



## Community Integration Initiative – Aspen to Parachute Region

Steve Kaufman, Media Spokesperson 970- 963-5646  
email: [community@accessroaringfork.com](mailto:community@accessroaringfork.com)

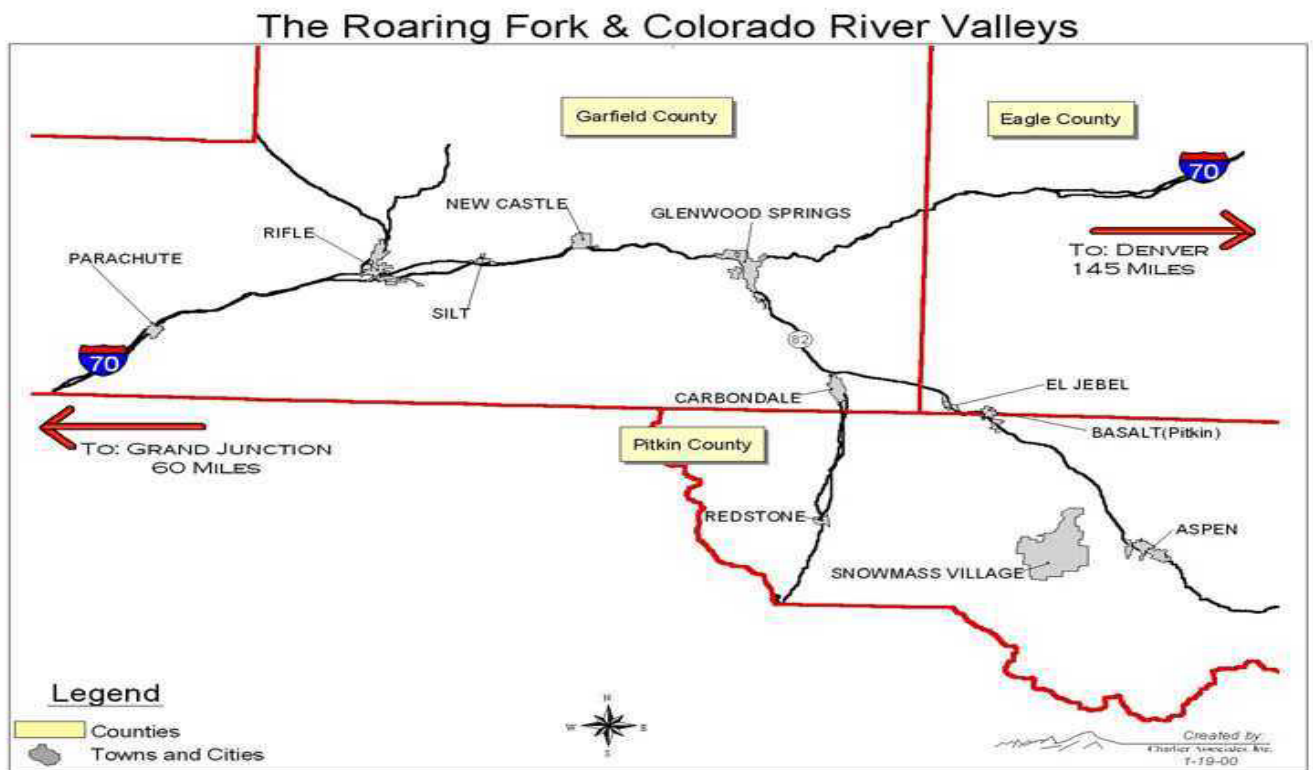
Fiscal Agent: Family Visitor Programs 970-945-1234  
Contact: Sandy Swanson  
PO Box 1845, Glenwood Springs, CO 81602  
• Email: [swan@rof.net](mailto:swan@rof.net)

### *Aspen to Parachute Region*

## Supporting Immigrant and Refugee Families Initiative

## Summary and Recommendations for Action

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Written by Donna Grey, Sandra Swanson, Walter Gallacher, and Susan Berdahl.

## **This Document**

This document is a compilation of ideas, suggestions, hopes and dreams of more than 1,000 members of the Roaring Fork Valley community who met in numerous community forums and shared ideas. It is not a directive, but a summary of the community's efforts and recommendations for activities that can make a difference in helping all members of the community—be they a new immigrant or a long-time local resident—feel comfortable living together.

It is the hope of the compilers of this document that all members of the community use this information to tailor their own programs and successfully seek funding for many more integration activities to further expand the impact of the Colorado Trust's Supporting Immigrant and Refugee Families Initiative. If you have used these recommendations please let us know. Your stories will be incorporated into our next initiative update. Please send them via email to Sandra Swanson at swan@rof.net.

## **The Region**

The Aspen to Parachute region is as diverse as it is widespread. Covering 3,500 square miles, it encompasses Garfield and Pitkin counties and the Basalt/El Jebel area of Eagle County. Although it is in the rural western half of the state, it shares some of the qualities of urban regions: rampant population growth, high traffic volumes and a high cost of living. Because it includes some of the premier ski areas in the nation – Aspen and Snowmass – the region is also considered to have a rural resort economy where its communities are dependent, either directly or indirectly, on tourism and wealthy second homeowners.

The region, which includes the Roaring Fork and Colorado River valleys, has nine towns and cities. In the western half of Garfield County, natural gas exploration and production has escalated in the last few years, placing it in the forefront of the industry in the state. Economic diversity is also a hallmark of the region, from the billionaires who have second and third homes in Aspen and Snowmass, to the minimum wage earners servicing those homes, and working in all aspects of the service industry. Big money “up valley” is a driving force in the region's economy. The Aspen rich are willing to pay top dollar for luxury homes, and have driven housing prices from there to Glenwood Springs out of reach of many working class families. Over the last decade, much of the Pitkin County workforce has moved to live in more affordable communities outside of Pitkin County, many live west of Glenwood Springs along the Colorado River corridor and commute long distances to work. The down valley communities of New Castle, Silt, Rifle and Parachute/Battlement Mesa currently supply the majority of middle and working class housing markets.

According to a 2004 Roaring Fork Transit Authority study, “the population in the region is projected to grow by 87 percent over the 2000 – 2025 period, with the largest absolute growth occurring in Garfield County (+43,131 people), followed by Pitkin County (+10,332 people) and the Basalt/El Jebel portion of Eagle County (+3,796 people). Additionally, the number of employed persons working in the region is projected to grow by approximately 80 percent, with the highest amounts of growth occurring in Pitkin County (increase of +19,225 people working in the County), followed by Garfield County (+14,945 people) and the Basalt/El Jebel portion of Eagle County (+2,405 people)”.

## Immigration

Historically, immigrants and refugees have been an integral part of the culture and the economy of the Aspen to Parachute corridor. The first great rush of immigrants came from Italy, Greece, and other western European countries, Mexico and Asia. They laid the track for the railroad, hauled freight, mined for coal, marble, gold and silver and worked our ranches and farms to feed a hungry nation. Many came to our valleys to escape poverty and realize their dream of freedom and prosperity. Now, many of the great, great grandchildren of these first immigrants are our region's doctors, lawyers, innkeepers, bankers and teachers.

Over the past fifteen years the region has been experiencing another great rush of immigrants. Although most are from Mexico, Central and South America, they also come from other countries, in smaller numbers. They are coming to America and our valleys for the same reasons that attracted our great grandparents over a hundred years ago — to escape poverty and realize their dream of freedom and prosperity. The job opportunities in mining are gone but these new immigrants are finding work in construction, oil and gas, and the service industry. They have brought new diversity, and in many cases, new economic vitality to our communities as new families work, purchase products and services, and pay taxes.

The 2000 Census estimated there were 16,000 immigrants in the Aspen to Parachute region, 29 percent of a total population of 55,000. In 2003, that number grew to 25,000, or 36 percent of the region's population of 70,000. Although the community has small numbers of immigrants from many countries, the majority of the region's immigrants are Spanish-speaking individuals from Mexico, Central and South America. In 2004, according to the Colorado Department of Health, there were 803 births in Garfield County; 351 of these births (43.7%) were to Hispanic mothers, who were primarily new immigrants. This represents a 316% increase in births to Hispanic mothers since 1990. How prepared is the nation and the region to respond to the changing demographics, to the integration of new cultures and new perspectives?

Until recently, little attention had been paid to these issues. The Aspen to Parachute region's wake up call came on the evening of July 3, 2001 when a mentally ill Anglo man shot and killed four Mexican immigrants and wounded several others in a Rifle trailer park. The killings were first considered to be hate crimes against Mexicans and immigrants, because the man said he wanted to "eliminate aliens" coming to his town.

In response to the violence, more than 3,000 people marched through Rifle on July 8, 2001, to repudiate the killings and to reaffirm the commitment to community reconciliation. Governor Bill Owens, Auxiliary Bishop Jose Gomez and Mexican Consul Leticia Calzada Gomez spoke to the people that day. "It was an important march because many non-Hispanics were present. It was the starting point to build community bridges benefiting the Mexican and the Latino community," said Mario Hernandez, spokesperson for the Mexican Consulate in Denver.

Many of the people who marched that day committed to building the "community bridges" that Hernandez spoke of. In July 2004, Pitkin, Garfield and Eagle county representatives from health and human services, city and county governments, foundations, community, schools and churches came together to pledge their support of a regional effort that would assist immigrants and the region's receiving communities in their efforts to integrate and build more diverse and inclusive communities. A grant proposal was submitted to the Colorado Trust's Supporting

Immigrant and Refugee Families initiative with the endorsements of over 40 different organizations.

## **The Colorado Trust, Supporting Immigrant and Refugee Families Initiative**

In 2004, the Aspen to Parachute region was chosen as one of the 10 Colorado communities for funding through its Supporting Immigrant and Refugee Families Initiative. In his announcement of the awards President and CEO of the Colorado Trust John R. Moran, underlined the basic tenet of the initiative—successful immigrant integration requires a mutual commitment between receiving community and its individual immigrants and refugees. “Increasingly, immigrant integration is being viewed as a two-way street that involves adaptation not only on the part of immigrants themselves, but also on the part of the community where they now live,” he said. “With demographic projections showing that our nation will continue to grow more diverse, we believe that everyone will benefit by having members of our communities work together to plan proactively for this reality.”

In September 2004, representatives from the community came together to develop a process to gather information to write the Aspen to Parachute community plan for community integration. Over 80 different people attended at least one of the Initiating Committee meetings. Representatives include staff from Family Visitor Programs, Stepstone Center, Colorado Mountain College, Roaring Fork Family Resource Centers, Yampah Mountain High School, Mountain Board of Cooperative Education, RE 1 School District, Advocate Safehouse Project, Access Roaring Fork, Catholic Charities, Mountain Valley Developmental Services, Garfield County Public Health, Pitkin County Health & Human Services, Early Childhood Connections, Valley View Hospital, Alpine Banks, Youth Zone and interested community members. The Initiating Committee was open to all. The self-chosen members established the ground rules for the Initiative.

The first step in the process was to define who was an immigrant. The grant Initiating Committee decided that the definition of an immigrant is any person who defines himself or herself as an immigrant. The Committee members found that when asked, many “immigrants” will define themselves as receiving community members – because they truly feel part of the community.

Committee members decided that any planning had to start with input from the communities. A series of community meetings and small group discussions were planned. The committee felt that while the large community forums might attract more people, it was the small group discussions in naturally occurring groups that would allow people to come together with friends, neighbors and co-workers and feel more comfortable expressing their opinions. “Naturally occurring groups” were defined as groups of people who met with one another regularly for other reasons. These groups could be work teams, church groups, school and college classes, city and county committees and service organizations. The committee realized that additional methods would be needed to reach out to immigrants outside of the Latino community. Therefore the committee worked very hard to identify, and contact all immigrant populations in the community to request their participation in the process. Strategies used included having meetings with immigrants at their place of employment, after church services, and during English as a Second Language classes.

Forty-five volunteers were trained to facilitate these naturally occurring group meetings. The facilitators in all the meetings consistently asked two questions: What would it take to have a

community where people feel comfortable living together? What actual activity will help us reach that goal?

The Initiating Committee identified over one hundred fifty (150) naturally occurring groups to be contacted and they were sent letters explaining the intent of the project and asking if they wanted to be included in the process. Ninety-four groups agreed to participate and spent 1-2 hours with one of the facilitators suggesting activities and goals that would improve integration in our community. In addition, people attended one of the five open community meetings that were held in Basalt, Carbondale, Glenwood Springs, Silt, and Rifle. Well over 1,000 people participated in one of these groups and had their ideas recorded.

In some cases these meetings produced results in themselves. Some people went off to make immediate changes in their community, and/or in the way they delivered services. Some examples included translations of all documents into Spanish for parent nights in the schools, a commitment by Garfield County Commissioners to make their web site bilingual, and an immigrant mother offering to teach tortilla making to receiving community moms.

On April 8<sup>th</sup> and 9<sup>th</sup>, 2005, a large community integration meeting was held and attended by over 100 people. At that meeting each of the naturally occurring groups was invited to report on their group's discussion. Additional ideas were generated at this meeting. All of the participants were invited to join the Decision Making Committee. This group's charge was to write this document, which summarized the community's efforts and recommendations, and to make decisions about the best use of the four-year funding from the Colorado Trust.

Twenty-seven people joined the Decision Making Committee, and a core group worked together for eight months to write the community plan and to make decisions regarding allocation of funding. The Decision Making Committee decided to fund the continued community work around immigrant issues that would lead to an increased sense of integration among all residents. This would include activities that would involve a diverse section of the community in dialog, would create new relationships between individuals, groups and organizations, would facilitate new collaborations that promote immigrant inclusion, would achieve a new community understanding and learning about immigrant integration issues, would promote the community's understanding of cultures, and would identify and promote immigrant and receiving community leaders. Also, the Decision Making Committee using a Request for Proposal process, solicited grant requests from the community and made decisions to recommend funding of six immigrant/community demonstration projects in 2006.

In January 2006, the region applied for a four year, \$75,000/year Colorado Trust grant to fund the plan for continued community efforts towards improving the integration of immigrants and the receiving community. In addition, the El Pomar Foundation's Penrose Non Profit Institute awarded a one-year grant of \$25,000 to the Aspen to Parachute region's immigrant integration fund so that additional community demonstration projects could be funded.

## **Recommendations for Action: Goals and Activities for Immigrant Integration**

All of the groups' goals and activities were tabulated into a seventy-six-page document. (This document is available online at [www.hmccolorado.org](http://www.hmccolorado.org))

A summary of that document identified thirteen different themes. They are:

- Business and Employment

- Communication and Education—Language
- Community Building and Cultural Awareness
- Communication and Education Pre and K – 12
- Communication-Media
- Information and Resources
- Legal/Government/Leadership
- Recreation/Childcare
- Health and Human Services
- Housing
- Transportation
- Education – Post Secondary

The summary document is provided as an attachment to this report and is intended to be a working document for the region's immigration efforts. All interested community members are encouraged to use the document to increase their understanding of community issues, to design services for both immigrant and receiving community members and to request funding for projects.

Of all the suggestions for integration proffered by the groups, by far the mixing of cultures was seen as the best way to create a cohesive community. Whether it was as simple as sharing a meal between a receiving community member and an immigrant, community festivals or a neighborhood block party, many of the groups felt it important to create opportunities for immigrants and the receiving community to get to know each other and understand each others' culture.

People interviewed said there was the need for better communication between the receiving community and immigrants. People interviewed cited language as the greatest barrier to successful integration. Group suggestions ranged from the necessity for more English as a Second Language classes for Spanish speakers to Spanish as a Second Language for English speakers. One group suggested videos or tapes be provided, to be absorbed while Latinos and Anglos are on their way to work.

Improved bilingual services was also seen by a majority of the groups as crucially important for immigrants. Public service announcements, government forms, translated information for students and their parents, city signs, and judicial proceedings in Spanish were all examples of how current services can be improved to help immigrants better adjust to life in the region.

Education was cited as an important component. Local schools already provide English as a Second Language classes, but groups felt enhanced opportunities were needed. Among the suggestions were after school clubs for parents and students, access to Spanish language books, and Latino leadership classes. Latino students also need college scholarships. Latino education would be better served, some groups said, if they were better represented on school boards and committees.

Adult immigrants also need to be educated about their rights and responsibilities in their adoptive community. Groups suggested periodic seminars and literature about legal issues and employee rights. The receiving community also needs to be educated about immigrant culture.

Immigrants need better information when they first arrive in our communities. To help them, groups suggested newcomer classes, an immigrant resource center, family-to-family mentor programs, parent educational, support and mentor programs, a Spanish language telephone helpline, a resource directory, and an information kiosk in every community. The aim of these programs would be to inform immigrants about employment opportunities, health and childcare options insurance, banking, real estate, and essentials such as buying a car or filling a tax return, how to get a driver's license, or how to start a business. It was also suggested that a translator pool be established that would provide on-call translators to assist immigrants and receiving community members. More affordable community health centers like Mountain Family Health, which provides low cost medical care for residents of the region, are needed.

Health and human service organizations that were interviewed also identified a need for preventive education for immigrants such as prenatal and parenting classes, domestic violence, drug and alcohol abuse and the importance of immunizations and where to get them.

Tension between immigrants and receiving community members has been cited as a barrier to integration. To overcome this, some groups said that there needs to be a process for conflict resolution in the community. Among the suggestions for providing conflict resolution were formation of a human relations commission and bringing diverse community members into government decision making.

Some of the needs that interviewed groups identified as affecting the quality of life for immigrants also hold true for the receiving community. For example, the high cost of living, the long daily commute, the issues of affordable housing, childcare, health care and health insurance affect many residents of the region.

# Summary of Goals & Activities

*From naturally occurring groups, community meetings and April 2005 integration meeting*

## Business and Employment

Goals	Suggested Activities
Immigrants shall have access to jobs adequate to support themselves and their families.	Teach labor practices to immigrants i.e. time cards, work habits etc. Classes to improve language skills pertinent to specific jobs on job site or sponsored by employer Vocational classes for immigrants Community job fair in Spanish Cities or Chambers of Commerce create ombudsman as source for information on job availability
Immigrants shall feel accepted in the workforce	Develop mentorship programs for immigrants on jobs Develop work based cultural awareness classes for immigrants and receiving community Educate employers on ways to help immigrants with work visas etc.
Benefits shall be available for immigrant employees	Employers give time for school activities for parents Find money to support business who need to create insurance opportunities, uniforms, English lessons etc
Employers shall be monitored on hiring and work practices relative to immigrants	Classes to explain immigration work rules to employers Classes on rights of immigrants in work disputes Develop ways for employers to "police" each other to make a level playing field for all employers Bilingual small business classes Develop a business incubator for immigrant businesses
Encourage business and entrepreneurship opportunities for immigrants	Identify, recruit and develop leadership skills in immigrant communities
Diversify the makeup of boards of directors: Corporate, political and non-profit.	Use allocation of grant money to encourage immigrant leadership in non-profits.

## Communication and Education—Language

*Broad goal:* Improve communication between immigrant and receiving communities with more value attached to bilingualism, community diversity and a willingness to learn from each other.

Goals	Suggested Activities
Increase communication through language understanding.	English Language Classes Free for everyone Everyone pays Beginner to advanced levels Native speaker instructors with teaching experience Culture appreciation Family literacy programs Sponsored by educational or church organizations More opportunities in Silt, Rifle, and Parachute Video/cassette classes on bus commutes Work-related/sponsored Spanish Language Classes Work-related/sponsored Native speaker instructors with teaching experience Beginner to advanced levels Classes for all ages Culture appreciation More classes in public schools at younger ages Intercambio Opportunities Work-related/sponsored Native speaker instructors with teaching experience Beginner to advanced levels Classes for all ages Family classes Culture appreciation Less intimidating classes Bilingual Education Examples from multi-lingual countries Story hour at libraries Spanish Adult Literacy Family literacy programs Low-cost/no-cost childcare during classes Employer incentives to become multi-lingual
Increase accessibility to community services and organized community activities.	Multi-lingual public service announcements Multi-lingual notices Spanish Training Train specialists in Spanish Train multi-lingual people in specialty areas Bilingual Services Provide translation equipment Translators/interpreters available as needed
Make it standard that all existing forms for communication provide information in English and Spanish (other languages upon request).	Dual-language city signs Multi-lingual city & county information, forms and paperwork Multi-lingual judicial proceedings and paperwork Multi-lingual county and city websites Bilingual Services Provide translation equipment Translators/interpreters available as needed Training for translators/interpreters

## Community Building and Cultural Awareness

*Broad Goals:*

- Increase awareness and understanding of the different cultures living in the area.
- Develop a sense of community between the immigrant and receiving communities.

Goals	Suggested Activities
Inform/Educate new community members (not just immigrants) about community services and activities.	Outreach Welcoming Committee/Newcomer Events Newcomer orientation Newcomer potluck Welcome Wagon
Increase appreciation of different cultures.	Multicultural Events/Celebrations/Festivals Multi-cultural bazaars/fairs Ethnic festivals Dia de la Comunidad Cinco de Mayo Multicultural Education Cultural competency/awareness training/education for schools and community organizations Relationship Building Community potluck/picnic Dinner for 5/8 Community building
Develop and/or expand opportunities for immigrant and receiving community to interact with/relate to each other.	Events/Celebrations/Festivals Multi-cultural aspects introduced into existing festivals, i.e. Rifle Rendezvous, Strawberry Days Music celebrations Folklore festival Community Dialogues Provide safe environment to address all sides of the issues Multi-cultural small group discussions Immigrant Networking Council Community picnics Mentor/Buddy Programs Volunteers to work with language students Receiving-immigrant family mentors Big Brother, Big Sister Work-place mentors Social/Recreational Activities Block/neighborhood parties Youth activities Sports/outdoor activities Dancing Family activities Linking Activities via Children Cultural education Language classes Multi-cultural childcare Religious Activities/Services Bilingual services Relationship Building Other Community-Building Activities Work on side-by-side community projects benefiting receiving and immigrant communities Scholarship for leadership training

## Communication and Education Pre and K – 12

Goals	Suggested Activities
<p>To close the achievement gap between immigrants and the receiving community.</p> <p>To reduce the high school dropout rate of children of immigrants</p>	<p><u>Programs</u> – bilingual and dual language, more enrichment, family after school club, mentoring, Latino leadership class, Latino organizations, intercambio</p> <p><u>Resources</u> – lg. access to Spanish books (libraries, schools &amp; homes), multicultural and Spanish curriculum, community computer lab</p> <p><u>Personnel (more bilinguals/Latinos)</u> - college scholarships for bilinguals (home-grown teachers), district hiring policies, Latino school board representative/liaison, translators in all schools</p>
<p>To increase integration and participation in schools of immigrant families.</p> <p>To increase acceptance of immigrants by the receiving community.</p> <p>To increase integration and involvement of immigrants in schools.</p>	<p><u>Activities</u> – teambuilding, potlucks, multicultural/diversity training, teacher professional development, Spanish classes for all students and staff, Intercambio and dual language</p> <p><u>Communication/Participation</u> – information in Spanish, translation, Latino PTA, teach culture of receiving community, family nights, classroom family activities, home visits, increase volunteerism</p> <p><u>Recreation</u> – scholarships, cross-cultural sports, Spanish-speaking coaches, more varied choices in sports</p>

## COMMUNICATION-Media

Goals	Suggested Activities
<p>Expand the use of media as a multicultural education tool for all segments of our communities</p>	<p>Use the radio, TV, newspaper and public forums to address stereotypes</p> <p>Wider distribution of “In My Shoes”</p> <p>More diversity facts distributed by the schools and media</p> <p>Do economic analysis of the immigrants’ impact on the economy</p> <p>“Intercambio” radio and TV shows that model positive Anglo Latino relations-example Latino/Anglo cooking show that explores food and culture</p> <p>Movie theater and Television subtitles</p> <p>Dual language city signs</p> <p>Tell immigrant stories that profile immigrants from all cultures</p>

## Information and Resources

Goals	Suggested Activities
<p>Immigrants will feel comfortable living in their new communities.</p>	<p>Establish Friend/Mentor networks            Train bilingual people to be resources for new comers.            Involve:            Churches            Community members            Schools            Health &amp; human service agencies            Public safety            All activities listed below the remaining goals will help accomplish this goal.</p>
<p>Immigrants will be knowledgeable about their communities and about living in the United States, and, community resources will be available to all regardless of language preference.</p>	<p>Have information kiosk at community events            Develop newcomer resources such as brochures, videos, newsletters            Update bilingual Aspen Valley Foundation directories.            Print, distribute, and update, as needed, the Resource Directory developed by Catholic Charities            Produce in video format            Re-print sections as newspaper articles            Radio, and TV spots            Establish a Welcome Wagon/information center in each community to distribute bilingual newcomer materials, use:            Chambers of Commerce            City, towns and county buildings            Schools            Libraries            Resource centers            Offer newcomer classes            Establish a Resource Center; a centralized location for bilingual information, and referral.            Include employment information, insurance, recreational activities, legal, banking, real estate, immigration, help with form translation, etc.            Distribute acculturation materials to existing human service agencies that serve immigrants            Offer workshops throughout the region, that help educate immigrants:            How to purchase a car, a home            How to register for CMC classes            How to file taxes            How to get a driver's license            How to establish credit and opening bank accounts            How to start a business            Etc, etc            Utilize libraries –            Provide them with bilingual information kiosks, and videos.            Decrease barriers to library use –            Make ID requirements to get a card easier            Establish a library fund which will help            Waive fines for the needy.            Replace lost or stolen materials.            Translate existing resources into Spanish and increase distribution</p>

<p>All community members will feel safe living in the Roaring Fork Valley.</p> <p>Opportunities will exist for all community members to become involved with community activities and socialization.</p> <p>There will be increased understanding among community members regarding each other's cultures, values and contributions.</p>	<p><b>Information and Resources , continued</b>  Aspen Chamber Resort Association relocation guide  “Guide to Rifle”</p> <p>Establish a Spanish language information hotline  Provide signage related to public safety in Spanish  Establish and pay for a translator pool that can be “on call” to assist immigrants communicate their concerns.</p> <p>Utilize existing human service agencies, Resource Center, media, mentors to inform immigrants of volunteer opportunities and community events.  Increase the number and location of Intercambio classes  No charge  Offer childcare  Offer suggestion boxes at all immigrant serving sites</p> <p>Offer information, referrals, and resources in any needed language through a Resource Center  Offer workshops and seminars on cultural sensitivity and topics, which enhance it.  Mentoring networks  A history of the receiving community should be written, translated and distributed.  Opportunities for immigrants to share their culture, and customs.</p> <p>Block parties and festivals where immigrants and receiving community members can meet eat and socialize.</p>
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## Legal/Government/Leadership

Goals	Suggested Activities
Improve ability to achieve conflict resolution in the community	Form a Human Relations commission for town of Carbondale Bring diverse community members into decision-making meetings Have Spanish speaking leaders work as peers in the community to solve issues
Increase immigrant involvement with local governments/committees	Write editorial in La Mision newspaper Create program to teach immigrants about how Citizen Boards work—have a test meeting to try it out before you sign up Get strong trailer park “leaders” to come to meetings – go door to door – no flyers – start relationships with them Develop an Advisory Board of Immigrants
Develop opportunities for the cultural orientation of immigrants to focus on – laws/safety/driving/domestic violence/alcohol	Teach legal issues (laws) Provide periodic seminars, with a lot of public announcements on TV, radio and newspapers Have booths providing information at Latino and community functions Utilize K-Mart parking lot for dissemination of information Have police sponsor seminars about DV issues, rights, traffic laws Provide more literature on legal issues; More explanation (before the fact) about option for driving and consequences for not following traffic laws. Increase understanding that here you have certain rights no matter if you are documented or not More advertising of these rights -Rights in court, divorce, spousal abuse Have employers offer work-based instruction on legal and cultural issues. Receiving community needs to see the benefits of doing this activity
Give immigrants and Anglos a voice in local issues	Start a community organizing effort Educate community on real issues and advocate for Latinos. Teach Latinos to advocate
Develop more Latino leaders	Start a community organizing effort Find, promote effective leadership within existing organizations Provide scholarships to Roaring Fork Leadership, American Leadership Forum
Increase efforts to help immigrants obtain citizenship	Provide local citizenship education classes Make process for citizenship easier with people who can help them Get business in Career Shadow Day to see the value (in immigrant labor) so they will help with citizenship process Catholic Charities assistance Provide classes on how to get legal status

## Legal/Government/Leadership, continued

Educate employers on worker rights

Provide brochures to employers about employment rights and requirements

Educate the receiving community that the immigrants want to participate, serve and are grateful for the opportunities they are given

Create forum in which to do this, like when Ramon Verdict was on Grassroots TV last year

Increase understanding of receiving community of why immigrants are here. Not all are here to just make money and go back to Mexico. What are the barriers of being here illegally

Promote more Hispanic representation on school boards/Rotary/Chambers/agency boards

Restructure meeting times to accommodate Hispanic—perhaps meet where they are if transportation is difficult  
Provide translation capabilities to overcome language barrier. Court and invite them.

Develop and train leaders to work on boards, councils, and committees to lend a voice to the Latino community.

Help immigrants feel more comfortable with members of law enforcement

Hire bi-lingual officers

Target the younger generation

Teach immigrants and receiving community members about the difference between the roles of local police vs. the INS  
Build trust so that law enforcement can be viewed like churches or employers who are really trusted.

Create a Dare “type” program in schools (include) parents—meet police

Have reps from CBO and police speak at various venues where immigrants congregate

Promote an education / advertising campaign to change our language of “legal vs. illegal”

Have forums on opportunities to have a dialogue about how we label each other

### **These issues below deal with issues outside local control**

Let immigrants have driver’s license

Support/petition for law change

Increase the number of work permits

Support/petition for law change/system

Allow immigrants access to social security numbers

Support/petition for law change

Create a system to legalize workers

Support/petition for law change

Increase incentives to immigrants to do well in school

Educate legislators/lobby for tuition assistance for immigrants at state legislature

## Recreation/Childcare

Goals	Suggested Activities
Provide qualified childcare for all children.	<p>Training to increase the number of childcare providers who are multilingual.</p> <p>Financial and education resources for teacher training</p> <p>Bilingual and/or Spanish curriculum for early childhood training</p> <p>Childcare training in Spanish and English for <u>home</u> childcare providers</p> <p>Provide universal precaution, medicine administration and pre-licensing trainings using the translation headphone system</p> <p>Flexible childcare options for working parents and parents attending school</p> <p>Childcare available more times during day &amp; night</p>
Increase intercultural interaction between children and parents through recreation. In sports & recreation, everyone starts on equal footing and learns together.	<p>Accessible sports programs for all children—accessible geographically and accessible financially</p> <p>Boys soccer league</p> <p>Intramural sports for boys &amp; girls</p> <p>Sports programs lead by Spanish-speakers</p> <p>Sliding fee scale based on income</p> <p>Affordable recreation center</p> <p>Midvalley and downvalley need facility &amp; activities like the Aspen Rec. Center</p> <p>Summer activities—help finding a job, basketball/soccer, festivals, dancing, music</p>
Decrease the opportunities for at-risk behavior by youth during the time between school and when parents get home from work by providing supervised and informal alternatives.	<p>Supervised after school activities that offer a variety of educational and fun alternatives at affordable prices.</p> <p>After-school programs that are school-based and offer a sliding fee scale</p> <p>After-school programs that are not focused on studying (those exist) like arts &amp; crafts, baking, movies, guitar, dancing, etc.</p> <p>Scholarships for participation in after-school sports and activity programs</p> <p>Informal places to meet that are safe and encourage interaction.</p> <p>Activities in parks for mothers &amp; children</p> <p>Create safe parks, basketball hoops, skate parks</p> <p>Healthy hang-outs for teenagers—coffee shop, internet café, arcade</p>

## Health and Human Services

Goals	Suggested Activities
Develop a comprehensive needs assessment in health and human services	Assess current services for immigrants pinpointing the gaps and deficiencies
Expand newcomer information and outreach in regard to health and human services	Develop a central information center to disseminate information on available H&HS services PR in newspapers, radio and TV about H&HS services
Make health care information accessible to speakers of English and other languages	Bilingual signage in health care facilities Bilingual literature and forms Bilingual front office and professional staff Bilingual brochure of medical resources in Valley
Expand affordable/accessible health care	Medical insurance available to immigrants Community health centers (like Mountain Family Health) In-school health assistance
Increase cultural competency of Health & Human Services professionals and staff	More education of H&HS providers on cultural differences Educate mental health providers on ways to discuss mental health based on immigrant cultures Involve natural/informal leaders about services, community needs and best practices with a given group
Increase number of bilingual/bicultural mental health care providers and staff	Scholarship program for mental health providers and staff focused on mental health terminology Train bilingual speakers to work in mental health field Recruit Spanish speaking psychotherapists & counselors
Increase access to mental health education and support groups	Bilingual support groups (battered women, AA, NA) Offer bilingual/bi-cultural home-based services Education for women immigrants as a means to increase self esteem Information and education on domestic violence and where to get help for individuals, couples, and children Bilingual senior meal sites
Increase Latino leadership/immigrant involvement in health (including mental health) and human services	Latino representation on H&HS boards and advisory councils Latino advisory group on H&HS needs (especially mental health) Increase Latino “ownership” and taking advantage of non-profit programs by getting them involved and decreasing their sense of charity through the churches and social groups
Lessen the stigma of mental health services among immigrants	Consult with the natural/informal providers and leaders about services, community needs and best practices for a given group
Provide bilingual preventative health services	Community preventative education such as prenatal and parenting classes, oral healthcare, drug and alcohol abuse, importance of immunizations and where to get them Translators should be available at health fairs

## Housing

Goals	Suggested Activities
Develop affordable housing	Low income loan and grant program Bilingual resident associations to resolve issues and provide safer housing and encourage cultural appreciation New affordable housing projects with mixed cultures as a goal
Increase bilingual services in realty and housing offices	Train bilingual people to work in realty, title, and mortgage companies Provide bilingual information on housing
Increase homebuyer education in Spanish	Classes on home buying, ownership and maintenance
Implement community housing plans to end contrasts in housing and segregated communities	Education of communities in value of integration and providing housing near the workplace Adopt community housing plans that create incentives to end segregation, discrimination and contrasts in housing

## Transportation

Goals	Suggested Activities
Help immigrants to drive safely	Increase awareness of driving and safety laws Use knowledgeable RSVP volunteers to provide low cost car maintenance and instruction
Increase mass transportation	Revisit RFTA tax initiative Make down valley runs more frequent Extend RFTA buses to Parachute Promote ongoing education on the availability of public transportation
Make community gatherings more accessible	Arrange car pools at events Provide more alternative transportation for kids to attend practice games.

## Education – Post Secondary

Goals	Suggested Activities
<p>Improve access to higher education for all</p>	<p>Legal and financial support for Latino students to go to college            Access to higher education via in-state tuition for students who complete 3 years of HS locally            Use service clubs and create scholarships open to all students            Encourage a grassroots parent initiative to change legislation regarding access to higher education            Help parent understand the residency requirements in relationship to paperwork requirements for higher education and in -state tuition            Explore a request to Bighorn Political Organization            Educate and petition support from legislation i.e. support Dream Act and HB 1124            CMC scholarships            Continued work with pre collegiate program            Explore vocational programs            In order to train and hire qualified teachers, offer our students scholarship in the field of teaching with the agreement that they return and teach in our communities            Vocational skill courses promoted and created            Help immigrants advance their English Skills by CMC offering higher level English classes and more intercambio classes            Reduce drop out rates by encouraging immigrant students and showing them that an increase in salary/money can be expected by completing education and by sponsoring Career Shadow Days involving more immigrant students            Work for equal access to all benefits and services to reduce animosity and misunderstandings.            Improve understanding of post secondary education by increasing articulation of international and interstate educational credentials to maximize newcomers and receiving community skill potential            Create scholarship fund for Latino leadership training class in schools</p>
<p>Improve access to life skills education</p>	<p>Create and Enhance Life Skills Education Programs such as: Law education (DV, traffic, alcohol) Immigrant Workshops dealing with how to live in the US (business, filing out forms, buying a home, taxes etc.)</p>