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***Are You Ready?***  
***Organizing our programs for institutional advocacy***

**Diane Docis, Rose Thelen**

**4/17/19**

Please stand by for realtime captions.

>>Good afternoon and good morning, everyone. This is Diane at Praxis international. I'm happy to be back with you. It was just last month that we were together at the Institute spending three days thinking together and digging into how we can work to close the gaps between what it is institutions do and what it is that survivors actually need. During our next for strategy session, we will dig deeper into some of the how to use of institutional advocacy. It will help you move forward in the work you are doing in your communities. We really want to use these next months to create change. It doesn't have to be a super long-term plan. There are things you can jump into immediately. We know that some of you already have. Some of you are building up work that you have already doing. It's really the work of advocates and advocates being allies with others that over the past decade has transformed laws, policies, and institutions yet still, as we know from what you shared with us at the Institute, we are hearing all sorts of problems with how it is that institutions are responding to survivors of gender-based violence. Some of these are institutions that are invited and some just show up. We will be touching and pulling in some of your examples, what it is you are seeing in your communities. It's really vital that we make sure our advocacy includes improving these institutional responses. Today, we will be thinking about how we can assure that it is part of what it is our programs are actually doing. We will also be thinking about how it is we can keep survivors lived experiences, their

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reality at the center of our institutional change work. I am happy to welcome back Rose. Rose will guide us through these four sessions to help us think about and to actually do institutional advocacy. She started out at a shelter advocacy and now runs the gender Institute. In her more than three decades of experience, Rose has been involved in social change work, institutional advocacy, and CCR efforts. She has developed training tools, practices, procedures to improve how it's SART is responding to violence against women. And she has been deeply connected to communities across the country where we are working to create that change. We are happy to have you back with us. Possibly joining us today is an ALC graduate. As we know, advocates work changes moment by moment and it may be that she is not able to join us. A couple of technology reminders, you know all of these, but if you have questions or comments during the session, please share this with us in the Q&A box. Also use the box if you have any technical difficulties. If you are connected by your computer and experienced trouble with sound, you can go ahead and call in using that number and code you see on the slide.

>> Rose, welcome to you. I'm going to hop in here you have this graphic, sometimes I feel like we overrun people with graphics and models. But this one is really straightforward. I think it can be helpful. So tell us about this and why you have this at the beginning of our first institutional advocacy strategy session.

>> Hello, Diane. Hello, everybody online today. Thank you for joining us. Yes, it is another graphic. I just really like this graphic because I think it really typifies what is institutional advocacy. If you have a coordinated community response, it can also define what might be your role in a CCR, particularly as you work to change purchases and protocols and procedures. Just looking at this graphic, if we start in the upper right-hand corner, of course, what you see, the work is to identify problems and gaps in the responses that your system has two either domestic or

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sexual violence. And then you implement solutions. And finally, you monitor whether these solutions are being implemented and whether in fact, they are having the desired outcome. In other words, our women and survivors safer and have greater autonomy, our offenders be held accountable, is there a sense in the community that violence is no longer tolerated? It's a very simplified three-step process but we will be taking the time to unpack what they may mean for your program as you go. I want to point out something as well about this particular slide that in the middle, again, is the all women's experience. This is sort of a reverse of the margin. But in the middle, we are looking at how is the community that should be poised to assist women and survivors, how is it responding? Are the gaps in the ways they are responded to and could they do it differently? The pink ring is advocates because you are going to be the next people in the room in the community because you will have a direct association with the women and survivors and the best understanding of what everybody is doing and how it is impacting them in their lives. Yellow's leadership. When we talk about a CCR, it might be the coordinator but it is the leadership within your own, within your communities who will care about this problem, whether they are the director of a particular agency that has produced automatic outcomes for women survivors or whether there is somebody in a leadership position in the community cares or on the tribal Council. So part of the work is if somebody is going to be coordinating and doing, in charge of or working to do institutional advocacy to get these solutions and then monitor the results to see whether they are impacting the victim survivors that we want to or want to work for them. This is a loop to was the arrows go round and round. So you may find in your implementation that it is not really working out exactly, it is not being used consistently. That sort of thing, that becomes your new. It becomes your new problem to work on. So I think this

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about says it. Like I said, we will be unpacking some of it, the devil is in the details. Anything that you would like to add here, Diane, or that I missed?

>> No. And I know we will loop back to this as something that can help us in our programs as we think about how it is we move forward and how it is that we keep institutional advocacy as part of what we do. Second right. Right.

>> I will go ahead and flip our slide. So these are really questions for us to consider. And I think we have asked these to you before you came to the Institute. We wanted to get a sense of what kind of systems change, kind of institutional advocacy work. Programs are currently doing. And then whose job is it because part of what we found and I know you will speak to Rose is that it is hard to make sure it is something we are doing, if it is not something or everyone's task to make it happen. And then we also encourage people to reflect on if somebody is not doing it, why not, what gets in the way, and what do we hear from programs, sometimes our funding says that we can only do institutional advocacy or these positions can only do, we can only do individual advocacy, and so then we went to think about that and what that means. Or somehow we think that we do not have time for it. So these are all things become reflect on. And as we try to strengthen the ways we are engaging, I was thinking, this came up at this shoot, but I was thinking about some of my time working at a shelter. And we would see these same problematic responses again and again. And but so rarely we took action on it. Simply it was not part of, we are only responding to it, often complaining to one another about it, experts and concerns to each other. Sometimes some of those things would come up in a CCR. But rarely we were in a productive way that would lead to change. So rose, when people are reflecting on these questions, does it seem good place to start or if somebody is really either

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returning to considering their institutional advocacy or just starting out, where would you encourage them to start?

>> I think you know, the main question, are we doing institutional advocacy in our program and so often we hear and we will hear it throughout the particular class, we do not have the time, who is going to do it, we are all so busy, and I think it does necessitate the topic for the day which is are you ready, it does necessitate thinking about whose job is it or how can we make it everybody's job. Maybe it is one person's job to coordinate a meeting with the decision-maker who would fix the problem, if you could bring forward a solution and you could get their self-interest in order to do so, right? So maybe there is one person who does that. Maybe it is everybody's job to be able to document what they are hearing about the problems that exist out there.

>> And then also to think about how can we reorganize a little bit to do some of these things that we know need doing, that I always think that it is a question of your will. You have to have the passion, I think, to be able to say, well, this can't be happening in our community. It is not enough for us to do a safety plan with a victim or survivor, to do, to provide them with referrals and resources in the community when there is nothing being done to stop the offender. So yes, you know, I know that when we ask, for example, Joanna has been on before, and when we were asked, when we asked her what gets in the way of them doing institutional advocacy, some of the things that she said is that it was really no one's job. So it just was not happening. And they been so focused on individual services that they had to really spend some time shifting it and realizing that it is our job. We cannot pretend that just assisting the individual woman is going to be enough because we really want to get to some of the root causes. The other thing she said is that she inherited this program that she was doing things in a particular

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way that the practices and the culture had been put in place and than ever thought about changing. And until she had been to the ALC, the other thing she has mentioned that she did not know exactly where to start, they did not have good relationships with various practitioners, and the institutions in which she worked, and nobody had really invited them to the table to help them figure out what to do. So those were all things that they identified and then went forward to make some changes. She did put in some significant institutional advocacy component in the program. Spec arose, I wondered, I want to return to this question about everybody at the table because I know this came up at the Institute and it can be true across programs. But I think we can see it especially in culturally specific programs are programs that are not part of the dominant white culture. And so whether they might peripherally participate in a CCR or maybe knots, maybe there is a ministry program that is seen as the program, and part of what I think remind us of is those tables are not a place to get institutional change done. I would say something about bringing things up at the CCR that we go nowhere and so it doesn't require, and sometimes in fact, you would say those gatherings can get in the way of change --

>> Yes. Absolutely. You know, let's say you are in a community that has monthly coordinated community response team meetings or interagency task force that sort of thing, and maybe you are the one who organized it or maybe you just are one of the many of the table. I do not feel like that is a good place to address a problem. For the reasons you mentioned, particularly if you are a part of a marginalized community, whose at the table, who has the power, who has the last word? I remember being in a coordinated community response meeting of the judge kept holding court on all these things and effectively he blocked just about everything that needed to happen. He knew the least about the problem but he had the most power. So it was a white male and he had the stage. We will

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get into more of that as we go along. If you are part of a coordinated community response and you think we are not going to make the change then we have little value and in fact, if we bring the stuff up, they might withhold funding or something, so I would say that for the purposes of this, these strategy sessions that we will be outlining a process that would be, it would maybe go around that CCR and it would look at achieving, accomplishing your objectives through doing what might be considered ad hoc, small groups. And that would be after you meet individually with the decision-maker who has the authority to make the changes in their institutions to remove the problem that you are seeking to address. Is that ClearQuest

>> Sure. Yes.

>> It's an important reminder because I think one of the things that we can fall back on in our programs is we do institutional advocacy because we are part of the CCR. The reality is we can be part of CCR's and start multidisciplinary teams and not see change happen.

>> Yes. Sometimes you get into a CCR and it's all about networking. That's fine. Use it for networking. But to address the institutional gaps you are identify, we would be outlining a different process.

>> Yes.

>> Great. Thank you, Rose. Moving to this now familiar eight methods graphic, you have seen this throughout your time in the ALC. We used it at the immersion and at the Institute. You saw it in your e-learning course. And we use this to think today about two different things. We are always using it to think about how it is practitioners are organized by the systems that they are a part of, how the work is standardized. But we can also use it and have used it to reflect on our own

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advocacy programs. Think about where we might want to create change. So that can be looking at each of these areas and considering how it supports us or maybe gets in the way of us doing institutional advocacy. And it will help us uncover what we might need to change in order to either begin or strengthen the ways we are engaging in creating institutional change. So today, we are going to choose a few of these are talk a little bit more about. But I wonder if you could start by saying how this framework can be helpful for programs as they think about reflecting and adapting the ways they are doing institutional advocacy.

>> Yes. So I mean, I think it is, change starts with us. And so looking at how we are organized through these various masses, we can figure out where to make some changes. I mean, obviously, we are taking a look at administrative practices which is going to be a big piece of it. How do we organize ourselves? At how do we, what are the practices in place for us to accomplish the work? What you are looking for is thinking about your own organization, how are you poised to make institutional change efforts. You need to take a look at the methods by which you organize yourself. I think, Diane, which ones are we going to be going through?

>> Practices, resources, resources is underfunding of those of the biggies. We realize there's so much to dig into in those two areas.

>> Right.

>> That will give us a place to start.

>> Yes.

>> So much of these overlap also.

>> Yes. And you know, I mean, sometimes we bring up this graphic, I think, at nausea. Part of the expression. You know, but this is really a good framework for



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thinking about the institution you are working on and how it runs and how the problems arise when you look at these various places. It is also really good way to look at your own organization as well. In some ways, we have become institutionalized ourselves and we have our kind of wrote ways of doing things, and in some cases, the ways we are doing things have removed us from the world and maybe they had a focus on the individuals phones so yes, I think we validated.

>> What you want to say before we jump into practices is we used to talk a little bit more here about mission, purpose, and function.

>> Yes.

>> All of these are things to reflect on. And we can look at our role in creating systems change pick what we also see with programs because they were getting kind of slow down by the process, it could take up all of your time to say let's change our mission and all the steps that are often involved in that, it is also important to consider is traffic, as systems change, your staff, your board members, your community, practitioners in your community, --

>> Mission with a little M.

>> Right. And what are ways that may be short of taking a whole mission statement reflection process, something to consider about other places it could show up.

>> Maybe just assume for the time being that nobody would be against you ending violence against women and survivors. Right?

>> One would hope.

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>> Yes. I am with you. I mean, it is the same thing as the whole concept of we need to go start a task force. Well, that can be really unwieldy pick if women are losing their children as we speak or getting arrested for their legal use of force, really want to kind of jump over that whole idea of first we've got to get a task force together that we've got to get everybody networked and trusting each other or suddenly we've got to go through a number of processes with words, mostly with the board, I am assuming.

>> Yes. Yes.

>> Yes. I think sometimes people engage their community or their program so we can turn into quite a process.

>> Right. Right.

>> It might be tempting to start their but it's not necessarily good place to start if you want to see change happen. With that being said, let's jump into our first one which is administrative practices. This is all the things that standardize how it is we carry out what we are directed to do. We have policies, laws, mandates that tell us how to do our jobs. They are then reflected into forms and paperwork and case documentation or intake forms. These really have a role in affecting how we do institutional advocacy and even whether we do it. What are some things programs could be reflecting on in terms of administrative practices?

>> It should be somebody else's job to actually be able to take up a problem and then go and meet with somebody to try and resolve it. Obviously it has got to be up to somebody to do that. A lot of times, it becomes the job of an executive director but the Executive Director may have enough to do, probably everybody has enough to do, but maybe there's a community outreach person or somebody in agency where it makes sense to maybe free up some time and it doesn't have

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to be a full-time job either. You could be 10 hours a week or 10 hours a month. Start where you can and build on it. But it's a but he stopped really network with that individual reGENCY to bring forward what the problem is, what might be a solution, how we could implement that solution and to make sure that the solution is occurring and that you are evaluating its success, that was kind of the upshot of that graphic when we started this out today. The other piece about job descriptions is it should be part of everybody's job description to develop the intent to be able to say here is a problem and we should do something about it. Most of us are organized, we hear problems from a woman or survivor that may come to us and address a problem that they have experienced like I am never going to call our cops again because they just came in and commiserated with my husband about how awful it is to live with women or something, so we are organized and it's a good thing to say to that person that it should not have happened, it is not your fault and he does not have the right to do it but we all do that. We got that went down. We are empathetic, compassionate, but what really want, the organization in terms of shifting to pay more attention to institutional advocacy and I would say any kind of social change advocacy whether it is institutional, advocacy, community, is to be able to develop new muscles that say, okay, that problem that you have just identified, you would not call the cop again, do you have any time to tell me some more about that because we are trying to do something about that so developing a practice and procedures that go along with that within your agency so that everybody is paying attention to that, you see 100 women in a year or six months that you are able to identify with those people that you are talking to, and again, a lot of times, it just comes up informally that you are able to identify there is a problem here and I am going to document this and I am going to get it to the coordinator of our institutional advocacy efforts or get it to our ED or whoever it is that is identified as the person

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who will do something about these things, the other thing also is, in terms of what your job descriptions relative to community education, what kind of things do you say about the role of the institution in protecting victims or preventing violence, where do you identify where the problems exist? What does your support group person do? How much is everybody attending to the institutional advocacy concerns that you want to bring up? So that is, and I think that is a really important piece is how do we each take it up? And so I wanted to say I was at a speaking engagement the other night and I was on a panel and advocacy programs are speaking, and from the perspective of me listening, and I knew probably more than any buddy in the audience, but I would have assumed for my listening to what was being said was that the problem was being taken care of because the women and the survivors would come to the agencies, and advocacy agencies, and then we would work with them to get a little safety plan and point out where they could maybe get some housing and we would put them into groups and we would have to maybe look at self-esteem issues a boundary issues or creating healthy relationship issues and I did not hear anything that posed the world as a problem. So that is a real piece for us is what does the community or the institutions that we work with think is the solution to the problem that we are advocating for to address. So one of the things I would take a look at in your agency's do a little environmental scan. How much or how little is focused on the individual outside of her culture and outside of the responses that the community is providing? Paperwork goes along with his. We will look at some paperwork in a moment or two here. We've got a sample tracking form for how to document the problems and that sort of thing. The other thing about administrative practice is do you ever address institutional advocacy concerns like in your staff meetings, do you have a moment or a portion of what you do in staff meetings to address the advocacy or the institutional advocacy concerns that you would like to address?

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So let's say you've got into visual advocates and they are documenting that there is a huge problem with child protection, that they are hearing it, they have heard it more than once in the last month or two so then they change and they start to document what the problem is and then they bring it to the staff meeting to discuss it, to make sure that there is follow-through, that that problem goes from problem to solution. So you know, there is an article, I believe it is on their page, right, Diane, about doing staff meetings where you make sure that you are attending to the problem that the problems that exist out there, you do strategic planning, how much of your strategic planning focuses on any particular system within your community, in the identification of the problem that you laid out when you were at the institutional advocacy Institute, people talked about problems with child protection, problems with law enforcement response, problems with protection orders, problems with providing interpreters. So that is a problem. So if you are doing strategic planning, to be able to say, okay, one of these problems we are going to take on, here is who is going to have 10 hours a week to be the direct link between our program, this is the linkage piece, between our program and the agency that could fix the problem, here is what we are going to be asking our advocates to do when they hear about a particular problem when they hear about any problem and here is what we are going to do in our staff meetings to make sure that that problem stays alive. So often, you hear we would like to do it, but something else came up so you know, it is hard to say, okay, we are not going to pay attention to the crisis that arises, but on the other hand, other things that we are doing that we would not necessarily need to do the way we are doing this. Let's say you spent a lot of individual work doing case management. Do you need to do individual case management? What does that mean? So it is going to be taking a look at the regular, at what you do and figuring out where you might do something differently. I cannot help but keep

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thinking, though, Diane, that really, once again, once you have got the, really, the desire to do something, and you no longer are set of fireside satisfied with just working with the individuals, these things can be overcome. I know in the agency, where I work, we started moving toward doing group protection order. So once a week, I believe, sometimes as needed, but people would come in, and together we would go to those portions that we knew we were repeating to each individual woman, so figuring out where you go from there.

>> Yes. I think that is a good reminder, Rose. It's that once the, the more we make a routine, the more routine it becomes. And we start finding ways more easily that we incorporate this throughout our programs. And the thing that I return to is that it feels better to do this. So I was thinking also about we did, what you did about problem identification to engage in your program, get your program in that, in a staff meeting, say all right, we've got these forms, you have been documenting what we have been hearing and what else are you seeing. Each meeting, ask advocates what are you running into when you go to court, what are you hearing and seeing and you can go through the process as part of a staff meeting. Which of these seems most burdensome, which of these can we do something about? And that is, that feels so much better than feeling powerless to create change.

>> Right. Yes. I mean, I think you can get into a real kind of a snake pit situation where people are just complaining about all the horrible things going on and nobody has got, everybody is feeling powerless, and just at the mercy of these bad practices, and I know one of the things that Joanna found and other people who made these changes have said that morale goes.

>> Yes. Exactly.

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>> We are going okay, we are going to do something to make a difference here.

>> Yes picture. And I think the meaning that has when we interact with survivors that experience that problem, like you said, earlier, you said nothing about we are doing something about this and how different it feels, I mean, all of us have experiences in our lives where we feel like somebody cared about something that went wrong and it feels better to know they are doing something about it.

>> Right. Right. And maybe it is just a particular personality. But I know have to take action if I see something, I always think that my failure to do something in the face of injustice means I am supporting it. So I think that is the piece everybody should work into on Andy Messick and sexual violence.

>> Yes. Yes. Absolutely.

>> Let's move into considering our resources. This is something that can really trip us up when we feel, I mean, you talked about incorporating this in the job description so that is going to be shifting something. I also think we can think creatively about, as he said, if somebody does individual advocacy, how are we incorporating this into their job description in a way that does not violate the funding requirements. But is captured under it. But a lot of times, we do focus on funding but there are other aspects and resources we can consider when we think about how we are doing systems change work. What would you like to highlight for us, rose?

>> Like you said, we did address staffing somewhat already. And funding, I mean, I get my meetings mixed up here. But I know that sometimes you can go to a funder and you can say we were going to provide X number of individual services but what we decided was that we really needed to do and we would like your permission to do is to be able to have a number of meetings with some decision-

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makers about some problems that we are seeing over and over relative to their responses to the people that we are working with. And they will allow that sometimes. I know I have recommended the programs getting OVW grants, even if your grant is set up, we are going to do X number of individual protection orders or safety plans and that sort of thing and you can get to them and say, well, you know, we realize there was a problem with protection orders and so we decided we needed to have X number of meetings with people that were involved in the enforcement of the protection orders and they will often go along with that. The other thing you can do around finding is get to the funders in your area and say, you know, we really appreciate the funding that we have received over time but we would like to be able to put some money toward the work that needs to be done in order to prevent domestic or sexual violence or to make sure that all of the practices and protocols that are in use without community by the various agencies are the best that exist out there. And I always say to tote around expertise. So maybe because you are part of the advocacy Learning Center, you are becoming aware that there is a lot of new practices out there that would really put the community on the map in terms of being able to have a laser like focus on protecting the women and the survivors as well as holding the offenders accountable. So and we will be going into some more of that in subsequent webinars. If funding is an issue for you, you may want to take a look at what shifting your staffing for a while or maybe suspend some part of what you are currently doing and doing something else. I've got money in the past from churches and has who are willing to provide money for a particular function such as bringing together victims into a focus group or into an action group to take action on some of the stuff that needs changing. But obviously resources is going to be a place that would feel like a stopper to pay but if you think about it, there might be things you are doing that you might not need to do. Maybe you are

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spending a lot of time on working closer maybe do not take clothing donations for a while or maybe you decide you are going to put up torsion of time aside for doing this particular work for a while, whether it is a problem with protection orders or child protection. So anyway, I guess the time that is involved with staffing and funding as well, it is just, you know, it is just, again, important too, we were talking to, there was a woman who is organizing coalitions around the country. She was say that in doing kind of a diagram of where people put their time as an agency, she saw so many, primarily the surveys across the country showed that 85% to 90% of time will be put into individual services to the women and their survivors that you are working with and very little time goes into the community as your client working within the community to change practices and so she was suggesting one of the shifts that need to occur in one of the things that we were trying to formulate or promulgate is that we just start at the top, thinking about, well, we are organized to do primarily individual. But let's shift that. And let's see how we can just reduce maybe sometimes you get some volunteers in there to help with particular things. Or maybe you have internships. I mean, we are all very creative doing things with, doing a lot with a little. So just put your thinking toward how do we take a look at doing this institutional advocacy and maybe you just want to try it for a year yourself and maybe you are not completely sold that you can really make these changes. But how can we just try it? Part of getting stuck as you kind of need to just try and move around a little bit and see what are the parameters under which we operate.

>> I think that was a good overview with some good tips in there. We talked about identifying, documenting what we hear, and we looked at this sample tracking form as one way to do that. So what do you want to remind us about this as a tool or something similar to this because programs can certainly create their own?

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>> This secular form is in your student handbook. And this is a screenshot of it. And it does not really have the bottom piece which I think is most important which is to talk to the woman or survivor about whether they want to get involved with you on solving this particular problem. This is one way to think about maybe it is overwrought in terms of your own agency, but say that you are going to get everybody in your agency now to get with the program of documenting whenever they hear about a gap. So this would be the form that a company, the procedure which is in Europe to have a, you just design your own. It is only meant as a guide but maybe you think this is good and maybe we will put this one whole but this would be where, this would be wherever you are hearing that there is a problem, whether it is somebody at intake saying under their breath I will never call us cops again and then you go out, you have a problem, and can I talk to you sometime, and maybe it is not convenient right then and there to stop everything to find out what this problem was. But the more details you can get about the problem, the better able you will be able to pinpoint what a solution might be and who you need to talk to. So this tracking form is to guide the behavior of whether it is somebody doing at intake, whether it is somebody doing a counseling session. Maybe you are a counselor and you cannot reveal to the advocacy program where you get the referral from or whatever it is the individual who is involved. But you might be able to do it in a general way. Or at the bottom of this, the other part of this form, it is a release of information also that you could release it. But you know, you really, everybody has a job that is that much harder if you are not just assisting this individual woman to do what she can about her individual assailant. But in fact, if you are working with everybody in the community so that they do not do things that create writer harm, you know, so, you know, when I was a counselor, it became pretty apparent to me that I could do a lot to make somebody feel better about the

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experiences they had. But if I could eliminate those negative experiences for future clients, let's say, I've gone a long way toward changing the conditions that impact all of us. So this is a tracking form. This is something I would suggest you take to your staff meeting or elsewhere. Probably your staff meeting. Say should be get something like this in place. Maybe you just want to try it for a while. So it might be the person who is doing the support group that cares about it or somebody who is working with somebody to get a protection order or somebody who is somebody in social services wherever you hear about a problem to start thinking of yourself as a witness and in a war zone who is documenting these sorts of things to take action on. So this is something that we did in our agency. When I was working in the battered women's program, I started coordinating community response, well, one of the things I wanted to do is to be able to identify that there were problems. Otherwise, why should we fix anything, right? So and we had a real culture in our advocacy program and our shelter where we would just be complaining all about all the time about the child protection worker, about the cop, it was us against the world. And there was some sort of solidarity that was built into that. And so the victim and the women would come in and we would all be like, you know, we could bond around that. That we were also feeling more and more rundown about the things that were going on so we instituted it and this really shifted how things happened. So we would fill out the form and then we would get it to the person who is designated to be the keeper of these forms. And maybe it was the coordinator, and in our case, it was me. I was the coordinator in the community response. But then we would get bring it up at staff meeting for those that we did not know what to do about. Now those problems that came up that were related to law enforcement, I already had an agreement with them that I would be bringing up issues with them because we had advocate initiated response in place. But that, we will bring that up another

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time. That at any rate, you know, we would discuss these and sometimes they were not difficult to solve. We did not take a full scale effort on behalf of multitudes of people to try to address problems. So that's the tracking for. I hope that is understandable.

>> Yes.

>> I was going to say, if they have any questions about any of these, we are available to answer the.

>> Yes. I was going to say one of the things that came up, a concern that was mentioned is that there is, programs have, again, under certain funding, requirements around confidentiality. And so that would be something you would want to have reflected in the form and we reference it there. But you would want to use the particular language of your program that is required. So that's just a caution about that. So rose, that really leads us into this next slide. And you already in this conversation talked about the many different ways we are working to centralize the lived realities and document what it is that survivors are experiencing. And you touch on providing opportunities for their participation in creating change. But is there any of this that you want to revisit or anything additionally want to say related to this area?

>> Well, I guess I have a lot to say. But one of the things that I think we have lost overtime is this understanding that we are all in this together, that we are linking with the women and survivors that come to our programs. We are linking with them. In the old days, least call a sisterhood. I know that is pretty gender specific. But at any rate, the people who were directly experiencing the violence were the ones who were going to know most about what their experience with like. Obviously. But even though it seems so obvious, often, if you ask a victim or

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survivor when they come to your program, do you feel like an equal here, do you feel like you are the vessel into which we pour our information, that sort of thing, to really start to shift that and take a look at what kind of practices do we have in place that really ask the women and their survivors what is their experience like out in the community, you know, where have they gone for help and what has that been like and has it been helpful and how can we work together to address that, I mean, even when you think about doing things like safety plan and of course, when we are talking about safety planning, what we are really talking about is an emergent the escape piece of paper. Safety planning is about the community over maybe the lifespan of a woman or even the lifespan of how long she has her kids with her, whatever, but in fact, gosh, I forgot what I was going to say. Where did I start that sentence? I don't know. This is the problem when I can't look somebody and I. It's like okay, I don't remember what I was going to say. Moving on, ugh, again, it would putting into place something to document what is going on.

And then how to get them involved in the institutional advocacy, like form we just looked at and I was talking about asking just looked at and I was talking about asking the person who is form we just looked at and I was talking about asking the person who is having a problem, if they want to work with you, this is something that we found was really a need in the program that I was working with because we had all kinds of opportunities for them to go somewhere and get some help with what was going on inside your skin based on their own thoughts and feelings about it

A lot of the women and survivors that we worked with wanted to take some action. They and survivors that we worked with wanted to take some action. They wanted to do something about what they had experienced to either get it

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stopped if they were still undergoing the problem or to make sure that it did not happen to others in the community. So this is a place to think about how do we integrate this into a stronger sense of having us be sisters as opposed to experts and clients. So to experts and clients. So that's about it. I think.

One of the things we would encourage you all to do would be to take advantage of the institutional advocacy technical assistance that ALC and Praxis is offering during this component of your course and actually for the remaining time of your course.

So if you are struggling with something, if you are trying to figure out what it is you want to do to move forward, if you are moving forward and you have got a meeting set up and you are remembering doing that practice round of meeting with a decision-maker that we did at the Institute, we are here to assist you.

In particular, Rose is here to assist you.

You can connect with us by reaching out to Alaina at address shown. Rose will connect with you likely but depending on what it is you are taking on, there might be other ALC faculty or other providers that could be of assistance. And we can explore those options with you as well.

I will be emailing each of your teams, all of the teams to see about setting up a call so that we can kind of get into what it is, the problem that you identified, and if, and how you might about it, and that will, you know, that will help you to internalize some of the things that we go through on the webinars as well.

Nobody will be required to. But I will be making the offer. And so watch for an email in a couple of weeks on that.

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Yes. Excellent know, I think no matter where you are at in the process, this can be a helpful time for you. When of the things was is really good at is making it specific to what you need. And it maybe you are doing something that another team is also working on. So there might be a good call. We sometimes have even done a separate webinar. So there's lots of different possibilities there. Rose, thank you so much for being with us today.

Thank you for sharing these pearls of wisdom. That and gender-based violence and violence against women and mixer institutions better. Class R, we are back together again tomorrow. We actually have a really great gathering of thinkers who will be participating in our ALC keynote discussion. So be sure to join us tomorrow. A reminder, you will get an evaluation that will pop up you are always welcome and we seek your feedback on these events. Let us know about what you thought of this strategy session and what else you could use in these strategy sessions. We've got three more.

So thank you so much, thank you to Alaina and Rose and all of you in class R.

Have a great afternoon.

Bye everyone.