Appendix B

Worksheets for Participants
Worksheet #1
Experiences with Outreach

1. Have you ever conducted outreach before?
   (Circle one.) Yes No Don’t Know

2. If yes:
   a. What pleased you about the outreach?

   b. What were the difficult issues?

   c. What did you think worked well?

   d. What did not work?

3. If no:
   a. What were the reasons for not conducting outreach?

   b. Do the reasons exist now?

   c. If they do, can they be changed?

   d. How can the change occur?
Worksheet #2 (page 1 of 3)
Critical Self-Assessment of Program

1. How long has your program existed, and what is the program’s mission?

2. What are the goals of the program?

3. What are the services that are offered?

4. What is the population that the program serves now?  
   (in terms of age, ethnicity, disability etc.)

5. Of all the services provided by the program, which ones are effective and why?

<table>
<thead>
<tr>
<th>Effective Services</th>
<th>Why are they effective</th>
<th>How do you know</th>
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</table>
6. Of all the services provided by the program, which ones are not effective, and why?

<table>
<thead>
<tr>
<th>Ineffective Services</th>
<th>What makes them ineffective</th>
<th>Possible Solutions</th>
</tr>
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<tbody>
<tr>
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7. Are there any funding constraints for outreach activities?
   (Circle one.) Yes No Don’t Know

   a. If yes, what are the constraints?

<table>
<thead>
<tr>
<th>Constraints</th>
<th>Possible Solutions</th>
<th>Resources Needed</th>
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   b. If don’t know, then how can you find out?
### Critical Self-Assessment of Program

8. What is the current staff structure and composition?

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>Total number of staff:</strong></td>
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<tr>
<td><strong>Total number of volunteers:</strong></td>
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<tr>
<td><strong>Ethnic composition of staff:</strong></td>
<td></td>
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<tr>
<td><strong>Ethnic composition of volunteers:</strong></td>
<td></td>
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<tr>
<td><strong>Age and other characteristics of staff:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Age and other characteristics of volunteers:</strong></td>
<td></td>
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<tr>
<td><strong>Organizational structure:</strong></td>
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<tr>
<td>[ ] Hierarchy</td>
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<tr>
<td>[ ] Other (please describe)</td>
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<tr>
<td><strong>Duties of various staff members:</strong></td>
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</tbody>
</table>
Worksheet #3 (page 1 of 2)
Selecting A Community

1. What reasons are there for you to do outreach now?

2. What would the goal of that outreach be?

3. Think about the women your program serves. List the groups in the community that are not represented among your clients – that you are not serving or think you should serve better.

4. How do you know whether or not you are serving all groups in the community? Is there a way to make sure your assumptions are correct?

5. Of the groups you listed in #3, which group(s) will be the focus of your efforts in the next year? After next year?
Worksheet #3 (page 2 of 2)
Selecting A Community

6. How many months will you need to complete a planning process?

7. If you know that there is a group that is very small – i.e., less than 1% of the population – how will you decide whether or not to reach out to them?
Worksheet #4  (page 1 of 4)
Getting to Know Your Selected Community

Instructions:
• Read through the entire sheet.
• You will not have time to complete the entire worksheet.
• You will need to gather more information before you can complete some of the sections. It is important to try to be as complete as possible and to be open to the possibility that there may be multiple and differing views from the community about the community.
• Try to identify how you will gather information you need.
• Make sure your program team completes Questions 2, 5, and 6 during the training. The trainers will process those questions with the entire group.

1. Select one group that will be the focus of your outreach efforts in the next year.

2. List three beliefs you have about the group.

   1.

   2.

   3.

   Where did you get that information?
Worksheet #4 (page 2 of 4)
Getting to Know Your Selected Community

3. List three ideas you have about the group that you think might be misconceptions.
   1. 
   2. 
   3. 

   How did you get those “ideas” about the group? How will you find out if they are misconceptions?

4. Describe your attitude towards the group.

   Do you think it is the “correct” attitude?

5. List the five key issues in the community.
   1. 
   2. 
   3. 
   4. 
   5.
Worksheet #4 (page 3 of 4)
Getting to Know Your Selected Community

6. Where do the women in the community go for help?

7. List the key demographics for the community – e.g., population size, % males vs. % females, income levels, total number of adults etc.

If you don’t know, how will you get this information?

8. What do the community members see as their service needs?

9. What do you think are the community’s attitudes and beliefs regarding domestic violence?
Worksheet #4 (page 4 of 4)

Getting to Know Your Selected Community

10. Describe how the community is currently dealing with domestic violence.

If you don’t know, how will you get this information?

11. List the leaders of the community, including at least two leaders who are women.

12. Describe how the community views your program and the advocacy/services it provides.

13. List at least two things your program will gain from outreach to this community.

1. 

2.
Worksheet #5 (page 1 of 3)

Barriers to Outreach

Instructions:

Read through the worksheet and think about how the various factors listed may affect the community you’ve selected. List at least three of those effects. Focus on the factors that are most likely to affect your selected community.

For example, if you are planning an outreach program for battered lesbians, then the effects of heterosexism/homophobia will be essential to explore.

List the barriers those effects might create for battered women in that community.

For example, racism can limit access to job opportunities. Limited job opportunities create economic barriers for battered women and limit their options and choices.

List how those effects might impact your program’s outreach planning and implementation.

For example, an effect of classism is a lack of knowledge or understanding of women with little or no economic resources. This lack of knowledge can lead to ineffective outreach, such as an initiative that relies on phone contact when the women in the low-income community you’ve selected rarely have phones. Or, an advocate doing outreach to low-income battered mothers assumes a woman is neglecting her children because her home has no electricity – the advocate doesn’t understand that the woman can’t afford to both pay for electricity and feed her children, so she decides to buy food.

List possible sources of help and support for your program to ensure that its outreach program responds to the effects/barriers and can be effective.

For example, hire a consultant who is a member of your selected community or who has developed a successful outreach program to that community.
### Worksheet #5 (page 2 of 3)

**Barriers to Outreach**

<table>
<thead>
<tr>
<th>Factor</th>
<th>Racism/Ethnic Bias</th>
<th>Heterosexism/Homophobia</th>
<th>Classism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Impact on Program’s Outreach</td>
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<tr>
<td>Barriers Created for Battered women</td>
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<tr>
<td>Resources to Help Program</td>
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</tbody>
</table>

*Outreach to Underserved Communities, by Sujata Warrier*

*Building Comprehensive Solutions to Domestic Violence*  
The National Resource Center on Domestic Violence  
Worksheets - Page B 14
<table>
<thead>
<tr>
<th>Factor</th>
<th>Effects of Factor</th>
<th>Barriers Created for Battered women</th>
<th>Impact on Program’s Outreach</th>
<th>Resources to Help Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welfare Reform</td>
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<tr>
<td>Poverty/ Homelessness</td>
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<tr>
<td>Immigration</td>
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<tr>
<td>Others</td>
<td>(Identified by Program Team)</td>
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</table>
Worksheet #6 (page 1 of 3)

Preparation for the First Meeting

1. Develop two goals for the first three months of outreach efforts and prioritize them.
   
   1.  
   
   2.  

2. For each goal, list strategies to help you accomplish that goal, a timeframe to complete each strategy, and which staff will be responsible for ensuring action.

Goal 1:

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Time Frame</th>
<th>Staff Responsible</th>
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<tbody>
<tr>
<td>1.</td>
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<td>5.</td>
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</table>
Worksheet #6 (page 2 of 3)

Preparation for the First Meeting

Goal 2:

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Time Frame</th>
<th>Staff Responsible</th>
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3. Develop a list of important points about your program that you are going to share with members of the community during the first meeting:
Worksheet #6 (page 3 of 3)

Preparation for the First Meeting

4. List at least two things you might say that you think would “turn off” community members:

5. List at least two things you think community members might say that would “turn you off”:
Worksheet #7 (page 1 of 3)

Practical Applications

Role Play

Pick one or two people to play community member/s, and the rest of the team will play themselves – domestic violence advocates. During the role play, the advocates should try to find out the following:

What the community’s interests are

How you should share information about your program with the community

Whether you can work out one shared goal with the members of the community

Whether you can agree on a timeframe for any of your goals

Process the first meeting by answering the following:

1. Do the interests of the community match the goals of your outreach program? (Circle one.) Yes  No  Don’t Know

2. Review your earlier goals, strategies, and timeframes. What goals and what strategies need changing?
### Worksheet #7 (page 2 of 3)
**Practical Applications**

3. Did you develop a new goal? If yes, how does this new goal affect the agency?

4. How do others in the agency feel about the new goals?

5. Are any of your program’s current services problematic for women in the community and therefore in need of change? If yes, complete the following:

<table>
<thead>
<tr>
<th>Change in service</th>
<th>Staff responsible for change</th>
<th>How other staff might feel</th>
</tr>
</thead>
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6. If the outreach effort is successful, during the timeframe you set, are there any rules of the program that will make it difficult for the women from the community to access services?

If yes, complete the following:

<table>
<thead>
<tr>
<th>Program Rules</th>
<th>Flexible Y/N</th>
<th>If No, Why?</th>
<th>If Yes, How and who can change the rule?</th>
<th>How other staff might feel</th>
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<td>1)</td>
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If you don’t know, can you think of some possibilities?
Worksheet #8 (page 1 of 2)
Problems that Arise

It is inevitable that difficulties will arise. If things did not work out, process the following:

1. What went wrong? List them in order of importance.

2. Is the relationship salvageable?
   (Circle one.) Yes No Can’t tell at this point

   If Yes, then:
   a. What new goals have to be set?

   b. What new strategies and time frames?
Worksheet #8 (page 2 of 2)

Problems that Arise

c. Which staff member(s) will be designated the outreach person(s)?

If No, then:

a. What are the strategies to let go?

b. What lessons have you learned for the future?
Worksheet #9 (page 1 of 4)

Those Difficult Issues

You are at an event organized by the community – a result of a year of working together. There has been much excitement, and everyone has looked forward to the event. There is a large audience, and you are beginning to enjoy the rewards of the hard work. During the event, members of the community begin to ask you difficult questions and raise the following issues:

1. How will you respond to the following challenges? List at least three responses you can give.
   
a. “Men are battered in equal numbers.” “What about men? What are you doing to help them?” “Why can’t you provide services for the men?”

   b. “Your program is all about breaking up the family.”

   c. “Our women would really like Family Counseling.”

   d. “You should really have anger management groups.”

   e. “Your program is feminist, and you are trying to destroy our community.”
Worksheet #9 (page 2 of 4)

Those Difficult Issues

2. Have the above issues been raised?
   (Circle one.) Yes No Don’t Know

3. Do you believe these are typical responses that are raised at community events?
   (Circle one.) Yes No Don’t Know

4. What has been the domestic violence advocate’s typical response?
   List at least three:

5. What strategies did you use to deal with such community issues and responses?
   List at least three:

6. Have these issues come up in other settings, such as police training?
   (Circle one.) Yes No Don’t Know

7. How did you deal with those issues in those settings? List at least three strategies:
8. What can be learned from these and applied to community situations?

9. How did you feel about the community after these difficulties? List at least five reactions:

10. Have charges of racism, classism or homophobia been leveled against your program in the past? (Circle one.) Yes No Don’t Know
Worksheet #9 (page 4 of 4)
Those Difficult Issues

If yes, how did the program process the charges at the event or meeting?

a. What was your response at the event?

b. How did the program deal with the charges?

c. What happened afterwards?

d. Were you satisfied with the outcome(s)?

e. What could have been done differently?

f. What new strategies are needed?