



Appendix B

Overheads for Trainers

Introduction to Policy Advocacy and Analysis, by Jill Davies

Building Comprehensive Solutions to Domestic Violence

The National Resource Center on Domestic Violence

Overheads – Page B 1

Rita

Small Group Instructions

- 1. Review Rita's story.**
- 2. Pick a person to take notes, using attached form.**
- 3. Identify the risks Rita faces.**
- 4. Develop a strategy to reduce those risks.**
- 5. Identify the source of resources to be used.**

Small Group Instructions

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

Policy Advocacy

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Strategic efforts to improve systemic responses to battered women.

- **Strategic:** planning, analysis
- **Efforts:** wide spectrum of activities
- **Systemic responses:** all systems

Woman-defined policy advocacy

=

Strategic efforts to improve systemic responses to battered women, *with the needs and perspectives of battered women directing those efforts.*

■ Needs

- batterer-generated
- life-generated risks
- battered women who stay
- battered women who leave

■ Perspectives

- each battered woman is unique
- NOT “one size fits all”

■ Battered women

- all battered women

Policy Advocacy Steps

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

Step 1: Prepare to advocate in the system.

Current domestic violence programs

Battered women's needs

Staff, organizational and power structures

Rules, policies, mandates, laws

Funding, resources

Political factors

Other factors

- **What do you know?**
- **What information do you need?**
- **How you will get that information?**

Step 2

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

- **Choose a particular aspect**
 - List key components
 - Select one

- **Analyze the implications of the selected component**
 - Positive effects
 - Negative effects
 - Strategies to address negative effects
 - Information needed from battered women
 - Other information needed

- **List and Analyze Proposed and Potential Strategies**

Step 2

- **Analyze the implications of the selected component**

- **Positive effects**
 - Adds options
 - Increases effectiveness of responses
 - Gives battered women a choice
 - Reduces control of an abusive partner

- **Negative effects**
 - Increases risks
 - For whom? How?
 - Decreases options
 - Decreases effectiveness of responses
 - Removes battered women's choice
 - Gives abusive partner chance to gain power or control

Step 2

- **Strategies to address negative effects**
 - Addresses or reduces potential harm
 - Provides choice or “opt out”

- **Information needed from battered women**
 - Effects, consequences
 - Effects on particular groups

- **Other information needed**
 - Implementation
 - How to obtain the information

Step 2: Chart format

Component to analyze:		
Pros	Cons	Strategy to address “cons”
Information needed from battered women		
Other information needed		

Small Group Instructions

- 1. Review the Collaborative Grant Scenario.**
- 2. Pick a person to take notes.**
- 3. List the information you need from battered women to fully analyze the policy issues.**

Step 2

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

- **Choose a particular aspect**
 - List key components
 - Select one

- **Analyze the implications of the selected component**
 - Positive effects
 - Negative effects
 - Strategies to address negative effects
 - Information needed from battered women
 - Other information needed

- **List and analyze proposed and potential strategies**

Step 2, continued

- **Analyze the implications of the selected component**

- **Positive effects**
 - Adds options
 - Increases effectiveness of responses
 - Gives battered women a choice
 - Reduces control of an abusive partner

- **Negative effects**
 - Increases risks
 - For whom? How?
 - Decreases options
 - Decreases effectiveness of responses
 - Removes battered women's choice
 - Gives abusive partner chance to gain power or control

Step 2, continued

- **Strategies to address negative effects**
 - Addresses or reduces potential harm
 - Provides choice or “opt out”

- **Information needed from battered women**
 - Effects, consequences
 - Effects on particular groups

- **Other information needed**
 - Implementation
 - How to obtain the information

Step 2: Chart format

Component to analyze:

Pros	Cons	Strategy to address “cons”
Information needed from battered women		
Other information needed		

Small Group Instructions

- 1. Review the policy assigned to your group.**
- 2. Pick a person to take notes and report back to the whole group.**
- 3. Analyze the policy assigned to your group using the Step 2 Form.**

□ Policy #1: Current Welfare Office Policy

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

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

□ Policy # 2: Policy Proposed by advocates

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

□ Policy # 3: Policy proposed by state level TANF administrator

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

□ Policy #4: Potential policy not yet proposed

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

Step 1: Prepare to advocate in the system.

<p>Current domestic violence programs</p>	<ul style="list-style-type: none"> ■ What do you know? ■ What information do you need? ■ How you will get that information?
<p>Battered women's needs</p>	
<p>Staff, organizational and power structures</p>	
<p>Rules, policies, mandates, laws</p>	
<p>Funding, resources</p>	
<p>Political factors</p>	
<p>Other factors</p>	

Small Group Instructions

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

Small Group Instructions

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

ORDER FORM

Building Comprehensive Solutions to Domestic Violence TRAINING CURRICULA

In an effort to enable domestic violence organizations to play a broader collaborative effort in the community, the Building Comprehensive Solutions to Domestic Violence initiative of the National Resource Center on Domestic Violence has developed three training curricula for the staff of grassroots domestic violence organizations. The three curricula are interrelated and build on each other, although each can stand alone as a teaching unit. Each curriculum contains an introductory discussion of the material, a suggested schedule, material to be copied as transparencies for overhead projectors, handouts to be duplicated for participants, and substantive discussion of each section for the trainer.

_____ **Copies of Introduction to Policy Advocacy and Analysis by Jill Davies.** x \$20.00 = \$ _____

This curriculum provides both a theoretical approach to systemic advocacy and basic hands-on tools to help advocates better prepare for their work with systems.

_____ **Copies of Outreach to Underserved Communities by Sujata Warriar.** x \$20.00 = \$ _____

This curriculum addresses the issue of diversity and offers a planning process to create quality responses for battered women from diverse communities.

_____ **Copies of Skills for Successful Collaborations by Day Piercy.** x \$20.00 = \$ _____

This is a skills-building curriculum in negotiation, collaborative mindset, strategic thinking, and meeting facilitation.

TOTAL \$ _____

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