



North Carolina Council on Developmental Disabilities

Inclusive Advocacy Leadership Development

Frequently Asked Questions – FAQs updated 8/28/17

General Information: Following federal approval of The North Carolina Council on Developmental Disabilities (NCCDD) new Five-Year Plan, the NCCDD is focusing attention on two leadership initiatives, including:

1. **Advocacy Organizing:** Supporting self-advocacy in NC.
2. **Leadership Development Training:** Structured leadership development education for self-advocates, parents, professionals and other stakeholders.

A Collaborative Effort: The NCCDD is currently gathering and is involved in planning regarding Advocacy Organizing and Leadership Development Training in partnership with other collaborators and stakeholders. These stakeholders include:

- NC Developmental Disabilities Network which includes the NCCDD, Disability Rights, NC and the Carolina Institute for Developmental Disabilities along with staff and board members of each of these organizations.
- Steering committees also include individuals with intellectual and other developmental disabilities, family members and professionals with historical involvement in leadership efforts of the Council and others interested to contribute.
- Previous graduates and staff of two specific leadership development initiatives that have been supported and funded by the NCCDD - Partners in Policymaking and Advancing Strong Leadership.

This current planning initiative is supported by co-coordinators who facilitate and support the work of the steering committees involved in each of the two major elements of this initiative, as well as the administrative and operational responsibilities. *The co-coordinators do not direct the efforts of the steering committees, but support these efforts.*

Frequently Asked Questions (FAQs)

These FAQs are organized in three parts. This first section will answer general questions about the NCCDD. Section two will address questions regarding the Advocacy Organizing. The third section will address Leadership Training and Delivery.

Q is the Question

A is the Answer



General FAQs

Q: What organizations are part of the NC Developmental Disabilities Network?

A: The NC DD Network includes the NC Council on Developmental Disabilities (NCCDD), Disability Rights NC, and the Carolina Institute for Developmental Disabilities.

Q: Which NCCDD committee is the lead committee for the leadership development efforts?

A: The NCCDD has three standing committees that align with the three major goal areas of the federally approved Five-Year Plan <http://nccdd.org/the-council/five-year-plan.html> including a Financial Asset Development Committee, Community Living Committee and Advocacy Development Committee. These leadership development efforts are occurring within the Advocacy Development Committee.

Q: What is a planning initiative?

A: A planning initiative focuses on a specific systems change need, includes exploration of the issue, and brings together stakeholders to explore strategies and develop recommendations for consideration by the NCCDD.

Q: What is occurring during the planning year for these leadership initiatives?

A: Planning efforts are occurring in two specific areas:

- **Advocacy Organizing:** This systems change effort is bringing together self-advocate leaders of the NC DD Network boards, and other self-advocates and stakeholders to identify the pathway to strengthening organized self-advocacy efforts in NC.
- **Leadership Development Training:** This systems change effort is focused on future leadership development training options for individuals with I/DD, family members and professionals. Helping inform this effort are Partners in Policymaking and Advancing Strong Leadership graduates (and others). The NCCDD is exploring collaborative partnerships, sustainability and growth of leadership development training efforts.

The NCCDD approved in-house funding for a 1-year planning initiative until 12/31/17.

FAQ for ADVOCACY ORGANIZING

Q: Why did the NCCDD decide to fund the exploration of self-advocacy organizing in NC?

A: The NCCDD Five-Year Plan emphasizes the importance self-advocacy in NC. It is critical for self-advocates in NC to actively engaged in policy decisions occurring in the long-term services and supports systems and in local communities. A recognized state-wide organization will support local self-advocacy efforts and will serve as a connecting organization to increase the impact of self-advocacy in NC.

Q: What do you anticipate the long-term vision and goal are for a state-wide self-advocacy organization?

A: The long-term vision and goals of a state-wide self-advocacy organization are to strengthen the self-advocacy movement across the state of North Carolina. Self-advocates are active across NC but there



is not a state-wide coordinating organization. This initiative builds on the findings and recommendations of the NCCDD's Advocacy Ambassador report with two primary goals to (1) reestablish a recognized state-wide self-advocacy organization, and (2) expand the active efforts of self-advocates to represent the perspective of individuals with I/DD and families at local, state and national levels.

Q: How were the self-advocate leaders of the initial steering committee chosen?

A: The self-advocate leaders represent the organizations making up the NC DD Network. The DD Network is made up of three agencies: NCCDD, Disability Rights NC and the Carolina Institute for Developmental Disabilities. The steering committee also includes other interested self-advocates.

Q: How will the experiences of existing self-advocacy groups and leaders across NC be recognized?

A: The history of self-advocacy in North Carolina will inform the future. All who are currently participating in this initiative know that past leaders and currently active self-advocacy groups must be involved as engaged and committed partners.

Q: What is the role of the NCCDD funded coordinators in the self-advocacy organizing efforts?

A: The coordinators provide organizing and logistical support. Duties include meeting facilitation; logistical arrangements (e.g., scheduling, meeting location, space, participant support, etc.); and development, distribution, and updating of materials, including notes from stakeholder input, and steering committee sessions.

FAQ for LEADERSHIP TRAINING DEVELOPMENT

Q: Why is the NCCDD assessing and exploring options for leadership development?

A: For many years, the NCCDD has supported values-based leadership development and training through funding and support for two approaches:

Partners in Policymaking: Leadership development training for individuals with I/DD and family members.

Advancing Strong Leadership: Leadership development for professionals in the I/DD field.

The NCCDD is now considering several questions, including:

1. Is there value in the possibility of a combined (integrated) approach to leadership development? Or, could portions of these leadership development activities be combined?
2. Can technology be used to augment the training?
3. Will other partners share in the coordination and perhaps help support the cost of these efforts?
4. Can the leadership training efforts occur in areas of the state (not just in Raleigh)?
5. Can NC develop trainers to increase capacity for local training, growth and sustainability?
6. How can outcomes be tracked following graduation of participants?



Q: Will NC Partners in Policymaking and Advancing Strong Leadership graduates and mentors be involved?

A: Yes! In fact, graduates and participants of these leadership development efforts are among the most important resources in the exploration of leadership development training efforts.

- Graduates, mentors, participants, and program coordinators of these leadership efforts make up the steering committees who design the planning process and information gathering tools.
- Steering committee members will help strategize the best way to keep future participants and graduates of leadership development and training events connected, engaged, in position to respond to calls to action by the NC DD Network, and to share updates about personal activities using the leadership and advocacy training they received.

Q: Will existing leadership training programs be taken into consideration when developing a new one?

A: Yes! In fact, the reason graduates, mentors, participants, and program coordinators/staff make up the steering committee is to ensure that exploration and planning considers the primary outcomes desired for self-advocates, parents, stakeholders and both emerging and more seasoned professionals seeking to develop their knowledge and leadership skills.

Q: What happens if exploration finds the two separate training programs can or cannot be combined?

A: The NCCDD is committed to leadership development for self-advocates, family members, professionals and other stakeholders. Depending on this exploration process, it is possible that we will find that:

- a) Leadership development for individual and family members with professionals could be fully integrated; or,
- b) Recommendations may support a partially combined effort with a set of common objectives and outcomes along with unique objectives for individuals with I/DD and family members versus professionals.
- c) Recommendations could lead to maintaining separate leadership development training activities for individuals with I/DD and family members rather than having any overlap in the leadership development efforts with professionals.

Ultimately, this investment must achieve the desired outcomes for each participant.

Q: What is the role of the coordinators in the leadership training curriculum activity?

A: The coordinators are facilitators and provide information management support. Coordinator duties include meeting facilitation; logistical arrangements; and development, distribution, and maintenance of initiative materials including notes from stakeholder input, and steering committee sessions. The coordinators will contact graduates, mentors, participants, and program coordinators to help organize and participate in statewide focus groups to inform curriculum exploration and development.