

Project Leadership

What is Family Voices of California? Family Voices of California (FVCA) is a statewide collaborative of locally-based parent-run centers working to ensure quality health care for children and youth with special health care needs (C/YSHCN). FVCA provides information and a forum for parent centers and families to advocate for improved public and private policies, builds partnerships between professionals and families, and serves as a vital resource on health care. For more information visit familyvoiceofca.org.

What is Project Leadership? FVCA Project Leadership is a comprehensive training series that includes a seven-session training curriculum plus mentorship, information, assistance, and linkages with FVCA's statewide network. The project is designed to help family members develop the skills and tools they need to partner at all levels of decision making and engage in public policy advocacy activities in California on behalf of C/YSHCN. Training sessions are dynamic and interactive, offering parents the opportunity to learn with and from one another. The curriculum is best implemented as an entire series, but individual chapters may be used to conduct individual workshops.

Who is it for? Families and caregivers of C/YSHCN as well as the professionals who work with C/YSHCN.

What does it aim to do? The overall goal of Project Leadership is to increase the number of family members and caregivers of C/YSHCN who are prepared and supported to become advocates for health care policy and service improvements.

Expectations of Participants

- A desire to take on advocacy and leadership roles; commitment to and an enthusiasm for learning about the topics of advocacy, parent-professional partnerships, and family leadership.
- Participation in 6 of 7, or 85-90% of Project Leadership training sessions.
- A willingness to engage in a variety of learning activities and discussions.
- The ability to spend enough time outside of class doing research and completing assigned homework.
- An ongoing commitment to involvement in public policy advocacy on behalf of all C/YSHCN, including but not limited to active participation on health care- or disability-related committees, boards, councils, etc.; building relationships with legislators; or talking to the media

Expectations of Facilitators

- A commitment to, and an enthusiasm for the topic of advocacy.
- An adequate amount of time spent doing research and preparation before each training, including customizing training to the specific community.
- Flexibility and creativity in adapting information and activities to best suit the particular group of participants.
- Arrangement of local speakers for the final training session.
- **Collect and record training dates, training language, graduate names and contact information (phone, email address), and provide these to Family Voices of California at the end of each training series.**
 - *Family Voices of California considers participants to be "Project Leadership Graduates" if they have completed a minimum of 6 out of 7 (85-90%) of the training series.*

Contact Family Voices of California at info@familyvoicesofca.org or 415-282-7494
As of 12/14/18 the Project Leadership Manager is Elaine Linn, elinn@familyvoicesofca.org

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For more information about this manual, contact:

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Alameda County

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Chapter 3: Becoming a Mover and Shaker: *Working with Decision-Makers for Change*

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Project Leadership Learning Objectives

Chapter 1: Knowing the Past to Change the Future: History and Purpose of Advocacy

Learning Objectives

- Participants will be able to identify and understand important legislation and policies, especially as it pertains to their own lives and personal situations
- Participants will gain an understanding of the history of the Disability Rights Movement
- Participants will be able to identify and differentiate “advocacy” from “service”
- Participants will be able to identify different advocacy tactics used in different issue/advocacy situations
- Participants will be able to identify current issues of personal, regional and national importance/significance and possess the tools to research these issues independently
- Participants will gain experience building an Action Plan: identifying issues to be solved, goals and core constituencies

Chapter 2: Rules of the Road: Systems, Laws, and Entitlements

Learning Objectives

- Participants will define and differentiate “laws,” “statutes,” “regulations,” and “entitlement programs”
- Participants will distinguish whether policy problems stem from the intent/language of the law, regulation/ruling explaining how the law is implemented, and the law’s implementation
- Participants will identify the three branches of government and differentiate between local, state and federal government/policy
- Participants will demonstrate knowledge of public systems for children, the mechanism for funding these programs and the agencies responsible for implementing services
- Participants will differentiate between individual advocacy and policy/systems advocacy
- Participants will identify partners and allies in the advocacy process

Chapter 3: Becoming a Mover and Shaker: Working with Decision-Makers for Change

Learning Objectives

- Participants will know how to obtain information about their elected officials
- Participants will demonstrate knowledge of how bills become laws in the model Congress session
- Participants will understand the levels, and the three branches of government
- Participants will understand the regulation and implementation phases of lawmaking
- Participants will understand the budget process and how it directly affects them
- Participants will gain the skills to effectively communicate with their elected officials via email, telephone call, letter or personal visit
- Participants will possess the skills necessary to give effective public testimony
- Participants will learn how to effectively utilize the media to advocate

Project Leadership Learning Objectives

Chapter 4: Playing Well with Others: Enhancing Communication

Learning Objectives

- Understand different personal communication styles
- Understand the importance of listening
- Learn about working with different types of people – all with different communication and listening styles – and move past conflicts that arise
- Understand the importance of involving your child in the decision-making process, ensuring they will be able to advocate for themselves

Chapter 5: Telling Your Story: Developing and Presenting Stories to Others

Learning Objectives

- Participants will understand the importance of storytelling
- Participants will be knowledgeable about how to develop a good story, using appropriate and respectful language, organization of information, and goals of the story
- Participants will know their presenting style, be aware of their body language during presentation, and know their boundaries when presenting
- Participants will feel confident in their ability to present and evaluate their stories, and will demonstrate this ability
- Participants will know how to develop and present a “One-Minute Story”, and will be able to demonstrate this ability

Chapter 6: Ways You Can Serve: Participating on Decision Making Bodies

Learning Objectives

- Participants will learn about the value of participating in decision making bodies
- Participants will recognize that, as family members, they offer a unique perspective and unprecedented knowledge about CSHCN
- Participants will become familiar with the variety of places they can serve
- Participants will know how they can plan for success in their participation
- Participants will know the different types of decision-making (majority rules, decision-maker, and consensus)
- Participants will understand the rules for participation through their gained knowledge of parliamentary procedure and the standard agenda

Chapter 7: Solidifying Partnerships: Connecting with Local Change Makers

Learning Objectives

- Participants will learn how to connect with local leaders and advocates
- Participants will gather specific information about advocating for CSHCN from each of the guest speakers
- Participants will present their completed Action Plans, and as peers review their Action Plans, participants will gain an even better understanding of what an effective Action Plan should consist of