WHERE TO BEGIN

Multicultural outreach begins with any part of your Chapter’s regular service programs, including the board of directors, committee work, Helplines, support groups, speakers bureau, etc.

Multicultural outreach begins with the Recognition that every Chapter serves a culturally diverse community. It begins with the awareness that, unfortunately, Alzheimer’s disease affects all ethnic groups; however, not all ethnic groups have had equal access to Chapter information, services and resources. Sometimes, members of different ethnic groups:

- speak a language other than English.
- have had quite different social experiences within our society.
- have not heard of Alzheimer’s disease or the Alzheimer's Association.

Multicultural outreach has already begun in many areas of the Association. You’ll read about the experiences of many Chapters in SECTION 5. We want to see that list grow. We want to add Outreach Manual 1.1
WHAT IS A MULTICULTURAL OUTREACH PROGRAM?

Working Definitions:

**Multicultural Program** refers to the degree to which a Chapter values cultural diversity and is willing to utilize and encourage it in its provision of information and services.

A **multicultural program** has several key indicators:

1. volunteers and staff who are familiar with the demographics of their service area.
2. volunteers and staff who are actively in contact with, and networking within, the diverse groups in their service territory.

The United States is a mosaic of cultural heritages. There is no corner of the nation which does not have a variety of ethnicity within its local boundaries. Multicultural outreach programs reflect the variety of heritages, languages, and needs found within Chapter service areas.

Alzheimer's disease does not affect just one group of people. It hits all ethnic groups and all cultures. Unfortunately, many ethnic groups do not have access to knowledge about the disease, supportive services, and resources to cope with the impact of Alzheimer's disease. A multicultural program, then, reaches out and seeks to serve the diversity found in a Chapter's territory.

your Chapter's name to the list. Therefore, if your Chapter is not on that list, the time to start multicultural outreach is NOW!

• Take the step right away. Don't wait for the right moment because it's here now.

• Start the multicultural outreach program from your Chapter's strengths.

• Act in a positive and timely way to demonstrate the Chapter's good intentions.
Ethnicity refers to a person’s cultural heritage as expressed through:

- language and communication patterns
- interacting style, such as seeking assistance and accepting help
- underlying values and beliefs

3. the Chapter board, committees, volunteers and staff who reflect the diversity within their community.

This means that the Chapter incorporates diverse values, beliefs, and communication styles into the service method, content, and delivery. For example, all Chapters offer educational information about Alzheimer’s disease and related disorders. A multicultural program would offer this content in the targeted group’s own language. It may be the same message, but presented in a way the ethnic group members will understand and appreciate.

There are several basic ingredients of multicultural programs:

- strong commitment from the staff, volunteers, and the Board of Directors for an on-going effort
- knowledge of ethnic groups’ histories
- understanding about the ethnic groups’ cultural values, beliefs, help-seeking and help-accepting styles
- knowledge of the ethnic groups’ understanding about dementing illnesses
- regular interaction with the ethnic groups’ networks
Throughout this manual, three elements are emphasized as essential for multicultural outreach programs to work:

- **LINKAGES**
- **PARTICIPATION**
- **PLANNING**

*Interaction breaks the ice*

There is no better way to learn about ethnic groups than by interacting with key individuals and groups from within the ethnic community itself. The way we interact with ethnic groups can make or break a program before it even starts.

*Interaction gains active participation*

Chapters need to get the participation of persons from diverse ethnic groups and agencies to gain knowledge and understanding about different ethnic groups. At the same time, this participation can obtain commitments from the participants to educate the different ethnic communities about Alzheimer's disease.

*Interaction speeds mutual planning*

A Chapter needs to develop short and long-range outreach plans to identify what will be achieved through their efforts. Chapters should include members from the ethnic groups to establish outreach plans.
GETTING READY

Developing multicultural outreach programs starts with the Chapter examining its own attitudes and beliefs about ethnicity, and what has led the Chapter to look at multicultural issues. This process can begin by asking several questions.

- What do we know about the ethnic groups in our community?
- Do our staff and volunteers reflect the ethnic community we live in?
- Does our long-range hiring plan include an increase in hiring qualified applicants from culturally diverse groups?
- How many of our Chapter events were held in or near an ethnic community in which the local community participated?

It is useful for your Chapter to clarify its motivation and commitment to working on multicultural organizational development and outreach programs. This process can help your Chapter prepare for the change you are about to experience.

One way for your Chapter to do this is through a group exercise. Have the Chapter staff and volunteers (including committee and board...
members) list the advantages of building a multicultural organization and outreach programs. Ask them to also list the challenges to be faced in the process. This can be done in small groups or in one group depending on the number of participants.

Discuss what each advantage means to the group. Examine whether the motives and values are consistent. Discuss the inconsistencies as well. Keep these lists for later reference because you may need to review them periodically or through times of conflict.

The transition period to become a multicultural organization is not easy nor does it occur overnight. It is a process staff, volunteers, and board members will go through over time. Becoming a multicultural organization may require a change in thinking and behavior patterns that have been held for most of peoples lives. Chapters needs to believe that people are capable of change. New employees, volunteers, and board members should be recruited work within a culturally diverse organization.

The goal for your Chapter is to include all levels of people in the decision-making process in order to develop a culturally diverse Chapter and multicultural outreach programs. It is important to have all members participate in the discussion process so they can:

- verbalize their own thoughts and concerns about the plan
- discuss how this will impact the different areas in the Association, and the changes that will be made
- express their level of willingness to participate in the plan
• be involved with the decisions, and not forced into the plan

• talk openly about their personal experiences with other ethnic groups and raise multicultural issues to be discussed as a group

In order for the multicultural organization plan to work, there needs to be support from all levels of the Chapter. If one level of the Chapter is left out of the decision-making process, they may slow down the efforts of the plan. Without the commitment from all areas of the Association, the plan may not be taken seriously. This applies to the board of directors, staff, and volunteers.

**Board of Directors**

It is vital to have the approval and commitment from the board of directors since they:

• allocate the money and resources necessary for an outreach program

• represent the Chapter and are visible to the public

• vote on new membership to the board of directors

• play a role in making the new members feel welcomed and a part of the group

**Staff**

Staff need to be committed to this program since they:

• set a tone for other employees and volunteers about their acceptance of the outreach program

• implement the program

• interact with the public and other agencies as representatives of the Chapter
Volunteers

Approval and the commitment from volunteers is also necessary because volunteers:

• assist with the implementation of the program

• talk to friends and acquaintances about their work at the Chapter and its activities

• talk to the public, and represent the Chapter’s attitude about cultural diversity

CHAPTER BENEFITS

The Chapter can also benefit from a multicultural program through gaining new:

• employees
• volunteers
• board members
• Association memberships
• donors
• grant/foundation monies
• community agency networks

One of the greatest benefits of multicultural programs is knowing that people of diverse cultures also needing help will have access to Chapter information, services, and resources.

Some Chapter members may be opposed to the idea of becoming a culturally diverse Association, and that is their right. Developing a multicultural plan may cost the Chapter...
employees, volunteers, board members, Association memberships, donors, etc. because they disagree with what the Chapter is trying to accomplish.

One way to avoid this loss is to develop the skills needed to manage diversity. This will help the Chapter members to:

- deal with their own biases and assumptions about ethnic groups
- develop listening and problem-solving skills geared to people from diverse cultures
- improve team-building and networking skills
- learn about the different ethnic groups in the community
- understand and help eliminate stereotyping, prejudice and racism

When your Chapter has decided to become a culturally diverse Association and develop a multicultural outreach plan, the next step is to decide what ethnic groups to work with first. The Chapter needs to figure out:

- What services can we offer?
- To whom can we offer them?

To help answer these questions, conduct a "Service Inventory". On the following two pages, there are worksheets to help you conduct a Chapter "Service Inventory". Listed below are steps to help you use these worksheets.
**STEP 1:**  
**LIST CURRENT SERVICES**

Write down all the types of services your Chapter is currently offering, for example, educational written materials, respite care, advocacy, Safe Return. List the type of service from basic (educational material) to full range services (respite care).

**STEP 2:**  
**WHAT RESOURCES DO YOU NEED TO SPECIALIZE CURRENT SERVICES**

Write down what it would take to specialize each service for an ethnic group (i.e. adding ethnically diverse pictures to brochures, translating materials, bilingual staff/volunteers for I&R, Helpline, and support group facilitator, etc.

**STEP 3:**  
**LIST AVAILABLE RESOURCES**

Identify the resources available to specialize each service (i.e. what languages do your staff/volunteers speak?; What existing relationships does your Chapter have with local ethnic agencies?).

**STEP 4:**  
**EXPLORE LOGICAL OPTION**

The goal is to utilize existing resources and not to "re-invent the wheel". Compare these three columns. It is logical to explore the option that has resources available. Put a star next to the services which need further exploration.

**STEP 5:**  
**CONDUCT A NEEDS ASSESSMENT**

Gather demographic information on your community. What ethnic groups are represented in your community? What is the population of the ethnic groups? What is the age composition? Which other agencies provide services to the elderly population, and what services do they offer? Which agencies in
your community serve ethnic groups? What services do they offer? List the services provided for each ethnic group in your community in Column 5.

**STEP 6:**

**COMPARE THE PROGRAMS NEEDED**

Compare Column 5 to the appropriate services you indicated with a star. What services do you currently offer that are not offered by any other agency? The goal is not to duplicate services already being provided by another agency, but to fill a service gap in the community.

You may notice some ethnic groups have a wealth of community services already. You may want to target an ethnic group that is relatively small because they have the least amount of community support and service, and therefore could benefit most from your services.

**STEP 7:**

**IDENTIFY THE PROGRAMS TO BE DEVELOPED**

List the services that your Chapter has to offer to the ethnic group.
<table>
<thead>
<tr>
<th>Current Services</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Resources Needed to Specialize Current Services</td>
<td></td>
</tr>
<tr>
<td>Available Resources to Specialize Current Services</td>
<td></td>
</tr>
<tr>
<td>Specialized Services Available in the Area</td>
<td></td>
</tr>
</tbody>
</table>
ASSUMPTIONS ABOUT MULTICULTURAL OUTREACH

Now that your Chapter has identified services it can provide to the ethnic group, the Chapter is ready to develop a Multicultural Outreach Plan. A Chapter needs to be realistic about establishing its outreach plan, so we have listed some basic assumptions a Chapter can expect over the process. The following assumptions were taken from an article written by S. Roth and R. Ferguson titled "Building Multi-Racial Organizations" published in Grassroots Fundraising Journal, June 1992, pg. 7-10.

1. CHANGE IS POSSIBLE.
   We have a tendency to view change as having to give up something. Culturally diverse Chapters with outreach programs have an opportunity to become stronger and more effective.

2. IT IS A LIFELONG PROCESS.
   Multicultural outreach is an on-going process. Changes do not occur overnight, therefore your Chapter needs to be prepared for the fight as long as the Chapter is in existence. There will be moments were the momentum is strong and others where it slows down, but it is a continuous process.

3. YOUR CHAPTER WILL MAKE MISTAKES.
   It is impossible to not make a mistake when your Chapter is trying to become more culturally diverse. People may be offended, but in order for change to occur, your Chapter will have to take risks.

4. INTENTIONS AND THE ACTUAL EFFECT MAY BE DIFFERENT.
   It is important to realize that things we say and do may be interpreted as racist to people of a different culture. We need to be open to comments from other cultures about our individual and Association actions. Change will occur through exploring the impact of the Association policies and programs on individuals of other cultures.

5. POWER ISSUES MUST BE ADDRESSED.
   The decision makers of the Association have the greatest influence and control, and only when this group is truly diverse can a multicultural Association be a reality. In Section 6, we will be presenting information about creating a culturally diverse Board of Directors. In addition to this, your Chapter will need to address the dynamics of how the Board will function as new people come on board.

6. OPPRESSION MUST BE ADDRESSED.
   When Chapters begin to diversify, they explore the effects of issues like racism/sexism on the Association. Identify the lessons you have learned.

7. INDIVIDUAL AND ASSOCIATION CHANGE ARE IMPORTANT.
   Chapters are made up of individuals. If these individuals haven’t had the opportunity to explore their own histories, identities and relationships to issues of oppression and diversity, they will be less effective in implementing Association change strategies. Leadership must be willing to examine the barriers to making Association changes.

8. TOKENISM IS A COMMON PITFALL.
   Tokenism is when the Chapter has set aside one position on the Board of Directors for an ethnic group representative to serve as the voice for all people from that ethnic group. This is offensive because it assumes that all people from this ethnic group have the same experiences and perspectives.
Financing, Funding & Fundraising Issues

As we all know in volunteer organizations, financing and fundraising go hand in hand. It's almost a “chicken and egg” problem as to which comes first or which is more important. Multicultural efforts cannot be accomplished if there is no fundraising to cover program costs.

As the Association has grown over the years, more support has become available to initiate active fundraising. The Association is learning how to approach ethnic groups in a culturally appropriate manner.

Before fundraising can become active, the Alzheimer's Association and each Chapter has to demonstrate its willingness to:

- reach out to target groups
- provide culturally relevant services
- include members of the target group on the Board
- share current resources
FINANCING MULTICULTURAL PROGRAMS

Volunteer efforts should be reflected in the budget

Multicultural outreach programs require financing just like any other program. Support for multicultural outreach plans must be integrated into the Chapter fundraising and strategic planning efforts.

Some of the multicultural effort will need to be supported by volunteers or unpaid time. However, the support of Chapter and overall Alzheimer's Association multicultural efforts cannot be handled solely on a charitable or donation basis. This will communicate that the effort is an afterthought, not really important enough to be included in the Association's budget. It will send the wrong message to the target ethnic group, and delay if not ruin the opportunity to raise money from within the ethnic groups’ community.

This is not to downplay the role of the volunteers, but the Volunteers' commitment, time and effort must be reflected in the overall multicultural program budget and managed by professional paid staff.

Financing multicultural programs means that there is:

- a strategic plan
- specific objectives and goals
- specified line items for multicultural programs
- time-lines for accomplishing activities
- monitoring and evaluation procedures, and
- feedback from staff implementing the program and those who used the program.
**FUNDRAISING IS A MUST**

Listed below are six principles that may help integrate multicultural efforts into Chapter fundraising activities.

<table>
<thead>
<tr>
<th>PRINCIPLE 1:</th>
<th>Multicultural Interests Are Represented on the Chapter Board and on the Development Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>It is recognized that not all Chapters have formal Development Committees in place. However, Chapters must share the financial decision making responsibility with volunteer Board members who are interested in supporting multicultural efforts.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>PRINCIPLE 2:</th>
<th>Ethnic Group Representatives with Fundraising Skills are Recruited</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Some individuals are much better at fundraising than others. It is important to locate persons from the targeted ethnic community with an understanding of fundraising who are willing to serve on the Board of Directors, development committee, or participate as a volunteer in making valuable contacts in the community.</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>PRINCIPLE 3:</th>
<th>Multicultural Programs Are in Place</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>It is difficult to “sell” the Alzheimer’s cause if there is no “product” to provide in return. He product does not have to be “full service” but at least a basic product such as Information &amp; Referral services or the Safe Return program. Some of the Alzheimer material available for various ethnic groups can be used through the Chapter’s speakers bureau, newsletters, news releases, specialized fundraisers, and help target solicitations to the needs of the potential donor.</td>
</tr>
</tbody>
</table>
PRINCIPLE 4: Include Other Key Committees

There are other key committees to include in the multicultural outreach plan to make it integrated throughout the Chapter. Include other committees/people who can impact the outreach effort into the decision making process and planning. For example, the Public Relations Committee can send the message across to a mass audience.

PRINCIPLE 5: Communicate In The Target Groups’ Language

The Chapter fundraising effort has to be pitched in the appropriate language and style of communication for the targeted audience. Careful attention to how the fundraising message is crafted and delivered is vital.

PRINCIPLE 6: Learn & Understand The Culture of the Target Group

Learn and understand the target ethnic groups’ language, customs, values, beliefs about Alzheimer’s disease and their attitudes and practices of donating time and money for a successful multicultural outreach effort. Know what the ethnic group has to offer and increase the resources available within the community.

PRINCIPLE 7: Make Each Fundraising Contact as Personal as Possible

It will take time to develop an understanding of a target groups’ needs and concerns. The most effective way to reach this level of understanding is through consistent personal contact with the leaders within a targeted ethnic community. Cultivation is a crucial element of the fundraising process and must be carefully planned and implemented prior to the request for a donation. All people respond to sincere recognition and appreciation for their role in improving the quality of life for others.
FUNDRAISING STEPS

Each Chapter is encouraged to have its own style and approach to developing multicultural outreach plans. Fundraising in a targeted ethnic group community does not differ that much from typical Chapter fundraising events. The main difference is being attentive to the preferences of the targeted audience, for example culture, language, communication, values, beliefs, etc.

Listed below are five practical steps to fundraising within an ethnic group community. They are:

1. Design the fundraising program. Create a case statement.
2. Implement the fundraising program.
3. Monitor and evaluate the fundraising program.
4. Redesign based on feedback.
5. Implement the new fundraising program.

STEP 1:

**Design the Fundraising Campaign**

The fundraising program should focus on one ethnic group at a time because there will be differences in:

- language
- approaches to ethnic group leaders
- message received, and
- preparing staff, volunteers, and Board members for their role in the effort.

The fundraising campaign must be designed to consider these unique differences. Use the expertise of the ethnic group representatives to assist in designing the program.

Care must be taken to design a program that allows enough time to identify and cultivate the individuals in the targeted ethnic group who can lead the fundraising effort. What ethnic
group leaders do members of the community respect? Will it be in their best interest to become involved with the Chapter? Have current staff, volunteers and Board members made their own gifts?

Involve the CEO, staff, development committee of the Chapter Board, and major donors in designing the case for support. Focus on the mission and goals of the Chapter and how these services can be beneficial to the targeted ethnic group.

Any case statement for Annual support should demonstrate the Chapter’s unique strengths and convey a sense of excitement. Most important, any effective appeal is brief and direct.

STEP 2:
Implement the Fundraising Campaign

Refer to Section 4: Implement The Plan to review the process of carrying out the plan.

- Identify the resources needed to carry out the fundraising campaign.
- Prepare staff, volunteers, and Board members for their role and responsibilities during the implementation of the campaign.
- Monitor the campaign.
- Evaluate the campaign.
- Thank the volunteers and donors.
- Celebrate successes.
- Begin planning for the next phase of the long-term development.

Stick to the campaign plan. Do not make last minute changes unless recommended by those who are knowledgeable about the ethnic group being targeted, and fundraising.
STEP 3:

Monitor & Evaluate the Fundraising Campaign

It is important to have a quick response to fundraising activity since word-of-mouth communication occurs in the ethnic group community as in all communities. Good messages can travel through the community as quickly as bad messages. Being prepared to receive feedback will prevent serious misunderstanding generated from miscommunicated impressions.

Use the monitoring and evaluating process as designed, but also be attentive to feedback from other sources.

STEP 4:

Redesign Based on Feedback

Analyze the feedback from the monitoring process. Are there any changes indicated? Talk with staff, volunteers, Board members, and people from the ethnic group being targeted. What additional information can they provide? Discuss any changes with them and ask for their comments. Redesign the campaign based on feedback obtained.

STEP 5:

Implement the New Fundraising Campaign

Carry out the new campaign, monitor the changes, gather feedback, and re-evaluate. Do not get discouraged if changes continue to be indicated. Interacting with the ethnic group and gaining exposure is a wonderful beginning and the first step in cultivating donors. It takes time to develop a relationship with a community to the point where they are willing to make donations, so do not give up!

_________________________________________

BE CREATIVE

There is no magic formula to fundraising within an ethnic group community except to observe the cultural differences. Be creative.

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Ethnic group members understand sharing and reciprocity. A Chapter can plan local fundraising events such as dinners, ethnic bake-offs, and holiday craft fairs that feature the ethnic groups’ cuisine and homemade crafts. Plan events around local ethnic community calendar of events. Also, fundraising efforts can coincide with special holidays and festival seasons customary to the ethnic group(s) being targeted.

Low income ethnic group members can contribute:

- ethnic foods
- arts and crafts
- objects for sale
- participation in events

If the Chapter fundraising events are being targeted to welcome all ethnic groups to participate (i.e. Memory Walk, gala, golf tournament), there needs to be acknowledgement of the ethnic group contributions. If individuals are being honored, make sure that individuals from the target ethnic group are also being recognized.

Not all members of the target ethnic group are of low income. Each of the major ethnic groups in the U.S. has a sense of philanthropy and has supported gift-giving with respect to its own members. This can be extended to the Chapter’s planned giving effort relative to the ethnic groups interest. Other organizations have linked into ethnic groups, so Chapters can do the same.

Corporate and Individual Donations

There are several ways to solicit donations from corporations and individuals within the ethnic community. Local corporations may be owned and operated by an ethnic group, or they may have a special interest in health/elderly issues within their community.
Review the Annual reports and listings of individuals and organizations with similar interests. Ask members of the Chapter Board to identify individuals they know and are willing to contact.

The bi-monthly Chronicle of Philanthropy is an important source of information about recent grants made by a wide variety of organizations and individuals. Use this information to determine how much and what to ask for. A one year subscription can be obtained by writing to 1255 Twenty-Third Street, N.W., Washington, D.C. 20037 or online at http://philanthropy.com/subscribe

Research and Demonstration Grants

Government and foundations grants are another source of supporting multicultural efforts. There are several reference guides available in local libraries that list available grants and foundations. Listed below are books that provide this type of information. Check with your local library, or contact the Development Department at the national office for more information at (312) 335-8700.

The Foundation Directory lists community and private foundations which gave $100,000 or more in the latest years recorded. Write or call for information about the Foundation Center at 79 Fifth Ave., New York, NY 10003 (212) 620-4230.

National Guide to Funding in Aging lists federal funding programs, state government agencies, foundations, and private organizations.

Grants for Minorities grants to nonprofit organizations for research, education, and advocacy for ethnic groups.
Foundation Fundamentals: A Guide for Grantseekers defines foundations, lists resources for funding, approaches to potential funders, how to present ideas to funders, and corporate grantmaking.

Grant Proposals & Writing

Several Chapters have been direct recipients of grants or are participating in projects with other Alzheimer's focused research groups such as universities. Contact the Development Department for more information about applying for grants, and grant writing at (312) 335-8700.

BE PATIENT

Again, it is important to recognize that all of this fundraising effort takes time; relationships with the target ethnic group have to be in place; ethnic group members have to be actually served by the Chapter; ethnic groups have to be represented within the Chapter’s decision making process; and there has to be a strategic plan for fundraising to be successful.

Ethnic fundraising has worked for other organizations, so it up to the Association Chapters to learn how to make it work for Alzheimer’s disease.
COMMITTEE WORK

A chapter Board may choose to form a committee to focus on multicultural outreach efforts. They may be called a committee, subcommittee, task force, advisory board, etc.

This group of people provide work, expertise, advice, status, or perspective to the Board of Directors. The committees may have no decision making responsibility for the Chapter, so they can be recruited from anywhere without conflict of interest concerns. The group can:

- represent the ethnic minority community which is being targeted
- represent several ethnic minority populations
- be any size
- meet as often as needed

Serving on an outreach committee may be more attractive to some people because it gives them a role in helping without accepting the legal and financial responsibility of a full Board member.

Establishing a multicultural outreach committee may not be the solution for every Chapter. Listed below are five steps to help the Chapter and Board of Directors establish a committee for multicultural outreach programs.
STEP 1:  

**Assessment of Need**

The first step is for the Chapter Board of Directors to assess if an outreach committee is necessary for their multicultural outreach program. Listed below are three situations where one may be indicated.

1. **When the Board of Directors is implementing the maximum outreach efforts that it can, and it is still not enough.** When the Board members can no longer meet the responsibility of the outreach program, the outreach committee would serve as a supplement to the efforts of the Board of Directors.

2. **When the Board of Directors wants specialized help for an outreach program.** The committee can be made up of experts or representatives of the ethnic minority group which is being targeted.

3. **When the Board of Directors wants to create a specific outreach program which takes much time and energy, but fulfills a Chapter Long Term Goal.** When an outreach program is too large of a project for the Board members to adequately manage in addition to other Board of Directors tasks.

STEP 2:  

**Statement of Purpose**

When your Chapter Board of Directors has decided that an outreach committee is needed, the second step is to decide the purpose of the committee. The outreach committee should have a mission statement which is specific to the intended purpose of this group.
STEP 3:

**Statement Of Goals & Objectives**

The third step is to determine the goals and objectives of the outreach committee. Is it to develop the actual multicultural outreach program, to act as a liaison for the program, or to maintain a specific function of the outreach program such as fundraising or public relations? The members may serve to provide advice, or they may have a task oriented role using their special skills/knowledge. Depending on the goals and objectives, outreach committees may be time limited or ongoing while the outreach program is operational.

See Section 3 for more information about writing goals and objectives.

STEP 4:

**Criteria For Outreach Committee Prospects**

The fourth step is to establish criteria for the committee prospects. The essential qualities or abilities of the members needs to be identified. The following is a sample of the essential criteria for committee prospects.

**Profile of an Outreach Committee Member**

- Committed to the issues of Alzheimer’s disease/dementia
- Committed to the strategy of the outreach program
- Willing to be a spokesperson about the outreach program to friends, relatives, ethnic minority neighborhoods, media, etc.
- Respected in their community
- Among people not represented in the Chapter presently
- Willing to donate several hours each month for the outreach program
- Willing to donate their expertise to the efforts of the outreach program
A “Statement of Understanding”, which lists the Board of Director’s expectations of the committee members, should be presented to each prospect. The statement of expectations should be straightforward and concise. Giving each prospect a copy of this statement will keep misunderstanding to a minimum.

STEP 5:

Identify & Recruit Prospects

The fifth step is to target prospects. Referrals for committee prospects should be explored through the Board of Directors, Chapter staff and volunteers, other ethnic minority agencies, ethnic minority media, etc. The Board of Director’s President should write or call the prospects to make an appointment. A Board member and a staff representative should meet with the prospect together. They should go over the “Statement of Understanding” and answer any questions the prospect may ask.

Benefits to serving on the Board

The Chapter Board of Directors and staff should also identify the benefits of serving as a member on a committee, and present them to the prospects. Each committee will have different benefits, but some remain constant. Benefits may include, but are not limited to:

- receiving current knowledge about Alzheimer’s disease
- receiving and contributing new ideas for a worthwhile cause
- impacting programs and services for people with Alzheimer’s disease, their families, and the caregivers
- interacting with people from within their own community
- giving something back to the community

Outreach committees can be instrumental in getting a program designed, implemented, and operational. It is not as easy as it sounds to establish a multicultural committee. It not only
HOW TO MAINTAIN THE OUTREACH COMMITTEE

Maintain The Outreach Committee

- Send minutes of the committee and the Board of Director’s meetings to each committee member.

- Chapter staff should keep in touch with each committee member as to how they are doing in the tasks they are working on.

- Establish deadlines for tasks or decisions to be completed, and remind them of deadlines.

- Keep each member up-to-date with the progress of the entire outreach program.

- Keep members up-to-date with the Long Range Plan, and the short term goals for the Chapter.

- Treat the committee members as Board members and major donors.

CHAPTER SERVICES DIVISION

The Chapter Services Division at the National Office provides technical assistance to Chapters in the areas of Board and Committee Development. Please contact the Chapter Services Division at (312) 335-5716 for more information or assistance or regarding Board development issues or contact your Chapter Services Representative directly.

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BOARD OF DIRECTOR PARTICIPATION

Many Chapters have been successful in having ethnic groups represented on their Board of Directors. This is not as easy as it sounds, but the benefits can make it worth the time and effort. Having a culturally diverse Board, a Chapter can gain:

Benefits of having a culturally diverse Board

• recruitment of a new group of donors
• feedback from a different perspective
• new ideas for Chapter programs and services
• expertise on ethnic group values, beliefs, and culture
• ethnic group volunteers and spokespersons for outreach programs
• insight into the ethnic group’s community resources
• insight into how to approach an ethnic group with information and services
• introduction to key people in the ethnic community

What to look for in a Board member

How do you identify a candidate for the Board of Directors?

Each Chapter will need to determine what type of skill and/or knowledge would best meet their need. The candidate may need to be:

• a family member or caregiver of someone with Alzheimer’s/dementia
• active within the ethnic group community
The support of the Board of Directors is necessary for the outreach efforts to continue over the years. Board support refers to their commitment to achieve the outreach goals and objectives through allocating resources and approving programs.
Preparing for the presentation for the Board

The Board members need to believe the multicultural outreach program is:

- compatible with the Long Range Plan
- well organized and planned
- implemented with capable staff and volunteers
- feasible
- achievable
- meeting a need of the community

Be able to answer the following questions when presenting outreach program ideas to the Board of Directors:

- What cultures are represented in the community?
- What population will be targeted?
- What services are needed, and what services are currently available?
- What services do you plan to provide?
- What are the estimated costs to provide this service?
- How much staff/volunteer time will be needed, and how will it affect the existing programs?
- What resources are available to execute the outreach plan?
- What are the goals and objectives of the multicultural outreach program?
- How does the outreach program fit into the Chapter's Long Range Plan?
- What are the advantages of having a multicultural outreach plan?
- What will be the role and responsibility of the Board members for the outreach program?

Listed below are several ways to maintain the Board members’ interest and participation in the Outreach Program, and to create team players.
Encourage the Board of Directors to:

- develop Chapter policies to reinforce the importance of the outreach efforts.
- allocate resources that are necessary to the implementation of the outreach plan.
- develop a Long Range Plan of 3-5 years detailing how to cultivate the outreach plan.
- establish obtainable short term goals that can be evaluated.
- review and approve the established monitoring and evaluation plan.
- receive quarterly reports from ethnic minority representative/outreach staff on the status of the program.
- Identify local “linkpersons” on a regular basis and recruit them into the Chapter as Board members, advisory board members, committee members, or volunteers.

Educate Board Members to:

- learn about the target population’s culture, and their perceptions about disease/illness and dementia.
- learn about the target population’s special issues (e.g. socioeconomic status, health care, social service use, family networks, etc.).
- identify and understand how the outreach plan meets the needs of the targeted population.
- understand the different levels of “linkpersons” and the roles they play.
MAINTAIN THE EFFORT OVER TIME

Multicultural outreach programs are no different than other Chapter programs; they are ongoing and for the long term. This is why it is so important for each Chapter to create long range program plans. Use the long range plan as a guide to keep the program growing and evolving through the years.

As the outreach program continues to be implemented, the program can be expanded. How does a Chapter know when to expand the program, and how do they do it?

WHEN TO EXPAND THE OUTREACH PROGRAM

An outreach program should be expanded when a Chapter has:

- reached the initial program goals and objectives,
- identified an additional need in the community, and
- access to the additional resources (staff, monies, skills, etc.) to accommodate the program expansion.

It is essential for staff, volunteers and Board members to support program expansion efforts.
HOW TO EXPAND THE INITIAL OUTREACH EFFORTS

Expanding the initial effort does not mean developing a whole new program, but adding a new feature to an existing program which has been identified as a need from within the community. For example:

- extending the hours/days of service
- increasing the number of clients served
- developing educational materials translated in the ethnic group's language
- translating the Chapter newsletter in the ethnic group's language
- opening satellite office in the ethnic community
- offering culturally sensitive training to outside agencies in the community
- recruiting and training members from the ethnic group to provide respite services

DEVELOPING THE NEW PROGRAM SERVICES

Adding new features to the outreach program should be approached in the same way as new programs. Use the program planning steps as presented in Section 3 to make sure the new features can be implemented within the program.

Step 1: Community Analysis
Gather updated demographic information about the targeted group.

Step 2: Build a Community Network
Continue networking within the ethnic group and other community agencies.

Step 3: Needs Assessment
Conduct a needs assessment to support the need for the program expansion.

Step 4: Program Development Plan
Define the goals, objectives, action steps, timelines and other information on the new program services.
Step 5: Implement The Program
Identify who is responsible for the new tasks.
Update the program flow chart. Determine how the new program will be monitored.

Step 6: Marketing Strategies
Identify the techniques to promote the new program services.

Step 7: Evaluation
Determine how to evaluate the new program services.

RE-ENERGIZING AT KEY TIMES

Chapter energy levels vary throughout the program duration. You may notice that the energy level may decrease after a major program accomplishment. This is only normal. The key is to re-energize staff, volunteers, and Board members periodically to keep the program momentum going. Listed below are some ideas of how to maintain the effort over time.

• **Do not expect a “quick fox” or instant results.** It may take numerous years before you reach the beginning goals of the program. Be patient and set realistic goals for your program.

• **Do not get discouraged.** Set short range goals as well as long range goals for the program. This way the Chapter feels like they’re accomplishing something on a regular basis.

• **Maintain ongoing commitment.** If assigned staff or volunteers do not follow through with their assigned tasks, find out why the task is not being done. Do not force someone to continue working on a project if they aren’t dedicated, because the program will suffer.
• Keep staff energized and interested. Half or full day retreats can revive staff from the wear and tear of outreach programs. Have ethnic days where staff and volunteers prepare ethnic foods and play ethnic music during lunch. Plan group activities periodically.

• Surprise staff and volunteers with “special awards”. Give the staff member/volunteers an “endurance award” or some kind of acknowledgement of their effort and/or special skill they bring to the program.

• Evaluate your outreach program to assure the program goals are being met.

• Appreciate the small accomplishments. Publicize within the Chapter newsletter the successful stories of the program.

• Acknowledge the work done by staff and volunteers. Give credit where credit is due. Highlight a job well done through certificates of appreciation during staff meetings/Board meetings.

• Provide an opportunity to ventilate staff, volunteer and Board member’s frustrations and release some of the tension.

• Have fun! Create an atmosphere where staff and volunteers can have fun while they get their work done.

The role of staff, volunteers and Board members may change as the outreach program grows and expands. Staffing changes need to be considered before hiring staff or reallocating responsibilities from existing staff, volunteers, and Board members. The outreach program Long Range Plan may influence the type of individuals to involve initially.
Think about the natural progression of staffing (either paid employees or volunteers) for the outreach effort. A Chapter may begin the outreach effort by hiring a part-time outreach worker with the possibility of making the position full-time. After implementing the outreach program additional staff may be hired. As the outreach program continues to grow the multicultural effort may filter into each Chapter program. The role of the initial outreach workers may be changed and incorporated into other program staff positions.

Inform staff, volunteers and Board members about potential opportunities with the outreach effort within the Chapter and Association.
IMPLEMENT THE PLAN

Now is the time to get the program from the design stage to the implementation stage. Before implementing the program though, the Chapter needs to make sure that all the program components are in place.

What are the needed materials?

Chapters implement new programs all the time. The program coordinator needs to identify the materials needed, and make sure they are ready before offering services within the ethnic community.

One way to identify the resources needed is by using the program flow chart discussed in Section 3.12 (Step 5). Listed below are guidelines for using a program flow chart to list needed resources.

- Enlarge the flow chart so that you have enough space to write the materials needed during each step of the program.

- Write down the type of forms, equipment, written, video and audio materials, physical space, scripts, etc. for each program step.

- Use different colored pens to identify who is responsible for each material. Provide a key for which color ink represents each person.
<table>
<thead>
<tr>
<th>PREPARE STAFF &amp; VOLUNTEERS</th>
</tr>
</thead>
</table>

Train the staff and volunteers about the new program. Educate them about the program components, and give them written information that they can refer to during the initial implementation. An educated and prepared staff will make the program and the Chapter look like a team. Ideas for program training are listed below.

### Conduct Program Training For Staff & Volunteers

- This training should not be a surprise to the staff and volunteers if they were included in the planning & development stage, and were given the opportunity to discuss their feelings about becoming a culturally diverse organization.

- Let staff know that they will be trained once the program plans are completed. Keep staff and volunteers updated about the program planning and development progress so that they feel involved and part of the team.

- Use a staff meeting to present the details, and provide refreshments.

- Present background information about the targeted ethnic group in the community, for example values, beliefs, customs, etc. help them understand the ethnic group better so that they will feel more comfortable interacting with other cultures.

- Use the program flow chart to explain the process of the program. Give the participants a copy of the flow chart that also indicate the people responsible for each step and the forms used during each step.

- Have the staff and volunteers practice filling out the program forms. Are there any problems or suggestions to make the forms easier to use or understand?

Alzheimer's Association

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• Role play telephone and face to face situations, and present the protocol you want them to use. Practice setting up examples of the types of calls and questions they may received, and let them know how they can respond to them.

• Show them the types of P.R. being used to announce the program.

• The staff and volunteers need to know who to contact in case of a problem or question about the program. Update the Chapter phone list.

• Allow time for the participants to ask questions.

• Discuss the program goals, objectives, and the outreach long range plan. It will help the staff prepare for future changes if they know the direction the program will be going.

Measuring Quality & Quantity

Effective program planning requires data to be collected to assess if the program is effective and efficient. This data collection process is better known as management information system or MIS. Chapters already have an existing MIS since they collect information about the clients served and services provided.

Some Chapters may choose to design new data collection forms, and others may add to current forms. Either way, the goal is for the Chapter to gather useful information about the new program. A Six Step process for designing MIS is provided below.
STEP 1:

**Identify What Questions You Want Answered**

To begin this process, it helps to look at the assumptions made to design the program and the expected outcomes of the program. For example, a Chapter conducted a community needs assessment and discovered that very few agencies had Spanish speaking staff and educational materials in Spanish that were culturally sensitive. The Chapter decided to interpret written materials and videos to be culturally sensitive, and hired a Hispanic person to provide educational services within the Hispanic community. The Chapter developed their program based on the following thoughts about how to break language barriers between the Chapter and the Hispanic community:

- The Hispanic community has not been involved with the Chapter because of language and cultural barriers; therefore

- The Hispanic community would participate in Chapter services if they were culturally sensitive, and offered by someone who is also Hispanic.

**Identify what information you expect from the MIS**

What questions does the Chapter want the MIS to answer? What questions is the system expected to answer? The system should collect data that will determine if the Chapter’s:

1. assumptions about the barriers between the Chapter and the ethnic community are accurate, and

2. measure the impact of the interaction between the Chapter and the ethnic community.

The goal of the MIS is to confirm the Chapter’s assumptions about the barriers, and to measure if the barriers have been eliminated as a result of the outreach program.
Now, make a list of the types of information that you can collect as a result of the program design. Information such as:

**Client demographic and descriptive characteristics**:
- age
- marital status
- income
- education
- language preferences
- referral source

**Client social history** may provide clues about the person's background that are related to their current situation. Examples are:
- family composition
- support systems
- significant relationships
- help-seeking and help-accepting behaviors

**Client problem/strength profile** can be gathered during the intake process by staff/volunteers. May require an assessment tool. This process is designed to determine:
- problems experienced by client
- severity of problem
- areas of strength
- knowledge about Alzheimer’s/dementia
- attitude about illness
- help-seeking behaviors

**Staff descriptive characteristics** may help identify staff factors that make a difference with clients, if any. Examples are:
- age & sex
- bi-lingual
- years of experience
- ethnicity
- license or certification
- education
- personal experience with dementia

**Services** identifies the type of service provided in what volume over what period of time. Service examples are:
- intake & screening
- problem identification & assessment
- implementation of the service plan
- monitor & evaluate the service plan
- termination & follow-up
Designing The New MIS


method of intervention- will help program staff to know whether one method is more effective than other. For example:
- individual, group, or family participation
- use of written, video or combined materials
- in-home, community or Chapter based services
- open-ended or time-limited services

client participation- will identify dropout rate and will provide insight into the length of time clients will participate in different types of programs. Examples:
- program services offered
- services participated in
- frequency of participation in each program
- length of participation in each program
- did the client complete the program

client outcomes- determines whether there has been progress in solving the problems presented at intake. Administer the same assessment tool used at intake to measure the effectiveness of the program. Examples could be:
- increased knowledge about Alzheimer’s
- increased knowledge about caregiver tips
- increased knowledge about community resources
- decrease in stress, anxiety, depressed mood

Examine each variable that you need to have to get the types of information you want to collect. For example, say you want to answer the following questions through the MIS.

1. What types of clients?
2. Experiencing what types of problems?
3. Receiving what types and volume of services?
4. Get what results?
5. At what cost?

STEP 2:
What do you want to learn about your program? What type of data do you need to collect to retrieve that information? For example,

What types of clients?
• demographic and descriptive data

Experiencing what types of problems?
• problem profile

Receiving what types and volume of services?
• service tasks data
• service units data
• material resources data
• method of interpretation
• staff descriptive data
• output measures data

Get what results?
• outcome measures data

At what cost?
• unit costs data

Set up a table to determine variables that can be compared, for example:

<table>
<thead>
<tr>
<th></th>
<th>age</th>
<th>gender</th>
<th>income</th>
<th>living arr.</th>
<th>native language</th>
<th>marital status</th>
<th>seeking &amp; accept help history</th>
</tr>
</thead>
<tbody>
<tr>
<td>age</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>gender</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>income</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>living arr.</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>native language</td>
<td>X</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>marital status</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Put an “X” in the column where the two variables are to be cross tabulated. This process will help the Chapter design tables that will be useful for monitoring and evaluating the program.
STEP 3:  

**Design Output Tables**  
A series of tables need to be created, each for a special purpose. Ask the program director, executive director, and Board members what questions they would like addressed in a table format. Examples are below.

Give examples of different tables using these:
- service tasks by participation
- demographics by referral source
- types of service by duration of participation

STEP 4:  

**Designing Data Collection Instruments**  
The instrument should include information that is needed for the output tables designed in the previous step. If a piece of information is not used in any of the output tables, the Chapter should consider dropping it or setting it aside for future use.

The information should be organized by data source, and kept to a minimum. Four questions should be answered while designing the instrument:

1. What is the purpose of the form?
2. What data variables should be on the form?
3. Who will collect the data?
4. At what intervals will the data be collected (daily, weekly, or monthly)?

The following page is an example of a data collection instrument.
Alzheimer’s Association
Sample Intake Form

Name___________________________________________________________
    Last                               First                            Middle

Address__________________________________________________________

Date of Birth ____/_____/______    Social Security # ______________________

Home Phone # (____)______________    Work Phone (____)_______________

Sex _______          Years of Education ______           Employed?   Yes   No

Employer ________________________________________________________

Person with Alzheimer’s disease____________________________________
    Last                     First              Middle

Relationship to person with Alzheimer’s disease (check one):

___spouse   ___parent   ___sibling   ___adult child   ___other biological relative

___friend   ___neighbor ___professional provider

Living arrangements of the person with Alzheimer’s disease (check one):

___alone   ___with spouse   ___with children   ___with siblings

___with parent   ___with relatives   ___with nonrelatives   ___Nursing home

Other (list) _______________________________________________________

Your Ethnicity    Person with A.D. Ethnicity

___African American/Black American     ___African American/Black American
___Asian American/Pacific Islander     ___Asian American/Pacific Islander
___Caucasian                           ___Caucasian
___Hispanic                            ___Hispanic
___Native American/American Indian     ___Native American/American Indian
___Other (list) _______________________  ___Other (list) _______________________

Language spoken ______________    Language spoken ______________

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STEP 5:

**Develop Data Entry Procedures**

The data being collected will need to be tabulated together to give an overall picture of the problem variables. There are several ways to accomplish this task. Some Chapters use computers with software packages including tables and spreadsheets to tabulate the data once it is entered. Other Chapters may tabulate them by hand, and then put the data into graphs, tables, or other spreadsheet formats.

Learning to use computer software packages can save Chapters time and frustration of tabulating the data by hand. The MIS Department at the National Office can provide Chapters information and guidance about selecting software packages for different purposes. Contact the MIS Department for more information at (312) 335-5740.

STEP 6:

**Compiling & Analyzing The Data**

Computer software packages like spreadsheets, statistical analysis, or reports are available and can be used on personal computers. They can produce tables that present the data in ways that allow staff to analyze them.

When analyzing data, staff should be careful to:

- avoid making assumptions
- treat findings conservatively
- explore findings more in-depth
- observe findings over time
- document patterns that have developed and other significant conclusions

Once the data is analyzed, the information needs to be documented. Staff need to develop a report to present the data collected and their analysis. The MIS report can be illustrated in several different ways.
The goal of program evaluation is to produce information that will enhance management decision making, improve program operations, and maximize the benefits to clients. Those conducting the evaluation assess the impact of programs on the problems they are designed to alleviate. Program staff conducting the evaluation process are:

- assessing the success of programs meeting their stated objectives, and
- identifying potential ideas to improve the program.

Program evaluations can be conducted:

- on an ongoing basis, or
- at the end of a program component (budget cycle, completion of a time-limited class), or
- at the end of the program.
There are four types of evaluation designs. The following chart describes each design, and presents the advantages and disadvantages of each.

<table>
<thead>
<tr>
<th>DESIGN TYPE</th>
<th>DESCRIPTION</th>
<th>ADVANTAGES</th>
<th>DISADVANTAGES</th>
</tr>
</thead>
</table>
| One-shot Case Study  | a client is tested after they received services to measure their current level of knowledge/skill. The test is trying to determine if the objectives were met. | • time efficient  
• inexpensive | • don’t have a baseline to know exactly what the client gained from the intervention  
• don’t know what factors impact the client during intervention  
• doesn’t include clients who drop out |
| Pretest/Post test    | a test is given before and after program intervention. Subtract the pretest score from the posttest score to measure the difference gained from the program. | • time efficient  
• inexpensive  
• baseline is known to make comparison | • cannot conclude that the difference in test scores are from the program intervention |
| Nonequivalent Comparison Group | form a group of clients signed up for services and form a comparison group that is statistically similar to the first group. The first group receives the new program services, and the second group is offered the traditional services. A pretest/posttest is given to both groups, and their test scores are compared. | • get a better idea if outside factors are affecting their scores | • time consuming  
• expensive  
• difficult to get comparison group  
• offering traditional services to comparison group would defeat the purpose of the outreach program |
| Experimental         | form two randomly selected groups that are similar in all characteristics, and offer the same services. A pretest/posttest is given to both groups, and their scores are compared. | • ensures that differences in scores are related to the program and not outside influences  
• don’t have ethical problem of withholding possible beneficial services from clients | • time consuming  
• expensive  
• need staff who is research knowledgeable |
How Can We Make The Evaluation Process Culturally Sensitive?

Very few social agencies conduct evaluations other than using "patient satisfaction surveys". Patient satisfaction surveys do provide the Chapter with important information, but they can't be used as a pretest. Therefore, Chapters are encouraged to develop a culturally sensitive way to evaluate the program. The pretest/posttest may only need to be translated into the language spoken in the Chapter's geographical area.

Chapters can also use tests that have been designed and evaluated for validity and reliability. These tests are usually referred to as measurement instruments. Contact the local library to find out what books include culturally sensitive measurement instruments. The number of culturally sensitive instruments is limited, but there are some available.

The evaluation process identifies strengths and weaknesses of the outreach program. Chapters need to examine what is working with the ethnic group, and what needs to be improved. Before making adjustments to the program:

- get input from the people actually implementing the program
- test changes to the program mission statement
- ask yourselves how will these changes affect the program budget, flow chart, policies, procedure, and the monitoring and evaluation process?
- educate staff and volunteers about the changes prior to implementing them, and explain how it will affect their role
Evaluate the adjustments made after they have been implemented for some time. It may take several changes before the Chapter discovers the appropriate adjustment to meet their needs. It is a trial and error process, so don’t give up!

Be Realistic

Chapters have a tendency to expect too much from themselves. Some Chapters have the staff and resources available to provide an array of services, but most Chapters don’t have that luxury. Therefore, each Chapter needs to assess what they are capable of offering the community. The following are guidelines for Chapters to follow.

- **Set realistic goals.** Don’t set the Chapter up to fail. Establish short and long range goals. Remember to appreciate the small improvements.

- **Don’t try to be all things to all people.** It is not realistic, nor is it necessary. Don’t duplicate other services. Rather, fill in the service gaps.

- **Set realistic timelines for the program to be implemented.** Time and patience are two valuable characteristics of outreach programs.
LET'S GET STARTED

Now that your Chapter is striving to become a multicultural organization, it is time to develop an outreach plan. This section will show you how.

Developing an outreach program plan can be overwhelming if you’re not sure where to start. Listed below are 7 steps for developing a program plan. Use these steps to assist you in developing outreach and other Chapter program plans.

Gather demographic information about your community, for example:

- What ethnic groups are represented in the community?
- What is the size of the different ethnic groups?
- What are their age groups?
- What is the household composition?
- What other agencies provide services to the elderly population and families? What services do they offer?

This type of information can be found at the following places:

- planning departments of local cities or counties
- census data available from your State Data Center
Step 2:

Build A Community Network

- local library (Sourcebook of Zipcode Demographics, published by Casi, and The National Encyclopedia of Residential Zipcode Demography by Rezide)
- Chamber of Commerce
- political parties and organizations
- large nonprofit social service agencies
- department of sociology, economics, geography, and political science in local colleges or universities
- real estate agencies

Once you have your community demographic information together, use the “Service Inventory” presented in Section 2.7-8 to help you decide to whom you will target your outreach efforts. When you have identified an ethnic group to target your efforts, you are ready for Step 2.

Step 2:

Identify the people who can provide cultural information about the target population. Refer to Section 13 for a list of agencies/organizations which specialize in multicultural information and resources.

- Educate yourself and Chapter members on the beliefs, values, traditions, verbal and non-verbal communication style of the targeted ethnic group.

- Determine who could be an “expert” on the values and belief system for the ethnic group. Remember, you are the expert on Alzheimer’s disease.

- Determine who could be a spokesperson for your outreach program.

- Watch the ethnic TV station, listen to the ethnic radio stations, and read ethnic community papers to identify who are the key people.
Step 3:

Needs Assessment

There are several different methods and approaches to needs assessment. Before deciding on a method(s), you need to determine what questions you want answered through the needs assessment. Our needs assessment should answer at least the first two questions. They are the following.

1. **Who is in need?**
   What ethnic groups in your community are exhibiting particular need? The more demographic information you have the more useful the findings of the needs assessment.

2. **What is needed?**
   What services is the community lacking? The more specific the data the greater the value of the findings (i.e. support groups, education programs, diagnostic assessments.)

3. **Where are the services needed?**
   This is especially important for Chapters which cover a wide service area.

4. **How much of each service is needed?**
   What is the demand for each service in relation to the supply? It isn’t enough to know that more support groups are needed for the Spanish speaking community. Find out how many, where and when support

- Look for people in a variety of roles, for example, professionals, agency staff associated with the elderly population and/or ethnic background, and non-professionals who have connections with the target population.

- Network with the ethnic community through individuals, groups, agencies, events, etc.
groups are needed.

5. **Is the problem one of demand and supply or one of access and distribution?**  
   You may find that the ‘need’ is due to an oversupply in one area, and an undersupply in another. A good needs assessment should reveal these situations, if they exist.

6. **What is not needed?**  
   Is there an oversupply, duplication, or under-utilization of services? Are there services being offered where the target population is not using them? If so, why aren’t they using them?

7. **What will it cost?**  
   The estimated cost of a service needs to be determined in order for managers to know the cost implications. This also helps your Chapter to set priorities among the list of service needs.

8. **How can it be funded?**  
   Where will the money come from? Funding issues are further discussed in Section 8: Financing, Funding and Fundraising.

There are several methods to needs assessment. Each method has its own strengths and weaknesses. On the following page is a chart presenting the different methods for needs assessment, and the advantages and disadvantages for each. This information was taken from the book *Needs Assessment Approaches: Concepts and Methods* by Warheit, Bell & Schwab, 1977, 19-39, 136-142.
<table>
<thead>
<tr>
<th>Needs Assessment Method</th>
<th>Description</th>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
</table>
| Personal Interviews    | face to face interaction where you ask questions and seek clarification of information gathered | • high response rate  
• opportunity to explain and probe  
• greater reliability  
• greater validity | • expensive  
• time-consuming  
• personal safety of interviewer |
| Telephone Surveys      | call and ask questions using a questionnaire format  | • follow-up is easier and less costly  
• introduces the Alzheimer's name to new people | • not everyone has a phone  
• unlisted phone numbers  
• time you can keep a person on the phone is limited  
• interruptions cannot be controlled  
• people get suspicious of callers who ask questions |
| Mailed Survey          | mail questionnaire to get information                 | • low cost  
• safety of interviewer  
• confidentiality  
• little influence from interviewer  
• introduces the Alzheimer's name to new people | • low response rate  
• questions and responses cannot be clarified |
| Survey Key Informants  | interview key informants such as experts, political and community leaders, decision makers, people who by virtue of their position have information about the target population | • inexpensive in consideration to the type of information gathered  
• find out what they think and what is politically possible  
• opportunity to network with influential people | • respondent bias may exaggerate scope of problem  
• may be difficult to identify who to interview |
<table>
<thead>
<tr>
<th>Needs Assessment Method</th>
<th>Description</th>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
</table>
| **Survey Service Providers** | interview people who are on the “front lines”, i.e. agencies who offer services to ethnic groups, agencies serving the elderly, people who have day to day contact with the target population | • obtain more accurate picture of problems, needs, and utilization of services  
• staff will discuss social issues that the general public doesn't like to talk about  
• build a networking system | • personal bias about certain cultures, type of services needed, and where problems may exist |
| **Survey Service Recipients** | interview people from the targeted group who have received services from your Chapter or another agency serving the targeted ethnic group | • collect a wealth of data on the perceived problems and needs of the target group  
• discuss the types of service the target group would use | • getting written approval from respondents may be difficult  
• language may be a barrier |
| **Public Meetings** | general public is invited to attend an open meeting where individuals, Chapter members, representatives of agencies and ethnic groups present testimony on community needs and problems | • inexpensive  
• people speak in an open arena  
• brings problems and needs out in the open  
• easy to arrange  
• opens the lines of communication between groups of people from different backgrounds | • representative attendance may be low  
• language differences between attendees  
• finding neutral location |
| **Group Think/Focus Groups** | usually consists of 6-20 people to discuss problems, identify all possible needs, and then prioritize them  
should have skilled facilitator | • promotes creative thinking  
• identifies potential problems, needs, and possible solutions  
• brings different groups of people together to focus on a specific social issue  
• builds a networking system within the community | • difficult to generalize the conclusions from a small group to an entire community  
• group bias  
• focus may be too narrow |

Time, staffing, financial, and legal considerations may influence the methods to use. A combination of methods may work best for you. Experiment and explore your options!  
Alzheimer's Association  
Outreach Manual 3.6
Step 4:  
Program Development Plan

Now that your Chapter has decided on what types of services to offer in your community, you are ready to design how the programs are going to work, and who will be doing the work. Below is a diagram of the process of developing a program plan.

Program Planning Process

PLANNING PHASE

Develop program:
- goals
- objectives
- action steps
- time-lines
- basic information about the program
Establish the outreach program goals.

Goals:

• identify the desired outcome of this program for the community and the Association.

• are stated in a broad sense.

• are long-range guidelines (you don’t need to include a specific time frame).

• set the direction for the program.

Everyone working with the program should accept and support the program goals.

Establish the outreach program objectives.

Objectives:

• establish and validate the relationship between goals and responsibilities.

• indicate the time frame for tasks to be completed.

• state the resources to be used.

• identify the person(s) responsible for each task. For example, “The Outreach Coordinator is responsible for recruiting 2 new volunteers…”

• begin with “to” and an action verb. For example, “…to increase…”.

• indicate expected performance levels, both present and future. For example, “…to increase the number of participants in the Spanish speaking support group by 10%…”

• set a time frame. For example, “…within 3 months…”.

• identify the resources needed to successfully complete each Goal. For example, “…using 3 volunteers each day for 2 hours a day…”.
Create action steps for each objective.

**Action Steps:**

- are sometimes called sub-objectives or process objectives.
- support management functions such as monitoring and coordinating tasks to be completed.
- state who is responsible for each task.
- state the specific task to be done.
- state the resources used and their estimated costs.
- state when the activity will be completed or over what time period it will be completed.

Create time-lines for accomplishing goals, objectives, and action steps.

**Time-Lines:**

- provide the outreach coordinator with a visual checklist to monitor and coordinate tasks.
- provide deadlines for staff, volunteers, and others involved to meet.
- provide the Board of Directors information about who is doing what, and when. Time-lines also keep Board members up to date with program activities.
- support the outreach program evaluation process.
- can be displayed by using:
  - calendars or bar graphs that show the tasks and the deadline date.

An example of both these time-lines are provided on the following page.

Alzheimer's Association

Outreach Manual 3.9
### January

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Example of a calendar time-line

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### Program Time-Line

- **goals** & **obj.**
- **action steps**
- **flow chart**
- **monitor forms**
- **train staff**
- **implement**
- **evaluate**

Example of a bar graph time-line

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Alzheimer's Association

Outreach Manual 3.10
Identify basic questions to answer about the outreach program.

Where will the programs we offered?

• Where does the target group informally gather or “hang out”?

• What are the more formal places to which they go?

• What social activities are common in your targeted community? Where are they held?

• What kind of facility is needed for the program?

• Is it possible to offer the program in a facility that is already utilized by the target group?

How will the program be offered?

• Who will provide the services? Is it best to consult someone who is culturally sensitive to the targeted group’s beliefs, values, and language.

• What are barriers for participation, such as transportation, sitter service, cost, time?

• Is the program being offered as a coordinated effort with another agency? If so, is this agency currently being utilized by the target population?

What will the program cost?

• Develop a detailed budget.

• Determine how the program will be financially supported.

• How will the program continue financially? Will the program be self-sufficient in the following years?
Step 5: Who is responsible for the day to day operations?

Implement The Program

Design a flow chart of the program being developed, an example is provided below. Then:

- design a program flow chart which identifies who is responsible for each program component.
- develop job descriptions for each position whether volunteer or paid staff.

---

**Intake**

1. **Screening**
2. **Problem Identification And Analysis**
3. **Preparation Of Case Plan**
4. **Implementation Of Case Plan**
5. **Monitoring Of Progress**
6. **Case Plan Objectives Achieved?**
   - Yes
   - No
7. **Evaluation Of Results**
8. **Termination**
9. **Follow-Up**
10. **Exit**

How will the program be monitored?

- Develop monitoring forms for collecting program statistics (services used, number of participants, etc.).
- Decide who will be responsible for collecting and documenting the statistical information.
- Design a flow chart of documentation forms used as a client if processed. An example is provided on the following page.
- Establish a schedule to review and evaluate the monitoring forms and make changes as needed.

Additional information about monitoring forms will be discussed in Section 4: Implement The Plan.
Example of a Flow Chart of Documentation Forms

1. Intake
   - Face Sheet

2. Screening
   - Family Assessment Scale

3. Problem Identification And Analysis

4. Preparation Of Case Plan
   - Case Plan

5. Implementation of Case Plan
   - Case Dictation
   - Weekly Case Activity Form

6. Monitoring Of Progress
   - Case Plan Objectives Achieved?
     - Yes
     - Evaluation Of Results
     - No
     - Case Closure Form

7. Evaluation Of Results

8. Termination
   - Exit

Step 6: How will the program be promoted?

Marketing Strategies
There are many techniques to use when doing outreach. SECTION 9: MARKETING will present different strategies to promote and market outreach programs.

Public Relations Department
The Public Relations Department at the National Office is available to Chapters. To reach the Public Relations Department call (312) 335-5869.

Step 7: Do we need to evaluate the program?

Evaluation
Many times we think about evaluation after everything else is finished. Well-planned evaluations begin early in the program planning process. The purpose of program evaluation is:

1. to assess whether the program is meeting the stated goals and objectives

2. to identify potential ways to improve the current program operations

The different types of evaluations will be presented in Section 4: Implement The Plan.
DEVELOP A PARTNERSHIP BETWEEN THE ASSOCIATION & THE CONSUMER

Marketing in voluntary associations can be thought of as the partnership between the provider, consumer, and the products. In multicultural marketing, the cultural appropriateness of the products needs to be considered.

The Alzheimer's Association and each Chapter can develop a wide range of "consumer oriented" products. Many Chapters have already developed some materials and services to meet local needs. These include services such as:

- Helplines
- Support groups
- Educational materials (i.e. brochures, videos)
- Advocacy and public policy directives, and public service announcements.

Before these can be marketed to multicultural audiences, it is vitally important that several questions be answered.

1. Are the materials and services in the appropriate ethnic group language?
2. Are the visual materials featured with members of the targeted ethnic group?

3. Are the services proposed in the marketing plan culturally appropriate with what is known about the help-seeking and help-accepting beliefs of the target ethnic group (i.e. Are support group leaders from the same ethnic group? Does the Helpline offer bilingual assistance as needed?).

It takes time to translate written and audio materials to assure they are culturally and linguistically appropriate for the intended audience. Any materials adjusted to meet the ethnic groups’ needs must be at least reviewed by:

- representatives of the targeted ethnic group, and
- two professional translators who are also familiar with the language spoken in the geographical area of the community being targeted.

Once these groups have approved the materials, the Chapter can initiate the marketing plan.

MARKETING TOOLS

There are three basic marketing tools to reach the targeted ethnic group:

1. Formal Network
2. Informal Network
3. Word-of-Mouth

Ethnic groups have both formal and informal ways of communicating with each other. The formal networks are the providers who interact with the ethnic group members in need, for example, the Area Agencies on Aging and other health care providers.
Informal networks are families and friends of the person with Alzheimer's disease and his/her caregivers.

The most important marketing tool to the Chapter and the Association is word-of-mouth in both the formal and informal networks. As discussed in the previous section, word-of-mouth can be either good or bad for the Chapter’s cause. The Chapter can be attentive and responsive to feedback received through developing a marketing plan.

DEVELOP A MARKETING PLAN

Developing a marketing plan is necessary for the multicultural effort to be effective. Listed below are six steps to developing a marketing plan for the multicultural outreach effort.

1. Gather Data
2. Research the Formal & Informal Networks
3. Design Final Marketing Plan
4. Implementation
5. Evaluate the Marketing Plan
6. Redesign Marketing Plan

STEP 1:

Gather Data

Gathering data about the ethnic group being targeted is essential. Gather information about the ethnic group’s culture, values, beliefs, and history in the U.S., as well as in the local region. This information may already be available from other staff and volunteers working on the multicultural effort.
STEP 2:

Research the Formal & Informal Networks

Observe who the ethnic group contacts for information, assistance, and social interactions. Identify the:

- community agencies that the ethnic group turns to when they need assistance (Are Agency on Aging, health care providers, social service agencies, etc.)

- media (radio, television, print) that focus on targeted ethnic group events, programming, and interests.

- influential people within the ethnic group community. People who are the eyes and ears of the ethnic group community who can assist with designing the marketing message.

STEP 3:

Design the Final Marketing Plan

After the information has been gathered and studied, the Chapter is ready to formulate their marketing plan. The marketing effort must be culturally and linguistically appropriate for the ethnic group being targeted.

If more than one ethnic group is being targeted, Chapters are expected to tailor their message for each of the ethnic groups being approached.

Pre-test the marketing plan with the ethnic group representatives to make sure it is appropriate for the intended audience. Modify the plan based on recommendations. Include information about how the marketing plan will be monitored and evaluated.
STEP 4:

**Implementation**

Carry out the marketing plan as designed. Be attentive to all feedback and messages received from the marketing efforts.

STEP 5:

**Evaluation**

Prepare an evaluation report with the data received from the monitoring process. Include other feedback from informal sources in the report. What conclusions can be made? Is the desired message reaching the intended ethnic group? Are there any changes indicated? Are there any recommendations for altering the marketing plan? If so, how do the involved Association staff, volunteers, and Board members respond to the changes?

STEP 6:

**Redesign the Marketing Plan**

Alter the marketing plan according to the feedback received. Re-test the new marketing plan with representatives from the ethnic group to assure the changes are culturally and linguistically appropriate. Implement the new marketing plan and continue to monitor the feedback. Proceed with Step 4.

It is important to determine early on, as well as throughout the marketing process, how the products and messages are perceived by the target audience. Keep the multicultural effort on track by making modifications as necessary.

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**FURTHER INFORMATION AVAILABLE**

For more information and assistance with designing, implementing and evaluating a marketing plan, contact the Public Relations Department at the national office at (312) 355-8700.

Alzheimer's Association

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