



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.



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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.



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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.)



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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:

➔ **1st 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.**

➔ **2nd 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.

➔ **3rd 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.

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- ✓ 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.

➔ **4th 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

- 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.

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 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?
What battered women need from this system	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?
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?	
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?



Trainer notes for Handout #8-2 (continued)

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?
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?		
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?		
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 dispute, new grant or project, etc.?		

MODULE 2 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			



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.

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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. **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.**

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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.

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.

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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.

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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.

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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.



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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?

