National Alliance on Mental Illness

Multicultural Engagement & Inclusion Planning Guide

for NAMI State and Affiliate Organizations

NAMI Multicultural Action Center
2012

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Introduction

"NAMI at all levels shall actively recruit, engage and serve members from every race, culture, ethnicity, age, religion, socio-economic status, sexual orientation, gender and disability and shall not discriminate against any person or group in the requirements for membership, provision of service or support or in its policies or actions."

NAMI Standards of Excellence *Inclusion Practice 1*

As NAMI strives to become a stronger and more vibrant organization, we have made diversity and inclusion one of its strategic priorities. This priority recognizes that NAMI's growth and strength depend upon our ability to meaningfully engage all communities. The U.S. population has significantly increased in size and diversity. As a matter of fact, in parts of the country like Los Angeles and Washington, D.C., white Americans are now the minority population. In this multicultural society, our challenge is to find a way to effectively engage across groups to make sure we are truly the nation's voice on mental illness.

Diversity goes beyond race and ethnicity. NAMI's Diversity and Inclusion Work Group defines diversity as "many demographic dimensions including—but not limited to—race/ethnicity, sex, age, disability, sexual orientation, education, gender expression, religion/faith, geographic origin, socio-economic status, language, individual culture, lived experiences and national origin as they relate to the whole person. Diversity encompasses understanding, respecting, embracing, preserving and celebrating experiences and perspectives that are different from our own."

Only by realizing all that diversity encompasses can we achieve the excellence we seek as an organization. In a diverse NAMI, individuals from all of our communities' cultural dimensions will be meaningfully engaged and feel themselves to be part of a safe, trusting environment in which everyone belongs and has an equally empowering and positive experience.

Cultural competence is our mission at NAMI, and this manual, part of a series of resources developed by NAMI's Multicultural Action Center to support successful implementation of the NAMI Standards of Excellence, will equip you—NAMI state organizations and NAMI affiliates—with information and tools to meaningfully engage diverse communities. Specifically, this manual focuses on cultural competence and on how to develop a successful multicultural outreach plan.

If you have any questions or need any assistance please contact the NAMI Multicultural Action Center at macenter@nami.org.

We wish you success in your multicultural efforts!

Cultural Competence: A Key for Success

You have probably heard the term cultural competence before. As the mental health field has begun to recognize the importance culture plays in all aspects of mental health—from manifestation of symptoms to delivery of services and adherence to treatment—organizations have started to focus more attention on providing services in a manner that meets the cultural reality of the communities where they serve. Cultural competence is a crucial component of any diversity and inclusion effort since it will help you to provide your programs and services in a manner that meets the cultural reality of the diverse individuals and families you aim to engage. Much of the guidance that we present to you in this manual is designed to help you achieve cultural competence while implementing your inclusion and engagement plan with a specific group. However, it is important that you take this guidance further and work to improve your organization's overall cultural competence rather than just certain parts of it. Some NAMI state organizations and NAMI affiliates have encountered difficulties in the past because they designed and tried to implement multicultural plans in a vacuum and not as part of their overall work.

To truly engage diverse communities, you must offer meaningful opportunities throughout your organization and not just on a separate track. Your initial tasks and offerings should be designed to attract new individuals to your organization, but you must carefully plan what can be done to sustain their involvement. Since understanding cultural competence is the first step to successfully engaging diverse communities, before we address an engagement plan, read this overview of cultural competence and how to achieve it.

What is culture?

The Merriam-Webster Dictionary defines culture as "the integrated pattern of human knowledge, belief and behavior that depends upon the capacity for learning and transmitting knowledge to succeeding generations."

Culture refers to the customary beliefs, social forms and material traits of a racial, religious or social group. It includes the set of shared attitudes, values, goals and practices that characterizes an institution or organization.

Think about culture as the lenses through which you see and experience the world.

What is cultural competence?

Cultural competence is a set of congruent behaviors, attitudes and policies that come together in a system, agency or among professionals that enable them to work effectively in cross-cultural situations (Cross *et al*., 1989). Basically, it is the ability to adapt programs, services and practices to fit different cultural contexts.

Cultural competence:

- is an ongoing process;
- is not stereotyping;
- is not synonymous with race and ethnicity;
- implies awareness of one's own preconceptions and biases;
- requires recognition of the impact of the organization's assumptions and practices; and
- recognizes, honors, respects and validates differences and similarities between people.

Why is cultural competence important to NAMI?

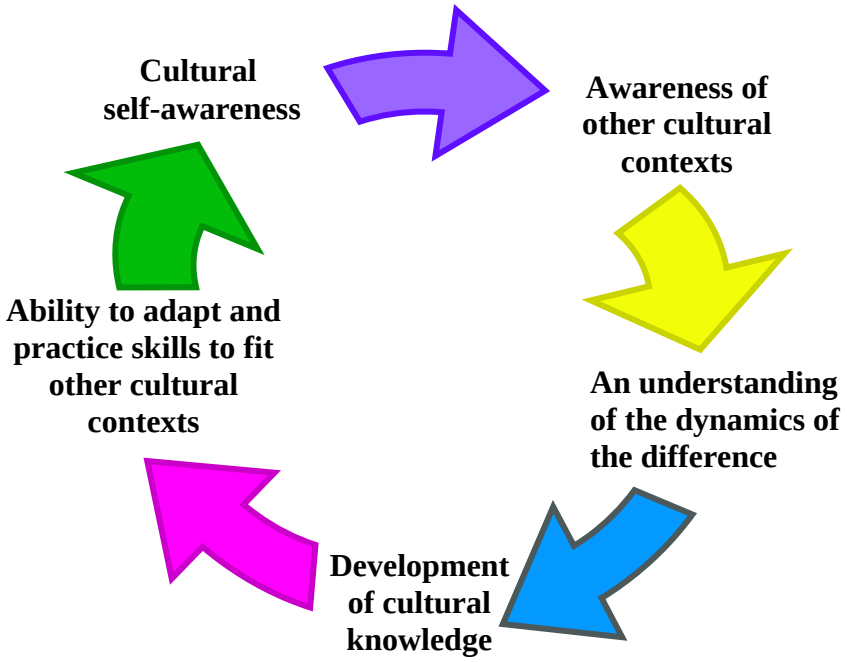
Each and every one of us exists within a cultural context. Attention to cultural details and knowledge will help us successfully engage and retain individuals and families from diverse backgrounds.

NAMI's ability to fit within different cultural contexts can help us create a domino effect that will allow us to successfully reach a broader section of the population and increase the impact that we have as an organization. For example, the more people we are able to reach, the more NAMI members we can attract. A bigger and more diverse membership base will, in turn, increase our impact as an advocacy organization and it will allow us to expand our leadership and volunteer base. The more volunteers we have, the more NAMI programs we will be able to offer. Furthermore, our ability to demonstrate a diverse membership and leadership could help significantly increase our funding sources, given that many funders are interested in multicultural projects and value organizations willing and able to reach diverse audiences.

To successfully reach and engage diverse communities we must strive to become a cultural competent organization.

What does cultural competence entail?

Cultural competence entails the following five components:



1. **Cultural self-awareness:** This involves understanding the assumptions and values upon which our own behavior and worldview rest. Self-awareness is important since these values and assumptions are ingrained in our worldview and affect how we perceive ourselves and the rest of the world. To every interaction we have with others we bring our own pre-conceptions about "the other." We may assume this "other" is just like us, or that he or she is so different that we can never understand them. These preconceptions can impact our expectations, behaviors and communication styles. As much as we want to think of ourselves as culturally sensitive, we all have biases. Self-awareness allows us to be conscious about them.

2. **Awareness of other cultural contexts:** This encompasses a wide range of elements including but not limited to ethnicity, race, country of origin, language, acculturation, gender, gender identity, age, sexual orientation, religious and spiritual beliefs, socioeconomic status and educational achievement, etc.

3. **An understanding of the dynamics of the difference:** It is important to have a basic understanding and knowledge of the common beliefs, norms and values held by members of the socio-cultural groups represented in your area. Unfortunately, we often assume that culture is not relevant or well-meaning people are concerned with the risks of stereotyping to the point of not recognizing difference. Although this is a valid concern, we cannot conclude that there is no need for having basic knowledge of the cultural characteristics of others.

4. **Development of cultural knowledge:** To be culturally competent we must familiarize ourselves with the cultures that exist in our area. The changing demographic characteristics of the U.S. make it very difficult to be knowledgeable about all the potential groups. As a first step, we should attempt to become familiar with one or two of the groups that we most commonly encounter. Cultural knowledge includes knowing about views on family and daily living, intergenerational issues, culturally acceptable behaviors, role of religion, beliefs about causes and treatment of mental illness, etc.

5. **Ability to adapt and practice skills to fit other cultural contexts:** We need to assess the cultural context of others and make changes and adaptations to fit their milieu. For example, we have to attend to nonverbal and verbal cues and interpret them within the appropriate cultural context. Mainstream Anglo-Saxon listeners tend to maintain eye contact with the speaker while other cultures minimize eye contact as a sign of respect. Personal space is another good example—in mainstream U.S. culture, we tend to stand about three feet apart to have an ordinary conversation. In Latino cultures, people typically stand closer. This can be interpreted as threatening or intrusive if the other person is not aware of this specific norm.

How can NAMI achieve cultural competence?

Achieving cultural competence depends on the following:

1. Committing to cultural competence on an organizational level;
2. Generating support from staff, volunteers and members;
3. Performing a cultural assessment;
4. Establishing clear goals, objectives, policies and procedures;
5. Planning and communicating collaboratively;
6. Creating available, accessible, quality services;
7. Planning, monitoring and evaluating; and
8. Developing human resources.

Achievement of Organizational Cultural Competence

1. Committing to cultural competence on an organizational level:
Commitment to cultural competence displayed by organizational leadership (board members, staff and other leaders) is crucial for achieving cultural competence within the organization as a whole. Without real commitment, cultural competence cannot occur. This commitment should be clearly demonstrated through the attitudes and values held by the organization, *e.g.*, it is reflected in the organization's mission or vision statements, the organization's strategic plan, etc.

Tools you can use	Use NAMI's **Standards of Excellence, Strategic Plan and Strategic Screens** as templates for your own diversity and cultural competence language. Available at www.nami.org/excellence

2. Generating support from staff, volunteers and members:
Once the leadership is on board, it is important to engage others (staff, volunteers and members) in the process. At this point the following areas need to be clearly explained: the purpose of the plan, the reason for making cultural competence a priority, the advantages of becoming a culturally competent organization, as well as any other information you can share to link this process to the larger organizational mission. In order to succeed in becoming more culturally competent, everyone involved should understand its importance in theory and begin to embrace and support the effort to make it a reality.

Tools you can use	**NAMI's Let's Talk: Diversity in Action** This 90-minute dialogue is designed to help NAMI state organizations and NAMI affiliates get started on the road toward diversity, inclusion and cultural competence. The toolkit-based program helps you plan and host the scripted dialogue. (Available at www.nami.org/excellence).

3. Performing a cultural assessment:
It is important to identify the organization's cultural attributes and how these qualities affect service delivery, utilization and current levels of cultural competence. This information will help us to clearly grasp where we stand and will give us valuable information for planning how to move forward.

Tools you can use	**Cultural Competency in Mental Health Peer-run Programs** This NAMI STAR Center user-friendly tool will help you assess and cultivate cultural competency. It guides users through a step-by-step process to identify strengths and limitations for meeting the needs of diverse populations. See page 25 for more information. (Available at www.consumerstar.org). For a brief initial assessment see **NAMI's Diversity and Inclusion Self-assessment Worksheet** (Appendix #3).

4. Establishing clear goals, objectives, policies and procedures:
We must determine up front what our diversity goals and objectives are. Once these are set, we can then design and implement policies, procedures and programs to help us achieve them. It is important to embed this suite of approaches into the entire fabric of the organization rather than try to accomplish them as a side project.

Tools you can use	o **NAMI's Standards of Excellence on Diversity, Inclusion and Non-discrimination** (Appendix #1) o **NAMI's Strategic Plan and Strategic Screens** o **Let's Talk: Diversity in Action**

5. Planning and communicating collaboratively:
Everyone involved in the organization's cultural competence efforts should be part of the planning and implementation, including representatives of your target communities so they can identify the needs, interests, concerns and preferences of their communities. You should consider forming a Cultural Competence Advisory Committee to provide direction, input and oversight of your cultural competence efforts. The committee itself should reflect the diversity of the communities in which the organization operates and it should have direct and meaningful access to the organization's leadership.

Tools you can use:	**See steps 1, 5, 6, 7, 8 and 9 on this guide.**

6. Creating available, accessible, quality services:
Research indicates that diverse communities face significant barriers to accessing quality mental health care, including education and supports. We need to pay particular attention to these barriers in order to provide equal access and quality of care. Next steps could include conducting targeted outreach to multicultural communities, developing and utilizing culturally sensitive materials and offering resources in other languages.

Tools you can use	NAMI's Multicultural Action Center has developed a variety of culturally competent materials ready for use in multicultural outreach, including: o **Sharing Hope: Understanding Mental Illness,** designed for African American congregations; o **A series of fact sheets on GLBT mental health;** and o ***Avanzamos* (NAMI's bilingual newsletter).** (For a complete list of materials see appendix #2 or visit www.nami.org/multicultural).

7. Planning, monitoring and evaluating:
To assess if we are improving our levels of cultural competence we need to monitor our efforts closely and assess the impact they have in the organization.

8. Developing human resources:
Our efforts should include staff and volunteer training on cultural competence so that we can equip ourselves with the knowledge, skills and tools needed to become culturally competent. Staff at all levels and in all functions of the organization should be part of such trainings. In addition to training staff, we should strive to diversify our workforce when we have the opportunity.

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On the next pages you will see cultural competence operationalized and applied to the development of an engagement and inclusion plan. These steps can also be applied to other areas of the organization.

Remember, cultural competence is not about re-creating what you do but adapting it to fit different cultural contexts.

Formulating an Engagement and Inclusion Plan

Now that we have a basis for understanding what cultural competence is, what it entails and how to achieve it, we will begin to focus on how to develop and implement a successful multicultural engagement and inclusion plan. Take time to go through each of the following recommended steps with both your leadership and the members of your multicultural committee (which we explain on page 17). While we present them in a specific order, you can implement them in different orders and/or simultaneously. Remember: be flexible! While these strategies have proven to be successful, there is no guarantee that the specifics will work the same in all communities. You may need to make some changes along the way.

Successful multicultural outreach requires time and commitment. Do not get discouraged! You will be building trust and new relationships, which takes time. By following these steps you will be constructing a strong foundation for your future presence in the target community. Do not rush directly into planning an education program or support group. While this may seem faster, your effort is not likely to succeed without laying the groundwork for trust and familiarity with the target group. If this is your very first time working on engaging a multicultural community, give your organization some time to grow into the role.

Remember the keys for success below as you develop and implement your plan.

- Build trust by listening and showing respect.
- Personal relations are the key. You cannot access a community without establishing personal relations with its members.
- Network. Bring community leaders together.
- Do not expect them to come to you. Go to the places where the community meets.
- Acknowledge and embrace differences between your culture and the culture you are reaching out to. Remember that one size does not fit all.
- Be patient! Do not rush. Avoid making the community feel like they must fit in to your timetable.
- Allow a good amount of time for outreach and relationship building. Do not get discouraged if you do not have success at the beginning. If you feel like giving up, keep trying to establish communication.

These 13 steps by design will allow you to develop a culturally competent plan. You can follow these steps to address other organizational issues in a culturally competent manner!

We suggest the following 13 steps:

1. **Decide whether or not to embark on an inclusion effort**
   Page 12
2. **Identify your target group**
   Page 14
3. **Study the community you want to reach**
   Page 15
4. **Create a Multicultural Engagement Committee**
   Page 16
5. **Map your target community**
   Page 19
6. **Cultivate relationships with key community leaders**
   Page 22
7. **Build Trust**
   Page 23
8. **Identify existing or potential roadblocks**
   Page 24
9. **Formulate your engagement and inclusion plan**
   Page 26
10. **Embed your plan into your existing organizational plans**
    Page 29
11. **Market your efforts and reach out to the media**
    Page 30
12. **Seek funding**
    Page 32
13. **Evaluate your program**
    Page 33

1. Decide Whether or Not to Embark on an Engagement and Inclusion Effort

In order to begin planning for engagement activities, it is necessary to develop an agreement within the organization to embark on such effort. This phase is crucial because outreach activities often appear easy "in theory" when, in actuality, such efforts will require time, resources and commitment. For these reasons, it is imperative that an informed agreement exists among the leadership that such a depth of effort is needed and desired. It is necessary to be clear about the amount of time, resources and commitment that this will entail. We suggest this conversation take place at a meeting exclusively convened for existing NAMI members since this will create a safer environment for an honest dialogue.

Steps to follow:

✓	**Task**
	Hold a series of meetings to discuss the idea of engaging other communities and explore your organizational readiness. The questions provided on the next page can help guide the discussion.
	Discuss the NAMI Standard of Excellence related to diversity, inclusion and non-discrimination and the implications for your organization. See Appendix #1.
	Encourage open discussion. It is important that everyone be given a chance to express their opinions, even if they are negative, without fear of being accused of insensitivity to the needs of diverse communities.
	Identify who will lead the effort, who will be involved and what will be the immediate next steps.

Be aware that some of your organization's members may be hesitant to openly express their reluctance or disagreement with the decision to conduct outreach activities. Acknowledge these opinions but express why this is an organizational priority. You could also share the latest demographic statistics. For example, numbers released by the U.S. Census Bureau in February 2011, below, paint a changing picture of the nation.

- Racial/ethnic minorities represented between 81 percent and 89 percent of the U.S. population growth since 2000.
- Latinos accounted for approximately 40 percent of U.S. growth in the 18-and-older population since 2000.
- The number of multiracial Americans jumped roughly 20 percent since 2000.
- Non-Hispanic whites make up approximately 65 percent of the U.S. population (down from 69 percent in 2000).

- Latinos increased from 13 percent of the U.S. population a decade ago to 16 percent.
- Blacks represent about 12 percent and Asians roughly 5 percent of the total U.S. population.

To find out your state or local data visit http://factfinder2.census.gov.

Allowing everyone's opinions to be heard will encourage as many members as possible to "buy into" the plan. To hold a more specific dialogue, use NAMI's Let's Talk: Diversity in Action toolkit.

Tools you can use	**NAMI's Let's Talk: Diversity in Action** This 90-minute dialogue is designed to help NAMI state organizations and NAMI affiliates get started on the road toward diversity, inclusion and cultural competence. (Available at www.nami.org/excellence).

Sample Questions for Discussion:

- Why is it important to engage other communities?
- Do we know who the diverse communities in our area are?
- Do we extend services to people living with mental illness and/or family members from diverse communities? If so, what type of services? (*Note: If we say we are open to everyone yet are not culturally competent, we are creating barriers that prevent people from diverse communities from joining us.)*
- Do we have special committees that address the specific concerns or issues of multicultural communities in our area?
- Do we have materials (fact sheets, membership application forms, etc.) in any languages other than English? Do these materials meet the needs of local multicultural community members?
- Do we have education programs or support groups for diverse populations?
- Do we have a diverse membership? In not, why? *(Take some time to really explore the reasons for this. You may hear responses such as "We invite them but they don't come;" "We are open to everyone that wants to join us" and "The levels of stigma are too high in that community and that is why they don't come." Responses like these, which effectively put the blame on diverse communities, occur quite frequently. They prevent us from having to look at what we may be doing that is not inclusive of others. While this question may be uncomfortable to answer, it is very important that we take an honest look at ourselves.)*
- Do we offer a safe environment for gay, lesbian, bisexual and transgender individuals?

2. Identify the Target Group

Be realistic and specific when choosing a target community. Your outreach plan will be based on this specific segment of the population that you want to reach. For example, if you decide to reach out to well-educated, upper-class families within the target community, the strategies will be different than the ones that you would use when reaching out to individuals with less of an educational background in the inner city. The following set of questions can help identify your target group(s):

- What are the demographics in your state and/or city—what communities are present?

- What group do you want to target? Why? Are there any readily available opportunities?

- What are your current resources for this community?

- Do you know any members from this community who could help you?

While your ultimate goal is to be inclusive of *all* communities in your area, start by focusing on one or two.
This will prevent you from feeling overwhelmed and will help you develop the skills you need to successfully reach other communities later on.

3. Study the Community You Want to Reach

Once you have decided to reach a specific community in your area, you need to learn as much as you can about this group—its characteristics and history. The more you know about your targeted audience, the more successful you will be at engaging them in meaningful ways.

Things to learn about:

- Your target group's culture (history, traditions, values, norms, family systems, artistic expressions, etc.);
- The impact of racism, poverty and discrimination on the group's behavior, attitudes, values and disabilities;
- The help-seeking behaviors of this community;
- The roles of language and communication styles;
- The resources (*i.e.*, agencies, persons, informal helping networks, research) available for this community; and
- The communication venues of the community (radio, TV, newspapers, word of mouth, etc.).

Find out what prompted your current members from the target group to join NAMI and what encouraged them to remain involved.

- What attracted them to join our organization?
- How did our organization reach these individuals?
- Why did they remain active?
- Are they satisfied with their membership? Why? Why not?
- Do they feel meaningfully engaged?

4. Create a Multicultural Engagement Committee

We recommend creating a multicultural taskforce or committee to help plan your efforts and to guide and monitor the process. This group can also play a key role by publicizing the initiative in the community and introducing you to potential volunteers and participants. This group should include state organization leaders, affiliate leaders, staff, cultural brokers and other community leaders. This committee may help you identify and develop future board members (or leaders for other important positions).

- The committee should be made up of individuals who possess knowledge and skills related to community outreach, education, support, advocacy, etc. Members should also be able to open doors in the community.
- The size of your group can vary. Just make sure it is manageable and helpful for attaining your goals.
- This group can be as formal or informal as you need it to be. Just remember, the group's purpose is to help develop and implement your engagement and inclusion plan.
- Do not make the mistake of only including "diverse people" on your committee.
- This group needs to be an important part of your leadership and connected to your overall efforts.

Be thoughtful when selecting members for the group.

- Are they community leaders?
- Are they knowledgeable about mental illness, recovery or NAMI?
- What skills do they bring to the table?
- Are they truly committed to this effort?
- Are these cultural brokers or community leaders willing to provide us with meaningful feedback and suggestions?
- What are their incentives to join?

To get started, invite potential committee members to a face-to-face meeting. At this meeting:

✓	**Task**
	Outline the committee's specific objectives.
	Provide an overview of your organization—brief history, major programs and services you offer, etc.
	Share your organization's previous work on the multicultural front—why and how you decided to work on multicultural outreach, your goals and expectations, previous efforts, etc.
	Discuss with the group the current mental health status of the target community. Is the community is aware of the issues? Are there programs and services? Have there been community education efforts? What are the levels of stigma? How do you think the community will react to an education effort?
	Discuss the types of programs and initiatives that could successfully engage the community. While you can ask about the feasibility of using NAMI programs such as Family-to-Family or Sharing Hope, you are better off making this the topic of a future meeting since the committee will have to review the programs and consider what they like and don't like about them.
	Identify opportunities—community celebrations where NAMI could be present, such as organizations that may have an interest in mental health and local community leaders who may support mental health.

Establish group members' roles and responsibilities.

- What are you asking from them and what do they get in return?
- Be very specific and make sure everyone is on the same page.
- Assign roles according to their talents, skill sets and experience. Tell them up front what the responsibilities are so they can decide whether or not they are able or willing to be part of the group. Group members' responsibilities may include:
    - providing guidance about what organizations to approach and how;
    - putting you in contact with organizations they know;
    - helping you reach out to congregations by going with you to meetings;
    - being available for radio, print and TV interviews;

- marketing the initiative;
- volunteering to implement programs;
- monitoring progress; and
- reviewing reports.

Determine how work will be accomplished:

- Most likely, the group will have a lot of work at the beginning. Once the initiative is established you can decrease the number of meetings. Consider keeping the advisory group informed of your progress and engaged throughout the implementation.

- How often will the group meet?

- Will all meetings be in person?

- What will be the time and place for the group meetings? Should some meetings be held via conference call?

5. Map Your Target Community

Cultural mapping is an approach used to identify the characteristics of a community's resources and features. When you finish your cultural map you will be more familiar with your target group and will have identified some key elements for your plan.

Follow the steps below to create your cultural map.

✓	**Task**
	Involve your multicultural committee.
	Identify additional community members (*i.e.* cultural brokers) to help you navigate the terrain and who can also respond to your questions.
	Make sure these respondents are representative of the target community and willing to share their knowledge with you. These people can help you determine where to go, who to contact, how you should interact with the group, what type of questions you can ask, what is culturally appropriate, etc.
	Enter the community with a clear agenda of what you want to learn from it. This will help you stay focused without feeling overloaded with information or seem as if you are "watching" or "studying" it.

Below are examples of questions that you should respond to in order to map the group you are targeting. *Be as specific as possible.*

Identify the location of the target community.

- In your state/county/city, where do members of your target community live? Which neighborhoods?
- What are the characteristics of these regions/neighborhoods?
- Are they safe regions/neighborhoods?
- Are they quiet regions/neighborhoods?
- What is the region/neighborhood area like?
- What are the boundaries of the region/neighborhood?

Remember to enter the community with humility and be ready to learn from it.

- Is there easy access to public transportation?
- What businesses are located in the region/neighborhood?

Identify community organizations.

- Where do community members congregate?
- Where are the schools, hospitals, community centers and churches?
- Are there any community-based organizations?
- What types of social services are accessible/available?
- Are there any neighborhood associations?
- Are there other less formal social groups (*e.g.* clubs, fraternities/sororities, book clubs, etc.)?
- What do these organizations and clubs do? What needs do they address?
- Who runs these organizations?
- What are some important businesses patronized by community members (*e.g.* beauty salons, restaurants, grocery stores, etc.)?
- What are their media outlets (*e.g.* newspapers, TV, radio)?
- Are there any community coalitions you could join?

Identify community leaders.

- Where does your target group look to get reliable information?
- Who are the community leaders (*e.g.* pastors, local legislators, commissioners, teachers, school counselors, business owners, artists, professionals, media personalities, etc.)?
- List leaders by name and location.
- What other leadership roles are evident?

Identify prevailing beliefs expressed by the community.

- Is it a largely spiritual community?
- What are the community's symbols and ceremonies?
- What other characteristics and beliefs do community members have?
- What is the community's relationship with the rest of the population?
- Does the community welcome outsiders or see them as invasive?

Identify community beliefs toward mental illness.

- Is the community aware of mental illness as its own issue or does it see mental illness as belonging to another sphere, such as spirituality?
- Does the community have good information about mental illness—causes and treatments?
- What are the levels of stigma in the community's attititudes about mental illness?
- How is stigma put into practice as discrimination toward people living with mental illness?
- Does the community see mental illness as an important issue?

Identify community needs.

- What are the major issues affecting this community—historically and currently?
- What are the priorities of the community?
- What are the biggest needs of the community?
- Where does mental health fit within the community framework?

Compile the answers to these and any other questions that you think may be important and share them with your leadership. The answers to these questions will help you in your planning and strategizing process.

6. Build Partnerships and Cultivate Relationships with Key Community Leaders

Thanks to your cultural map, you should have already identified key community organizations and leaders as potential partners. Before you even approach them, think about what may motivate them to enter into a relationship with you—what do they gain by working with you? Focus on the organizations and leaders that have the most to gain and are most likely to say yes and cultivate relationships with them. It might take time to gain their trust, but it is essential to have their support and buy-in.

These leaders are your community experts. They should be part of the entire engagement planning process. They can help you identify the community's needs and how to successfully reach the group. Because they are respected and recognized by the community, these leaders can help you gain access, trust and attention from the group. Listen to them!

Review the previously compiled list of organizations and leaders in your target community.

- Do you have contact with them?
- How can you effectively reach them? Do you have any contacts that know them and may be willing to make an introduction?
- What does the organization do?
- How can you establish a working relationship with them?
- Do you share common goals or interests?
- Have they done any work related to mental health before?
- What can you offer in return?

When approaching each organization, make sure you underscore what they stand to gain or win out of this potential new relationship. Do not make a generic ask for involvement. Be specific about your request. At the same time, have alternative ideas available for consideration.

Once partnerships are established, follow up with partners on an ongoing basis and create opportunities to grant them visibility.

7. Build Trust

Due to negative past experiences, diverse communities may have a hard time trusting outsiders. They may be wary of any organization approaching them and offering support. This is not surprising given that they may have faced prejudice, bias and discrimination or had to deal with patronizing approaches from organizations that were not culturally competent. Diverse communities often talk about feeling "burned" or used by previous situations in which organizations have come offering some service and then left after getting their objective fulfilled.

For example, when NAMI first launched its multicultural efforts, multicultural mental health organizations viewed NAMI with suspicion and openly stated that since NAMI had not cared about their issues before, they did not trust it would carry the current effort through. NAMI staff had to work for a long time to gain their trust and demonstrate an honest commitment to multicultural mental health. The first step was to acknowledge that the organization had neglected to do this before and that past efforts had failed.

Building trust is imperative.

✓	**Task**
	Be very up-front about your motivations and goals. Disclosure and transparency will go a long way.
	Take time to establish relationships by listening and showing respect. Do not rush into making your request or starting a program right away.
	Acknowledge past mistakes you may have made with this community.
	Make your presence visible in the community.
	Ask about the community's views and listen intently. This communicates respect, which can be an important building block for a relationship.

8. Identify Existing or Potential Roadblocks That May Keep Your Target Community Away

You know your NAMI office does a good job of serving people living with mental illness and families. Your program attendees, policy impact, membership and other outcomes indicate the great impact you are having. Since your programs are open to anyone that wants to attend, it may be hard to consider that there are barriers that may be preventing people from diverse backgrounds from joining. Consider this statement from the NAMI STAR Center:

> "In a national survey, we identified people in recovery who do and don't use peer support and are members of racial and ethnic minority groups. When asked why they weren't in peer programs, *many expressed concerns about not feeling understood or accepted*. *Even those who do use peer support felt that peer programs are sometimes disrespectful toward their cultural beliefs and values, even though the membership is caring*. Some people feared 'rocking the boat' by openly expressing their cultural views and lifestyles in peer programs."

This is an important finding for us to consider and explore. Even if our doors are open to everyone, people from diverse backgrounds may fear being misunderstood or they may be disrespected without us even realizing it! This is obviously not something we do on purpose but it is something we should definitely assess and address. Even the most elaborate outreach plan will fail if you neglect exploring how culturally appropriate your services already are, identifying barriers that are keeping people away and, most importantly, doing something about them.

There are many tools you could use to identify barriers and potential roadblocks. We recommend conducting a cultural competence assessment such as NAMI STAR Center's *Cultural Competency in Mental Health Peer-run Programs and Self-help Groups: A Tool to Assess and Enhance Your Services* since this will give you a picture of the entire organization. While this tool was developed specifically for peer services, it applies perfectly to NAMI state organizations and NAMI affiliates. This easy-to-use instrument will help you identify the ways in which your activities are already responsive to members of diverse communities and areas where you could use some improvement. Most helpfully, it offers suggestions about steps you might take to improve.

The assessment tool focuses on the following five areas:

1. Administration, policies and guidelines;
2. Leadership;
3. Services and supports;
4. Program or group environment; and
5. Communication and language capacity.

You could also use NAMI's Diversity and Inclusion Self-assessment Worksheet, included as Appendix #2, although it is designed to be a brief assessment that should be followed up by a more in-depth assessment such as the one from the STAR Center.

 Tools you can use	**Cultural Competency in Mental Health Peer-run Programs** (Available at www.consumerstar.org). **NAMI's Diversity and Inclusion Self-assessment Worksheet** (See appendix #2).

Consider some of these sample issues you may want to assess.

- Where do we conduct our meetings? Are they located too far from our target community neighborhoods? Are they accessible via public transportation?

- Do we depend too much or too little on technology?

- Are people from diverse backgrounds part of our leadership and/or staff?

- Do we have materials available in various languages?

- How do we define family? Does it include extended family and/or families of choice rather than origin?

- Do we show that we are gay, lesbian, bisexual and transgender friendly?

9. Formulate Your Engagement and Inclusion Plan

Now that you know more about your target community, their needs, their views on mental illness and what may work in that community, you can start developing your engagement plan in earnest. Notice how much work was needed even before you started your actual plan! This preliminary work is extremely important—the success of your effort will largely depend on it.

Your multicultural committee is a key partner in this process. Planning meetings should involve the project leads, the multicultural committee and anyone else you think should be at the table. It is important to involve community members at this stage in order to ensure that plans are relevant, responsive to the community's needs and as culturally meaningful as possible. For example, your community representatives may feel that education is a priority but that the community is not ready for an intensive program such as Family-to-Family or Peer-to-Peer. They may recommend starting with a more introductory program such as Sharing Hope or In Our Own Voice to give the community the opportunity to get to know NAMI and to introduce mental health as a topic. Listen to these recommendations—they come from the experts on what the community needs! You can still have Family-to-Family and Peer-to-Peer as long-term goals.

You might begin planning with a certain goal in mind, but remain flexible throughout the process. After the initial planning steps you may realize that your desired goal is not suitable given the present situation. Be willing to change focus. For example, you may have wanted to start a Spanish-language support group. After your cultural mapping, dialogue with the community and input from your multicultural committee, you may come to realize that this is not the right approach. What works for one community may not work for another one. Meet target groups where they are and not where you are or where you want them to be.

Create SMART Goals

Now that you have identified your target community and know more about them, it is time to establish goals for your engagement efforts. To be successful, these goals should be established in partnership with your community representatives and articulated clearly.

We encourage you to create SMART goals. The acronym SMART has a number of slightly different variations, which can be used to provide a more comprehensive definition for goal setting:

S - specific, significant, stretching
M - measurable, meaningful, motivational
A - agreed upon, attainable, achievable, acceptable, action-oriented
R - relevant, realistic, reasonable, rewarding, results-oriented
T - time-based, timely

Specific:
Your goals should be well-defined since this will help you focus your efforts and dedicate the appropriate resources and energy to achieving them. Specific is the *what*, *why*, and *how* of the SMART model. Use action words such as direct, organize, coordinate, lead, develop, plan, build etc.

- *What* do you want to ultimately accomplish?
- *What* are you going to do?
- *Why* is this important to do at this time?
- *How* are you going to do it?

Measurable:
What does not get measured does not get done! Goals without measurable outcomes do not allow you to track whether or not your efforts are being successful. Choose a goal with measurable progress, so you can see the change occur. Establish concrete criteria for measuring progress toward the attainment of each goal you set.

- What will you see when you reach your goal?
- How will you know you were successful: what will be different?
- How can you measure progress?
- How will you know when you have reached this goal (numerically or descriptively?

Attainable:
Due to limited resources it is imperative that we as an organization set goals that can actually be achieved. It is important for NAMI to dream big but it is equally important to be strategic about our aims. At the same time, a goal needs to stretch you slightly so you feel you can do it. It invites a real commitment.

- Is achieving this goal realistic with effort and commitment?
- Have you got the resources to achieve this goal?

Relevant:
Most of this manual is designed to help you create a plan that is relevant to the community you want to reach. Achievable goals are based on the current conditions and realities of the target community.

- Is the goal in alignment with your overall mission or strategy?
- Is your target community involved in identifying and setting this goal?

Timely:
Make sure to set a timeframe for your goals. If you don't set a time, the commitment is too vague. It tends not to happen because you feel you can start at any time. Without a time limit, there's no urgency to start taking action now.

- What is the deadline?

Once you establish your goals, determine the tasks and activities you will perform in order to reach them. Which components you decide to include in your plan will depend on your goals.

Review your goals once in a while to make sure you are on track and to make any necessary adjustments.

Address Identified Barriers and/or Potential Roadblocks

By now, an in-depth assessment tool will have helped you identify issues that may be preventing your organization from meaningfully engaging diverse communities as well as potential roadblocks that they may face in seeking you out. Take some time during your planning process to address each of these issues. A successful engagement plan will have identified existing and potential barriers and will have dedicated a significant amount of time and effort to addressing these roadblocks.

- What are some best practices in diversity management that can help you?
- Ask for guidance from members of your target community (particularly if you do not know how to eliminate a barrier!):
    - How would they recommend you go about making changes?
    - What would be helpful to them
    - How can you adapt a specific program to better fit the cultural context of your target audience?
- Are there any state or affiliate organizations with experience on this that may share lessons learned?

If you have followed the previous steps in this guide, chances are that you already know how to prevent the potential roadblocks you identify!

10. Embed Your Engagement Plan into Your Existing Organizational Plans

Make sure your engagement goals are integrated into your overall plans. Remember, to truly engage diverse communities, you must offer them meaningful opportunities throughout your organization and not just on a separate track. Your initial tasks and offerings should be designed to attract diverse communities into your organization, but you must carefully plan what to do once they come.

For example, think about the following questions.

- Beyond your initial approach, what opportunities are you offering them to stay involved and connected?
- Do they have "a place at the table"—all of your tables (boards, advisory groups, programs, conferences, etc.)—as well as visibility and a voice within the organization?
- Do your advocacy efforts extend to issues that disproportionally affect diverse communities?
- Does your newsletter include news and stories of interest to multicultural audiences?
- Do your state conference and/or your annual meeting include topics of relevance and interest to diverse communities?

Look carefully at your existing strategic and/or operational plans and identify areas where you could—and should—include issues of particular interest to multicultural communities. Chances are you will not need to start from scratch. In many instances you may just need to make some adaptations and/or be very mindful about how the issue affects diverse communities. Therefore, look for opportunities to embed diversity into what you already do.

Remember, cultural competence is not about re-creating what you do but adapting it to fit various cultural contexts. For example, if you are already doing advocacy related to criminal justice issues, affordable housing and access to medications, you are already advocating for issues of great importance for diverse communities. You may simply need to be purposeful about highlighting how these issues for which you already advocate impact multicultural communities.

Look for opportunities to embed diversity into what you already do!

11. Market your Efforts and Reach Out to the Media

Think about strategies for informing others about your activities. The most important group you want to engage is your target community. You should pay close attention to how you are going to let community members know that your program is operating and what it has to offer. Thanks to your cultural map, your multicultural committee and your planning meetings, you should have a good idea of what type of messages will work for your community and where you should publicize your efforts. Design all your materials and projects based on this information.

Try some of these ideas for publicizing your efforts.

- Reaching out to mental health professionals and mental health treatment programs can be important to your success because they, in turn, can help you reach members of your target community.

- Other targets for dissemination are local community organizations such as churches, racial/ethnic clubs, sports facilities and educational institutions. Many people can be reached through groups such as these, which you should have identified in the early stages of your planning process.

- Plan to create press releases, public service announcements and short newspaper articles detailing your efforts.

- Consider appearing on local television programs that cover area activities and events.

- Identify media outlets that are frequently used by members of your target community—advertising your program in culturally appropriate media will ensure that information reaches the people you want to inform.

- Make sure the community sees you. Be present at different events such as community fairs, sporting events and civic and service groups. These events are great opportunities to meet people.

- Develop attractive, eye-catching, culturally sensitive materials that feature images and perspectives reflective of your target community.

Engaging the Media

Identify the main sources of news and information for the community and focus on the outlets that could help you capture the interest of your target group.

- What media outlets do your target community follow?

- Do they prefer media in English, another language or a mixture of languages?
- Is there a particularly popular radio or television program or media personality known for keeping the community informed about the latest news and issues relevant to the group?
- Are there community-specific newspapers, magazines or websites?
- Is there a journalist from the community who may be willing to report on your program?

Take Advantage of Existing Celebrations

- Take advantage of nationally recognized celebrations such as:
  - Mental Health Month (May);
  - National Minority Mental Health Awareness Month (July); and
  - Mental Illness Awareness Week (MIAW, first full week in October).
- Be part of community-specific celebrations.

Tools you can use	NAMI's Multicultural Action Center has a variety of marketing materials available for National Minority Mental Health Awareness Month including: o **Logos in English and Spanish** o **Flyers in English and Spanish** o **Sample press releases** o **Sample proclamation** For event ideas and to access these materials visit www.nami.org/minoritymentalhealthmonth.

12. Seek Funding For Your Effort

The next issue to consider as you proceed with your planning is how you will fund your activities. This is no easy question given that funding is limited. Some possible funding sources are listed below.

- Organize fundraising efforts such as street fairs, NAMIWalks, concerts or auctions.
- Commit a portion of the operating budget to pay for multicultural efforts.
- Obtain funds from state or local (city or county government) mental health agencies, child protection or health agencies.
- Apply for funds from the federal government.
- Apply for funds from local philanthropic foundations such as community trusts or the United Way.
- Today, many foundations and other funders are looking to finance organizations that are targeting multicultural communities or have a diversity and inclusion track record. Take advantage of this interest!

Given the limited amount of funding available, it is a good idea to be aware of funding issues at the outset of your planning. However, you may wish to begin developing your plan in the absence of identified funding. This way, you can establish an ideal set of activities and fund those you can afford as you go along. Having plans in place puts you in a position to apply for money at the moment you learn it is available rather than having to start from scratch upon learning about potential funding mechanisms.

- Do you have the necessary resources?
- Have you allocated resources through strategic planning/budgeting for multicultural outreach, programs, etc.?
- What businesses could support your effort?
- Are there any foundations that focus on multicultural communities?

13. Evaluate Your Program

Whatever activities your group decides to develop and implement, you should plan to evaluate these efforts. Evaluation is a key component of your initiative since it will:

- let you know whether or not you are achieving goals and desired outcomes;
- help you make sound management decisions for your efforts and initiatives;
- help you make any necessary improvements to the initiative; and
- help you communicate to funders, potential funders and your target community the importance of your initiative.

Evaluation plans should include, at minimum, participant satisfaction surveys and outcomes assessment.

Satisfaction surveys

Satisfaction questionnaires must be easy to distribute, complete and return for analysis. One relatively foolproof way to administer questionnaires is by handing them out at the end of an event while people are still gathered together, asking the group to complete them and then collecting them as people leave. While this may be the easiest way to get respondents for your survey, these individuals may have a positive bias about your efforts because they were motivated enough to attend your programming in the first place. This dynamic must be taken into consideration when reviewing your survey results. Getting feedback from those who do not attend your activities is difficult but valuable. These individuals can inform you about what could be improved in your outreach efforts. You may wish to seek further advice from your community brokers and key community leaders in order to give voice to a wider, more representative sample of the community.

The questions or statements to which people respond on a satisfaction questionnaire are called “items.” One of the simplest ways to measure how well your survey results represent the voice of the target community as a whole is to include a few demographic items. These items must be chosen with sensitivity to protect the anonymity of the survey respondents. They might include age, gender, race/ethnicity, sexual orientation and any other broad characteristics—found when during cultural mapping—that may stratify the target community. The survey demographics should be compared to the actual community demographics to determine the level of community representation.

Many of the survey questions should compel the respondent to choose between a number of specified answers; these are referred to as forced-choice items, which measure the opinion of the respondent in a standardized manner. Some examples include true/false questions or statements requiring the respondent to select the most accurate response on a scale ranging from "strongly agree" to “strongly disagree,” with "neutral” as a middle

option. Another type of survey item is an open-ended question, which requests the written opinion or statement of the respondent. An open-ended item could ask individuals what they liked or disliked about something or elicit suggestions for improving a program or service. It is a good idea to include a variety of item types in any satisfaction questionnaire you design.

Outcomes assessment

Another type of evaluation to consider is one that measures the degree of change that occurs as a result of the project's activities. In order to assess the outcome of your efforts, however, it is important to measure a desired outcome *before* the project begins and again at some point in time *after* activities have occurred. For example, suppose one of the project's goals is to increase the number of calls for information received from the target population. The first step would be to measure the volume of calls from members of the target community before outreach efforts begin and then again after efforts are underway. Another type of pre- and post- project evaluation would concern outcomes such as the diversity of the organization’s board of directors.

When evaluating your project, make sure you focus on evaluating and tracking outcomes—overall achievements, instead of focusing only on outputs—concrete improvements. We often focus on collecting and reporting outputs since they are easier to track—they are the direct results of our activities. However, outputs do not help us assess the effectiveness of our activities or whether or not we are meeting our goals. For example, tracking only the number of presentations we give does not really tell us whether or not the target community is changing its views and understanding of mental illness.

Whatever type of evaluation the group conducts, remember that the most important considerations are that they are done accurately and fairly. Also, remember that this is valuable information to help you improve the quality of your work and potentially secure funding for it.

Summary

By the end of your planning process, your group will have accomplished several major steps, including:

- Examining whether or not to embark on an engagement initiative;
- Identifying a target group, finding key informants and mapping the community;
- Forming a multicultural advisory committee;
- Formulating your basic engagement plan with S.M.A.R.T goals;
- Planning to publicize your efforts by targeting community members, professionals and others;
- Identifying potential funding for your activities; and
- Setting up an evaluation component.

Appendix

Appendix #1:	NAMI's Standards of Excellence on Diversity, Inclusion and Non-discrimination
Appendix #2:	Multicultural Action Center: Available Materials
Appendix #3:	NAMI's Diversity and Inclusion Self-assessment Worksheet

Appendix #1: NAMI's Standards of Excellence on Diversity, Inclusion and Non-discrimination

Standards of Excellence in this area are intended to assure that every state Organization and local Affiliate actively strives to be inclusive of every sector of their demographics and makes no distinction between people who have a mental illness and other members. NAMI's growth depends on our ability to reach into all communities and attract members from all walks of life. Our future grant and government funding will depend increasingly on our ability to demonstrate our openness to all, and to describe who our members are and how we are serving the communities in which we operate.

Practice #1: **(All NAMIs)** NAMI at all levels shall actively recruit, engage and serve members from every race, culture, ethnicity, age, religion, socio-economic status, sexual orientation, gender, and disability and shall not discriminate against any person or group in the requirements for membership, provision of service or support, or in its policies or actions.

Practice #2: **(All NAMIs)** In keeping with NAMI's values regarding non-discrimination and with applicable federal law, NAMI at all levels shall include in bylaws, operating policies and procedures, and other relevant policy documents, explicit statements that require the organization to embrace the broadest possible definition of inclusion and nondiscrimination.

Practice #3: **(All NAMIs)** All NAMIs shall collect a baseline of members' voluntarily-supplied demographic information, identified and requested by the National Board of Directors. Additional membership information may be collected by State Organizations and Affiliates. Systems shall be put in place to protect the confidentiality of this information; demographic information will only be reported in the aggregate.

Practice #4: **(National)** National NAMI shall develop and disseminate a baseline of voluntarily-supplied demographic information to be collected by all levels of NAMI in processing memberships. Systems shall be incorporated in this process that protect the confidentiality of this information; demographic information will only be reported in the aggregate.

Practice #5: **(National)** To support reaching out to and welcoming the community at large into the NAMI movement, NAMI National shall provide technical assistance and related materials, implementing a broad education and communication campaign to raise awareness of the availability and applications of these resources.

Practice #6: **(National/State Organizations)** National NAMI shall offer State Organizations technical assistance to support recruitment and retention of a diverse and inclusive membership and leadership. NAMI State Organizations will promote and mentor Local Affiliates' diversity and inclusion efforts. State Organizations and Local Affiliates that achieve diversity will be recognized for their excellence.

Practice #7: **(Affiliates)**, Whenever there is a demand and the interests of members can best be served by support through groups sharing some affinity, including but not limited to lived experience or primary language, NAMI shall encourage its Affiliates to offer multiple support groups beyond their baseline family and/or consumer groups

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Aspiration #1: **(All NAMIs)** All NAMIs' membership and leadership will aspire to reflect the demographic composition of their respective state or community. All NAMIs will use the most recent national census data as the standard for local demographics and for measuring success in reaching this aspiration.
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Appendix #2: Multicultural Action Center: Available Materials

Materials available online at www.nami.org/multicultural.

Newsletters

1. *¡Avanzamos!* NAMI bilingual newsletter (available electronically and in print)
2. *Recovery for All*, NAMI Multicultural Action Center E-newsletter

Toolkits for NAMI State and Affiliate Organizations

1. Let's Talk: Diversity in Action (2010)
2. Sharing Hope: Understanding Mental Health (2012 edition)

Outreach Resource Manuals

1. Multicultural Engagement and Inclusion Planning Guide (2012)
2. Multicultural Outreach Planning Guide for NAMI States & Affiliates (2008)
3. Working with Congregations to Reach African American Families with Mental Illness (2005)

Diverse Community Mental Health Reports

1. Asian American & Pacific Islander Mental Health: Report from a NAMI Listening Session (2011)
2. Report: NAMI American Indian and Alaska Native Mental Health Listening Session (2009)
3. NAMI's Gay, Lesbian, Bisexual, and Transgender (GLBT) Listening Session (2007)
4. Overview of Multicultural Issues in Children's Mental Health (2007 report)

Diverse Community Mental Health Fact Sheets (Samples)

1. Multicultural Issues in Veterans Mental Health
2. Mental Health Issues among Gay, Lesbian, Bisexual, and Transgender (GLBT) People
3. Tips and Resources for Family and Friends of GLBT Persons
4. Disparities in Mental Health Care for African Americans
5. A Family Guide to Mental Health: What You Need to Know (booklet)
6. American Indian and Alaska Natives
7. Asian American Community Mental Health Facts
8. Latino Mental Health Facts
9. Mental Illness & Stigma in Diverse Communities
10. Basic Steps to Successful Multicultural Outreach
11. Cultural Competence: A Key for Success

List Serves (Sign up by emailing us at Macenter@nami.org)

1. NAMI Latino E-news
2. NAMI African American E-news
3. NAMI Asian American Pacific Islander E-news

Resources in Other Languages

Visit www.nami.org/multicultural to access materials in: Spanish, Chinese, Italian, and Portuguese.

Appendix #3: NAMI's Diversity and Inclusion Self-Assessment Worksheet

Diversity and Inclusion	Based on the benchmarks below, place an "x" in the box to indicate your progress in reaching the goal: →		
Destination *NAMI, NAMI State organizations and NAMI affiliates are diverse and inclusive of every sector of their demographics and make no distinction between people who have a mental illness and other members.*	***Planning the Trip -*** **Benchmarks:** **Do we…** ☐ have an official definition and shared understanding of diversity, inclusion and cultural competence? ☐ have a diversity, inclusion and non-discrimination policy? ☐ have a diversity/multicultural Board committee responsible for ensuring the organization is actively reaching out to diverse communities? ☐ have people with mental illness in our Board and other leadership positions? ☐ make diversity and inclusion a core value and goal or our organization (Demonstrated by our multicultural outreach efforts, our Boards commitment to diversity, materials that address mental health in diverse communities, etc.)? ☐ held at least one cultural competence and/or diversity and inclusion training for board, staff and volunteers? ☐ have a clear strategy for meaningful consumer inclusion (E.g. consumer council)?	***Navigating the River –*** **Benchmarks:** **Have we…** ☐ recruited Board leaders from diverse backgrounds (race/ethnicity, sexual orientation, etc.) whose expertise is desirable to execute the strategic plan? ☐ created a diversity/multicultural advisory committee which reports directly to the organization's Board? ☐ established cultural competence policies and procedures? ☐ included diversity and cultural competence components on our strategic plan (Plan has specific goals/deliverables on this area.)? ☐ spent time and energy to actively learn about the general cultural norms of the various groups in our community? ☐ implemented specific programs and outreach initiatives that target diverse communities in the area? ☐ started collecting demographic data of our members (age, sex, race/ethnicity, etc.)? ☐ conducted an organizational cultural competence assessment?	***Reaching Your Destination –*** **Benchmarks:** **We have…** ☐ a diverse Board which reflects the demographics of the area. ☐ all Board committees are responsible for diversity and inclusion deliverables. ☐ our Board, staff and volunteers abide by our cultural competence policies and procedures. ☐ created and are actively implementing a cultural competence plan with clear goals and benchmarks. ☐ funded our diversity/cultural competence efforts (have a staff person responsible for coordinating this area, have funded community-specific outreach programs, etc.). ☐ adapted programs and activities to reflect cultural differences. ☐ we are accessible for people who speak a different language (E.g. materials are available in the languages predominantly spoken in the community.). ☐ as part of the Executive Director's regular evaluation, the Board evaluates this person's work around diversity and cultural competence.

Evidence of Milestone Achievement	☐ Our diversity, inclusion and non discrimination policy is prominently posted on our web site and other public places. ☐ Our leaders (board members, staff, and volunteers) are aware of this policy. ☐ Our Board's diversity/multicultural committee meets in a regular bases. ☐ Board members with mental illness participate in at least 75 percent of Board meetings and events. ☐ Our leaders can easily describe why diversity and inclusion are important for our organization. ☐ We have resources (programs, support groups, brochures, books, etc.) that specifically address mental health issues in diverse communities. ☐ Our Board, staff and volunteers have participated in at least one diversity or cultural competence training in the past 12 months. ☐ Our Board, staff and other leadership positions include consumers who are actively engaged.	☐ We have established protocol and documentation of diversity of Board through use of a Nominating Committee. ☐ Our Diversity/Multicultural committee reports directly to the Board and has met at least 4 times in the previous 12 months. ☐ Our cultural competence policies and procedures are well documented and all of our leadership and staff abide by them. ☐ Our Strategic Plan includes diversity and/or cultural competence components including specific goals, objectives and performance indicators. ☐ We can easily describe the cultural differences, norms and values of diverse communities in our area. ☐ We have staff assigned to implementing our multicultural program/outreach initiative. ☐ We can provide unduplicated membership data with demographic information including race/ethnicity. ☐ Our leadership is easily able to articulate the strengths and weaknesses identified in the organization's cultural assessment.	☐ Job Descriptions for Board Executive Committee, board Committee Chairs and all Board members include diversity and cultural competence implementation as responsibilities. ☐ Staff reports to the Board in a regular bases on progress made on the implementation of the organization's cultural competence plan. ☐ Staff performance evaluations include assessment on cultural competence implementation. ☐ We have at least one staff member responsible for coordinating multicultural outreach and helping all staff to embed diversity and cultural competence throughout the organization. ☐ Our Diversity/Multicultural Committee has provided input and guidance on cultural adaptations of existing programs and/or activities. ☐ We have materials available in other languages (on line and in hard copy), Helpline is accessible in other languages, NAMI Signature programs are available in languages spoken by the community. ☐ Multicultural membership has increased and multicultural members feel meaningfully engaged. ☐ The executive director's evaluation includes observations on his/her leadership and work to achieve diversity and inclusion.
Total checkmarks			

Identified Goals and Action Steps	Priority (High, Moderate, Low)	Who is Responsible	Target Completion Date	Status

Identified Goals and Action Steps	Priority (High, Moderate, Low)	Who is Responsible	Target Completion Date	Status

Resources and Tools We Could Use All resources available online at www.nami.org/multicultural	• NAMI's diversity, inclusion and cultural competence definitions • NAMI Multicultural Outreach Guides • NAMI Let's Talk: Diversity in Action • NAMI Basic Steps for Successful Multicultural Outreach • Sharing Hope: Understanding Mental Health/ Compartiendo Esperanza • Collecting Race and Ethnicity Data: Guidance for NAMI State Organizations and Affiliates • NAMI STAR Center's *Cultural Competency in Mental Health Peer-Run Programs and Self-Help Groups: A Tool to Assess and Enhance Your Services* • Guidelines for Translation of Materials