



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**

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**

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Battered Women’s Analysis: Batterer-Generated Risks

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Possible risks if she stays in the relationship	Possible risks if she leaves the relationship
Physical	
<p>Physical injury: he can continue to hit her and injure her</p> <p>Death: he may kill her</p> <p>HIV: through unsafe behavior with partner, have no choice regarding sex, including whether to practice safer sex, he may sexually assault her</p>	<p>Physical injury: 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>Death: 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>HIV: 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.

Psychological	
<p>Psychological harm: his use of violence to keep control will continue to affect her and he can continue to attack her verbally & emotionally</p> <p>Substance abuse: she may abuse drugs and/or alcohol to help her cope with the emotional and physical pain</p> <p>Long term effects: she may experience long term psychological issues</p> <p>Suicide (victim, partner): 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>Psychological harm: 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>Substance abuse: 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>Long term effects: she may experience long-term psychological issues</p> <p>Suicide (victim, partner): 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
Children	
<p>Physical injury or psychological harm to children: children can witness violence, be the object of physical violence or psychological attack, can be hurt while trying to protect their mother</p> <p>Loss of child/ren: 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>Being alone, single parenting: he could be emotionally unavailable, he could do little to help her with the children</p>	<p>Physical injury or psychological harm to children: 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>Loss of child/ren: he could legally gain custody or just take the children, child protective services could still be involved or become involved</p> <p>Being alone, single parenting: 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>
Financial	
<p>Standard of living: 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>Loss of income/job: 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>Loss of housing: she could be evicted due to “disturbance” or damage he has done</p> <p>Loss or damage to possessions: he may destroy things of importance or value to her to further his control</p>	<p>Standard of living: 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>Loss of income/job: 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>Loss of housing: 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>Loss or damage to possessions: 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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Battered Women’s Analysis: Batterer-Generated Risks (continued)	
Possible risks if she stays in the relationship	Possible risks if she leaves the relationship
Family and Friends	
<p>Threat or injury to family or friends: may be at risk, particularly if they try to intervene</p> <p>Loss of family/friends’ support: 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>Threat or injury to family or friends: 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>Loss of family/friends’ support: they may not want her to leave him, they may blame her for the end of the relationship</p>
Relationship	
<p>Loss of partner or relationship: he could leave her or be unavailable emotionally</p> <p>Loss of caretaker: if she is disabled and he is her caretaker he may not adequately care for her</p>	<p>Loss of partner or relationship: leaving means the loss of her partner and significant change to the relationship</p> <p>Loss of caretaker: if she is disabled and he is her caretaker he will no longer be there to help her</p>
Arrest, legal status	
<p>Her arrest: 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>Partner’s arrest: he might be arrested leading to his retaliation, the loss of his job, public embarrassment for her and her family</p> <p>Loss of residency status: ongoing threat, he could carry out that threat</p>	<p>Her arrest: 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>Partner’s arrest: he might be arrested leading to his retaliation, the loss of his job, public embarrassment for her and her family</p> <p>Loss of residency status: 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

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

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**

- 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.**

HANDOUT #8-2			
Overview of Step 1: Prepare to advocate in the system.			
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?
Current domestic violence programs			
What battered women need from this system			
System players & staff, organizational and power structure			
Rules, policies, mandates, and laws that guide system response			
Funding, Resources			
Political factors that affect this system			
Other factors			

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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

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.”

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.

Pros: (positive effects for battered women)	Cons: (negative effects for battered women)
<ul style="list-style-type: none">▪ 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?	<ul style="list-style-type: none">▪ Does it increase risks for some battered women?▪ Does it decrease options? For whom? (Consider different groups of women.)▪ 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? <p>Strategy to address "cons":</p> <ul style="list-style-type: none">▪ What would "fix" the problematic component of the response? What would make the response acceptable? <p>(This will provide alternative positions, possible compromises, and a thorough look at the response.)</p>
<p>Additional information needed from battered women:</p> <ul style="list-style-type: none">▪ 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?	
<p>Additional information needed:</p> <ul style="list-style-type: none">▪ Are there components of the response that are unclear?▪ Do you need more information about how the response will actually be implemented?	<p>Source:</p> <ul style="list-style-type: none">▪ What is the best source of that information? From the system? From those outside the system?

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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)

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?
#1 Current domestic violence response	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?
#2 What battered women need from this system	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?
#3 System players & staff, organizational and power structure	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)

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?
#4 Rules, policies, mandates, and laws that guide system response	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?
#5 Funding, Resources	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?
#6 Political Factors that affect this system	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?		
#7 Other factors	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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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)			
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?
#1 Current domestic violence programs			
#2 What battered women need from this system			

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HANDOUT #16-1 Annotated Overview of Step 1, Small Group Instructions, and Step 1 Form (page 5 of 6)			
Step 1 Form (page 2 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?
#3 System players & staff, organizational and power structure			
#4 Rules, policies, mandates, and laws that guide system response			

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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:

HANDOUT #20-1

Evaluation Introduction to Policy Advocacy and Analysis

- What would you say was the overall goal of the training?

- What might you do differently in your work as a result of the training?

- Would you have liked to spend MORE time on parts of the training? Yes/No.
If yes, which ones and why?

- Would you have liked to spend LESS time on parts of the training? Yes/No.
If yes, which ones and why?

(Continued)

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