



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
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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.

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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 Warriar 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.¹
- ✍ Of the women who are battered, poor women are more likely to experience more, and more severe, physical violence.²



- ✍ 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.³

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.

¹ 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.

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

³ 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.



