

Western Kentucky University

From the Selected Works of Patricia Desrosiers

Fall September 26, 2012

2012KVAAAnnualReport.docx

Patricia L Desrosiers, *Western Kentucky University*

Erica Thompson, *Western Kentucky University*



This work is licensed under a [Creative Commons CC BY](https://creativecommons.org/licenses/by/4.0/) International License.



Available at: <https://works.bepress.com/patricia-desrosiers/5/>

KVAA Annual Report

Prepared for: KVAA Steering Committee

Prepared by: Patricia Desrosiers, Ph.D., LCSW and Erika Thompson, BA

Date: 9/26/12



Introduction

The first year of the Kentucky State Victim's Assistance Academy is nearing its end. We set out with several goals in mind including developing a Steering Committee for oversight of the process, completing a Needs Assessment to guide our plan, and forming subcommittees to begin planning the actual inaugural academy. This Annual Report documents the activities of the past year in detail.

Steering Committee Formation

The first meeting of the Steering Committee was on November 7th, 2011. Fifteen community partners attended that meeting, and this core group has continued to meet on a monthly basis. Community Partners include the following:

Department of Criminal Justice Training (DOCJT), Kentucky Court Appointed Special Advocate Association (KY CASA), Kentucky Office of Attorney General (OAG), Mothers Against Drunk Driving (MADD), U.S. Attorney General's office, Kentucky Domestic Violence Association (KDVA), Kentucky Department of Corrections (KYDOC), Kentucky Domestic Violence Association (KDVA), Kentucky Crime Victims Compensation Board (CVCB), Kentucky Association of Sexual Assault Programs (KASAP), Kentucky Parole Board, FBI, Kentucky Association of Children's Advocacy Centers (KACAC), and Western Kentucky University (WKU).

The Steering Committee is dedicated to holding an excellent academy. They have operated with consensus decision-making processes under the leadership of the Project Manager, who acted as a neutral party facilitator when conflicts arose. Overall, the Steering Committee has worked well together with minimal conflict.

The main conflict that has arisen was related to the adequacy of online training versus face-to-face methods for this particular academy. Concerns were raised related to the costs in time and money to attend a face-to-face weeklong training. The Operations Subcommittee recommended a 3 day face-to-face and 2 days online training format whereas the Curriculum Subcommittee was adamantly against any more than ½ day of online training. A compromise was reached of four overnight stays to allow for travel.

From the Steering Committee, subcommittees were formed with ease. The first subcommittee to begin working was the Assessment Subcommittee. This subcommittee met several times in order to guide the Needs Assessment process detailed in the following section.

Needs Assessment

The academic partner, WKU, allowed the Assessment Subcommittee to guide the Needs Assessment process. Options for the structure and format of the Needs Assessment process were provided, and the subcommittee chose the methods. Options included online or face-to-face focus groups; online, mailed, or face-to-face surveys; or a combination of both methods. After much debate, it was decided that a detailed online survey instrument would be developed and distributed to all the community partners and their colleagues for completion. Once the Steering Committee approved this option, the Assessment Subcommittee proceeded to guide the development of the online survey by the WKU project manager and graduate assistant.

Sample surveys were brought to the Assessment Subcommittee, and that group determined the basic sections for inclusion. A rough draft was developed by the academic partner and submitted to the subcommittee. They suggested several more items that were

added. The Assessment Subcommittee then piloted the online survey tool. The instrument was further refined by the academic partner and submitted to the Steering Committee for review.

The Assessment Subcommittee members provided email lists of potential survey participants to the university partner who compiled all of these lists into one. This was also sent to the Steering Committee for review. At the January 29, 2012 Steering Committee, the Needs Assessment Survey instrument with final revisions was accepted, and the email list used for survey dissemination was finalized.

The academic partner disseminated the survey in the months of February and March 2012. The Needs Assessment was based on 212 completed online surveys. The project manager and graduate assistant completed the Needs Assessment on April 16, 2012, and it was reviewed at the April 17, 2012 Steering Committee meeting. The results of Needs Assessment have driven all future planning done by the subcommittees.

Completed Goals Organized by Subcommittee

In April 2012, each committee member was asked to sign up for one of the five subcommittees. The options were Curriculum, Operations, Faculty, and Student with the Assessment Subcommittee already established. Once all of the subcommittees were established, KVAA subcommittee meetings took place once every other month. Thus, the meetings were in the months of May and July 2012. The subcommittees were also able to schedule and meet at other times, if needed. The months of June and August 2012 were dedicated to Steering Committee meetings. During these meetings the subcommittees would present their progress to the Steering Committee as a whole, open it up for discussion, and make changes where necessary.

In May, each subcommittee was assigned certain goals that were to be completed by the September meeting. A description of the goals and completed work that each subcommittee was assigned are as follows:

Faculty Subcommittee

Goals

- 1) Determine the criteria for faculty/trainers
- 2) Develop an application form

By using available online resources, the following criteria were determined for faculty/trainers. In order of priority, they are:

- 1) Must be an experienced trainer and have experience developing training with learning objectives
- 2) Must have a Masters degree or 4-5 years experience in the preferred field
- 3) Must be willing to honor time commitment
- 4) Must be culturally competent and sensitive
- 5) Prefer in state trainers that are geographically representative of state demographics
- 6) Must be willing to take direction
- 7) Must be willing to be a resource beyond the training setting

A “Trainer application” draft was created and distributed to the Steering committee in August (See Appendix). There will also be an AV form available for guest speakers to fill out (See Appendix).

Faculty Recruitment and Selection Strategies

Faculty Subcommittee members have also come up with a Faculty Recruitment strategy. Members of this subcommittee, as well as members of the other subcommittees,

have created a contact list of individuals they know would be interested and beneficial to the academy. Each individual on the contact list is specialized and experienced in training for particular positions in the curriculum. Once the subcommittee members have contacted via email or telephone and recruited these interested individuals, the remaining available positions will be posted for application. After all applications have been submitted, the Faculty and Curriculum Subcommittee members will come together as a selection committee to choose the best applicants for the available positions.

Student Subcommittee

Goals

- 1) To develop criteria for students
- 2) To develop a registration form.

To complete these goals, the Student Subcommittee explored with the Curriculum Subcommittee the level of training and the target population. It was determined that the training will be basic to low-intermediate and the efforts should be made to recruit newer advocates. With this obtained information, the subcommittee members created a detailed Student/Trainer Registration form. By using the information obtained through the Needs Assessment, victim advocates who demonstrate the greatest need will be given first opportunity to attend the Kentucky Victim Assistance Academy (See Appendix).

Student Incentive Plan

- CEUs
 - For all professions involved, including Nursing.
- National Credentials
 - NOVA

Operations Subcommittee

Goals

- 1) Set dates for KVAA
- 2) Set fees for KVAA
- 3) Create a marketing plan
- 4) Develop a sustainable funding plan

Fees:

It was decided that there would be a fee cap at \$100.00 for registered students with scholarships provided for those in financial need.

Location/Dates

The first year, the academy will be located in Bowling Green, KY. After the first year, the committee will decide where the academy will be located for the following year. The subcommittee came up with four different options for lodging and academy classroom location. In August, these options were decreased to two options: Western Kentucky University dormitory and campus classroom use or Barren River State Park lodging and training space. The final decision will be made based on the budget and what is the most practical fee option with food & lodging. When this decision is made, it will be possible to place an exact date on the academy. If the Academy is at WKU, then it will have to take place in the summer. If the academy is at the Barren River State Park, then it will take place in the months of either March or April.

Operations Marketing/Sustainability Plan

This Subcommittee and the Steering Committee have discussed multiple ideas for the sustainability plan, but these ideas have yet to be implemented as formal actions.

Please see “Sustainability” section for further information.

Curriculum Subcommittee

Goals

- 1) Plan and design the KVAA curriculum

Curriculum Plan:

- 40 hours total training
- Four Day, Face-to-Face (32 hrs)
- One Day Distant Learning (8 hrs)
 - ½ Monday, Full Tuesday-Thursday, ½ Friday

By using the information gathered in the Needs Assessment, the curriculum subcommittee members were able to create the curriculum and a detailed timeline of the curriculum plan for each day of the academy (See Appendix).

Assessment Subcommittee

Goals

- 1) Create Needs Assessment specific to Kentucky
- 2) Create an Assessment Plan for the Academy

Due to the current planning stage of the academy, the Assessment Subcommittee has been inactive and will not meet until further notice.

Future plans

Sustainability

The process of future planning has begun. One primary task is for the Steering Committee and the Operations Subcommittee to develop a plan to sustain the academy following the three years of the OVC funding. The initial ideas of sustainability consist of:

- Seeking state funding
- Seeking potential corporate sponsorships
- Establishing a scholarship program
- Partnering with our victim service agencies and associates.

Along with these ideas, the committee has brainstormed additional sustainability options that include:

- Registration fees
- Use of vendors
- The board of directors.

As stated above, we have discussed these ideas, but have yet to become formal actions.

Evaluation / Assessment

After the first Kentucky Victim's Assistance Academy is completed, the students and faculty will be given a survey to complete. This survey will address each individuals' experience with the Academy and any suggestions he/she has to better the Academy in the following years. After the surveys have been obtained, they will be used to assess what changes need to be made for the following years.

Conclusion

There has been a great amount of work and progress with the Kentucky Victim's Assistance Academy within the past year. According to the Federal Project Manager, Richard Greenough, the Committee is right on track with the required progress. Each

individual involved has put in his/her hard word and dedication to the Academy and the future it holds. This dedication and hard work will only continue throughout the years as the Academy evolves.