

Appendix B

Parent Advocacy Core Standards/Curriculum Alignment

Core Competencies	PAC	PLTI	SEAT	VANDERBILT
1) Understanding:				
a) Systems	2	1	1	0
b) Communities	2	1	0	0
c) Budgeting & funding	2	0	1	0
d) Resources and where to find them	2		1	0
Justification for #1	much of this is covered within the mandatory core trainings, with theregional coordinators providing more extensive individualized/ county specific training	Handout: How to contact officials Family Worksheet Needs & Assets Assessment		The VAP curriculum description is solely a training for parents who have children with disabilities. It does not mention other systems. This section would need to be developed.
2) Knowing how to define problems and solutions				
a) Prioritizing	2	2	1	0
Justification for #2	we teach our advocates to help families set goals and work to develop a plan to meet the goals.	Advocacy toolkit handouts and worksheets		Overview does not mention this.
3) Understanding Program Evaluation				
a) Helping parents evaluate programs and service	2	1	1	0
b) Quality	2	0	0	0
c) Evidence-based	1	0	0	0

Justification for #3	The advocates explain the survey, and the importance of this feedback	Handout: When parents assess school		Not covered in VAP
4) Learning how to build Support				
a) Positive Relationships	2	2	1	2
b) Natural Supports	2	1	1	0
Justification for #4	this is one of the reasons this program was formed in a nutshell	Handouts: Tips for Public Speaking Parent Teacher Conference Tip Sheet Communicating with you child's teacher 12 tips with getting more involved with your child's education		Item "a" is covered, but item "b" natural supports is not mentioned and most likely would be different for the different populations we are training
5) Valuing the roles of families				
a) Viewing parents as partners and being able to leverage the strength of parents	2	2	1	1
b) Empowerment	2	1	0	1
Justification for #5	The curriculum is totally based on these two premises	Recent Changes in Family Article American Families Article - turning parents into strong leaders Disagreeing with others article		Would need to broaden to cover all trained populations for all systems.
6) Cultural Diversity	2	1	1	0

Justification for #6	we incorporate this in all our trainings and in our recruitment of advocates	Handout Social Identities handout Needs and assets		Not mentioned in overview of training
7) Ethical/Moral issues				
a) Confidentiality	2	0		0
b) Boundary Issues	2	0		0
Justification for #7	We have extensive trainings in these areas as well we have agreements that must be signed before an individual can advocate			Training description does not cover this item.
8) Liability and Legal Rights	2	1	1	0
Justification for #8	this is part of the Orientation	Panel discussion of community law enforcement representatives and community stakeholders. Hanout: 10 Principles of community stakeholders		Covers only special ed laws
9) Advocacy Techniques				
a) Conflict Mediation	2	2	1	1
b) Roles and Responsibilities	2	1	1	1
c) Group process and dynamics	2	1	1	1
d) Communication skills-body language, listening	2	2	1	1

e) Documentation of work done by advocate	2	0	1	1
Justification for #9	There is specific training in these areas,	Handouts: Turning parents into strong community leaders Disagreeing with others Advocacy Toolkit- Handouts and worksheets		All items would have to be expanded beyond the methods of advocating for individuals with disabilities for special ed purposes
10) Developing Documentation				
a) Importance of developing a system for families	2	0	0	0
Justification for #10	We give families the beginnings of their documentation systems from the moment we meet them, helping them learn a system for themselves.	0		Training overview does not mention this.
Training Time Commitment for Advocate	first year Core 35 hours, total of 90 including county, system specific and regional training.		115 hrs of classroom & 115 of field practum	