National Aging Resource Center: Long-Term Care

Diversity and The Aging Network: An Assessment Handbook

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Introduction

Increasingly, practitioners and others are coming to recognize the diversity of elders who need ongoing care. Service systems are now challenged to finance, provide, or monitor assistance with household maintenance, personal care, skilled attention to medical complexity, and transition and crisis intervention in a growing array of community and institutional settings (Pendleton et al., 1990). Recognition and appreciation of diversity from the perspectives of race, ethnicity, and culture — a multicultural approach to human services — is only now attracting broad attention in care for the aged and disabled. Presented here are some practical ways to assess how your organization or network of aging service providers is addressing multiculturalism.

This handbook is designed to guide diversity assessment at the personal, agency and network levels.

First, the handbook contains a guide for agency executive directors and others to begin conceptualizing the assessment and moving forward. For this purpose, the reader is guided to complete a questionnaire.

Second, the handbook can be used to initiate an agency diversity assessment. Included are exercises and suggested activities for small group meetings within the agency. Having been designed as a workbook, this document provides materials that can be used as handout, and exercises for use in small group discussions.

The third way to use the handbook is conducting a community wide diversity assessment of cultural diversity within the eldercare network. The handbook contains a description of the various stages for getting a community planning process in place and the various tasks that need to be completed for this process to be successful.

I. Diversity Assessment In Context:

Cultural diversity has long been a feature of American life, but demographic aging in this country has been accompanied by even more rapid than expected growth of aged communities of African-Americans, Latinos, Asian-Americans and other persons of color. As the equal rights generations approach a new century, a graying America will be anything but monochrome and its voice will be increasingly complex.

Elders of color (i.e. Native Americans, African-Americans, Pacific/Asian Americans, and Latinos) account for over 10 percent of the population over the age of 65. Elders of color
represent the primary clients of the network in many communities. The rate of growth for
these sub-populations is over twice the rate of the general population. For example:

- Between 1970 and 1980, the older Native American population grew by 65 percent.

- Changes in immigration policies in 1965 quadrupled the number of Asian immigrants over the age of 50 between 1965 and 1975.

- The projected rate of growth for African-American elders is 21.5 percent between the years 1987 and 2000. By the year 2015, African-American elders will increase by 72 percent, while the rate for White elders will be 45 percent.

- Latinos 65 and older have increased by 61 percent since 1970 and are projected to quadruple by the year 2020.

This trend will continue well into the next century when it is projected that elders of color will constitute 15 percent in 2025. By 2050, approximately 20 percent of all elders will be persons of color.

Increasing cultural diversity is anticipated throughout our society, and the projected work force in year 2000 and beyond will no longer be dominated by white men. This is particularly true in the case of health and social services for older people, where female workers are already the majority and persons of color are marginally more prevalent at every occupational level than in private industry (Peterson et al., 1991). Yet in aging services as in industry, staff persons of color are under-represented relative to their numbers in society in managerial and professional roles. More importantly, perhaps, numbers alone are an inadequate measure of an organization’s orientation to diversity. The capacity to use a diverse work-force as a strength and to offer useful products to all segments of the community must be examined as well (Foster et al., 1988.)

In the context of an Administration on Aging sponsored research and technical assistance program, we have explored aging networks’ responses to increasing cultural diversity in a number of states and communities (Capitman et al., 1990.) One finding stands out most clearly, for organizations — and individuals — becoming multicultural refers to
commitments and complex, ongoing processes rather than a distinct end point. In this way, assessing how your organization is responding to racial and cultural diversity provides a model for other aspects of quality assurance. Rather than listing accomplishments and short-comings to meet some administrative goal, organizations and individuals can begin to identify opportunities for positive change. The potential beneficiaries are not regulators or staff and clients of color alone, but all staff and all clients.

Unlike other aspects of quality assurance in aging services, however, diversity assessment can be threatening for many participants. As human service professionals and practitioners, we have been taught that caring should be color and culture blind; and that we are to blame as individuals if our organization falls below some abstract standard of the politically correct. Experience in diversity assessment suggests by contrast that each aging service provider agency, and network has come to its current status through the combined efforts of many individuals. The cultural attitudes of individual caregivers are shaped by parents, teachers, and many life experiences, some of which may have been painful. Agencies are also shaped, at least in part, by a variety of external financing and program design features. Viewed in this light, it is more useful to focus attention on the potential benefits of a more multicultural approach to aging services provision, than on deciding whom to blame for which shortcomings (Batts, 1990).

II. Framework For Assessment:

Conceptually, diversity assessment for aging services is straightforward. Participants together address basic structures and operations of their organization and how they accommodate the increasing cultural diversity of aging service consumers and staffs. Based on the answers, participants identify opportunity areas and possible approaches for implementing a more multicultural approach.

The practice of diversity assessment, however, is more complex. Considerable attention must be devoted to selection of participants, setting, and process for the assessment. Examined first is one framework for the substance of diversity assessment. Implementation approaches are then described. The appendices provide practical guidance for implementing an assessment.

Multicultural aging service providers reflect recognition and respect for racial, ethnic, and cultural differences among elders and other consumers of eldercare services in their
community. Such recognition and respect for the role of differences is reflected in the goals, procedures, and outcomes of the organization and network at every level (Batts, 1990; Bell et al., 1976; Scannel, 1990; Watson and Clayton, 1988; Watson and Clayton, 1989). Attention may be focused on the following domains:

- Mission
- Governance and administration
- Personnel practices and staffing patterns
- Service offerings and care-giving approaches
- Targeting, and outreach
- Marketing approaches.

The features of multicultural providers are described for each domain. By comparing your organization to this perhaps idealistic standard, potential areas for positive movement towards a more multicultural approach can be identified.

III. Before Moving Forward: A First Step to Diversity Assessment

Any process first begins as an idea and takes both time and effort to become a concrete reality or event. So far this handbook has suggested a series of areas that need to be examined in order to gauge your agency's or network orientation to diversity. To begin getting a sense of that orientation you can start with a self-assessment as an individual within the organization. You can ask yourself how your agency responds to communities of color, how your agency policies support service design and delivery, and how diversity is addressed in your work force.

In Appendix I Diversity Assessment Questionnaire, a series of questions are presented to guide your own review of your agency's present orientation to diversity. We suggest you put aside a block of time to complete the questionnaire on page 10. Hold off from reading the rest of this handbook for now. You can return to this section after you have completed the questionnaire.

TURN TO APPENDIX I

Diversity Assessment Page: 4
Now that you have completed the questionnaire, and before you read any other section of the handbook you may wish to make note of what it took to answer the questions. Where in the agency did you turn for information and by whom was it generated? How is that information shared? Who uses it and for what purposes? You may also want to note the responses you received when you requested the information needed to complete the questionnaire. How did co-workers seem to feel about implementing a diversity assessment?

### IV. Diversity Assessments: Six Domains to Explore

<table>
<thead>
<tr>
<th>Personnel Practices</th>
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<tbody>
<tr>
<td>1 Rate the agency's efforts to recruit diverse staff with respect to race, culture, class, and age.</td>
</tr>
<tr>
<td>2 Does the organization use a management &amp; supervisory process that respects the diverse gifts and cultural styles of diverse staff? Examples?</td>
</tr>
<tr>
<td>3 How effective are the management approaches to diversity currently used?</td>
</tr>
<tr>
<td>4 Look at each organizational level in this agency. How well represented are all the populations of the broader community in management, professional, administrative, and direct care jobs?</td>
</tr>
<tr>
<td>5 Do the patterns of pay, retention and promotion support or hinder the diversity of staff at all levels?</td>
</tr>
<tr>
<td>6 How well has the organization explored the advantages of having and maintaining a diverse work force? Examples?</td>
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</table>

**Mission:**

In general, multicultural aging service providers have an explicit commitment to serve elders from all racial, ethnic, and cultural groups. This commitment goes beyond a statement that services will be provided regardless of individual background, to a stated focus on reaching out to all population groups. In some cases, organizations have emerged in response to the needs and desires of a particular sub-population or ethnic group, and so their mission includes a special concern for this constituency. Yet even these organizations may come to recognize that their unique approaches to care may have value for a broader cross-section of the community, and they can develop a commitment to reach out beyond their traditional clientele.

**Governance and administration:**

Multicultural aging service providers have persons in their governance and administrative structure from each of the major racial and ethnic groups in their community. They affirmatively seek to achieve at least proportional representation of persons of color in the context of an ongoing commitment to excellence in the preparation and character of all governing board members, other volunteers and employees. More important for these organizations than numerical goals are ongoing explicit efforts to empower all governing board members and administrative personnel to participate meaningfully in funding, personnel, program, and other policy decisions, as well as in roles of spokespersons for the organization. Empowerment of board members and administrators may also take such forms as including persons of color among those who attend national or regional training events, and scheduling explicit opportunities for board and staff self-assessment of multiculturalism.

**Personnel practices and staffing patterns:**
The personnel practices of multicultural aging service providers include: explicit outreach to communities of color in recruitment; conducting pre-service and continuing education in languages, locales, and formats that are accessible; inclusive management and supervision processes that respect the varying contributions and styles of culturally diverse staff; and recognition of differences among staff in needs for leave, holiday, work schedules, and other aspects of employee benefits through flexible cafeteria style plans. These organizations seek to achieve representation of all groups that is at least proportional to the broader community at all organizational levels and pay attention to retention and promotion rate differences among sub-groups of employees. Beyond recognizing that each function of the agency or network is potentially enhanced through a diverse workforce. Rather than worrying about numerical goals, these organizations are affirmatively committed to inclusive staffing patterns as an advantage in increasingly competitive labor markets and changing consumer populations.

**Service offerings and caregiving approaches:**

Multicultural aging service providers seek to make their services accessible, understandable, and useful to all segments of the community. They recognize that different sub-populations may prefer some services to others, and attempt to ensure that desirable services for each sub-group are available. This approach to service offerings may also include locating facilities within communities of color and/or seeing that transportation to and from these facilities is adequate. There is recognition that some services can be more useful when offered differently or at different times so that homogenous as well as heterogeneous groups can use them.

In terms of assessment, care planning, coordination with other providers, and direct care, multicultural organizations use professional and paraprofessional staff who are attuned to cultural factors in any caregiver-consumer interaction. Attention is focused, for example, on (1) cultural differences in both food preferences and meanings associated with food preparation and serving; (2) racial differences in both personal care routines and the status attributed to nursing personnel. Staff are trained to empower consumers by asking them what they wish to be called, how they want care delivered, and how they are feeling about the caregiving situation. By encouraging staff to focus on how racial or ethnic differences may matter in each interaction with care recipients, these organizations come to define quality of care as treating each client as the product of a unique and valid personal and cultural heritage.

<table>
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<tr>
<th>Service &amp; Products</th>
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<tbody>
<tr>
<td>1 Step into the shoes of a person of color or from another group. From that place, how would you know that the agency is making a concerted effort to make services available to you?</td>
</tr>
<tr>
<td>2 To what degree has the agency researched out to elders in all groups to learn of their service needs and preferences? Cite evidence for this.</td>
</tr>
<tr>
<td>3 How effectively has this information been integrated into service design and delivery?</td>
</tr>
<tr>
<td>4 Are staff evaluated based on their experience and current skill in considering cultural factors in staff-staff and staff-client interactions?</td>
</tr>
<tr>
<td>5 Does the agency provide training in this area?</td>
</tr>
<tr>
<td>6 Is the training ongoing, intermittent, crisis oriented, thorough, effective? Cite evidence.</td>
</tr>
<tr>
<td><strong>Targeting</strong></td>
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</tr>
<tr>
<td><strong>1</strong> Does your agency understand the prevailing needs of various cultural groups for its services?</td>
</tr>
<tr>
<td><strong>2</strong> Describe ways that this knowledge is taken into account in service design and delivery. Are there obvious areas for better targeting?</td>
</tr>
<tr>
<td><strong>3</strong> How are staff rewarded for taking into account differences in each interaction with other staff or clients? Examples?</td>
</tr>
<tr>
<td><strong>4</strong> If the organization is not serving relevant community groups now, what are its goals for outreach and service re-design?</td>
</tr>
<tr>
<td><strong>5</strong> How has the agency gone beyond demographics and learned about particular needs from members of the targeted or potential service communities?</td>
</tr>
<tr>
<td><strong>6</strong> Rate the effectiveness of agency's work with other organizations to remove barriers to referrals and use of agency services.</td>
</tr>
<tr>
<td><strong>7</strong> Does the agency continue to build and maintain referral sources in diverse communities needing services? Examples?</td>
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**Targeting:**

Multicultural organizations have an explicit commitment to understanding the relative prevalence of needs for the services offered by their agency within the various racial and ethnic cultural groups in their community. Racial/ethnic differences in the incidence of specific chronic diseases, but also in poverty levels, isolation due to social, linguistic, or geographic factors, availability of informal supports, and help-seeking, all produce important differences in the timing, sequencing, and types of services needed by sub-groups in a community. Multicultural aging service providers have analyzed these patterns and have reasonable targeting goals: they recognize that some services should be used to a greater extent by elders of color in their community than would be indicated by demographics alone, while other services may be used less than community race/ethnicity distributions would suggest. These providers proactively work with other agencies to remove barriers to referral or use of their service by groups who have not used them traditionally, and they continue to build or maintain strong linkages with referral sources in the diverse racial and ethnic communities they serve.

**Marketing and outreach:**

Multicultural aging service providers express their determination to serve all elders in their community through marketing and outreach efforts that are appreciative of differences in message and method. The potential benefits of a service may be understood differently by each group, and multicultural providers have spent the time to learn about these differences. Similarly, these providers have learned where elders of all groups who might benefit from their services turn for information. These providers use the media targeted to communities of color as well as mainstream outlets, and they are conscious of linguistic or other factors that may obscure their message to these communities. These providers also use less traditional outreach efforts by enlisting indigenous leaders, clergy, and community workers in their methods for helping all elders know about service options.

**V. Applying the Assessment Framework**

The characteristics of a multicultural aging services provider can be an important starting point in assessing how your agency or network is reacting to increasingly diverse consumers and workers. But applying this framework in your organization requires some careful thought about participants, setting, and process. Before
you consider any of these factors, there needs to be a clear indication of commitment from agency and/or network leaders to the process of multicultural human service provision. In the absence of such explicit leadership all other efforts to encourage an honest and productive inter-group communication may appear hollow to those who feel least supported by the organization.

This handbook was designed to facilitate cultural diversity assessments in either a small group setting within an agency or as a catalyst for a network assessment process. It is essential that you complete the questionnaire in Appendix I, before you decide on which direction to take for the diversity assessment process. What you learned in the process of completing the self-assessment questionnaire will be very helpful in developing a vision of how the assessment process will take place, where you want it to take your agency, and the role you will be playing in the process. You now have a map of the domains you will need to examine and a feeling for how your agency is responding to diversity.

You now have several options which also require that you give the assessment process additional consideration. In this handbook we propose two options which are not mutually exclusive. The first is to begin with an agency assessment. The second option is to initiate a network diversity assessment with the support of other organizations in your area. Since the tasks, timing, and setting for an agency assessment may be different from those considerations for initiating a network-based assessment, these factors have been addressed separately. The suggested steps to take to get the initiative going are contained in Appendix II, Team/Agency Diversity Assessment. The appendix contains exercises and handouts that can be used to facilitate small group discussions in an agency setting.

The exercises begin with an example of a challenge, followed by questions to help the group address key points in the domain. The challenge should help the group clarify values imbedded in each of the domains of the assessment. In conducting a Team/Agency Diversity Assessment, the organization may need to set aside staff meetings (e.g. twice a month for six months) and have the entire staff do each exercise in small groups at each session. More detail about these functions are contained in Appendix II.

The second option, the community-wide aging network assessment, is envisioned to start with a focus group meeting followed by a series of subsequent meetings with a core  

Marketing and Outreach

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<tr>
<td>1</td>
<td>How do the agency's marketing and outreach efforts reflect an appreciation of the differing ways each group may understand or interpret its messages?</td>
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<tr>
<td>2</td>
<td>What evidence can the organization provide to show it knows where or how its service populations (actual or potential) get their information? Document evidence for this.</td>
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<tr>
<td>3</td>
<td>How effective has the agency been at using outlets to get its messages across to diverse communities?</td>
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<tr>
<td>4</td>
<td>How effectively has the agency enlisted the methods and help of all groups to let potential clients/consumers know about service options?</td>
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Applying Framework

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<tr>
<td>1</td>
<td>Is there a clear commitment from your agency, company or department leaders to the process of multicultural service or product provision?</td>
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<td>2</td>
<td>How do you know this?</td>
</tr>
<tr>
<td>3</td>
<td>Will you conduct an agency or network assessment? Who will you include in making this decision? What are your next steps?</td>
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group or representatives from various agencies in the network to guide and manage whatever follow-up activities are developed by the focus group participants. Appendix III. Network Diversity Assessment contains exercises and a suggested format for initiating a network-based diversity assessment.

Whether it is an agency or network assessment, the goal in participant selection is to develop as broad a group as possible to represent the diversity of agency roles and racial/ethnic groups in your organization or network. It may be appropriate for agency leaders to appoint an inclusive planning group charged with identifying the most effective set of potential participants.

The selection of setting and process for a diversity assessment should be aimed at facilitating frank exchange of opinions while minimizing the potential that there will be negative consequences for those who express unpopular views. It may be desirable to engage the assistance of outside consultants with experience in diversity issues and the creation of safe environments for exchange across cultures and agency roles. Such a consultant or an internal facilitator should assist participants in agreeing to maintain confidentiality, grounding their contributions to the discussion in personal experience, and taking responsibility for their own learning. Procedures need to be developed so that all viewpoints expressed are given equal weight. Any summary report should maintain confidentiality while being careful to acknowledge the contributions of participants.

VI. Assessed For Diversity, And Someplace To Go

Diversity assessment is not an end in itself, but rather an opportunity for all participants in an organization to examine their own and each other’s experience of whether or not differences among staff and elders are recognized and respected on an ongoing basis. Diversity assessment can be incorporated in broader quality assurance and strategic planning efforts by aging organizations. In either case, the programs we have conducted around the country suggest that there are two major potential outcomes for the organization. (Capitman, Hernandez and Yee, 1990.)

First, participants and others may learn that exchanging views and experiences around issues of race and ethnicity can occur in the context of ongoing professional relationships. As co-workers gain confidence in having these sometimes difficult conversations, they are often encouraged to develop stronger and more effective working relationships.
Second, organizations often identify relatively straightforward areas for positive change that will allow the organization to meet the increasingly complex needs of elders in this country. Organizational changes designed to benefit elders of color or staff of color, often appear on further examination to provide opportunities for all consumers and the organization as a whole.

In the end, diversity assessments for aging service providers can present an opportunity to improve our responsiveness and effectiveness in caring for the complex needs of elders.

Notes:
## Appendix I Diversity Assessment Questionnaire

### Getting Started Inventory

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<table>
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| **1** | **Agency Description:**  
  (Describe your agency, including geographic areas served and services provided. Examine any public literature, brochures, pamphlets, etc.) |
| **2** | **Organizational type? Public; private non profit, private for profit agency, etc.** |
| **3** | **How long has your agency been serving the community?** |
| **4** | **Staffing:**  
  How many staff are employed in the following areas:  
  Administrative:____ Other Professional____ Direct Services:____ Support:____  
  Other:____ (Make positions relevant to your agency.) |
| **5** | **Describe the racial composition of your agency.** |

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<tr>
<th></th>
<th>Management</th>
<th>Professional</th>
<th>Direct Service</th>
<th>Administrative</th>
<th>Clerical</th>
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<td>Native Amer.</td>
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<td>African Amer.</td>
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<td>Caucasian</td>
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</table>

| **6** | **What successful methods have you or your organization used for:**  
  1) recruiting a culturally diverse staff; 2) retaining a culturally diverse staff; and 3) training a culturally diverse staff? |

| **7** | **Which would you identify as the greatest challenges in:**  
  1) recruiting a culturally diverse staff; 2) retaining a culturally diverse staff; and 3) training a culturally diverse staff? |
8 Client Description: Describe the average age, racial, gender and socio-economic status of your agency's service consumers:
Total population served: _____ What percentage of your clients are: _____ (See chart below. Include other categories as needed.)

<table>
<thead>
<tr>
<th>African Descent</th>
<th>#</th>
<th>Latino Descent</th>
<th>#</th>
<th>Native American Descent</th>
<th>#</th>
<th>Pacific Asian Descent</th>
<th>#</th>
<th>European Descent</th>
<th>#</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td></td>
<td>Mexican Amer.</td>
<td></td>
<td>(Enter Nation)</td>
<td></td>
<td>Chinese</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Haitian</td>
<td></td>
<td>Central Amer.</td>
<td></td>
<td></td>
<td></td>
<td>Japanese</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Caribbean</td>
<td></td>
<td>Other Hispanic</td>
<td></td>
<td></td>
<td></td>
<td>Filipino</td>
<td></td>
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</tr>
<tr>
<td>African</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Korean</td>
<td></td>
<td>Other SE/Asian</td>
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<td>Totals:</td>
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</tbody>
</table>

Are the numbers in this chart based on estimates or tracked data? Specify source

9 Given your current assessment of how cultural diversity is addressed in your agency's personnel practice:
A) What kind of training needs do you identify in your organization?

B) What topics should it cover?

10 How has the proportion of people of color served by your agency changed in the past 10 years? What further change do expect?

11 Describe your or your organization's most successful approaches to serving a multicultural community.

12 Please describe some of the difficulties your organization has experienced offering culturally sensitive products, programs or services to a multicultural community.
**Mission**

1. Does the organization have an explicit commitment to serve all gender, race, age, and cultural groups?

2. How do you know this?

3. What evidence of actual outreach to these populations is available?

4. How does the organization's mission reflect the needs of particular groups among clients/consumers?

**Governance**

1. Does the governing & administrative structure proportionally reflect the race, gender, age, and other cultural differences in your agency's community?

2. Is the organization only committed to numerical goals in its diversity effort?

3. Rate your organization's efforts to empower all governing and administrative personnel to participate in funding, personnel, program, and policy.

**Personnel Practices**

1. Rate the agency's efforts to recruit diverse staff with respect to race, class, gender, and age.
   Rate the agency's efforts to retain culturally diverse staff.
<table>
<thead>
<tr>
<th>2</th>
<th>Does the agency use a management &amp; supervisory process that respects the diverse gifts and styles of diverse staff? Examples?</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>How effective are the management approaches to diversity currently used?</td>
</tr>
<tr>
<td>4</td>
<td>Look at each organizational level in this agency. How well represented are all the populations of the communities in management, professional, administrative and direct care jobs.</td>
</tr>
<tr>
<td>5</td>
<td>Are the levels of pay, retention and promotion representative as well?</td>
</tr>
<tr>
<td>6</td>
<td>How well has the organization explored the advantages of having and maintaining a diverse work force? Examples?</td>
</tr>
</tbody>
</table>

**Service & Caregiving Approaches**

<table>
<thead>
<tr>
<th>1</th>
<th>Step into the shoes of a person of color or from another group. From that place, how would you know that the agency is making a concerted effort to make services available to you?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>To what degree has the agency researched out to elders in all groups to learn of their service needs and preferences? Examples?</td>
</tr>
<tr>
<td>3</td>
<td>How effectively has this information been integrated into service design and delivery?</td>
</tr>
<tr>
<td>4</td>
<td>Are staff evaluated based on their experience and current skill in considering cultural factors in staff-staff and staff-client interactions? If so, how is this done?</td>
</tr>
<tr>
<td>---</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>5</td>
<td>Does the agency provide training in this area?</td>
</tr>
<tr>
<td>6</td>
<td>Is the training ongoing, intermittent, crisis oriented, thorough, effective? Examples?</td>
</tr>
<tr>
<td>7</td>
<td>In what ways does this organization instruct staff to empower consumers?</td>
</tr>
</tbody>
</table>

**Targeting**

<table>
<thead>
<tr>
<th>1</th>
<th>Does your agency understand the prevailing needs of various cultural groups for the services it offers? the organization offers?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Describe ways that this knowledge is taken into account in service design and delivery. Are there obvious areas for better targeting?</td>
</tr>
<tr>
<td>3</td>
<td>How are staff rewarded for taking differences into account in each interaction with staff or clients? Examples?</td>
</tr>
<tr>
<td>4</td>
<td>If the organization is not serving relevant community groups now, what are its goals for outreach and service re-design?</td>
</tr>
<tr>
<td></td>
<td>Question</td>
</tr>
<tr>
<td>---</td>
<td>---------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>5</td>
<td>How has the agency gone beyond demographics and learned about particular needs from members of the targeted or potential service communities?</td>
</tr>
<tr>
<td>6</td>
<td>Rate effectiveness of agency's working with other organizations to remove barriers to referrals and use of agency services?</td>
</tr>
<tr>
<td>7</td>
<td>Does the agency continue to build and maintain referral sources in diverse communities needing services? Examples?</td>
</tr>
</tbody>
</table>

**Marketing and Outreach**

<table>
<thead>
<tr>
<th></th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>How does the agency's marketing and outreach efforts reflect an appreciation of the differing ways each group may understand or interpret its message?</td>
</tr>
<tr>
<td>2</td>
<td>What evidence can the organization provide to show it knows where or how its service populations (actual or potential) get their information? Document evidence for this.</td>
</tr>
<tr>
<td>3</td>
<td>How effective has the agency been at using outlets to get its message across to diverse communities?</td>
</tr>
<tr>
<td>4</td>
<td>How effective has the agency enlisted the methods and help of all groups to let potential potential client/consumers know about service options? Examples?</td>
</tr>
</tbody>
</table>
More Notes:
Appendix II. Team or Agency Diversity Assessment

This appendix presents the assessment process for a work team or agency. It contains examples and exercises that can be helpful starting points for small group discussions.

Initial Planning

As you begin to plan for the diversity assessment, there are several issues to consider. First, you have several options for the format, including:

a) to assemble the group for an initial meeting that can take 2-3 hours, followed by a series of 2-3 hour meetings over a short period of time;
b) a one-day initial meeting followed by a series of shorter meetings over an extended period of time (several months); or
c) an initial agency-wide meeting with follow-up activities conducted by teams or other smaller groups.

Second, do you want to include everyone in your agency? Or, do you wish to have the assessment process conducted by a smaller group of agency staff?

a) regardless of the size of the group, it is important for all levels of the organization's leadership to take an active ongoing role in the assessment process: administrative staff, department heads and mid-level managers, and supervisors, as well as line staff.

Consideration for the Planning Process

Once you have considered these issues, here are some additional questions you may want to ask yourself:

☐ participants - Have board members and consumers been invited to participate? Is the group assembled representative of all the staff roles in the agency? Is the group culturally diverse? How many participants have you included?

☐ setting - Is the setting chosen conducive to small group discussions? Are there particular physical barriers to access by persons with disabilities? Is the setting accessible to all staff; is high cost of parking an issue for some participants?

☐ process - Whether using an internal or external consultant, have you met with this person to explain the diversity assessment process? Has the person reviewed this handbook and other related materials? Has the time line for the assessment process and desired outcomes been clarified?
staff support - Whatever the format you choose for the diversity assessment process, it is suggested that at least one person be assigned to assume responsibility for such matters as sending memos, scheduling and securing meeting places, answering staff questions, etc.

first group meeting agenda - Have you developed an agenda? How will you inform participants about this meeting? What will you say in that communication? It is noted that items for discussion in that first meeting should include a discussion of goals for diversity assessment and a discussion of small group process. It is advised you start the initial meeting with Exercise 1 below. You may wish to try this exercise with some of the core staff that will assist you in the planning process.

Guidelines for the small group process

In order to promote an environment that supports communications across cultures and agency roles, guidelines for conducting these meetings and conversations need to be explicitly presented to the assessment team. The consultant or an internal facilitator should assist participants in agreeing to maintain confidentiality, grounding their contributions to the discussion in personal experience, and taking responsibility for their own learning. Procedures need to be developed so that all viewpoints expressed are given equal weight. Any summary report should maintain confidentiality while being careful to acknowledge the contributions of participants. The guidelines, therefore are to:

- Place no blame
- Force no shame
- Speak from personal experience
- Provide specific and concrete examples
- Protect confidentiality

These points can be briefly discussed to ensure that all participants feel a common understanding of the guidelines.

The next section contains examples and exercises to guide discussions on the various domains examined in the diversity assessment process. By way of process, it is suggested that someone in the group be asked to assume the role of recorder so that a copy of the highlight of each discussion is kept. We found that writing the highlights on a large pad of newsprint was very helpful in summarizing the major issues discussed. With the exception of Exercise 1, we recommend recorders take notes.

Exercise 1: Racial and Ethnic Self-Identification: The links to our work

After you have explained the purpose for the meeting, you may wish to have a round of introductions that will help participants share their own racial/ethnic heritage.

Please take a couple of minutes to go around the room to first share three things with the group:

- how you identify yourself racially or ethnically;

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one experience with an aged person as a child, before age 12; and
a strength you bring from your ethnic/racial background to the work you do with elders.

Have each participant share and encourage everyone else to listen. Note the broad range of
cultural heritage shown among participants.

Exercise 2: Organizational Mission: A Vehicle for Change

An Example of the Challenge: Organization ABC was chartered to provide adult day care to a specific ethnic group of elders in a community populated by predominantly members of that specific group. As the demographic composition of surrounding communities changed, the need in those communities for adult day care services was identified. What should the agency director do next?

Applying the Diversity Framework: In a group setting, address each of the following questions regarding your agency:

- How and why was your organization started? What is your current mission?
- Do board and staff at all levels share a common understanding of mission?
- Is there a stated goal for diversity? What agency policies support it? What do you need to do
- To define and implement a multicultural mission for the agency?

Exercise 3: Governance and Administration

An Example of the Challenge: The GRANT Senior Center's board is comprised of two white women over the age of 65, and six white men ranging in age from 40 to 72 years of age. There is one board vacancy that needs to be filled. Community activists have pointed out to the director that the board does not represent the profile of the communities being served. What should the director and board do next?

Applying the Diversity Framework: In a group setting, address each of the following questions regarding your agency:

- What are the demographic characteristics of the communities your agency serves?
- Does the board include members who reflect the racial profile of the communities served by your agency?
- Specifically, what are the board policies regarding board vacancies?
- What is the process for recruiting new board members? For example, are community leaders or advocates contacted to identify potential new board members?
Exercise 4: Governance and Administration

An Example of the Challenge: Noting that the agency was not serving the growing Haitian population in housing for the aged in its community, the director and staff of the 65PLUS Agency identify the need to implement a nontraditional outreach strategy but aren’t sure how to convince the board. The new plan includes: 1) allocating some monetary resources for convening community leaders for a three hour session, and 2) establishing a fulltime position to be filled with someone who speaks Creole, and 3) re-assessing current formal agreements with referral sources. What can be done to win support for this plan?

Applying the Diversity Framework: In a group setting, address each of the following questions regarding your agency:

☐ How often does your board meet to discuss funding issues?
☐ How does the board contribute to policy making decisions regarding recruitment, promotions, and staff training?
☐ How are board members educated/trained about community issues?
☐ How often do board members visit the agency to observe the day to day operation or delivery of services?
☐ What channels are available to facilitate communication between your agency staff and the board?

Exercise 5: Personnel Practice and Staffing Patterns

An Example of the Challenge: The personnel director tells the director of Grant Senior Center that no applicants of color have responded to the position of Senior Activity Supervisor. Although she is committed to cultural diversity, the director must fill the position soon. What should the director do next?

Applying the Diversity Framework: In a group setting, address each of the following questions regarding your agency:

☐ How are vacancies announced and posted? Are community advocates or leaders in communities of color approached for referral?
☐ Are media other than traditional/mainstream used to announce vacancies? Are staff encouraged to make referrals? How are candidates interviewed?
☐ If a search committee is used to conduct the interviews and select candidates, does the committee reflect the racial diversity of the communities served?
☐ If your agency does not use a diverse search committee, what institutional barriers would keep you from adopting this approach for hiring? What are the pros and cons of such an approach?
Exercise 6: Personnel Practices and Staffing Patterns

An Example of the Challenge: The personnel director tells the director of GS Plus Agency that two staff of color have approached her with complaints about being passed over for promotions. The personnel director reviewed the personnel files for those persons who had made the complaints and found no performance reviews but found that the credentials of one of the persons qualified them for the position. What should they do next?

Applying the Diversity Framework: In a group setting, address each of the following questions regarding your agency:

☐ How is staff performance evaluated?
☐ How are cultural differences among staff recognized and addressed in terms of needs for leave, work schedules?
☐ What is the process in place now for facilitating exchange among staff regarding cultural differences in styles of communication?
☐ How is diversity training conducted in your organization? How is the content developed and who teaches it?

Exercise 7: Service Offerings

An Example of the Challenge: The Transportation Coordinator reports that elders of color are consistently requesting to be picked up early because the family members who get them ready for the ride must leave very early in the morning to get to their factory jobs. Since the first shift begins pick-up at eight in the morning, these clients can only participate when their relatives have a day off. What should the team do?

Applying the Diversity Framework: In a group setting, address each of the following questions regarding your agency:

☐ How accessible are your agency services to communities of color in terms of: a) location? b) transportation? c) time of day during which services are available?
☐ How do you learn about community preferences regarding service accessibility and how often are these discussed with your agency board? If community preferences are unknown, how can you learn more?
Exercise 8: Caregiving approaches

An Example of the Challenge: In a meeting among white and African-American clinical staff at 65 Plus Agency several white nurses identified that one of the most recurring caregiving issues among white clients served by African-American home health aides is the generous application of skin lotion on the elbows and knees. Application of skin cream in that manner is unfamiliar and thought to promote skin deterioration for white elders. The African-American nurses in the group responded that in contrast, African-American elders complain to them that white home health aides do not apply enough skin cream and seem to ignore their discomfort and dry skin in those areas.

Applying the Diversity Framework: In a group setting, address each of the following questions regarding your agency:

☐ Are cultural differences and meanings associated with services such as food preparation and serving addressed, and how?
☐ How are staff trained to recognize and address cultural differences regarding client needs and feelings about the caregiving relationship?

Exercise 9: Targeting

An Example of the Challenge: Several case managers bring up in a case conference that their case loads have changed dramatically over the last year. They seem to be getting referral of elders of color who are more frail and more severely impaired than last year. They are particularly worried because the Medicare skilled care coverage appears too limited to meet the needs of new cases. More importantly, they are concerned that without the increased help from other funding for long-term care, these elders are at great risk. What are some next issues to address in these discussions?

Applying the Diversity Framework: In a group setting, address each of the following questions regarding your agency:

☐ How does our agency collect and use information on community dwelling elders: poverty levels, isolation due to linguistic or geographic factors, availability of informal supports?
☐ What do you know about racial/ethnic differences in the incidence of illness? Have these patterns been analyzed in your agency? How are targeting goals developed?
☐ How is input from service providers in diverse racial/ethnic communities taken into account when developing these targeting goals?
Exercise 10: Marketing and Outreach

An Example of the Challenge: A transportation service provider in a rural, primarily agricultural area of the county was concerned about very low participation rates among Latino elders, a group identified as underserved. They hired drivers who spoke Spanish anticipating that many elders did not speak English. After several weeks of having virtually no new Latino clients enrolled, the agency director spoke with several community leaders who suggested addressing the linguistic needs of the elders, along with posting notices in the respective neighborhoods. While these strategies had been implemented, none had resulted in an increase in enrollment of Latino elders.

Applying the Diversity Framework: In a group setting, address each of the following questions regarding your agency:

☐ How does your agency reach out to communities of color? What strategies are in place?
  - Are posters, and outreach materials in the native language?
☐ Are translations made by persons who understand the nuances of the language?
☐ Are community leaders involved in the planning of special outreach efforts?

Appendix III. Network Diversity Assessment

The network assessment is envisioned to start with a focus group meeting followed by a series of subsequent meetings with a core group or representatives from various agencies in the network to guide and manage whatever follow-up activities are developed by the focus group participants.

The basic format for the focus group meeting consists of spending one full day in a series of small group discussions focused on specific topics of diversity. Generally, the focus group approach requires three persons to assume the role of facilitator, recorder, and observer. Facilitators guide group discussions and manage the group process. Recorders usually take notes of the highlights discussed and help the group summarize the major issues identified during the group discussions. Observers can be useful throughout the day of the event to facilitators and recorders by taking notice of group dynamics and other pertinent issues that come up in the small group discussions.

The format for the day, generally, is to spend some time as a large group and to break off into smaller groups. Small groups are asked to select someone who will report back to the large group when it re-assembles after the morning and afternoon sessions. A suggested agenda is presented later in this appendix. The following section highlights some of the steps for getting the initiative underway.
I. Initial Planning

Since the goals of the project include identification of the issues faced by elder consumers as well as employers and staff, individuals representing administrative, support and direct service levels should be included. Staff with roles central to recruitment, management, training and direct service delivery should also be included. Some board members, community advocates, and consumers of agency services should also be included.

In order to be inclusive of agencies providing services to the aged in the community, representatives from the following may be invited: the aging network (senior centers, adult day care, nutrition programs, homecare providers), local city officials, local advocates, senior consumers, hospitals, home health agencies, long-term care facilities. These sessions can be most successful in revealing how your community is responding to the diversity of participants and reflecting the racial/ethnic composition of the service areas.

The planning committee serves several functions in the network assessment process. The planning committee will assist you by: 1) identifying additional people to invite to the focus group meeting; 2) providing co-sponsorship for the initiative (which may entail resources for meeting space rental and meals/snacks); 3) by assuming one of several roles in the group process the day of the kick-off event or focus group meeting. The first planning meeting itself will provide you with an opportunity to:

☐ Explain the goals for conducting a diversity assessment.
☐ Gain local support for your efforts within the network.

Roles: The planning committee will be helpful in assuming the roles of facilitators, recorders, and observers. Given these functions, you may wish to consider who can be most effective in each of those roles. Since the format for the focus group meeting consists of small group discussions, you may consider who among the representatives from other agencies have skills as small group facilitators. It may well be that you can identify some or none. If you cannot identify skilled facilitators, you may wish to contract with professional facilitators. Local universities may be useful in directing you to appropriate sources. If you recruit experienced facilitators, it will be important for them to participate in the first and all subsequent planning meetings.

Co-sponsorship: This is a critical aspect of the planning phase since you will need both staff and economic resources to implement the assessment process. You may want to determine the resources you can devote to this network assessment process and the resources (staff and monetary) you may need. For example, you may need a budget or in-kind donations to cover: 1) a facility that can accommodate both the large group and smaller break-out sessions for small group discussions; 2) beverages, snacks and luncheon; 3) reproduction and distribution of invitations and other materials, and 4) preparation and distribution of a summary report and participation list.

II. Holding a Planning Meeting

A suggested agenda includes a presentation of the purpose for the meeting, goals for the diversity assessment process and the tasks, time line and budget for the initiative. In addition, the
agenda should include a discussion of the format for the focus group meeting, the roles needed to manage the small group process. It is also helpful to walk through the agenda for the focus group meeting. This section provides a more detailed list of items that can be covered in the initial planning meeting. Usually, the first meeting takes between one and a half to two hours. (Before you actually get to the discussion of tasks, it is suggested that you have the group do Exercise 1, Racial/Ethnic Self-Identification in Appendix II, Page 19.)

Specific Activities for the committee: Tasks to be achieved during the meeting include:

- Generate roster of potential participants (Decide on maximum number of persons to invite. Note that usually fewer people attend than are invited)
- Define a process for inviting participants - develop/suggest an invitation letter
- Define responsibilities for securing facilities and making other arrangements
- Discuss Budget needs
- Discuss roles during the focus group meeting for: Planning Committee; participating organizations and Agencies; Facilitators; Recorders; and Observers
- Set a date for holding the focus group meeting
- Agree to meet and set a time and place on the day before the focus group meeting for training on the group process and roles.

III. The Focus Group Meeting: The Agenda (see page 28)

The following is a brief description of the agenda and format for the focus group meeting. It is suggested that after a round of introductions by the sponsors of the network assessment, the prime sponsor provide some background about the initiative and place the day in context for the participants. This may be accomplished with a short presentation about the changing demographics in your community and the impact such changes have had on your network.

Description of small group process: The format for the day should be explained to participants. The Guidelines for small group discussions should be explained and discussed as well. In order to assign participants to small groups, we found that a fail proof and scientific approach to getting random groups is to ask people to count off! Depending on how many people are present, you will ask people to count off such that you have relatively equally sized groups of 8-12 persons.

Also during this presentation, facilitators and recorders need to be introduced. Their roles can be briefly discussed. Also, it should be mentioned that the small groups need to identify a reporter who will come back to the large group and report on the highlights of the small group meetings.

Topics For Sessions: There are two general sessions for the day. You will note that the topics for discussion follow a general progression, personnel and organizational issues, agency service issues, network issues and planning next steps. This approach and sequence of content was designed to facilitate discussion among participants by beginning to identify strategies in the context of their personal experiences in the work place. The discussions take very concrete forms, with participants giving specific examples such as policies, experiences, attitudes, and work relationships.
The morning focuses on individual attitude and organizational responses to diversity such as recruitment, hiring, training, managing, and retaining a multi-cultural work force and governing structure. The topics in the afternoon focus on direct care/service approaches and larger system issues such as care coordination, and program planning. The last part of the day is spent on a brief review of the major issues that were identified during the day with a focus on identifying strategies that have worked and challenges for the aging network. The last topic can be seen as an opportunity to take pride in strategies that have worked, and to begin identifying what may be some of the next steps to facilitate implementation of multicultural approaches. In our workshops, throughout the day, we have sought to stress that this initiative is intended to identify both strategies that have worked and areas of continued challenges.

Adjourn: Prior to adjournment, it is useful to have some closing remarks by the sponsor and co-sponsors of the day's events. A re-statement of the organizational leadership's commitment to an ongoing process and recognition of concrete next steps appears particularly meaningful to participants. By making recognition of the contributions of group facilitators and others in the planning committee, leaders can model an inclusive and sustainable process.

See page 28 for: Suggested Focus Group Meeting Agenda

IV. Facilitator and Recorder Training - The Meeting Before the Meeting

In preparing the Network Assessment meeting, you will determine who on the planning committee can be most effective group facilitators and recorders. This judgement is subjective, but some factors to consider are experience in leading group discussions, an inclusive approach to communications, and self confidence. You will also want persons who respect and appreciate cultural diversity. If you are undecided about who among your planning committee can assume the role of facilitator, we suggest you seek trained, professional facilitators. It is preferable that the outside consultants be persons who have a background in issues of cultural diversity. If you are using internal consultants, as above, the consultants should be trained facilitators. In either case, the consultants should read this workbook and should be well acquainted with the content and goals for the assessment.

A training meeting may be held the day before the focus group event. The meeting can last between 2-3 hours and provide opportunities to discuss the roles, goals and expectations for the focus group meeting. Suggested below are some agenda items to include in that meeting.

I. Suggested Agenda for Training Facilitators and Recorders

A. Introductions

Exercise 1 - Racial and Ethnic Self-Identification: The links to your work
After you have explained the purpose for the meeting, you may wish to have a round of introductions that will help participants share about their own racial/ethnic heritage. Please take a couple of minutes to go around the room to first share two things with the group: 1) how you identify yourself racially or ethnically; 2) a strength you bring from your
Suggested Focus Group Meeting Agenda

Diversity and The Aging Network

AAA Regional Council - Area Agency on Aging

8:00 a.m. Sign-in

8:30 a.m. Introductions

* The Context for Diversity and The Aging Network
* Description of focus group process

9:00 a.m. Session 1 - Small Group Discussion:

* Factors that Support and Hinder Recruitment and Retention of Culturally Diverse Staff
* Issues Around management and Promotion of Culturally Diverse Staff

11:00 a.m. Report to Large Group

11:45 p.m. Lunch

12:45 p.m. Session 2 - Small Group Discussion:

* Referral and Care Coordination for a Multicultural Community
* Issues in providing services to Multicultural Communities of Elders of Color
* Next Steps

2:30 p.m. Report to Large Group

3:00 p.m. Adjourn

ethnic/racial background to the role you will play tomorrow; 3) a strength you bring from your ethnic/racial background to the work you do with elders.

B. Discuss Goals for the project

Goals for Group Process: The focus group meeting is intended to be a brainstorming process which generates sharing of information and ideas on cultural diversity and recruitment,
retention and training of personnel; how cultural diversity affects relationships between agencies; and how it affects relationships with clients. Briefly, the goals for the group are to: promote spontaneity conducive to group creativity, collaboration and participation.

C. Discuss Guidelines for the small group process (review page 16)

Guidelines for the small group process
Place no blame
Force no shame
Speak from personal experience
Provide specific and concrete examples
Provide confidentiality

D. Discuss Agenda for the Focus Group Meeting (see page 24)

Walk through each section of the agenda (see page 24). Explain the process for breaking groups by counting off in the large group to form small groups. Explain small group process, i.e. the small groups each go to a break off room to conduct their small group meetings. Also cover:

Small Group introductions: At the beginning of the small group session in the morning, we suggest that participants be asked to identify self racially/ethnically, as outlined on page 16: Exercise 1: Racial and Ethnic Self Identification. This self introduction may take two-three minutes per person in the small group.

Selecting a representative to make report to large group: It is preferable that this task be completed before the small groups begin their discussions.

Spending some time with the topic for discussion so that participants understand what is expected from them: It has been our experience that some participants will not have understood instructions and will now, in the small group ask questions

E. Role of the facilitator/recorder/observer

Begin this section of the agenda with a discussion about the groups' experience with this type of process. For example, you can ask:

☐ Have any of you participated in a focus group meeting? Would you share what it was like?
☐ What makes a good facilitator? A good recorder?

You may wish to use a newsprint pad to write down group comments. If not brought up in the group discussion, it is suggested you mention these aspects of the facilitator's role:

• inclusive [recognizes people who want to contribute, addresses group/individual concerns]
• brings discussions back on track, [recognizes when people are confused, frustrated, disengaging]
• mediates when very negative/forceful points are made
• asks for clarification
• creates closure: 1) has group recap major points; 2) asks what has been left out; 3) asks what have people learned or re-learned.

A similar discussion can be held about expectations for the recorder. These include summarizing major points on the flipchart; helping the group recap major points discussed; participating in discussions; and observing group dynamics and sharing observations with the facilitator. Specifically, some of the expectations of the recorder will include:

• printing clearly
• asking for clarification from the group
• being concise in recording
• stressing confidentiality

F. Considerations for managing group processes

This discussion is intended to help facilitators/recorders anticipate group behavior. You can start this discussion by asking:

☐ Given what you know now about the plans for the day, what are your worst fears about what might happen?
☐ How do you expect people will respond?

G. Feedback to facilitators throughout the day

After each small group session, during the break, facilitators and recorders will benefit from meeting in a central room to talk about:

☐ how the session is going
☐ discuss group dynamics

It is important that feedback be objective and precise. For example, a facilitator not being inclusive of all members in the group? What are the group dynamics: is one person dominating the floor?

V. Kick-off Event: Holding the Focus Group Meeting

It seems that what is left to discuss about the focus group meeting, if you have followed the order and indications in the handbook, are basically what are called "administrative tasks".

On the day of the meeting, it is suggested you set up a registration table. Ask persons to sign-in as they arrive. We suggest that you have an agenda to be distributed at that time.

Be certain that the sitting arrangements in the break-out rooms are done in a circle so that participants can see each other. Additionally, physically inspect access to ensure that persons with disabilities will not be hindered as they move around during the day.

If you have arranged for lunch or snacks, be certain to take into account food preferences for vegetarians or persons with religious or special diet needs.
Appendix IV. Selected References on Cultural Diversity Issues

Service Delivery


Caregiving

Health


Service Use: Long-Term Care


Work Force


National Aging Resource Center:
Long-Term Care

Diversity
and The Aging Network:
An Assessment Handbook

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Diversity and The Aging Network: An Assessment Handbook

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Acknowledgments

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**Appendix III. Network Diversity Assessment**

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**Appendix IV. Selected References on Cultural Diversity Issues**
Introduction

Increasingly, practitioners and others are coming to recognize the diversity of elders who need ongoing care. Service systems are now challenged to finance, provide, or monitor assistance with household maintenance, personal care, skilled attention to medical complexity, and transition and crisis intervention in a growing array of community and institutional settings (Pendleton et al., 1990). Recognition and appreciation of diversity from the perspectives of race, ethnicity, and culture — a multicultural approach to human services — is only now attracting broad attention in care for the aged and disabled. Presented here are some practical ways to assess how your organization or network of aging service providers is addressing multiculturalism.

This handbook is designed to guide diversity assessment at the personal, agency and network levels.

First, the handbook contains a guide for agency executive directors and others to begin conceptualizing the assessment and moving forward. For this purpose, the reader is guided to complete a questionnaire.

Second, the handbook can be used to initiate an agency diversity assessment. Included are exercises and suggested activities for small group meetings within the agency. Having been designed as a workbook, this document provides materials that can be used as handout, and exercises for use in small group discussions.

The third way to use the handbook is conducting a community wide diversity assessment of cultural diversity within the eldercare network. The handbook contains a description of the various stages for getting a community planning process in place and the various tasks that need to be completed for this process to be successful.

I. Diversity Assessment In Context:

Cultural diversity has long been a feature of American life, but demographic aging in this country has been accompanied by even more rapid than expected growth of aged communities of African-Americans, Latinos, Asian-Americans and other persons of color. As the equal rights generations approach a new century, a graying America will be anything but monochrome and its voice will be increasingly complex.

Elders of color (i.e. Native Americans, African-Americans, Pacific/Asian Americans, and Latinos) account for over 10 percent of the population over the age of 65. Elders of color
represent the primary clients of the network in many communities. The rate of growth for these sub-populations is over twice the rate of the general population. For example:

- Between 1970 and 1980, the older Native American population grew by 65 percent.

- Changes in immigration policies in 1965 quadrupled the number of Asian immigrants over the age of 50 between 1965 and 1975.

- The projected rate of growth for African-American elders is 21.5 percent between the years 1987 and 2000. By the year 2015, African-American elders will increase by 72 percent, while the rate for White elders will be 45 percent.

- Latinos 65 and older have increased by 61 percent since 1970 and are projected to quadruple by the year 2020.

This trend will continue well into the next century when it is projected that elders of color will constitute 15 percent in 2025. By 2050, approximately 20 percent of all elders will be persons of color.

Increasing cultural diversity is anticipated throughout our society, and the projected work force in year 2000 and beyond will no longer be dominated by white men. This is particularly true in the case of health and social services for older people, where female workers are already the majority and persons of color are marginally more prevalent at every occupational level than in private industry (Peterson et al., 1991). Yet in aging services as in industry, staff persons of color are under-represented relative to their numbers in society in managerial and professional roles. More importantly, perhaps, numbers alone are an inadequate measure of an organization’s orientation to diversity. The capacity to use a diverse work-force as a strength and to offer useful products to all segments of the community must be examined as well (Foster et al., 1988.)
commitments and complex, ongoing processes rather than a distinct end point. In this way, assessing how your organization is responding to racial and cultural diversity provides a model for other aspects of quality assurance. Rather than listing accomplishments and short-comings to meet some administrative goal, organizations and individuals can begin to identify opportunities for positive change. The potential beneficiaries are not regulators or staff and clients of color alone, but all staff and all clients.

Unlike other aspects of quality assurance in aging services, however, diversity assessment can be threatening for many participants. As human service professionals and practitioners, we have been taught that caring should be color and culture blind; and that we are to blame as individuals if our organization falls below some abstract standard of the politically correct. Experience in diversity assessment suggests by contrast that each aging service provider agency, and network has come to its current status through the combined efforts of many individuals. The cultural attitudes of individual caregivers are shaped by parents, teachers, and many life experiences, some of which may have been painful. Agencies are also shaped, at least in part, by a variety of external financing and program design features. Viewed in this light, it is more useful to focus attention on the potential benefits of a more multicultural approach to aging services provision, than on deciding whom to blame for which shortcomings (Batts, 1990).

II. Framework For Assessment:

Conceptually, diversity assessment for aging services is straightforward. Participants together address basic structures and operations of their organization and how they accommodate the increasing cultural diversity of aging service consumers and staffs. Based on the answers, participants identify opportunity areas and possible approaches for implementing a more multicultural approach.

The practice of diversity assessment, however, is more complex. Considerable attention must be devoted to selection of participants, setting, and process for the assessment. Examined first is one framework for the substance of diversity assessment. Implementation approaches are then described. The appendices provide practical guidance for implementing an assessment.

Multicultural aging service providers reflect recognition and respect for racial, ethnic, and cultural differences among elders and other consumers of eldercare services in their

<table>
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<th>Sidebar Tip</th>
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<tbody>
<tr>
<td>1 Use this assessment tool to begin to find opportunities for positive change in your organization.</td>
</tr>
<tr>
<td>2 Diversity assessment can be threatening. It goes against our teaching to be color and culture blind. We suggest that you adopt a no blame approach that focuses attention on the potential benefits of a multicultural approach to organization development and service delivery.</td>
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<th>FRAMEWORK</th>
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<tr>
<td>1 What are the basic structures and operations of your organization?</td>
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<tr>
<td>2 How do they accommodate the increasing cultural diversity among staff and consumers?</td>
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<tr>
<td>3 See &quot;Applying Framework&quot; section.</td>
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community. Such recognition and respect for the role of differences is reflected in the goals, procedures, and outcomes of the organization and network at every level (Batts, 1990; Bell et al., 1976; Scannel, 1990; Watson and Clayton, 1988; Watson and Clayton, 1989). Attention may be focused on the following domains:

- **Mission**
- **Governance and administration**
- **Personnel practices and staffing patterns**
- **Service offerings and care-giving approaches**
- **Targeting, and outreach**
- **Marketing approaches.**

The features of multicultural providers are described for each domain. By comparing your organization to this perhaps idealistic standard, potential areas for positive movement towards a more multicultural approach can be identified.

**III. Before Moving Forward: A First Step to Diversity Assessment**

Any process first begins as an idea and takes both time and effort to become a concrete reality or event. So far this handbook has suggested a series of areas that need to be examined in order to gauge your agency’s or network orientation to diversity. To begin getting a sense of that orientation you can start with a self-assessment as an individual within the organization. You can ask yourself how your agency responds to communities of color, how your agency policies support service design and delivery, and how diversity is addressed in your work force.

In Appendix I Diversity Assessment Questionnaire, a series of questions are presented to guide your own review of your agency’s present orientation to diversity. We suggest you put aside a block of time to complete the questionnaire on page 10. Hold off from reading the rest of this handbook for now. You can return to this section after you have completed the questionnaire.

TURN TO APPENDIX I
Now that you have completed the questionnaire, and before you read any other section of the handbook you may wish to make note of what it took to answer the questions. Where in the agency did you turn for information and by whom was it generated? How is that information shared? Who uses it and for what purposes? You may also want to note the responses you received when you requested the information needed to complete the questionnaire. How did co-workers seem to feel about implementing a diversity assessment?

**IV. Diversity Assessments: Six Domains to Explore**

<table>
<thead>
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<th>Personnel Practices</th>
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<tbody>
<tr>
<td>1 Rate the agency's efforts to recruit diverse staff with respect to race, culture,</td>
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<tr>
<td>class, and age.</td>
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<tr>
<td>2 Does the organization use a management &amp; supervisory process that respects the</td>
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<tr>
<td>diverse gifts and cultural styles of diverse staff? Examples?</td>
</tr>
<tr>
<td>3 How effective are the management approaches to diversity currently used?</td>
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<tr>
<td>4 Look at each organizational level in this agency. How well represented are all the</td>
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<tr>
<td>populations of the broader community in management, professional, administrative,</td>
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<tr>
<td>and direct care jobs?</td>
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<td>5 Do the patterns of pay, retention and promotion support or hinder the diversity of</td>
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<td>staff at all levels?</td>
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<tr>
<td>6 How well has the organization explored the advantages of having and maintaining a</td>
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<td>diverse work force? Examples?</td>
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**Mission:**

In general, multicultural aging service providers have an explicit commitment to serve elders from all racial, ethnic, and cultural groups. This commitment goes beyond a statement that services will be provided regardless of individual background, to a stated focus on reaching out to all population groups. In some cases, organizations have emerged in response to the needs and desires of a particular sub-population or ethnic group, and so their mission includes a special concern for this constituency. Yet even these organizations may come to recognize that their unique approaches to care may have value for a broader cross-section of the community, and they can develop a commitment to reach out beyond their traditional clientele.

**Governance and administration:**

Multicultural aging service providers have persons in their governance and administrative structure from each of the major racial and ethnic groups in their community. They affirmatively seek to achieve at least proportional representation of persons of color in the context of an ongoing commitment to excellence in the preparation and character of all governing board members, other volunteers and employees. More important for these organizations than numerical goals are ongoing explicit efforts to empower all governing board members and administrative personnel to participate meaningfully in funding, personnel, program, and other policy decisions, as well as in roles of spokespersons for the organization. Empowerment of board members and administrators may also take such forms as including persons of color among those who attend national or regional training events, and scheduling explicit opportunities for board and staff self-assessment of multiculturalism.

**Personnel practices and staffing patterns:**
The personnel practices of multicultural aging service providers include: explicit outreach to communities of color in recruitment; conducting pre-service and continuing education in languages, locales, and formats that are accessible; inclusive management and supervision processes that respect the varying contributions and styles of culturally diverse staff; and recognition of differences among staff in needs for leave, holiday, work schedules, and other aspects of employee benefits through flexible cafeteria style plans. These organizations seek to achieve representation of all groups that is at least proportional to the broader community at all organizational levels and pay attention to retention and promotion rate differences among sub-groups of employees. Beyond recognizing that each function of the agency or network is potentially enhanced through a diverse workforce. Rather than worrying about numerical goals, these organizations are affirmatively committed to inclusive staffing patterns as an advantage in increasingly competitive labor markets and changing consumer populations.

Service offerings and caregiving approaches:

Multicultural aging service providers seek to make their services accessible, understandable, and useful to all segments of the community. They recognize that different sub-populations may prefer some services to others, and attempt to ensure that desirable services for each sub-group are available. This approach to service offerings may also include locating facilities within communities of color and/or seeing that transportation to and from these facilities is adequate. There is recognition that some services can be more useful when offered differently or at different times so that homogenous as well as heterogeneous groups can use them.

In terms of assessment, care planning, coordination with other providers, and direct care, multicultural organizations use professional and paraprofessional staff who are attuned to cultural factors in any caregiver-consumer interaction. Attention is focused, for example, on (1) cultural differences in both food preferences and meanings associated with food preparation and serving; (2) racial differences in both personal care routines and the status attributed to nursing personnel. Staff are trained to empower consumers by asking them what they wish to be called, how they want care delivered, and how they are feeling about the caregiving situation. By encouraging staff to focus on how racial or ethnic differences may matter in each interaction with care recipients, these organizations come to define quality of care as treating each client as the product of a unique and valid personal and cultural heritage.

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<tr>
<td>1. Step into the shoes of a person of color or from another group. From that place, how would you know that the agency is making a concerted effort to make services available to you?</td>
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<tr>
<td>2. To what degree has the agency researched out to elders in all groups to learn of their service needs and preferences? Cite evidence for this.</td>
</tr>
<tr>
<td>3. How effectively has this information been integrated into service design and delivery?</td>
</tr>
<tr>
<td>4. Are staff evaluated based on their experience and current skill in considering cultural factors in staff-staff and staff-client interactions?</td>
</tr>
<tr>
<td>5. Does the agency provide training in this area?</td>
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<tr>
<td>6. Is the training ongoing, intermittent, crisis oriented, thorough, effective? Cite evidence.</td>
</tr>
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### Targeting:

Multicultural organizations have an explicit commitment to understanding the relative prevalence of needs for the services offered by their agency within the various racial and ethnic cultural groups in their community. Racial/ethnic differences in the incidence of specific chronic diseases, but also in poverty levels, isolation due to social, linguistic, or geographic factors, availability of informal supports, and help-seeking, all produce important differences in the timing, sequencing, and types of services needed by sub-groups in a community. Multicultural aging service providers have analyzed these patterns and have reasonable targeting goals: they recognize that some services should be used to a greater extent by elders of color in their community than would be indicated by demographics alone, while other services may be used less than community race/ethnicity distributions would suggest. These providers proactively work with other agencies to remove barriers to referral or use of their service by groups who have not used them traditionally, and they continue to build or maintain strong linkages with referral sources in the diverse racial and ethnic communities they serve.

### Marketing and outreach:

Multicultural aging service providers express their determination to serve all elders in their community through marketing and outreach efforts that are appreciative of differences in message and method. The potential benefits of a service may be understood differently by each group, and multicultural providers have spent the time to learn about these differences. Similarly, these providers have learned where elders of all groups who might benefit from their services turn for information. These providers use the media targeted to communities of color as well as mainstream outlets, and they are conscious of linguistic or other factors that may obscure their message to these communities.

These providers also use less traditional outreach efforts by enlisting indigenous leaders, clergy, and community workers in their methods for helping all elders know about service options.

### V. Applying the Assessment Framework

The characteristics of a multicultural aging services provider can be an important starting point in assessing how your agency or network is reacting to increasingly diverse consumers and workers. But applying this framework in your organization requires some careful thought about participants, setting, and process. Before...
you consider any of these factors, there needs to be a clear indication of commitment from agency and/or network leaders to the process of multicultural human service provision. In the absence of such explicit leadership all other efforts to encourage an honest and productive inter-group communication may appear hollow to those who feel least supported by the organization.

This handbook was designed to facilitate cultural diversity assessments in either a small group setting within an agency or as a catalyst for a network assessment process. It is essential that you complete the questionnaire in Appendix I. before you decide on which direction to take for the diversity assessment process. What you learned in the process of completing the self-assessment questionnaire will be very helpful in developing a vision of how the assessment process will take place, where you want it to take your agency, and the role you will be playing in the process. You now have a map of the domains you will need to examine and a feeling for how your agency is responding to diversity.

You now have several options which also require that you give the assessment process additional consideration. In this handbook we propose two options which are not mutually exclusive. The first is to begin with an agency assessment. The second option is to initiate a network diversity assessment with the support of other organizations in your area. Since the tasks, timing, and setting for an agency assessment may be different from those considerations for initiating a network-based assessment, these factors have been addressed separately. The suggested steps to take to get the initiative going are contained in Appendix II. Team/Agency Diversity Assessment. The appendix contains exercises and handouts that can be used to facilitate small group discussions in an agency setting.

The exercises begin with an example of a challenge, followed by questions to help the group address key points in the domain. The challenge should help the group clarify values imbedded in each of the domains of the assessment. In conducting a Team/Agency Diversity Assessment, the organization may need to set aside staff meetings (e.g. twice a month for six months) and have the entire staff do each exercise in small groups at each session. More detail about these functions are contained in Appendix II.

The second option, the community-wide aging network assessment, is envisioned to start with a focus group meeting followed by a series of subsequent meetings with a core

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<tr>
<td>1 How do the agency's marketing and outreach efforts reflect an appreciation of the differing ways each group may understand or interpret its messages?</td>
</tr>
<tr>
<td>2 What evidence can the organization provide to show it knows where or how its service populations (actual or potential) get their information? Document evidence for this.</td>
</tr>
<tr>
<td>3 How effective has the agency been at using outlets to get its messages across to diverse communities?</td>
</tr>
<tr>
<td>4 How effectively has the agency enlisted the methods and help of all groups to let potential clients/consumers know about service options?</td>
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### Applying Framework

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<tbody>
<tr>
<td>1</td>
<td>Is there a clear commitment from your agency, company or department leaders to the process of multicultural service or product provision?</td>
</tr>
<tr>
<td>2</td>
<td>How do you know this?</td>
</tr>
<tr>
<td>3</td>
<td>Will you conduct an agency or network assessment? Who will you include in making this decision? What are your next steps?</td>
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Group or representatives from various agencies in the network to guide and manage whatever follow-up activities are developed by the focus group participants. **Appendix III. Network Diversity Assessment** contains exercises and a suggested format for initiating a network-based diversity assessment.

Whether it is an agency or network assessment, the goal in participant selection is to develop as broad a group as possible to represent the diversity of agency roles and racial/ethnic groups in your organization or network. It may be appropriate for agency leaders to appoint an inclusive planning group charged with identifying the most effective set of potential participants.

The selection of setting and process for a diversity assessment should be aimed at facilitating frank exchange of opinions while minimizing the potential that there will be negative consequences for those who express unpopular views. It may be desirable to engage the assistance of outside consultants with experience in diversity issues and the creation of safe environments for exchange across cultures and agency roles. Such a consultant or an internal facilitator should assist participants in agreeing to maintain confidentiality, grounding their contributions to the discussion in personal experience, and taking responsibility for their own learning. Procedures need to be developed so that all viewpoints expressed are given equal weight. Any summary report should maintain confidentiality while being careful to acknowledge the contributions of participants.

**VI. Assessed For Diversity, And Someplace To Go**

Diversity assessment is not an end in itself, but rather an opportunity for all participants in an organization to examine their own and each other's experience of whether or not differences among staff and elders are recognized and respected on an ongoing basis. Diversity assessment can be incorporated in broader quality assurance and strategic planning efforts by aging organizations. In either case, the programs we have conducted around the country suggest that there are two major potential outcomes for the organization. (Capitman, Hernandez and Yee, 1990.)

*First*, participants and others may learn that exchanging views and experiences around issues of race and ethnicity can occur in the context of ongoing professional relationships. As co-workers gain confidence in having these sometimes difficult conversations, they are often encouraged to develop stronger and more effective working relationships.
Second. organizations often identify relatively straightforward areas for positive change that will allow the organization to meet the increasingly complex needs of elders in this country. Organizational changes designed to benefit elders of color or staff of color, often appear on further examination to provide opportunities for all consumers and the organization as a whole.

In the end, diversity assessments for aging service providers can present an opportunity to improve our responsiveness and effectiveness in caring for the complex needs of elders.

Notes:
### Appendix I Diversity Assessment Questionnaire

**Getting Started Inventory**

1. **Agency Description:**
   (Describe your agency, including geographic areas served and services provided. Examine any public literature, brochures, pamphlets, etc.)

2. **Organizational type? Public; private non-profit, private for profit agency, etc.**

3. **How long has your agency been serving the community?**

4. **Staffing:**
   - How many staff are employed in the following areas:
     - Administrative:____
     - Other Professional:____
     - Direct Services:____
     - Support:____
     - Other:____ (Make positions relevant to your agency.)

5. **Describe the racial composition of your agency.**

<table>
<thead>
<tr>
<th></th>
<th>Management</th>
<th>Professional</th>
<th>Direct Service</th>
<th>Administrative</th>
<th>Clerical</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native Amer.</td>
<td></td>
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<tr>
<td>African Amer.</td>
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<tr>
<td>Pacific Amer.</td>
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</tr>
<tr>
<td>Latino</td>
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<td></td>
</tr>
<tr>
<td>Caucasian</td>
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<tr>
<td><strong>Total</strong></td>
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</tbody>
</table>

6. **What successful methods have you or your organization used for:**
   1) recruiting a culturally diverse staff; 2) retaining a culturally diverse staff; and 3) training a culturally diverse staff?

7. **Which would you identify as the greatest challenges in:**
   1) recruiting a culturally diverse staff; 2) retaining a culturally diverse staff; and 3) training a culturally diverse staff?
8 Client Description: Describe the average age, racial, gender and socio-economic status of your agency's service consumers:

Total population served: ____ What percentage of your clients are: ____ (See chart below. Include other categories as needed.)

<table>
<thead>
<tr>
<th>African Descent</th>
<th>#</th>
<th>Latino Descent</th>
<th>#</th>
<th>Native American Descent</th>
<th>#</th>
<th>Pacific Asian Descent</th>
<th>#</th>
<th>European Descent</th>
<th>#</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td></td>
<td>Mexican Amer.</td>
<td></td>
<td>(Enter Nation)</td>
<td></td>
<td>Chinese</td>
<td></td>
<td></td>
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<tr>
<td>Haitian</td>
<td></td>
<td>Central Amer.</td>
<td></td>
<td></td>
<td></td>
<td>Japanese</td>
<td></td>
<td></td>
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<tr>
<td>Other Caribbean</td>
<td></td>
<td>Other Hispanic</td>
<td></td>
<td></td>
<td></td>
<td>Filipino</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Korean</td>
<td></td>
<td>Other SE/Asian</td>
<td></td>
</tr>
<tr>
<td>Totals:</td>
<td></td>
<td></td>
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<td></td>
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</tbody>
</table>

Are the numbers in this chart based on estimates or tracked data? Specify source

9 Given your current assessment of how cultural diversity is addressed in your agency's personnel practice:

A) What kind of training needs do you identify in your organization?

B) What topics should it cover?

10 How has the proportion of people of color served by your agency changed in the past 10 years? What further change do you expect?

11 Describe your or your organization's most successful approaches to serving a multicultural community.

12 Please describe some of the difficulties your organization has experienced offering culturally sensitive products, programs or services to a multicultural community.
### Mission

1. Does the organization have an explicit commitment to serve all gender, race, age, and cultural groups?

2. How do you know this?

3. What evidence of actual outreach to these populations is available?

4. How does the organization's mission reflect the needs of particular groups among clients/consumers?

### Governance

1. Does the governing & administrative structure proportionally reflect the race, gender, age, and other cultural differences in your agency's community?

2. Is the organization only committed to numerical goals in its diversity effort?

3. Rate your organization's efforts to empower all governing and administrative personnel to participate in funding, personnel, program, and policy.

### Personnel Practices

1. Rate the agency's efforts to recruit diverse staff with respect to race, class, gender, and age. Rate the agency's efforts to retain culturally diverse staff.
2. Does the agency use a management & supervisory process that respects the diverse gifts and styles of diverse staff? Examples?

3. How effective are the management approaches to diversity currently used?

4. Look at each organizational level in this agency. How well represented are all the populations of the communities in management, professional, administrative and direct care jobs.

5. Are the levels of pay, retention and promotion representative as well?

6. How well has the organization explored the advantages of having and maintaining a diverse work force? Examples?

---

**Service & Caregiving Approaches**

1. Step into the shoes of a person of color or from another group. From that place, how would you know that the agency is making a concerted effort to make services available to you?

2. To what degree has the agency researched out to elders in all groups to learn of their service needs and preferences? Examples?

3. How effectively has this information been integrated into service design and delivery?
<table>
<thead>
<tr>
<th><strong>4</strong></th>
<th>Are staff evaluated based on their experience and current skill in considering cultural factors in staff-staff and staff-client interactions? If so, how is this done?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5</strong></td>
<td>Does the agency provide training in this area?</td>
</tr>
<tr>
<td><strong>6</strong></td>
<td>Is the training ongoing, intermittent, crisis oriented, thorough, effective? Examples?</td>
</tr>
<tr>
<td><strong>7</strong></td>
<td>In what ways does this organization instruct staff to empower consumers?</td>
</tr>
</tbody>
</table>

**Targeting**

<table>
<thead>
<tr>
<th><strong>1</strong></th>
<th>Does your agency understand the prevailing needs of various cultural groups for the services it offers? the organization offers?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2</strong></td>
<td>Describe ways that this knowledge is taken into account in service design and delivery. Are there obvious areas for better targeting?</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>How are staff rewarded for taking differences into account in each interaction with staff or clients? Examples?</td>
</tr>
<tr>
<td><strong>4</strong></td>
<td>If the organization is not serving relevant community groups now, what are its goals for outreach and service re-design?</td>
</tr>
</tbody>
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Diversity Assessment Page..15
<p>| | |</p>
<table>
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<tbody>
<tr>
<td>5</td>
<td>How has the agency gone beyond demographics and learned about particular needs from members of the targeted or potential service communities?</td>
</tr>
<tr>
<td>6</td>
<td>Rate effectiveness of agency's working with other organizations to remove barriers to referrals and use of agency services?</td>
</tr>
<tr>
<td>7</td>
<td>Does the agency continue to build and maintain referral sources in diverse communities needing services? Examples?</td>
</tr>
</tbody>
</table>

**Marketing and Outreach**

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>How does the agency's marketing and outreach efforts reflect an appreciation of the differing ways each group may understand or interpret its message?</td>
</tr>
<tr>
<td>2</td>
<td>What evidence can the organization provide to show it knows where or how its service populations (actual or potential) get their information? Document evidence for this.</td>
</tr>
<tr>
<td>3</td>
<td>How effective has the agency been at using outlets to get its message across to diverse communities?</td>
</tr>
<tr>
<td>4</td>
<td>How effective has the agency enlisted the methods and help of all groups to let potential potential client/consumers know about service options? Examples?</td>
</tr>
</tbody>
</table>
More Notes:
Appendix II. Team or Agency Diversity Assessment

This appendix presents the assessment process for a work team or agency. It contains examples and exercises that can be helpful starting points for small group discussions.

Initial Planning

As you begin to plan for the diversity assessment, there are several issues to consider. First, you have several options for the format, including:

a) to assemble the group for an initial meeting that can take 2-3 hours, followed by a series of 2-3 hour meetings over a short period of time;
b) a one-day initial meeting followed by a series of shorter meetings over an extended period of time (several months); or
c) an initial agency-wide meeting with follow-up activities conducted by teams or other smaller groups.

Second, do you want to include everyone in your agency? Or, do you wish to have the assessment process conducted by a smaller group of agency staff?

a) regardless of the size of the group, it is important for all levels of the organization's leadership to take an active ongoing role in the assessment process: administrative staff, department heads and mid-level managers, and supervisors, as well as line staff.

Consideration for the Planning Process

Once you have considered these issues, here are some additional questions you may want to ask yourself:

☐ participants - Have board members and consumers been invited to participate? Is the group assembled representative of all the staff roles in the agency? Is the group culturally diverse? How many participants have you included?

☐ setting - Is the setting chosen conducive to small group discussions? Are there particular physical barriers to access by persons with disabilities? Is the setting accessible to all staff; is high cost of parking an issue for some participants?

☐ process - Whether using an internal or external consultant, have you met with this person to explain the diversity assessment process? Has the person reviewed this handbook and other related materials? Has the time line for the assessment process and desired outcomes been clarified?
□ staff support - Whatever the format you choose for the diversity assessment process, it is suggested that at least one person be assigned to assume responsibility for such matters as sending memos, scheduling and securing meeting places, answering staff questions, etc.

□ first group meeting agenda - Have you developed an agenda? How will you inform participants about this meeting? What will you say in that communication? It is noted that items for discussion in that first meeting should include a discussion of goals for diversity assessment and a discussion of small group process. It is advised you start the initial meeting with Exercise 1 below. You may wish to try this exercise with some of the core staff that will assist you in the planning process.

Guidelines for the small group process

In order to promote an environment that supports communications across cultures and agency roles, guidelines for conducting these meetings and conversations need to be explicitly presented to the assessment team. The consultant or an internal facilitator should assist participants in agreeing to maintain confidentiality, grounding their contributions to the discussion in personal experience, and taking responsibility for their own learning. Procedures need to be developed so that all viewpoints expressed are given equal weight. Any summary report should maintain confidentiality while being careful to acknowledge the contributions of participants. The guidelines, therefore are to:

- Place no blame
- Force no shame
- Speak from personal experience
- Provide specific and concrete examples
- Protect confidentiality

These points can be briefly discussed to ensure that all participants feel a common understanding of the guidelines.

The next section contains examples and exercises to guide discussions on the various domains examined in the diversity assessment process. By way of process, it is suggested that someone in the group be asked to assume the role of recorder so that a copy of the highlights of each discussion is kept. We found that writing the highlights on a large pad of newsprint was very helpful in summarizing the major issues discussed. With the exception of Exercise 1, we recommend recorders take notes.

Exercise 1: Racial and Ethnic Self-Identification: The links to our work

After you have explained the purpose for the meeting, you may wish to have a round of introductions that will help participants share their own racial/ethnic heritage.

Please take a couple of minutes to go around the room to first share three things with the group:

□ how you identify yourself racially or ethnically;
one experience with an aged person as a child, before age 12; and
a strength you bring from your ethnic/racial background to the work you do with elders.

Have each participant share and encourage everyone else to listen. Note the broad range of cultural heritage shown among participants.

**Exercise 2: Organizational Mission: A Vehicle for Change**

**An Example of the Challenge:** Organization ABC was chartered to provide adult day care to a specific ethnic group of elders in a community populated by predominantly members of that specific group. As the demographic composition of surrounding communities changed, the need in those communities for adult day care services was identified. What should the agency director do next?

**Applying the Diversity Framework:** In a group setting, address each of the following questions regarding your agency:

- How and why was your organization started? What is your current mission?
- Do board and staff at all levels share a common understanding of mission?
- Is there a stated goal for diversity? What agency policies support it? What do you need to do
- To define and implement a multicultural mission for the agency?

**Exercise 3: Governance and Administration**

**An Example of the Challenge:** The GRANT Senior Center's board is comprised of two white women over the age of 65, and six white men ranging in age from 40 to 72 years of age. There is one board vacancy that needs to be filled. Community activists have pointed out to the director that the board does not represent the profile of the communities being served. What should the director and board do next?

**Applying the Diversity Framework:** In a group setting, address each of the following questions regarding your agency:

- What are the demographic characteristics of the communities your agency serves?
- Does the board include members who reflect the racial profile of the communities served by your agency?
- Specifically, what are the board policies regarding board vacancies?
- What is the process for recruiting new board members? For example, are community leaders or advocates contacted to identify potential new board members?
Exercise 4: Governance and Administration

An Example of the Challenge: Noting that the agency was not serving the growing Haitian population in housing for the aged in its community, the director and staff of the 65PLUS Agency identify the need to implement a nontraditional outreach strategy but aren't sure how to convince the board. The new plan includes: 1) allocating some monetary resources for convening community leaders for a three hour session, and 2) establishing a fulltime position to be filled with someone who speaks Creole, and 3) re-assessing current formal agreements with referral sources. What can be done to win support for this plan?

Applying the Diversity Framework: In a group setting, address each of the following questions regarding your agency:

☐ How often does your board meet to discuss funding issues?
☐ How does the board contribute to policy making decisions regarding recruitment, promotions, and staff training?
☐ How are board members educated/trained about community issues?
☐ How often do board members visit the agency to observe the day to day operation or delivery of services?
☐ What channels are available to facilitate communication between your agency staff and the board?

Exercise 5: Personnel Practice and Staffing Patterns

An Example of the Challenge: The personnel director tells the director of Grant Senior Center that no applicants of color have responded to the position of Senior Activity Supervisor. Although she is committed to cultural diversity, the director must fill the position soon. What should the director do next?

Applying the Diversity Framework: In a group setting, address each of the following questions regarding your agency:

☐ How are vacancies announced and posted? Are community advocates or leaders in communities of color approached for referral?
☐ Are media other than traditional/mainstream used to announce vacancies? Are staff encouraged to make referrals? How are candidates interviewed?
☐ If a search committee is used to conduct the interviews and select candidates, does the committee reflect the racial diversity of the communities served?
☐ If your agency does not use a diverse search committee, what institutional barriers would keep you from adopting this approach for hiring? What are the pros and cons of such an approach?
Once on board, how are new staff given an orientation about agency policies and procedures?

**Exercise 6: Personnel Practices and Staffing Patterns**

**An Example of the Challenge:** The personnel director tells the director of GS Plus Agency that two staff of color have approached her with complaints about being passed over for promotions. The personnel director reviewed the personnel files for those persons who had made the complaints and found no performance reviews but found that the credentials of one of the persons qualified them for the position. What should they do next?

**Applying the Diversity Framework:** In a group setting, address each of the following questions regarding your agency:

- How is staff performance evaluated?
- How are cultural differences among staff recognized and addressed in terms of needs for leave, work schedules?
- What is the process in place now for facilitating exchange among staff regarding cultural differences in styles of communication?
- How is diversity training conducted in your organization? How is the content developed and who teaches it?

**Exercise 7: Service Offerings**

**An Example of the Challenge:** The Transportation Coordinator reports that elders of color are consistently requesting to be picked up early because the family members who get them ready for the ride must leave very early in the morning to get to their factory jobs. Since the first shift begins pick-up at eight in the morning, these clients can only participate when their relatives have a day off. What should the team do?

**Applying the Diversity Framework:** In a group setting, address each of the following questions regarding your agency:

- How accessible are your agency services to communities of color in terms of: a) location? b) transportation? c) time of day during which services are available?
- How do you learn about community preferences regarding service accessibility and how often are these discussed with your agency board? If community preferences are unknown, how can you learn more?
Exercise 8: Caregiving approaches

An Example of the Challenge: In a meeting among white and African-American clinical staff at 65 Plus Agency several white nurses identified that one of the most recurring caregiving issues among white clients served by African-American home health aides is the generous application of skin lotion on the elbows and knees. Application of skin cream in that manner is unfamiliar and thought to promote skin deterioration for white elders. The African-American nurses in the group responded that in contrast, African-American elders complain to them that white home health aides do not apply enough skin cream and seem to ignore their discomfort and dry skin in those areas.

Applying the Diversity Framework: In a group setting, address each of the following questions regarding your agency:

☐ Are cultural differences and meanings associated with services such as food preparation and serving addressed, and how?
☐ How are staff trained to recognize and address cultural differences regarding client needs and feelings about the caregiving relationship?

Exercise 9: Targeting

An Example of the Challenge: Several case managers bring up in a case conference that their case loads have changed dramatically over the last year. They seem to be getting referral of elders of color who are more frail and more severely impaired than last year. They are particularly worried because the Medicare skilled care coverage appears too limited to meet the needs of new cases. More importantly, they are concerned that without the increased help from other funding for long-term care, these elders are at great risk. What are some next issues to address in these discussions?

Applying the Diversity Framework: In a group setting, address each of the following questions regarding your agency:

☐ How does our agency collect and use information on community dwelling elders: poverty levels, isolation due to linguistic or geographic factors, availability of informal supports?
☐ What do you know about racial/ethnic differences in the incidence of illness? Have these patterns been analyzed in your agency? How are targeting goals developed?
☐ How is input from service providers in diverse racial/ethnic communities taken into account when developing these targeting goals?
Exercise 10: Marketing and Outreach

An Example of the Challenge: A transportation service provider in a rural, primarily agricultural area of the county was concerned about very low participation rates among Latino elders, a group identified as underserved. They hired drivers who spoke Spanish anticipating that many elders did not speak English. After several weeks of having virtually no new Latino clients enrolled, the agency director spoke with several community leaders who suggested addressing the linguistic needs of the elders, along with posting notices in the respective neighborhoods. While these strategies had been implemented, none had resulted in an increase in enrollment of Latino elders.

Applying the Diversity Framework: In a group setting, address each of the following questions regarding your agency:

☐ How does your agency reach out to communities of color? What strategies are in place? Are posters, and outreach materials in the native language?
☐ Are translations made by persons who understand the nuances of the language?
☐ Are community leaders involved in the planning of special outreach efforts?

Appendix III. Network Diversity Assessment

The network assessment is envisioned to start with a focus group meeting followed by a series of subsequent meetings with a core group or representatives from various agencies in the network to guide and manage whatever follow-up activities are developed by the focus group participants.

The basic format for the focus group meeting consists of spending one full day in a series of small group discussions focused on specific topics of diversity. Generally, the focus group approach requires three persons to assume the role of facilitator, recorder, and observer. Facilitators guide group discussions and manage the group process. Recorders usually take notes of the highlights discussed and help the group summarize the major issues identified during the group discussions. Observers can be useful throughout the day of the event to facilitators and recorders by taking notice of group dynamics and other pertinent issues that come up in the small group discussions.

The format for the day, generally, is to spend some time as a large group and to break off into smaller groups. Small groups are asked to select someone who will report back to the large group when it re-assembles after the morning and afternoon sessions. A suggested agenda is presented later in this appendix. The following section highlights some of the steps for getting the initiative underway.
I. Initial Planning

Since the goals of the project include identification of the issues faced by elder consumers as well as employers and staff, individuals representing administrative, support and direct service levels should be included. Staff with roles central to recruitment, management, training and direct service delivery should also be included. Some board members, community advocates, and consumers of agency services should also be included.

In order to be inclusive of agencies providing services to the aged in the community, representatives from the following may be invited: the aging network (senior centers, adult day care, nutrition programs, homecare providers), local city officials, local advocates, senior consumers, hospitals, home health agencies, long-term care facilities. These sessions can be most successful in revealing how your community is responding to the diversity of participants and reflecting the racial/ethnic composition of the service areas.

The planning committee serves several functions in the network assessment process. The planning committee will assist you by: 1) identifying additional people to invite to the focus group meeting; 2) providing co-sponsorship for the initiative (which may entail resources for meeting space rental and meals/snacks); 3) by assuming one of several roles in the group process the day of the kick-off event or focus group meeting. The first planning meeting itself will provide you with an opportunity to:

☐ Explain the goals for conducting a diversity assessment.
☐ Gain local support for your efforts within the network.

**Roles:** The planning committee will be helpful in assuming the roles of facilitators, recorders, and observers. Given these functions, you may wish to consider who can be most effective in each of those roles. Since the format for the focus group meeting consists of small group discussions, you may consider who among the representatives from other agencies have skills as small group facilitators. It may well be that you can identify some or none. If you cannot identify skilled facilitators, you may wish to contract with professional facilitators. Local universities may be useful in directing you to appropriate sources. If you recruit experienced facilitators, it will be important for them to participate in the first and all subsequent planning meetings.

**Co-sponsorship:** This is a critical aspect of the planning phase since you will need both staff and economic resources to implement the assessment process. You may want to determine the resources you can devote to this network assessment process and the resources (staff and monetary) you may need. For example, you may need a budget or in-kind donations to cover: 1) a facility that can accommodate both the large group and smaller break-out sessions for small group discussions; 2) beverages, snacks and luncheon; 3) reproduction and distribution of invitations and other materials, and 4) preparation and distribution of a summary report and participation list.

II. Holding a Planning Meeting

A suggested agenda includes a presentation of the purpose for the meeting, goals for the diversity assessment process and the tasks, time line and budget for the initiative. In addition, the
agenda should include a discussion of the format for the focus group meeting, the roles needed to manage the small group process. It is also helpful to walk through the agenda for the focus group meeting. This section provides a more detailed list of items that can be covered in the initial planning meeting. Usually, the first meeting takes between one and a half to two hours. (Before you actually get to the discussion of tasks, it is suggested that you have the group do Exercise 1, Racial/Ethnic Self-Identification in Appendix II, Page 19.)

Specific Activities for the committee: Tasks to be achieved during the meeting include:

- Generate roster of potential participants (Decide on maximum number of persons to invite. Note that usually fewer people attend than are invited)
- Define a process for inviting participants - develop/suggest an invitation letter
- Define responsibilities for securing facilities and making other arrangements
- Discuss Budget needs
- Discuss roles during the focus group meeting for: Planning Committee; participating organizations and Agencies; Facilitators; Recorders; and Observers
- Set a date for holding the focus group meeting
- Agree to meet and set a time and place on the day before the focus group meeting for training on the group process and roles.

III. The Focus Group Meeting: The Agenda (see page 28)

The following is a brief description of the agenda and format for the focus group meeting. It is suggested that after a round of introductions by the sponsors of the network assessment, the prime sponsor provide some background about the initiative and place the day in context for the participants. This may be accomplished with a short presentation about the changing demographics in your community and the impact such changes have had on your network.

Description of small group process: The format for the day should be explained to participants. The Guidelines for small group discussions should be explained and discussed as well. In order to assign participants to small groups, we found that a fail proof and scientific approach to getting random groups is to ask people to count off! Depending on how many people are present, you will ask people to count off such that you have relatively equally sized groups of 8-12 persons.

Also during this presentation, facilitators and recorders need to be introduced. Their roles can be briefly discussed. Also, it should be mentioned that the small groups need to identify a reporter who will come back to the large group and report on the highlights of the small group meetings.

Topics For Sessions: There are two general sessions for the day. You will note that the topics for discussion follow a general progression, personnel and organizational issues, agency service issues, network issues and planning next steps. This approach and sequence of content was designed to facilitate discussion among participants by beginning to identify strategies in the context of their personal experiences in the work place. The discussions take very concrete forms, with participants giving specific examples such as policies, experiences, attitudes, and work relationships.
The morning focuses on individual attitude and organizational responses to diversity such as recruitment, hiring, training, managing, and retaining a multi-cultural work force and governing structure. The topics in the afternoon focus on direct care/service approaches and larger system issues such as care coordination, and program planning. The last part of the day is spent on a brief review of the major issues that were identified during the day with a focus on identifying strategies that have worked and challenges for the aging network. The last topic can be seen as an opportunity to take pride in strategies that have worked, and to begin identifying what may be some of the next steps to facilitate implementation of multicultural approaches. In our workshops, throughout the day, we have sought to stress that this initiative is intended to identify both strategies that have worked and areas of continued challenges.

Adjourn: Prior to adjournment, it is useful to have some closing remarks by the sponsor and co-sponsors of the day’s events. A re-statement of the organizational leadership’s commitment to an ongoing process and recognition of concrete next steps appears particularly meaningful to participants. By making recognition of the contributions of group facilitators and others in the planning committee, leaders can model an inclusive and sustainable process.

See page 28 for: Suggested Focus Group Meeting Agenda

IV. Facilitator and Recorder Training - The Meeting Before the Meeting

In preparing the Network Assessment meeting, you will determine who on the planning committee can be most effective group facilitators and recorders. This judgement is subjective, but some factors to consider are experience in leading group discussions, an inclusive approach to communications, and self confidence. You will also want persons who respect and appreciate cultural diversity. If you are undecided about who among your planning committee can assume the role of facilitator, we suggest you seek trained, professional facilitators. It is preferable that the outside consultants be persons who have a background in issues of cultural diversity. If you are using internal consultants, as above, the consultants should be trained facilitators. In either case, the consultants should read this workbook and should be well acquainted with the content and goals for the assessment.

A training meeting may be held the day before the focus group event. The meeting can last between 2-3 hours and provide opportunities to discuss the roles, goals and expectations for the focus group meeting. Suggested below are some agenda items to include in that meeting.

1. Suggested Agenda for Training Facilitators and Recorders

A. Introductions

Exercise 1 - Racial and Ethnic Self-Identification: The links to your work
After you have explained the purpose for the meeting, you may wish to have a round of introductions that will help participants share about their own racial/ethnic heritage. Please take a couple of minutes to go around the room to first share two things with the group: 1) how you identify yourself racially or ethnically; 2) a strength you bring from your
Suggested Focus Group Meeting Agenda

Diversity and The Aging Network

AAA Regional Council - Area Agency on Aging

8:00 a.m. Sign-in

8:30 a.m. Introductions

* The Context for Diversity and The Aging Network
* Description of focus group process

9:00 a.m. Session 1 - Small Group Discussion:

* Factors that Support and Hinder Recruitment and Retention of Culturally Diverse Staff
* Issues Around management and Promotion of Culturally Diverse Staff

11:00 a.m. Report to Large Group

11:45 p.m. Lunch

12:45 p.m. Session 2 - Small Group Discussion:

* Referral and Care Coordination for a Multicultural Community
* Issues in providing services to Multicultural Communities of Elders of Color
* Next Steps

2:30 p.m. Report to Large Group

3:00 p.m. Adjourn

ethnic/racial background to the role you will play tomorrow; 3) a strength you bring from your ethnic/racial background to the work you do with elders.

B. Discuss Goals for the project

Goals for Group Process: The focus group meeting is intended to be a brainstorming process which generates sharing of information and ideas on cultural diversity and recruitment,
retention and training of personnel; how cultural diversity affects relationships between agencies; and how it affects relationships with clients. Briefly, the goals for the group are to: promote spontaneity conducive to group creativity, collaboration and participation.

C. Discuss Guidelines for the small group process (review page 16)

Guidelines for the small group process
Place no blame
Force no shame
Speak from personal experience
Provide specific and concrete examples
Provide confidentiality

D. Discuss Agenda for the Focus Group Meeting (see page 24)
Walk through each section of the agenda (see page 24). Explain the process for breaking groups by counting off in the large group to form small groups. Explain small group process, i.e. the small groups each go to a break off room to conduct their small group meetings. Also cover:

Small Group introductions: At the beginning of the small group session in the morning, we suggest that participants be asked to identify self racially/ethnically, as outlined on page 16: Exercise 1: Racial and Ethnic Self Identification. This self introduction may take two-three minutes per person in the small group.

Selecting a representative to make report to large group: It is preferable that this task be completed before the small groups begin their discussions.

Spending some time with the topic for discussion so that participants understand what is expected from them: It has been our experience that some participants will not have understood instructions and will now, in the small group ask questions

E. Role of the facilitator/recorder/observer
Begin this section of the agenda with a discussion about the groups' experience with this type of process. For example, you can ask:

☐ Have any of you participated in a focus group meeting? Would you share what it was like?
☐ What makes a good facilitator? A good recorder?

You may wish to use a newsprint pad to write down group comments. If not brought up in the group discussion, it is suggested you mention these aspects of the facilitator's role:

• inclusive [recognizes people who want to contribute, addresses group/individual concerns]
• brings discussions back on track [recognizes when people are confused, frustrated, disengaging]
• mediates when very negative/forceful points are made
• asks for clarification

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creates closure: 1) has group recap major points; 2) asks what has been left out; 3) asks what have people learned or re-learned.

A similar discussion can be held about expectations for the recorder. These include summarizing major points on the flipchart; helping the group recap major points discussed; participating in discussions; and observing group dynamics and sharing observations with the facilitator. Specifically, some of the expectations of the recorder will include:

- printing clearly
- asking for clarification from the group
- being concise in recording
- stressing confidentiality

F. Considerations for managing group processes

This discussion is intended to help facilitators/recorders anticipate group behavior. You can start this discussion by asking:

☐ Given what you know now about the plans for the day, what are your worst fears about what might happen?
☐ How do you expect people will respond?

G. Feedback to facilitators throughout the day

After each small group session, during the break, facilitators and recorders will benefit from meeting in a central room to talk about:

☐ how the session is going
☐ discuss group dynamics

It is important that feedback be objective and precise. For example, a facilitator not being inclusive of all members in the group? What are the group dynamics: is one person dominating the floor?

V. Kick-off Event: Holding the Focus Group Meeting

It seems that what is left to discuss about the focus group meeting, if you have followed the order and indications in the handbook, are basically what are called "administrative tasks".

On the day of the meeting, it is suggested you set up a registration table. Ask persons to sign-in as they arrive. We suggest that you have an agenda to be distributed at that time.

Be certain that the sitting arrangements in the break-out rooms are done in a circle so that participants can see each other. Additionally, physically inspect access to ensure that persons with disabilities will not be hindered as they move around during the day.

If you have arranged for lunch or snacks, be certain to take into account food preferences for vegetarians or persons with religious or special diet needs.
Appendix IV. Selected References on Cultural Diversity Issues

Service Delivery


Caregiving

Health


Service Use: Long-Term Care


Work Force


