

**Building Consultation Skills:
Advocacy
Trainer's Guide**
version 1
(Last updated 4/9/2013)

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Suggested Citation

Cimino J and The National Training Institute for Child Care Health Consultants. Building consultation skills: advocacy trainer's guide: version 1. Chapel Hill (NC): The National Training Institute for Child Care Health Consultants, Department of Maternal and Child Health, The University of North Carolina at Chapel Hill; 2013.

Supported in part by grant U46MC00003 from the Maternal and Child Health Bureau, Health Resources and Services Administration, US Department of Health and Human Services.

NOTE TO TRAINER

There are six separate Toolkits associated with the *Building Consultation Skills* Training Module. Each Toolkit includes a Trainer's Guide and a Slide Presentation. There is one Toolkit for each of the following sub-topics:

- Child Care Health Consultation
- Cultural Competence and Communication Skills
- Policy Development
- Advocacy
- Health Education
- Resource & Referral and The Medical Home

The Toolkits are designed to assist NTI Trainers in delivering training sessions on each of the above subtopics. Trainers have the flexibility to design a training using any combination of subtopics. For example, a day-long training may be designed to cover all six subtopics, or a shorter training may cover fewer subtopics as needed. The toolkits have been developed to accommodate this flexibility.

For more information about using the NTI materials, please read "Guidelines for Using the NTI Curriculum Materials," available in the "Curriculum" section of the NTI Resources Website (accessed by entering your NTI username and password at <http://sakai.unc.edu>).

TABLE OF CONTENTS

PREPARATION CHECKLIST	2
OVERVIEW OF TRAINING SESSION	3
TRAINER'S OUTLINE	4
MATERIALS FOR PARTICIPANT'S PACKET	16
Activity: Identifying Partners in My Community	17
Activity: Legislation in My Community	19
Tip Sheet: Advocacy Tips	21
Evaluation of Trainer Form	22
Cover Page for Participant's Packet	24

PREPARATION CHECKLIST

Curriculum Materials:

Download the following from the "Curriculum" section of the NTI Resources Website:

- Building Consultation Skills* Training Module
- Building Consultation Skills: Advocacy* Trainer's Guide
- Building Consultation Skills: Advocacy* Slide Presentation
- Training Checklists*

Preparation:

- Read "Introduction", "Caring for Our Children National Standards", and "Advocacy" sections of the *Building Consultation Skills* Training Module.
- Read the *Building Consultation Skills: Advocacy* Trainer's Guide.
- Review the *Building Consultation Skills: Advocacy* Slide Presentation:
 - Customize slide/overhead #2 to include your name, agency, and the date of your training.
 - Print the slides as overheads or load the slide presentation onto your laptop, USB drive, or a CD. Save or print a back-up copy of the presentation as well.
- Create a participant's packet (one per participant) per copyright guidelines:
 - Copy activities, worksheets, and the evaluation form provided in this Trainer's Guide under "Materials for Participant's Packet".
 - Copy the Slide Presentation as a handout.
- On a flip chart sheet, write out the Overview of Training Session to display in the training room (you may prefer to leave off the estimated time and training technique).
- On a flip chart sheet, write out the Training Objectives to display in the training room.
- On a flip chart sheet, write out the "Identifying Partners in My Community" chart or the "Identifying Partners in My Community" activity, if facilitating a large group (see pg. 12 of the Trainer's Guide).
- See "Training Implementation and Logistics Checklist" (located in the document titled *Training Checklists*) for set-up tasks to do the day of the training.
- Other: _____

Equipment and Supplies:

- See "Equipment and Supplies Checklist" (located in the document titled *Training Checklists*) for general supplies
- Laptop and LCD projector or overhead projector
- Flip chart sheet for posting Overview of Training Session
- Flip chart sheet for posting Training Objectives
- Flip chart with "Identifying Partners in My Community" chart, if facilitating a large group
- Large marker for flip chart
- Flip chart and small ball for "Round Robin" activity
- Other: _____

OVERVIEW OF TRAINING SESSION

Below is an overview of the topics covered in this session.

Estimated Time	Topic	Training Technique
10-15 minutes prior to session ¹	Registration	-----
Optional ²	Introductions/Icebreaker	large group
2 minutes	Overview of Training Session and Objectives	slides/overheads
5 minutes	Opening: What Worked?	large group
10 minutes	Presentation: How To Be an Advocate	slides/overheads
15 minutes	Activity: Identifying Partners in My Community	small/large group
15 minutes	Activity: Round Robin	large group
5 minutes	Closing: Action Items for the CCHC	slides/overheads
3 minutes	Learning Assessment	individual/large group
5 minutes	Evaluation of Trainer	individual
Estimated Total Time: Approx. 1 hour ³		

¹ Not included in total time.

² Not included in total time. Develop activity based on participants' training needs.

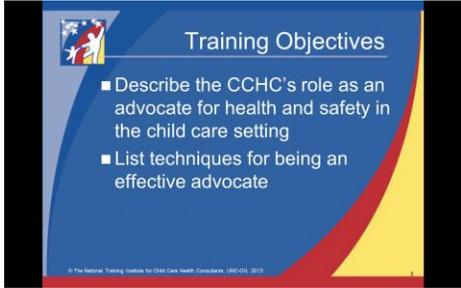
³ Add additional time if group guidelines and/or group facilitation methods need to be addressed at the beginning of the session, or if you decide to include any additional activities. For more information, see NTI's *Building Curriculum Development and Training Skills* Training Module.

TRAINER'S OUTLINE

Introductions/Icebreaker

Time	Optional
Training Technique	Large group
Instructions	<ul style="list-style-type: none"> • Go around the room and have each participant introduce his/her name and complete the following two sentences: • “I am in this class because.....” • “I think advocacy is....” • If you create your own activity, remember to base it on the participants’ training needs and relate it to the training session’s topic.
Talking Points	<p>Introductions Welcome! Let’s take a minute to get to know each other. As we go around the room, I’d like each person to share their name and either the reason they are in this class or what they think advocacy is. The interpretation of “advocacy” is up to you.</p>
For More Information	See NTI’s <i>Building Curriculum Development and Training Skills</i> Training Module for ideas about introductions and icebreaker activities.
Notes	

Overview of Training Session and Objectives

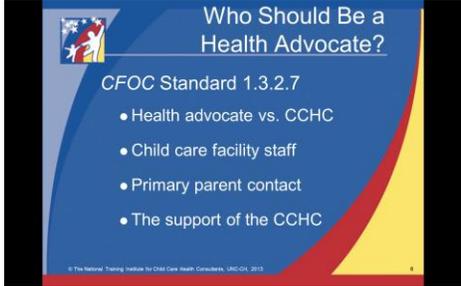
Time	2 minutes
Training Technique	Slides/overheads
Supplies	<ul style="list-style-type: none"> • Flip chart sheet with Overview of Training Session written on it • Flip chart sheet with Training Objectives written on it
Instructions	<ul style="list-style-type: none"> • Direct participants' attention to the posted Overview of Training Session. • Show slides 1-3. (Slides 1-2, the title slide and customizable slide, are not printed below.) • Review Overview of Training Session. • Review the Training Objectives.
Talking Points	<p>Training Objectives By the end of our time together today, I'd like you to be able to:</p> <ul style="list-style-type: none"> • Describe the CCHC's role as an advocate for health and safety in the child care setting • List techniques for being an effective advocate 
For More Information	See NTI's <i>Building Curriculum Development and Training Skills</i> Training Module to learn more about training objectives.
Notes	

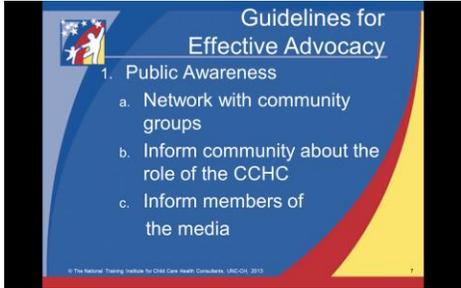
Opening: What Worked?

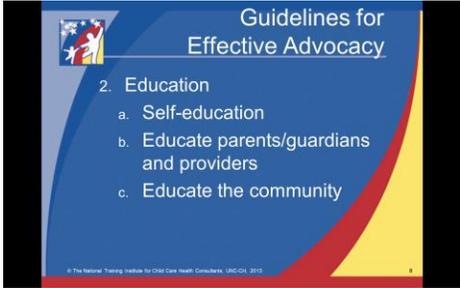
Time	5 minutes
Training Technique	Large group
Instructions	<ul style="list-style-type: none"> • Show slide 4. • Invite two or three participants to share an experience where a change occurred as a result of their advocacy efforts. • Explain that the advocacy efforts do not have to be related to their role as a child care health consultant. It could be an experience where he/she was a parent in their child's school, a patient in their health care provider's office, etc. • Depending on time and number of participants who share an experience, questions/discussion could occur around the techniques used, the challenges faced, and the outcome of the advocacy efforts.
Talking Points	<p>Opening Activity: What Worked? I'd like us to start thinking about an experience where a change occurred as a result of your own advocacy efforts. It could have been at home, at work, or in the community. It might have been as a parent in your child's school or as a patient in a health care provider's office. Who would like to tell us about a time when they acted as an advocate?</p> 
Notes	

Presentation: How to Be an Advocate

Time	10 minutes
Training Technique	Slides/overheads
Supplies	See pg. 21 of the Trainer's Guide for "Tip Sheet: Advocacy Tips."
Instructions	<ul style="list-style-type: none"> • Show slides 5-9. • Slide 5 is an animation slide. Allow the group to respond to the question before showing the definition.
Talking Points	<p>What is Advocacy?</p> <ul style="list-style-type: none"> • Advocacy is the act of supporting a cause to produce a desired change. • When a person advocates for something, he/she might argue on behalf of a specific issue, idea, person, or group. • Anyone can engage in advocacy: individuals (in your case, the CCHC), organizations, businesses, community groups, and governments. • Advocating can be done at various levels and for just about any subject. • For example, someone can engage in advocacy around neighborhood development, in which case he/she could decide to write letters to the local newspaper, contact his/her district's political representative, organize a community meeting, or distribute public education materials, to communicate one's views for the purpose of creating awareness and change. • We will discuss how advocacy is specific to the role of the CCHC, as well as what advocacy issues are related to the role of the CCHC, during this training session. 
For More Information	For additional introductory remarks about advocacy, see Save the Children's "Be an Advocate for Children" website. Available online at http://www.savethechildren.org/get-involved/advocacy/ .
Notes	

<p>Talking Points</p>	<p>Who Should Be a Health Advocate?</p> <ul style="list-style-type: none"> • <i>Caring for Our Children: National Health and Safety Performance Standards</i> (3rd edition, 2011) differentiate between a health advocate and a CCHC. • The standards recommend that a regular member of the child care facility staff should receive health training and act as a health advocate for individuals connected with the facility. • This health advocate should be “the primary contact for parents/guardians when they have health concerns, including health-related parent/guardian/staff observations, health –related information, and the provision of resources.” 1.3.2.7 • Ask participants, “What can the CCHC do to support the health advocate?” • If the child care center does not have a health advocate, the consultant can assist the staff in identifying and training a staff member to fill this role. • However, the CCHC could also serve in the role of health advocate. 
<p>For More Information</p>	<p>Refer to Module section, “What the CCHC Should Know: How To Be an Advocate.”</p>
<p>Notes</p>	

<p>Talking Points</p>	<p>Guidelines for Effective Advocacy</p> <ul style="list-style-type: none"> • The CCHC can advocate through three means, one is public awareness. • Advocacy is not always done through legal or legislative means. • In public awareness, the CCHC can network with groups in the community. He/she can identify groups such as local/state advocacy groups, religious groups, medical home providers, and other community associations. • The CCHC can also work to inform community organizations and members about the role of the CCHC. • The CCHC should be able to connect with people in the community who are involved in the media and get them involved in children's issues. 
<p>For More Information</p>	<p>Refer to Module section, "What the CCHC Should Know: How To Be an Advocate."</p>
<p>Notes</p>	

<p>Talking Points</p>	<p>Guidelines for Effective Advocacy (cont.)</p> <ul style="list-style-type: none"> • Education is the second mean for CCHC advocacy efforts. • Self-education is the beginning. The CCHC should learn as much as he/she can about local health issues, gaps in services, influential community members, funding issues, etc. • Also, the CCHC should learn about the requirements in their state for families and children in programs such as Medicaid, SCHIP, SSI, and WIC. • Education can be gained through community training workshops, listservs and newsletters, connecting with medical home providers, and reading local newspapers and magazines. • A key role of the CCHC is to educate parents/guardians and child care caregivers/teachers. This can take the form of distributing an informational flyer or holding a workshop on an important local health issue. • The CCHC can also educate the larger community. In doing so, the CCHC can encourage local businesses, employers, legislators, and others on such issues as making child care affordable, safe, and healthy. • The CCHC can encourage these individuals to become advocates themselves. 
<p>For More Information</p>	<p>Refer to Module section, “What the CCHC Should Know: How To Be an Advocate.”</p>
<p>Notes</p>	

<p>Talking Points:</p>	<p>Guidelines for Effective Advocacy (cont.) <i>(Trainer: You may want to hand out the “Tip Sheet: Advocacy Tips” at this time.)</i></p> <ul style="list-style-type: none"> • The third mean for advocacy is through legislation. • The first step is to learn about current legislative agendas. However, the CCHC should first determine whether his/her funding source restricts government lobbying. • Lobby on issues such as child care, health insurance for children, child maltreatment, public services, housing for low-income families, etc. • While it’s difficult and time consuming, the CCHC is in a position to show disapproval of weak public policies as well as demonstrate support for debates at the local, state, and federal level. • The Children’s Defense Fund website has information on current legislation related to children’s health, children’s welfare and mental health, child care and early childhood development, and education. 
<p>For More Information</p>	<ul style="list-style-type: none"> • Refer to Module section, “What the CCHC Should Know: How to Be an Advocate.” • For information on current legislation related to children’s health, children’s welfare and mental health, child care and early childhood development, and education, see the Children’s Defense Fund website. Available online at http://www.childrensdefense.org/.
<p>Notes</p>	

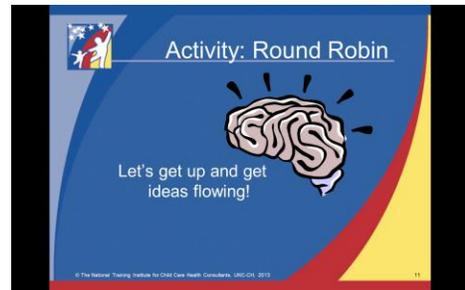
Activity: Identifying Partners in My Community

Time	15 minutes
Training Technique	Small/large group, depending on geographic location of participants (see Instructions below)
Supplies	<ul style="list-style-type: none"> • See pg. 17 of the Trainer's Guide for this activity. • Flip chart sheet with Identifying Partners in My Community chart prescribed, if facilitating a large group • Large Markers
Instructions	<ul style="list-style-type: none"> • Show slide 10. • There are two options for facilitating this activity. <p><i>Option 1:</i> If the participants are from the same geographic area, the large group can work together.</p> <ul style="list-style-type: none"> • Hand out the "Identifying Partners in My Community" worksheet to each participant. • Participate in a facilitated discussion about identifying specific organizations, groups, or individuals in your community with whom you can partner to raise public awareness about child care health and safety issues. • Invite a participant to record participants' answers on the pre-written flip chart. <p><i>Option 2:</i> If participants are from diverse geographic areas, divide the large group into small groups based on their geographic location.</p> <ul style="list-style-type: none"> • Hand out the "Identifying Partners in My Community" worksheet to each participant. • Instruct each small group to select a recorder and a reporter. • Instruct each small group to identify specific organizations, groups, or individuals in your community with whom they can partner to raise public awareness about child care health and safety issues and record answers on their individual handouts. • Bring large group together and facilitate a group discussion about general findings.
Talking Points	<p>Activity: Identifying Partners in My Community</p> <p>This is an opportunity for you to share your knowledge with and learn from other participants here about community resources and/or share ideas/advice about how to identify appropriate community resources related to advocacy.</p>
Notes	

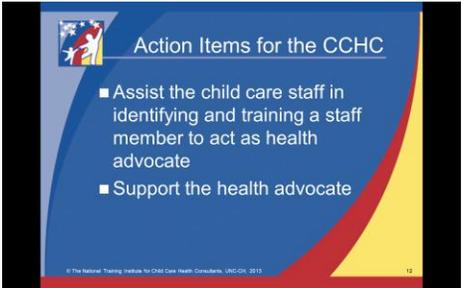
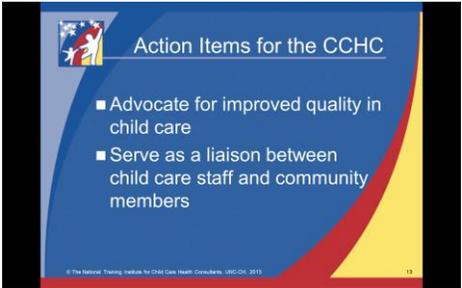


Activity: Round Robin

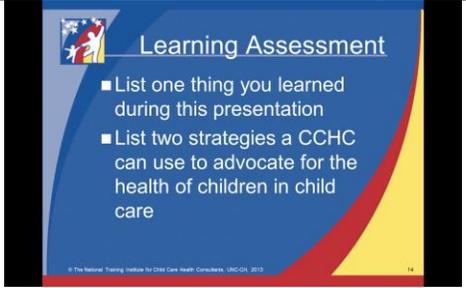
Time	15 minutes
Training Technique	Large group
Supplies	<ul style="list-style-type: none"> • Flip chart • Large marker • Small ball
Instructions	<ul style="list-style-type: none"> • Show slide 11. • Instruct participants to stand up as able or sit in a circle. (This can also be done if participants are seated in a U-shape.) • Explain the purpose of this activity is to brainstorm realistic strategies for how a CCHC can advocate for the inclusion of children with special health care needs in local child care facilities. • Instruct participants to consider how they could partner with the identified organizations, groups, or individuals in their community (from the previous activity) while using these strategies. • Encourage the group to think both specifically and broadly in their ideas. • Invite a participant to record all of the group's ideas on a flip chart. (This participant can also participate in the round robin.) • A ball will be passed between participants as each participant proposes an idea. This continues until time is up or everyone is out of ideas. • Provide an overall statement to sum up the group's ideas. • Give the group 1-2 minutes at the end to write down the strategies that were recorded on the flip chart during the activity.
Talking Points	<p>Activity: Round Robin</p> <p>We are going to brainstorm ideas related to how a CCHC can advocate for inclusion of children with special health care needs in the child care setting. Let's stand. I'm going to pass a ball to the person standing next to me. When she gets the ball, she will share one idea she has about how this might be done. Then she'll pass the ball to the next person, so that they can share their idea. We'll keep going until everyone is out of ideas.</p>
Notes	



Closing: Action Items for the CCHC

Time	5 minutes	
Training Technique	Slides/overheads	
Instructions	<ul style="list-style-type: none"> • Show slides 12-13. • Before discussing the action items for the CCHC, you may want to review the key points of the training session. Consider asking participants what they think are the key points of the training session. • Prompt participants to talk about current children's health/child care issues that are arising in their communities. • You may want to have participants create their own list of action items or list a few steps to achieve each item on the slide. 	
Talking Points	<p>Action Items for the CCHC</p> <ul style="list-style-type: none"> • Assist the child care staff in identifying and training a staff member to fill the role of health advocate if there is no one in this role. • Provide support to the health advocate.  <ul style="list-style-type: none"> • Act as an advocate for improved quality in child care throughout the community. • Serve as a liaison between child care staff and community members to assist with the coordination of advocacy efforts. • These community members might include medical home providers, resource and referral agencies, etc. 	
For More Information	Refer to Module section, "Action Items for the CCHC."	
Notes		

Learning Assessment

Time	3 minutes	
Training Technique	Individual/large group	
Instructions	<ul style="list-style-type: none"> • Show slide 14. • Ask participants to write down their responses to these two instructions. • State that their responses will be collected at the end of the session. • If there is enough time, participants could be asked to share their responses with the large group. • Use this as an opportunity to provide resources for further learning. 	
Talking Points	<p>Learning Assessment</p> <p>Please write down your response to these two instructions. We will collect your ideas at the end of the session.</p>	
Notes		

Evaluation

Time	5 minutes	
Training Technique	Individual	
Instructions	<ul style="list-style-type: none"> • Show slide 15. (Placeholder slide not printed here.) • Ask participants to complete the “Evaluation of Trainer Form” at this time. • Inform participants that the evaluations are anonymous. • Explain that the evaluation results provide you with information about the effectiveness of the training and that information collected from the evaluation will be used to improve the training. • Allow participants 5 minutes to complete the evaluation. • Collect forms. 	
Notes		

MATERIALS FOR PARTICIPANT'S PACKET

Activities

The following are activities related to advocacy. The activity, "Identifying Partners in My Community," is part of the hour-long presentation that has been designed on this topic. The remaining activity ("Legislation in My Community") may be included in your training if you have additional time. The following handout, "Tip Sheet: Advocacy Tips" is referenced during the "How to be an Advocate" presentation.

Your audience analysis and training objectives will help you determine which of these activities are most appropriate for your group. Any of the following may be printed and included in a participant's packet or as handouts to be distributed to the group. You may wish to white out the existing page numbers and write in your own, or you may print each activity on different colors of paper for easy reference by your participants.

Evaluation of Trainer

The "Evaluation of Trainer Form" at the end of this material should be printed and distributed to each participant for feedback on various aspects of your training.

Cover Page

The cover page may be printed and used as a cover page for the activities, slide/overhead handout, evaluation form and any additional materials you wish to provide as part of a participant's packet. If your participant's packet contains several activities and handouts, you may want to create a table of contents to guide participants through the materials.

ACTIVITY: IDENTIFYING PARTNERS IN MY COMMUNITY

Instructions: Participate in a facilitated discussion (or work in a small group) to identify specific organizations, groups, or individuals in your community with whom you can partner to raise public awareness about child care health and safety issues. Use the worksheet below as a guide throughout the discussion. (Examples are provided for each section.)

The Role of the CCHC		
Who should be informed?	What specific community events, meetings, etc. can you identify?	How can they be informed?
<i>Health care (medical home) providers</i>	<i>Shaw County annual health fair (August 2006)</i>	<i>Inquire about setting up a booth, network at the fair, etc.</i>

Community Groups		
What groups (local, regional, statewide) are involved in children's issues?	How can you make contact with them?	What specific events, meetings, etc. exist that would serve as a forum for children's advocacy?
<i>Statewide non-profit that focuses on child maltreatment issues</i>	<i>Set up an appt. with Jane Roads, Executive Director</i>	<i>Attend their annual conference, join their staff and volunteers on their "legislation" day at the State capitol, etc.</i>

Members of the Media		
<i>What outlets exist?</i>	<i>Who currently has an interest in children's issues?</i>	<i>How can they be contacted?</i>
<i>Neighborhood newspaper, The Northwest Tribune</i>	<i>Cindy Parr, Editor (frequently runs stories about children's issues)</i>	www.northwesttribune.com <i>(Her email is on the website)</i>

Notes:

ACTIVITY: LEGISLATION IN MY COMMUNITY

Instructions: Complete the table below listing the names, contact information, and child/family-related focus areas on that elected official's current agenda for your community/state. Use the Tip Sheet on the following page for assistance should you decide to contact an elected official.

	Elected Official	Contact Information	Child/Family-Related Focus Areas
Town Council Member			
School Board Members			
Mayor			
Governor			
State Senators			
State Congress Persons			
Other			

Notes:

TIP SHEET: ADVOCACY TIPS

<p align="center">Mobilize State and Community Contacts</p>	<p align="center">Tips on calling and/or writing to legislators</p>
<p>Send a mail, fax, or email alert.</p> <p>Set up and activate telephone trees.</p> <p>Get on the agenda for community group meetings and statewide conferences.</p> <p>Work with interested individuals and organizations.</p>	<ul style="list-style-type: none"> ▪ Identify yourself as a constituent. Share other information about yourself that is relevant to the issue. If writing a letter or sending an email, make sure to include your full contact information to confirm your constituency. ▪ State your purpose in the first paragraph. Be specific. If possible, include the name and number of the relevant bill. ▪ Be courteous, brief, and to the point. Pick three strong talking points. ▪ Address only one issue with each call, written letter, or email. ▪ Keep the letter/email to one page if possible. Always type or print. (Send a copy of the letter/email to the editor of a newspaper or magazine if relevant.) ▪ Be confident, but polite. ▪ Use statistics and facts. Make sure the information you provide is accurate. ▪ When addressing a member of Congress or the House of Representatives in a letter, use "Honorable." ▪ Follow up with a phone call, a letter/email, or a visit at the appropriate time.
<p align="center">Educate Members of Congress and the President</p>	
<p>Find out who your members of Congress are:</p> <p>US Senate Tel: 202/224-3121 http://www.senate.gov</p> <p>US House of Representatives Tel: 202/224-3121 http://www.house.gov</p> <p>The White House Tel: 202/456-1111 TTY: 202-456-6213 http://www.whitehouse.gov/</p> <p>Visit your Representative and Senators in their district offices.</p> <p>Local contact information can be found using the US Senate and US House links listed above.</p>	
<p>Child Welfare League of America, 2004; Save the Children, 2003</p>	

Trainer's Name: _____

Date: _____

**National Training Institute for Child Care Health Consultants
Evaluation of Trainer Form**

Using the rating scale below, please evaluate the Trainer's presentation skills.

1= unsatisfactory 2= below average 3=average 4=above average 5=outstanding NA=non-applicable

Training Content						
Please rate the Trainer on the quality of the following:	1	2	3	4	5	NA
• Introduction and opening						
• Accuracy of information						
• Usefulness of information						
• Clear presentation of training objectives						
• Fulfillment of training objectives						
• Organization of training content						
• Closing						

Training Techniques: Methods, Media, & Materials						
Please rate the effectiveness of the Trainer's use of the following:	1	2	3	4	5	NA
• Flip chart						
• Handouts						
• Overhead transparencies						
• PowerPoint slides						
• Video						
• Other (specify):						

Training Techniques: Activities						
Please rate the Trainer's use of training activities on the following characteristics:	1	2	3	4	5	NA
• Clear instructions						
• Usefulness						
• Opportunities for interaction among participants						

Delivery of Content						
Please rate the Trainer on the following training dynamics:	1	2	3	4	5	NA
• Enthusiasm						
• Voice projection						
• Clarity and professionalism of voice						
• Word choice						
• Pace of presentation						
• Eye contact						

Facilitation Skills						
Please rate the Trainer on the following skills:	1	2	3	4	5	NA
• Time management						
• Manner of answering questions						
• Manner of handling difficult behaviors of participants						
• Ability to engage all participants						

Please take a moment to answer the following questions:

What did you like most about this training?

What can the Trainer do to improve this training?

Was this the most effective way to present this material? Please explain.

Do you have any suggestions for other methods to present the material?

Thank you.



Advocacy

Participant's Packet