

**Building Comprehensive Solutions  
to  
Domestic Violence**

**Introduction to  
Policy Advocacy and Analysis:**

*Improving How Systems Respond to*

*Battered Women*

by

**Jill Davies**

National Resource Center on Domestic Violence  
February 2000





# **Introduction to Policy Advocacy and Analysis: Improving How Systems Respond to Battered Women**

*A Curriculum for Advocates*

by

**Jill Davies**

Greater Hartford Legal Assistance  
New England Network on Domestic Violence and Poverty  
Building Comprehensive Solutions to Domestic Violence  
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# ***Building Comprehensive Solutions to Domestic Violence***

**A project of  
the National Resource Center on Domestic Violence**

*Building Comprehensive Solutions to Domestic Violence* is a multi-year initiative to help domestic violence organizations collaborate more effectively in their communities and build visions, policies, and practices that respond to the current realities facing battered women and their families, especially those living in poverty.

Beginning in the fall of 1998, the project, funded by The Ford Foundation, will produce a series of materials and launch several new initiatives. These include:

**National Training Initiative to Enhance Collaboration.** This initiative, designed for domestic violence advocates, will include the dissemination of training curricula on public policy skills, strategic thinking, negotiation, facilitation, and outreach to underserved communities. Materials will be distributed to statewide and local domestic violence programs in 1999.

**Policy and Practice Paper Series.** These new papers are designed to provide domestic violence advocates with basic, useful information about the ways that systems, such as child protection and health care, operate and offer suggestions for effective ways to initiate systemic collaborations and improve public policy.

**Vision Paper Series.** These new papers are created to spark dialogue in the battered women's movement about future collaborative directions for our work. The first papers in the series will explore the links among domestic violence, poverty, and economic justice, and reexamine the role of men in the work to end domestic violence.

**Meeting Battered Women's Basic Human Needs.** In 1999, the project will publish descriptions of innovative transitional and permanent housing programs developed and managed by domestic violence organizations around the country. A project goal is to design strategies that increase housing and economic opportunities for battered women. The project will also continue to develop papers on welfare and child support and describe emerging issues and approaches in response to welfare law changes.

**The New England Network on Domestic Violence and Poverty.** This project will explore a variety of approaches to multi-disciplinary policy development and advocacy for battered women and their families, especially those who are living in poverty. Coordinated by Greater Hartford Legal Assistance (CT), our collaborative partner, the Network will be a catalyst to develop comprehensive policy strategies to address domestic violence and poverty. Materials and lessons learned from the Network will be shared with domestic violence coalitions and anti-poverty advocates around the country.

**FOR MORE INFORMATION: contact the NRC at 800-537-2238.**

## **A** *bout the Author:*

Attorney Jill Davies works on a local, state, and national level to build comprehensive responses to family violence and enhance advocacy for battered women. She has trained extensively on family violence issues, with a focus on effective advocacy and the effects of systems' responses on battered women's safety planning. One aspect of her work is the development of an approach to advocacy known as "woman-defined advocacy." Attorney Davies serves on several state and national advisory boards regarding family violence and is a consultant to the National Resource Center on Domestic Violence. Attorney Davies directs the New England Network on Domestic Violence and Poverty and is the deputy director of Greater Hartford Legal Assistance, Inc.

Attorney Davies has written numerous pieces about family violence. She is the co-author of the book *Safety Planning with Battered Women: Complex Lives/Difficult Choices*, Sage Publications, 1998. Other recent work includes a series of papers about the Personal Responsibility and Work Opportunity Reconciliation Act of 1996 and domestic violence. She has also written *Building Opportunities for Battered Women's Safety and Self-Sufficiency* and *Family Violence Protocol Development*, for the Welfare and Domestic Violence Technical Assistance Initiative practice paper series produced by the National Resource Center on Domestic Violence and funded by the U.S. Department of Health and Human Services.



The National Resource Center on Domestic Violence (NRC) was founded in 1993 as a key component in a national network of domestic violence resources. As a source of comprehensive information, training and technical assistance on community response to and prevention of domestic violence, the NRC exists to support the capacity of organizations and individuals working to end violence in the lives of women and their children.

The NRC's first priority is to proactively support the work of national, state and local domestic violence programs. It has also placed an emphasis on increasing organizational responsiveness to the needs identified by communities of color and other traditionally underserved populations. The NRC exists as a project of the Pennsylvania Coalition on Domestic Violence, a pioneering leader in policy development, training and technical assistance in the movement to end domestic violence.

**The National Resource Center on Domestic Violence can be reached at:**  
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This curriculum is one of three curricula, and the development of the other curricula strengthened this one. My thanks go to Sujata Warrier and Day Piercy, the authors of those curricula.

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# Building Comprehensive Solutions to Domestic Violence

by

Susan Schechter

Project Director

*Building Comprehensive Solutions to Domestic Violence*

When it began in the mid 1970s, the battered women's movement focused on three urgent tasks: (1) securing shelter and support for abused women; (2) securing safety, often by improving laws and the police and court response to domestic violence; and (3) changing people's consciousness about violence against women through education. To achieve this ambitious agenda, advocates for battered women had to design two new kinds of organizations—shelters and state domestic violence coalitions—and focus on legislative reforms in criminal justice and social service funding.

In the last twenty years, grassroots domestic violence organizations have mushroomed and met many of their initial institutional and legislative goals. As a result, the world has changed. Basic protections for women, although still inadequate, are in place in many locations.

The domestic violence movement has offered new and life-saving solutions to women, yet our strategies also have limitations. They primarily suggested two alternatives to abused women: either leave your partner and go to a shelter, or use the criminal justice system to stop the assaults. Unfortunately, we know that these options fail to meet the needs of many. They overlook, for example, the fact that women need economic support and housing to live independently and survive. We know that many women choose not to leave their partners and want to stay within their communities.

After twenty years of work, it is obvious that the domestic violence movement needs to create a broader and deeper set of options for abused women. This will require our working collaboratively with an ever-increasing number of agencies and communities to help women solve problems of violence, poverty, and chemical dependency. It also will require that we learn to encourage others, outside the domestic violence movement, to develop solutions to the problem.

A new vision – and set of skills and practices – needs to guide this work. This vision must view collaboration as an important strategy to improve the lives of the millions of abused women who rely on diverse community and governmental agencies for their protection, housing, job training, welfare benefits, and medical care.



Fortunately, as a result of the work of the battered women's movement, many governmental agencies, professionals and citizens group now believe that violence against women is unacceptable. Many want to be part of the solution to stop domestic violence and help abused women and their families. It is time to take further advantage of these openings and opportunities.

Until recently, domestic violence advocates played the role of critic of institutions and their response to battered women and their children. Now advocates also are asked to provide answers to the complicated policy questions of welfare administrators, mental health providers, chiefs of police, doctors and nurses, clergy, teachers, governors, and legislators. Historically, many domestic violence advocates have worked in small, relatively isolated shelter settings. Now advocates are asked to inform and organize community-wide collaborations to respond to the complicated and multiple needs of hundreds of thousands of poor women who are asking for help to end the violence.

This new role requires new skills, as well as a broader vision. In three new curricula – and in the larger Ford Foundation sponsored initiative, *Building Comprehensive Solutions to Domestic Violence*, that supports them – the National Resource Center is responding to this need. To bring additional skills to domestic violence advocates, we have designed curricula which cover public policy development, outreach to underserved communities, and skills for successful collaboration (including material on collaborative mindset, strategic thinking, negotiation, and meeting facilitation). The curriculum that follows this Introduction is “Introduction to Policy Advocacy and Analysis.”

### **How the Curricula Were Developed**

In 1996, funding from the Ford Foundation offered the National Resource Center on Domestic Violence the opportunity to develop training materials to support the collaborations and public policy work emerging from the grassroots. To determine priority needs, however, we decided to conduct interviews with local domestic violence organizations, state coalition directors, women of color active in the movement, the staff of federal and state agencies, and allied professionals from health, child welfare, criminal justice, and the religious community. The key question taken up in this needs assessment was: “How prepared are local, state, and national domestic violence organizations to play a broader collaborative role in the community, and what training tools are needed to support this role?”

Although many people whom we interviewed discussed positive aspects of collaborations and public policy work, many others reiterated a set of common, troubling themes: many domestic violence organizations lacked the time, resources, and training to build and sustain effective community and institutional collaborations; many programs failed to plan for public policy discussions; and some were intimidated and



frightened by these new tasks. This is not surprising, considering that, in any given month, domestic violence advocates are negotiating for improved responses with police; judges in criminal, civil, or juvenile court; the staff of housing agencies; medical personnel; and child protection workers.

In our interviews, we also found that domestic violence agency staff and allied professionals often have little understanding of each other's roles, organizational and statutory mandates, professional limitations, and ethical obligations. As a result, misunderstandings and missed opportunities abound. In addition, while most federal grants now insist on collaboration, many communities have few – if any – mechanisms to support professionals to work collaboratively. In the interviews, doctors, social workers, and lawyers often complained as much about their peers' lack of respect toward advocates as they did about advocates' behavior. While there is lip service paid to the importance of collaboration, there seems to be little time and few training opportunities to make these complicated processes work.

These findings led us to design a plan to develop policy and collaboration skills training for domestic violence organizations. Before we actually hired writers, however, our plans and priorities were reviewed by an advisory board of advocates assisting the National Resource Center on Domestic Violence.

Once the three major training curricula – Introduction to Policy Advocacy and Analysis, Outreach to Underserved Communities, and Skills for Successful Collaborations (including material on collaborative mindset, strategic thinking, negotiation, and meeting facilitation) – were developed, each was tested. Test sites included domestic violence coalitions in Massachusetts, Rhode Island, Connecticut, Florida, Maine, Iowa, Nebraska, and West Virginia. After each test, authors substantially revised their material to incorporate feedback from the participants.

### **Target Audiences**

Each curriculum was designed for and tested with domestic violence advocates, program directors, community educators, and state-wide trainers from domestic violence coalitions. Although domestic violence advocates and program directors may have different organizational roles, each interacts daily with other systems and can benefit from the skills taught in this curriculum. We urge those who teach this material to offer it to a wide advocacy and administrative audience.

The curricula are designed specifically for staff of grassroots domestic violence organizations. If service providers from other systems are using the material, the facilitator should adapt the content, modifying case examples and roleplays.

These curricula are written as extensive guides for facilitators, with detailed instructions provided by the authors.



# Policy Advocacy and Analysis: Introduction to the Curriculum

## Curriculum Overview

### Themes

This curriculum is designed to enhance the public policy skills and knowledge of domestic violence advocates. The material provides both a theoretical approach to systemic advocacy and basic hands-on tools to help advocates better prepare for their work with systems. Throughout the training, participants are invited to rethink long-held positions, identify new comprehensive solutions, thoroughly prepare to negotiate and implement a range of strategies, build stronger working relationships with current allies and reach out to new partners, and ultimately define the work by integrating battered women's needs and perspectives into policy analysis.

The curriculum presents three principal themes:

- Policy advocacy for battered women should be defined by battered women's needs – *woman-defined policy advocacy*.
- Comprehensive systemic solutions to domestic violence must respond to the diverse needs of battered women.
- Effective policy advocacy requires thorough preparation and a collaborative approach.

The underlying principles and theoretical concepts presented in this curriculum, such as woman-defined advocacy, batterer-generated risks, and life-generated risks are explained in detail in the book *Safety Planning with Battered Women: Complex Lives/Difficult Choices*, by Jill Davies, Eleanor Lyon, and Diane Monti-Catania (1998, Sage Publications: Thousand Oaks, CA). Trainers should read this book as part of their preparation.

### **THEME 1. Policy advocacy for battered women should be defined by battered women's needs – *woman-defined policy advocacy*.**

Woman-defined policy advocacy is defined in the curriculum as *strategic efforts to improve systemic responses to battered women, with the needs and perspectives of battered women directing those efforts*. Domestic violence advocates play a unique role in policy development, and the curriculum reinforces that idea. Advocates integrate their



knowledge of battered women's needs into policy analysis and convey that analysis. Advocates also have the responsibility of understanding the diverse needs and perspectives of battered women and making such information-gathering an ongoing part of advocacy. Several segments in the curriculum help advocates design ways to accomplish this.

While defining policy advocacy by the needs of battered women provides a framework and guidance for advocacy, battered women are not the only source of necessary information, nor will such information, by itself, provide the answers to tough policy questions. For example, advocates will find that the needs of one group of battered women may directly conflict with another group's needs, and that one group of battered women may be harmed by a systemic response that would help others. Nor will gathering information from battered women provide a complete policy analysis. Advocates must also thoroughly understand the system in which they are advocating, as well as the perspectives of collaborative partners. It is the integration of all this information – battered women's needs, thorough knowledge of the system, and collaborative partner perspectives – that will lead to effective policy advocacy for battered women.

## **THEME 2. Comprehensive systemic solutions to domestic violence must respond to the diverse needs of battered women.**

Before advocates can build comprehensive systemic solutions to domestic violence, they must develop a working knowledge of the range of battered women's needs. Minimally, this knowledge must include a basic understanding of both batterer-generated risks and life-generated risks, and battered women's decision-making about their relationships. Each of these areas has important policy implications. The three key implications, as presented in the curriculum, are discussed below.

***Policy implication #1: Battered women need solutions that respond to the range of batterer-generated risks they face, not just the risk of physical violence.***

**Batterer-generated risks** are those risks that battered women face from their abusive partners. While most of the current responses to domestic violence focus almost exclusively on the risk of physical violence, battered women must deal with all the controlling tactics used by their partners, including risks to their children and the risk that they will not be able to feed, clothe, house, or access medical care for themselves or their children. (See Segment #3.) When the full range of batterer-generated risks is considered, it also becomes apparent why a significant number of battered women do not consider physical violence their greatest risk, nor the one they believe is most important (or the first) to address.



***Policy implication #2: Battered women need solutions that will enhance their safety, whether they decide to stay in their relationships, or they have left, or they are planning to leave.***

A battered woman will face one set of batterer-generated risks if she stays in the relationship and a different set if she leaves. Leaving a relationship does not guarantee the reduction or elimination of a risk. For some battered women, leaving may create new risks or increase existing ones.

Battered women continually analyze the risks they face. Part of a battered woman's risk analysis is consideration of the effect that staying in or leaving the relationship will have on those risks. A question frequently asked about battered women is, "Why do they stay?" This question does not reflect the real issues and considerations a battered woman must face. The questions a battered woman may ask herself are more complete, such as: "Should I stay and risk the violence?" "If I leave will the violence be worse?" "Should I leave and place myself and my children in poverty?" "Should I leave and risk losing my children in a custody battle?"

***Policy implication #3: Battered women need solutions that will respond to the life-generated risks they face.***

In addition to batterer-generated risks, battered women also face life-generated risks. These are the types of risks that anyone might face. For example, a battered woman might be laid off from a job because of the company's downsizing. Other examples of such risks include health concerns, poverty, and bias or discrimination. Life-generated risks are an important factor in battered women's decision-making, and sometimes a batterer will use life-generated risks to further his control. Therefore, to fully understand battered women's needs, advocates must factor life-generated risks into their individual and policy advocacy. (See Segment #4.)

The curriculum emphasizes the importance of integrating the issue of poverty into domestic violence policy advocacy and responding to the needs this life- and batterer-generated risk creates for battered women and their children. The primary reasons for this emphasis are the following:

- ✍ There are significant connections between poverty and domestic violence. Most of the nation's poor are women and children, and a significant number of the women who are poor were or are victims of family violence.<sup>1</sup>
- ✍ Of the women who are battered, poor women are more likely to experience more, and more severe, physical violence.<sup>2</sup>



- ✍ Battered women who are poor have fewer resources and options to reduce the batterer-generated risks and life-generated risks they face.
- ✍ Extraordinary policy changes are underway in programs and systems affecting people who are poor, including the Temporary Assistance to Needy Families (TANF) program, child support enforcement system, child protection agencies and courts, as well as efforts to enhance the criminal legal system's response to domestic violence.<sup>3</sup>

### **THEME 3. Effective policy advocacy requires thorough preparation and a collaborative approach.**

Battered women reach out to many systems for help, e.g., legal system; health care system; and local, state, and federal government programs. Each involves a complex set of rules, organizational and power structures, and funding schemes. To advocate effectively in these systems, advocates must understand key aspects of each.

Gathering information from battered women about their needs and perspectives, and integrating that information into policy analysis, requires thought and preparation in advance. The curriculum provides tools and a step-by-step approach to help advocates prepare. The material also emphasizes that advocates can't do this work alone.

Persons who work in and with other systems have a lot to offer advocates. They may have unique access to information about the system and have great influence over how the system forms policy for battered women. Such people will also have information about how and why battered women reach out to that system. They are very likely to have information about certain groups of battered women that advocates do not see. For example, a community substance abuse agency is likely to work with battered women who are not necessarily involved with the local domestic violence shelter program.

Effective policy advocacy also requires respectful collaboration within the domestic violence advocacy community. When preparing, advocates need to work within the policy processes of their organizations and seek to coordinate their efforts with domestic violence advocates working on a community, state, regional, or national level.

Advocacy and collaboration are not mutually exclusive – advocates do not need to concede core principles because they are working collaboratively. Rather, collaborative advocacy is done in the context of respectful and strategic negotiation.



## Overview of Modules

This curriculum has three modules. Modules One and Two are presented on Day 1 of the training, and Module Three is presented on Day 2.

**Module One** establishes an approach to policy advocacy that is guided by the needs and experiences of battered women and suggests collaborative policy advocacy strategies. This module also demonstrates that the complex and diverse needs of battered women require comprehensive multi-system responses.

**Module Two** presents four concrete steps and accompanying tools to ensure that advocates are prepared.

The four steps to strategic woman-defined policy advocacy and analysis are as follows:

- Step 1. Prepare to advocate in the system.
- Step 2. Choose a particular aspect of the system's response to battered women and analyze it.
- Step 3. Plan and implement a policy advocacy strategy.
- Step 4. Monitor the effects on battered women of current responses, and continue analysis and advocacy.

**Module Three** provides an opportunity to reinforce the steps and tools introduced in Module Two, with a particular focus on Step 2, which is the core of policy analysis. Trainers should custom design Module Three in advance to provide participants the opportunity to practice the approach with policy issues they are currently working on.

### **Audience: Why should all domestic violence advocates, supervisors, and administrators have public policy training?**

All advocates for battered women see the strengths and weaknesses of the systems that respond to domestic violence. All advocates interact with systems, and all therefore have an impact on how those systems see domestic violence and react towards battered women. And all advocates for battered women have a role in improving the way those systems work. Therefore, the curriculum is designed to enhance the policy advocacy skills of *all* advocates for battered women, including those whose primary functions may be individual advocacy and those whose tasks are primarily systemic advocacy.





# How to Use the Curriculum

## Format

The curriculum presents concepts in a variety of formats, and participants are given opportunities to immediately apply those concepts. By design, the curriculum repeats certain points and tasks. The four pilot tests of this curriculum confirm that the repetition is necessary in order that advocates leave the training with skills and knowledge that they will be able to use.

The curriculum is designed for trainers to train directly from the materials. Outlines for mini-lectures are provided, along with questions to prompt discussion, and key points trainers should make to conclude each segment. Each page includes a column for each trainer's personal notes and reminders. Trainers should add local examples and details to make the training more interesting and relevant to participants.

## Planning and Preparation for Day 2

The curriculum materials for Day 2 are much less structured than Day 1, and therefore require more advanced preparation by trainers. Overall, the goals for Day 2 are to (1) reinforce the steps and tools introduced in Module Two, with a particular focus on Step 2, which is the core of policy analysis; and (2) provide participants the opportunity to practice the approach with policy issues they are currently working on.

It is essential for trainers to identify in advance the policy issue for Day 2 in collaboration with training planners. In addition, the planning should include the identification and integration of any policy planning processes used by the organization. For example, if an organization's board of directors must approve policy advocacy priorities or strategies, then that reality must be incorporated into the discussions and planning. The basic format and goals for Day 2 should also be agreed upon with training planners. However, it is important to leave some flexibility in the schedule to respond to the particular needs and comments of the participants at the end of Day 1. For example, they may wish to spend more time on a particular Step or want the opportunity to talk about policy dilemmas they've faced. It is important to respond to participants' comments and to give them some additional opportunities to talk about their policy advocacy experiences during Day 2. Such "war stories," when facilitated, can provide trainers important opportunities to reinforce the principles of the curriculum. (See Segment #15 for more information about planning Day 2.)



## **Selection of Trainers**

The curriculum demands a great deal from the trainers. A team of two trainers is ideal, as it splits the preparation work, gives participants two different training styles and perspectives, and assures that the training team as a whole will have more policy experience and knowledge.

This curriculum requires skilled trainers. Successful presentation of the materials calls for adept facilitation and discussion of complex topics, along with numerous mini-lectures, and instant response and policy analysis of issues brought up by participants. Therefore, the trainers should be experienced in all these training areas and have substantial policy advocacy experience. In addition, the trainers must be able to apply the Four Steps and use the accompanying forms. It is also essential that at least one of the trainers has a working knowledge of the substantive policy issue selected for Day 2.

## **Handouts/Overheads**

Participant handouts and trainer overheads are included in the Appendices to the curriculum. Trainers are encouraged to use overheads (or computer presentation software) to present the material, particularly the definitions and discussion of the Four Steps included in Module Two.

## **Terms**

Because the overwhelming majority of domestic violence victims are women abused by male partners, this curriculum uses “she” or “battered women” when referring to victims, and “he” when referring to “batterers.” All victims deserve support and responsive advocacy, including victims in same sex relationships and male victims abused by female partners.

The phrase “*woman-defined* policy advocacy” is used to acknowledge the gender-based reality of domestic violence. However, woman-defined policy advocacy also seeks to improve systemic responses for all victims of domestic violence. When using the term “woman-defined advocacy,” trainers should be sure to clarify these points.

## **Scheduling**

The curriculum requires at least 12.5 hours, plus two breaks for lunch, over at least two days. Sample agendas are included in the materials as handouts. The amount of time projected for each segment allows for very little flexibility. If trainers plan to present any additional material, they should add time to the schedule. The materials should be



presented in sequence. Deleting or skipping segments, particularly in Modules One and Two, will jeopardize the success of the training.

The curriculum provides a lot of information and demands a great deal of thinking and work from participants. Presentation of the Four Steps, including extended discussion of Step 2 in Module Two, is “content heavy.” Trainers should check in regularly with participants and give frequent short breaks as needed. (Trainers should plan for this time when preparing the schedule for the training.) In addition, some brief, fun activity – to get participants out of their chairs and moving around – will make it easier for them to hear all the information presented.

Ideally, the curriculum will be taught over two consecutive days, with participants attending both days. However, Modules One and Two could be presented over two half-days. Keep in mind that participants who miss Module One will not be prepared to participate in Module Two. Module Three may also be presented in two half-day sessions.

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<sup>1</sup> See “Poverty, Welfare, and Battered Women: What Does the Research Tell Us?” by Eleanor Lyon, Ph.D., 1997, available from the National Resource Center on Domestic Violence, 1-800-537-2238, extension 1.

<sup>2</sup> See, for example, D. Kurz. (1995). *For Richer, For Poorer: Mothers Confront Divorce*. New York: Routledge.

<sup>3</sup> See NRC Welfare Paper Series: Policy Paper #1, “The New Welfare Law: Implications for Battered Women – Introduction to the Law,” by Jill Davies, 1996; Policy Paper #2, “The New Welfare Law: State Implementation and Use of the Family Violence Option,” by Jill Davies, 1997; and Policy Paper #3, “The New Welfare Law: Child Support Enforcement,” by Jill Davies, 1997. See also the NRC Practice Paper Series: Practice Paper #1, “Building Opportunities for Battered Women’s Safety and Self-Sufficiency,” by Jill Davies, 1998; and Practice Paper #2, “Family Violence Protocol Development” (for TANF and Child Support Enforcement agencies and domestic violence advocates), by Jill Davies, 1998. These papers are available from the National Resource Center on Domestic Violence, 1-800-537-2238..



**Module One  
Day 1 - Morning  
Suggested Agenda**

**Segments #1-#6**

<u>Program</u>	<u>Time</u>
✍ Segment# 1: Welcome & Introduction	15 minutes
✍ Segment #2: Current Solutions to Domestic Violence	20 minutes
✍ Segment #3: Building Comprehensive Solutions from Battered Women’s Experience	35 minutes
✍ Segment #4: “Rita”: Building Comprehensive Solutions – One at a Time	60 minutes
<i>Break</i>	<i>15 minutes</i>
✍ Segment #5: Building Comprehensive Solutions for All Battered Women: Addressing the Challenges	20 minutes
✍ Segment #6: Collaborative Advocacy for Comprehensive Solutions	60 minutes
<i>Lunch</i>	<i>60 minutes</i>

This curriculum is part of the *Building Comprehensive Solutions to Domestic Violence* initiative of the National Resource Center on Domestic Violence, funded by the Ford Foundation.

**Module Two  
Day 1 – Afternoon  
Suggested Agenda**

**Segments #7-#12**

<u>Program</u>	<u>Time</u>
✍ Segment #7: Introduction to Policy Advocacy	20 minutes
✍ Segment #8: Strategic Woman-Defined Policy Advocacy and Analysis: Introduction to the Steps, Step 1	15 minutes
✍ Segment #9: Policy Analysis: Using Step 2	45 minutes
<i>Breaks</i>	<i>30 minutes</i>
<i>(Note: several brief breaks should be given as needed during this module.)</i>	
✍ Segment #10: Involving Battered Women/Formerly Battered Women in Policy Analysis	30 minutes
✍ Segment #11: Overview of Steps 3 and 4	15 minutes
✍ Segment #12: Conclusion	15 minutes

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**Module Three  
Day 2  
Suggested Agenda**

**Segments #13-#20**

<u>Program</u>	<u>Time</u>
✍ Segment #13: Introduction to Day 2/Module 3 Review of the Four Steps	15 minutes
✍ Segment #14: Small Group Work To Practice Using Step 2	60 minutes
<i>Break</i>	<i>15 minutes</i>
✍ Segment #15: Introduction to Participant-Selected Policy Issue	30 minutes
✍ Segment #16: Applying Step 1 to the Participant-Selected Policy Issue	60 minutes
<i>Lunch</i>	<i>60 minutes</i>
✍ Segment #17: Applying Step 2 to the Participant-Selected Policy Issue	60 minutes
✍ Segment #18: Planning To Gather Needed Information from Battered Women	30 minutes
<i>Break</i>	<i>15 minutes</i>
✍ Segment #19: Applying Step 3 to the Participant-Selected Policy Issue	60 minutes
✍ Segment #20: Conclusion and Evaluation	15 minutes

This curriculum is part of the *Building Comprehensive Solutions to Domestic Violence* initiative of the National Resource Center on Domestic Violence, funded by the Ford Foundation.



## ***Sample Announcement*** **Training Opportunity**

### **Policy Advocacy and Analysis: Improving How Systems Respond to Battered Women**

All advocates for battered women see the strengths and weaknesses of the systems that respond to domestic violence. And all advocates for battered women have a role in improving the way those systems work. This training will provide a framework and approach for that systemic advocacy.

The approach is based on the principle that advocacy must be guided by the complex needs and experiences of battered women. The training provides practical information that will help advocates determine what responses battered women need and how to work with systems to ensure that those responses become a reality.

The training invites advocates to rethink long-held positions, identify new solutions, thoroughly prepare to negotiate and implement a range of strategies, build stronger working relationships with current allies and reach out to new partners, be flexible, and ultimately define the work by integrating battered women's needs and perspectives into the analysis.

#### **Training topics include:**

- ◆ What advocates can learn from battered women's experiences
- ◆ How to make systemic work manageable and feasible
- ◆ The challenges of collaboration and how to collaborate/advocate effectively for battered women
- ◆ How to get the changes that battered women need
- ◆ Analyzing policy from battered women's perspectives
- ◆ Practical approaches to involve battered women in systemic work
- ◆ Using the approaches with current policy issues

(Include program information:

dates,  
times,  
location,  
cost, sponsor, trainer biographies,  
registration information, and registration form.)

This training is part of the ***Building Comprehensive Solutions to Domestic Violence*** initiative of the National Resource Center on Domestic Violence, funded by The Ford Foundation.







# **Module One**

## **Day 1, Morning**

### **Segments #1-#6**





**Module One  
Day 1, Morning  
Suggested Agenda**

**Segments #1-#6**

<u>Program</u>	<u>Time</u>
✍ Segment #1: Welcome & Introduction	15 minutes
✍ Segment #2: Current Solutions to Domestic Violence	20 minutes
✍ Segment #3: Building Comprehensive Solutions from Battered Women’s Experience	35 minutes
✍ Segment #4: “Rita”: Building Comprehensive Solutions – One at a Time	60 minutes
<i>Break</i>	<i>15 minutes</i>
✍ Segment #5: Building Comprehensive Solutions for All Battered Women: Addressing the Challenges	20 minutes
✍ Segment #6: Collaborative Advocacy for Comprehensive Solutions	60 minutes
<i>Lunch</i>	<i>60 minutes</i>

This curriculum is part of the *Building Comprehensive Solutions to Domestic Violence* initiative of the National ResourceCenter on Domestic Violence, funded by the Ford Foundation.





# **Module One**

## **Segment #1**

### **Welcome and Introduction**

#### **Trainer Overview for Segment #1:**

In this module you will provide an introduction to the training and guide participants through an introduction exercise in which each participant will write down and post an individual strength or resource she brings to domestic violence work and introduce herself to the group.

**Group Size:** Whole Group

**Total Time:** 15 minutes

#### **Time Line:**

- Welcome, trainer introduction, agenda review 5 minutes
- Introduction exercise 10 minutes

#### **Set-Up/Equipment:**

- Markers, tape, and paper for participants to write on
- Copies of the training agenda, Handout #1-1

#### **Training Goals:**

- Set a positive tone for training and work to be done.
- Explain the overall purpose and context for the modules, including where they fit into other modules.

#### **Trainer Preparation:**

- Prepare to introduce modules, logistics, and introduce yourself.



**NOTES** 




**Detailed Instructions:**

❖ **WELCOME, TRAINER INTRODUCTION, AGENDA REVIEW**

**Time: 5 MINUTES**




- 1. Introduce yourself and welcome participants.**
- 2. Briefly describe the Building Comprehensive Solutions to Domestic Violence Initiative and modules.**

*Trainer outline:*

-  *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 are part of a national training initiative to enhance collaborations, designed for domestic violence advocates.

- 3. Give a brief introduction to public policy advocacy, review the training agenda and logistics.**

*Trainer outline for introduction:*

-  Policy advocacy = strategic efforts to improve systemic responses to battered women.
-  Policy advocacy includes a variety of activities. It is not just work with the legislature or formal public policy advisory boards.
-  It is different from advocacy with individual battered women. Individual advocates play an important role in systemic change.



**❖ INTRODUCTION EXERCISE****Time: 10 MINUTES**

- 1. Ask each participant to take out a sheet of paper and write down an individual strength or resource that she brings to the work of ending domestic violence. Ask participants to write down something that others might not know about them. Ask participants to tape these sheets to the wall when they are finished writing.**

*Training hint:*

You can ask participants to begin this process before you do the welcome and introductions, in order to save time. This is particularly useful if you are waiting for some participants to join the group before you begin.

- 2. Ask participants to introduce themselves and tell what resource they posted.**

**NOTES** 

**MODULE ONE HANDOUT #1-1**

**Introduction to Policy Advocacy and Analysis:  
Improving How Systems Respond to Battered Women**

**Training Agenda  
Day 1 – Modules One and Two**

- **Welcome and Introductions**
- **Current Solutions to Domestic Violence**
- **Building Comprehensive Solutions from Battered Women’s Experience**
- **“Rita”: Building Comprehensive Solutions – One at a Time**

***BREAK***

- **Building Comprehensive Solutions for All Battered Women: Addressing the Challenges**
- **Collaborative Advocacy for Comprehensive Solutions**

---

**LUNCH**

---

- **Introduction to Policy Advocacy**
- **Strategic Woman-Defined Policy Advocacy and Analysis: Introduction to the Steps**
- **Policy Analysis: Using Step 2**

***BREAK***

- **Involving Battered Women/Formerly Battered Women in Policy Analysis**
- **Overview of Steps 3 & 4**
- **Conclusion**

This curriculum is part of the *Building Comprehensive Solutions to Domestic Violence* initiative of the National Resource Center on Domestic Violence, funded by the Ford Foundation.





**Module One**  
**Segment #2**  
**Current Solutions to Domestic Violence**

**Trainer Overview of Segment #2:**

In this segment you will ask participants to brainstorm a list of current strategies used by advocates and others to end domestic violence. You will write down their suggestions on newsprint and post.

**Group Size:** Whole group

**Total Time:** 20 minutes

**Set-Up/Equipment:**

- Flip chart, markers, newsprint and tape

**Training Goals:**


- Develop a list of current solutions and strategies to end domestic violence. (List will be used in later discussions.)
- Document that advocates are not the only ones responding to domestic violence.
- Expand ideas about solutions and strategies to end domestic violence.
- Provide participants the time and opportunity to begin to think about what domestic violence advocates and others are doing to end domestic violence.
- Give positive feedback about all the work that has been done and all that is underway.

**Trainer Preparation:**

- Review sample lists below.
- Prepare to explain exercise.



**NOTES** **Detailed Instructions:**

 *Note to trainer:*

This is a brainstorming activity. This means there are no right or wrong answers. Everything gets written down. As the trainer, you simply ask questions to clarify or expand on participants' comments.

**1. Explain the brainstorming activity to participants.**

*Sample explanation for trainer:*

“Today we are going to discuss building comprehensive solutions and think about large policy issues. It is helpful to begin by getting a sense of what we’ve done and what we’re currently doing. We are going to make two lists, which we’ll use throughout the day.”

**2. Write “Battered Women’s Advocates” and “Other Efforts” at the top of one page of newsprint.**

Ask participants, what are we – the battered women’s movement and battered women’s advocates – doing to end domestic violence?

**→ Try to bring out the key points listed in “Sample List 1” (see below).**

*Prompting questions for List 1: “Battered Women’s Advocates” brainstorm:*

?? What are we doing? What is our work? What work are you or your agency doing right now? What are you doing to keep battered women and their children safe?

Sample List 1: Battered Women’s Advocates

- ✓advocacy for battered women and their children
- ✓legal, housing, child protection, income, employment, social service systems advocacy
- ✓shelter
- ✓battered woman going into hiding/leaving the relationship
- ✓support groups
- ✓training on domestic violence issues
- ✓work with others responding to domestic violence



- ✓public awareness
- ✓networking with others, collaborations
- ✓trying to gain increased funding for advocacy/programs
- ✓community education
- ✓legislative advocacy
- ✓systemic/policy advocacy
- ✓national advocacy efforts

**3. Shift participants' focus to List 2: "Other Efforts" by asking participants what others are doing to end domestic violence.**

*Prompting questions for List 2: "Other Efforts" brainstorm:*

- ?? What are police doing? The courts?
- ?? Health care professionals? Schools?

 *Note to trainer:*

Don't let participants start to be highly critical or judgmental.  
List positive initiatives.

Sample List 2: Other Efforts:

- ✓police response: pro-arrest, mandatory arrest, arrest policies, community oriented policing
- ✓improved court responses
- ✓prosecution efforts: vertical prosecution, "victimless" prosecution
- ✓education and training, professional development, video & curriculum development
- ✓protocols
- ✓family law, divorce, custody/visitation
- ✓batterer intervention and sanction programs
- ✓child protection initiatives, training, protocol, helping both battered parent and child
- ✓medical, health care initiatives
- ✓coordinated community responses

**4. Ask participants for any final additions to any of the lists. Tape lists to the wall.**



**NOTES** 

**5. Make the following points as a conclusion to this segment:**

- ✍ lists reflect a tremendous amount of work and progress in a relatively short period of time;
- ✍ many different types of systems and people are now involved in the response to domestic violence;
- ✍ battered women's movement is, in large part, responsible for this progress, and we should take great pride in that accomplishment; and
- ✍ battered women still face danger from their partners and unresponsive systems, and therefore there is still more work to be done.



**Module One**  
**Segment # 3**  
**Building Comprehensive Solutions from**  
**Battered Women's Experience**

**Trainer Overview of Segment #3:**

In this segment you will ask participants to brainstorm a list of the risks that battered women face because of their partners' abusive behavior, and then facilitate a discussion about how women's decisions to stay in or leave their relationships affects those risks. You will then facilitate a discussion about the public policy implications of battered women's risk analysis and decision-making. You will conclude the segment by making a number of key points that will lead participants to understand the need to build *comprehensive* public policy solutions to domestic violence.

**Group Size:** Whole Group

**Total Time:** 35 minutes

**Time Line:**

- |   |            |
|---|------------|
| ▪ Brainstorm risk list                      | 5 minutes  |
| ▪ Discussion of stay/leave effects on risks | 15 minutes |
| ▪ Discussion of policy implications         | 10 minutes |
| ▪ Review of key points                      | 5 minutes  |

**Set-Up/Equipment:**

- Flip chart, markers, newsprint and tape
- Copies of Handout #3-1, "Battered Women's Analysis: Batterer-Generated Risks"

**Overview and Training Goals:**

- Use battered women's experience to build an understanding of the need for comprehensive solutions to domestic violence and for collaborating with others responding to battered women.
- Invite self-analysis regarding current work.

**Trainer Preparation:**

- Prepare to introduce exercise.
- Familiarize yourself with Handout #3-1, "Battered Women's Analysis: Batterer-Generated Risks."
- Prepare to make/reinforce key points at end of facilitated discussion.



**NOTES** **Detailed Instructions:****Explain to participants what you are going to do in this segment.**

*Sample explanation for trainer:*

“It is essential to start with battered women’s experience when building comprehensive public policy solutions to domestic violence. In this segment we will explore battered women’s experience. We’ll do this by looking at the risks battered women face, the way battered women analyze those risks, and how that analysis affects the decisions they make about their lives and relationships.”

❖ **BRAINSTORM RISK LIST**

**Time: 5 MINUTES**

- 1. Ask participants to call out risks battered women face from their abusive partners. Explain that you will refer to these as “batterer-generated risks,” and write down the term at the top of the newsprint. List participants’ suggestions on newsprint.**

Sample Risk List: Batterer-Generated Risks

*(See also Handout #3-1, “Battered Women’s Analysis: Batterer-Generated Risks.”)*

- ✓ being hit, slapped, kicked, raped, killed
- ✓ children being hurt
- ✓ losing custody
- ✓ psychological effects
- ✓ substance abuse
- ✓ sexually transmitted diseases, such as HIV/AIDS
- ✓ loss of income, loss of job
- ✓ loss of housing
- ✓ damage/loss of possessions
- ✓ injury/threat to family or friends
- ✓ loss of family or friends’ support
- ✓ loss of her partner/her relationship
- ✓ she could be arrested for defending herself or because he forced her to commit crimes
- ✓ loss of immigration/residency status

- 2. Tape completed list of risks to the wall.**



❖ **DISCUSSION OF STAY/LEAVE EFFECTS ON RISKS****Time: 15 MINUTES**

1. **Draw a line down the middle of a piece of newsprint and write “Stay” on one side and “Leave” on the other. Explain that one of the key considerations in a battered woman’s analysis is the decision to stay in or leave a relationship and the effect that decision will have on the risks she faces.**
2. **Start with the risk of physical violence and ask participants whether this is a risk if a woman stays and if she leaves. Invite discussion. Ask how it is a risk when she leaves. Ask participants to share examples or experiences with each.**

Repeat this process using the large risk categories from Handout #3-1, “Battered Women’s Analysis: Batterer-Generated Risks.”

3. **Ask participants why a battered woman might decide to stay. Make the point that staying might make sense, given a particular woman’s risks and options.**

❖ **DISCUSSION OF POLICY IMPLICATIONS****Time: 10 MINUTES**

**Ask participants for the comprehensive public policy advocacy implications of battered women’s risk analysis and their decisions about staying in or leaving their relationships. Write the participants’ suggestions down on newsprint. Invite discussion.**

❖ **REVIEW OF KEY POINTS****Time: 5 MINUTES**

1. **Convey following three points and policy implications:**

**NOTES** 

**NOTES** 

○ **Point 1: Physical violence is just one of the batterer-generated risks faced by battered women. Battered women may not consider physical violence to be their greatest risk.**

*Policy implication:*

*We must address range of risks, not just physical violence*



○ **Point 2: Leaving a relationship does not guarantee the reduction or elimination of a risk. In some circumstances, leaving may increase risks for some women.**

*Policy implication:*

*We must include strategies for battered women who will stay in their relationships, as well as women who have left or are planning to leave.*

**2. Emphasize these first two points and comment on the limited nature of current solutions by referring back to the completed stay/leave list that you've taped to the wall. Draw a line under the risk of "physical violence" (which should be the first risk listed under the stay and leave category).**

*Make the following points:*

-  Most of the current solutions to domestic violence listed in Segment #2 respond almost exclusively to physical violence; and
-  Most of the current solutions assume battered women will/should leave and may even require a woman to leave before the resource is available.

○ **Point 3: Every battered woman is an individual with different risks, options, and resources. Not all of the risks or potential scenarios listed in Handout #3-1 apply to every battered woman.**

*Policy implication:*

*Each woman is unique. Uniform, "one-size-fits-all" strategies will not be effective. However, effective **systemic** advocacy requires advocates to pursue certain generalized categories of responses. This tension between meeting individual needs and developing systemic responses is an important aspect of policy analysis.*





**Battered Women’s Analysis: Batterer-Generated Risks**

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<b>Possible risks if she stays in the relationship</b>	<b>Possible risks if she leaves the relationship</b>
<b>Physical</b>	
<p><b>Physical injury:</b> he can continue to hit her and injure her</p> <p><b>Death:</b> he may kill her</p> <p><b>HIV:</b> through unsafe behavior with partner, have no choice regarding sex, including whether to practice safer sex, he may sexually assault her</p>	<p><b>Physical injury:</b> he may continue to hit and injure her. Some studies have shown he may be more likely to hurt her after she has left.</p> <p><b>Death:</b> threats can surface when a woman explores leaving or tries to leave, “If I can’t have you nobody will.” Leaving does not insure that he will not find her and may increase the chance she will be killed.</p> <p><b>HIV:</b> unsafe behavior with partner may continue, he may sexually assault her</p>
<p>Much advocacy ends at this point on this list of risks that women with violent partners face. The risks that follow are acknowledged, and advocates do try to respond to these concerns. However, the primary resources, options and <u>services</u> are designed to address physical risks.</p>	
<b>Psychological</b>	
<p><b>Psychological harm:</b> his use of violence to keep control will continue to affect her and he can continue to attack her verbally &amp; emotionally</p> <p><b>Substance abuse:</b> she may abuse drugs and/or alcohol to help her cope with the emotional and physical pain</p> <p><b>Long term effects:</b> she may experience long term psychological issues</p> <p><b>Suicide (victim, partner):</b> he could commit murder/suicide, she may commit suicide as a result of the psychological effects of his violence or her desire to take control of a death she may believe is inevitable</p>	<p><b>Psychological harm:</b> he may continue to have access to her, particularly if they have children in common and there is ongoing contact due to court ordered visitation</p> <p><b>Substance abuse:</b> even if she leaves she will take an addiction with her, she may abuse drugs and/or alcohol to cope with her new life situation.</p> <p><b>Long term effects:</b> she may experience long- term psychological issues</p> <p><b>Suicide (victim, partner):</b> he could commit murder/suicide, she may commit suicide as a result of the psychological effects of his violence or her desire to take control of a death she may believe is inevitable</p>



**Battered Women’s Analysis: Batterer-Generated Risks (Continued)**

Possible risks if she stays in the relationship	Possible risks if she leaves the relationship
<b>Children</b>	
<p><b>Physical injury or psychological harm to children:</b> children can witness violence, be the object of physical violence or psychological attack, can be hurt while trying to protect their mother</p> <p><b>Loss of child/ren:</b> child protective services could become involved if violence is disclosed, “failure to protect”-type arguments could be used to place children in foster care or proceed on termination of parental rights case</p> <p><b>Being alone, single parenting:</b> he could be emotionally unavailable, he could do little to help her with the children</p>	<p><b>Physical injury or psychological harm to children:</b> children can witness violence, be the object of physical violence or psychological attack, can be hurt while trying to protect their mother, may be at greater risk while on visitation without parent-victim present, no visitation may also harm the child</p> <p><b>Loss of child/ren:</b> he could legally gain custody or just take the children, child protective services could still be involved or become involved</p> <p><b>Being alone, single parenting:</b> he is unavailable and she may not be able (or want) to “find someone new,” he may not visit or help raise the children, it may not be safe for the children or her to have him do so</p>
<b>Financial</b>	
<p><b>Standard of living:</b> he may control the money and give her little money to live on, he could lose or quit his job, he could make her lose or quit her job</p> <p><b>Loss of income/job:</b> he could keep her from working, limit how much she works, he may sabotage her efforts to find a job, succeed at a job or pursue job training</p> <p><b>Loss of housing:</b> she could be evicted due to “disturbance” or damage he has done</p> <p><b>Loss or damage to possessions:</b> he may destroy things of importance or value to her to further his control</p>	<p><b>Standard of living:</b> she may now live solely on her income, she may have to move out of her home, neighborhood, she may have less money, he could make her lose her job</p> <p><b>Loss of income/job:</b> she could lose his income, have to quit a job to relocate, have to quit if she has become a single parent, he could keep her from working by harassment, threats</p> <p><b>Loss of housing:</b> she may need to move out in order to leave relationship or go into hiding for safety, she could lose her residence as part of a divorce</p> <p><b>Loss or damage to possessions:</b> he may destroy things of importance or value to her to further his control, she may have to leave things behind when she leaves, he may win the right to possessions in a divorce proceeding</p>

<b>Battered Women’s Analysis: Batterer-Generated Risks (Continued)</b>	
<b>Possible risks if she stays in the relationship</b>	<b>Possible risks if she leaves the relationship</b>
<b>Family and Friends</b>	
<p><b>Threat or injury to family or friends:</b> may be at risk, particularly if they try to intervene</p> <p><b>Loss of family/friends’ support:</b> they may want her to leave and stop supporting her if she stays, they may not like him or may be afraid of him, he may keep her isolated from them</p>	<p><b>Threat or injury to family or friends:</b> may be at risk, particularly if they try to intervene, protect the woman, provide her with housing; threat can be used to keep a woman from going into hiding— “If I don’t know where you are I’ll get your family.”</p> <p><b>Loss of family/friends’ support:</b> they may not want her to leave him, they may blame her for the end of the relationship</p>
<b>Relationship</b>	
<p><b>Loss of partner or relationship:</b> he could leave her or be unavailable emotionally</p> <p><b>Loss of caretaker:</b> if she is disabled and he is her caretaker he may not adequately care for her</p>	<p><b>Loss of partner or relationship:</b> leaving means the loss of her partner and significant change to the relationship</p> <p><b>Loss of caretaker:</b> if she is disabled and he is her caretaker he will no longer be there to help her</p>
<b>Arrest, legal status</b>	
<p><b>Her arrest:</b> he could threaten to turn her in or turn her in if she has participated in criminal activity, he may threaten this to keep her from leaving, he may force her to participate in criminal activity, she may defend herself against him and be charged with a crime. Arrest could lead to incarceration, loss of job, loss of children, public embarrassment, etc.</p> <p><b>Partner’s arrest:</b> he might be arrested leading to his retaliation, the loss of his job, public embarrassment for her and her family</p> <p><b>Loss of residency status:</b> ongoing threat, he could carry out that threat</p>	<p><b>Her arrest:</b> he could threaten to turn her in or turn her in if she has participated in criminal activity, he may force her to be involved in criminal activity, she may defend herself against him and be charged with a crime. Arrest could lead to incarceration, loss of job, loss of children, public embarrassment, etc.</p> <p><b>Partner’s arrest:</b> he might be arrested leading to his retaliation, the loss of his job, public embarrassment for her and her family</p> <p><b>Loss of residency status:</b> ongoing threat, he could carry out that threat</p>





**Module One**  
**Segment # 4**  
**“Rita”: Building Comprehensive Solutions - One at a Time**

**Trainer Overview of Segment# 4**

In this segment you will use the introduction of the exercise to give a mini-lecture on the “life-generated risks” that battered women face. After the mini-lecture, participants will break into small groups and build a comprehensive solution for Rita by addressing the range of batterer-generated risks and life-generated risks she faces. The small groups will then report to the whole group on their solutions and experiences in building Rita’s comprehensive solution. Finally, you will facilitate a discussion about the risks that battered women face and the options available to address those risks.

**Group Size:** Whole group, small groups

**Total Time:** 60 minutes

**Time Line:**

- Introduction of exercise/Rita & Mini-lecture on life-generated risks 15 minutes
- Small group work 20 minutes
- Report back of small groups 10 minutes
- Facilitated discussion of risks/current solutions 15 minutes

**Set-Up/Equipment:**

- Copies of Handout #4-1, “Rita” Case Scenario and Small Group Instructions, and Handout #4-2, “Rita” Form for Note Taking in Small Groups
- Flip chart, newsprint, markers, tape, overhead projector for Overhead #1

**Overview and Training Goals:**

- Provide participants the opportunity to envision a comprehensive solution to the domestic violence in an individual battered woman’s life.
- Expand the view of risks battered women face to include life-generated risks. Demonstrate the complexity of building comprehensive solutions for all battered women.

**Trainer Preparation:**

- Prepare to explain exercise.
- Prepare to facilitate “reporting back” and discussion about range of risks and complexity of strategies.
- Prepare “mini-lecture” on “life-generated risks.” See key points under “Introduction of exercise/Rita & mini-lecture on life-generated risks,” #3, in detailed instructions section.



**NOTES** 

**Detailed Instructions:**

**❖ INTRODUCTION OF EXERCISE/RITA & MINI-LECTURE ON LIFE-GENERATED RISKS**

**Time: 15 MINUTES**

- 1. Explain to participants what you are going to do in this segment.**

*Sample explanation for trainer:*

“In this segment we are going to further examine what it means to build a comprehensive solution to domestic violence by exploring the life and risks of an individual battered woman. We will use a case scenario of a woman named Rita.”

- 2. Distribute Handout #4-1, “Rita” Case Scenario and Small Group Instructions, and Handout #4-2, “Rita” Form for Note Taking in Small Groups. Introduce Rita to the participants by reading the scenario.**



## MODULE ONE HANDOUT #4-1

### **“Rita” Case Scenario and Small Group Instructions**

#### **Instructions:**

- Take a minute or two for each person to read Rita’s story.
  - Pick a person to take notes, using attached form.
  - Identify the risks Rita faces.
  - Develop a strategy to reduce those risks. Identify the source of resources to be used.
- 

#### **Rita**

Rita is 25 years old. She has two children – Keena, who is 6, and Sam, Jr., who is 4. Sam is her partner and the father of Sam, Jr. Sam and Rita are not married.

Rita and Sam live together in an apartment they rent. Rita was recently laid off from her part-time job, and Sam works off and on in construction. Rita has a health condition that requires expensive prescription medications. She has no health insurance. Sometimes they have to decide between paying for her prescription or paying the rent. Rita has received welfare assistance from time to time to try to help make ends meet.

Sam smokes marijuana on the weekends and “deals” a little to support his habit. Sometimes Rita will smoke with him because he wants her “to keep him company.” When he watches Keena and Sam, Jr., he gets very impatient and he slaps them to get them to behave. Sam slaps and shoves Rita periodically, and sometimes he forces her to have sex. Most of the time these things happen when Sam is “high” on the weekends. Sam believes he is “head of the family” and makes all the major family decisions.

Rita wants to move to a town where the schools will be better for Keena. Sam tells her to forget it, “They’ll never rent to your kind in that town.”



**MODULE ONE HANDOUT #4-2**  
**“Rita” Form for Note Taking in Small Groups**

<b>Rita’s risks:</b>	<b>Strategies to reduce risks:</b> (List options, services, strategies that may reduce risks.)	<b>Resource provided by:</b> (List source)
<b>Risks caused by Sam: <i>batterer-generated risks</i></b>		
<b>Risks not caused by Sam: <i>life-generated risks</i></b>		



**3. Give a mini-lecture on the life-generated risks that Rita faces.**

*Outline of key points for mini-lecture by trainer:*

- ✍ There are “batterer-generated risks”—those caused by Sam such as Sam slapping, shoving, and forcing Rita to have sex.
- ✍ Rita also faces “life-generated risks.” These are risks that anyone might face. For example, one of Rita’s life-generated risks is being unemployed because she was laid-off from her part-time job. Life-generated risks are an important part of battered women’s decision-making.
- ✍ Batterers sometimes use life-generated risks to further their control. For example, Sam tells Rita, “They’ll never rent to your kind in that town,” using the threat of discrimination (and Rita’s fear of it) to limit her option to move to a town where the schools are better for Keena and Sam, Jr.
- ✍ To understand what battered women need and how to build comprehensive solutions to domestic violence, advocates, on both an individual advocacy and policy advocacy level, must consider and factor in “life-generated risks.”

**❖ SMALL GROUP WORK**

**Time: 20 MINUTES**

**1. Break participants into small groups of 4-5. Review the small group instructions listed on Handout #4-1.**

*Trainer hint:*

As one of the skills necessary for policy advocacy is the ability to work with a variety of people, some of whom you don’t know, try to get participants into groups with people they don’t regularly work with.

**NOTES** 

**NOTES** 

*Copy of small group instructions listed in Handout #4-1:*

- *Take a minute or two for each person to read Rita's story.*
- *Pick a person to take notes, using attached form.*
- *Identify the risks Rita faces.*
- *Develop a strategy to reduce those risks. Identify the source of resources to be used.*

- 2. Allow small groups 20 minutes to work on building comprehensive solutions for Rita. Be available to answer questions and provide guidance. Tell participants when there is five minutes left and that they need to begin wrapping up their discussions.**

❖ **REPORT BACK OF SMALL GROUPS**

**Time: 10 MINUTES**

- 1. Bring group back together as whole and ask for reports from small groups. Write key points of reports on newsprint.**

Ensure that the life-generated risks Rita faced are discussed.

See next page for *Completed trainer version of Handout #4-2, "Rita" Form for Note Taking in Small Groups.*



*Completed trainer version of  
MODULE ONE HANDOUT #4-2  
“Rita” Form for Note Taking in Small Groups*

<b>Rita’s risks:</b>	<b>Strategies to reduce risks:</b> (List options, services, that may reduce risks.)	<b>Resource provided by:</b> (list source)
<b>Risks caused by Sam: batterer-generated risks</b>		
<b>Physical violence</b> <ul style="list-style-type: none"> <li>▪slaps and shoves Rita</li> <li>▪forces Rita to have sex</li> </ul>		
<b>Children</b> <ul style="list-style-type: none"> <li>▪slaps the children and is an impatient father</li> <li>▪CPS could get involved with the family if someone reports that Sam slaps the children</li> </ul>		
<b>Emotional/Psychological</b> <ul style="list-style-type: none"> <li>▪Sam makes all the decisions</li> <li>▪smokes marijuana to “keep him company”</li> <li>▪Sam could get arrested for selling marijuana</li> </ul>		
<b>Risks not caused by Sam: life-generated risks</b>		
<b>Poverty</b> <ul style="list-style-type: none"> <li>▪Income: Rita was laid off from her job and Sam can find work only periodically</li> <li>▪Health: Rita has a health condition and no medical insurance</li> <li>▪Housing: losing her housing because of low income, lack of health insurance</li> </ul>		
<b>Children’s education</b> <ul style="list-style-type: none"> <li>▪schools are not good</li> </ul>		
<b>Discrimination</b> <ul style="list-style-type: none"> <li>▪may not be able to move because of some kind of discrimination (Sam reinforces and uses the perception/reality of discrimination to keep Rita from trying to move to another town.)</li> </ul>		



**NOTES** 

❖ **FACILITATED DISCUSSION OF RISKS/CURRENT SOLUTIONS**

**Time: 15 MINUTES**


- 1. Facilitate a discussion about the nature of the risks that Rita faces, and the options available, by building on the participants' experience developing "solutions" for Rita.**  
(See *Trainer information: Risks and Places Where Battered Women Seek Help*, below.)


*Prompting questions to use in discussion:*


?? What observations or comments would you make about the batterer-generated risks and life-generated risks battered women face and the list of current solutions developed at the beginning of the training?


?? Where do women turn for help for batterer-generated risks and life-generated risks?

- 2. Bring out the following points during the discussion:**

 Much domestic violence advocacy focuses exclusively on responding to the risk of physical violence. Rita shows that advocates at an individual or policy level need to consider all the risks and how they interrelate. Advocates must respond to life-generated risks in order to build comprehensive solutions for Rita and for all battered women.

 The primary strategy that many of us use is to get women to leave their relationships. Sometimes women are required to leave as a condition of getting help.

 These solutions will not fit the reality of some battered women's lives or safety plans. Sometimes the solutions cause other "risks" or problems.

 Many of the services that battered women need are not domestic violence movement services.

*Training hint:*

Be careful not to put participants on the defensive about current solutions. Identifying the gap between current solutions and battered women's risk analyses and needs may be heard as a criticism of the participants' work.



<b>Trainer information: Risks and Places Where Battered Women Seek Help</b>	
<b>Risks</b>	<b>Where women seek help (in addition to DV programs)</b>
<i>Batterer-generated risks</i>	
Physical Violence	-Criminal legal system: police, probation, parole, prosecutors, advocates, offender treatment programs, judges, lawyers -Civil: judges, clerks, sheriffs serving papers, lawyers/legal services, military officers, mental health professionals, clergy, medical/hospital for injuries, child protection
Psychological harm	mental health, NA, AA, Alanon, substance abuse treatment programs, suicide hotlines, clergy, medical, support groups
Children	-injury: same as above, with child focus, e.g., pediatricians -custody: lawyers, advocates, child protection system, legal system -single parenting: parent support groups
Financial	job placement, job training, employee assistance programs (EAPs), state/federal assistance programs, Medicaid, Medicare, housing assistance programs and advocates, banks/loan departments, lawyers/legal services, child support enforcement programs, soup kitchens, homeless shelters, religious institutions' programs for the poor
Family/Friends Relationship	-police for physical violence, family counseling -support groups for divorced/separated, dating services, -services for persons with disabilities if her partner was a caretaker
Arrest, legal status	public defenders, lawyers, immigration advocates, refugee agencies, churches
<i>Life-generated Risks</i>	
Poverty	government agencies, welfare offices, religious institutions, legal services, food banks, soup kitchens, homeless shelters, job programs, housing programs
Health	hospitals, doctors, mental health agencies, substance abuse agencies, counselors, clergy, insurance industry, Medicaid, Medicare
Discrimination, Bias	government agencies, affinity groups, lawyers
Others	



**NOTES**



**3. Conclude with the following points:**

- ✍ Current solutions are limited and do not always match battered women's needs – ***therefore we need comprehensive solutions for individual battered women and for all battered women.***
  
- ✍ Many of the options battered women turn to are outside the domestic violence advocate community and also may not be labeled as “domestic violence” specific services – ***therefore we need to collaborate.***



**Module One**  
**Segment # 5**  
**Building Comprehensive Solutions for All Battered Women:**  
**Addressing the Challenges**

**Trainer Overview of Segment # 5:**

In this segment you will ask participants to brainstorm a list of challenges to building comprehensive solutions for all battered women. Then, through a facilitated discussion, you will explore ways of making the work more manageable. It is important that the trainer both acknowledge the difficult and complex nature of building comprehensive solutions and move participants toward a constructive approach to addressing the challenges.

**Group Size:** Whole group

**Total Time:** 20 minutes

**Time Line:**

- |  |            |
|--|------------|
| ▪ Brainstorm challenges  | 5 minutes  |
| ▪ Facilitated discussion of strategies to address the challenges | 15 minutes |

**Set-Up/Equipment:**

- Flip chart, markers, tape

**Overview and Training Goals:**

- Identify the challenges to advocacy for *all* battered women.
- Acknowledge concerns such as, “We can’t do it all,” and “It’s too big.”
- Offer an approach to taking on broad, complex issues that makes the work manageable.

**Trainer Preparation:**

- Review sample challenges list.
- Prepare to make key points during facilitated discussion.



**NOTES** **Detailed Instructions:****❖ BRAINSTORM CHALLENGES****Time: 5 MINUTES**

- 1. Explain to participants what you are going to do in this segment.**

*Sample explanation for trainer:*

“Building comprehensive solutions and policy advocacy means taking on big and complex issues. Think of all the issues Rita faced, and then multiply these by the number of battered women and their children. Building comprehensive solutions to domestic violence may feel like too big a task to take on. We’re now going to explore some approaches to make this less intimidating, and therefore make it possible to begin.”

- 2. Brainstorm the list of challenges and write them on newsprint. Tape completed list to the wall.**

*Prompting questions:*

?? We’ve raised a lot of issues so far. We’ve looked at all the resources that battered women turn to both inside and outside the traditional domestic violence services, acknowledged and struggled with the range of batterer-generated and life-generated risks battered women like Rita face. Now, as we turn to advocacy not just for Rita but for all battered women, what are some of the challenges? How can we be responsive to every battered woman? How are you feeling right now about the work/issues we’ve raised? (Overwhelmed?)

Sample list of challenges:




- ✓ policy advocacy is often very public
- ✓ sometimes allies/colleagues criticize the outcomes of policy advocacy without understanding the particular circumstances or need to compromise
- ✓ fights over turf, money
- ✓ not enough money
- ✓ hard to change an established system
- ✓ still is denial that domestic violence is an important issue
- ✓ social stereotypes about battered women and domestic violence
- ✓ policy advocacy is complex work





- ✓ data/research may not support/prove our positions
- ✓ hard to define success
- ✓ it's too much work

**3. Ensure the following points are made as part of the brainstorm:**

-  difficult to know what all battered women want or need
-  battered women are a diverse group and have very different and sometimes conflicting needs
-  trying to address it all – both batterer-generated and life-generated risks – is complicated and large

**❖ FACILITATED DISCUSSION OF STRATEGIES TO ADDRESS THE CHALLENGES**

**Time: 15 MINUTES**

- 1. Ask participants to suggest strategies to address the challenges listed in the brainstorm you just completed. Write the suggestions down on newsprint. Invite constructive discussion and creative problem-solving approaches to the challenges.**
- 2. Conclude by listing and discussing the 4 strategies listed below:**

 *Notes for trainer discussion:*

**Strategies to make comprehensive solutions feasible:**

- **Strategy #1: Use all internal resources.**

Advocates have internal resources to draw upon, some of which are not currently being used.

*Training hint:*

Point to the wall where (during Segment #1) participants posted a description of a resource they bring to the work and highlight the range of skills and knowledge listed there.



**NOTES** 

Domestic violence organizations may have already done a great deal of analysis and advocacy on particular issues. Advocates should not “reinvent the wheel,” but rather build on current efforts.

○ **Strategy #2: Build incrementally.**

Policy work is long range. Like individual battered women’s safety plans, work on a particular policy may take years to implement. Comprehensive solutions must be built a piece at a time, and we need to think about work in terms of years. For example, in Year 1 we’ll learn about the system we want to work with and focus on building relationships. In Year 2 we’ll spend time educating the system about battered women’s needs and continue to expand and strengthen our relationships. In Year 3 we’ll try to secure resources for the system to begin a small pilot test and evaluation of a specialized domestic violence response.

○ **Strategy #3: Build strong collaborations.**

We need to work with others in order to build comprehensive solutions. We can’t do it all by ourselves. In addition, advocates are not the only ones responding to battered women. Many systems and people are already working to address many of the risks battered women face. We need to play a role in the work, but we don’t need to control it. For example, we may choose to work with a welfare-to-work program designed for women. We don’t need to run the program, dictate the curriculum, or have every aspect of it respond exclusively to domestic violence issues. We may simply try to ensure that the program gives women access to information about domestic violence services.

Advocates need to build strong internal coalitions as well. There may already be organized policy advocacy efforts within an advocate’s organization or larger coalition. It is important to connect with such efforts and coordinate the work.

○ **Strategy #4: Plan.**

When there is a lot to do and limited resources, it is essential to think about what you want to do and how you’re going to do it. Also, it is important to think long-range. This may be a



challenge for advocates who have focused on crisis intervention responses to domestic violence. (Cross-reference to Segment #11 on Policy Advocacy Planning.)

**3. (Optional) Trainer may use the following analogy as a segue to the next segment.**

*Description of analogy for trainer*

**Say the following to participants:**

“If I were to ask one of you to put together a 1,000-piece jigsaw puzzle, and all the pieces were the same color, it would be a very difficult task and would take a long time.”

“However, what if I ask 100 of you to each put together 10 pieces of that puzzle? That would be considerably easier. This approach to the puzzle is somewhat like current responses to domestic violence. Each institution is working on its own, such as the criminal legal, health care, and child protection systems.”

“The question then is how to get all 100 of those 10-piece puzzles together. That is the work of collaboration and policy advocacy, and the topic of our next segment.”

**NOTES** 





## **Module One**

### **Segment # 6**

### **Collaborative Advocacy for Comprehensive Solutions**

#### **Trainer Overview of Segment #6:**

In this segment you will begin by giving a mini-lecture on collaboration and facilitate a discussion of barriers to collaboration using the criminal legal system as an example. Participants will then break into small groups to identify and work on a specific collaboration challenge that one of the participants is currently facing. You will conclude the segment by explaining the key elements of effective collaboration.

**Group Size:** Whole group, small groups

**Total Time:** 60 minutes

#### **Time Line:**

- |   |            |
|---|------------|
| ▪ Mini-lecture and discussion on collaboration  | 10 minutes |
| ▪ Brainstorm and discussion about collaboration challenges in the criminal legal system | 15 minutes |
| ▪ Small group work  | 20 minutes |
| ▪ Facilitated discussion and conclusion   | 15 minutes |

#### **Set-Up/Equipment:**

- Flip chart, markers, tape, overhead projector for Overhead #2
- Copies of Handout #6-1, “Instructions for Small Group Work on Collaboration”

#### **Overview and Training Goals:**

- Reinforce the importance of collaboration.
- Identify barriers to collaboration, and practice developing strategies to address them

#### **Trainer Preparation:**

- Prepare mini-lecture on collaboration
- Review sample lists and charts in segment detailed instructions.
- Prepare to summarize collaboration discussions and explain key elements of effective collaboration.







**NOTES** 

**Detailed Instructions:**

❖ **MINI-LECTURE AND DISCUSSION ON COLLABORATION**



**Time: 15 MINUTES**

**1. As an introduction to the segment, briefly review key points about why collaboration is important advocacy strategy.**

-  Battered women turn to many services/sources for help, need to work with them.
-  Need to coordinate responses of multiple systems, or minimally to understand each system's response in order to do effective safety planning with battered women.
-  Advocates can't do it all. We need to share the work. There is strength in numbers.
-  Advocates can learn from staff in other systems, as well as teach them. Advocates can develop better responses for battered women and their children if they learn from others.

**2. Ask participants what they think collaboration means. Give a mini-lecture on collaboration.**

*Outline/notes for trainer mini-lecture:*

-  Acknowledge that “collaboration” is a key buzz word for funders and others working in the field and that advocates have probably had a range of experiences with collaborations.
-  Explain that collaboration is basically working on shared activities or goals. It doesn't necessarily mean that collaborative partners are allies, but that there is a working relationship. Acknowledge that collaboration can be challenging. There can be significant barriers to the collaboration, and this will affect how policy advocacy will be done.



- ☞ Distinguish advocacy and collaboration. Emphasize that they are not mutually exclusive – that you don't give up strong advocacy positions or approaches because you are collaborating. Rather, your advocacy is done in the context of respectful and strategic negotiation.

NOTES 

### ❖ BRAINSTORM AND DISCUSSION ABOUT COLLABORATION CHALLENGES IN THE CRIMINAL LEGAL SYSTEM

**Time: 15 MINUTES**

1. Explain to participants that you are now going to explore some of the challenges by using the example of collaborations with the criminal legal system. You should mention that these are common now due to the Violence Against Women Act funding and initiatives.
2. Brainstorm a list of barriers to collaboration with the criminal legal system from the domestic violence advocate perspective and a list from the criminal legal system staff perspective.

Start by asking participants to list the things that we (domestic violence advocates) say or think about the barriers we face when working with the criminal legal systems. Write suggestions on newsprint.

*Prompting questions:*

- ?? What is it about the people who work in the criminal legal system (such as police, prosecutors, judges, clerks) that makes it difficult to collaborate with them?
- ?? What do we say about them?

#### Sample list

Things that advocates might say about criminal legal system staff – how they make it difficult for advocates to collaborate with them

- ✓ They “don't get it.”
- ✓ It is an exclusive club, old boys network, own rules, jargon, etc.
- ✓ They don't respect us.
- ✓ They're “pigs,” or the functional equivalent.
- ✓ They hate us, have it out for us.



**NOTES** 

- ✓ They're just in domestic violence work for the money.
- ✓ They won't share power or turf.
- ✓ They have ego issues that get in the way of collaboration.
- ✓ Others

**3. Ask participants to list things that criminal legal system staff might say about how we (domestic violence advocates) make it difficult for them to collaborate with us.**

*Prompting questions:*

- ?? What do they say about us?
- ?? How do they view our work?
- ?? How would they describe us?

*Sample List*

Things that criminal legal system staff might say about us – how we (domestic violence advocates) make it difficult for them to collaborate with us.

- ✓ We're biased, always take the woman's side.
- ✓ We don't know how to get along with others, don't know how things are done. We're always angry.
- ✓ We don't have law degrees.
- ✓ We don't understand the legal system rules and parameters, and we want them to do things they can't do under the law.
- ✓ We're not prepared. We just "wing it."
- ✓ We hate men and treat all men as abusers.
- ✓ We think we're the only ones who understand domestic violence, have to have a piece of everything.
- ✓ We're angry, uncompromising feminists.
- ✓ We're lesbians.
- ✓ We don't trust anyone, even those who are trying to help.
- ✓ We send a different person every time, so they don't know who they're dealing with.
- ✓ We're too quiet, never say anything.
- ✓ We're overly critical and yet won't accept criticism from others.
- ✓ Others





*Training hints:*

Before moving on to the small group work, you can make some of the following summary points about the nature of these lists.

- ✍ ‘Inflammatory’ language and inflexibility stop change and support the status quo. This squelches social change.
- ✍ Ask participants: If “our” list about “them” was true, then is what “they” said about “us” also true? For example, we are angry, rigid, blaming, etc. Ask participants what the implications of this might be.
- ✍ Note that it can be important to identify and acknowledge the barriers (at least internally) as part of the process of removing them.

❖ **SMALL GROUP WORK**

**Time: 20 MINUTES**

- 1. Break into small groups of 3-4. Ask participants to choose to work with a group of people they don’t know that well (a collaboration skill).**
- 2. Distribute Handout #6-1: *Instructions for Small Group Work on Collaboration* and review instructions for small group work.**

*Copy of Handout #6-1 instructions:*

- *Pick a barrier that one of you is facing with a current collaborative relationship.*
- *Work together to develop a strategy that will reduce or remove that barrier.*
- *Pick someone to take notes and report to the larger group about your discussion.*



**MODULE ONE HANDOUT #6-1**

**Instructions for Small Group Work on Collaboration**


1. Pick a barrier that one of you is facing with a current collaborative relationship.
2. Work together to develop a strategy that will reduce or remove that barrier.
3. Pick someone to take notes and report to the larger group about your discussion.



❖ **FACILITATED DISCUSSION AND CONCLUSION****Time: 15 MINUTES**

1. **Ask participants to come back as a whole group. Ask for some of the collaboration barriers and the strategies the groups developed to respond.**

As the small groups report, write on newsprint the barrier that each worked on and the strategies they developed to address it. Invite discussion regarding the strategies and highlight strategies that are common and/or particularly effective.

 *Note to trainer:*

The following list and two charts give you guidance and information about key barriers and some constructive strategies to respond. You should be familiar with this information so you can characterize and summarize the small group reports. The information will also help you if the groups have difficulty developing effective collaboration strategies.


*List of key collaboration strategies:*

- ✓ Build relationships with individuals in an organization as well as formally with the organization.
- ✓ Set parameters/expectations, define responsibilities, time commitment.
- ✓ “Call the meeting.” Initiate the collaboration or facilitate someone else’s calling the meeting.
- ✓ Collaborative partners may need political cover on controversial issues.
  - Be subtle.
  - Make issue larger, e.g., statewide, to address problematic county.
- ✓ Share success.
- ✓ Make it your problem.
- ✓ Clarify goals – revisit the mission.
  - Ask if current position/approach meets the goal.
- ✓ Work for compromise.
- ✓ Be the bridge between factions, or identify the bridge.
- ✓ Acknowledge egos and power of key individuals.
- ✓ Assess collaboration efficacy.



**NOTES** 

- ✓ Clarify points of disagreement and points of conflict.
  - allows partner to make sure that a disagreement is not just a misunderstanding or mis-communication
  - refines points of agreement and opportunity for negotiation
  - gives each partner clear understanding of the disagreement, which will help when it is characterized publicly
- ✓ Take the time necessary to build trust and allay fears.
- ✓ Understand the relative power of collaborative partners.
- ✓ Identify common ground/agreement and build from it.
- ✓ Obtain commitment from formal leadership and key players.
- ✓ Understand the “culture” of the partner’s work environment.
- ✓ Develop allies within the partner’s system, preferably an ally with power and knowledge.
- ✓ Add others to the collaboration to change the dynamic and substance of the group.
- ✓ Review the history of the collaboration.
- ✓ Define goals and tasks together and work on those tasks.

 *Trainer note about sources of advocate power:*

At some point in the discussion about collaboration, facilitate a discussion about power. Acknowledge that advocates do not always have power in certain contexts and systems. Ask participants to brainstorm some sources of power they do have.

*Sample list of potential sources of advocate power:*

- ✓ media (with careful planning and preparation)
- ✓ political, elections, etc
- ✓ funders, funding
- ✓ coalitions
- ✓ being the person who does the work, task
- ✓ personal credibility
- ✓ working relationships with key people
- ✓ knowledge of budgets and funding sources of the system
- ✓ knowledge about the system
- ✓ alliances with collaborative partners

<b>Collaboration Barriers Created by <i>Others</i> (as identified by Advocates) and Strategies to Respond</b>	
<b>Barriers</b>	<b>Possible Strategies</b>
They won't talk to us.	Determine whom they <i>will</i> talk to. Will that person/s talk to us?
They don't get it.	Determine what they NEED to get and how we can help them get it. <ul style="list-style-type: none"> <li>▪ Don't need to know the whole song to sing the chorus (what's their role?).</li> <li>▪ Doesn't mean they'll be exactly like us; let them apply the information to their own context and experience (it is what we expect for battered women).</li> <li>▪ Maybe they'll learn better from someone else.</li> </ul>
They have it out for us; they'll block anything we do; they hate us.	<ul style="list-style-type: none"> <li>▪ Do you know why they treat you this way? Can you change their minds? Who could help facilitate/mediate a more productive relationship?</li> <li>▪ Can you go around them? What are the consequences for doing so? In a rural setting?</li> </ul>
They're "pigs," or the functional equivalent.	<ul style="list-style-type: none"> <li>▪ Keep focused on the goal. Acting badly is a tactic to keep you away. Don't let them.</li> <li>▪ If possible, develop strategies ahead of time. For example: Will they act that way if a certain person is present? Will they do it if the press is involved? Will they ....?</li> </ul>
Money, turf, egos	<ul style="list-style-type: none"> <li>▪ Don't fight over what you don't need to help battered women. Acknowledge that everyone needs money to do the work, including advocates. Assess whether your own turf or ego issues are making the situation worse.</li> <li>▪ Set up formulas/justifications to share money. Enlist allies.</li> <li>▪ Turf/Ego: public victories over private control. For example, once the meeting/conference/training is over, who will actually do the work, implement the policy/project?</li> <li>▪ Be careful what you ask for. You might win the turf and all that goes with it – e.g., welfare referrals.</li> <li>▪ Egos: create enough credit for everyone.</li> <li>▪ There is enough work for everyone. Encourage other systems to do the work and let them take the lead.</li> </ul>



**Collaboration Barriers Created by *Advocates* (as identified by Others) and Strategies to Respond**

Barriers	Possible Strategies
<p>We're angry, biased, feminists, overly critical.</p>	<ul style="list-style-type: none"> <li>▪ Be aware of how others are seeing you. Try to understand why they see you as angry. Assess whether anger will help you get what battered women need. If so, try expressing why the anger is justified, without acting angry toward the person you are trying to explain this to.</li> <li>▪ Biased, feminists: This is a way to attack our credibility, and it is important to address. Radical, "hard line" politics can further the goals of the opposition. A few "softening" words can take the issue from them. For example, "Yes, some men are battered and all victims deserve responsive advocacy. However, it is also clear that the overwhelming majority of victims are women battered by a male partner."</li> </ul>
<p>We have it out for them, we'll block anything they do.</p>	<ul style="list-style-type: none"> <li>▪ Consider the following: Is it true? If so, do you know why you treat them this way? Can they change your minds? Are you willing to try? Who could help facilitate/mediate a more productive relationship?</li> <li>▪ Can you go around them? What are the consequences for doing so – for example, in a rural or other setting, where "going around" may have negative consequences?</li> </ul>
<p>We don't get it, understand the legal system, its rules etc.</p>	<ul style="list-style-type: none"> <li>▪ Is it true? Do some self-analysis. If so, acknowledge and then learn. Enlist the system to help you learn. It provides enormous opportunity. Ask questions. It is still the best way to get information, and people in the legal system like to talk about their work and themselves. Build the relationship.</li> </ul>
<p>Turf, money, egos</p>	<ul style="list-style-type: none"> <li>▪ Define your role and articulate it. Some turf wars are fought because of mis-communication.</li> <li>▪ Some turf and money wars are worth fighting. Carefully assess this and your power and influence before you begin. Keep the larger picture in mind.</li> <li>▪ Help others get money, write letters of support, give them copies of RFPs, etc.</li> <li>▪ Egos. Personal influence can help you help battered women. However, when what you want/believe is more important to you than what battered women need, you become the problem. Stop it.</li> </ul>

#### 4. Conclude this segment by making the following points about effective collaboration:

**✍ *The ability to see both sides.*** This means an advocate understands and acknowledges the strengths and *weaknesses* of her own positions, and sees the *strengths* and weaknesses of the positions of a collaborative partner. Seeing both sides of a policy position does not necessarily mean you support the “other” side, but that you acknowledge and understand it. This builds trust, credibility, and ultimately a working relationship that allows ongoing opportunity for meaningful advocacy.

Seeing both sides also means:

- Understand the parameters of a collaborative partner’s work— e.g., funding, legal, political, bureaucratic limits.
- Understand what the partner’s system/institution can and can NOT do for battered women.
- Realize that your partner also needs support, funding, and protection.

**✍ *Patience and clarity in explanation of issues and needs of battered women and advocates.*** That is our job as advocates for battered women.

**✍ *An approach that makes allies not enemies.*** Never make an enemy you absolutely don’t have to. Don’t burn a bridge. You may make a point but lose power to make the change happen.

**✍ *Fostering relationships with allies and treating them well.*** Keep your allies – be the bridge builder. It is often said, “If you build it, they will come.” The converse is also true, “If you tear it down, they will go away.”

**✍ *An approach that is flexible.*** Rigidity closes down options and advocacy opportunities.

#### Conclude with the following:

1. Battered women need us to be involved and effective. They need many systems, and all need improvement, including our own. We must see the other side of things and value different views.

NOTES 



**NOTES** 

2. Building comprehensive solutions to domestic violence is long-range work. We must keep a sense of this. Battered women often struggle for years to implement a long-range plan to leave their partners. We can learn from this patience, strength, and resistance to violence and control.

***Training option if you have additional time:***

After the small groups have completed work on Handout #6-1, you may ask the small groups to pick a barrier that a collaborating partner says that one of the participants is creating. Work together to develop a strategy that will remove the barrier or change the collaborative partner's perception.

***Training hint:***

If you do not have time to add this activity, remind participants that part of building effective collaboration requires analysis of barriers a collaborative partner believes you are creating as well as those that advocates think the partner is creating.





**Module Two**  
**Day 1, Afternoon**  
**Segments #7-#12**





**Module Two  
Day 1 – Afternoon  
Suggested Agenda**

**Segments #7-#12**

<u>Program</u>	<u>Time</u>
✍ Segment #7: Introduction to Policy Advocacy	20 minutes
✍ Segment #8: Strategic Woman-Defined Policy Advocacy and Analysis: Introduction to the Steps, Step 1	15 minutes
✍ Segment #9: Policy Analysis: Using Step 2	45 minutes
<i>Breaks:</i>	<i>30 minutes</i>
<i>(Note: several brief breaks should be given as needed during this module.)</i>	
✍ Segment #10: Involving Battered Women/Formerly Battered Women in Policy Analysis	30 minutes
✍ Segment #11: Overview of Steps 3 and 4	15 minutes
✍ Segment #12: Conclusion	15 minutes

This curriculum is part of the Building Comprehensive Solutions to Domestic Violence initiative of the National Resource Center on Domestic Violence, funded by the Ford Foundation.





## **Module Two**

### **Segment #7**

### **Introduction to Policy Advocacy**

#### **Trainer Overview of Segment #7:**

In this segment you will facilitate a discussion and give a mini-lecture. In the discussion, you will introduce participants to definitions of *policy advocacy* and *woman-defined policy advocacy* and establish that all advocates have a role to play in policy advocacy. You will then give a mini-lecture on what advocates should know about policy advocacy.

**Group Size:** Whole group

**Total Time:** 20 minutes

#### **Time Line:**

- Facilitated discussion: Defining policy advocacy 10 minutes
- Mini-lecture: Four things to know about policy advocacy 10 minutes

#### **Set-Up/Equipment:**

- Flip chart, newsprint, markers, and tape
- Overhead projector for Overheads #3 and #4
- Copies of Handouts #7-1 and #7-2.

#### **Training Goals:**

- Provide participants with definitions of *policy advocacy* and *woman-defined policy advocacy*.
- Reinforce the importance of woman-defined policy advocacy in Building Comprehensive Solutions to Domestic Violence.
- Establish that **ALL** domestic violence advocates have a role in woman-defined policy advocacy.
- Introduce participants to the general characteristics of and context for policy advocacy and analysis.

#### **Trainer Preparation:**

- Review definitions of policy advocacy and woman-defined policy advocacy, and prepare to lead a discussion about each.
- Prepare to give a mini-lecture on key characteristics of policy advocacy.



**NOTES** 

**Detailed Instructions:**

❖ **FACILITATED DISCUSSION: DEFINING POLICY ADVOCACY**

**Time: 10 MINUTES**

- 1. Explain to participants what you are going to do in this segment.**

*Sample explanation for trainer:*

“This morning we looked at how battered women’s experiences lead us, as their advocates, to build comprehensive solutions to domestic violence both for individual women like Rita and for all battered women. This afternoon we are going to focus on advocacy for all battered women. Sometimes this is referred to as policy advocacy. In this section we are going to talk about what policy advocacy means for battered women’s advocates, and then we’ll discuss some of the general characteristics of policy advocacy.”

- 2. Ask participants to say what they think policy advocacy is. After several responses distribute Handout #7-1 and present the definition of policy advocacy listed in Handout # 7-1. Then expand on that definition by reviewing the descriptions of the words “strategic,” “efforts,” and “systemic responses” listed in Handout #7-1.**

*Trainer hint:*

Use an overhead or write the definition on newsprint ahead of time.

**Policy advocacy = Strategic efforts to improve systemic responses to battered women.**



## MODULE TWO HANDOUT #7-1

### Definition of “Policy Advocacy”

**Policy advocacy = Strategic efforts to improve systemic responses to battered women.**

- **Strategic** means that your policy advocacy includes planning, thought, and analysis.
- **Efforts** means that your policy advocacy might include a wide spectrum of activities, including
  - training, curriculum development
  - explaining domestic violence
  - legislative advocacy
  - affecting policies, procedures, or practices of a system
  - creating forms to be used in a particular system
  - developing position papers or written materials about particular issues
  - speaking to the media about systemic responses to battered women and their children
  - working with advisory committees, boards, or other leadership of a system
  - developing materials to give battered women better access to a system
  - priority-setting
  - fund raising for particular projects or initiatives
  - community education presentations
  - other activities
- **Systemic Responses** means policy advocacy includes work with: the legal system health care providers, government agencies, legislatures, community services, child protection agencies, insurance companies, welfare agencies, batterer intervention programs, child support enforcement agencies, schools, welfare-to-work programs, refugee and immigrant programs, and any other organization or system that responds to domestic violence or battered women.



**NOTES** 



3. Ask participants to say why or how policy advocacy by battered women’s advocates is different from policy advocacy by others. Bring out the point that we work directly with battered women and as their advocates integrate our knowledge of battered women’s needs into our thinking and advocacy. Distribute Handout #7-2 and review the definition of “woman-defined policy advocacy.”

*Trainer hint:*

Use an overhead, or write the definition on newsprint ahead of time.

**Woman-defined policy advocacy** = **Strategic efforts to improve systemic responses to battered women, with the needs and perspectives of battered women directing those efforts.**

Make the following points about language:

-  Because the overwhelming majority of domestic violence victims are women abused by male partners, this curriculum uses “she” or “battered women” when referring to victims, and “he” when referring to “batterers.” All victims deserve support and responsive advocacy, including victims in same sex relationships and male victims abused by female partners.
-  The phrase *woman-defined policy advocacy* is used to acknowledge the gender-based reality of domestic violence. However, woman-defined policy advocacy does seek to respond to all victims of domestic violence.





## MODULE TWO HANDOUT #7-2

### Definition of “Woman-Defined Policy Advocacy”

**Woman-defined policy advocacy** = **Strategic efforts to improve systemic responses to battered women, *with the needs and perspectives of battered women directing those efforts.***

- **Needs** means that woman-defined policy advocacy responds to both the batterer-generated and life-generated risks faced by battered women, and includes strategies for battered women who stay in or return to their relationships, as well as battered women who have left or are planning to leave.
  
- **Perspectives** means that woman-defined policy advocacy acknowledges that each battered woman is unique, and that pre-conceived “one size fits all” strategies can not adequately respond to the individual circumstances of all battered women. However, effective *systemic* advocacy requires advocates to pursue certain generalized categories of responses. This tension between meeting individual needs and developing systemic responses is an important aspect of policy analysis. Effective systemic responses will include a range of options that respond to the spectrum of battered women’s needs and provide individual battered women with access to advocacy.
  
- **Battered Women** means that woman-defined policy advocacy actively and respectfully seeks to improve systemic responses to **all** battered women, including the women advocates know well and those they’ve yet to reach. It should also include victims in same-sex relationships and male victims abused by female partners. (These modules use the phrases “battered woman” and “woman-defined” because the overwhelming majority of domestic violence victims are women abused by male partners.)



**NOTES** 

4. **Ask participants if they have any comments or questions about the definitions.**

**❖ MINI-LECTURE: FOUR THINGS TO KNOW ABOUT POLICY ADVOCACY**  
**Time: 10 MINUTES**

1. **Give a mini-lecture on four things advocates should know about policy advocacy.**

*Outline/notes for trainer mini-lecture:*

**➔ 1<sup>st</sup> thing to know**

- Every advocate working on behalf of battered women plays a role in strategic efforts to improve systemic responses to battered women.
- Given our definition of policy advocacy, it is easy to see that advocates who lobby, sit on advisory committees, do community outreach/education, or specifically work with systems are policy advocates.
- Direct service advocates also do policy advocacy.
- Examples:
  - ✓ An advocate explains domestic violence to a nurse or child protection worker as she is advocating for a particular woman.
  - ✓ An advocate explains the perspective of an individual battered woman to a judge or welfare worker.
  - ✓ An advocate seeks the opinion of a battered woman about a system's response to her and then conveys that woman's opinion to others working on systemic issues.
  - ✓ An advocate figures out what works and doesn't work about the system in which she is advocating and tries to fix it.



- **Domestic violence policy advocacy is already underway. Although each advocate plays a role, each advocate must also try to integrate her efforts with the domestic violence policy advocacy that is already underway. This internal cooperation is a key part of the strength and success of domestic violence systemic advocacy.**

➔ **2<sup>nd</sup> thing to know**

- Woman-defined policy advocacy is hard to do. Refer back to Segment #5 in which participants brainstormed challenges.
- It is hard to know and consider the needs and perspectives of all battered women. Even if you do, there will be conflicting interests, even among battered women. You may need to balance the interests of the few against the majority of battered women. It is essential that you understand the relative harm for each group. For example, if the number of women harmed by a policy is small, but the harm is great, then advocates would seek to change the policy to ameliorate those harmful effects.
- This work should be approached with humility and a willingness to constantly seek out information about the impact your advocacy is having on battered women. It is then necessary to use that information to make appropriate changes in the substance or approach of your advocacy.
- Don't misuse information gathered from battered women. Don't engage in the "battle of the anecdotes" just to make a point.

➔ **3<sup>rd</sup> thing to know**

- Policy advocacy is the work of compromise and negotiation.
  - ✓ Policy advocacy requires you to understand and balance different interests. This includes the differing interests of battered women and of others involved in or affected by the system.

NOTES 

**NOTES** 

- ✓ It is essential to understand how much power you have in relation to others with whom you are working, and how to effectively exercise power you may have.
- ✓ You can't always get what you want. Sometimes the goal is to keep bad things from happening or to implement the least detrimental alternative.
- ✓ Advocates must know what is possible and feasible, given the politics, power, and interests of others.
- ✓ The best approach is a pro-active building strategy rather than a reactive "tearing down" strategy.

➔ **4<sup>th</sup> thing to know**

- Policy advocacy happens both very fast and very slow.
  - ✓ Policy advocacy sometimes calls for almost instant decision making. For example, at the legislature or at a meeting where you are asked a specific question about domestic violence or battered women.
  - ✓ Sometimes the work takes years, and long-range, incremental strategies must be used.
  - ✓ Policy advocacy is typically an ongoing process.



## **Module Two Segment #8**

### **Strategic Woman-Defined Policy Advocacy and Analysis: Introduction to the Steps**

#### **Trainer Overview of Segment #8:**

In this segment you will give a mini-lecture introducing participants to the four steps to strategic woman-defined policy advocacy and analysis, with a focus on Step 1. The steps are included in Handout #8-1. Handout #8-2 provides a framework for completing Step 1.

**Group Size:** Whole group

**Total Time:** 15 minutes

#### **Set-Up/Equipment:**

- Flip chart, newsprint, markers, and tape
- Overhead Projector and transparency of Steps (see Overheads #5 and #6), and/or Steps written out in advance on newsprint
- Copies of Handouts #8-1 and #8-2

#### **Overview and Training Goals:**

- To introduce the Four Steps in Policy Advocacy and Analysis.
- To provide participants with more in-depth information about Step 1.

#### **Trainer Preparation:**

- Prepare to give mini-lecture.






**NOTES** **Detailed Instructions:****❖ MINI-LECTURE INTRODUCING THE STEPS****Time: 15 MINUTES**


- 1. Post newsprint/Project transparency of Steps to Strategic Woman-Defined Policy Advocacy and Analysis. Distribute Handout #8-1. Introduce the goals and use of the steps, and briefly explain each step.**

*Outline/notes for trainer mini-lecture:* **Goal**

The overall goal of policy analysis is to strategically prepare for policy advocacy that will improve systemic response to battered women.

 **Overview of steps**

- Policy analysis and advocacy can be complex and difficult. The steps are designed to provide a basic, easy-to-use framework for policy advocacy. Steps 1, 2, and 3 are thinking and planning steps. Step 4 focuses on ongoing monitoring and assessment.
- Key points about the steps:
  -  The Steps are meant to guide advocates through a basic policy analysis and planning process.
  -  Not all policy issues warrant or allow for thorough completion of each step. In these circumstances the Steps will provide a basic blueprint for analysis done quickly “in your head.”
  -  This training focuses on Steps 1 and 2. A brief overview of Steps 3 & 4 are provided in Segment #11.

 **Step 1: Prepare to advocate in the system.**

- Step 1 organizes the information you already have about a system and topic, identifies gaps in knowledge, and sources of information to fill those gaps. Step 1 is an advanced planning activity. It gives you the background information necessary to do analysis and advocacy in the particular system.



- Step 1 should be done formally on paper from time to time, and periodically updated. You may need to organize the information in a file or briefing book. This advanced preparation will allow better response to issues when they come up quickly and will provide a reference point.
  - Ideally Step 1 will be done with a group of advocates, allies, and battered women. More minds will produce better and more complete background information and provide more ideas on how to get the information you need. Diverse perspectives – including those reflected by race, ethnicity, and class – are essential.
  - Domestic violence organizations may have already done a great deal of analysis and advocacy on particular policy issues. Advocates should not reinvent the wheel, but rather build on current efforts.
2. **Distribute Handout # 8-2 and explain that this form is meant as an abbreviated guide for completing Step 1.**



## **Steps to Strategic Woman-Defined Policy Advocacy and Analysis**

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- Step 1: Prepare to advocate in the system.**
- Step 2: Choose a particular aspect of the system's response to battered women and analyze it.**
- Step 3: Plan and implement a policy advocacy strategy.**
- Step 4: Monitor the effects on battered women of current responses, and continue analysis and advocacy.**





**Trainer notes for Handout #8-2**

Overview of Step 1: Prepare to advocate in the system.

<b>Topic</b>	<b>What information do you already have or know about each topic?</b>	<b>What information do you need in order to analyze issues and plan advocacy in this system?</b>	<b>How will you get the information you need?</b>
<b>Current domestic violence response</b>	In general, how is the system currently responding to battered women? Are there special programs? Is there a specific domestic violence response? Do an inventory of programs.	What don't you know about the response? How is the response affecting battered women and their children?	Do you need inside expertise about this system?
<b>What battered women need from this system</b>	Do women need the current response or a different one? Ultimately, what are the specific resources, information, responses women need from this system?		How will you determine what women need? How will you talk to battered women and their advocates to understand the effects?
<b>System players &amp; staff, organizational and power structure</b>	Who is in charge? Who makes what decisions? Who works in this system? What "field" are they in?	What do key persons think and know about domestic violence?	
<b>Rules, policies, mandates, and laws that guide system response</b>	What types of rules guide this system? Administrative procedures, statutes, etc.? Are there any rules or mandates that apply to battered women?		Do you need a lawyer?



*Trainer notes for Handout #8-2 (continued)*

<b>Topic</b>	<b>What information do you already have or know about each topic?</b>	<b>What information do you need in order to analyze issues and plan advocacy in this system?</b>	<b>How will you get the information you need?</b>
<b>Funding, Resources</b>	What is the source of the system’s funding? How much do they get? Do the resources match the demand on the system?		
<b>Political factors that affect this system</b>	What are the public pressures on this system? Are key political officials involved? Do they see this system as important to their power, re-election, etc.? In what way?		
<b>Other factors</b>	What are your advocacy strengths and weaknesses in this system? What are key issues currently affecting the system – e.g., media attention, layoffs, labor dispute, new grant or project, etc.?		



**MODULE 2 HANDOUT #8-2**

**Overview of Step 1: Prepare to advocate in the system.**


<b>Topic</b>	<b>What information do you already have or know about each topic?</b>	<b>What information do you need in order to analyze issues and plan advocacy in this system?</b>	<b>How will you get the information you need?</b>
<b>Current domestic violence programs</b>			
<b>What battered women need from this system</b>			
<b>System players &amp; staff, organizational and power structure</b>			
<b>Rules, policies, mandates, and laws that guide system response</b>			
<b>Funding, Resources</b>			
<b>Political factors that affect this system</b>			
<b>Other factors</b>			



**NOTES** **3. Introduce and briefly review Steps 2, 3, and 4.*****Outline/notes for Trainer mini-lecture:***

-  **Step 2: Choose a particular aspect of the system's response to battered women and analyze it.**
  - Step 2 should be approached as a brainstorm. Try to gather all relevant information.
  - The identification of current responses in Step 2 is different from the task of listing current domestic violence programs in Step 1. Step 1 is an inventory of broad categories of responses to domestic violence. Step 2 includes the analysis of particular components of a broad response to battered women and domestic violence.
  - Step 2 ensures a thorough consideration of all the options/potential positions about a particular component of the system's response, identifies harmful and helpful strategies, and provides a rationale for each.
  - Step 2 can also be done formally on paper from time to time and updated. This will allow better response to issues when they come up quickly and will provide a reference point. When policy advocacy calls for immediate responses, Step 2 can also be used as a framework for quick thinking.
  - Step 2 should also be used to facilitate gathering information from battered women. *See Segment #10: Involving battered women/formerly battered women in your analysis.*
  
-  **Step 3: Plan and implement a policy advocacy strategy.**
  - Step 3 involves a deliberate process of determining what systemic changes are needed and how to get them. This includes consideration of advocacy resources, political context, and other strategic implementation considerations.



- The planning process should follow organizational policy advocacy procedures and integrate ongoing efforts.
  - Step 3 is essential to successful advocacy. You must know where you want to go and how you're going to get there.
-  **Step 4: Monitor the effects on battered women of current responses, and continue analysis and advocacy.**
- Step 4 highlights the ongoing nature of policy analysis and advocacy. Step 4 requires a process to gather information about how policy implementation and advocacy strategies are affecting battered women. This information is then incorporated into an updated review of Steps 1-3.
  - It is essential to gather information from battered women/formerly battered women and the system, and, if possible, to conduct formal battered women-focused evaluation and research.



**Module Two**  
**Segment #9**  
**Policy Analysis: Using Step 2**

**Trainer Overview of Segment #9:**

In this segment you will give a mini-lecture on “Step 2” policy analysis. You will then use the “Welfare Office Example” to demonstrate how the Step 2 form (Handout #9-1) can be used to analyze responses to battered women. Note: Segment #14 gives participants the opportunity to analyze additional aspects of this example.

**Group Size:** Whole group

**Total Time:** 45 minutes

**Time Line:**

- |                                   |            |
|-----------------------------------|------------|
| ▪ Mini-lecture on Step 2 analysis | 15 minutes |
| ▪ “Welfare Office Case Study”     | 30 minutes |

**Set-Up/Equipment:**

- Flip chart, markers, newsprint, tape, overhead projector for Overheads #7 - #10
- Copies of Handouts #9-1 and #9-2

**Overview and Training Goals:**

- Reinforce that the goal of policy analysis is to thoroughly consider all current and potential systemic options, and to understand and be able to articulate the effects of each on battered women.
- Provide participants an opportunity to practice using the Step 2 form to do policy analysis.

**Trainer Preparation:**

- Prepare a mini-lecture to explain Step 2 and the use of the Step 2 form.
- Review the “Welfare Office Example” and be prepared to facilitate discussion about it, using the Step 2 form.



**NOTES** 

**Detailed Instructions:**

❖ **MINI-LECTURE ON STEP 2 ANALYSIS**


**Time: 15 MINUTES**

- 1. Distribute Handout #9-1 and give a mini-lecture on Step 2 analysis and the use of the Step 2 form.**


*Outline of key points for mini-lecture by trainer:*


-  Review Steps 1 and 2 and the goal of policy analysis.


*Step 1: Prepare to advocate in the system.*

-  Step 1 organizes the information you already have about a system, identifies gaps in knowledge and sources of information to fill those gaps.

*Step 2: Choose a particular aspect of the system's response to battered women and analyze it.*

-  Step 2 ensures that advocates thoroughly consider all current and potential systemic options about a particular aspect of the system's response, and understand and are able to articulate the effects of each on battered women.

-  Goal of Step 2 policy analysis is to thoroughly consider all the options and potential positions, NOT to just pick one policy position. Picking a position does not adequately prepare advocates for policy advocacy.

-  Review key components of Step 2 analysis listed on page one of Handout #9-1 (listed in italics).

*Choose a particular aspect of the system's response to battered women and analyze it.*

- 1. Choose a particular aspect of the system's response to battered women.*

➔ *List all key components of the system's current response to battered women.*

➔ *Select one of the components from the list.*





II. *Analyze the implications of the selected component.*

- ➔ *Identify the positive effects for battered women.*
  - Does it add options for battered women?
  - Does it increase effectiveness of a response? How?
  - Does it give battered women an opportunity to choose an option?
  - Does it reduce the opportunity for an abusive partner to control his partner?
  
- ➔ *Identify the negative effects for battered women.*
  - Does it increase risks? For whom? How?
  - Does it decrease options or effectiveness of options?
  - Does it remove a battered woman's choice to use a particular option?
  - Can an abusive partner use the response to gain power or control?
  
- ➔ *Identify potential strategies to address each negative effect.*
  
- ➔ *Identify information you need from battered women to complete your analysis.*
  
- ➔ *Identify other information you need and how you will obtain it.*

III. *List and analyze proposed and potential strategies.*

- ➔ *List proposed strategies to change the selected component of the system's current response and strategies that have not been proposed, but might improve the system's response to battered women.*
  
- ➔ *Analyze the implications of each strategy listed.*

Review "chart format" for analyzing the implications of current and potential responses.

## Overview of Step 2

### **Choose a particular aspect of the system's response to battered women and analyze it.**

***I. Choose a particular aspect of the system's response to battered women.***

- ➔ List all key components of the system's current response to battered women.
- ➔ Select one of the components from the list.

***II. Analyze the implications of the selected component.***

- ➔ Identify the positive effects for battered women.
- ➔ Identify the negative effects for battered women.
- ➔ Identify potential strategies to address each negative effect.
- ➔ Identify information you need from battered women to complete your analysis.
- ➔ Identify other information you need and how you will obtain it.

***III. List and analyze proposed and potential strategies.***

- ➔ List proposed strategies to change the selected component of the system's current response and strategies that have not been proposed, but might improve the system's response to battered women.
- ➔ Analyze the implications of each strategy listed.



**MODULE TWO HANDOUT #9-1**  
**PAGE 2 of 2**  
**Chart Format**

**Component of the response to be analyzed:**

**Pros:** (positive effects for battered women)

**Cons:** (negative effects for battered women)

**Strategy to address “cons:”**

**Additional information needed from battered women:**

**Additional information needed:**

**Source:**



**Trainer Notes for Handout #9-1**  
**Overview of Step 2**

**Component of response to be analyzed:** Identify particular components of a broader response to insure analysis of all components. Be specific.

**Pros:** (positive effects for battered women)

- Additional options, services, resources?
- Increase effectiveness? Of what?
- Opportunity for woman to choose/influence option ?
- Does the response increase options for safety for some women? Which women and how?
- Does it reduce the opportunity for an abusive partner to control his partner?

**Cons:** (negative effects for battered women)

- Does it increase risks for some battered women?
- Does it decrease options? For whom?
- (Consider different groups.)
- Decrease effectiveness? Of what?
- Does it remove a battered woman’s choice to use a particular option?
- Can an abusive partner use the response to gain power or control?

**Strategy to address “cons”:**

- What would “fix” the problematic component of the response? What would make the response acceptable?  
(This will provide alternative positions, possible compromises, and a thorough look at the response.)

**Additional information needed from battered women:**

- What don’t you know about the effects of this response on battered women? Which groups of women might it affect differently?
- How will you get this information?

**Additional information needed:**

- Are there aspects of the response that are unclear?
- Do you need more information about how the response will actually be implemented?

**Source:**

- What is the best source of that information? From the system? From those outside the system?



**❖ “WELFARE OFFICE CASE STUDY”****Time: 30 MINUTES****1. Introduce the Welfare Office Case Study***Trainer notes for introduction:*

“We are now going to work through an example to give you an opportunity to do Step 2 policy analysis and a chance to see how to use the form as a framework for that analysis.”

*Trainer instructions:*

Distribute Handout #9-2 and review/read the welfare office case study in the handout.

**NOTES** 

**Welfare Office Case Study**

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**A** domestic violence advocate reads an article about welfare in the local newspaper. The local welfare office administrator is quoted as saying, “We have special programs to help battered women find work, but they just aren’t taking advantage of them. We’ve just begun a program to screen all applicants for domestic violence and then just assign the battered women to this program.”

The advocate calls the administrator to get more information and to offer help. During the call, the administrator describes the process. Every person who applies for welfare must complete a questionnaire to be eligible. The questionnaire includes a series of questions about domestic violence. If the welfare applicant answers any of the questions “yes,” she is assigned to the special domestic violence work program. Failure to complete the questionnaire makes an applicant ineligible for welfare assistance.

The domestic violence work program is the same as the other required welfare-to-work programs (resume writing, interviewing, job skills training) with two exceptions:

- The program requires women to attend a morning “life skills” class three days a week.
- The program lasts for 6 months instead of 3 months in order to give women time “to remove the domestic violence barriers to working.”



2. **Review the Step 2 process and walk participants through the first part of Step 2 – *choosing a particular component of the system’s response*. Ask participants to tell you the key components of the welfare office’s current response to battered women. List these on newsprint.**

*Sample list for trainer:*

- ✓ TANF applicant must complete questionnaire; if she answers “yes” to any domestic violence question, she is assigned to the domestic violence work program.
- ✓ The domestic violence work program is the same as other welfare-to-work programs (resume writing, interviewing, job skills) with two exceptions:
  - The program requires women to attend a morning “life skills” class three days a week.
  - The program lasts for 6 months instead of 3 months in order to give women time “to remove the domestic violence barriers to working.”

3. **Review Step 2 process and walk participants through the second part of Step 2 – *analyze the particular component of the response*.**

*Trainer instructions:*

Use the following component of the “current response” from the Welfare Office example to demonstrate the second part of Step 2:

*TANF applicant must complete questionnaire; if she answers “yes” to any domestic violence question, she is assigned to the domestic violence work program.*

Facilitate a discussion to complete each part of the Step 2 form and list participant suggestions on newsprint. See sample on next page.



**Trainer Notes for HANDOUT #9-2, Welfare Office Example**  
(using HANDOUT #9-1 form)

**Current Response:** *TANF applicant must complete questionnaire; if she answers “yes” to any domestic violence question, she is assigned to the domestic violence work program.*

**Pros:** (positive effects for battered women)

- may lead to the help that some battered women need
- could lead to a consistent response

**Cons:** (negative effects for battered women)

- disclosure of domestic violence could lead to negative consequences, for example,
  - retaliation from partner/ex-partner
  - stigmatization
  - negative reactions from TANF staff
  - unnecessary child protection service involvement
- some battered women may not need the specialized work program
- some battered women will be unable to meet the requirements of the specialized program
- some battered women may not answer “yes” to domestic violence questions at intake; if they need to disclose later, they may not be believed, or could face consequences for not answering the questionnaire accurately

**Strategy to address “cons”:**

- disclosure: confidentiality procedures, training for TANF staff on domestic violence and child protection reporting
- assignment: option to “opt out” if don’t need it
- meeting requirements: option for women to show why they can’t meet the program requirements and get needed help
- intake questions: women should be allowed to disclose at any time, women should be allowed to not answer the questionnaire

**Additional information needed from battered women:**

- Which women will it help? What process is needed to determine?
- What do battered women need from the welfare office?

**Additional information needed and source:**

- Is the questionnaire completed “under oath” – i.e., do women have to swear the information is true and face penalties for perjury? What happens if they lie?
- Why 6 months?
- Can women disclose and get into the program at a later date?

**Source:** Administrator





4. **Explain to participants that the next step is to list proposed changes to that component of the system's current response. Note that it is important to list your proposals and any other proposals that you are aware of, including those made by persons representing the system and other players who are seeking to influence the system. The next step is to analyze the implications of each strategy listed.**

*Trainer instructions:*

Proposed responses are not listed in Handout #9-2. Therefore, you will have to provide some hypothetical proposed changes to demonstrate this aspect of Step 2.

*Proposed responses for trainer to provide:*

List proposed changes to the system's current response.

*Domestic violence advocates:*

- ✓ Disclosure of domestic violence should be voluntary and confidential.
- ✓ Women completing the questionnaire should have the option to not answer the domestic violence questions.
- ✓ Practical and legal confidentiality protections should be in place.

*Local TANF program:*

- ✓ Continue the current program.

*State-level TANF administrator:*

- ✓ Shift all screening/intake/eligibility determinations to a private, for-profit company through contracts with the State.

5. **Explain to participants that the next task is to list changes that have not been proposed, but might improve the system's response to battered women. Remind participants that the goal is to be creative and to think of innovative strategies. This should be approached as a brainstorm, and all ideas should be noted, whether or not they appear feasible. Ask participants to brainstorm responses that might improve the welfare office's response to battered women. Write these suggestions on newsprint. The next step is to analyze the implications of each strategy listed.**





**NOTES** 

Sample list for trainer:

- ✓ Somehow involve the local domestic violence project staff in the screening process and/or in the domestic violence work program.
- ✓ Establish a program where employers provide the flexibility and assistance that battered women need in order to work.
- ✓ Provide a lawyer to battered women who need to use the legal system to help them achieve safety and self-sufficiency.

**6. Conclude this segment by making the following points:**

-  The outcomes of the Step 2 analysis process are:
  - A thorough consideration of all the current and potential systemic options, identification of the harmful and helpful strategies, and the rationale for each.
  - Assessment of current knowledge about the effects of systemic response on battered women, identification of gaps in knowledge, and potential sources of that needed information.
-  Remind participants that policy advocacy is a process and that analysis of the issues is just one piece. Step 3, planning and implementing a policy advocacy strategy, and Step 4, monitoring the effects of current policy on battered women and responding, are two other key components.



**Module Two**  
**Segment #10**  
**Involving Battered Women/Formerly Battered Women**  
**in Policy Analysis**

**Trainer Overview of Segment #10:**

In this segment you will brainstorm ways to involve battered women in policy analysis. Using the “Collaborative Grant” Case Scenario (Handout #10-1), participants will work in small groups to practice planning what information to gather from battered women. You will then facilitate a discussion and give a mini-lecture about how to use the information that is gathered from battered women.

**Group Size:**            Whole group  
                                 Small groups

**Total Time:**            30 minutes

**Time Line:**

- Brainstorm ways to involve battered women in policy analysis 5 minutes
- Small group activity: Planning what information to gather from battered women 15 minutes
- Mini-lecture and discussion about how to use the information that is gathered from battered women 10 minutes

**Set-Up/Equipment:**

- Flip chart, markers, newsprint, tape, overhead projector for Overhead #11
- Copies of Handout #10-1, “Collaborative Grant” Case Scenario and Small Group Instructions

**Training Goals:**

- To provide participants with specific, concrete examples of ways to involve battered women/formerly battered women in policy analysis.
- To provide participants with the opportunity to practice planning what information to gather from battered women.
- To provide participants with an overview of the challenges to integrating battered women’s information into the policy advocacy process and some suggestions on how to address those challenges.

**Trainer Preparation:**

- Review sample list for brainstorm.
- Prepare to explain small group activity.
- Prepare to give mini-lecture.



**NOTES** 

**Detailed Instructions:**

❖ **BRAINSTORM WAYS TO INVOLVE BATTERED WOMEN IN POLICY ANALYSIS**

**Time: 5 MINUTES**

- 1. Ask participants to suggest ways to involve battered women in the policy analysis process. Write the suggestions on newsprint.**

*Sample list:*

- ✓ Hire battered women/formerly battered women
- ✓ Formal research/evaluation
- ✓ Informal and formal surveys
- ✓ Electing battered women/formerly battered women to boards of directors
- ✓ Gathering information from advocates who work directly with battered women
- ✓ Focus groups
- ✓ Asking individual women

❖ **SMALL GROUP ACTIVITY: PLANNING WHAT INFORMATION TO GATHER FROM BATTERED WOMEN**

**Time: 15 MINUTES**

- 1. Distribute Handout #10-1. Break into small groups. Review the small group instructions listed in Handout #10-1.**

*Instructions from Handout #10-1 for trainer:*

- *Take a minute or two for each person to read the scenario below.*
- *Pick a person to take notes.*
- *Make a list of the information you need from battered women to fully analyze the policy issues in this case scenario.*



**2. Bring groups back together as a whole and ask for reports from small groups.**

**Write key points on newsprint.**

*Sample list of information to gather from battered women:*

- ✓ Do they think the TANF office is safe? If not, how is it unsafe? What are their concerns?
- ✓ Do they want police “protection” in the TANF office?
- ✓ How would a police officer stationed in the TANF office affect them? Would it have any positive/negative effects?
- ✓ What thoughts do they have about a police officer talking to their children about drugs?
- ✓ Would it make a difference to them if the police officer was in “plain clothes”?
- ✓ Would they report domestic violence crimes to a police officer in the TANF office? What concerns do they have if they did so?
- ✓ What expectations do they have about the police response once they disclose domestic violence information to the officer?

**3. Conclude small group activity by explaining how to use the Step 2 process to gather information from battered women/formerly battered women.**

*Trainer notes for explanation:*

- ✍ Step 2 breaks down the issues into particular components of a response. This level of detail will make it possible for battered women to give an opinion about the response without having an enormous amount of background information.
- ✍ Focus in on the pros/cons of the response. Ask women what the response would have meant for them.
- ✍ This process may elicit more questions than answers. This will also be useful and make your analysis and planning more complete.



MODULE TWO HANDOUT #10-1

**“Collaborative Grant” Case Scenario  
and Small Group Instructions**

**Instructions**

- Take a minute or two for each person to read the scenario below.
  - Pick a person to take notes.
  - Make a list of the information you need from battered women to fully analyze the policy issues in this case scenario.
- 

**Case Scenario: “Collaborative Grant”**

You are asked to attend a meeting with a local TANF (welfare) administrator, prosecutor, and police lieutenant to work on a collaborative domestic violence grant proposal that is due in one week. The prosecutor suggests that the proposal include funding for a police officer to sit in the TANF office to:

- protect TANF staff and any battered TANF applicants/recipients coming into the office;
- provide anti-drug messages to the children who come to the office; and
- make it easier for battered women to report domestic violence crimes.

The prosecutor, lieutenant, and TANF administrator all think it is a great idea.



❖ **MINI-LECTURE AND DISCUSSION ABOUT HOW TO USE THE INFORMATION GATHERED FROM BATTERED WOMEN**

**Time: 10 MINUTES**

- 1. Ask participants to talk about the potential challenges of integrating battered women's information into policy analysis and advocacy.**

*Prompting questions:*

?? "Once you get the information, how will you use it?"

?? "Is the information likely to provide you with the answers to policy puzzles?"

- 2. Give a mini-lecture on the challenges to integrating battered women's information into the policy advocacy process and some suggestions on how to address those challenges.**

*Outline/notes for trainer mini-lecture:*

 Challenges:

- Information from battered women will not provide complete policy analysis.
- It can be very difficult to gather all the information that would be useful. Limited resources and short time line may preclude gathering.
- Information will not provide the "answers" to policy dilemmas.
- Information may show that the needs of one group of battered women directly conflict with the needs of another group.
- Information may show that one group of battered women would be harmed by the response when others would be helped.
- There is an innate conflict between addressing the unique needs of individual battered women and building broad systemic responses through policy advocacy.

**NOTES** 



**NOTES** ***Suggestions to address the challenges:***

- **To address the issues around gathering information and gathering enough information in time:**
  - Integrate information gathering into the ongoing work of individual and policy advocacy. This approach will make it more likely that information will be gathered and that you'll have it when you need it. It will also help you identify a more “proactive” policy agenda.
  
- **When considering conflicting interests, or information that one group of battered women will be harmed:**
  - Make sure you fully understand the extent of the harm and what, if any, strategies could reduce or eliminate the harm. In other words, seek compromise responses that would eliminate the harm and retain the benefit for other groups of battered women.
  - Consider the relative harm and the relative numbers of women in each group. Try not to make these decisions alone – try to involve a representative group and include your allies when possible. It may be tempting to just avoid such tough decisions – consider whether taking no position will cause more harm than good for battered women.
  
- **To respond to the need to integrate individual battered women's need into systemic responses/advocacy:**
  - Look for patterns in the information different groups of battered women provide. Explore the possibility of grouping those needs and considering responses for each group. Systemic responses may be able to include a spectrum or range of options for battered women. If so, it is essential to advocate for women to have a choice over which option to pursue, and for women to have access to individual woman-defined advocacy to help them make informed decisions.





**3. Conclude segment by making the following points:**

- ✍ The meaningful involvement of battered women is the foundation of woman-defined policy advocacy.
- ✍ Advocates need to understand the issues in order to know what information they need to gather from battered women.
- ✍ Advocates must plan how they are going to gather information and carefully frame the questions they will ask battered women.
- ✍ Advocates must actively and respectfully seek out information from all women, including those they know well and those they've yet to reach. In particular, advocates must gather information from women of color, women from diverse ethnic orientations, and economically poor women.
- ✍ Advocates must thoughtfully and carefully use the information they gather.

**NOTES** 



## **Module Two**

### **Segment #11**

### **Overview of Steps 3 and 4**

#### **Trainer Overview of Segment #11:**

In this segment, you will give a mini-lecture about Steps 3 and 4.

**Group Size:** Whole group

**Total Time:** 15 minutes

#### **Set-Up/Equipment:**

- Handout #8-1: Steps to Strategic Woman-Defined Policy Advocacy and Analysis
- Overhead transparencies or charts of key points (prepared by trainer)

#### **Training Goals:**

- To give participants a brief overview of policy advocacy planning.
- To emphasize the ongoing nature of policy advocacy, including the importance of continuing to monitor and respond to current systemic responses to battered women.

#### **Trainer Preparation:**

- Prepare to give mini-lecture.



**NOTES****Detailed Instructions:****❖ GIVE MINI-LECTURE ABOUT STEPS 3 AND 4.****Time: 15 MINUTES***Trainer hint:*

This lecture comes late in the day and participants will be tired. Be animated and well-organized in your presentation. If possible, use large charts or overheads to outline key points in the lecture.

*Outline/notes for trainer mini-lecture:***📄 Step 3: Plan and implement a policy advocacy strategy.**

- I. Planning is determining:
  - ➔ What systemic improvements are needed, and
  - ➔ How to get the system to actually make those changes.
  
- II. Planning time frames can be:
  - ➔ Long range – tend to be proactive
  - ➔ Very quick – tend to be reactive
    - Even if quick and reactive, don't eliminate the step of planning.
    - Even if you are going into a meeting in 10 minutes, take a few minutes to think about what you want and some strategies for how to get it.
  
- III. There are many approaches to planning.
  - ➔ Examples: strategic planning, retreats, meetings, studies, priority setting, long range planning process, conference calls with advocates who have information about the issue, etc.
  - ➔ The more thinking and preparation you do ahead of time, the better your analysis and planning.
  
- IV. Some suggestions for effective planning:
  - ➔ Develop a group of “smart” people whom you can count on to think with you. (Point out the good strategies to address collaboration barriers that were developed by small groups in Segment #6.)



- ➔ Build your policy advocacy plans from battered women's needs and include ways of gathering information from battered women.
  - ➔ Update the information in Step 1 before proceeding.
  - ➔ Think strategically:
    - What do you want? Are several options possible?
    - How are you going to get it?
      - Who needs to be involved? Who has the power? The money?
      - What is the sequence for advocacy activities? What comes first?
      - What activities or resources would move the process along?
      - Whose help do you need?
      - What are the risks? For battered women? For you as an advocate? For your organization?
- V. Effective policy advocacy also requires respectful collaboration within the domestic violence advocacy community. When preparing, advocates need to work within the policy processes of their organizations and seek to coordinate their efforts with domestic violence advocates working on a community, state, regional, and/or national level.
- VI. Plans that are not implemented will not help battered women.
- ➔ You need to actually do what you plan to do. This may mean re-assigning staff, supervising and managing that staff, obtaining additional resources or funding, assessing the effectiveness of the plan, and making necessary modifications.



**NOTES**



**☰ Step 4: Monitor the effects on battered women of current responses, and continue analysis and advocacy.**

- I. Policy advocacy and analysis is an inexact activity. There will be many times in policy advocacy when you don't know what battered women need or what the effects of a particular systemic response might be. In many ways, it is a process of "educated guessing." The potential for unintended negative consequences ("mistakes") is great. Therefore, advocates need to continue to monitor systemic responses and identify what systemic changes might be necessary to better address battered women's needs.
  
- II. If you make a mistake, admit it and work to "make it right."



## **Module Two Segment #12 Conclusion of Day 1**

### **Trainer Overview of Segment #12:**

In this segment you will conclude the training and give participants the opportunity to give you feedback about the training.

**Group Size:** Whole group

**Total Time:** 15 minutes

### **Set-Up/Equipment:**

### **Training Goals:**

- To obtain feedback from participants about the training.

### **Trainer Preparation:**

- Prepare to make closing remarks.



**NOTES**



**Detailed Instructions:**

- 1. Thank participants for coming, for their attention, and hard work. Provide logistical information about Day 2.**

Note: If training will consist only of Day 1 modules, see Segment #20 for possible closing remarks by trainer.

- 2. Ask participants for feedback about Day 1.**

*Prompting questions:*

?? What are your thoughts about the training so far?  
Any suggestions for tomorrow? What would you like more information on? Are there logistical changes you would suggest for tomorrow?





**Module Three**  
**Day 2, Morning & Afternoon**  
**Segments #13-#20**





**Module Three**  
**Day 2**  
**Suggested Agenda**  
**Segments #13-#20**

<u>Program</u>	<u>Time</u>
✍ Segment #13: Introduction to Day 2/Module 3 Review of the Four Steps	15 minutes
✍ Segment #14: Small Group Work To Practice Using Step 2	60 minutes
<i>Break:</i>	<i>15 minutes</i>
✍ Segment #15: Introduction to Participant-Selected Policy Issue	30 minutes
✍ Segment #16: Applying Step 1 to the Participant-Selected Policy Issue	60 minutes
<i>Lunch</i>	<i>60 minutes</i>
✍ Segment #17: Applying Step 2 to the Participant-Selected Policy Issue	60 minutes
✍ Segment #18: Planning To Gather Needed Information from Battered Women	30 minutes
<i>Break</i>	<i>15 minutes</i>
✍ Segment #19: Applying Step 3 to the Participant-Selected Policy Issue	60 minutes
✍ Segment #20: Conclusion and Evaluation	15 minutes

This curriculum is part of the *Building Comprehensive Solutions to Domestic Violence* initiative  
of the National Resource Center on Domestic Violence,  
funded by the Ford Foundation



**Module Three**  
**Segment #13**  
**Introduction to Day 2 – Module Three**  
**and**  
**Review of the Four Steps**

**Trainer Overview of Segment #13:**

In this segment, you will introduce participants to the agenda for Day 2/Module Three and give a mini-lecture reviewing the four steps to strategic woman-defined policy advocacy and analysis. The Four Steps are included in Handout #8-1. The Agenda is Handout #13-1.

**Group Size:** Whole group

**Total Time:** 15 minutes

**Set-Up/Equipment:**

- Overhead projector and transparencies of Steps (Overhead #5) and/or Steps written out in advance on newsprint
- Copies of Handout #13-1, “Training Agenda, Day 2 – Module Three,” and Handout #8-1, “Steps to Strategic Woman-Defined Policy Advocacy and Analysis.” (Copies of Handout #8-2, if desired)
- Flip chart, newsprint, blank transparencies (if desired), markers, and tape

**Overview and Training Goals:**

- To introduce participants to the overall goals and agenda for Day 2 – Module Three.
- To review the Four Steps in the Approach to Policy Analysis.

**Trainer Preparation:**

- Prepare to give mini-lecture on the 4 Steps.

**NOTES** 

**Detailed Instructions:**

**❖ WELCOME AND AGENDA REVIEW**

**Time: 5 MINUTES**

- 1. Introduce yourself and welcome participants. Ask the participants to introduce themselves.**
- 2. Distribute Handout #13-1 and review the Agenda.**



MODULE THREE HANDOUT #13-1

**Introduction to Policy Advocacy and Analysis:  
Improving How Systems Respond to Battered Women**

**Training Agenda  
Day 2 - Module Three**

- **Welcome and Introductions**
  - **Introduction to Day 2/Module Three, and Review of the Four Steps**
  - **Small Group Work To Practice Using Step 2**
- BREAK***
- **Introduction to Participant-Selected Policy Issue**
  - **Applying Step 1 to the Participant-Selected Policy Issue**

---

**LUNCH**

---

- **Applying Step 2 to the Participant-Selected Policy Issue**
  - **Planning To Gather Information Needed from Battered Women**
- BREAK***
- **Applying Step 3 to the Participant-Selected Policy Issue**
  - **Conclusion and Evaluation**

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**NOTES**

### ❖ MINI-LECTURE REVIEWING THE FOUR STEPS

**Time: 10 MINUTES**

- 1. Redistribute Handout #8-1 and post newsprint or project transparency (Overhead #5) of Policy Advocacy Steps. Introduce the goals and use of the steps and briefly explain each step.**

*Outline/notes for trainer mini-lecture:*

- ☞ The overall goal of policy analysis is to strategically prepare for policy advocacy that will improve systemic response to battered women.
- ☞ Overview of steps
  - ➔ Policy analysis and advocacy can be complex and difficult. The steps are designed to provide a basic, easy-to-use framework for policy advocacy. Steps 1, 2, and 3 are thinking and planning steps. Step 4 focuses on ongoing monitoring and assessment.
  - ➔ Key points about the steps:
    - ✍ The Steps are meant to guide advocates through a basic policy analysis and planning process.
    - ✍ Not all policy issues warrant or allow for thorough completion of each step. In these circumstances the Steps will provide a basic blueprint for analysis done quickly “in your head.”

#### **Step 1 : Prepare to advocate in the system.**

*Remind participants that Handout #8-2 is a form that provides an abbreviated guide for completing Step 1.*

- ➔ Step 1 organizes the information you already have about a system and topic, and identifies gaps in knowledge and sources of information to fill those gaps. Step 1 is an advanced planning activity. It gives you the background information necessary to do analysis and advocacy in the particular system.
- ➔ Step 1 should be done formally on paper from time to time, and periodically updated. You may need to organize the information in a file or briefing book. This advance preparation will allow





better response to issues when they come up quickly and will provide a reference point.

- ➔ Ideally, Step 1 will be done with a group of advocates, allies, and battered women. More minds will produce better and more complete background information and provide more ideas on how to get the information you need. Diverse perspectives – including those reflected by race, ethnicity, and class – are essential.
- ➔ Domestic violence organizations may have already done a great deal of analysis and advocacy on particular policy issues. Advocates should not reinvent the wheel, but rather build on current efforts.

**Step 2: Choose a particular aspect of the system’s response to battered women and analyze it.**

- ➔ Step 2 should be approached as a brainstorm. Try to gather all relevant information.
- ➔ The identification of current responses in Step 2 is different from the task of listing current domestic violence programs in Step 1. Step 1 is an inventory of broad categories of responses to domestic violence. Step 2 includes the analysis of particular components of a broad response to battered women and domestic violence.
- ➔ Step 2 ensures a thorough consideration of all the options/potential positions about a particular component of the system’s response, identifies harmful and helpful strategies, and provides a rationale for each.
- ➔ Step 2 can also be done formally on paper from time to time and updated. This will allow better response to issues when they come up quickly and will provide a reference point. When policy advocacy calls for immediate responses, Step 2 can also be used as a framework for quick thinking.
- ➔ Step 2 should also be used to facilitate gathering information from battered women. (See Segment #10: Involving Battered Women/Formerly Battered Women in Your Analysis.)

**NOTES** 



**NOTES**



**Step 3: Plan and implement a policy advocacy strategy.**

- Step 3 involves a deliberate process of determining what systemic changes are needed and how to get them. This includes consideration of advocacy resources, political context, and other strategic implementation considerations.
- The planning process should follow organizational policy advocacy procedures and integrate ongoing efforts.
- Step 3 is essential to successful advocacy. You must know where you want to go and how you're going to get there.

**Step 4: Monitor the effects on battered women of current responses, and continue analysis and advocacy.**

- Step 4 highlights the ongoing nature of policy analysis and advocacy. Step 4 requires a process to gather information about how policy implementation and advocacy strategies are affecting battered women. This information is then incorporated into an updated review of Steps 1-3.
- It is essential to gather information from battered women/ formerly battered women, the system, and, if possible, to conduct formal battered women-focused evaluation and research.



**MODULE TWO HANDOUT #8-1**

**Steps to Strategic Woman-Defined Policy  
Advocacy and Analysis**

- Step 1:** Prepare to advocate in the system.
- Step 2:** Choose a particular aspect of the system's response to battered women and analyze it.
- Step 3:** Plan and implement a policy advocacy strategy.
- Step 4:** Monitor the effects on battered women of current responses, and continue analysis and advocacy.





**Module Three**  
**Segment #14**  
**Small Group Work to Practice Using Step 2**

**Trainer Overview of Segment #14:**

In this segment participants will work in small groups using the “Welfare Office Case Study” from Segment #9 to practice using Step 2. In Segment #9, only one component of the “Welfare Office Case Study” is discussed. Segment #14 gives participants the opportunity to explore other components of the case study.

**Group Size:** Whole group, small groups

**Total Time:** 60 minutes

**Time Line:**

- Review of “Welfare Office Case Study” and use of Step Form 10 minutes
- Small Group Work 25 minutes
- Reports back from small groups and facilitate discussion of small group analysis 25 minutes

**Set-Up/Equipment:**

- Flip chart, markers, newsprint, tape, overhead projector for Overheads #12 - #17
- Copies of Handouts #9-2, #14-1, #14-2

**Overview and Training Goals:**

- Reinforce that the goal of policy analysis is to thoroughly consider all current and potential systemic options, and to understand and be able to articulate the effects of each on battered women.
- Provide participants an opportunity to practice using the Step 2 form to do policy analysis.

**Trainer Preparation:**

- Prepare to explain exercise and review use of Step 2 form.
- Review the “Welfare Office Case Study” and be prepared to facilitate discussion about it, using the Step 2 form.

## NOTES

**Detailed Instructions:****❖ REVIEW OF “WELFARE OFFICE CASE STUDY” AND USE OF STEP 2 FORM****Time: 10 MINUTES****1. Distribute Handout #9-2 and review/read the “Welfare Office Case Study.”**

*Text of Handout #9-2, Welfare Office Case Study:*

*A domestic violence advocate reads an article about welfare in the local newspaper. The local welfare office administrator is quoted as saying, “We have special programs to help battered women find work, but they just aren’t taking advantage of them. We’ve just begun a program to screen all applicants for domestic violence and then just assign the battered women to this program.”*

*The advocate calls the administrator to get more information and to offer help. During the call, the administrator describes the process. Every person who applies for welfare must complete a questionnaire to be eligible. The questionnaire includes a series of questions about domestic violence. If the welfare applicant answers any of the questions “yes,” she is assigned to the special domestic violence work program. Failure to complete the questionnaire makes an applicant ineligible for welfare assistance.*

*The domestic violence work program is the same as the other required welfare-to-work programs, (resume writing, interviewing, job skills training) with two exceptions:*

- The program requires women to attend a morning “life skills” class three days a week.*
- The program lasts for 6 months instead of 3 months in order to give women time “to remove the domestic violence barriers to working.”*



## 2. Distribute Handout #14-1, and review use of Step 2 Form.

*Sample Explanation:*

*Step 2: Choose a particular aspect of the system's response to battered women and analyze it.*

Step 2 ensures that advocates thoroughly consider all current and potential systemic options about a particular component of the system's response, and understand and be able to articulate the effects of each on battered women.

Goal of Step 2 policy analysis is to thoroughly consider all the options and potential positions, NOT to just pick one policy position. Picking a position does not adequately prepare advocates for policy advocacy.

Review key components of Step 2 analysis listed on page one of Handout #14-1 (listed in italics below).

*“Choose a particular aspect of the system's response to battered women and analyze it”*

### *I. Choose a particular aspect of the system's response to battered women and analyze it.*

- ➔ *List all key components of the system's current response to battered women.*
- ➔ *Select one of the components from the list.*

### *II. Analyze the implications of the selected component.*

- ➔ *Identify the positive effects for battered women.*
  - Does it add options for battered women?
  - Does it increase effectiveness of a response? How?
  - Does it give battered women an opportunity to choose an option?
  - Does it reduce the opportunity for an abusive partner to control his partner?
- ➔ *Identify the negative effects for battered women.*
  - Does it increase risks? For whom? How?
  - Does it decrease options or effectiveness of options?
  - Does it remove a battered woman's choice to use a particular option?



**NOTES**



- Can an abusive partner use the response to gain power or control?

→ *Identify potential strategies to address each negative effect.*

→ *Identify information you need from battered women to complete your analysis.*

→ *Identify other information you need and how you will obtain it.*

*III. List and Analyze Proposed and Potential Strategies.*

→ *List proposed strategies to change the selected component of the system's current response and strategies that have not been proposed, but might improve the system's response to battered women.*

→ *Analyze the implications of each strategy listed.*

**3. Review Handout #14-2, page 2 (“chart format”), for analyzing the implications of current and potential responses.**





## Overview of Step 2

### **Choose a particular aspect of the system's response to battered women and analyze it.**

***I. Choose a particular aspect of the system's response to battered women.***

- ➔ List all key components of the system's current response to battered women.
- ➔ Select one of the components from the list.

***II. Analyze the implications of the selected component.***

- ➔ Identify the positive effects for battered women.
- ➔ Identify the negative effects for battered women.
- ➔ Identify potential strategies to address each negative effect.
- ➔ Identify information you need from battered women to complete your analysis.
- ➔ Identify other information you need and how you will obtain it.

***III. List and analyze proposed and potential strategies.***

- ➔ List proposed strategies to change the selected component of the system's current response and strategies that have not been proposed, but might improve the system's response to battered women.
- ➔ Analyze the implications of each strategy listed.



**MODULE THREE HANDOUT #14-1**  
page 2 of 2

<b>Step 2 Form: Annotated Chart</b>	
<i>Component of response to be analyzed: Identify particular components of a broader response to insure analysis of all components. Be specific.</i>	
<b>Pros:</b> (positive effects for battered women)	<b>Cons:</b> (negative effects for battered women)
<ul style="list-style-type: none"> <li>▪ Additional options, services, resources?</li> <li>▪ Increase effectiveness? Of what?</li> <li>▪ Opportunity for woman to choose/influence option ?</li> <li>▪ Does the response increase options for safety for some women? Which women and how?</li> <li>▪ Does it reduce the opportunity for an abusive partner to control his partner?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Does it increase risks for some battered women?</li> <li>▪ Does it decrease options? For whom? (Consider different groups of women.)</li> <li>▪ Decrease effectiveness? Of what?</li> <li>▪ Does it remove a battered woman's choice to use a particular option?</li> <li>▪ Can an abusive partner use the response to gain power or control?</li> </ul>
	<p><b>Strategy to address "cons":</b></p> <ul style="list-style-type: none"> <li>▪ What would "fix" the problematic component of the response? What would make the response acceptable?</li> </ul> <p><i>(This will provide alternative positions, possible compromises, and a thorough look at the response.)</i></p>
<p><b>Additional information needed from battered women:</b></p> <ul style="list-style-type: none"> <li>▪ What don't you know about the effects of this response on battered women? Which groups of women might it affect differently?</li> <li>▪ How will you get this information?</li> </ul>	
<p><b>Additional information needed:</b></p> <ul style="list-style-type: none"> <li>▪ Are there components of the response that are unclear?</li> <li>▪ Do you need more information about how the response will actually be implemented?</li> </ul>	<p><b>Source:</b></p> <ul style="list-style-type: none"> <li>▪ What is the best source of that information? From the system? From those outside the system?</li> </ul>



**❖ SMALL GROUP WORK****Time: 25 MINUTES**

- 1. Distribute Handout #14-2. Review small group instructions. Assign policy # to each small group.**

*Small group instructions from Handout #14-2.*

- *Each small group has been assigned one of the following current or proposed policies of the welfare office case study to analyze. Review the policy assigned to your group.*
- *Pick a person to take notes and report back to the whole group.*
- *Analyze the policy assigned to your group using the Step 2 Form.*

**❖ REPORTS BACK FROM SMALL GROUPS AND FACILITATED DISCUSSION OF SMALL GROUP ANALYSIS****Time: 25 MINUTES**

- 1. Ask participants to come back as a whole group. Ask each group to use the Step 2 Form format to report back their analysis of the policy assigned to them. As the groups report, write key points on newsprint or overhead transparency. Invite other participants to add their analysis about the particular policy. Referring to the Annotated Step 2 Forms for trainers, facilitate a discussion to ensure thorough analysis of each policy.**



## Small Group Instructions and Step 2 Form

### Small Group Instructions:

- Each small group has been assigned one of the following current or proposed policies of the “Welfare Office Case Study” to analyze. Review the policy assigned to your group.
  - Pick a person to take notes and report back to the whole group.
  - Analyze the policy assigned to your group using the Step 2 Form.
- 

#### **Policy #1: Current Welfare Office Policy**

Domestic violence work program is the same as other welfare-to-work programs (resume writing, interviewing, job skills) with two exceptions:

- The program requires women to attend a morning “life skills” class three days a week.
- The program lasts for 6 months instead of 3 months in order to give women time “to remove the domestic violence barriers to working.”

#### **Policy #2: Policy Proposed by Advocates**

TANF applicants’ disclosure of domestic violence should be voluntary and confidential. Procedures should be put in place to ensure that women completing the questionnaire have the option to not answer the domestic violence questions. In addition, practical and legal confidentiality protections should be in place.

#### **Policy #3: Policy Proposed by State-Level TANF Administrator**

Shift all screening/intake/eligibility determinations to a private for-profit company through contracts with the State.

#### **Policy #4: Potential Policy Not Yet Proposed**

Involve the local domestic violence project staff in the screening process and/or in the domestic violence work program.

**Step 2 Form**

**Component of response to analyze:**

**Pros:** (positive effects for battered women)

**Cons:** (negative effects for battered women)

**Strategy to address “cons”:**

**Additional information needed from battered women:**

**Additional information needed:**

**Source:**



## Annotated Step 2 Forms for Trainer

### Step 2 Form (page 1 of 4) for Trainer --Policy #1

**Policy #1: Current Welfare Office Policy**

*Domestic violence work program is the same as other welfare-to-work programs (resume writing, interviewing, job skills) with two exceptions:*

- *The program requires women to attend a morning “life skills” class three days a week.*
- *The program lasts for 6 months instead of 3 months in order to give women time “to remove the domestic violence barriers to working.”*

**Pros:** (positive effects for battered women)

**Cons:** (negative effects for battered women)

- TANF program is acknowledging that some battered women may need more time to support themselves through employment.
- TANF program is trying to respond to needs of battered women.
- DV program includes same content as other programs.

- Domestic violence program is more burdensome than regular program because it requires the three-times-a-week life skills classes.
- Some women can’t “remove the barriers...” because they are beyond their control.
- Even with job skills and special program, some women may not be able to find jobs that will support themselves and their children.

**Strategy to address “cons”:**

- Three-times-a-week class: some flexibility for women to miss classes or “opt out” completely.
- removing barriers: process for effective safety planning and acknowledgment that some barriers are not within her control

**Additional information needed from battered women:**

- What they think about the “life skills” class idea and content
- What “life skills” information would be helpful to them
- What they think about the 6-month time line
- What additional resources they might need to help “remove the domestic violence barriers to employment”

**Additional information needed:**

- What is content of “life skills” class?
- What happens after 6 months if woman can’t support herself through work?
- What child care and transportation resources are available?



**Step 2 Form (page 2 of 4) for Trainer --Policy #2**

**Policy #2: Policy Proposed by Advocates**

- *Disclosure of domestic violence should be voluntary and confidential.*
- *Ensure that women completing the questionnaire have the option to not answer the domestic violence questions.*
- *Practical and legal confidentiality protections should be in place.*

<b>Pros:</b> (positive effects for battered women)	<b>Cons:</b> (negative effects for battered women)
<ul style="list-style-type: none"> <li>▪ Women would have a choice whether or not to disclose.</li> <li>▪ If women did disclose, this information would be protected by legal and practical confidentiality procedures.</li> </ul>	<ul style="list-style-type: none"> <li>▪ not clear if choice to disclose would be informed</li> <li>▪ some women who don't disclose may not get access to the benefits of the domestic violence work program</li> <li>▪ may be difficult to get legal protections</li> <li>▪ practical confidentiality protections could be difficult to put in place</li> </ul> <p><b>Strategy to address "cons":</b></p> <ul style="list-style-type: none"> <li>▪ uninformed disclosure decisions: get TANF staff to hand out/provide information about disclosures before women get questionnaire</li> <li>▪ confidentiality: set basic protocol for recording and protecting domestic violence information, provide training on protocol</li> </ul>

**Additional information needed from battered women:**

- What they think about the format and content of the questionnaire
- What they think about the idea of making disclosures confidential and voluntary
- How to ensure that their decisions to disclose are informed

**Additional information needed:**

- Who has access to computer databases? Where is the domestic violence information stored?

**Step 2 Form (page 3 of 4) for Trainer --Policy #3**

**Policy #3: Policy proposed by State-Level TANF Administrator**

- *Shift all screening/intake/eligibility determinations to a private, for-profit company through contracts with the State*

**Pros:** (positive effects for battered women)

- could provide an opportunity to implement a new, consistent, and responsive system that provides voluntary/confidential screening

**Cons:** (negative effects for battered women)

- profit making goal may significantly reduce staff resources to carefully and sensitively screen for and respond to domestic violence
- may be little oversight, enforcement of such a contract
- quality of staffing may be an issue

**Strategy to address “cons”:**

- staffing: could advocate for certain minimum skills/training and number of staff
- oversight: could advocate for oversight board and enforcement mechanisms to be part of contract

**Additional information needed from battered women:**

- Their experience with any system functions that have already been shifted to a private, for-profit company

**Additional information needed:**

- on feasibility of proposal, likelihood that it may become a reality
- who would likely contractor be
- what resources/funding available for contracts
- effect on state employees
- what oversight mechanisms might be in place



**Step 2 Form (page 4 of 4) for Trainer --Policy #4**

**Policy #4: Potential Policy Not Yet Proposed**

- *Involve the local domestic violence project staff in the screening process and/or in the domestic violence work program.*

<b>Pros:</b> (positive effects for battered women)	<b>Cons:</b> (negative effects for battered women)
<ul style="list-style-type: none"> <li>▪ domestic violence project staff would respond sensitively to battered women and know how to build safety plans with the women</li> <li>▪ domestic violence project staff may have legal confidentiality protections</li> <li>▪ collaboration with TANF program staff would provide opportunity for cross-training and skill building</li> <li>▪ potential to help group of battered women who have not previously accessed the domestic violence program for services</li> </ul>	<ul style="list-style-type: none"> <li>▪ might not be enough staffing, funding, resources to meet the demand</li> <li>▪ TANF program may want progress reports, etc., which would undermine confidentiality protections</li> <li>▪ domestic violence staff may not have employment and job skills knowledge necessary to do that component of the program</li> <li>▪ some of the women’s needs may be beyond what the domestic violence project can provide</li> </ul> <hr/> <p><b>Strategy to address “cons”:</b></p> <ul style="list-style-type: none"> <li>▪ staffing/funding: start with a pilot or just do one component, such as: follow-up response to women who have disclosed</li> <li>▪ confidentiality: negotiate this up front and explain importance of confidentiality to safety planning effectiveness; as an alternative, agree to provide generalized report</li> <li>▪ staff skill: work collaboratively with other agencies that provide additional skills/resources</li> </ul>

**Additional information needed from battered women:**

- Their views on involving the domestic violence program, including the specifics of the protocols, reporting requirements, and other implications

**Additional Information needed:**

- What resources/ staffing would be necessary to meet the need? What are the likely numbers of women? How many applicants are screened?
- What funding is available to support this?
- What additional staff qualifications would be necessary – e.g., speak different languages?

**NOTES**



**2. Conclude this segment by making the following points:**

- ✍ The outcomes of the Step 2 analysis process are the following:
  - A thorough consideration of all the current and potential systemic options, identification of the harmful and helpful strategies, and the rationale for each.
  - Assessment of current knowledge about the effects of systemic response on battered women, and identification of gaps in knowledge and potential sources of that needed information.
  
- ✍ Remind participants that policy advocacy is a process and that analysis of the issues is just one piece. Step 3, *planning and implementing a policy advocacy strategy*, and Step 4, *monitoring the effects of current policy on battered women and responding*, are two other key components.




## **Module Three**

### **Segment #15**

### **Introduction to Participant-Selected Policy Issue**

#### **Trainer Overview of Segment #15:**

In this segment you will provide an overview of the process and goals for the analysis of the participant-selected issue. You, or a participant, will also provide an introduction to this policy issue.

 **Important note:** The selection of the policy issue to be analyzed should occur in advance as part of the logistical organization of the training. The topic selected will require advance preparation by the trainer and may require the addition of trainer/s with knowledge about the issue/s. See trainer preparation section below.

**Group Size:** Whole group

**Total Time:** 30 minutes

#### **Time Line:**

- Overview of process 5 minutes
- Introduction to participant-selected issue 25 minutes

#### **Set-Up/Equipment:**

- Any materials necessary to brief participants on participant-selected issue

#### **Training Goals:**

- For participants to have an overview of the process and goals for analysis of the participant-selected issue
- To provide a basic, common understanding of the policy issue to be explored.

**NOTES****Trainer Preparation:****1. Selecting the issue – Key points:****✍ When:**

- The issue must be selected in advance as part of the scheduling and logistical organization of the training. Advanced selection will ensure that there is adequate time for preparation, that trainer/s with necessary knowledge are recruited, and that training announcements are accurate and complete.

**✍ Questions to consider when selecting the issue:**

- Will the issue further the overall training goal of enhancing policy advocacy and analysis skills of participants?
- Is it relevant to the current advocacy of participants?
- What is the participants' history with this issue? What work is already done? Is it extremely controversial? Can an open, thorough discussion occur?
- Can the issue be broken down into particular components of the system's response for analysis?

**✍ Existing organizational process:**

- What is the organization's process for policy analysis and planning?
- How will the training assure that the process is acknowledged and followed?
- Are there key people who should attend the training?

**✍ Trainer skill/knowledge:**

- Trainer/s must be able to apply the 4 Steps and use the forms.
- Trainer/s must have a working knowledge of the substantive issue selected in order to apply the 4-Step model and further the policy analysis.
- Advanced coordination is essential if more than one trainer will be used.

**2. Prepare to give an overview of the training process for using the participant-selected issue.****3. Prepare to introduce the participant-selected issue.**

**Detailed Instructions:****NOTES** **❖ OVERVIEW OF PROCESS****Time: 5 MINUTES**

- 1. Give participants an overview of the training process for using the participant-selected policy issue.**

*Trainer outline:*

- We are now going to explore a policy issue that you are currently working on. This will give you an opportunity to practice using the Steps and Forms introduced in this training to analyze this issue.
- The issue was selected in advance. (Explain with whom, etc.)
- We will work in small groups on particular components of the Steps and report back for further discussion. A goal is to leave the training with some concrete steps on what work needs to be done on this issue and how that work will get done.

**❖ INTRODUCTION TO PARTICIPANT-SELECTED ISSUE****Time: 25 MINUTES**

- 1. Give participants an introduction to the participant-selected policy issue.**

*Trainer preparation instructions:*

- Remember that the goal is to give participants a basic, common understanding of the policy issue to be explored. This will include:
    - ✓ Identification of the system/s involved
    - ✓ Clearly stated description of the issue
    - ✓ Any background information participants will need to fully participate, such as explanations of acronyms or other jargon, etc.
    - ✓ Brief overview of participant history working with the issue
    - ✓ Any reasons why this particular issue is compelling/timely
  - It may be more effective for a participant familiar with the issue to do this part.
- 2. Ask participants if they have any questions about the process or the issue. Conclude this segment by answering those questions.**





**Module Three**  
**Segment #16**  
**Applying Step 1 to the Participant-Selected Policy Issue**

**Trainer Overview of Segment #16:**

In this segment the participants will work in small groups to work on Step 1 for the system from which the policy issue was selected. You will then facilitate reports back from the small groups and a discussion about their work on Step 1.

**Group Size:** Whole group, small groups

**Total Time:** 60 minutes

**Time Line:**

- Small group activity 35 minutes
- Report back and discussion 25 minutes

**Set-Up/Equipment:**

- Copies of Handout #16-1, “Annotated Overview of Step 1, Small Group Instructions, and Step 1 Form”
- Flip chart, newsprint, blank transparencies (if desired), markers, and tape
- Overhead Projector for Overheads #18 and #19

**Training Goals:**

- To further participant understanding of the need to prepare to do policy advocacy in a particular system.
- For participants to have a list of the information they need about the particular system and ideas about how to get that information.

**Trainer Preparation:**

- Prepare to explain the small group exercise.
- Prepare to facilitate the discussion. As part of the planning for the training, it will be helpful to identify in advance any gaps in information about the particular system that should be brought out in the training.



## NOTES

**Detailed Instructions:**❖ **SMALL GROUP ACTIVITY****Time: 35 MINUTES**

- 1. Distribute Handout #16-1 to participants and explain the small group activity. Break into small groups and assign each group a number of “Topics” from Handout #16-1 to discuss, ensuring that all topics are assigned. If necessary, remind participants of the purpose of Step 1.**

*Copy of small group instructions on Handout #16-1:*

- *Each small group has been assigned several “Topic” numbers from the Step 1 Form. Review the topic numbers assigned to your group.*
- *Pick a person to take notes and report back to the whole group.*
- *Discuss the topics assigned and prepare to advocate in the system by following the Step 1 Form.*

*Trainer notes about Step 1, if necessary:*

**Step 1: Prepare to advocate in the system.**

- ☞ Step 1 organizes the information you already have about a system and topic, identifies gaps in knowledge, and sources of information to fill those gaps. Step 1 is an advanced planning activity. It gives you the background information necessary to do analysis and advocacy in the particular system.
- ☞ Step 1 should be done formally on paper from time to time, and periodically updated. You may need to organize the information in a file or briefing book. This advance preparation will allow better response to issues when they come up quickly and will provide a reference point.
- ☞ Ideally, Step 1 will be done with a group of advocates, allies, and battered women. More minds will produce better and more complete background information and provide more ideas on how to get the information you need. Diverse perspectives – including those reflected by race, ethnicity, and class – are essential.





MODULE THREE HANDOUT #16-1

Annotated Overview of Step 1, Small Group Instructions, and Step 1 Form (page 1 of 6)

Annotated Overview of Step 1: Prepare to advocate in the system. ( page 1 of 2)

Topic	What information do you already have or know about each topic?	What information do you need in order to analyze issues and plan advocacy in this system?	How will you get the information you need?
<p><b>#1</b>  <b>Current domestic violence response</b></p>	<p>In general, how is the system currently responding to battered women? Are there special programs? Is there a specific domestic violence response? Do an inventory of programs.</p>	<p>What don't you know about the response? How is the response affecting battered women and their children?</p>	<p>Do you need inside expertise about this system?</p>
<p><b>#2</b>  <b>What battered women need from this system</b></p>	<p>Do women need the current response or a different one? Ultimately, what are the specific resources, information, and responses women need from this system?</p>		<p>How will you determine what women need? How will you talk to battered women and their advocates to understand the effects?</p>
<p><b>#3</b>  <b>System players &amp; staff, organizational and power structure</b></p>	<p>Who is in charge? Who makes what decisions? Who works in this system? What "field" are they in?</p>	<p>What do key persons think and know about domestic violence?</p>	

**HANDOUT #16-1: Annotated Overview of Step 1, Small Group Instructions, and Step 1 Form (page 2 of 6)**

**Annotated Overview of Step 1: Prepare to advocate in the system. (page 2 of 2)**

<b>Topic</b>	<b>What information do you already have or know about each topic?</b>	<b>What information do you need in order to analyze issues and plan advocacy in this system?</b>	<b>How will you get the information you need?</b>
<p><b>#4</b>  <b>Rules, policies, mandates, and laws that guide system response</b></p>	<p>What types of rules guide this system? Administrative procedures, statutes, etc. Are there any rules or mandates that apply to battered women?</p>		<p>Do you need a lawyer?</p>
<p><b>#5</b>  <b>Funding, Resources</b></p>	<p>What is the source of the system’s funding? How much do they get? Do the resources match the demand on the system?</p>		<p>Do you need specialized financial expertise?</p>
<p><b>#6</b>  <b>Political Factors that affect this system</b></p>	<p>What are the public pressures on this system? Are key political officials involved? Do they see this system as important to their power, re-election, etc? In what way?</p>		
<p><b>#7</b>  <b>Other factors</b></p>	<p>What are your advocacy strengths and weaknesses in this system? What are key issues currently affecting the system-e.g., media attention, layoffs, labor disputes, new grant or project, etc.?</p>		



**HANDOUT #16-1: Annotated Overview of Step 1, Small Group Instructions, and Step 1 Form (page 3 of 6)**

**Small Group Instructions**

**Small Group Instructions:**

1. Each small group has been assigned several “Topic” numbers from the Step 1 Form. Review the topic numbers assigned to your group.
2. Pick a person to take notes and report back to the whole group.
3. Discuss the topics assigned and prepare to advocate in the system by following the Step 1 Form.



**HANDOUT #16-1: Annotated Overview of Step 1, Small Group Instructions, and Step 1 Form (page 4 of 6)**

**Step 1 Form ( page 1 of 3)**

<b>Topic</b>	<b>What information do you already have or know about each topic?</b>	<b>What information do you need in order to analyze issues and plan advocacy in this system?</b>	<b>How will you get the information you need?</b>
<p><b>#1</b>  <b>Current domestic violence programs</b></p>			
<p><b>#2</b>  <b>What battered women need from this system</b></p>			



<b>HANDOUT #16-1: Annotated Overview of Step 1, Small Group Instructions, and Step 1 Form (page 5 of 6)</b>			
<b>Step 1 Form ( page 2 of 3)</b>			
<b>Topic</b>	<b>What information do you already have or know about each topic?</b>	<b>What information do you need in order to analyze issues and plan advocacy in this system?</b>	<b>How will you get the information you need?</b>
<b>#3 System players &amp; staff, organizational and power structure</b>			
<b>#4 Rules, policies, mandates, and laws that guide system response</b>			

**HANDOUT #16-1: Annotated Overview of Step 1, Small Group Instructions, and Step 1 Form ( page 6 of 6)**

**Step 1 Form ( page 3 of 3)**

<b>Topic</b>	<b>What information do you already have or know about each topic?</b>	<b>What information do you need in order to analyze issues and plan advocacy in this system?</b>	<b>How will you get the information you need?</b>
<b>#5 Funding, Resources</b>			
<b>#6 Political Factors that affect this system</b>			
<b>#7 Other factors</b>			



**❖ REPORT BACK AND DISCUSSION****Time: 25 MINUTES**

- 1. Ask participants to come back as a whole group. Ask each group to use the Step 1 Form format to report back their work to prepare themselves to advocate in this system. As the groups report, write key points on newsprint or overhead transparency. Invite other participants to add their thoughts about the particular topics. Facilitate a discussion to ensure a thorough consideration of the topic.**

**NOTES** 





**Module Three**  
**Segment #17**  
**Applying Step 2 to the Participant-Selected Policy Issue**

**Trainer Overview of Segment #17:**

In this segment you will lead the participants through the first part of Step 2: “Choosing a particular aspect of the system’s response to battered women.” The participants will then work in small groups and use Step 2 to analyze the identified components. You will then facilitate reports back from the small groups and a discussion about their work on Step 2 to ensure a thorough analysis.

**Group Size:** Whole group, small groups, whole group

**Total Time:** 60 minutes

**Time Line:**

- |   |            |
|---|------------|
| ▪ Choosing a particular aspect of the system’s response to battered women | 15 minutes |
| ▪ Small group activity  | 25 minutes |
| ▪ Report back and discussion  | 20 minutes |

**Set-Up/Equipment:**

- Copies of Handout #14-2 (if desired) and Handout #17-1, Small Group Instructions and Step 2 Form
- Flip Chart, Newsprint, Markers, Tape, Overhead Projector for Overhead #20, and Blank Transparencies (if desired)

**Training Goals:**

- To reinforce that the goal of policy analysis is to thoroughly consider all current and potential systemic options, and to understand and be able to articulate the effects of each on battered women.
- To provide participants an opportunity to choose a particular component of a system’s response to battered women and analyze it.

**Trainer Preparation:**

- Prepare to lead participants through the first part of Step 2
- Prepare to explain the small group exercise.
- Prepare to facilitate the discussion. As part of the planning for the training, it will be helpful to identify current and potential responses in the selected area and prepare some analysis of them.

**NOTES** 

**Detailed Instructions:**

❖ **CHOOSING A PARTICULAR ASPECT OF THE SYSTEM'S RESPONSE TO BATTERED WOMEN**  
**Time: 15 MINUTES**

1. **Refer to Handout #14-2 and explain that you are now going to facilitate a discussion of the first part of Step 2: "Choose a particular aspect of the system's response to battered women..." Lead participants through the tasks as listed in Handout #14-2. Write their responses on newsprint.**

*Trainer list of tasks from Handout #14-2:*

- ✓ List all components of the system's current response to battered women.
- ✓ Select one of the components listed to analyze.
- ✓ List proposed changes to that component of the system's current response.
- ✓ List changes that have not been proposed, but might improve the system's response to battered women.

❖ **SMALL GROUP ACTIVITY**  
**Time: 25 MINUTES**

1. **Distribute Handout #17-1 to participants and explain the small group activity. Break into small groups and assign each group a current or proposed response to analyze.**

❖ **REPORT BACK AND DISCUSSION**  
**Time: 20 MINUTES**

1. **Ask participants to come back as a whole group. Ask each group to use the Step 2 Form format to report back their work to analyze the particular component of the system's response. As the groups report, write key points on newsprint or overhead transparency. Invite other participants to add their analysis. Facilitate a discussion to ensure a thorough analysis.**



**Small Group Instructions and  
Step 2 Form**

**Small Group Instructions**

1. Each small group has been assigned a current or proposed policy to analyze. Review the policy assigned to your group.
2. Pick a person to take notes and report back to the whole group.
3. Analyze the policy assigned to your group using the Step 2 Form.



**Step 2 Form**

**Component of response to analyze:**

**Pros:** (positive effects for battered women)

**Cons:** (negative effects for battered women)

**Strategy to address “cons”:**

**Additional information needed from battered women:**

**Additional information needed:**

**Source:**



## Module Three Segment #18

### Planning to Gather Information Needed from Battered Women

#### Trainer Overview of Segment #18:

In this segment you will plan ways to gather the information needed from battered women that was identified during the Step 2 analysis completed in segment #17.

**Group Size:** Whole group

**Total Time:** 30 minutes

#### Time Line:

- Review of information needed and brainstorm strategies to gather it 20 minutes
- Facilitate a discussion to identify concrete planning steps to implement strategies identified 10 minutes

#### Set-Up/Equipment:

- Flip chart, markers, newsprint, tape
- Copies of newsprint or transparencies that list the information needed from battered women (prepared by trainer)

#### Training Goals:

- To provide participants with specific strategies for gathering needed information from battered women and a concrete set of steps to implement those strategies.

#### Trainer Preparation:

- Prepare to provide participants with the list of information needed from battered women which was generated during the Step 2 analysis of Segment #17.
- Review potential strategies listed in Segment #10.
- Prepare to help participants identify concrete steps toward implementing the strategies they identify.

*Note:* Discuss this planning task in advance with training organizers to determine current efforts, participant willingness, resource capacity, etc. for implementing information gathering strategies.



**NOTES** 

**Detailed Instructions:**

**❖ REVIEW OF INFORMATION NEEDED AND BRAINSTORM AND STRATEGIES TO GATHER IT**

**Time: 20 MINUTES**

- 1. Review particular information needed from battered women that was identified during the Step 2 analysis completed in Segment #17.**
- 2. Ask participants to suggest ways to involve battered women in the policy analysis process. Write the suggestions on newsprint.**

*Sample list from Segment #10:*

- ✓ Hire battered women/formerly battered women
- ✓ Formal research/evaluation
- ✓ Informal and formal surveys
- ✓ Electing battered women/formerly battered women to boards of directors
- ✓ Gathering information from advocates who work directly with battered women
- ✓ Focus groups
- ✓ Asking individual women

**❖ FACILITATE A DISCUSSION TO IDENTIFY CONCRETE PLANNING STEPS TO IMPLEMENT STRATEGIES IDENTIFIED**

**Time: 10 MINUTES**

- 1. Ask participants to list what action/s would be necessary to implement the strategies they've identified. List these on one side of the newsprint. Ask participants to identify, for each, the next step to take in order to ensure that the action is taken.**








*Examples:*

Strategy	Action/s	Next Step/s
Hire battered women/formerly battered women	Advertise positions, do outreach to recruit potential applicants	Talk to agency hiring committee
Formal research/evaluation	Analyze pros and cons of such research, identify potential researchers and sources of funding	Form research working group of staff/board of directors to explore issues and take next steps
Informal surveys	Design surveys and distribute	Talk to a local researcher about survey design, and develop distribution plan for staff
Gather information from advocates	Talk with advocates	Talk to meeting planner to put such a discussion on the next meeting agenda

**NOTES** 

## 2. Conclude segment by making the following points:

-  The meaningful involvement of battered women is the foundation of woman-defined policy advocacy.
-  Advocates need to understand the issues in order to know what information they must gather from battered women.
-  Advocates must plan how they are going to gather information and carefully frame the questions they will ask battered women.
-  Advocates must actively and respectfully seek out information from all women, including those they know well and those they have yet to reach. In particular, advocates must gather information from women of color, women from diverse ethnic orientations, and economically poor women.
-  Advocates must thoughtfully and carefully use the information they gather.





## Module Three

### Segment #19

### Applying Step 3 to the Participant-Selected Policy Issue

#### **Trainer Overview of Segment #19:**

In this segment, you will provide closure to the policy analysis discussions, characterize the discussion, identify main themes, and help participants plan their policy advocacy regarding the participant-selected issue.

👉 **Important note:** The process for policy advocacy planning should be agreed upon in advance with training organizers as part of the logistical organization of the training. This segment may simply “plan how to plan” for policy advocacy or actually begin the policy advocacy planning. See trainer preparation section below.

**Group Size:** Whole group

**Total Time:** 60 minutes

#### **Set-Up/Equipment:**

- Overhead transparencies or charts of key points (prepared by trainer)
- Flip chart, newsprint, markers, overhead Projector (if desired) and tape

#### **Training Goals:**

- To provide participants with main themes and characterizations from the discussion and to provide closure to the training.
- To provide participants with concrete next steps for their policy advocacy and/or policy advocacy planning.

#### **Trainer Preparation:**

- Discuss this segment with training organizers and agree on the goals and process for this segment. A variety of local factors will affect this decision.

Questions to consider:

- Are key decision-makers present and participating in the training? Are key people missing?
  - Would planning be done more effectively in a smaller/different group? If so, what guidance could the larger group give? How?
  - How much time and energy do participants have at this point in the training?
  - Do you have the key information you need in order to proceed with planning a strategy?
- 
- During the Break, review the newsprint/transparencies and prepare to characterize the analysis of the issues.



**NOTES** 

**Detailed Instructions:**


- 1. Ask participants to sum up the discussions and record their suggestions on newsprint.**

*Prompting questions:*


?? How would you sum up the discussions? What are the main themes? What responses were seen as good for battered women? Which were seen as harmful? Where was their agreement? Disagreement? Need for more exploration or analysis? What acceptable compromises were identified?

- 2. Complete agreed-upon planning process.**

- 3. Conclude this section by making the following points about policy advocacy planning.**

 When planning, think strategically:

- ✓ What do you want? Are several options possible?
- ✓ How are you going to get it?
  - Who needs to be involved? Who has the power? The money?
  - What is the sequence for advocacy activities? What comes first?
  - What activities or resources would move the process along? Whose help do you need?
  - What are the risks? For battered women? For you as an advocate? For your organization?

 Plans that are not implemented will not help battered women.

- ✓ You need to actually do what you plan to do. This may mean re-assigning staff, supervising and managing that staff, obtaining additional resources or funding, and assessing the effectiveness of the plan and making necessary modifications.



## **Module Three**

### **Segment #20**

### **Conclusion and Evaluation**

**Trainer Overview of Segment #20:**

In this segment you will conclude the training and give participants the opportunity to evaluate the training.

**Group Size:** Whole group

**Total Time:** 15 minutes

**Set-Up/Equipment:**

- Copies of Handout #20-1, Evaluation Form

**Training Goals:**

- To obtain feedback from participants about the training.

**Trainer Preparation:**

- Prepare to make closing remarks.

**NOTES** 

**Detailed Instructions:**

- 1. Thank participants for coming, for their attention, and hard work. Provide some inspirational remarks to close the training.**

*Possible remarks for trainer:*

“Woman-defined policy advocacy is hard and important work. As advocates for battered women, we can’t just continue to guide individual women through systems that are ineffective or unresponsive. We must try to make those systemic responses better. This is policy advocacy. This is the work we must do as advocates for battered women and their families.”

“This work must include advocacy to reduce physical violence and other batterer-generated risks. However, to build comprehensive solutions to domestic violence we must also take on poverty, bias/discrimination, and other risks that keep women and their children from being safe and independent.”

“When you are tired and worn out, try to remember and gather inspiration from battered women who often use complex and long-range strategies to build comprehensive solutions to the domestic violence in their lives.”

- 2. Distribute Handout #20-1, Evaluation Form. Ask participants to complete it.**







# **Appendix A**

## **Handouts for Participants**

***Introduction to Policy Advocacy and Analysis, by Jill Davies***

*Building Comprehensive Solutions to Domestic Violence*

The National Resource Center on Domestic Violence

Handouts - Page A 1





## HANDOUT #1-1

### **Introduction to Policy Advocacy and Analysis: Improving How Systems Respond to Battered Women**

#### **Training Agenda Day 1 – Modules One and Two**

- **Welcome and Introductions**
  - **Current Solutions to Domestic Violence**
  - **Building Comprehensive Solutions from Battered Women’s Experience**
  - **“Rita”: Building Comprehensive Solutions – One at a Time**
- BREAK*
- **Building Comprehensive Solutions for All Battered Women: Addressing the Challenges**
  - **Collaborative Advocacy for Comprehensive Solutions**

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#### **LUNCH**

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- **Introduction to Policy Advocacy**
  - **Strategic Woman-Defined Policy Advocacy and Analysis: Introduction to the Steps**
  - **Policy Analysis: Using Step 2**
- BREAK*
- **Involving Battered Women/Formerly Battered Women in Policy Analysis**
  - **Overview of Steps 3 & 4**
  - **Conclusion**

**Introduction to Policy Advocacy and Analysis, by Jill Davies**

**HANDOUT #3-1 page 1 of 3**

**Battered Women’s Analysis: Batterer-Generated Risks**

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<b>Possible risks if she stays in the relationship</b>	<b>Possible risks if she leaves the relationship</b>
<b>Physical</b>	
<p><b>Physical injury:</b> he can continue to hit her and injure her</p> <p><b>Death:</b> he may kill her</p> <p><b>HIV:</b> through unsafe behavior with partner, have no choice regarding sex, including whether to practice safer sex, he may sexually assault her</p>	<p><b>Physical injury:</b> he may continue to hit and injure her. Some studies have shown he may be more likely to hurt her after she has left.</p> <p><b>Death:</b> threats can surface when a woman explores leaving or tries to leave, “If I can’t have you nobody will.” Leaving does not insure that he will not find her and may increase the chance she will be killed.</p> <p><b>HIV:</b> unsafe behavior with partner may continue, he may sexually assault her</p>

Much advocacy ends at this point on this list of risks that women with violent partners face. The risks that follow are acknowledged, and advocates do try to respond to these concerns. However, the primary resources, options and services are designed to address physical risks.

<b>Psychological</b>	
<p><b>Psychological harm:</b> his use of violence to keep control will continue to affect her and he can continue to attack her verbally &amp; emotionally</p> <p><b>Substance abuse:</b> she may abuse drugs and/or alcohol to help her cope with the emotional and physical pain</p> <p><b>Long term effects:</b> she may experience long term psychological issues</p> <p><b>Suicide (victim, partner):</b> he could commit murder/suicide, she may commit suicide as a result of the psychological effects of his violence or her desire to take control of a death she may believe is inevitable</p>	<p><b>Psychological harm:</b> he may continue to have access to her, particularly if they have children in common and there is ongoing contact due to court ordered visitation</p> <p><b>Substance abuse:</b> even if she leaves she will take an addiction with her, she may abuse drugs and/or alcohol to cope with her new life situation.</p> <p><b>Long term effects:</b> she may experience long-term psychological issues</p> <p><b>Suicide (victim, partner):</b> he could commit murder/suicide, she may commit suicide as a result of the psychological effects of his violence or her desire to take control of a death she may believe is inevitable</p>

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**Battered Women’s Analysis: Batterer-Generated Risks (continued)**

Possible risks if she stays in the relationship	Possible risks if she leaves the relationship
<b>Children</b>	
<p><b>Physical injury or psychological harm to children:</b> children can witness violence, be the object of physical violence or psychological attack, can be hurt while trying to protect their mother</p> <p><b>Loss of child/ren:</b> child protective services could become involved if violence is disclosed, “failure to protect”-type arguments could be used to place children in foster care or proceed on termination of parental rights case</p> <p><b>Being alone, single parenting:</b> he could be emotionally unavailable, he could do little to help her with the children</p>	<p><b>Physical injury or psychological harm to children:</b> children can witness violence, be the object of physical violence or psychological attack, can be hurt while trying to protect their mother, may be at greater risk while on visitation without parent-victim present, no visitation may also harm the child</p> <p><b>Loss of child/ren:</b> he could legally gain custody or just take the children, child protective services could still be involved or become involved</p> <p><b>Being alone, single parenting:</b> he is unavailable and she may not be able (or want) to “find someone new,” he may not visit or help raise the children, it may not be safe for the children or her to have him do so</p>
<b>Financial</b>	
<p><b>Standard of living:</b> he may control the money and give her little money to live on, he could lose or quit his job, he could make her lose or quit her job</p> <p><b>Loss of income/job:</b> he could keep her from working, limit how much she works, he may sabotage her efforts to find a job, succeed at a job or pursue job training</p> <p><b>Loss of housing:</b> she could be evicted due to “disturbance” or damage he has done</p> <p><b>Loss or damage to possessions:</b> he may destroy things of importance or value to her to further his control</p>	<p><b>Standard of living:</b> she may now live solely on her income, she may have to move out of her home, neighborhood, she may have less money, he could make her lose her job</p> <p><b>Loss of income/job:</b> she could lose his income, have to quit a job to relocate, have to quit if she has become a single parent, he could keep her from working by harassment, threats</p> <p><b>Loss of housing:</b> she may need to move out in order to leave relationship or go into hiding for safety, she could lose her residence as part of a divorce</p> <p><b>Loss or damage to possessions:</b> he may destroy things of importance or value to her to further his control, she may have to leave things behind when she leaves, he may win the right to possessions in a divorce proceeding</p>

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<b>Battered Women’s Analysis: Batterer-Generated Risks (continued)</b>	
<b>Possible risks if she stays in the relationship</b>	<b>Possible risks if she leaves the relationship</b>
<b>Family and Friends</b>	
<p><b>Threat or injury to family or friends:</b> may be at risk, particularly if they try to intervene</p> <p><b>Loss of family/friends’ support:</b> they may want her to leave and stop supporting her if she stays, they may not like him or may be afraid of him, he may keep her isolated from them</p>	<p><b>Threat or injury to family or friends:</b> may be at risk, particularly if they try to intervene, protect the woman, provide her with housing; threat can be used to keep a woman from going into hiding— “If I don’t know where you are I’ll get your family.”</p> <p><b>Loss of family/friends’ support:</b> they may not want her to leave him, they may blame her for the end of the relationship</p>
<b>Relationship</b>	
<p><b>Loss of partner or relationship:</b> he could leave her or be unavailable emotionally</p> <p><b>Loss of caretaker:</b> if she is disabled and he is her caretaker he may not adequately care for her</p>	<p><b>Loss of partner or relationship:</b> leaving means the loss of her partner and significant change to the relationship</p> <p><b>Loss of caretaker:</b> if she is disabled and he is her caretaker he will no longer be there to help her</p>
<b>Arrest, legal status</b>	
<p><b>Her arrest:</b> he could threaten to turn her in or turn her in if she has participated in criminal activity, he may threaten this to keep her from leaving, he may force her to participate in criminal activity, she may defend herself against him and be charged with a crime. Arrest could lead to incarceration, loss of job, loss of children, public embarrassment, etc.</p> <p><b>Partner’s arrest:</b> he might be arrested leading to his retaliation, the loss of his job, public embarrassment for her and her family</p> <p><b>Loss of residency status:</b> ongoing threat, he could carry out that threat</p>	<p><b>Her arrest:</b> he could threaten to turn her in or turn her in if she has participated in criminal activity, he may force her to be involved in criminal activity, she may defend herself against him and be charged with a crime. Arrest could lead to incarceration, loss of job, loss of children, public embarrassment, etc.</p> <p><b>Partner’s arrest:</b> he might be arrested leading to his retaliation, the loss of his job, public embarrassment for her and her family</p> <p><b>Loss of residency status:</b> ongoing threat, he could carry out that threat</p>

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## HANDOUT #4-1

### **“Rita” Case Scenario and Small Group Instructions**

#### **Instructions:**

- Take a minute or two for each person to read Rita’s story.
  - Pick a person to take notes, using attached form.
  - Identify the risks Rita faces.
  - Develop a strategy to reduce those risks. Identify the source of resources to be used.
- 

#### **Rita**

Rita is 25 years old. She has two children – Keena, who is 6, and Sam, Jr., who is 4. Sam is her partner and the father of Sam, Jr. Sam and Rita are not married.

Rita and Sam live together in an apartment they rent. Rita was recently laid off from her part-time job, and Sam works off and on in construction. Rita has a health condition that requires expensive prescription medications. She has no health insurance. Sometimes they have to decide between paying for her prescription or paying the rent. Rita has received welfare assistance from time to time to try to help make ends meet.

Sam smokes marijuana on the weekends and “deals” a little to support his habit. Sometimes Rita will smoke with him because he wants her “to keep him company.” When he watches Keena and Sam, Jr., he gets very impatient and he slaps them to get them to behave. Sam slaps and shoves Rita periodically, and sometimes he forces her to have sex. Most of the time these things happen when Sam is “high” on the weekends. Sam believes he is “head of the family” and makes all the major family decisions.

Rita wants to move to a town where the schools will be better for Keena. Sam tells her to forget it, “They’ll never rent to your kind in that town.”

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**HANDOUT #4-2**  
**“Rita” Form for Note Taking in Small Groups**

<b>Rita’s risks:</b>	<b>Strategies to reduce risks:</b> (List options, services, strategies that may reduce risks.)	<b>Resource provided by:</b> (List source)
<b>Risks caused by Sam: <i>batterer-generated risks</i></b>		
<b>Risks not caused by Sam: <i>life-generated risks</i></b>		

## **HANDOUT #6-1**

### **Instructions for Small Group Work on Collaboration**

1. Pick a barrier that one of you is facing with a current collaborative relationship.
2. Work together to develop a strategy that will reduce or remove that barrier.
3. Pick someone to take notes and report to the larger group about your discussion.

## HANDOUT #7-1

### Definition of “Policy Advocacy”

**Policy advocacy = Strategic efforts to improve systemic responses to battered women.**

- **Strategic** means that your policy advocacy includes planning, thought, and analysis.
- **Efforts** means that your policy advocacy might include a wide spectrum of activities, including
  - training, curriculum development
  - explaining domestic violence
  - legislative advocacy
  - affecting policies, procedures, or practices of a system
  - creating forms to be used in a particular system
  - developing position papers or written materials about particular issues
  - speaking to the media about systemic responses to battered women and their children
  - working with advisory committees, boards, or other leadership of a system
  - developing materials to give battered women better access to a system
  - priority-setting
  - fund raising for particular projects or initiatives
  - community education presentations
  - other activities
- **Systemic Responses** means policy advocacy includes work with: the legal system health care providers, government agencies, legislatures, community services, child protection agencies, insurance companies, welfare agencies, batterer intervention programs, child support enforcement agencies, schools, welfare-to-work programs, refugee and immigrant programs, and any other organization or system that responds to domestic violence or battered women.

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## HANDOUT #7-2

### Definition of “Woman-Defined Policy Advocacy”

**Woman-defined policy advocacy** = **Strategic efforts to improve systemic responses to battered women, *with the needs and perspectives of battered women directing those efforts.***

- **Needs** means that woman-defined policy advocacy responds to both the batterer-generated and life-generated risks faced by battered women, and includes strategies for battered women who stay in or return to their relationships, as well as battered women who have left or are planning to leave.
- **Perspectives** means that woman-defined policy advocacy acknowledges that each battered woman is unique, and that pre-conceived “one size fits all” strategies can not adequately respond to the individual circumstances of all battered women. However, effective *systemic* advocacy requires advocates to pursue certain generalized categories of responses. This tension between meeting individual needs and developing systemic responses is an important aspect of policy analysis. Effective systemic responses will include a range of options that respond to the spectrum of battered women’s needs and provide individual battered women with access to advocacy.
- **Battered Women** means that woman-defined policy advocacy actively and respectfully seeks to improve systemic responses to **all** battered women, including the women advocates know well and those they’ve yet to reach. It should also include victims in same-sex relationships and male victims abused by female partners. (These modules use the phrases “battered woman” and “woman-defined” because the overwhelming majority of domestic violence victims are women abused by male partners.)

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**HANDOUT #8-1**

**Steps to Strategic Woman-Defined Policy  
Advocacy and Analysis**

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- Step 1: Prepare to advocate in the system.**
- Step 2: Choose a particular aspect of the system's response to battered women and analyze it.**
- Step 3: Plan and implement a policy advocacy strategy.**
- Step 4: Monitor the effects on battered women of current responses, and continue analysis and advocacy.**

<b>HANDOUT #8-2</b> <b>Overview of Step 1: Prepare to advocate in the system.</b>			
<b>Topic</b>	<b>What information do you already have or know about each topic?</b>	<b>What information do you need in order to analyze issues and plan advocacy in this system?</b>	<b>How will you get the information you need?</b>
<b>Current domestic violence programs</b>			
<b>What battered women need from this system</b>			
<b>System players &amp; staff, organizational and power structure</b>			
<b>Rules, policies, mandates, and laws that guide system response</b>			
<b>Funding, Resources</b>			
<b>Political factors that affect this system</b>			
<b>Other factors</b>			

**Introduction to Policy Advocacy and Analysis, by Jill Davies**

## HANDOUT #9-1

page 1 of 2

### **Overview of Step 2: Choose a particular aspect of the system's response to battered women and analyze it.**

- I. Choose a particular aspect of the system's response to battered women.***
  - ➔ List all key components of the system's current response to battered women.
  - ➔ Select one of the components from the list.
  
- II. Analyze the implications of the selected component.***
  - ➔ Identify the positive effects for battered women.
  - ➔ Identify the negative effects for battered women.
  - ➔ Identify potential strategies to address each negative effect.
  - ➔ Identify information you need from battered women to complete your analysis.
  - ➔ Identify other information you need and how you will obtain it.
  
- III. List and analyze proposed and potential strategies.***
  - ➔ List proposed strategies to change the selected component of the system's current response and strategies that have not been proposed, but might improve the system's response to battered women.
  - ➔ Analyze the implications of each strategy listed.

**HANDOUT #9-1**  
**page 2 of 2**  
**Chart Format**

**Component of the response to be analyzed:**

**Pros:** (positive effects for battered women)

**Cons:** (negative effects for battered women)

**Strategy to address “cons”:**

**Additional information needed from battered women:**

**Additional information needed:**

**Source:**

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## HANDOUT #9-2

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### Welfare Office Case Study

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**A** domestic violence advocate reads an article about welfare in the local newspaper. The local welfare office administrator is quoted as saying, “We have special programs to help battered women find work, but they just aren’t taking advantage of them. We’ve just begun a program to screen all applicants for domestic violence and then just assign the battered women to this program.”

The advocate calls the administrator to get more information and to offer help. During the call, the administrator describes the process. Every person who applies for welfare must complete a questionnaire to be eligible. The questionnaire includes a series of questions about domestic violence. If the welfare applicant answers any of the questions “yes,” she is assigned to the special domestic violence work program. Failure to complete the questionnaire makes an applicant ineligible for welfare assistance.

The domestic violence work program is the same as the other required welfare-to-work programs (resume writing, interviewing, job skills training) with two exceptions:

- The program requires women to attend a morning “life skills” class three days a week.
- The program lasts for 6 months instead of 3 months in order to give women time “to remove the domestic violence barriers to working.”

## HANDOUT #10-1

### “Collaborative Grant” Case Scenario and Small Group Instructions

#### Instructions

- Take a minute or two for each person to read the scenario below.
  - Pick a person to take notes.
  - Make a list of the information you need from battered women to fully analyze the policy issues in this case scenario.
- 

#### Case Scenario: “Collaborative Grant”

You are asked to attend a meeting with a local TANF (welfare) administrator, prosecutor, and police lieutenant to work on a collaborative domestic violence grant proposal that is due in one week. The prosecutor suggests that the proposal include funding for a police officer to sit in the TANF office to:

- protect TANF staff and any battered TANF applicants/recipients coming into the office;
- provide anti-drug messages to the children who come to the office; and
- make it easier for battered women to report domestic violence crimes.

The prosecutor, lieutenant, and TANF administrator all think it is a great idea.

**HANDOUT #13-1**

**Introduction to Policy Advocacy and Analysis:  
Improving How Systems Respond to Battered Women**

**Training Agenda  
Day 2 - Module Three**

- **Welcome and Introductions**
- **Introduction to Day 2/Module Three, and Review of the Four Steps**
- **Small Group Work To Practice Using Step 2**

***BREAK***

- **Introduction to Participant-Selected Policy Issue**
- **Applying Step 1 to the Participant-Selected Policy Issue**

---

**LUNCH**

---

- **Applying Step 2 to the Participant-Selected Policy Issue**
- **Planning To Gather Information Needed from Battered Women**

***BREAK***

- **Applying Step 3 to the Participant-Selected Policy Issue**
- **Conclusion and Evaluation**

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**HANDOUT #14-1**  
**page 1 of 2**

**Overview of Step 2:**  
**Choose a particular aspect of the system's response to battered women and analyze it.**

***I. Choose a particular aspect of the system's response to battered women.***

- List all key components of the system's current response to battered women.
- Select one of the components from the list.

***II. Analyze the implications of the selected component.***

- Identify the positive effects for battered women.
- Identify the negative effects for battered women.
- Identify potential strategies to address each negative effect.
- Identify information you need from battered women to complete your analysis.
- Identify other information you need and how you will obtain it.

***III. List and analyze proposed and potential strategies.***

- List proposed strategies to change the selected component of the system's current response and strategies that have not been proposed, but might improve the system's response to battered women.
- Analyze the implications of each strategy listed.

**HANDOUT #14-1**

**page 2 of 2**

**Step 2 Form: Annotated Chart**

*Component of response to be analyzed: Identify particular components of a broader response to insure analysis of all components. Be specific.*

<b>Pros:</b> (positive effects for battered women)	<b>Cons:</b> (negative effects for battered women)
<ul style="list-style-type: none"><li>▪ Additional options, services, resources?</li><li>▪ Increase effectiveness? Of what?</li><li>▪ Opportunity for woman to choose/influence option ?</li><li>▪ Does the response increase options for safety for some women? Which women and how?</li><li>▪ Does it reduce the opportunity for an abusive partner to control his partner?</li></ul>	<ul style="list-style-type: none"><li>▪ Does it increase risks for some battered women?</li><li>▪ Does it decrease options? For whom? (Consider different groups of women.)</li><li>▪ Decrease effectiveness? Of what?</li><li>▪ Does it remove a battered woman's choice to use a particular option?</li><li>▪ Can an abusive partner use the response to gain power or control?</li></ul> <p><b>Strategy to address "cons":</b></p> <ul style="list-style-type: none"><li>▪ What would "fix" the problematic component of the response? What would make the response acceptable?</li></ul> <p>(This will provide alternative positions, possible compromises, and a thorough look at the response.)</p>
<p><b>Additional information needed from battered women:</b></p> <ul style="list-style-type: none"><li>▪ What don't you know about the effects of this response on battered women? Which groups of women might it affect differently?</li><li>▪ How will you get this information?</li></ul>	
<p><b>Additional information needed:</b></p> <ul style="list-style-type: none"><li>▪ Are there components of the response that are unclear?</li><li>▪ Do you need more information about how the response will actually be implemented?</li></ul>	<p><b>Source:</b></p> <ul style="list-style-type: none"><li>▪ What is the best source of that information? From the system? From those outside the system?</li></ul>

## Small Group Instructions And Step 2 Form

### Small Group Instructions:

- Each small group has been assigned one of the following current or proposed policies of the “Welfare Office Case Study” to analyze. Review the policy assigned to your group.
  - Pick a person to take notes and report back to the whole group.
  - Analyze the policy assigned to your group using the Step 2 Form.
- 

### **Policy #1: Current Welfare Office Policy**

Domestic violence work program is the same as other welfare-to-work programs (resume writing, interviewing, job skills) with two exceptions:

- The program requires women to attend a morning “life skills” class three days a week.
- The program lasts for 6 months instead of 3 months in order to give women time “to remove the domestic violence barriers to working.”

### **Policy #2: Policy Proposed by Advocates**

TANF applicants’ disclosure of domestic violence should be voluntary and confidential. Procedures should be put in place to ensure that women completing the questionnaire have the option to not answer the domestic violence questions. In addition, practical and legal confidentiality protections should be in place.

### **Policy #3: Policy Proposed by State-Level TANF Administrator**

Shift all screening/intake/eligibility determinations to a private for-profit company through contracts with the State.

### **Policy #4: Potential Policy Not Yet Proposed**

Involve the local domestic violence project staff in the screening process and/or in the domestic violence work program.

**HANDOUT #14-2**  
**page 2 of 2**

**Step 2 Form**

**Component of response to analyze:**

**Pros:** (positive effects for battered women)

**Cons:** (negative effects for battered women)

**Strategy to address “cons”:**

**Additional information needed from battered women:**

**Additional information needed:**

**Source:**

**MODULE THREE HANDOUT #16-1**

**Annotated Overview of Step 1, Small Group Instructions, and Step 1 Form (page 1 of 6)**

**Annotated Overview of Step 1: Prepare to advocate in the system. (page 1 of 2)**

<b>Topic</b>	<b>What information do you already have or know about each topic?</b>	<b>What information do you need in order to analyze issues and plan advocacy in this system?</b>	<b>How will you get the information you need?</b>
<b>#1 Current domestic violence response</b>	In general, how is the system currently responding to battered women? Are there special programs? Is there a specific domestic violence response? Do an inventory of programs.	What don't you know about the response? How is the response affecting battered women and their children?	Do you need inside expertise about this system?
<b>#2 What battered women need from this system</b>	Do women need the current response or a different one? Ultimately, what are the specific resources, information, and responses women need from this system?		How will you determine what women need? How will you talk to battered women and their advocates to understand the effects?
<b>#3 System players &amp; staff, organizational and power structure</b>	Who is in charge? Who makes what decisions? Who works in this system? What "field" are they in?	What do key persons think and know about domestic violence?	

**HANDOUT #16-1 Annotated Overview of Step 1, Small Group Instructions, and Step 1 Form (page 2 of 6)**

**Annotated Overview of Step 1: Prepare to advocate in the system. (page 2 of 2)**

<b>Topic</b>	<b>What information do you already have or know about each topic?</b>	<b>What information do you need in order to analyze issues and plan advocacy in this system?</b>	<b>How will you get the information you need?</b>
<b>#4 Rules, policies, mandates, and laws that guide system response</b>	What types of rules guide this system? Administrative procedures, statutes, etc. Are there any rules or mandates that apply to battered women?		Do you need a lawyer?
<b>#5 Funding, Resources</b>	What is the source of the system's funding? How much do they get? Do the resources match the demand on the system?		Do you need specialized financial expertise?
<b>#6 Political Factors that affect this system</b>	What are the public pressures on this system? Are key political officials involved? Do they see this system as important to their power, re-election, etc? In what way?		
<b>#7 Other factors</b>	What are your advocacy strengths and weaknesses in this system? What are key issues currently affecting the system-e.g., media attention, layoffs, labor disputes, new grant or project, etc.?		

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**HANDOUT #16-1 Annotated Overview of Step 1, Small Group Instructions, and Step 1 Form (page 3 of 6)**

**Small Group Instructions:**

1. Each small group has been assigned several “Topic” numbers from the Step 1 Form. Review the topic numbers assigned to your group.
2. Pick a person to take notes and report back to the whole group.
3. Discuss the topics assigned and prepare to advocate in the system by following the Step 1 Form.

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<b>HANDOUT #16-1 Annotated Overview of Step 1, Small Group Instructions, and Step 1 Form ( page 4 of 6)</b> <b>Step 1 Form ( page 1 of 3)</b>			
<b>Topic</b>	<b>What information do you already have or know about each topic?</b>	<b>What information do you need in order to analyze issues and plan advocacy in this system?</b>	<b>How will you get the information you need?</b>
<b>#1</b> <b>Current domestic violence programs</b>			
<b>#2</b> <b>What battered women need from this system</b>			

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<b>HANDOUT #16-1 Annotated Overview of Step 1, Small Group Instructions, and Step 1 Form (page 5 of 6)</b> <b>Step 1 Form (page 2 of 3)</b>			
Topic	What information do you already have or know about each topic?	What information do you need in order to analyze issues and plan advocacy in this system?	How will you get the information you need?
<b>#3</b> <b>System players &amp; staff, organizational and power structure</b>			
<b>#4</b> <b>Rules, policies, mandates, and laws that guide system response</b>			

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**HANDOUT #16-1 Annotated Overview of Step 1, Small Group Instructions, and Step 1 Form (page 6 of 6)**

**Step 1 Form (page 3 of 3)**

Topic	What information do you already have or know about each topic?	What information do you need in order to analyze issues and plan advocacy in this system?	How will you get the information you need?
#5 Funding, Resources			
#6 Political Factors that affect this system			
#7 Other factors			

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**Small Group Instructions and  
Step 2 Form**

**Small Group Instructions**

1. Each small group has been assigned a current or proposed policy to analyze. Review the policy assigned to your group.
2. Pick a person to take notes and report back to the whole group.
3. Analyze the policy assigned to your group using the Step 2 Form.

**HANDOUT #17-1, page 2 of 2**  
**Step 2 Form**

**Component of response to analyze:**

**Pros:** (positive effects for battered women)

**Cons:** (negative effects for battered women)

**Strategy to address “cons”:**

**Additional information needed from battered women:**

**Additional information needed:**

**Source:**





# **Appendix B**

## **Overheads for Trainers**

***Introduction to Policy Advocacy and Analysis, by Jill Davies***

*Building Comprehensive Solutions to Domestic Violence*

The National Resource Center on Domestic Violence

Overheads – Page B 1





# **Rita**

## **Small Group Instructions**

- 1. Review Rita's story.**
- 2. Pick a person to take notes, using attached form.**
- 3. Identify the risks Rita faces.**
- 4. Develop a strategy to reduce those risks.**
- 5. Identify the source of resources to be used.**

# **Small Group Instructions**

- 1. Pick a barrier that one of you is facing with a current collaborative relationship.**
- 2. Work together to develop a strategy that will reduce or remove that barrier.**
- 3. Pick someone to take notes and report to the larger group about your discussion.**

# **Policy Advocacy**

**=**

## **Strategic efforts to improve systemic responses to battered women.**

- **Strategic:** planning, analysis
- **Efforts:** wide spectrum of activities
- **Systemic responses:** all systems

# **Woman-defined policy advocacy**

=

**Strategic efforts to improve systemic responses to battered women, *with the needs and perspectives of battered women directing those efforts.***

## ■ **Needs**

- batterer-generated
- life-generated risks
- battered women who stay
- battered women who leave

## ■ **Perspectives**

- each battered woman is unique
- NOT “one size fits all”

## ■ **Battered women**

- **all battered women**

# **Policy Advocacy Steps**

---

- Step 1: Prepare to advocate in the system.**
- Step 2: Choose a particular aspect of the system's response to battered women and analyze it.**
- Step 3: Plan and implement a policy advocacy strategy.**
- Step 4: Monitor the effects on battered women of current responses, and continue analysis and advocacy.**

# **Step 1: Prepare to advocate in the system.**

**Current domestic violence programs**

**Battered women's needs**

**Staff, organizational and power structures**

**Rules, policies, mandates, laws**

**Funding, resources**

**Political factors**

**Other factors**

- **What do you know?**
- **What information do you need?**
- **How you will get that information?**

## Step 2

**Choose a particular aspect of the system's response to battered women and analyze it.**

- **Choose a particular aspect**
  - List key components
  - Select one
  
- **Analyze the implications of the selected component**
  - Positive effects
  - Negative effects
    - Strategies to address negative effects
  - Information needed from battered women
  - Other information needed
  
- **List and Analyze Proposed and Potential Strategies**

## Step 2

- **Analyze the implications of the selected component**
  
- **Positive effects**
  - Adds options
  - Increases effectiveness of responses
  - Gives battered women a choice
  - Reduces control of an abusive partner
  
- **Negative effects**
  - Increases risks
    - For whom? How?
  - Decreases options
  - Decreases effectiveness of responses
  - Removes battered women's choice
  - Gives abusive partner chance to gain power or control



## Step 2

- **Strategies to address negative effects**
  - Addresses or reduces potential harm
  - Provides choice or “opt out”
  
- **Information needed from battered women**
  - Effects, consequences
  - Effects on particular groups
  
- **Other information needed**
  - Implementation
  - How to obtain the information

## **Step 2: Chart format**

<b>Component to analyze:</b>		
<b>Pros</b>	<b>Cons</b>	<b>Strategy to address “cons”</b>
<b>Information needed from battered women</b>		
<b>Other information needed</b>		

# **Small Group Instructions**

- 1. Review the Collaborative Grant Scenario.**
- 2. Pick a person to take notes.**
- 3. List the information you need from battered women to fully analyze the policy issues.**

## Step 2

**Choose a particular aspect of the system's response to battered women and analyze it.**

- **Choose a particular aspect**
  - List key components
  - Select one
  
- **Analyze the implications of the selected component**
  - Positive effects
  - Negative effects
    - Strategies to address negative effects
  - Information needed from battered women
  - Other information needed
  
- **List and analyze proposed and potential strategies**

## Step 2, continued

- **Analyze the implications of the selected component**
  
- **Positive effects**
  - Adds options
  - Increases effectiveness of responses
  - Gives battered women a choice
  - Reduces control of an abusive partner
  
- **Negative effects**
  - Increases risks
    - For whom? How?
  - Decreases options
  - Decreases effectiveness of responses
  - Removes battered women's choice
  - Gives abusive partner chance to gain power or control

## Step 2, continued

- **Strategies to address negative effects**
  - Addresses or reduces potential harm
  - Provides choice or “opt out”
  
- **Information needed from battered women**
  - Effects, consequences
  - Effects on particular groups
  
- **Other information needed**
  - Implementation
  - How to obtain the information

## Step 2: Chart format

**Component to analyze:**

<b>Pros</b>	<b>Cons</b>	<b>Strategy to address “cons”</b>
<b>Information needed from battered women</b>		
<b>Other information needed</b>		

# **Small Group Instructions**

- 1. Review the policy assigned to your group.**
- 2. Pick a person to take notes and report back to the whole group.**
- 3. Analyze the policy assigned to your group using the Step 2 Form.**



**□ Policy #1: Current Welfare Office Policy**

Domestic violence work program is the same as other welfare-to-work programs (resume writing, interviewing, job skills) with two exceptions:

- The program requires women to attend a morning “life skills” class three days a week.
- The program lasts for 6 months instead of 3 months in order to give women time “to remove the domestic violence barriers to working.”

**□ Policy # 2: Policy Proposed by advocates**

TANF applicants’ disclosure of domestic violence should be voluntary and confidential. Procedures should be put in place to ensure that women completing the questionnaire have the option to not answer the domestic violence questions. In addition, practical and legal confidentiality protections should be in place.

**□ Policy # 3: Policy proposed by state level TANF administrator**

Shift all screening/intake/eligibility determinations to a private for profit company through contracts with the State.

**□ Policy #4: Potential policy not yet proposed**

Involve the local domestic violence project staff in the screening process and/or in the domestic violence work program.

# Step 1: Prepare to advocate in the system.

<p><b>Current domestic violence programs</b></p>	<ul style="list-style-type: none"> <li>■ <b>What do you know?</b></li> <li>■ <b>What information do you need?</b></li> <li>■ <b>How you will get that information?</b></li> </ul>
<p><b>Battered women's needs</b></p>	
<p><b>Staff, organizational and power structures</b></p>	
<p><b>Rules, policies, mandates, laws</b></p>	
<p><b>Funding, resources</b></p>	
<p><b>Political factors</b></p>	
<p><b>Other factors</b></p>	

# **Small Group Instructions**

- 1. Each small group has been assigned several “Topic” numbers from the Step 1 Form. Review the topic numbers assigned to your group.**
- 2. Pick a person to take notes and report back to the whole group.**
- 3. Discuss the topics assigned and prepare to advocate in the system by following the Step 1 Form.**

# **Small Group Instructions**

- 1. Each small group has been assigned a current or proposed policy to analyze. Review the policy assigned to your group.**
- 2. Pick a person to take notes and report back to the whole group.**
- 3. Analyze the policy assigned to your group using the Step 2 Form.**

# ORDER FORM

## Building Comprehensive Solutions to Domestic Violence TRAINING CURRICULA

In an effort to enable domestic violence organizations to play a broader collaborative effort in the community, the Building Comprehensive Solutions to Domestic Violence initiative of the National Resource Center on Domestic Violence has developed three training curricula for the staff of grassroots domestic violence organizations. The three curricula are interrelated and build on each other, although each can stand alone as a teaching unit. Each curriculum contains an introductory discussion of the material, a suggested schedule, material to be copied as transparencies for overhead projectors, handouts to be duplicated for participants, and substantive discussion of each section for the trainer.

\_\_\_\_\_ **Copies of Introduction to Policy Advocacy and Analysis by Jill Davies.** x \$20.00 = \$ \_\_\_\_\_

This curriculum provides both a theoretical approach to systemic advocacy and basic hands-on tools to help advocates better prepare for their work with systems.

\_\_\_\_\_ **Copies of Outreach to Underserved Communities by Sujata Warriar.** x \$20.00 = \$ \_\_\_\_\_

This curriculum addresses the issue of diversity and offers a planning process to create quality responses for battered women from diverse communities.

\_\_\_\_\_ **Copies of Skills for Successful Collaborations by Day Piercy.** x \$20.00 = \$ \_\_\_\_\_

This is a skills-building curriculum in negotiation, collaborative mindset, strategic thinking, and meeting facilitation.

**TOTAL** \$ \_\_\_\_\_

NAME \_\_\_\_\_

ORGANIZATION \_\_\_\_\_

MAILING ADDRESS \_\_\_\_\_

CITY \_\_\_\_\_ STATE \_\_\_\_\_ ZIP CODE \_\_\_\_\_

PHONE \_\_\_\_\_ EMAIL \_\_\_\_\_

**PAYMENT METHOD:**

**Check or Money Order**

*Please make payable to: National Resource Center on Domestic Violence*

**VISA** or  **MASTERCARD**

Account Number \_\_\_\_\_ Exp. Date \_\_\_\_\_

Authorized Signature \_\_\_\_\_



**MAIL THIS FORM ALONG WITH YOUR PAYMENT TO:**

National Resource Center on Domestic Violence  
6400 Flank Drive, Suite 1300  
Harrisburg, Pennsylvania 17112-2791