



Module Three

Day 2, Morning & Afternoon

Segments #13-#20

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

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

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

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

Trainer Overview of Segment #13:

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

Group Size: Whole group

Total Time: 15 minutes

Set-Up/Equipment:

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

Overview and Training Goals:

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

Trainer Preparation:

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

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Detailed Instructions:

❖ WELCOME AND AGENDA REVIEW

Time: 5 MINUTES

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



MODULE THREE HANDOUT #13-1

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

**Training Agenda
Day 2 - Module Three**

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

LUNCH

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

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❖ MINI-LECTURE REVIEWING THE FOUR STEPS

Time: 10 MINUTES

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

Outline/notes for trainer mini-lecture:

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

Step 1 : Prepare to advocate in the system.

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

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



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

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

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

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

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Step 3: Plan and implement a policy advocacy strategy.

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

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

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



MODULE TWO HANDOUT #8-1

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

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

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

Trainer Overview of Segment #14:

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

Group Size: Whole group, small groups

Total Time: 60 minutes

Time Line:

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

Set-Up/Equipment:

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

Overview and Training Goals:

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

Trainer Preparation:

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

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

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

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

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

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

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



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

Sample Explanation:

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

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

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

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

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

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

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

II. Analyze the implications of the selected component.

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



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

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

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

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

III. List and Analyze Proposed and Potential Strategies.

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

→ *Analyze the implications of each strategy listed.*

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



Overview of Step 2

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

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

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

II. Analyze the implications of the selected component.

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

III. List and analyze proposed and potential strategies.

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



MODULE THREE HANDOUT #14-1
page 2 of 2

Step 2 Form: Annotated Chart	
<i>Component of response to be analyzed: Identify particular components of a broader response to insure analysis of all components. Be specific.</i>	
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><i>(This will provide alternative positions, possible compromises, and a thorough look at the response.)</i></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?

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

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

Small group instructions from Handout #14-2.

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

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

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



Small Group Instructions and Step 2 Form

Small Group Instructions:

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

Policy #1: Current Welfare Office Policy

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

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

Policy #2: Policy Proposed by Advocates

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

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

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

Policy #4: Potential Policy Not Yet Proposed

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

Step 2 Form

Component of response to analyze:

Pros: (positive effects for battered women)

Cons: (negative effects for battered women)

Strategy to address “cons”:

Additional information needed from battered women:

Additional information needed:

Source:



Annotated Step 2 Forms for Trainer

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

Policy #1: Current Welfare Office Policy

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

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

Pros: (positive effects for battered women)

Cons: (negative effects for battered women)

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

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

Strategy to address “cons”:

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

Additional information needed from battered women:

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

Additional information needed:

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



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

Policy #2: Policy Proposed by Advocates

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

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

Additional information needed from battered women:

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

Additional information needed:

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

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

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

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

Pros: (positive effects for battered women)

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

Cons: (negative effects for battered women)

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

Strategy to address “cons”:

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

Additional information needed from battered women:

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

Additional information needed:

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

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

Policy #4: Potential Policy Not Yet Proposed

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

Pros: (positive effects for battered women)	Cons: (negative effects for battered women)
<ul style="list-style-type: none"> ▪ domestic violence project staff would respond sensitively to battered women and know how to build safety plans with the women ▪ domestic violence project staff may have legal confidentiality protections ▪ collaboration with TANF program staff would provide opportunity for cross-training and skill building ▪ potential to help group of battered women who have not previously accessed the domestic violence program for services 	<ul style="list-style-type: none"> ▪ might not be enough staffing, funding, resources to meet the demand ▪ TANF program may want progress reports, etc., which would undermine confidentiality protections ▪ domestic violence staff may not have employment and job skills knowledge necessary to do that component of the program ▪ some of the women’s needs may be beyond what the domestic violence project can provide <hr/> <p>Strategy to address “cons”:</p> <ul style="list-style-type: none"> ▪ staffing/funding: start with a pilot or just do one component, such as: follow-up response to women who have disclosed ▪ confidentiality: negotiate this up front and explain importance of confidentiality to safety planning effectiveness; as an alternative, agree to provide generalized report ▪ staff skill: work collaboratively with other agencies that provide additional skills/resources
<p>Additional information needed from battered women:</p> <ul style="list-style-type: none"> ▪ Their views on involving the domestic violence program, including the specifics of the protocols, reporting requirements, and other implications 	
<p>Additional Information needed:</p> <ul style="list-style-type: none"> ▪ What resources/ staffing would be necessary to meet the need? What are the likely numbers of women? How many applicants are screened? ▪ What funding is available to support this? ▪ What additional staff qualifications would be necessary – e.g., speak different languages? 	

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2. Conclude this segment by making the following points:

- ✍ The outcomes of the Step 2 analysis process are the following:
 - A thorough consideration of all the current and potential systemic options, identification of the harmful and helpful strategies, and the rationale for each.
 - Assessment of current knowledge about the effects of systemic response on battered women, and identification of gaps in knowledge and potential sources of that needed information.

- ✍ Remind participants that policy advocacy is a process and that analysis of the issues is just one piece. Step 3, *planning and implementing a policy advocacy strategy*, and Step 4, *monitoring the effects of current policy on battered women and responding*, are two other key components.




Module Three

Segment #15

Introduction to Participant-Selected Policy Issue

Trainer Overview of Segment #15:

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

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

Group Size: Whole group

Total Time: 30 minutes

Time Line:

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

Set-Up/Equipment:

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

Training Goals:

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

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

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

✍ Questions to consider when selecting the issue:

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

✍ Existing organizational process:

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

✍ Trainer skill/knowledge:

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

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

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

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

Trainer outline:

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

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

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

Trainer preparation instructions:

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



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

Trainer Overview of Segment #16:

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

Group Size: Whole group, small groups

Total Time: 60 minutes

Time Line:

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

Set-Up/Equipment:

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

Training Goals:

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

Trainer Preparation:

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



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

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

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

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

Trainer notes about Step 1, if necessary:

Step 1: Prepare to advocate in the system.

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



MODULE THREE HANDOUT #16-1

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

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

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

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

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

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.?		



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

Small Group Instructions

Small Group Instructions:

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



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

Step 1 Form (page 1 of 3)

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



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			

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			



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

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

NOTES 

