Seldom
- 1 = Never
- NA = Not Applicable

Table 9 demonstrates the number of surveyed service providers that rated how often they apply each training component in their work, whether or not they had taken each training.

Table 9. Surveyed Service Providers' Ratings of How Often They Apply Each Training Component/Concept in Their Work

Domestic Violence Training Components/Concepts	Number of Respondents	Never	Seldom	Often	Very Often	Always
Existing Domestic Violence Statutes	28	0%	4%	25%	39%	32%
Domestic Violence Dynamics	28	0%	0%	4%	32%	64%
Ongoing sensitivity training	22	0%	0%	45%	27%	27%
Training on the scope of services offered by your shelter	23	0%	4%	9%	22%	65%
Understanding Full Faith and Credit	21	0%	19%	19%	33%	29%
Understanding Protection Orders	24	0%	17%	13%	13%	58%
How to handle phone calls from an intoxicated or high domestic violence victim	25	0%	24%	36%	20%	20%
How to respond appropriately to victims who are intoxicated or high to offer them the same protections as other victims	24	4%	29%	38%	17%	13%
How to help a victim obtain an Emergency Order of Protection	27	4%	26%	15%	22%	33%
How to help a victim and child in crisis	27	0%	22%	7%	11%	59%
Lethality Indicators/Assessment	25	4%	16%	20%	28%	32%
How to provide services for the children of intoxicated or high victims to offer them the same protections as children of other victims	20	0%	25%	40%	30%	5%
How to provide services for immigrants	26	0%	27%	35%	15%	23%
How to work with clients with literacy issues	9	0%	44%	11%	22%	22%

Domestic Violence Training Components/Concepts	Number of Respondents	Never	Seldom	Often	Very Often	Always
How to provide appropriate accommodation and services for victims with disabilities	23	0%	35%	30%	17%	17%
How to provide services for aging/elderly victims.	24	4%	21%	33%	21%	21%
How to provide services for non-English speaking victims.	24	0%	25%	21%	29%	25%
How to identify domestic violence victims and their children who have been victims of sexual assault and refer for appropriate services	26	0%	15%	38%	27%	19%
Cultural considerations when dealing with victims of various races/ethnicities	28	0%	18%	25%	32%	25%
Para-legal training to properly prepare domestic violence victims on what they can realistically expect from legal advocacy and to help victims access appropriate legal advocacy services	23	9%	30%	17%	22%	22%
How to provide family support to pregnant and parenting victims	22	0%	23%	27%	27%	23%
How to provide effective services for victims whose offender is caregiver	21	10%	29%	29%	10%	24%
How to provide effective services for a victim with a disability whose offender is caregiver	22	9%	36%	32%	18%	5%
How to apply for and complete compensation forms	27	0%	33%	19%	22%	26%
How to work with TANF: identify clients who might be eligible; help clients apply; understand limitations	25	12%	24%	12%	12%	40%
Do you understand the BIP offered by your agency?	23	0%	13%	35%	9%	43%

Domestic Violence Training Components/Concepts	Number of Respondents	Never	Seldom	Often	Very Often	Always
Do you understand what components are necessary for an effective BIP?	24	4%	8%	38%	8%	42%
How to develop and implement a plan for working with law enforcement to identify domestic violence victims and their children	24	4%	29%	17%	17%	33%
How to work with tribal leadership to develop, improve or update their tribal codes regarding domestic violence and stalking	16	19%	25%	38%	6%	13%
How to work collaboratively with prosecutors to improve legal advocacy for domestic violence victims	24	4%	21%	25%	21%	29%
Existing Stalking Statues	23	0%	30%	26%	17%	26%
How to help a victim identify and document stalking behavior.	21	10%	19%	14%	24%	33%
How to help a victim establish a pattern of stalking by connecting offense incident reports from multiple jurisdictions	22	14%	18%	27%	23%	18%
How and where to refer stalking victims and/or their children for other community services	22	9%	14%	41%	9%	27%
Technology and Advanced Stalking Techniques/ Cyber-stalking	21	14%	33%	29%	10%	14%
How to write Responsibilities, Rights and Reminders (Rules) and apply with a focus on safety issues and what benefits the victim	21	0%	19%	29%	14%	38%
How to write confidentiality polices and procedures	25	0%	8%	24%	32%	36%

Domestic Violence Training Components/Concepts	Number of Respondents	Never	Seldom	Often	Very Often	Always
How to properly execute confidentiality policies and procedures	18	0%	0%	11%	22%	67%
Executive Management: establishing and working with a board; how to comply with required reporting to other agencies;	23	9%	17%	9%	30%	35%
Fundraising, grant writing, and how to implement best practices in non-profit business management	22	14%	0%	27%	36%	23%
How to implement a Social Entrepreneurship Model – (operating a for-profit business to offset shrinking government funding streams in order to continue to provide adequate domestic violence services in your community)	17	29%	29%	18%	18%	6%

Table 10 synthesizes Table 9 and illustrates the proportion of service providers that have had each training and the percent that report *rarely* or *usually* applying each training component in their work.

Table 10. Percent Service Providers That Have Been Trained and Percent That Report Rarely and Usually Applying Each Training Component In Their Work, By Descending Order of Rarely Applied

Domestic Violence Training Components/Concepts	Percent of Surveyed Service Providers That Have Had Each Training	Number of Respondents	USUALLY Often, Very Often, Always Applied In The Job	RARELY Never/ Seldom Applied In The Job
How to implement a Social Entrepreneurship Model – (operating a for-profit business to offset shrinking government funding streams in order to continue to provide adequate domestic violence services in your community)	18%	17	41%	59%

Domestic Violence Training Components/Concepts	Percent of Surveyed Service Providers That Have Had Each Training	Number of Respondents	USUALLY Often, Very Often, Always Applied In The Job	RARELY Never/ Seldom Applied In The Job
Technology and Advanced Stalking Techniques/Cyber-stalking	29%	21	52%	48%
How to provide effective services for a victim with a disability whose offender is caregiver	36%	22	55%	45%
How to work with clients with literacy issues	14%	9	56%	44%
How to work with tribal leadership to develop, improve or update their tribal codes regarding domestic violence and stalking	14%	16	56%	44%
Para-legal training to properly prepare domestic violence victims on what they can realistically expect from legal advocacy and to help victims access appropriate legal advocacy services	36%	23	61%	39%
How to provide effective services for victims whose offender is caregiver	32%	21	62%	38%
How to work with TANF: identify clients who might be eligible; help clients apply; understand limitations	43%	25	64%	36%
How to provide appropriate accommodation and services for victims with disabilities	43%	23	65%	35%
How to respond appropriately to victims who are intoxicated or high to offer them the same protections as other victims	46%	24	67%	33%
How to apply for and complete compensation forms	46%	27	67%	33%
How to develop and implement a plan for working with law enforcement to identify domestic violence victims and their children	39%	24	67%	33%

Domestic Violence Training Components/Concepts	Percent of Surveyed Service Providers That Have Had Each Training	Number of Respondents	USUALLY Often, Very Often, Always Applied In The Job	RARELY Never/ Seldom Applied In The Job
How to help a victim establish a pattern of stalking by connecting offense incident reports from multiple jurisdictions	32%	22	68%	32%
How to help a victim obtain an Emergency Order of Protection	54%	27	70%	30%
Existing Stalking Statues	36%	23	70%	30%
How to help a victim identify and document stalking behavior.	32%	21	71%	29%
How to provide services for immigrants	46%	26	73%	27%
Executive Management: establishing and working with a board; how to comply with required reporting to other agencies	39%	23	74%	26%
How to provide services for the children of intoxicated or high victims to offer them the same protections as children of other victims	25%	20	75%	25%
How to provide services for aging/elderly victims.	39%	24	75%	25%
How to provide services for non-English speaking victims.	32%	24	75%	25%
How to work collaboratively with prosecutors to improve legal advocacy for domestic violence victims	32%	24	75%	25%
How to handle phone calls from an Intoxicated or high domestic violence victim	54%	25	76%	24%
How to provide family support to pregnant and parenting victims	29%	22	77%	23%

Domestic Violence Training Components/Concepts	Percent of Surveyed Service Providers That Have Had Each Training	Number of Respondents	USUALLY Often, Very Often, Always Applied In The Job	RARELY Never/ Seldom Applied In The Job
How and where to refer stalking victims and/or their children for other community services	29%	22	77%	23%
How to help a victim and child in crisis	57%	27	78%	22%
Lethality Indicators/Assessment	46%	25	80%	20%
Understanding Full Faith and Credit	43%	21	81%	19%
How to write Responsibilities, Rights and Reminders (Rules) and apply with a focus on safety issues and what benefits the victim	36%	21	81%	19%
Cultural considerations when dealing with victims of various races/ethnicities	50%	28	82%	18%
Understanding Protection Orders	61%	24	83%	17%
How to identify domestic violence victims and their children who have been victims of sexual assault and refer for appropriate services	46%	26	85%	15%
Fundraising, grant writing, and how to implement best practices in non-profit business management	29%	22	86%	14%
Do you understand the BIP offered by your agency?	43%	23	87%	13%
Do you understand what components are necessary for an effective BIP?	46%	24	88%	13%
How to write confidentiality polices and procedures	43%	25	92%	8%
Existing Domestic Violence Statutes	61%	28	96%	4%
Training on the scope of services offered by your shelter	46%	23	96%	4%

Domestic Violence Training Components/Concepts	Percent of Surveyed Service Providers That Have Had Each Training	Number of Respondents	USUALLY Often, Very Often, Always Applied In The Job	RARELY Never/ Seldom Applied In The Job
Domestic Violence Dynamics	61%	28	100%	0%
Ongoing sensitivity training	36%	22	100%	0%
How to properly execute confidentiality polices and procedures	46%	18	100%	0%

A review of Table 10 illustrates that there is no demonstrated correlation between how often service providers have to use specific training knowledge in their work and the proportion of service providers that receive the stated training. For instance, 29% of service providers, reported being trained on *technology and advanced stalking techniques*, while 52% reported applying this training *often* (often/very often/always) in their work. The same proportion (29%) of service providers reported being trained on *how and where to refer stalking victims and/or their children for other community services and fundraising, grant writing and how to implement best practices in non-profit business management*. Yet in each case, a significantly greater proportion of service providers (77% and 86%, respectively) reported applying this training *often* (often/very often/always) in their work. A review of Table 10 demonstrates that this disconnect in the proportion trained on a concept and the frequency of its use in the field is true for many other training concepts as well

III. RECOMMENDATIONS

➤ Too few of the people responsible for providing needed domestic violence services have been formally trained on how to carry out these services. It is clear that most of the activities performed by service providers to respond to domestic violence and stalking cases are dictated by factors other than domestic violence and stalking trainings that cover the many nuances and realities of these incidents. It is recommended that service providers and funding agencies: 1) identify these rival influences and assess their merit for providing the needed knowledge and skills to appropriately and effectively respond to domestic violence and stalking victims; 2) identify obstacles to training, needed changes in policies and procedures, possible counter influences by the practices of untrained and/or older service providers; 3) identify what can be done to change response practices that are contrary to practices recommended in domestic violence and stalking trainings; and 4) examine the services provided most frequently to assist in prioritizing the selection of trainings to be offered in the future.

➤ Four of the top ten training concepts that reported the fewest proportions of trained service providers have to do with responding effectively to stalking. According to the Survey of Violence Victimization in New Mexico, stalking prevalence and incidence rates parallel those of domestic violence and sexual assault. Therefore, a greater statewide effort must be made to train service providers on existing stalking statutes, assisting victims in identifying and documenting stalking behaviors and referring stalking victims and their children for appropriate services. Similarly, other services provided frequently in response to domestic violence and stalking that have low rates of

trained providers involve victims with special needs or circumstances – services for non-English speaking victims, pregnant victims, and children of intoxicated victims.

➤ Specific recommendations offered by statewide experts regarding domestic violence and stalking trainings and the obstacles to effectively provide and/or implement these trainings should be reviewed by funding agencies and discussed by multi-disciplinary teams in each community in an effort to identify ways to address these obstacles. These recommendations for service providers include:

1) How to write and properly execute confidentiality policies and procedures.

➤ Recommendation: *July Field* as an expert on training service providers on writing confidentiality policies.

2) Training on writing the Responsibilities, Rights and Reminders Rules for their shelter so that beyond staff safety issues, their chief concern and focus is on the benefit of the victim

3) Training on how to deal with women who use alcohol and drugs: a) how to handle phone calls from intoxicated domestic violence victims; and b) how to provide services for domestic violence victims who have an alcohol/drug problem. Most victims have multiple issues in addition to being violence victims - alcohol/drug use among them. To effectively help them and their children, advocates must know how to assist an intoxicated or *using* victim instead of just turning them away because of this condition.

➤ Recommendation: *Patty Bland* as an expert trainer on policies and procedures for dealing with domestic violence victims who use alcohol/drugs.

4) Training on how to identify domestic violence victims and their children who have been victims of sexual assault and to provide appropriate counseling services to address the sexual assault issues.

5) Training on helping mothers who are domestic violence victims be better mothers – parenting support; a family coach; setting limits, boundaries, etc.

6) Shelter and other service program advocates should receive the same training that paralegals receive regarding realistic expectations of legal advocacy and what is appropriate to communicate to victims about what they can expect from legal advocacy.

7) How to work with prosecutors to improve legal advocacy for domestic violence victims.

➤ Recommendation: Instructor from TVI who teaches the Paralegal class.

8) Train advocates how to obtain information from a victim regarding prior incidents and/or police reports, how to assemble various police reports from the same law enforcement agency or different law enforcement agencies that have responded to the victim to provide evidence to law enforcement

that a pattern of crime is established against this victim and her case needs to be handled as a stalking crime.

➤ Recommendation: *Marlin Mousseau*

9) Advocates should be trained on effective Batterer Intervention Training – what really works.

10) Ongoing DV 101 and sensitivity training.

11) Leadership training that includes:

- Shelter Management specific to domestic violence
- Victim Services
- Handling victims with drug/alcohol issues, intoxicated victims, children of intoxicated victims
- Confidentiality issues – how to write and carry out effective confidentiality concerns
- How to keep healthy, avoid burnout

12) Cultural considerations in domestic violence and stalking training (how to interact with underserved communities). Training components would include:

a. Historical Foundation – history lesson on FBI and other law enforcement historical behavior towards Native people to help advocates understand why Native people distrust law enforcement.

- Recommendation: 2 hour training *by Sacred Circle* or other approved instructor.
- Venue Recommendation:

(i). Schedule in East, West, South and North Quadrants of the State; or

(ii). Mandatory attendance at the Tribal Law and Policy Institute Training in New Mexico and Arizona. It is free.

13) Jurisdictional Issues – Full Faith and Credit; enforcement of protection orders on and off reservations.

➤ Recommendation: *Sara Deer*, would be good with attorney perspective, but would need an advocate perspective.

14) Confidentiality issues –need standard of practice of confidentiality.

➤ Recommendation: *Sacred Circle*

15) Tribal Service Providers need to be trained on how to develop, improve, and update their tribal codes; and then need to work with the tribal council in each community on making the comprehensive tribal codes tribal rule for that tribal community.

➤ Recommendation: *Sacred Circle, Elena Giacci and George Twist*

16) All service providers should have 40 hours of training before they start working with victims, as well as good supervision and access to mentors. Service providers should have training on:

- Dynamics
- Protection Orders
- How the system works
- Confidentiality – especially how their advocacy role differs from that of criminal justice advocates

17) Advocates and administrators need training on working with special populations: immigrants; non-English speaking clients; people with disabilities and aging/elderly clients abused in care-giving situations.

18) Advocates statewide need training on how to help their clients with all the necessary forms a victim may need regarding their case.

- Recommendation: *Forms Clinic*, by Resources, Inc. Training Team (Legal Aid Advocate, Counselor, Attorney)

19) Executive Directors need training on fund raising, grant writing, and how to implement best practices in Non-profit Business Management.

20) Executive Directors/Administrators need training in the Social Entrepreneurship Model – with shrinking government funds to support non-profits and narrowing funding streams, service providers need to learn how to look for for-profit businesses to operate so that profits from these businesses can offset and support their non-profit services. This is a widely accepted model practiced in other states and New Mexico is far behind on this practice.

- Recommendation for #19 and #20: *Jean Block Consulting*, located in Albuquerque but trains nationally on this issue.

21) Self-defense training – sometimes advocates are in danger of attack by the victim's offender and a self-defense course should be required training.

22) Communication skills for doing community education: how to speak to an audience, how to put a presentation together, how to engage audience participation, etc.

23) Sensitivity Training – All employees from the Administration down need to know how to interact in a positive way with a victim with a disability (look them in the eye, shake their hand, talk to them directly, etc; and how to ask a victim, given their disability, what is the best way to communicate with them, as many disabilities (e.g. vision, hearing, mental cognition) are not visible.

24) How to make programs accessible – if someone cannot receive services because of physical barriers, it should not be viewed by advocates as the victim's problem. If a shelter is not equipped to accommodate them, they cannot go. This means that victims with a disability do not get the same services, protections, or due process as victims without a disability.

25) Shelters need to be trained on how to conduct their own accessibility self-assessment, which is required by ADA law.

26) Those who are responsible for the training of all legal and shelter advocates for their continuing education credits need a long-term plan on providing intensive, on-going training on the different types of disabilities, as each requires a specific response to have an effective interview with the victim. Legal advocates and shelter advocates need to be trained on the following disabilities: a) mobility, b) deaf/hard of hearing, and c) blind/low vision. These trainings should be offered every year as part of their required training hours; and there should be a requirement that every advocate have basic, intermediate and advanced training over a designated time period.

27) Legal and shelter advocates should be trained on how to hold an accessible meeting. There are minimum requirements, e.g. how to post notices in an alternative format. The training needs to be coordinated by someone who knows *victim services* and *disabilities services*.

28) Because in most cases, domestic violence and sexual assault against a victim with a disability is perpetrated by the caregiver of the victim who controls the victim's environment and ability to access services, service providers need training on how to assess these cases and the available resources to remove the victim from the care-giving offender's control.

➤ Recommendation regarding all trainings on working with victims with a disability:

- a) All trainings recommended should be conducted by people with a disability
- b) Trainings must be accessible – the location, building and implementation, e.g. interpreters and materials.

29) Service Providers should be trained to identify clients who might be eligible for TANF (Temporary Assistance to Needy Families), help clients apply for TANF benefits, and understand the limitations of the TANF program.

30) Each county needs to hold a joint training for law enforcement, prosecutors, judges and service providers from said county to be trained on their respective roles and the roles of the other disciplines mentioned in response to a domestic violence case, so that professionals from each discipline understand how best to optimize their success for advocacy, investigation, prosecution and adjudication of domestic violence crimes in that county and optimize victim safety and the safety of any children that may be involved.

IV. SERVICE PROVIDERS COMMENTS

Surveyed service providers were asked, “*What skills have you learned but do not practice on the job? Please identify any challenges that have prevented you from using those skills.*” A review of service provider statements found that case managers, counselors and advocates generally use the skills they have learned. Conversely, two Executive Directors stated that they rarely use their direct service skills as they spend most of their time in administration; one saying, “I don’t have the time to provide some of the essential needs currently facing the staff and the community.” There were two comments regarding legal advocacy. One respondent did not have the training needed to effectively

help clients in the courts; the other had legal advocacy training but was not allowed to use it: “We used to go with victims all the time. The new judge doesn’t allow the advocates to be with victims in the courtroom and he is only signing about 25% of the protection orders. He has made the victim/abuser sit side-by-side and the victim drops the order because of threats.” There was one respondent that believed that there was “...very little cultural sensitivity training...” She stated, “...this is key because of all the different people we have here.” For a review of all comments in response to this questions, see **Appendix O. Service Providers: Skills Learned and Challenges to Implementation.**

Surveyed service providers were asked, “*Please list in priority order, domestic violence and/or stalking trainings you would like to have or think are most needed for service providers.*” An overview training on *stalking* was recommended by most respondents (6), followed by *stalking statutes* (3), *advocacy for domestic violence, sexual assault and stalking* (3), *cultural sensitivity training* (3), a *domestic violence overview* (3), *cyber-stalking* (3), *orders of protection* (3) *sexual assault training* (2) and a training on *victim’s rights* (2). There were 23 trainings that received a single mention each. A few respondents voiced an interest in *best practices in general* and with regard to *batters intervention programs* and *proper record documentation*. Similarly, there were recommendations regarding *executive management, grantsmanship, training the trainer for staff,* and *writing and implementing proper policies and procedures*. Additionally, there were requests for trainings regarding *assisting domestic violence victims from special populations*: non-English speaking victims, immigrant victims, victims with a disability, and the rights of minors in a domestic violence situation. For a review of all requested trainings, see **Appendix P. Service Providers’ Requests For Future Domestic Violence And Stalking Trainings.**

Surveyed service providers were asked to recommend an organization or specific instructor to conduct the requested trainings. Respondent recommendations include: CYFD (Children, Youth and Families Department); Enlace Comunitario; First Nations Staff – Beverly; Resources, Inc. (Albuquerque, NM); National Coalition Against Domestic Violence; New Mexico Coalition Against Domestic Violence; New Mexico Coalition of Sexual Assault Programs; and The Grantsmanship Center.

Surveyed service providers were asked, “*How do you provide support for your staff? A review of provider responses identified various means utilized to support staff.*” The most frequently mentioned activities are *regularly scheduled staff trainings* (8) and *regularly scheduled staff meetings* (7). Other support activities that received multiple mentions include having an *open-door policy* (3), *appreciation luncheons for staff* (2), *one-on-one meetings/debriefing sessions* (2) and *allowed days off* (2). One respondent reported holding a *yearly retreat*. Similarly, one respondent *uses team-building* to support staff. Additionally, *regular staff supervision, democratic decision-making* and *employee assistance services* were offered as means for staff support. For a review of all support activities reported, see **Appendix Q. Service Providers’ Staff Support Activities.**

Surveyed service providers were asked, “*Are you able to identify vicarious trauma for staff working with your clients?*” Of 18 responses to this question, 11 responded “yes”, 6 responded “no” and one respondent was “unsure”. A review of the “yes” comments offers several means used to identify vicarious trauma among staff: a) *constantly observing and assessing staff responses and*

coaching as soon as symptoms appear; b) notice when staff begin to get irritable and do not listen to clients; notice when they feel hopeless; c) notice differences in behaviors or patterns of behaviors; d) address issues as they arise; and e) debrief staff after working with traumatic clients. Two respondents use administrative responses to address this issue: *standardize forms and policies and procedures to reduce the effect of staff working at constant “crisis mode”;* and *develop an Agency Crises Procedure utilizing crises training.* Conversely, two of the six “no” respondents reported that identifying vicarious trauma among staff has not been addressed. Three of the “no” respondents and one “yes” respondent requested more training on this issue. The need for training on this issue is perhaps most evident by one respondent’s comment: “This is not applicable at this point.” For a complete list of comments regarding respondents’ handling of vicarious trauma, see **Appendix R. Service Providers: Identifying Vicarious Trauma Among Staff.**

SECTION FIVE: INCOME SUPPORT DIVISION DOMESTIC VIOLENCE AND STALKING TRAINING NEEDS

I. INTRODUCTION

Twenty-one statewide experts were individually interviewed to determine what trainings they believed ISD personnel should have to appropriately and effectively respond to domestic violence and stalking cases. Refer to **Appendix A** for a list of statewide experts.

Based on the recommendations of the experts interviewed, a survey was designed to ascertain: 1) the proportion of surveyed ISD that have taken each recommended training component; 2) the ability of each surveyed ISD staff to apply each training concept/component in their work; and 3) how often ISD staff applied each training in their work. See **Appendix S** for the *Income Support Division Domestic Violence and Stalking Training Needs Assessment*.

II. SURVEY FINDINGS

There were 63 ISD personnel surveyed. Their titles and years of service are found in Tables 1, and 2, respectively.

Table 1. Surveyed ISD Staff' Titles

Rank	Number of Respondents
Eligibility Officer	40
Administrative Staff	8
Regional Operations Manager	1
Line Manager	2
County Director	1
Communication and Social Services Specialist	1
Clerk	2
Case Worker	4
Not Documented	4
Total	63

Table 2. Surveyed ISD Staff' Years of Service

Years of Service	Number of Respondents
<1	15
1-2	12
2-5	14
5-10	11
10-20	10
>20	1
Total	63

Table 3 illustrates the recommended trainings and how many surveyed ISD reported having taken each training.

Table 3. Percent Surveyed ISD That Have Taken Each Recommended Training

Domestic Violence Training Components/Concepts	Number of Surveyed ISD That Have Taken Each Training	Percent Surveyed ISD That Have Taken Each Training
How to screen and identify domestic violence victims and make appropriate referrals for needed services	9	14%
Training on the scope of shelter services offered	9	14%
Existing Domestic Violence Statutes	8	13%
Ongoing sensitivity training	7	11%
How to make appropriate referrals for victims whose offender is caregiver	7	11%
Domestic Violence Dynamics	6	9%
Cultural considerations when dealing with victims of various races/ethnicities	6	9%
How to make appropriate referrals for a victim with a disability whose offender is caregiver	6	9%
How to identify domestic violence victims and their children who have been victims of sexual assault and refer them for appropriate services	5	8%
Lethality Indicators/Assessment	4	6%
Understanding Protection Orders	4	6%
When to refer a domestic violence victim to obtain an Emergency Order of Protection	4	6%
How and where to refer stalking victims and/or their children for other services	4	6%

Domestic Violence Training Components/Concepts	Number of Surveyed ISD That Have Taken Each Training	Percent Surveyed ISD That Have Taken Each Training
How to execute confidentiality polices and procedures regarding domestic violence and stalking victims	4	6%
How to identify domestic violence victims in special populations and make appropriate referrals for needed services:: ➤ immigrants, victims	3	5%
➤ people with disabilities	3	5%
➤ aging/elderly population	3	5%
➤ non-English speaking victims	3	5%
How to apply for and complete compensation forms for crime victim compensation for qualifying victims	3	5%
Existing Stalking Statues	3	5%
Cyber-stalking	3	5%
Technology and Advanced Stalking Techniques	3	5%
How to write confidentiality polices and procedures regarding domestic violence and stalking victims	3	5%

A review of Table 3 demonstrates that ISD staff are not adequately trained to assist clients that are victims of domestic violence and/or stalking. Only 14% have been trained on *how to screen and identify domestic violence victims and make appropriate referrals for needed services*. Few ISD (9%) report the most basic training, *understanding domestic violence dynamics*. Even less, 6% respectively, have knowledge regarding *protection orders, emergency protection orders, lethality assessment* and *how to execute confidentiality polices and procedures regarding domestic violence and stalking victims* – all essential to victim safety. Only 5% of ISD are aware of crime victim compensation and *how to apply for and complete compensation forms for qualifying crime victims*.

Surveyed ISD staff were asked, “*How Able Are You To Apply The Component/ Concept You Learned in Your Work*” They were asked to rate their ability by using the following Likert scale:

- 5 = Excellent Knowledge/Extremely Capable
- 4 = Very Knowledgeable/Very Capable
- 3 = Adequate Knowledge/Adequately Capable
- 2 = Inadequate Knowledge/Awkward
- 1 = No Knowledge/Not Capable
- NA = Not Applicable

Table 4 demonstrates the percent of surveyed ISD that rated their ability to apply each training component in their work, whether or not they had taken each training.

Table 4. Surveyed ISD Staff Ratings of Their Ability to Apply Each Training Component/ Concept in Their Work

Domestic Violence Training Components/Concepts	Number of Respondents	No Knowledge/ Not Capable	Inadequate Knowledge/ Awkward	Adequate Knowledge/ Adequately Capable	Very Knowledgeable/ Very Capable	Excellent Knowledge/ Extremely Capable
Existing Domestic Violence Statutes	51	45%	29%	20%	4%	2%
How to screen and identify domestic violence victims and make appropriate referrals for needed services	52	37%	38%	17%	4%	4%
Domestic Violence Dynamics	50	40%	34%	22%	2%	2%
Lethality Indicators/Assessment	46	63%	22%	13%	0%	2%
Ongoing sensitivity training	49	39%	41%	16%	4%	0%
Training on the scope of shelter services offered	51	41%	31%	22%	2%	4%
Understanding Protection Orders	47	36%	36%	19%	6%	2%
When to refer a domestic violence victim to obtain an Emergency Order of Protection	47	40%	36%	15%	2%	6%
How to identify domestic violence victims and their children who have been victims of sexual assault and refer them for appropriate services	48	40%	38%	17%	0%	6%
Cultural considerations when dealing with victims of various races/ethnicities	47	38%	28%	19%	6%	9%
How to identify domestic violence victims in special populations and make appropriate referrals for needed services: immigrant victims	44	50%	23%	18%	7%	2%

Domestic Violence Training Components/Concepts	Number of Respondents	No Knowledge/ Not Capable	Inadequate Knowledge/ Awkward	Adequate Knowledge/ Adequately Capable	Very Knowledgeable/ Very Capable	Excellent Knowledge/ Extremely Capable
People with Disabilities	39	49%	26%	21%	3%	3%
Aging/Elderly Population	40	45%	25%	23%	5%	3%
Non-English Speaking Victims	40	53%	20%	25%	0%	3%
How to make appropriate referrals for victims whose offender is caregiver	47	47%	28%	17%	6%	2%
How to make appropriate referrals for a victim with a disability whose offender is caregiver	47	47%	28%	17%	4%	4%
How to apply for and complete compensation forms for crime victim compensation for qualifying victims	45	69%	24%	4%	0%	2%
Existing Stalking Statutes	45	64%	29%	4%	0%	2%
Cyber-stalking	44	66%	27%	5%	0%	2%
How and where to refer stalking victims and/or their children for other services	45	53%	31%	11%	2%	2%
Technology and Advanced Stalking Techniques	45	71%	22%	4%	0%	2%
How to write confidentiality policies and procedures regarding domestic violence and stalking victims	45	67%	24%	7%	0%	2%
How to execute confidentiality policies and procedures regarding domestic violence and stalking victims	46	57%	24%	13%	2%	4%

Table 5 synthesizes Table 4 and demonstrates a comparison between the percent of ISD staff that have had each training and the percent that report being capable and incapable of applying each training component in their work.

Table 5. Comparison Between The Percent of Surveyed ISD That Have Had Each Training and The Percent That Report Being Capable and Incapable of Applying Each Training Component In The Field (In Descending Order by Percent Trained)

Domestic Violence Training Components/Concepts	Percent Surveyed ISD That Have Had Each Training	Number of Respondents	Adequately to Extremely Knowledgeable Adequately to Extremely Capable of Applying On The Job	Inadequate or No Knowledge No Application or Awkward Application On The Job
How to screen and identify domestic violence victims and make appropriate referrals for needed services	14%	52	25%	75%
Training on the scope of shelter services offered	14%	51	27%	73%
Existing Domestic Violence Statutes	13%	51	25%	75%
Ongoing sensitivity training	11%	49	20%	80%
How to make appropriate referrals for victims whose offender is caregiver	11%	47	26%	74%
Domestic Violence Dynamics	9%	50	26%	74%
How to make appropriate referrals for a victim with a disability whose offender is caregiver	9%	47	26%	74%
Cultural considerations when dealing with victims of various races/ethnicities	9%	47	34%	66%

Domestic Violence Training Components/Concepts	Percent Surveyed ISD That Have Had Each Training	Number of Respondents	Adequately to Extremely Knowledgeable Adequately to Extremely Capable of Applying On The Job	Inadequate or No Knowledge No Application or Awkward Application On The Job
How to identify domestic violence victims and their children who have been victims of sexual assault and refer them for appropriate services	8%	48	23%	77%
Lethality Indicators/Assessment	6%	46	15%	85%
How and where to refer stalking victims and/or their children for other services	6%	45	16%	84%
How to execute confidentiality policies and procedures regarding domestic violence and stalking victims	6%	46	20%	80%
When to refer a domestic violence victim to obtain an Emergency Order of Protection	6%	47	23%	77%
Understanding Protection Orders	6%	47	28%	72%
How to apply for and complete compensation forms for crime victim compensation for qualifying victims	5%	45	7%	93%
Existing Stalking Statutes	5%	45	7%	93%
Cyber-stalking	5%	44	7%	93%
Technology and Advanced Stalking Techniques	5%	45	7%	93%
How to write confidentiality policies and procedures regarding domestic violence and stalking victims	5%	45	9%	91%

Domestic Violence Training Components/Concepts	Percent Surveyed ISD That Have Had Each Training	Number of Respondents	Adequately to Extremely Knowledgeable Adequately to Extremely Capable of Applying On The Job	Inadequate or No Knowledge No Application or Awkward Application On The Job
How to identify domestic violence victims among people with disabilities and make appropriate referrals for needed services:	5%	39	26%	74%
How to identify domestic violence victims among immigrants and make appropriate referrals for needed services:	5%	44	27%	73%
How to identify domestic violence victims among non-English Speaking Victims and make appropriate referrals for needed services	5%	40	28%	73%
How to identify domestic violence victims among the Aging/Elderly Population and make appropriate referrals for needed services	5%	40	30%	70%

The greatest proportion of ISD staff reported being capable of applying *cultural considerations when dealing with victims of various races/ethnicities* (34%) over any other domestic violence or stalking concept. As ISD staff have frequent interactions with individuals from special populations, it is understandable that they feel more confident in handling issues that involve those individuals: immigrants, people with disabilities, non-English speaking people and the aging/elderly population.

Still, only approximately one-quarter of ISD reported being capable of *identifying domestic violence victims among people with disabilities and making appropriate referrals for needed services* (26%); *making appropriate referrals for a victim with a disability whose offender is caregiver* (26%); *identifying domestic violence victims among immigrants and making appropriate referrals for needed services* (27%) and *identifying domestic violence victims among non-English Speaking victims and making appropriate referrals for needed services* (28%). Similarly, only one-quarter of ISD staff reported knowing *existing domestic violence statutes* (25%); or believe they can apply knowledge of

domestic violence dynamics (26%) in their work. Only one-quarter understand the scope of shelter services offered (27%) or how to screen and identify domestic violence victims and make appropriate referrals for needed services (25%). More importantly, while 28% report being capable of understanding protection orders, less than one-quarter of ISD staff report being capable of addressing other safety issues for domestic violence and/or stalking victims: when to refer a domestic violence victim to obtain an emergency order of protection (23%); how to execute confidentiality policies and procedures regarding domestic violence and stalking victims (20%); and lethality indicators/assessment (15%).

Surveyed ISD staff were asked, “*How Often Do You Apply This Knowledge On The Job?*” They were to rate their ability by using the following Likert scale:

- 5 = Always
- 4 = Very Often
- 3 = Often
- 2 = Seldom
- 1 = Never
- NA = Not Applicable

Table 6 demonstrates the number of surveyed ISD staff that rated how often they apply each training component in their work, whether or not they had taken each training.

Table 6. Surveyed ISD Staff’ Ratings of How Often They Apply Each Training Component/Concept in Their Work, In Descending Order by Usually Applied

Domestic Violence Training Components/Concepts	Percent of Surveyed ISD That Have Had Each Training	Number of Respondents	USUALLY Often, Very Often or Always Applied On The Job	RARELY Never or Seldom Applied On The Job
Cultural considerations when dealing with victims of various races/ethnicities	9%	43	30%	70%
How to identify domestic violence victims in special populations and make appropriate referrals for needed services: Aging/Elderly Population	5%	37	30%	70%
How to identify domestic violence victims in special populations and make appropriate referrals for needed services: Non-English Speaking Victims	5%	37	30%	70%
How to identify domestic violence victims in special populations and make appropriate referrals for needed services: immigrant victims	5%	41	29%	71%

Domestic Violence Training Components/Concepts	Percent of Surveyed ISD That Have Had Each Training	Number of Respondents	USUALLY Often, Very Often or Always Applied On The Job	RARELY Never or Seldom Applied On The Job
How to identify domestic violence victims in special populations and make appropriate referrals for needed services: People With Disabilities	5%	37	27%	73%
Understanding Protection Orders	6%	44	16%	84%
How and where to refer stalking victims and/or their children for other services	6%	41	15%	85%
Training on the scope of shelter services offered	14%	49	14%	86%
How to make appropriate referrals for a victim with a disability whose offender is caregiver	9%	43	14%	86%
How to make appropriate referrals for victims whose offender is caregiver	11%	43	12%	88%
How to execute confidentiality polices and procedures regarding domestic violence and stalking victims	6%	42	12%	88%
Domestic Violence Dynamics	9%	47	11%	89%
Ongoing sensitivity training	11%	46	11%	89%
How to screen and identify domestic violence victims and make appropriate referrals for needed services	14%	49	10%	90%
Existing Domestic Violence Statutes	13%	47	9%	91%
Lethality Indicators/Assessment	6%	44	7%	93%
When to refer a domestic violence victim to obtain an Emergency Order of Protection	6%	44	7%	93%
How to identify domestic violence victims and their children who have been victims of sexual assault and refer them for appropriate services	8%	45	7%	93%
How to write confidentiality polices and procedures regarding domestic violence and stalking victims	5%	41	7%	93%
How to apply for and complete compensation forms for crime victim compensation for qualifying victims	5%	41	5%	95%
Existing Stalking Statues	5%	41	5%	95%
Technology and Advanced Stalking Techniques	5%	41	5%	95%
Cyber-stalking	5%	40	3%	98%

As few ISD staff have been trained on domestic violence and stalking issues, responding appropriately and effectively to clients that are victims of these crimes is rarely done. Only 10% of ISD reported “usually” *screening to identify domestic violence victims and make appropriate referrals for needed services*. A review of Table 5 however, shows a greater proportion of ISD staff that report “usually” applying issues related to *cultural considerations when dealing with victims of various races/ethnicities* (30%) and *responding to clients in special populations: aging/elderly population* (30%); *non-English speaking clients* (30%); *immigrants* (29%); and *clients with disabilities* (27%). This is perhaps due to the strength of ISD staff training and/or experience interacting with a disproportionate number of special population clients in their work.

III. RECOMMENDATIONS

➤ As an agency established to offer assistance to people without adequate means to provide basic living essentials for themselves and their families, ISD serves a disproportionate number of people who are at risk of being victims of interpersonal violence crimes, including domestic violence, stalking and sexual assault. Indeed, due to economic and other factors, these same people are the least likely to access available domestic violence services. Therefore, at the very least, it makes sense for ISD staff to be trained on these issues to adequately screen, identify and refer victims and their children for appropriate services. Moreover, as safety issues are of great concern for victims and their children involved in these crimes, ISD staff need training on protection orders, emergency protection orders, lethality assessment, and confidentiality concerns. It is recommended that ISD Administration, domestic violence funding agencies, and the NM Coalition Against Domestic Violence have a dialogue on the need for these trainings, how the trainings could be provided, and the process by which ISD staff statewide could access the trainings.

➤ Statewide experts recommend that Eligibility Officers be trained to improve the screening and assessment of clients in order to identify domestic violence barriers to participation (client is attending counseling, is in shelter, is attending parenting classes, etc.) The minimum trainings needed include:

- 1) Prevalence and incidence
- 2) Dynamics of domestic violence
- 3) Lethality assessment
- 4) Sensitivity training
- 5) How to create trust with a client
- 6) What services are available and how to make appropriate referrals to service providers
- 7) Understanding the legal advocacy process
- 8) How to identify domestic violence victims in special populations (immigrants, victims with disabilities, aging/elderly victims and non-English speaking victims) and make appropriate referrals for needed services
- 9) Cultural considerations when dealing with victims of various races/ethnicities
- 10) Training on the scope of shelter services offered
- 11) Existing domestic violence statutes
- 12) How to make appropriate referrals for a victim with a disability whose offender is their caregiver
- 13) How to make appropriate referrals for a victim whose offender is their caregiver
- 14) How to identify domestic violence victims and their children who have been victims of sexual assault and refer them for appropriate services

15) How to apply for and complete compensation forms for victim compensation for qualifying Victims

IV. ISD STAFF COMMENTS

Surveyed ISD staff were asked, “*What skills have you learned but do not practice on the job? Please identify any challenges that have prevented you from using those skills.*” Of the 24 respondents that answered this question, 19 have not had any domestic violence or stalking training. One respondent reported that even with training on symptoms of domestic violence, “It’s difficult because we are not allowed a long period of time with each client. We caseworkers carry a high load of clientele and don’t have enough time to go in-depth with the client regarding personal problems”. Another respondent reported having trainings on domestic violence in the past, but not utilizing what was learned: “Where I have had a client they have already gone through all the domestic violence resources and legal proceedings and all I do is the eligibility for our programs (food stamps, cash and/or Medicaid)”.

ISD staff were asked, “*Please list in priority order, domestic violence and/or stalking trainings you would like to have or think are most needed for ISD.*” Training on different aspects of domestic violence were requested most often (39), including *how to screen and identify domestic violence victims, understanding domestic violence dynamics, how and where to make appropriate referrals, available domestic violence resources, and existing domestic violence statutes*. ISD staff was also quite interested in *stalking information* (26): *existing stalking statutes, general stalking overview, how to identify crimes as stalking, how and where to make appropriate stalking referrals, and cyber-stalking*. In addition to requesting information on making appropriate referrals, ISD staff requested training on the *scope of shelter services offered and shelter locations*. Further, there were requests for trainings on issues that influence victim safety: *protection orders and how to execute domestic violence confidentiality policies and procedures, lethality assessment/indicators and how to identify domestic violence in special populations*. For a review of all requested trainings see **Appendix T. ISD Requests For Future Domestic Violence and Stalking Trainings.**

Surveyed ISD staff were asked their preferences for instructors for the trainings they requested. As most reported not having any prior working partnership with the domestic violence community, their recommendations were general, rather than specific in nature: Catholic Charities contact, S.A.F.E. House contact, domestic violence expert, domestic violence shelter, Grammy’s House/Artesia, police department, stalking expert, and someone from the courts.

SECTION SIX: NEW MEXICO WORKS DOMESTIC VIOLENCE AND STALKING TRAINING NEEDS

I. INTRODUCTION

Twenty-one statewide experts were individually interviewed to determine what trainings they believed NM Works Case Managers should have to appropriately and effectively respond to domestic violence and stalking cases. Refer to **Appendix A** for a list of statewide experts.

Based on the recommendations of the experts interviewed, a survey was designed to ascertain: 1) the proportion of surveyed case managers that have taken each recommended training component; 2) the ability of each surveyed case manager to apply each training concept/component in their work; and 3) how often case managers applied each training in their work. See **Appendix U** for the *New Mexico Works Domestic Violence and Stalking Training Needs Assessment*.

II. SURVEY FINDINGS

There were 49 New Mexico Works staff surveyed. Their titles and years of service are found in Tables 1 and 2, respectively.

Table 1. Surveyed New Mexico Works Respondents' Titles

Rank	Number of Respondents
Case Manager	39
Administrative Staff	2
Employment Coordinator	1
Program Coordinator	5
Program Specialist	1
Team Works Coordinator	1
Total	49

Table 2. Surveyed New Mexico Works Respondents' Years of Service

Years of Service	Number of Respondents
<1	17
1-2	18
2-5	7
5-10	6
10-20	--
>20	--
Not Documented	1
Total	49

Table 3 illustrates the recommended trainings and how many surveyed New Mexico Works staff reported having taken each training.

Table 3. Percent New Mexico Works Staff That Have Had Each Recommended Domestic Violence and Stalking Training

Domestic Violence Training Components/Concepts	Percent of Surveyed NM Works Staff That Has Had Each Training
How to screen and identify domestic violence victims and make appropriate referrals for needed services	35%
When to refer a domestic violence victim to obtain an Emergency Order of Protection	29%
Cultural considerations when dealing with victims of various races/ethnicities	24%
Domestic Violence Dynamics	24%
How to identify domestic violence victims and their children who have been victims of sexual assault and refer them for appropriate services	22%
Training on the scope of shelter services offered	20%
How to identify domestic violence victims in special populations (immigrants, victims with disabilities, aging/elderly victims, and non-English speaking victims) and make appropriate referrals for needed services	20%
Existing Domestic Violence Statutes	18%
How and where to refer stalking victims and/or their children for other services	14%
How to make appropriate referrals for a victim whose offender is their caregiver	14%
Understanding Protection Orders	14%
How to make appropriate referrals for a victim with a disability whose offender is their caregiver	13%
Existing Stalking Statues	12%
How to apply for and complete compensation forms for victim compensation for qualifying victims	12%
Lethality Indicators/Assessment	12%
How to provide access to your services for domestic violence victims with a disability	12%
How to write and properly execute confidentiality polices and procedures regarding domestic violence and stalking victims	10%

Domestic Violence Training Components/Concepts	Percent of Surveyed NM Works Staff That Has Had Each Training
Ongoing sensitivity training	10%
Cyber-stalking	8%
Technology and Advanced Stalking Techniques	8%

No more than 35% of New Mexico Works staff has been trained on any of the recommended trainings needed to appropriately and effectively respond to domestic violence and stalking victims. Approximately one-quarter (29%) have been trained on *when to refer a domestic violence victim to obtain an emergency order of protection; cultural considerations when dealing with victims of various races/ethnicities (24%); domestic violence dynamics (24%) and how to identify domestic violence victims and their children who have been victims of sexual assault and refer them for appropriate services (22%)*. Too few staff has had training on the concepts necessary to address concerns for victim safety: *how to write and properly execute confidentiality policies and procedures regarding domestic violence and stalking victims (10%); lethality indicators/assessment (12%); and understanding protection orders (14%)*.

Surveyed New Mexico Works staff were asked, “*How Able Are You To Apply The Component/ Concept You Learned in Your Work*” They were asked to rate their ability by using the following Likert scale:

- 5 = Excellent Knowledge/Extremely Capable
- 4 = Very Knowledgeable/Very Capable
- 3 = Adequate Knowledge/Adequately Capable
- 2 = Inadequate Knowledge/Awkward
- 1 = No Knowledge/Not Capable
- NA = Not Applicable

Table 4 demonstrates the number of surveyed New Mexico Works staff that rated their ability to apply each training component in their work, whether or not they had taken each training.

Table 4. Surveyed New Mexico Works Staff' Ratings of Their Ability to Apply Each Training Component/Concept in Their Work

Domestic Violence Training Components/Concepts	Number of Respondents	No Knowledge/ Not Capable	Inadequate Knowledge/ Awkward	Adequate Knowledge/ Adequately Capable	Very Knowledgeable/ Very Capable	Excellent Knowledge/ Extremely Capable
Existing Domestic Violence Statutes	38	13%	34%	37%	13%	3%
How to screen and identify domestic violence victims and make appropriate referrals for needed services	45	2%	13%	33%	24%	27%
How to identify domestic violence victims in special populations (immigrants, victims with disabilities, aging/elderly victims and non-English speaking victims) and make appropriate referrals for needed services	40	3%	23%	38%	23%	15%
Domestic Violence Dynamics	42	7%	19%	36%	17%	21%
Lethality Indicators/Assessment	35	17%	23%	34%	20%	6%
Ongoing sensitivity training	34	12%	29%	38%	15%	6%
Training on the scope of shelter services offered	40	5%	38%	28%	23%	8%
Understanding Protection Orders	39	13%	26%	33%	21%	8%
When to refer a domestic violence victim to obtain an Emergency Order of Protection	44	14%	16%	34%	20%	16%

Domestic Violence Training Components/Concepts	Number of Respondents	No Knowledge/ Not Capable	Inadequate Knowledge/ Awkward	Adequate Knowledge/ Adequately Capable	Very Knowledgeable/ Very Capable	Excellent Knowledge/ Extremely Capable
How to identify domestic violence victims and their children who have been victims of sexual assault and refer them for appropriate services	40	10%	28%	38%	15%	10%
Cultural considerations when dealing with victims of various races/ethnicities	41	10%	24%	44%	12%	10%
How to provide access to your services for domestic violence victims with a disability	37	19%	19%	43%	16%	3%
How to make appropriate referrals for a victim whose offender is their caregiver	37	24%	30%	19%	19%	8%
How to make appropriate referrals for a victim with a disability whose offender is their caregiver	37	27%	27%	22%	14%	11%
How to apply for and complete compensation forms for victim compensation for qualifying victims	37	51%	22%	14%	8%	5%
Existing Stalking Statutes	37	54%	30%	14%	3%	0%
Cyber-stalking	35	49%	29%	20%	3%	0%
How and where to refer stalking victims and/or their children for other services	38	32%	26%	26%	5%	11%
Technology and Advanced Stalking Techniques	35	43%	23%	34%	0%	0%

Domestic Violence Training Components/Concepts	Number of Respondents	No Knowledge/ Not Capable	Inadequate Knowledge/ Awkward	Adequate Knowledge/ Adequately Capable	Very Knowledgeable/ Very Capable	Excellent Knowledge/ Extremely Capable
How to write and properly execute confidentiality policies and procedures regarding domestic violence and stalking victims	36	44%	11%	36%	6%	3%

Table 5 synthesizes Table 4 to demonstrate the percentage of New Mexico Works staff that report being capable and incapable of applying each training concept/component in their work.

Table 5. Percent New Mexico Works Staff That Report Being Capable and Incapable of Applying Each Training Component In Their Work, In Descending Order by Percent Trained

Domestic Violence Training Components/Concepts	Percent of Surveyed NM Works Staff That Has Had Each Training	Number of Respondents	CAPABLE	INCAPABLE
			Adequately to Extremely Knowledgeable Adequately to Extremely Capable of Applying On The Job	Inadequate or No Knowledge No Application or Awkward Application On The Job
How to screen and identify domestic violence victims and make appropriate referrals for needed services	35%	45	84%	16%
When to refer a domestic violence victim to obtain an Emergency Order of Protection	29%	44	70%	30%
Cultural considerations when dealing with victims of various races/ethnicities	24%	41	66%	34%
Domestic Violence Dynamics	24%	42	74%	26%

Domestic Violence Training Components/Concepts	Percent of Surveyed NM Works Staff That Has Had Each Training	Number of Respondents	CAPABLE	INCAPABLE
			Adequately to Extremely Knowledgeable Adequately to Extremely Capable of Applying On The Job	Inadequate or No Knowledge No Application or Awkward Application On The Job
How to identify domestic violence victims and their children who have been victims of sexual assault and refer them for appropriate services	22%	40	63%	38%
Training on the scope of shelter services offered	20%	40	58%	43%
How to identify domestic violence victims in special populations (immigrants, victims with disabilities, aging/elderly victims and non-English speaking victims) and make appropriate referrals for needed services	20%	40	75%	25%
Existing Domestic Violence Statutes	18%	38	53%	47%
How and where to refer stalking victims and/or their children for other services	14%	38	42%	58%
How to make appropriate referrals for a victim whose offender is their caregiver	14%	37	46%	54%
Understanding Protection Orders	14%	39	62%	38%

Domestic Violence Training Components/Concepts	Percent of Surveyed NM Works Staff That Has Had Each Training	Number of Respondents	CAPABLE	INCAPABLE
			Adequately to Extremely Knowledgeable Adequately to Extremely Capable of Applying On The Job	Inadequate or No Knowledge No Application or Awkward Application On The Job
How to make appropriate referrals for a victim with a disability whose offender is their caregiver	13%	37	46%	54%
Existing Stalking Statues	12%	37	16%	84%
How to apply for and complete compensation forms for victim compensation for qualifying victims	12%	37	27%	73%
Lethality Indicators/Assessment	12%	35	60%	40%
How to provide access to your services for domestic violence victims with a disability	12%	37	62%	38%
How to write and properly execute confidentiality polices and procedures regarding domestic violence and stalking victims	10%	36	44%	56%
Ongoing sensitivity training	10%	34	59%	41%
Cyber-stalking	8%	35	23%	77%
Technology and Advanced Stalking Techniques	8%	35	34%	66%

There is clear disparity between the proportion of New Mexico Works staff that has had training on domestic violence and stalking concepts and the proportion that believe they are capable of applying knowledge about these concepts in their work. Only 14% of staff reported having training on *understanding protection orders*, but 62% reported being capable of applying this knowledge in their work. Similarly, only 12% of staff reported having training on *lethality assessment*, but 60% reported being capable of applying this knowledge in their work. A review of Table 5 shows that this same paradox is demonstrated in all 20 recommended training concepts. Therefore, the untrained

staff that consider themselves capable or very capable of applying one or more training concepts in their work, are using a standard of practice informed by something other than the trainings, e.g. what may have been done historically; what other staff in their agency do; what is done to fulfill agency policies and procedures; what is done to appease a supervisor; what is done to limit liability; etc.

Surveyed New Mexico Works staff were asked, “*How Often Do You Apply This Knowledge On The Job?*.” They were to rate their ability by using the following Likert scale:

- 5 = Always
- 4 = Very Often
- 3 = Often
- 2 = Seldom
- 1 = Never
- NA = Not Applicable

Table 6 demonstrates the number of surveyed New Mexico Works staff that rated how often they apply each training component in their work, whether or not they had taken each training.

Table 6. Surveyed New Mexico Works Staff’ Ratings of How Often They Apply Each Training Component/Concept in Their Work

Domestic Violence Training Components/Concepts	Number of Respondents	Never	Seldom	Often	Very Often	Always
Existing Domestic Violence Statutes	33	6%	55%	27%	12%	0%
How to screen and identify domestic violence victims and make appropriate referrals for needed services	44	2%	39%	27%	20%	11%
How to identify domestic violence victims in special populations (immigrants, victims with disabilities, aging/elderly victims and non-English speaking victims) and make appropriate referrals for needed services	38	3%	45%	24%	24%	5%
Domestic Violence Dynamics	40	3%	45%	20%	28%	5%
Lethality Indicators/Assessment	34	18%	41%	24%	18%	0%
Ongoing sensitivity training	30	13%	40%	40%	7%	0%
Training on the scope of shelter services offered	38	11%	50%	24%	13%	3%

Domestic Violence Training Components/Concepts	Number of Respondents	Never	Seldom	Often	Very Often	Always
Understanding Protection Orders	37	14%	51%	24%	8%	3%
When to refer a domestic violence victim to obtain an Emergency Order of Protection	43	23%	42%	23%	7%	5%
How to identify domestic violence victims and their children who have been victims of sexual assault and refer them for appropriate services	37	16%	51%	24%	8%	0%
Cultural considerations when dealing with victims of various races/ethnicities	40	10%	50%	35%	5%	0%
How to provide access to your services for domestic violence victims with a disability	34	26%	41%	24%	9%	0%
How to make appropriate referrals for a victim whose offender is their caregiver	35	31%	40%	14%	14%	0%
How to make appropriate referrals for a victim with a disability whose offender is their caregiver	33	33%	36%	18%	12%	0%
How to apply for and complete compensation forms for victim compensation for qualifying victims	35	51%	31%	17%	0%	0%
Existing Stalking Statutes	23	74%	13%	13%	0%	0%
Cyber-stalking	32	56%	31%	9%	3%	0%
How and where to refer stalking victims and/or their children for other services	29	34%	38%	21%	0%	7%
Technology and Advanced Stalking Techniques	32	50%	38%	9%	3%	0%

Domestic Violence Training Components/Concepts	Number of Respondents	Never	Seldom	Often	Very Often	Always
How to write and properly execute confidentiality policies and procedures regarding domestic violence and stalking victims	34	47%	29%	18%	6%	0%

Table 7 synthesizes Table 6 to demonstrate the percentage of New Mexico Works staff that reported *rarely* (seldom or never) or *usually* (often, very often, or always) applying each training concept/component in their work.

Table 7. Percent New Mexico Works Staff That Report *Rarely* and *Usually* Applying Each Training Component In Their Work, In Descending Order By Percent Trained

Domestic Violence Training Components/Concepts	Percent of Surveyed NM Works Staff That Has Had Each Training	Number of Respondents	USUALLY Often, Very Often, Always Applied On The Job	RARELY Never or Seldom Applied On The Job
How to screen and identify domestic violence victims and make appropriate referrals for needed services	35%	44	59%	41%
When to refer a domestic violence victim to obtain an Emergency Order of Protection	29%	43	35%	65%
Domestic Violence Dynamics	24%	40	53%	48%
Cultural considerations when dealing with victims of various races/ethnicities	24%	40	40%	60%
How to identify domestic violence victims and their children who have been victims of sexual assault and refer them for appropriate services	22%	37	32%	68%

Domestic Violence Training Components/Concepts	Percent of Surveyed NM Works Staff That Has Had Each Training	Number of Respondents	USUALLY Often, Very Often, Always Applied On The Job	RARELY Never or Seldom Applied On The Job
How to identify domestic violence victims in special populations (immigrants, victims with disabilities, aging/elderly victims and non-English speaking victims) and make appropriate referrals for needed services	20%	38	53%	47%
Training on the scope of shelter services offered	20%	38	39%	61%
Existing Domestic Violence Statutes	18%	33	39%	61%
Understanding Protection Orders	14%	37	35%	65%
How to make appropriate referrals for a victim whose offender is their caregiver	14%	35	29%	71%
How and where to refer stalking victims and/or their children for other services	14%	29	28%	72%
How to make appropriate referrals for a victim with a disability whose offender is their caregiver	13%	33	30%	70%
Lethality Indicators/Assessment	12%	34	41%	59%
How to provide access to your services for domestic violence victims with a disability	12%	34	32%	68%
How to apply for and complete compensation forms for victim compensation for qualifying victims	12%	35	17%	83%
Existing Stalking Statues	12%	23	13%	87%
Ongoing sensitivity training	10%	30	47%	53%

Domestic Violence Training Components/Concepts	Percent of Surveyed NM Works Staff That Has Had Each Training	Number of Respondents	USUALLY Often, Very Often, Always Applied On The Job	RARELY Never or Seldom Applied On The Job
How to write and properly execute confidentiality polices and procedures regarding domestic violence and stalking victims	10%	34	24%	76%
Cyber-stalking	8%	32	13%	88%
Technology and Advanced Stalking Techniques	8%	32	13%	88%

There is no demonstrated correlation between how often New Mexico Works staff have to use specific training knowledge and the proportion of staff that receive the stated training. For instance, approximately one-third (35%, respectively) of staff reported having to *often* apply the training concepts *when to refer a domestic violence victim to obtain an emergency order of protection and understanding protection orders*, yet significantly fewer staff (14%) were trained on *understanding protection orders* than were trained on *when to refer a domestic violence victim to obtain an emergency order of protection* (29%).

The training concepts with the greatest disparity between the proportion of staff trained and the proportion that report they *often* apply their knowledge of the training concepts in their work is demonstrated for the following training concepts: *how to identify domestic violence victims in special populations* (immigrants, victims with disabilities, aging/elderly victims and non-English speaking victims) *and make appropriate referrals for needed services* (20% trained; 53% often apply); *ongoing sensitivity training* (10% trained; 47% often apply); *domestic violence dynamics* (24% trained; 53% often apply) and *lethality indicators/assessment* (12% trained; 41% often apply).

III. RECOMMENDATIONS

➤ The Income Support Division (ISD) offices have Eligibility Officers who determine if a person/client is eligible for assistance. If clients are eligible for cash assistance or food stamps, they are referred to NM Works Case Managers who put together a plan of action to get them into the work force. The plan of action requires participation from the client. However, there is a waiver of participation if the client has barriers to participation as a result of domestic violence. As an agency established to offer assistance to people without adequate means to provide basic living essentials for themselves and their families, New Mexico Works serves a disproportionate number of people who are at risk of being victims of interpersonal violence crimes, including domestic violence, stalking, and sexual assault. Indeed, due to economic and other factors, these same people are the least likely to access available domestic violence services. Therefore, at the very least, it makes sense for New Mexico Works Case Managers and Program Coordinators to be trained on these issues to adequately screen, identify, and refer victims and their children for appropriate services. Moreover, as safety issues are of great concern for victims and their children involved in these crimes, New Mexico Works Program and Case Managers need training on protection orders, emergency protection orders,

lethality assessment, and confidentiality concerns. It is recommended that New Mexico Works and domestic violence funding agencies, and the NM Coalition Against Domestic Violence have a dialogue on the need for these trainings, how the trainings could be provided, and the process by which New Mexico Works Program and Case Managers statewide could access the trainings.

➤ Statewide experts recommend that Case Managers be trained to improve the screening and assessment of clients in order to identify domestic violence barriers to participation (client is: attending counseling, in shelter, attending parenting classes, etc.) The minimum types of training needed include:

- 1) Prevalence and incidence
- 2) Dynamics of domestic violence
- 3) Lethality assessment
- 4) Sensitivity training
- 5) How to create trust with a client
- 6) What services are available and how to make appropriate referrals to service providers
- 7) Understanding the legal advocacy process
- 8) How to identify domestic violence victims in special populations (immigrants, victims with disabilities, aging/elderly victims and non-English speaking victims) and make appropriate referrals for needed services
- 9) Cultural considerations when dealing with victims of various races/ethnicities
- 10) Training on the scope of shelter services offered
- 11) Existing Domestic Violence Statutes
- 12) How to make appropriate referrals for a victim with a disability whose offender is their caregiver
- 13) How to make appropriate referrals for a victim whose offender is their caregiver
- 14) How to identify domestic violence victims and their children who have been victims of sexual assault and refer them for appropriate services
- 15) How to apply for and complete compensation forms for victim compensation for qualifying victims

IV. NEW MEXICO WORKS STAFF COMMENTS

Surveyed New Mexico Works staff were asked, “*What skills have you learned but do not practice on the job? Please identify any challenges that have prevented you from using those skills.*” A review of respondents’ comments found several New Mexico Works staff that have domestic violence experience in a prior work setting (foster care, domestic violence shelter, tribal community, TeamWorks) and several more have been trained on domestic violence topics, such as screening and assessment, sensitivity training and making referrals to available services. Additionally, one respondent has received training on stalking and advanced stalking technology. Reported challenges to implementing their knowledge/skills on the job include; a) clients are unwilling to disclose that they are victims of domestic violence or abuse or stalking; b) the time limit with each client does not permit an opportunity to build trust; c) there are no shelters in the clients’ communities and the clients are not willing to relocate; and d) the need for ongoing training to keep abreast of changes in the law and other information. For a review of all New Mexico Works staff’ comments, please see **Appendix V** for *New Mexico Works: Skills Learned and Challenges to Implementation*.

Surveyed New Mexico Works staff were asked, “Please list in priority order, domestic violence and/or stalking trainings you would like to have or think are most needed for New Mexico Works.” Training on different aspects of domestic violence were requested most often, including nine requests for *all the trainings recommended by the statewide experts*. Specific training requests in order of mention include: *domestic violence indicators (screening/identifying victims)* (8); *understanding protection orders* (8); *domestic violence statutes* (7); *when to contact CYFD regarding children of domestic violence* (6); *disclosure – how to break barriers when clients are afraid or unwilling to disclose* (4); *domestic violence overview* (4); *available resources* (4); *scope of shelter services* (4); *confidentiality policies and procedures* (3); *emergency protection orders* (3); and *lethality indicators/assessment* (3).

Similarly, there were multiple requests for several aspects of stalking training: *stalking statutes* (12); *stalking overview* (10); *how and where to refer victims of stalking* (9); and *technology and advanced stalking techniques* (4). For a review of all requested trainings, see **Appendix W**. *New Mexico Works: Requests for Future Domestic Violence and Stalking Trainings*.

There were several agencies recommended by New Mexico Works staff for providing the recommended trainings. In general, staff recommended the New Mexico Coalition Against Domestic Violence, domestic violence advocates, and specific domestic violence programs: CAV-Taos; Roberta’s Place; Resources, Inc.; Enlace Comunitario; Haven House; Eight Northern Pueblos Peacekeepers; and the Tri-County Family Justice Center. Recommended trainings from law enforcement include the Gallup State Police and the Albuquerque Police Department. Additionally, the New Mexico Crime Victims Reparation Commission, specifically Larry Tackman and the VOCA (Victims of Crime Act) Manager were recommended to conduct trainings on compensation issues. For a list of all recommended instructors, see **Appendix X**. *New Mexico Works Staff Recommendations For Domestic Violence And Stalking Instructors*.

APPENDIX A. DOMESTIC VIOLENCE AND STALKING TRAINING NEEDS ASSESSMENT: INTERVIEWED EXPERTS

Michelle Fuller, ED, Safehouse, Albuquerque, NM,

Gabe Campos, Director of Family Safety Programs, Albuquerque, NM

Francine Garcia, Victims Services Coordinator for the NM Department of Corrections

Ann Badway, Assistant Attorney General, Director of the Violence Against Women Division

Mary Ellen Braithwaite, Administrative Grant Assistant, VAWD

Amber Carrillo, Co-Director, Coalition to Stop Violence Against Native Women

Quintin McShan, Captain, NM State Police, Family Advocacy Center

Jolene Altweis, Attorney General's Office, Investigation Division, Special Agent in Charge

Nan Nash – District Court Judge

Sherry Taylor – Executive Director, Esperanza, Inc.

Elena Giacci – Anti-Sexual Violence Specialist, Sacred Circle

Sheila Allen, VAWA Program Manager

Mary Bishop – Executive Director, Resources, Inc.

Captain Suazo – Albuquerque Police Department

Keith Valles, Prosecutor, 7th Judicial District

Marcie Davis – Underserved Populations, Project Director, NMCSAP; President, Davis Innovations

Nicole Taylor – NM Works

Melissa Stephenson, General Counsel, New Mexico Victim's Rights Counsel

Gary Cade, Chief Deputy DA, 2nd Judicial District

Claudia Medina – Executive Director, Enlace

Sophia Roybal, Domestic Violence Unit Supervisor, CYFD

APPENDIX B. LAW ENFORCEMENT: DOMESTIC VIOLENCE AND STALKING TRAINING NEEDS ASSESSMENT

I am conducting a statewide assessment of domestic violence and stalking training needs among law enforcement officers. Please take a few moments to complete this form and return to me by mail in the self-addressed, posted envelope provided to: 3909 Juan Tabo Ave. NE, Suite 6, Albuquerque, NM 87111, no later than April 11, 2008. All responses are confidential and findings from this survey will be used to inform the selection of trainings that will be offered in the near future. Thank You, Betty Caponera, Ph.D.

1. Please check one: FBI State Police Municipal Police Tribal Police BIA
 County Sheriff's Office Other

2. Please describe your rank: _____

3. Years with your current agency (please check one): <1 1-2 2-5 5-10 10-20 >20

4. Please check the following domestic violence and stalking training components you have been trained on. Of the ones you check, rate your ability to apply them in the field, and rate *how often* you use that knowledge on the job.

Domestic Violence Training Components/Concepts	How Able Are You To Apply The Component/ Concept You Learned in the Field? (Please circle the number which best rates your ability to apply each concept, by using the following rating scale): 5 = Excellent knowledge/Extremely Capable 4 = Very knowledgeable/Very Capable 3 = Adequate knowledge/Adequately Capable 2 = Inadequate knowledge/Awkward 1 = No knowledge/Not Capable NA = Not Applicable					How Often Do You Apply This Knowledge On The Job? (Please circle the number which best describes how often you apply each training component by using the following scale): 5 = Always 4 = Very Often 3 = Often 2 = Seldom 1 = Never NA = Not Applicable				
<input type="checkbox"/> Domestic Violence Dynamics	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Existing Domestic Violence Statutes	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Investigation Techniques	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Evidence Collection	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Full Faith and Credit	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Understanding Protection Orders: verification through NCIC; criminal justice system enforcement of civil orders in domestic violence cases	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Enforcement of Protection Orders	5	4	3	2	1	5	4	3	2	1

Domestic Violence Training Components	How Able Are You To Apply The Concept You Learned in the Field?					How Often Do You Apply This Knowledge On The Job?				
<input type="checkbox"/> How to Identify the Primary Aggressor	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Law Enforcement liability regarding domestic violence cases as outlined by state statute	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> “Misdemeanor Arrest Authority” and the domestic violence exception to hearsay law	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Officer Safety Issues	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> How to write offense incident reports that are neutral but capture the best information about the domestic violence incidents	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Lethality Indicators/Assessment	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Emergency Orders of Protection	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> How to identify and document children present at a domestic violence scene	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> How and when to communicate with service providers to properly refer victims and/or their children for services	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Cultural considerations when dealing with victims of various races/ethnicities	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> What to do at a domestic violence incident when the <i>victim</i> is intoxicated/high	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> What to do at a domestic violence incident when the <i>offender</i> is intoxicated/high	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> What to do at a domestic violence incident when the <i>victim</i> has a disability	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> What to do at a domestic violence incident when the <i>offender</i> has a disability	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> What to do when the domestic violence offender is the caregiver of an elderly victim	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> What to do when the domestic violence offender is the caregiver of a victim with a disability.	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Officer’s role in child protective custody in domestic violence cases	5	4	3	2	1	5	4	3	2	1

Domestic Violence Training Components	How Able Are You To Apply The Concept You Learned in the Field?					How Often Do You Apply This Knowledge On The Job?				
<input type="checkbox"/> Existing Stalking Statues	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> How to establish a pattern of Stalking by connecting prior offenses against the victim	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> How to establish a pattern of stalking by connecting offense incident reports from multiple jurisdictions	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Cyber-stalking	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> How and where to refer stalking victims and/or their children for services	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Technology and Advanced Stalking Techniques	5	4	3	2	1	5	4	3	2	1

5. What skills have you learned but do not practice on the job? Please identify any challenges that have prevented you from using those skills. (If more space is needed, please use the back of this page).

6a. Please list in priority order, domestic violence and/or stalking trainings *you* would like to have or think are most needed for law enforcement:

1. _____
2. _____
3. _____

6b. Do you recommend an organization or specific instructor(s) to conduct this training?

APPENDIX C. LAW ENFORCEMENT SKILLS LEARNED AND CHALLENGES TO IMPLEMENTATION

5. What skills have you learned but do not practice on the job? Please identify any challenges that have prevented you from using those skills.

- As a former Detective, I had to learn how to deal with aggravated charging as it relates to domestic violence. The challenge was not charging but getting the victim to go through with the entire case. The false imprisonment charge or statute can be better served if there was a misdemeanor section in it.
- I feel that I use all skills I have learned over the years when certain skills are necessary for different situations. Lack of cooperation from victims, witnesses, and prosecution greatly hinder all officers in our department.
- There is a lot of follow-up investigation that needs to be completed in these types of cases. We do not do as well as we should for many reasons: 1) victim cooperation, 2) manpower/calls for service, 3) lack of training without a state certified officer and/or lack of experience.
- I currently work with APD FASTT (Family Abuse Stalking and Training Team). It would be great to receive more classes on instruction (for teaching other officers). We currently conduct the training for our department.
- I have learned how to do restraining orders, however, I have never done one because we have victim advocates to assist with them.
- I don't use field investigators as much as I need to. Not enough field investigators and too many domestic violence cases.
- I believe every skill learned will be used at some point of time.
- In Los Alamos, our challenge is experience. We don't have frequent domestics so we don't always stay as proficient as I would like.
- I've had a lot of training in the field but have lost track of the up-dated laws pertaining to stalking and disabled offenders.
- My current duty is investigations in which I am in charge of investigating all major cases. Current training covers any current assignments.
- Other officers become proactive and don't think about how victims really feel.
- Have several years of law enforcement experience. At my present position working a small village, situations in domestic violence come up only occasionally.
- I am employed in a small police department in a small community. Every officer in my department would benefit from any of the above recommended trainings, as well as any refresher training. I had been out of law enforcement for several years and would welcome any training to help become more proficient and knowledgeable in domestic violence and stalking.

- Use all skills we have for domestic violence. Don't know much about stalking laws and nothing on cyber-stalking.
- This jurisdiction does not issue or utilize Emergency Protective Orders.
- Most of the training that we receive is used. The biggest problem that I have seen is that the training always covers the same topics, and almost never has any new, more useful information.
- Dual arrests when the department is short staffed.

APPENDIX D. LAW ENFORCEMENT REQUESTS FOR FUTURE DOMESTIC VIOLENCE AND STALKING TRAININGS

6a. Please list in priority order, domestic violence and/or stalking trainings you would like to have or think are most needed for law enforcement

Requested Trainings	Number of Requests
Stalking Trainings	22
Cyber-stalking	10
Establishing a good stalking case, establishing crime patterns	5
Stalking related to arrest	1
Stalking (more detailed training)	1
Stalking Telephone Harassment	2
Stalking case examples	1
Stalking training	1
Advanced Stalking	1
Understanding and Enforcing Protection Orders	9
Domestic Violence and Stalking laws/statutes	5
Domestic Violence involving victims with disabilities and offenders with disabilities	5
Officer Safety in domestic violence situations	5
Identifying Primary Aggressor	4
Evidence Collection, Photographing Injuries	3
Full Faith & Credit	3
Offender is Caregiver	3
Any and/or all the above recommended subjects.	3
Interviewing/Interrogation Techniques	2
Domestic Violence and Children	2
Domestic Violence and the Elderly	2
Training in response to barricaded suspects of domestic violence	1
Domestic Violence Investigations	1
Domestic Violence with re-offenders	1
Domestic Violence Dynamics - repeat victims: why they don't/can't leave	1
Family Violence Protection Act	1
Follow-up after victim/offender left scene (what authority to arrest; how long after)	1
How to refer victims of domestic violence for services	1
Training on dealing with illegal immigrants involved in domestic violence	1
Information on tracking internet service providers in order to track offenders using the internet and internet crimes against children	1
Intoxication (Victim/Offender)	1
Offender is Juvenile	1
Officer complacency	1

Requested Trainings	Number of Requests
Protective Custody in domestic violence cases	1
Writing Incident Reports (documentation)	1
Scenario role-playing, practical application of learned skills and knowledge	1
Testimony on the stand	1

APPENDIX E. PROSECUTION: DOMESTIC VIOLENCE AND STALKING TRAINING NEEDS ASSESSMENT

I am conducting a statewide assessment of domestic violence and stalking training needs among prosecutors. Please take a few moments to complete this form and return to me by mail in the self-addressed, posted envelope to: 3909 Juan Tabo Ave. NE, Suite 6, Albuquerque, NM 87111, no later than April 11, 2008. All responses are confidential and findings from this survey will be used to inform the selection of trainings that will be offered in the near future. Thank You, Betty Caponera, Ph.D.

1. Please check one: District Attorney Assistant DA Prosecutor Other _____

2. Years in your current capacity (please check one): <1 1-2 2-5 5-10 10-20 >20

3. Please check the following domestic violence and stalking training components you have been trained on. Of the ones you check, rate your ability to apply them in the field, and rate how often you use that knowledge on the job.

Domestic Violence Training Components/Concepts	How Able Are You To Apply The Component/Concept You Learned in Your Job?					How Often Do You Apply This Knowledge On The Job?				
	(Please circle the number which best rates your ability to apply each concept, by using the following rating scale): 5 = Excellent knowledge/Extremely Capable 4 = Very knowledgeable/Very Capable 3 = Adequate knowledge/Adequately Capable 2 = Inadequate knowledge/Awkward 1 = No knowledge/Not Capable NA = Not Applicable					(Please circle the number which best describes how often you apply each training component by using the following scale): 5 = Always 4 = Very Often 3 = Often 2 = Seldom 1 = Never NA = Not Applicable				
<input type="checkbox"/> Existing Domestic Violence Statutes	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Investigation Techniques	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Full Faith and Credit	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Understanding Protection Orders	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Enforcement of Protection Orders	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Emergency Orders of Protection	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> How to Identify the Primary Aggressor	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Law Enforcement liability regarding domestic violence cases as outlined by state statute	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Domestic Violence Dynamics	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Sensitivity Training	5	4	3	2	1	5	4	3	2	1

<input type="checkbox"/> Concerns and realistic expectations regarding the process for a victim to leave an offender	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> The effect of multiple continuances on the domestic violence victim's ability to participate in the prosecution process	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> How "uncooperative" domestic violence victims differ from "uncooperative" victims of other crimes; and how to proceed in a domestic violence prosecution with an apparent "uncooperative" victim (vertical prosecution)	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> How to communicate with criminal justice advocates to optimize opportunities for vertical prosecution	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Lethality Indicators/Assessment	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Available services for domestic violence victims	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Confidentiality concerns in domestic violence cases	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Special concerns for prosecuting domestic violence in rural areas	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> How and when to communicate with service providers to properly refer victims and/or their children for services	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Cultural considerations when dealing with victims of various races/ethnicities	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> How to provide access to prosecution services for domestic violence victims with a disability	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> How to interview domestic violence victims with various types of disability	5	4	3	2	1	5	4	3	2	1

<input type="checkbox"/> Prosecution issues for immigrant victims of domestic violence	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Prosecution concerns when an elderly domestic violence victim is being victimized by a caregiver	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Prosecution concerns when the domestic violence victim with a disability is being victimized by a caregiver	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Existing Stalking Statues	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> How to establish a pattern of Stalking by connecting prior offenses against the victim	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> How to establish a pattern of stalking by connecting offense incident reports from multiple jurisdictions	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Cyber-stalking	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> How and where to refer stalking victims and/or their children for services	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Technology and Advanced Stalking Techniques	5	4	3	2	1	5	4	3	2	1

4. What skills have you learned but do not practice on the job? Identify any challenges that have prevented you from using those skills (If more space is needed, please use the back of this page).

5a. Please list in priority order, domestic violence and/or stalking trainings *you* would like to have or think are most needed for prosecutors:

1. _____
2. _____
3. _____

5b. Do you recommend an organization or specific instructor(s) to conduct this training?

APPENDIX F. PROSECUTION: SKILLS LEARNED AND CHALLENGES TO IMPLEMENTATION

4. What skills have you learned but do not practice on the job? Please identify any challenges that have prevented you from using those skills.

- The difficulty in this domain is the perception of law enforcement regarding the victims. Law enforcement is patriarchal by nature. We want to protect and punish. It is difficult, at least it appears to me, for officers and attorneys to comprehend the dynamic. Mix in the fact that most don't want to understand or be patient and it makes for a curious cocktail. I also find it difficult to enforce in a society that no longer esteems responsibility and honesty. If you could find a cure here then all the rest would fall into place. Thanks for your time.
- Elder abuse - lack of law enforcement to work and bring those cases.
- Inter-Agency support for victims. This is lacking here in McKinley County
- I am a part-time domestic violence prosecutor couching cases only when absolutely necessary.
- The problem is that victims do not cooperate, thus the domestic violence cases have low priority with me (not the office).
- Emergency orders of protection.
- We do not have many stalking cases, so I don't often get to apply what I have learned on a day-to-day basis. We also don't have many elderly victims of domestic violence – they are usually victims of white collar crimes.
- The array of services needed for domestic violence victims to prosecute not available – particularly support services.
- Well-versed in how to proceed without a cooperative victim, but realities of sloppy investigations and Crawford et seq. decisions make doing so successfully almost impossible.
- The survey is not helpful – I can know a lot and still have an uneducated jury, judge and police force.

APPENDIX G. PROSECUTION: REQUESTS FOR FUTURE DOMESTIC VIOLENCE AND STALKING TRAININGS

5a. Please list in priority order, domestic violence and/or stalking trainings you would like to have or think are most needed for prosecutors.

Requested Future Trainings	Number of Mentions
Dealing with uncooperative/recalcitrant victims -- how to deal with them without anger and proceed with vertical prosecution; how to communicate with criminal justice advocates to optimize opportunities for vertical prosecution	17
Stalking: existing statutes; cyber-stalking; technical aspects (text, voice, photos, etc) in tracing communications	6
Domestic violence dynamics	5
Lethality indicators/assessment	5
Communication with service providers; service needs of victims; services and referring victims thereto	2
Prosecution concerns and other issues for immigrant victims	2
Applicability federal statutes	1
Effect of continuances on domestic violence cases	1
Crawford problems	1
Cultural awareness by service providers	1
Case preparation and witness/victim interviewing techniques in domestic violence cases	1
Domestic violence in rural areas	1
Prosecution concerns for elderly victims	1
Prosecution concerns for people with disabilities	1
Full Faith & credit issues	1
How to get juries and cops to better investigate and understand the domestic violence cycle	1
Human trafficking as it relates to domestic violence indicators, etc.	1
Judiciary's failure to know or care of the dynamics of domestic violence	1
Police training on domestic violence cases will help prosecutions	1
Preventing family interference	1
Protection orders	1
In-depth training into statutory and case law construction of domestic violence cases	1
Strangulation training	1
The myth of <i>primary aggressor</i> training	1
Victim advocacy (stronger victim advocacy)	1
Victim Education	1
How to deal with victims who accompany the offender to court	1

APPENDIX H. DISTRICT COURT JUDGES: DOMESTIC VIOLENCE AND STALKING TRAINING NEEDS ASSESSMENT

I am conducting a statewide assessment of domestic violence and stalking training needs among district court judges. Please take a few moments to complete this form and return to me by mail in the self-addressed, posted envelope to: 3909 Juan Tabo Ave. NE, Suite 6, Albuquerque, NM 87111, no later than April 11, 2008. All responses are confidential and findings from this survey will be used to inform the selection of trainings that will be offered in the near future. Thank You, Betty Caponera, Ph.D.

1. Please check one: District Court Judge Domestic Violence Commissioner/Hearing Officer _____

2. Years in your current capacity (please check one): <1 1-2 2-5 5-10 10-20 >20

3. Please check the following domestic violence and stalking training components you have been trained on. Of the ones you check, rate your ability to apply them in your job, and rate *how often* you use that knowledge on the job.

Domestic Violence Training Components/Concepts	How Able Are You To Apply The Component/Concept You Learned in Your Job? (Please circle the number which best rates your ability to apply each concept, by using the following rating scale): 5 = Excellent knowledge/Extremely Capable 4 = Very knowledgeable/Very Capable 3 = Adequate knowledge/Adequately Capable 2 = Inadequate knowledge/Awkward 1 = No knowledge/Not Capable NA = Not Applicable					How Often Do You Apply This Knowledge On The Job? (Please circle the number which best describes how often you apply each training component by using the following scale): 5 = Always 4 = Very Often 3 = Often 2 = Seldom 1 = Never NA = Not Applicable				
<input type="checkbox"/> Existing Domestic Violence Statutes	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Changes to the Family Violence Protection Act	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Understanding Investigation Techniques taught to Law Enforcement	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Full Faith and Credit	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Understanding Protection Orders	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Enforcement of Protection Orders: Implications for offender behavior and victim safety	5	4	3	2	1	5	4	3	2	1

Domestic Violence Training Components	How Able Are You To Apply The Concept You Learned in Your Job?					How Often Do You Apply This Knowledge On The Job?				
<input type="checkbox"/> Emergency Orders of Protection – Interpretation Implications	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Violation of Restraining Order Hearings: Implications for offender behavior and victim safety	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Law Enforcement liability regarding domestic violence cases as outlined by state statute	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> How law enforcement is taught to identify the <i>Primary Aggressor</i> in domestic violence cases	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Domestic Violence Dynamics	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Sensitivity Training - Concerns and realistic expectations regarding the process for a victim to leave an offender	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Lethality Indicators/Assessment	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> The effect of multiple continuances on the domestic violence victim’s ability to participate in the court process	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> How “uncooperative” domestic violence victims differ from “uncooperative” victims of other crimes; and how to proceed in the adjudication of domestic violence cases with an apparent “uncooperative” victim (<i>vertical prosecution cases</i>)	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Confidentiality concerns in domestic violence cases	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Awareness of available services in your community for domestic violence victims and their children	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Special concerns for adjudicating domestic violence cases in rural areas	5	4	3	2	1	5	4	3	2	1

Domestic Violence Training Components	How Able Are You To Apply The Concept You Learned in Your Job?					How Often Do You Apply This Knowledge On The Job?				
<input type="checkbox"/> How to provide access to court services for domestic violence victims with a disability	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Special concerns for adjudicating domestic violence cases with victims who have a disability	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Special concerns for adjudicating domestic violence cases with victims whose offenders are their caregivers	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Adjudication issues for immigrant victims of domestic violence	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Cultural considerations when dealing with victims of various races/ethnicities	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Understanding Batterer Intervention Programs: what constitutes a good training; with which offenders is this training most likely to be effective	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Existing Stalking Statues	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Sentencing convicted stalkers: Understanding the implications for victim safety and offender behavior	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> How prosecutors are taught to establish a pattern of stalking by connecting offense incident reports from multiple jurisdictions	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Cyber-stalking and Implications	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Confidentiality concerns in stalking cases	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Technology and Advanced Stalking Techniques	5	4	3	2	1	5	4	3	2	1

4. What skills have you learned but do not practice on the job? Identify any challenges that have prevented you from using those skills. (If more space is needed, please use the back of this page).

5a. Please list in priority order, domestic violence and/or stalking trainings *you* would like to have or think are most needed for judges:

1. _____
2. _____
3. _____

5b. Do you recommend an organization or specific instructor(s) to conduct this training?

APPENDIX I. MAGISTRATE COURT JUDGES: DOMESTIC VIOLENCE AND STALKING TRAINING NEEDS ASSESSMENT

I am conducting a statewide assessment of domestic violence and stalking training needs among magistrate court judges. Please take a few moments to complete this form and return to me by mail in the self-addressed, posted envelope to: 3909 Juan Tabo Ave. NE, Suite 6, Albuquerque, NM 87111, no later than April 11, 2008. All responses are confidential and findings from this survey will be used to inform the selection of trainings that will be offered in the near future. Thank You, Betty Caponera, Ph.D.

2. Years in your current capacity (please check one): <1 1-2 2-5 5-10 10-20 >20

3. Please check the following domestic violence and stalking training components you have been trained on. Of the ones you check, rate your ability to apply them in your job, and rate *how often* you use that knowledge on the job.

Domestic Violence Training Components/Concepts	How Able Are You To Apply The Component/Concept You Learned in Your Job?					How Often Do You Apply This Knowledge On The Job?				
	(Please circle the number which best rates your ability to apply each concept, by using the following rating scale): 5 = Excellent knowledge/Extremely Capable 4 = Very knowledgeable/Very Capable 3 = Adequate knowledge/Adequately Capable 2 = Inadequate knowledge/Awkward 1 = No knowledge/Not Capable NA = Not Applicable					(Please circle the number which best describes how often you apply each training component by using the following scale): 5 = Always 4 = Very Often 3 = Often 2 = Seldom 1 = Never NA = Not Applicable				
<input type="checkbox"/> Existing Domestic Violence Statutes	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Changes to the Family Violence Protection Act	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Understanding Investigation Techniques taught to Law Enforcement	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Full Faith and Credit	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Understanding Protection Orders	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Enforcement of Protection Orders: Implications for offender behavior and victim safety	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Emergency Orders of Protection – Interpretation Implications	5	4	3	2	1	5	4	3	2	1

Domestic Violence Training Components	How Able Are You To Apply The Concept You Learned in Your Job?					How Often Do You Apply This Knowledge On The Job?				
<input type="checkbox"/> Violation of Restraining Order Hearings: Implications for offender behavior and victim safety	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Law Enforcement liability regarding domestic violence cases as outlined by state statute	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> How law enforcement is taught to identify the <i>Primary Aggressor</i> in domestic violence cases	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Domestic Violence Dynamics	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Sensitivity Training - Concerns and realistic expectations regarding the process for a victim to leave an offender	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Lethality Indicators/Assessment	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> The effect of multiple continuances on the domestic violence victim's ability to participate in the court process	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> How "uncooperative" domestic violence victims differ from "uncooperative" victims of other crimes; and how to proceed in the adjudication of domestic violence cases with an apparent "uncooperative" victim (<i>vertical prosecution cases</i>)	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Confidentiality concerns in domestic violence cases	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Awareness of available services in your community for domestic violence victims and their children	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Special concerns for adjudicating domestic violence cases in rural areas	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> How to provide access to court services for domestic violence victims with a disability	5	4	3	2	1	5	4	3	2	1

Domestic Violence Training Components	How Able Are You To Apply The Concept You Learned in Your Job?					How Often Do You Apply This Knowledge On The Job?				
<input type="checkbox"/> Special concerns for adjudicating domestic violence cases with victims who have a disability	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Special concerns for adjudicating domestic violence cases with victims whose offenders are their caregivers	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Adjudication issues for immigrant victims of domestic violence	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Cultural considerations when dealing with victims of various races/ethnicities	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Understanding Batterer Intervention Programs: what constitutes a good training; with which offenders is this training most likely to be effective	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Existing Stalking Statues	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Sentencing convicted stalkers: Understanding the implications for victim safety and offender behavior	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> How prosecutors are taught to establish a pattern of stalking by connecting offense incident reports from multiple jurisdictions	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Cyber-stalking and Implications	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Confidentiality concerns in stalking cases	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Technology and Advanced Stalking Techniques	5	4	3	2	1	5	4	3	2	1

4. What skills have you learned but do not practice on the job? Identify any challenges that have prevented you from using those skills. (If more space is needed, please use the back of this page).

5a. Please list in priority order, domestic violence and/or stalking trainings *you* would like to have or think are most needed for judges:

1. _____
2. _____
3. _____

5b. Do you recommend an organization or specific instructor(s) to conduct this training?

APPENDIX J. SKILLS LEARNED AND CHALLENGES TO IMPLEMENTATION: DISTRICT JUDGES/DOMESTIC VIOLENCE COMMISSIONERS

4. What skills have you learned but do not practice on the job? Please identify any challenges that have prevented you from using those skills.

- I have received no formal instruction on any of the components listed as a Judge. I have noted the components where I have formal training prior to taking the bench. I also have rather extensive knowledge (though no formal training) in most of the other components in my former practice as a state public defender.
- I have never received any training other than “on the job” training.
- I have never received any training other than “on the job” training.

APPENDIX K. DISTRICT COURT JUDGES/DOMESTIC VIOLENCE COMMISSIONERS REQUESTS FOR FUTURE DOMESTIC VIOLENCE AND STALKING TRAININGS

5a. Please list in priority order, domestic violence and/or stalking trainings you would like to have or think are most needed for district court judges.

District Court Requested Future Trainings	Number of Mentions
Cyber Stalking	4
Cultural consideration for victims of various ethnicities	2
Stalking – how to prove it and technology	2
Adjudicating issues for immigrant victims	2
Domestic Violence involving victims with a disability	2
Batterer intervention programs for youth	1
Children as victims of domestic violence and family violence	1
Domestic Violence and Mediation	1
Domestic Violence Victim – how one appears to a judge	1
Domestic Violence - affect on Children	1
Domestic Violence involving offenders that are caregivers	1
Full faith and credit federal laws	1
How to secure law enforcement cooperation in enforcement	1
Enforcement and effectiveness of protection orders in stalking cases	1
Enforcement of out-of-state protection orders	1
Special concerns for prosecuting domestic violence in rural areas	1
Domestic Violence and Strangulation	1

APPENDIX L. SKILLS LEARNED AND CHALLENGES TO IMPLEMENTATION: MAGISTRATE COURT JUDGES

4. What skills have you learned but do not practice on the job? Please identify any challenges that have prevented you from using those skills.

- Many of our cases are dismissed by the state for lack of evidence or victim participation. I feel the state does not actively try these cases hard enough.
- All skills have been and are still applied. My duties in sentencing have been difficult duties.
- I have learned (that) telling people what they need to hear is the best thing any judge can do. However, that is considered insensitive and politically incorrect. So what do you do?
- To make an inquiry with the victims for bond purposes only and without discussing the case. I was warned by the Supreme Court I should discontinue that practice. I feel that it is very important to know what (are) the victim's fears and concerns and what the court can do to ensure the safety of all parties.
- The Crawford Case has limited the cases with uncooperative victims – and without the victim or a district attorney willing to take the extra step, there is little a judge can do. More and more I see victims not appearing for pre-trial hearings or trials; more training for defense and district attorneys is needed.

APPENDIX M. REQUESTS FOR FUTURE DOMESTIC VIOLENCE AND STALKING TRAININGS: MAGISTRATE COURT JUDGES

5a. Please list in priority order, domestic violence and/or stalking trainings you would like to have or think are most needed for magistrate court judges.

Magistrate Court	Number of Requests
Stalking	9
Technology and advanced stalking techniques	2
Domestic Violence Dynamics	6
Service programs available, especially in rural areas	3
Effective Sentencing – options, especially when statutes cannot be applied due to availability	3
Uncooperative victims and witnesses	3
All -- Training in all phases	2
Bond Release, more information from agency would help determine condition of Bond Release and ensure the safety of the victims	2
Victims Rights	2
Adjudicating domestic violence cases in rural areas	1
Understanding Batterer Intervention	1
Cultural considerations	1
Discovery and evidence issues when victim is not available to testify	1
Laws – training on new laws once a year	1
Laws -- understand law and how to apply the laws	1
Lethality indicators/assessment	1
Primary aggressor training/understanding	1
Protection orders	1
Restraining Order Violation	1
Treatment alternatives at sentencing	1
Victim notification when suspect is (to) be released	1
Protecting the victim	1

APPENDIX N. SERVICE PROVIDERS: DOMESTIC VIOLENCE AND STALKING TRAINING NEEDS ASSESSMENT

On behalf of CYFD, I am conducting a statewide assessment of domestic violence and stalking training needs among service providers. Please take a few moments to complete this form and return to me by fax: (505) 883-7530 or by mail: 3909 Juan Tabo Ave. NE, Suite 6, Albuquerque, NM 87111, no later than _____. All responses are confidential and findings from this survey will be used to inform the selection of trainings that will be offered in the near future. Thank You, Betty Caponera, Ph.D.

1. Please check one: Executive Director Administrative Staff Victim Advocate Counselor/Therapist
 Other _____

2. Years with your current agency (please check one): <1 1-2 3-5 5-10 10-20 >20

3. Please check the following domestic violence and stalking training components you have been trained on. Of the ones you check, rate your ability to apply them in your job, and rate how often you use that knowledge on the job.

Domestic Violence Training Components/Concepts	How Able Are You To Apply The Component/Concept You Learned in Your Job? (Please circle the number which best rates your ability to apply each concept, by using the following rating scale): 5 = Excellent knowledge/Quite Capable 4 = Very knowledgeable/Very Capable 3 = Adequate knowledge/Adequately Capable 2 = Inadequate knowledge/Awkward 1 = No knowledge/Not Capable NA = Not Applicable					How Often Do You Apply This Knowledge On The Job? (Please circle the number which best describes how often you apply each training component by using the following scale): 5 = Always 4 = Very Often 3 = Often 2 = Seldom 1 = Never NA = Not Applicable				
<input type="checkbox"/> Existing Domestic Violence Statutes	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Domestic Violence Dynamics	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Ongoing sensitivity training	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Training on the scope of shelter services offered	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Understanding Full Faith and Credit	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Understanding Protection Orders	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> How to handle phone calls from an Intoxicated or high domestic violence victim	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> How to respond appropriately to victims who are intoxicated or high to offer them the same protections as other victims	5	4	3	2	1	5	4	3	2	1

Domestic Violence Training Components	How Able Are You To Apply The Concept You Learned in Your Job?					How Often Do You Apply This Knowledge On The Job?				
<input type="checkbox"/> How to help a victim obtain an Emergency Order of Protection	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Lethality Indicators/Assessment	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> How to provide services for the children of intoxicated or high victims to offer them the same protections as children of other victims	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> How to provide services for special populations: immigrants, victims with disabilities; aging/elderly; non-English speaking victims.	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> How to identify domestic violence victims and their children who have been victims of sexual assault and refer for appropriate services	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Cultural considerations when dealing with victims of various races/ethnicities	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Para-legal training to properly prepare domestic violence victims on what they can realistically expect from legal advocacy and to help victims access appropriate legal advocacy services	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Parenting support and family coaching to help victims who are mothers be better mothers	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> How to provide access to domestic violence services for victims with a disability	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> How to provide effective services for victims whose offender is their caregiver	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> How to provide effective services for a victim with a disability whose offender is their caregiver	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> How to apply for and complete compensation forms for victim compensation for qualifying victims	5	4	3	2	1	5	4	3	2	1
Domestic Violence Training Components	How Able Are You To Apply The Concept You					How Often Do You Apply This				

	Learned in Your Job?					Knowledge On The Job?				
<input type="checkbox"/> How to work with TANF (Temporary Assistance to Needy Families): identify clients who might be eligible; help clients apply; understand limitations	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Batter Intervention Training to understand what really works: what constitutes a good training, what group of offenders this training is most likely to be effective with	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> How to develop and execute a protocol for working with law enforcement to identify domestic violence victims and their children	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> How to work with tribal leadership to develop, improve or update their tribal codes regarding domestic violence and stalking	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> How to work with prosecutors to improve legal advocacy for domestic violence victims	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Existing Stalking Statues	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> How to help a victim establish a pattern of Stalking by connecting prior offenses against the victim	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> How to help a victim establish a pattern of stalking by connecting offense incident reports from multiple jurisdictions	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Cyber-stalking	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> How and where to refer stalking victims and/or their children for other services	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Technology and Advanced Stalking Techniques	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> How to write shelter Responsibilities, Rights and Reminders (Rules) with a focus on safety issues and what benefits the victim	5	4	3	2	1	5	4	3	2	1

Domestic Violence Training Components	How Able Are You To Apply The Concept You Learned in Your Job?	How Often Do You Apply This Knowledge On The Job?
<input type="checkbox"/> How to write and properly execute confidentiality policies and procedures	5 4 3 2 1	5 4 3 2 1
<input type="checkbox"/> Shelter Management: establishing and working with a board; how to comply with required reporting to other agencies;	5 4 3 2 1	5 4 3 2 1
<input type="checkbox"/> Fundraising, grant writing, and how to implement best practices in non-profit business management	5 4 3 2 1	5 4 3 2 1
<input type="checkbox"/> How to implement a Social Entrepreneurship Model – (operating a for-profit business to offset shrinking government funding streams in order to continue to provide adequate domestic violence services in your community)	5 4 3 2 1	5 4 3 2 1

4. If there is a training component you have learned but do not practice on the job, please explain the reason(s) or barrier(s) to implementing what you learned. (If more space is needed, please use the back of this page).

5a. Please list domestic violence and/or stalking trainings *you* would like to have or think are most needed for service providers:

1. _____
2. _____
3. _____
4. _____

5b. Do you recommend an organization or specific instructor(s) to conduct this training?

APPENDIX O. SERVICE PROVIDERS: SKILLS LEARNED AND CHALLENGES TO IMPLEMENTATION

4. What skills have you learned but do not practice on the job? Please identify any challenges that have prevented you from using those skills.

- I have 10 years experience of many direct services and responsibilities with domestic violence programming and building. I do assist with some trainings. As the Executive Director, I don't have the time to provide some of the essential needs currently facing the staff and community.
- I rarely use the direct service skills. I spend most of my time in administration of our program.
- Sexual assault advocacy; no victims yet.
- I have learned several case management skills. I am not a case manager, but many of my clients seek help in the courts but need assistance in many other areas that I am not trained in helping effectively.
- Restraining orders – we used to go with victims all the time. The new judge doesn't allow the advocates with victims in the courtroom and he is only signing about 25% of the protection orders. He has made the victim/abuser sit side-by-side and the victim drops the order because of threats.
- Very little cultural sensitivity training. I think this is key because of all the different people we have here.
- Any learned skills, or skills learned through experience, are always utilized on job. The unexpected always comes in.
- I would have to say that about 90% of my skills are being utilized in my work. The other skill (10%) I would have to say is working with teens, pregnant moms.
- I utilize a majority of my skills on a daily basis.

APPENDIX P. SERVICE PROVIDER REQUESTS FOR FUTURE DOMESTIC VIOLENCE AND STALKING TRAININGS

5a. Please list in priority order, domestic violence and/or stalking trainings you would like to have or think are most needed for service providers

Requested Trainings	Number of Requests
Stalking overview	6
Stalking statutes	3
Advocacy for domestic violence, sexual assault and stalking	3
Cultural sensitivity/considerations	3
Domestic violence overview	3
Orders of Protection	3
Electronic/Cyber-stalking	3
Sexual assault training	2
Victim Rights – how an advocate can help	2
30th Anniversary Conference	1
Best Practices	1
Best Practices for Batterer Intervention Programs	1
Best practices for documentation (writing notes)	1
Confidentiality	1
Court/Judicial Involvement/Accountability	1
How best to serve disabled victims	1
Domestic violence effects on children	1
Executive Management	1
Grantsmanship Training Program	1
Domestic violence and immigration issues	1
Domestic violence statutes – local/state/federal	1
Lethality indicators/assessment	1
Minors’ rights – what minors can do in a domestic violence situation	1
How to navigate the legal system	1
Working with non-English speaking survivors	1
Para-legal training and advocate training	1
Serving intoxicated or high victims	1
Stalking techniques	1
Tolls for Change (Annual Training Conference)	1
Training the trainer for staff	1
Victim-Based Systems	1
Writing and implementing proper policies and procedures	1

APPENDIX Q. SERVICE PROVIDER STAFF SUPPORT ACTIVITIES

6. How do you provide support for your staff?

- I have an open door policy and try to utilize program education combined with a team-building approach to include all staff and create buy-in as a learning tool.
- We provide training for all staff. We provide 24-hour contact phone numbers in case the staff has questions.
- I must be doing something right in support of my staff – due to the fact this staff has been with this program for 20 years, 25 years, 23 years, 18 years, and 15 years. I do not have a turnover – with the exception of MIS and secretary positions. My support of staff is to give them the respect and recognition.
- Encouraging more training for shelter advocates of domestic violence and sexual assault advocacy.
- Trainings, debriefings, availability to discuss/brainstorm about cases as needed.
- Trainings ongoing all year; democratic decision-making practices; and team work approach.
- I help them anyway I can and make sure that I am knowledgeable on the laws and court procedures.
- Staff meetings, staff lunches, and one-on-one meetings.
- Staff meetings, trainings on stress relief, and debriefing sessions. Always available to speak with them and they can call 24 hours a day.
- Helping them in any way they need it – days off, talking, etc.
- Always being available no matter what the time of day. Continuing my education as much as is allowed.
- Training, and EAP option.
- Continued daily contact with all staff. On-call telephone numbers of supervisors for staff. Staff meeting on a regular basis.
- Yearly retreats and appreciation luncheons.
- Listening, Flexibility, and Training
- Monthly staff meetings and quarterly staff trainings. Monthly teleconferences. All forms, manuals and legal forms available. Overseeing all client services that need guidance or other assistance.
- Having an open-door policy; weekly supervision, listening; allowing for self-care and time-outs, and off-site trainings
- We attend trainings regularly. We work as a team to put everyone in positions to succeed.
- Regular meetings with supervisors, trainings and direct support to staff.
- Regular staff meetings, training, paid time off, and bonuses.

APPENDIX R. SERVICE PROVIDERS: IDENTIFYING VICARIOUS TRAUMA AMONG STAFF

7. Are you able to identify vicarious trauma for staff working with your clients? Yes No
 (Please explain your response)

Y/N	Comments
YES	Burnout in this field is always an issue. Currently, we are working on standardizing forms, and policies and procedures to reduce the effect of staff working at constant “crisis mode.” If staff can work in a stable environment, they are more likely to provide better services to victims of domestic violence and continue in this field longer. We are a crisis center, but staff should have the tools they need to reduce work stress.
YES	I’m constantly observing and assessing staff responses. Coaching of staff begins as soon as symptoms appear.
YES	Somewhat – could use more training. I can see when staff feels hopeless and is irritable. I can tell when they don’t ‘listen’ to clients.
YES	If it appears the staff is having trouble on the job with certain problems, I am able to notice differences in behaviors or patterns of behaviors.
YES	Yes, the advocates are all really good about telling staff when they need help. As program administrator, I can always tell when the advocates are traumatized and I will talk with them and decide what they need to do about it.
YES	Yes. I have a lot of crisis training and have developed our Agency Crisis Procedure.
YES	Staff can’t avoid second-hand trauma because of the work they do. It’s intense and delicate.
YES	Issues are addressed when they arise.
YES	We work on debriefing staff after working with traumatic clients.
YES	
YES	
NO	It has been discussed, but not addressed.
NO	We had a volunteer psychiatrist that only worked with staff but she moved so we can no longer access her. This is a good training suggestion.
NO	It has been discussed, but not addressed.
NO	I would appreciate a training on this.
NO	This is not applicable at this point.
NO	Need more training overall for domestic violence and sexual assault for all shelter advocates.
UNSURE	Our clinical PhD psychologist is able to identify vicarious trauma. I’m not sure; we communicate lots with staff weekly.

APPENDIX S. ISD: DOMESTIC VIOLENCE AND STALKING TRAINING NEEDS ASSESSMENT

I am conducting a statewide assessment of domestic violence and stalking training needs among ISD Eligibility Officers. Please take a few moments to complete this form and return to me by mail in the self-addressed, posted envelope to: 3909 Juan Tabo Ave. NE, Suite 6, Albuquerque, NM 87111, no later than April 11, 2008. All responses are confidential and findings from this survey will be used to inform the selection of trainings that will be offered in the near future. Thank You, Betty Caponera, Ph.D.

1. Please check one: Eligibility Officer Administrative Staff Other _____
2. Years with your current agency (please check one): <1 1-2 2-5 5-10 10-20 >20
3. Please check the following domestic violence and stalking training components you have been trained on. Of the ones you check, rate your ability to apply them in your job, and rate *how often* you use that knowledge on the job.

Domestic Violence Training Components/Concepts	How Able Are You To Apply The Component/Concept You Learned in Your Job? (Please circle the number which best rates your ability to apply each concept, by using the following rating scale): 5 = Excellent knowledge/Extremely Capable 4 = Very knowledgeable/Very Capable 3 = Adequate knowledge/Adequately Capable 2 = Inadequate knowledge/Awkward 1 = No knowledge/Not Capable NA = Not Applicable					How Often Do You Apply This Knowledge On The Job? (Please circle the number which best describes how often you apply each training component by using the following scale): 5 = Always 4 = Very Often 3 = Often 2 = Seldom 1 = Never NA = Not Applicable				
<input type="checkbox"/> Existing Domestic Violence Statutes	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> How to screen and identify domestic violence victims and make appropriate referrals for needed services	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Domestic Violence Dynamics	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Lethality Indicators/Assessment	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Ongoing sensitivity training	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Training on the scope of shelter services offered	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Understanding Protection Orders	5	4	3	2	1	5	4	3	2	1

Domestic Violence Training Components/Concepts	How Able Are You To Apply The Component/Concept You Learned in Your Job?					How Often Do You Apply This Knowledge On The Job?				
<input type="checkbox"/> When to refer a domestic violence victim to obtain an Emergency Order of Protection	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> How to identify domestic violence victims and their children who have been victims of sexual assault and refer them for appropriate services	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Cultural considerations when dealing with victims of various races/ethnicities	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> How to identify domestic violence victims in special populations and make appropriate referrals for needed services::										
➤ immigrants, victims	5	4	3	2	1	5	4	3	2	1
➤ people with disabilities	5	4	3	2	1	5	4	3	2	1
➤ aging/elderly population	5	4	3	2	1	5	4	3	2	1
➤ non-English speaking victims	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> How to make appropriate referrals for victims whose offender is caregiver	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> How to make appropriate referrals for a victim with a disability whose offender is caregiver	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> How to apply for and complete compensation forms for crime victim compensation for qualifying victims	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Existing Stalking Statues	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Cyber-stalking	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> How and where to refer stalking victims and/or their children for other services	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Technology and Advanced Stalking Techniques	5	4	3	2	1	5	4	3	2	1

APPENDIX T. ISD REQUESTS FOR FUTURE DOMESTIC VIOLENCE AND STALKING TRAININGS

5a. Please list in priority order, domestic violence and/or stalking trainings you would like to have or think are most needed for law enforcement

ISD Requested Trainings	Number of Requests
Domestic Violence Overview – how to screen, identify, dynamics	19
Referrals - how and where to refer domestic violence victims	11
Referrals - how to make appropriate referrals for a victim with a disability whose offender is a caregiver	1
Referrals - how to make appropriate referrals for medical services	1
Available resources for making appropriate referrals	4
Domestic Violence Policies and Procedures	1
How to identify domestic violence in special populations	1
Lethality indicators/assessment	1
Stalking - general overview	15
Stalking - advanced stalking techniques/technology	3
Stalking - how to Identify	2
Stalking Referrals	1
Existing Stalking Statutes	1
Scope of Shelter Services Offered and Shelter Location	6
Protection Orders	5
Compensation Forms, How to apply for and complete compensation forms & crime victim compensation for qualifying victims	3
How to execute confidentiality policies	3
Domestic violence and stalking laws	2
Cultural considerations when dealing with victims	2
Cyber Stalking	2
How domestic violence and stalking apply to policies for ISD	1
Any training would be most beneficial	1
Identifying possible crises	1
Offenders who are caregivers	1
Sensitivity training, ongoing	1

APPENDIX U. NEW MEXICO WORKS: DOMESTIC VIOLENCE AND STALKING TRAINING NEEDS ASSESSMENT

I am conducting a statewide assessment of domestic violence and stalking training needs among NM Works Case Managers. Please take a few moments to complete this form and return to me by mail in the self-addressed, posted envelope to: 3909 Juan Tabo Ave. NE, Suite 6, Albuquerque, NM 87111, no later than April 11, 2008. All responses are confidential and findings from this survey will be used to inform the selection of trainings that will be offered in the near future. Thank You, Betty Caponera, Ph.D.

1. Please check one: Administrative Staff NM Works Case Manager
 Other _____
2. Years with your current agency (please check one): <1 1-2 2-5 5-10 10-20 >20
3. Please check the following domestic violence and stalking training components you have been trained on. Of the ones you check, rate your ability to apply them in your job, and rate *how often* you use that knowledge on the job.

Domestic Violence Training Components/Concepts	How Able Are You To Apply The Component/Concept You Learned in Your Job? (Please circle the number which best rates your ability to apply each concept, by using the following rating scale): 5 = Excellent knowledge/Extremely Capable 4 = Very knowledgeable/Very Capable 3 = Adequate knowledge/Adequately Capable 2 = Inadequate knowledge/Awkward 1 = No knowledge/Not Capable NA = Not Applicable					How Often Do You Apply This Knowledge On The Job? (Please circle the number which best describes how often you apply each training component by using the following scale): 5 = Always 4 = Very Often 3 = Often 2 = Seldom 1 = Never NA = Not Applicable				
<input type="checkbox"/> Existing Domestic Violence Statutes	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> How to screen and identify domestic violence victims and make appropriate referrals for needed services	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> How to identify domestic violence victims in special populations (immigrants, victims with disabilities, non-English speaking victims) and make appropriate referrals for needed services	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Domestic Violence Dynamics	5	4	3	2	1	5	4	3	2	1

Domestic Violence Training Components	How Able Are You To Apply The Concept You Learned in Your Job?					How Often Do You Apply This Knowledge On The Job?				
<input type="checkbox"/> Lethality Indicators/Assessment	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Ongoing sensitivity training	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Training on the scope of shelter services offered	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Understanding Protection Orders	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> When to refer a domestic violence victim to obtain an Emergency Order of Protection	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> How to identify domestic violence victims and their children who have been victims of sexual assault and refer them for appropriate services	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Cultural considerations when dealing with victims of various races/ethnicities	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> How to provide access to your services for domestic violence victims with a disability	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> How to make appropriate referrals for a victim whose offender is their caregiver	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> How to make appropriate referrals for a victim with a disability whose offender is their caregiver	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> How to apply for and complete compensation forms for victim compensation for qualifying victims	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Existing Stalking Statues	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Cyber-stalking	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> How and where to refer stalking victims and/or their children for other services	5	4	3	2	1	5	4	3	2	1
<input type="checkbox"/> Technology and Advanced Stalking Techniques	5	4	3	2	1	5	4	3	2	1

Domestic Violence Training Components	How Able Are You To Apply The Concept You Learned in Your Job?	How Often Do You Apply This Knowledge On The Job?
<input type="checkbox"/> How to write confidentiality polices and procedures regarding domestic violence and stalking victims	5 4 3 2 1	5 4 3 2 1
<input type="checkbox"/> How to write and properly execute confidentiality polices and procedures regarding domestic violence and stalking victims	5 4 3 2 1	5 4 3 2 1

4. What skills have you learned but do not practice on the job? Identify any challenges that have prevented you from using those skills. (If more space is needed, please use the back of this page).

5a. Please list in priority, domestic violence and/or stalking trainings *you* would like to have or think are most needed for NM Works Case Managers:

1. _____
2. _____
3. _____
4. _____
5. _____

5b. Do you recommend an organization or specific instructor(s) to conduct this training?

APPENDIX V. NEW MEXICO WORKS: SKILLS LEARNED AND CHALLENGES TO IMPLEMENTATION

4. What skills have you learned but do not practice on the job? Please identify any challenges that have prevented you from using those skills.

- Identification is done by NM Screening Assessment and/or visual referral to a domestic violence program as follow up. We have no local shelters and the majority of times, the customer is not willing to relocate to the Albuquerque shelter.
- Domestic violence dynamics, family counseling, self-esteem work with victims. Mostly counseling the victim and the family. I have an MSW and have done past work experience in a clinical setting.
- Counseling
- I use all skills I have learned on the job.
- In my previous job I worked with children in treatment foster care. We were trained to be very sensitive to our clients' statements and relationships with family members. We were trained on client sensitivity. I have found in this job our time is limited and often times takes longer to build trust. Have learned all the necessary skills, but not many clients admit to or appear to be victims of domestic violence or stalking.
- I have never had any training in domestic violence but I am very interested in learning.
- I have learned how to refer clients to domestic violence services and what domestic violence entails. I rarely refer clients for domestic violence counseling because most go out and get it themselves. I just make sure they have all the information they may need.
- Have learned some from previous employers. Would like to learn more than just how to refer someone who admits having this issue. Would like to be more adept at spotting the problems and what the current laws are regarding domestic violence.
- Use of a domestic violence specific assessment tool. We do not use this although an assessment tool is only as good as the person completing it (i.e. being truthful). I have never had any training in domestic violence but am very interested in learning.
- Have attended a training on technology and advance stalking techniques. I believe that clients are unwilling to disclose that they are victims of domestic violence or abuse.
- Referral process. Challenge: Clients are not willing to reveal domestic violence, therefore I am unable to practice my knowledge in domestic violence.
- The skills I learned came from growing up in a domestic violence family. Other skills have come with working for 14 years with children from families with domestic violence.
- I worked for Roberta's Place for 5 years, attended VOCA trainings and conferences.

- I have learned off the screening tool how to identify domestic violence and how to refer. I have not had any incidents where stalkers were involved. The challenges I have had with referring anyone is that victims move from place to place so that the attacker doesn't find them.
- I have received domestic violence training throughout my experience with TeamWorks. The nature of my position does not deal with domestic violence issues on a one-on-one basis. I refer clients to their case managers on-site who are better equipped to handle the issues and make appropriate referrals.
- Challenges, ongoing training is needed. I used to work at a domestic violence shelter so I am very familiar with domestic violence; but I need the ongoing training to keep up with current statutes and information.
- The skill I have is to listen for a call for help during screening. I think it would be helpful for my co-workers to have this skill.

APPENDIX W. NEW MEXICO WORKS STAFF' REQUESTS FOR FUTURE DOMESTIC VIOLENCE AND STALKING TRAININGS

5a. Please list in priority order, domestic violence and/or stalking trainings you would like to have or think are most needed for New Mexico Works Staff

Requested Trainings	Number of Requests
Abuse Admission -- how to convince a victim to admit abuse; Disclosure -- breaking barriers when clients are afraid or unwilling to disclose	4
All recommended training courses are needed	9
Children of domestic violence – when to contact CYFD	6
Civil rights, related to both offender and victim	1
Coalition Training	1
Compensation application training	1
Confidentiality policies and procedures regarding domestic violence and stalking victims	3
Cultural considerations	1
Domestic violence overview	4
Domestic violence and sexual assault	1
Domestic violence and stalking - how it affects minor children	1
Domestic violence dynamics	2
Domestic violence with immigrant victims	1
Domestic violence indicators: how to screen/identify	8
Implications for the Social/Human Services Worker	1
Domestic violence statutes	7
How to interact with the victim and perpetrator as to not cause further harm/danger to the victim	1
Interviewing techniques - how to speak softly and have a comfortable and relaxed posture when speaking to a client who is a domestic violence victim	2
Lethality indicators/assessment	3
Understanding protection orders	8
Perpetrators	1
Emergency protection orders	3
Red flags	1
Referrals - how/where to refer stalking victims	9
Available resources; access to domestic violence services	4
Ongoing sensitivity training	2
Services - accessing for disabled individuals	2
Scope of shelter services	4

Requested Trainings	Number of Requests
Reporting sexual abuse - where and how to report	2
Stalking overview	10
Cyber-stalking	2
Stalking statutes	12
Substance abuse and domestic violence	1
Technology and Advanced Stalking Technology	4
Men as domestic violence victims	1
Victim Advocacy	1

APPENDIX X. NEW MEXICO WORKS STAFF' RECOMMENDATIONS FOR DOMESTIC VIOLENCE AND STALKING INSTRUCTORS

- A domestic violence organization from Albuquerque or big city (not local La Casa)
- Albuquerque Police Department
- Attorney or legal advocates
- Community Against Violence-Taos
- NM Coalition Against Domestic Violence
- Crisis Center – Espanola
- Domestic violence counselors
- Domestic Violence Project
- Dragonfly Counseling
- Domestic violence shelter personnel
- Eight Northern Pueblos Peacekeepers – Taos/Espanola/Santa Fe
- Enlace Comunitario
- Gallup State Police Department
- Haven House
- Larry Tackman, NM Crime Victims Reparation Commission
- My Sister's House Gallup, NM
- National Organization (for) Women
- NM VOCA (Victims of Crime) Manager
- NM VOCA Conferences
- Police Officers
- Previous victims
- Resources, Inc.
- Roberta's Place
- Safe House
- Tri-County Family Justice Center