



MODULE ONE
“UNRAVELING WHAT WE KNOW”

Group Size: Whole Group (limited to 25)
Small Groups
Individuals should sit with other members of their program.

Total Time: 2 hours, 40 minutes, including a 10-minute break,
followed by a 15-minute break before the next module.



NOTES



❖ **INTRODUCTIONS**

Time: 20 MINUTES

The trainers should introduce themselves and welcome the participants.

Ask the participants to introduce themselves.

❖ **OVERVIEW OF PROJECT AND CURRICULUM MODULES**

Time: 20 MINUTES

Trainer outline for introduction

- 📄 *Building Comprehensive Solutions to Domestic Violence* is a multi-year initiative to help domestic violence organizations collaborate more effectively in their communities and build vision, policy and practices that respond to the current realities facing battered women, especially those who live in poverty.
- 📄 The initiative is a project of the National Resource Center on Domestic Violence and is supported by The Ford Foundation.
- 📄 These modules, designed for domestic violence advocates, are part of a national training initiative to enhance collaborations.

Trainer outline for overview of curriculum modules

- 📄 **See earlier sections entitled “Overview of the Modules” and “Approach.” Give participants an overview of the modules and the agenda for the day.**

Emphasize the following:

- **The curriculum is designed to engage participants in a process that will help them develop new outreach strategies and troubleshoot existing problematic outreach efforts.**
- **The training will provide tools and principles that will help them in their work – not “the answers” to the complex issues that may arise in outreach efforts.**



- ➔ **Post Overheads #1 & #2 (combined into Handout #2 for the participants) and review the goals for the training.**

Overhead #1: Training Goals (page 1 of 2)

- The battered women’s program/advocate understands the need for outreach to diverse communities on the issue of domestic violence.
- The program/advocate understands the basic principles of outreach and diversity.
- The program/advocate uses basic collaboration skills to conduct outreach.
- The program/advocate uses existing tools and skills to conduct outreach and educational efforts to diverse communities.

Overhead #2: Training Goals (page 2 of 2)

- Advocates begin to partner with community members on a regular basis in order to work towards each community assuming ownership of the issue of domestic violence.
- Advocates understand the need for a collective search for solutions for ending domestic violence.
- Programs are better able to provide quality advocacy, support, and services to battered women from diverse communities.

❖ **BRAINSTORM ACTIVITY: WHY DO OUTREACH TO UNDERSERVED COMMUNITIES?**

Time: 20 MINUTES

Ask participants to list aloud why we should reach out.

Write the list on newsprint. Participants may use examples from their own experiences or those of others.



NOTES



Sample list

- ✓ because women face cultural barriers to accessing services
- ✓ so that women can be represented
- ✓ because community agencies do have resources to help
- ✓ to ensure that they know we are here
- ✓ because we can learn things about our program from them
- ✓ battered women are all colors
- ✓ racism is one oppression we fight as part of domestic violence
- ✓ language barriers
- ✓ education
- ✓ to counter what the abuser has been telling the victim
- ✓ to expand and connect the network of help at various levels
- ✓ to share things in common
- ✓ to meet the needs of immigrant women
- ✓ program visibility
- ✓ all battered women are not the same
- ✓ to understand diverse thoughts and needs
- ✓ need to rethink our services

Thank participants for generating the list.

👉 *Note:* If no list is generated, move to Overhead #1 and review why we do outreach.

❖ **LECTURE: BASIC PRINCIPLES OF OUTREACH**

Time: 30 MINUTES

➔ **Post Overhead #3 and review the four main points.**

Overhead #3: Introduction

- Outreach is a primary advocacy strategy of the battered women's movement.
- Outreach has generated fundamental social change on the issue of domestic violence.
- Outreach to underserved communities has been inadequately addressed.
- Addressing issues in underserved communities is an important part of prevention work.



Trainer notes for Overhead #3

- ☞ Remind participants that outreach is the reason the movement is where it is today. A good example of such outreach is the work which battered women’s advocates did with the criminal justice system. It took years, but the advocacy is beginning to pay off. It was a long and hard battle, but advocates made the commitment to make it work.
 - ☞ The problem has been that outreach to underserved communities has been more difficult because numerous issues trip us up. These issues include not knowing how best to approach various communities, or what questions to ask; our own internal preconceived ideas about the communities and outreach work; and various other barriers.
- ➔ **Post Overhead #4 and review why advocates should make a commitment to outreach to underserved communities.**

Overhead #4: Commitment to Outreach

- Outreach is morally the right thing to do.
- Outreach is absolutely necessary for community collaboration so that a particular community can take responsibility for addressing domestic violence.
- Outreach helps battered women’s advocates and programs design and provide quality advocacy, support, and services for battered women.

Trainer notes for Overhead #4

- ☞ In this section remind advocates that fundamental social change on the issue of domestic violence cannot occur until the communities own the issue for themselves. Through the linkages we create with members of community groups, they learn to own and address the issue themselves. In the past, we have often failed to do this.

The result has been that battered women were left with two choices: leave the relationship and the community, or get the law to help. When communities take charge of the issue, it will also

NOTES 

NOTES



assist battered women’s programs to provide effective advocacy, support, and services to that community. That’s the broadest vision.

→ **Post Overhead #5 and review the principles for outreach.**

Overhead #5: Principles for Outreach

Principles to guide outreach to underserved communities

- Recognize the value of working together.
- Recognize that your organization will change as a result of outreach.
- Be open to criticism.
- Define your goals, and be clear about which goals can change and which cannot.
- Invite people in a meaningful way.
- Accept the transfer of leadership to the particular community.
- Enjoy the rewards.

Trainer notes for Overhead #5

It is important to remember that there is inherent value in working together – that the work to help battered women and end domestic violence will be more successful. This is an important principle to keep in mind, because there will be times when outreach will be difficult and discouraging. Outreach efforts will change the way an organization functions and responds to battered women. Advocates, like all people, can be resistant to change. When faced with such resistance, it is important to go back to the basic goals and reasons for outreach and renew the program’s commitment to the work.

Sometimes a program receives a grant to conduct outreach to a particular community. At first, there is a great deal of excitement and enthusiasm, and everyone jumps right in. Many of us have experienced this. But then things fall apart. There may be



NOTES 

accusations and counteraccusations. For example, the community may say, “The program doesn’t understand our needs, and the staff is biased against us. They just used us to get the money.” The program may respond with, “We are trying to help battered women, but they don’t want to accept that there is domestic violence in their community, and they are blocking our efforts.”

-  These exchanges are not helpful unless they lead the program personnel to a review of their motives and activities, and to some introspection about their approach to and view of the particular community. We think we’re “in the right” because we are trying to help battered women. Sometimes this can make it difficult to be open to criticism. Unless we can hear all that a community is saying to us, including the criticism, we won’t be able to adequately prepare for or implement effective outreach and advocacy to underserved communities. In addition, when we work with people who are different, it is important to remember that there are all kinds of “isms” floating around. We must be prepared to hear what people are saying, analyze our own “baggage,” and make the changes in our attitude and behavior that are necessary for effective advocacy with underserved communities.
-  To invite people meaningfully does not involve just one person. This is tokenism. Also, we can’t stop after one attempt. If you invited representatives from the community and they did not respond, then go back and look at the invitation. How was it communicated? To whom? What were people invited to participate in?”
-  Accepting the transfer of leadership to the community means that, when outreach is successful, domestic violence becomes the community’s issue, and the community makes the decisions about how it will respond. Sometimes it is hard for advocates to “let go” and support the community’s decisions, especially if those decisions differ from what the advocate would decide. However, this transfer of leadership and responsibility is essential to successful outreach, and ultimately to enhancing the safety of battered women.



NOTES



- ➔ **Post overhead #6 and review the key points about Outreach strategies.**

Overhead #6: Outreach strategies

Outreach strategies should

- range from simple to complex and from short-term to long-term,
- respect the community’s norm of privacy and dignity, and
- reflect an understanding of and respect for the group’s frame of reference.

Trainer notes for Overhead #6

👉 Sometimes it might work better in a particular community to invite people around other issues and not focus the outreach on domestic violence. Consider a range of issues, such as English-as-a-second-language (ESL) classes, resume writing, job skills, a more social get together, etc. Do your homework. It is important to have a range of strategies.

👉 Advocates must respect the group’s norms around privacy and dignity. For example, in some groups it is all right to talk about income and money, and in others it is not. If we attempt to understand the group’s frame of reference, then the rest of the work becomes easier.

- ➔ **Post Overhead #7 and review the definitions of *diversity* and *multicultural***

Overhead #7: Diversity, Multicultural

Diversity

- based on ethnicity, race, sexual identity, gender, etc.
- includes and accounts for differences within each group

Multicultural

- based **only** on ethnicity and race
- does not account for differences within group



Trainer notes for Overhead #7

 **Definitions**

Diversity: This is a term that acknowledges that we live in a society that consists of many different groups. The groups include those based on ethnicity, race, sexual identity, gender, economic status etc. Each group has its own culture. In its broadest sense, the term also includes and accounts for differences within each group.

Multicultural:

This term is often used to mean the same thing as diversity. But the two terms are not the same. Multicultural usually refers to groupings based on ethnicity and race. The term implies that various groups live together in “harmony.” It also does not account for differences within each group.

 Stress that there has always been confusion around the terms *multicultural* and *diversity*. The two terms are not the same. Multicultural was a hot word a few years ago. The problem with the term is that it continues to propagate the myth that the United States is a “melting pot” – that cultures integrate and become one “multicultural” society. The term also does not account for differences within a group.

Diversity is the preferred term because it accounts for the differences found within a group. For example, if we say that Latinas are a *multicultural* group, all we convey is that they are different from other ethnic groups. However, if we say that Latinas are a *diverse* group, we account for differences among Latinas, such as their country of origin, length of stay in the U.S., sexual orientation, etc.

➔ **Post Overhead #8 and review the definition for *community*.**

Overhead #8: Community

Community: A group of people sharing common interests and affected in similar ways by systems of power.

NOTES 



NOTES 

Trainer notes for Overhead #8

 **Definition**

Community: A group of people sharing common interests and affected in similar ways by systems of power.

Examples of communities are the members of a labor union, women in a welfare-to-work program, members of a congregation, people in same sex relationships, and able-bodied persons.

Although communities are groups that share common interests, there might be subgroup differences within larger groups. Communities are not fixed entities; they change, and sometimes subgroups form as a result. It is important to be aware of this. For more information, see the discussion of “Exercise 3: Stereotypes, Biases, and Prejudices,” in Module Three.

Example: Latinas living in a large city may be a huge community. Within that community are subgroups, such as Puerto Ricans, Mexicans, and Columbians. Even these subgroups will have subgroups, such as wealthy Mexicans and poor Mexicans.

→ **Post Overhead #9 and review the definition for *underserved*.**

Overhead #9: Underserved

▪Race/ethnicity	▪Language issues
▪Age	▪Economic status
▪Immigration status	▪Education/literacy
▪Religious/cultural	▪Geographic isolation
▪Illness/diseases and risk conditions	▪Semi-closed/ethnically segregated
▪Differently abled	▪Closed communities
▪Sexual orientation	▪Women charged with crimes



Trainer notes for Overhead #9

 Go over the identifiers that comprise the *underserved*.

The following are the dimensions of diversity from which the underserved are generally derived:⁴

- **Age**

including a recognition of the different realities, needs and issues facing girls/boys, adolescent girls/boys, adult women/men, and older women/men.

- **Ethnicity/Race**

including different realities related to racial and ethnic group and sub-group identification, color, cultural practices, particularly those which facilitate/support or impede/undermine work to end violence against women.

- **Immigration/Citizenship Status**

including individuals who are refugees, asylees, and immigrants.

- **Religious/Cultural**

including religious/cultural practices and beliefs which facilitate/support or impede/undermine work to end violence against women.

- **Health Status**

- **Illnesses, Diseases and Risk Conditions**

including people with a range of conditions from diabetes, high blood pressure, breast cancer, and HIV/AIDS to schizophrenia, depression and substance abuse. This may also include the uninsured and medically underserved.

- **Differently Able**

including a range of people – from those who are learning disabled and mentally challenged, to those who are deaf/hard of hearing, blind, mute, wheelchair bound, or victims of inaccurate perceptions of disability. In addition to the access-to-services issues which adult survivors with disabilities face, children’s disabilities may also significantly affect a battered mother’s options.

- **Sexual Orientation/Identity**

including lesbian, gay, bisexual and transgendered individuals, communities and organizations.

- **Language**

including linguistic ability, cultural dialects and accents which facilitate/support or impede/undermine individual and community access to services and other resources. Other recognized forms of language used by individuals to communicate with others may include, for example, but are not limited to sign language, and the use of pictorial images in art therapy, by children surviving or witnessing abuse.

- **Education/Literacy**

Literacy is an important subset of education and includes, but is not limited to, for example, being able to read a protective order and write

NOTES 



NOTES



notes about an incident shortly after it occurs. Education, the broader category, includes, but is not limited to, for example, development of skills that enable one to calculate how much emergency financial support is available, etc.

- **Economic Status**

including access to financial and other support, particularly a livable income, shelter/housing, food, clothing and other necessities.

- **Housing**

including homeless individuals and migrant farm workers.

- **Isolation**

including individuals with limited or no access to transportation, telephones, and/or other technological means of communication.

- **Geographic Isolation**

including individuals and communities in rural areas.

- **Semi-Closed Communities/ Ethnic Segregation**

including individuals residing in Indian country, ethnic neighborhoods, and immigrant communities with limited access to appropriate services, accurate information and resources. *The census calls this category ethnic segregation.*

- **Closed Communities**

including individuals residing in federal enclaves, military installations, communes, and self-governed areas.

- **Women Charged/Convicted of Crimes**

including battered women who are incarcerated, convicted of crimes, charged with crimes and/or fleeing criminal prosecution.

⁴ Adapted from a working definition of “underserved” developed by the National Resource Center on Domestic Violence.



➔ **Post Overhead #10 and review the stages of working relationships.**

NOTES 

Overhead #10
Stages of Working Relationships

1. Cooperation:	working together	Unequal Power
2. Coordination:	working together and being aware of power differentials	↓
3. Collaboration:	working together and sharing power equally	Shared Power

Trainer notes for Overhead #10

 **Cooperation, Collaboration and Coordination:** All three terms refer to working together towards a common goal. However, the differences among them are important.

Cooperation refers only to working together and is often the first step.

Coordination takes into account power differentials among the groups working together, or whose cooperation is sought in a joint venture.

Collaboration refers to joint efforts based on everyone's having equal power and status to negotiate.

NOTES



☞ There is a step-by-step process for working with communities. It starts with cooperation, which means simply working together. As the work continues, the process of coordination begins, in which the coordinators account for power differentials between groups and analyze the impact of the power differential on group process. Finally, the process reaches the stage of collaboration, in which the efforts to address and work on the issue of domestic violence are based on power sharing. In order to get to collaboration, there has to be a method of addressing and dealing with conflicts and working through them.

➔ **Post Overhead #11 and review the definitions for *sensitivity and competency*.**

**Overhead #11
Sensitivity, Competency**

Sensitivity: being open and empathic towards a group’s issues and concerns

Competency: includes sensitivity and a critical analysis of one’s own biases and prejudices

Trainer notes for Overhead #11

☞ **Definitions**

Sensitivity: refers to being open and empathic towards a particular group’s issues and concerns.

Competency: includes both sensitivity *and* a critical analysis of one’s own biases and prejudices.

☞ *Sensitivity and competency* are words that create a lot of confusion. *Sensitivity* refers only to being open and empathic. *Competency* actually requires one to combine sensitivity with an analysis of one’s own biases and prejudices. The latter requires one to acknowledge and recognize that we all have biases and prejudices.



In order to develop a successful and competent outreach program, you have to combine an understanding of diversity with an analysis of your understanding and prejudices regarding the community.

❖ **BREAK (OPTIONAL)**
Time: 10 MINUTES

Take a 10-minute break at this point, if needed.

❖ **BEFORE BEGINNING OUTREACH,
SMALL GROUP WORK BY PROGRAM TEAMS –
WORKSHEET #1: EXPERIENCES WITH OUTREACH**
Time: 30 MINUTES

Ask participants to go to Worksheet #1 and take 10 minutes to work with their program team to complete it. The entire worksheet should be completed and processed. Participants must complete the sheets with their domestic violence program team.

This worksheet can be completed in 10 minutes. Process the answers in another 10-20 minutes. When processing the answers, the goal is for the group to see the variety of possibilities, not to indicate that there are right or wrong answers.

NOTES 

**Text of Worksheet #1:
Experiences with Outreach**

Have you ever conducted outreach before?
(Circle one.) Yes No Don't Know

If yes :

What pleased you about the outreach?

What were the difficult issues?

What did you think worked well?

What did not work?

If no:

What were the reasons for not conducting outreach?

Do the reasons exist now?

If they do, can they be changed?

How can the change occur?



Trainer notes for Worksheet #1

 These are some possible answers for Worksheet #1:

What pleased them about outreach?

- learning
- hanging out
- educating themselves and others
- concern for safety of other women

What were the difficult issues?

- feeling of being an outsider
- feeling inept
- safety issues
- feeling of rejection
- adjusting program and policy
- program’s internal issues
- less reward back for all your energy
- people’s body language when they see your program title and the issue you are dealing with
- barriers that you cannot get past because you do not know what they are

What did you think worked well?

- feeling of trust
- they had questions
- they shared stories
- they felt that there was hope for them

What did not work well?

- physical structure of the place
- no continuity, it would fall apart
- inability to communicate effectively especially when there is a need to reword things
- trying hard not to be judgmental
- being impatient
- the community’s primary need is not part of our service making assumptions about primary needs

What were the reasons for not conducting outreach?**NOTES** 

NOTES 

Trainer notes

 In this section, the answers tend to be lumped together and therefore you can process them as one question. If you run out of time to process this, you should encourage program teams to process this when they go back to their programs.

Some possible answers include

- lack of time
- lack of resources
- feeling that you have already done it
- it’s frustrating
- get caught up in crisis mentality – outreach requires planning
- has not been given sufficient priority in program
- commitment – when the community is only a small percent age of the total population, why bother spending time and resources

 Remind participants that a lack of resources/funding is an important reason to be hesitant to do outreach. Insufficient resources can lead to failed promises and can further the gap between the program and the community. If one of the program teams identifies this as an issue for its program, the trainer should reinforce that they can still use the training to consider what other issues there are and what kind of plan they need to have in place to address them. They can also use part of the time to develop a plan to seek funds for their outreach efforts to underserved communities. Even if a program has the resources and money to do outreach, it still needs to think through how much time and money it is going to expend in conducting outreach. The worksheets will help them do so.



❖ **WORKSHEET #2:**
CRITICAL SELF-ASSESSMENT OF PROGRAM
Time: 30 MINUTES

Ask the program teams to move to Worksheet #2 and spend approximately 15 minutes working on it.

Introduce the worksheet by stating that when people look at this they may say, “This is too obvious. Why bother?” The purpose of conducting a self-assessment before plunging into outreach is to identify concerns and issues. For example, “Is our staff diverse enough to meet the needs of the community? Whom are we not serving?”

Trainer notes for additional introduction to Worksheet #2

 What sometimes happens is that an “executive decision” is made to conduct outreach to a particular ethnic community. A program might then put an ad in the paper and hire someone from that community to do the outreach, and the rest of the staff may not feel any responsibility. If the outreach coordinator does wonderful work that results in some service change, then tensions can surface between the “old” staff and the new. Accusations may fly, and the outreach activity ends. It happens again and again. The way to avoid this is to closely examine the problem as an agency. Encourage participants to be really honest about service and staffing issues. Unless there is commitment from all levels of the program, the outreach activity will not succeed. In order for outreach behavior, attitude, and practice to change, there must be management support and institutional change. The worksheet will help the program team assess the program’s commitment.

**Text of Worksheet #2:
Critical Self-Assessment of Program**

1. How long has your program existed, and what is the program's mission?
2. What are the goals of the program?
3. What are the services that are offered?
4. What is the population that the program serves now?
(in terms of age, ethnicity, disability etc.)
5. Of all the services provided by the program, which ones are effective and why?

Effective Services	Why are they effective	How do you know

6. Of all the services provided by the program, which ones are not effective, and why?

Ineffective Services	What makes them ineffective	Possible Solutions

7. Are there any funding constraints for outreach activities?
(Circle one) Yes No Don't Know

If yes, what are the constraints?

Constraints	Possible Solutions	Resources Needed

If you don't know, then how can you find out?



**Text of Worksheet #2:
Critical Self-Assessment of Program (continued)**

8. What is the current staff structure and composition?

Total number of staff:	
Total number of volunteers:	
Ethnic composition of staff:	
Ethnic composition of volunteers:	
Age and other characteristics of staff:	
Age and other characteristics of volunteers:	
Organizational structure:	<ul style="list-style-type: none">• Hierarchy• Other (please describe)
Duties of various staff members:	



NOTES 

Trainer Notes for completion and processing of Worksheet #2

-  Program teams may not be able to complete the whole worksheet. Ask them to go back to the program and work on it in a staff meeting. Some teams may not see the point of the first three questions, or the last one. Some may not know the answers to these questions. It is okay for those teams to not work on those questions, but insist that they work on Questions 5, 6, and 7. Sometimes the staff attending the training might not have access to all the information and will have to get it after the training.
-  For this worksheet, trainers do not have to process all the answers. This worksheet is their internal work. You can ask whether any one wants to share anything interesting that they came up with. Most of them realize at this point that outreach is not as simple as they had thought – that hard work and planning are integral elements. This worksheet helps them to focus and plan the process.
-  Ask them if they have any concerns about the worksheets. Staff members might have concerns about being self-critical or about taking this work back to their program. Suggest that one of the ways to deal with this is to frame the work as a needs assessment followed by a planning process for outreach to a particular community. For example, you could start with one narrow issue, such as support groups. Encourage participants to think about what words they use and to be patient. The process may need to proceed slowly. Also, remind participants that some conflict is inevitable. It is okay to have conflict. Change often occurs through conflict.
-  If they have no concerns, reiterate the importance of the assessment as being critical to outreach efforts and planning. For advocates presenting themselves to a group that knows nothing about them or their services, it is just as essential for the advocates to know their own program as it is for them to understand the group that they are reaching out to.



❖ **BREAK**

Time: 15 MINUTES

Take a 15-minute break here before moving to Module 2. If you have the whole day, you can give short breaks between worksheets or wait till the section is complete. Assess the group’s needs before giving breaks.

NOTES 



MODULE TWO “THE THREADS”

Group Size: Whole Group (limited to 25)
Small Groups
Individuals should sit with other members of their program.

Total Time: 2 hours, with no break,
followed either by lunch or by a 15-minute break
before the next module



NOTES 

❖ **INTRODUCTION TO MODULE TWO**

Time: 10 MINUTES

In Module One the domestic violence program teams began the process of self-assessment. In this Module the teams will consider which community will be the focus of their outreach.

Remind participants that it is important for programs to do a self-assessment first. Once the program has a “sense of itself,” it is better able to decide if it is prepared to do outreach to particular communities and to represent the program to the community once the outreach has begun.

❖ **WORKSHEET #3: SELECTING A COMMUNITY**

Time: 20 MINUTES

Ask the program teams to turn to Worksheet #3. Explain that this worksheet will help the program team choose a community to focus on. Remind participants that they can choose a community defined by race, ethnicity, sexual orientation, economic status, etc. If necessary, post “Overhead #9: Underserved” and review which types of communities are underserved. Inform the teams that the community they pick will be the one they will work with the rest of the day.

Allow teams 15 minutes to complete the worksheet.

There is usually no need to process this worksheet, as it is simply designed to help teams get started with their planning process.

Trainer Notes

 Review the “Preparation of case examples” section in the introductory section. If a team chooses a community that is not underserved, such as police, or upper-middle-class women, you will need to redirect the team’s efforts. Support their identification of them as “groups,” and agree that these groups have concerns and needs for domestic violence services, but explain that they are not underserved. Review with the team the definition of underserved communities. **It is absolutely essential that teams identify an underserved community.**



Text of Worksheet #3: Selecting A Community

- 1. What reasons are there for you to do outreach now?**
- 2. What would the goal of that outreach be?**
- 3. Think about the women your program serves. List the groups in the community that are not represented among your clients – that you are not serving or think you should serve better.**
- 4. How do you know whether or not you are serving all groups in the community? Is there a way to make sure your assumptions are correct?**
- 5. Of the groups you listed in #3, which group(s) will be the focus of your efforts in the next year? After next year?**
- 6. How many months will you need to complete a planning process?**
- 7. If you know that there is a group that is very small – i.e., less than 1% of the population – how will you decide whether or not to reach out to them?**



NOTES 

**❖ WORKSHEET #4: GETTING TO KNOW YOUR
SELECTED COMMUNITY
Time: 60 MINUTES**

Ask all participants to move to Worksheet #4. Let them know that the next two worksheets are perhaps the hardest to do. It is critical that they first review all the questions; then they can begin working on them one by one. Tell participants the following:

- **They will not be able to complete all the questions. Some of the questions require more time, hard work, and research.**
- **This process, although time consuming, is essential to effective outreach. The more knowledge one has about one's own program, as well as the community, the better the process will be, especially if problems arise later. The more you can learn about the community, the more effective you will be.**

Ask the teams to review all the questions but to make sure they work on Questions 2, 5, and 6. When there are about 15 minutes left, direct the teams to these questions and ask them to complete these, since these will be the ones that will be processed.



Text of Worksheet #4: Getting to Know Your Selected Community

Instructions:

- *Read through the entire sheet.*
- *You will not have time to complete the entire worksheet.*
- *You will need to gather more information before you can complete some of the sections. It is important to try to be as complete as possible and to be open to the possibility that there may be multiple and differing views from the community about the community.*
- *Try to identify how you will gather information you need.*
- *Make sure your program team completes Questions 2, 5, and 6 during the training. The trainers will process those questions with the entire group.*

1. Select one group that will be the focus of your outreach efforts in the next year.

2. List three beliefs you have about the group.

- 1.
- 2.
- 3.

Where did you get that information?

3. List three ideas you have about the group that you think might be misconceptions.

- 1.
- 2.
- 3.

How did you get those “ideas” about the group? How will you find out if they are misconceptions?

4. Describe your attitude towards the group.

Do you think it is the “correct” attitude?

5. List the five key issues in the community.

- 1.
- 2.
- 3.
- 4.
- 5.



Text of Worksheet #4, (continued)
Getting to Know Your Selected Community

- 6. Where do the women in the community go for help?**
- 7. List the key demographics for the community – e.g., population size, % males vs. % females, income levels, total number of adults etc.**

If you don't know, how will you get this information?

- 8. What do the community members see as their service needs?**
- 9. What do you think are the community's attitudes and beliefs regarding domestic violence?**
- 10. Describe how the community is currently dealing with domestic violence.**

If you don't know, how will you get this information?

- 11. List the leaders of the community, including at least two leaders who are women.**
- 12. Describe how the community views your program and the advocacy/services it provides.**
- 13. List at least two things your program will gain from outreach to this community.**

1.

2.



Process Questions 2, 5, and 6 with the entire group.

Trainer Notes to process Questions 2, 5, and 6:

 It is critical that you process Question 6. If you are running out of time, start with it.

 **Question 2:** Program teams will come up with varying answers depending upon the community the selected. List their answers on newsprint. Ask participants where they obtained the information that led to each belief.

Stress the point that whenever we take the time to consider our beliefs or misconceptions we usually discover that they have arisen from very limited information or from bad experiences with individual(s) from that particular community. To do effective outreach, each advocate/program must go beyond beliefs and misconceptions.

 **Question 5:** Again, there will be a variety of answers. List them on newsprint, by community. Stress that if a program team does not have the information, they need to figure out how to get it.

 **Question 6:** Encourage participants to generate a range of answers. List these on newsprint.

Possible answers:

- clergy
- public leaders
- grassroots leaders

Stress that finding out this information is essential to developing a successful outreach effort to a community. Programs must take the time and make the effort to gather this information.

Remind participants that they can continue to complete Worksheet #4 with the rest of their program personnel. Give participants some information about sources of information about communities.



NOTES 

Trainer notes on sources of information about the community

- ☞ Sometimes, advocates can obtain some of the information they need from an individual from a particular community whom they already know. This type of connection is critical and will be of enormous assistance. However, it is important to remember that this person is an individual and just one person. She/He may not have all the answers, or has different experiences from others in the community. Learn as much as possible from her/him; but advocates may have to seek information from different sources as well.

- ☞ If a program can figure out to whom the women go to for help (remember, in many cases community leaders are men), participants then know with whom they have to build linkages. Again, there are tremendous differences within communities. In some cases, women prefer not to seek help from within the community and would rather do so from “outsiders” (this is often the case in small, closed communities).



❖ **WORKSHEET #5: BARRIERS TO OUTREACH**
Time: 30 MINUTES

Ask all participants to move to Worksheet #5. Tell participants the following:

- **This worksheet can be very difficult, because it requires a great deal of thinking and processing – preferably within the program. The goal today is for program teams to begin these discussions.**
- **Programs should complete all the applicable sections before beginning the outreach program, because it is often these barriers that make it difficult for a battered woman from an underserved community to access and obtain quality domestic violence advocacy, support, and services.**
- **It is essential that domestic violence programs understand how the community sees them. Until the domestic violence program can determine and accept how a community sees them and its advocacy, it cannot effectively reach out to that community. Identifying and exploring the community’s view may raise internal issues. Programs may want to hire outside consultants to help them address these issues and make the changes necessary to be responsive to all battered women.**

NOTES 



Text of Worksheet #5: Barriers to Outreach

Instructions:

- ***Read through the worksheet and think about how the various factors listed may affect the community you've selected. List at least three of those effects. Focus on the factors that are most likely to affect your selected community.***
For example, if you are planning an outreach program for battered lesbians, then the effects of heterosexism/homophobia will be essential to explore.

- ***List the barriers those effects might create for battered women in that community.***
For example, racism can limit access to job opportunities. Limited job opportunities create economic barriers for battered women and limit their options and choices.

- ***List how those effects might impact your program's outreach planning and implementation.***
For example, an effect of classism is a lack of knowledge or understanding of women with little or no economic resources. This lack of knowledge can lead to ineffective outreach, such as an initiative that relies on phone contact when the women in the low-income community you've selected rarely have phones. Or, an advocate doing outreach to low-income battered mothers assumes a woman is neglecting her children because her home has no electricity – the advocate doesn't understand that the woman can't afford to both pay for electricity and feed her children, so she decides to buy food.

- ***List possible sources of help and support for your program to ensure that its outreach program responds to the effects/barriers and can be effective.***
For example, hire a consultant who is a member of your selected community or who has developed a successful outreach program to that community.



Text Worksheet # 5: (continued)
Barriers to Outreach

Factor	Effects of Factor	Barriers Created for Battered Women	Impact on Program's Outreach	Resources to Help Program
Racism/ Ethnic Bias				
Heterosexism/ Homophobia				
Classism				
Welfare Reform				
Poverty/ Homelessness				
Immigration				
Others (Identified by Program Team)				



NOTES 

Give program teams about 10 minutes to begin the worksheet. Ask the group if they want to share anything they came up with. (Sometimes they do, and in other situations they do not. Do not try to force them to talk.) List on newsprint the information the group chooses to share. Do not process each and every answer, because issues might come up that are beyond the scope of the training. For example, if the focus is on heterosexism and there is dissension within the group, redirect the attention of the group and tell them that this is a bigger issue than can be discussed here and that a later training on the specific ‘ism’ might be useful.

Trainer notes

 There will be much discussion within the group. A lot of what happens in processing will depend on the attitudes/policies/support of the agency within which the domestic violence program is housed. The easier issues to process are the impacts of welfare reform, poverty, and homelessness.

 **Ask them if they felt this worksheet was useful.**

The answers to this question usually are something like this:

- It is a more difficult process than they thought it would be.
- It is scary that they are missing sections of the community they thought they were reaching.
- They have gained an awareness of their own prejudice.
- They have discovered ways in which their programs may be creating barriers for battered women from underserved communities.

Conclude this module by thanking participants for sharing what is usually very difficult. State that you are glad that they have begun to identify issues and do the hard work that is essential for a great outreach program.

❖ BREAK
Time: 15 MINUTES

OR

LUNCH BREAK
Time: 60 MINUTES

