

**THE COLORADO TRUST**  
**Supporting Immigrant and Refugee Families Initiative**

Legal Name of Organization: Telluride Foundation

Federal Tax I.D. Number: 84-1530768 Year Established: 2000

Physical Address: 620 Mountain Village Blvd, Suite 2B

City: Telluride County: San Miguel State: CO Zip: 81435

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Title: President & CEO

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Organization operating budget: \$3,703,343 for fiscal year ending December 31, 2007

Total amount of grant request: \$300,000 Project time period: 10/1/2007-10/1/2011

Is the organization a 509(a)(3) Supporting Organization?:        Yes   X   No

If yes, identify organization: \_\_\_\_\_

If yes, indicate if the applicant organization is a type 1, type 2 or type 3 509(a)(3) entity: \_\_\_\_\_

Note: All type 3 entities must attach an auditor's letter indicated that the supporting organization is financially integrated with the organization it supports. If this is not the case, the supported 501(c)(3) should submit the proposal.

Summary of Proposed Project: The Community Plan is divided into six primary categories of activities and outcomes. These categories include: 1) Healthcare; 2) Business & Employment; 3) Law Enforcement; 4) Housing & Transportation; 5) Culture & Community; and 6) Education. All of these categories within the Community Plan revolve around the implementation of several key strategies: 1) A new Telluride Cultural Center (Cultural Center) to be staffed full time by a Spanish and English-speaking director and supported by an advisory board. 2) Language-based strategies that include ESL and other language classes and an expanded translation/interpretation service. 3) Coordination with existing services, organizations and local governments to leverage resources and modify existing programs and services to better accommodate and communicate to immigrants.

Paul Major President & CEO  
Name of authorized officer (please print) Title

 \_\_\_\_\_  
Signature of authorized officer Date  
September 7, 2007

## Overview of the “OneTelluride” Planning Process

Initial Planning Steps. The Telluride Foundation received a Colorado Trust, “Supporting Immigrant and Refugee Families” planning grant in November 2006 and immediately hired Benito Cardenas to coordinate the planning efforts, which were called OneTelluride. A core OneTelluride group, made up of Benito, Telluride Foundation staff, a Town of Telluride representative, and Noelle Hagan (our project facilitator provided by the Colorado Trust) met to develop a list of possible members for an “Initiating Committee,” consisting of immigrants and civic, business, and community leaders.

Initiating Committee. A group of approximately 10 community leaders consistently participated in the Initiating Committee meetings. Breakfast meetings were held at least once a month and were facilitated by Benito and Noelle. It was agreed that decisions by the Committee would be made by consensus or if necessary by majority vote. Translation was provided at the meetings when necessary. The following people participated in the Initiating Committee:

Karina Webb, One to One Mentoring  
Kathleen Morgan, Telluride High School ESL Program  
Diane Kipfer, Town of Telluride  
Karla Wieder, San Miguel Resource Center/Latino Initiative  
Beth Kuperman, Telluride Medical Center  
JoJo Desantis, San Miguel County Nursing  
Jonathan Greenspan, Mountain Village Town Council / Business Owner  
Davis Fansler, Former Mayor Mountain Village / Business Owner  
Jim Kolar, Chief of Telluride Marshals  
Jerry Green, Business Owner  
Oscar Batista, Telluride Christian Fellowship  
Martha Jauregui, Immigrant Community Member  
Marie Mccloskey, San Miguel County Social Services  
Melanie Montoya, San Miguel Resource Center/Latino Initiative  
April Montgomery, Telluride Foundation  
Paul Major, Telluride Foundation  
Benito Cardenas, Telluride Foundation/Latino Initiative

Information Gathering. The Committee also agreed to gather information from the receiving and immigrant communities on the current status of community integration, needs, and possible actions to address those needs. This information was gathered in the following manner:

*1) Naturally Occurring Groups (NOGs):* Members of the Initiating Committee met with approximately six naturally occurring groups (NOGs). NOGs included parents of ESL children, a women’s group sponsored by the San Miguel Resource Center, residents of subsidized housing, employees of Rustico (an Italian restaurant with many employees with H2B Visas), and members of the Telluride Foundation’s Latino Leadership Group.

*2) Community Forums:* The first community forum drew approximately 70 people, of which almost half were immigrants. Interpretation equipment, provided from the Colorado Trust and Gunnison, was used. Attendees were divided into different groups according to language skills – all Spanish, bilingual, and all English. Each group was asked the same set of questions based on

one defining statement – “Everyone feels they are a part of the Telluride community regardless of the language they speak or their country of origin.” There were a lot of opinions and suggestions, and the bulk of our community input was generated at this first community forum. Immigrants were generally concerned with basic needs such as housing, finances and transportation, while the receiving community wanted more opportunities to interact with immigrants and to learn Spanish.

The second forum was composed of predominantly receiving community members, approximately 35 people attended. At this meeting, attendees rotated among six stations based on the topic areas listed below. Each station presented needs and actions for a particular topic and participants were given Post-it notes and markers to rank options and provide further comment. It was acknowledged that many of the identified needs of immigrants (housing, transportation, childcare, medical care) are also many of the needs of the working population in the community.

3) *Focus Groups*: From information gathered at the first Community Forum, the Initiating created six topic areas: 1) Education; 2) Housing & Transportation; 3) Law Enforcement; 4) Business & Employment; 5) Healthcare; and 6) Culture & Community. These topic areas were combined for efficiency. Attendees from the first community forum were invited to sign up to participate in the six Focus Groups. Members of the Initiating Committee lead Focus Groups that identified possible actions and activities to address needs within each topic area. These actions formed the basis of the information presented at the second community forum.

Data Compilation. The data from the second community forum was gathered and compiled into a spreadsheet for review by the Initiating Committee. The Committee prioritized specific actions/activities and identified responsible entities and resource/financial partners. This spreadsheet became the basis for the draft community plan comprised of actions and outcomes.

What We Discovered from Planning Process. Overall, we were very pleased with the amount of community participation in this planning process. We discovered that there is a large and diverse portion of our community that has an interest in providing mechanisms to integrate our community. The varied citizenry that participated in the process demonstrated that there are many different contributors that are willing to participate in the immigrant integration process. We especially had a lot of interest in the Culture and Community Focus Group, which generated a long list of ideas for implementation. Because our community is very arts and culture oriented, we have many unique opportunities to reach out to immigrants. Throughout the process, we never met with outspoken opposition to the concept of immigrant integration. Although, we suspect that there are members of the community who are not comfortable with immigrant integration, for now, they appear to be a silent minority.

This was the first effort to outreach to some of our temporary immigrants on H2B visas. It was surprising to find out that many of them had strong opinions about wanting ways to interact more fully in the community even though they realized that their stays were temporary.

Through conversations with members of the Hispanic community, we learned that many basic needs were not being met, including housing and transportation. Whether or not they had the opportunity to attend bilingual theater was not as important to them as having a place to live and transportation to work.

### Community Plan

Out of the planning process, an immigrant integration community plan has been formulated targeted to a variety of immigrant populations. Although at this time the majority of our immigrants are Latino, there is a growing number of immigrants from other nations, and the needs of immigrants are generally similar despite their country and culture of origin. We feel the plan provides the flexibility needed to provide superior services to immigrants from a variety of backgrounds and to adequately address immigrant needs as immigrant demographics change in the future. We are currently working to have the community plan recognized and/or adopted by a variety of community partners and agencies.

## **Synopsis of Activities and Short Term Outcomes**

Short term outcomes and activities to achieve these outcomes were divided into six topic areas: 1) Healthcare; 2) Business & Employment; 3) Law Enforcement; 4) Housing & Transportation; 5) Culture & Community; and 6) Education.

### **1) Health Care:**

The outcome for health care was to increase access to health care for the immigrant population.

Activities included a variety of strategies focusing on language support, patient navigators, a Telluride Cultural Center for providing information, using existing programs/initiatives such as the Local Health Care Initiative's San Juan Health Council Oral Health Program and Transportation Program as a resource and method to communicate to local health providers and immigrants.

### **2) Business & Employment:**

The outcomes for business and employment were to increase access to bank services, increase knowledge among employees and employers regarding work permits and other immigrant issues, increase transportation options for employees, and increased community capacity to deliver information and services to immigrants.

Activities included strategies focusing on a Cultural Center for providing education and information. The Center Director would organize employee and employer "rights and responsibility" seminars, as well as coordinate with other community organizations and churches to distribute information regarding housing, transportation, and community resources and activities. The Center would also collect and share information on best practices with other business. Activities also include working closely with local governments to improve regional transportation systems. Language strategies, including ESL classes, are important to both employees and employers.

### **3) Culture and Community**

The outcomes for culture and community were to increase awareness of the broad spectrum of immigrants in our community, to increase immigrant participation in social and recreational community activities, and increase opportunities for immigrants to communicate in English and to interact in the community.

Activities included strategies focusing on a Cultural Center to complete an inventory of immigrant residents that includes countries of origin and language spoken, to coordinate cultural events and festivals, and to facilitate "Living in America" workshops for immigrants. Language strategies would include developing a community calendar in multiple languages, further developing an interpretation service, providing a community on-call translator, developing language programs, and developing a customized Telluride phrase-book. Coordination with existing nonprofits and community groups is essential to leverage on-going activities so that they involve and can benefit the immigrant community.

#### 4) Law Enforcement

The outcomes for law enforcement were increased knowledge about law enforcement issues and operations and providing an equal level of law enforcement and emergency services to immigrants.

Activities included strategies focusing on a Cultural Center for coordinating cultural competency training and information and language-based strategies, including more bilingual staff, translation services, and coordinating with the media to provide regular bilingual public safety information.

#### 5) Housing and Transportation

The outcomes for housing and transportation were increased knowledge among immigrants about the financial requirements for rental housing, an increased availability of housing for immigrants, and increased use of transportation services and expansion of routes.

Activities focused on the strategies of a Cultural Center to provide bi-lingual educational information to both immigrants and landlords as well as to provide a list of rental housing. Also, activities include working with local governments and the Regional Housing Authority to promote immigrant issues and needs and to expand housing and transportation options.

#### 6) Education

The outcomes for education were increased variety and frequency of quality educational opportunities for both adult immigrants and native English speakers, increased access to childcare and preschool, and increased integration of immigrant children into the general culture, especially at the high school level.

Activities included a variety of strategies, including a Cultural Center to implement cultural competency curriculum and trainers and to help encourage integration among extracurricular activities, sports clubs and other nonprofit groups. Additional activities included language strategies, including ESL and Spanish classes for adults, developing conversational groups, providing computer classes in Spanish, increasing the amount of non-English materials and media available in the library, coordinating with the Telluride Library to create a Family Literacy Program and providing a community interpretation/translation service. Coordination with local governments and the Bright Futures program is essential to increase immigrant participation in childcare and other early childhood educational experiences.

# LOGIC MODEL

## HEALTHCARE

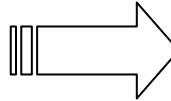
### ACTIVITIES

### SHORT-TERM OUTCOMES

### LONG-TERM OUTCOMES

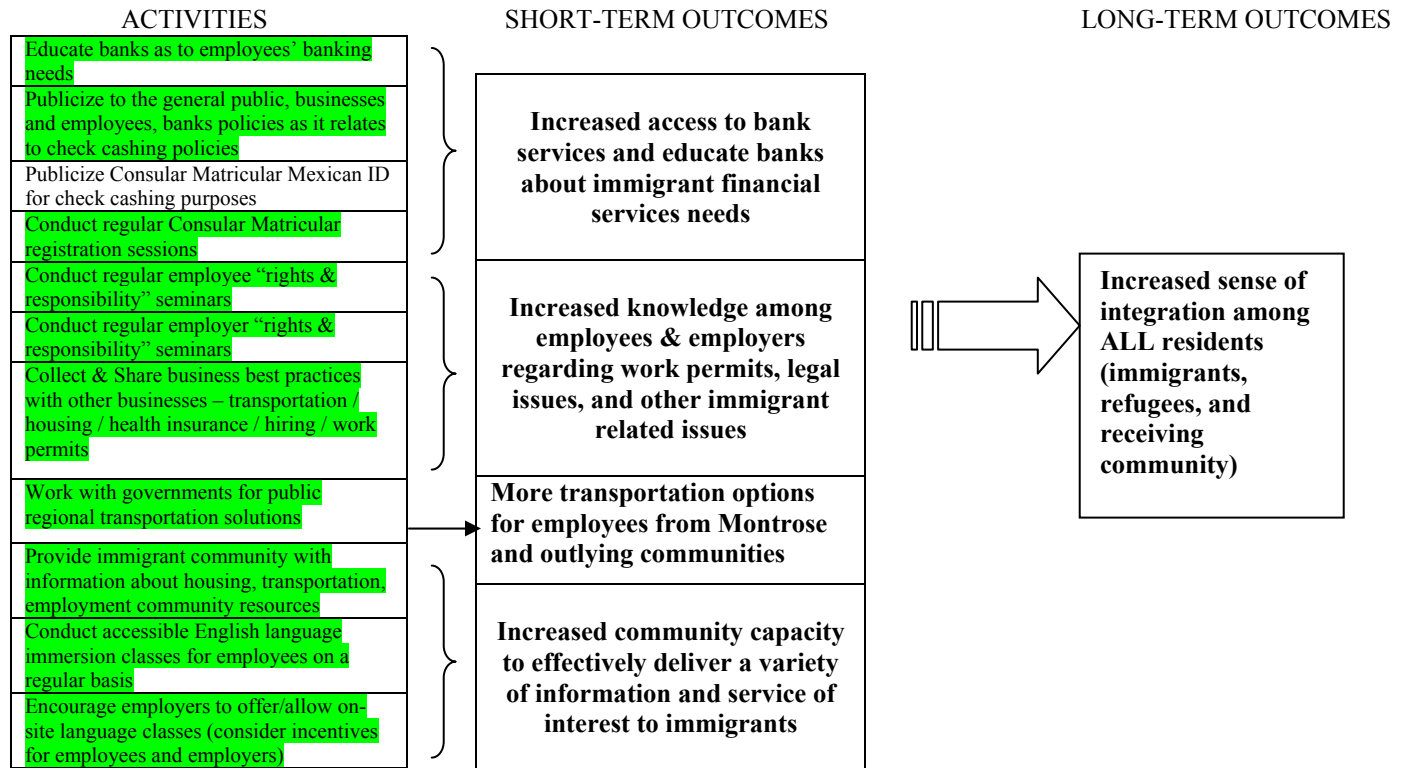
Create an interactive bilingual website that functions as a portal for community information, including medical resources
Implement a program of patient education to educate patients about doctor office hours, access to Rx meds, use of ER services, no-shows etc. Pool resources to support a full-time <u>Medical Interpreter /Patient Navigator</u> who can work with patients to take care of their medical needs, with interpretation referrals, billing questions and other medically related issues; should not be limited to one FTE
Support training and increased funding for a smaller, but SKILLED interpreter's list at fair wages for those skills
Potentially consider an on-call " <u>Town Interpreter</u> " for each day of the week to address all town interpretation needs
Support the efforts of the Local Healthcare Initiative (LHI) & the San Juan Health Council to address the oral health needs of children.
Continue to improve and better publicize LHI van service for non-emergency medical care in the region
Arrange so that Mental Health provider can meet patients at medical offices when being referred for their first visit
Work to create a more affordable sliding fee scale for mental health visits
Through increased cultural competency provide services to all qualified and needy individuals regardless of origin or language
Encourage medical facilities to hire more bilingual staff

**Increased access to health care for immigrant populations in the Telluride area and educate medical providers on immigrant needs**



**Increased sense of integration among ALL residents (immigrants, refugees, and receiving community)**

## BUSINESS & EMPLOYMENT

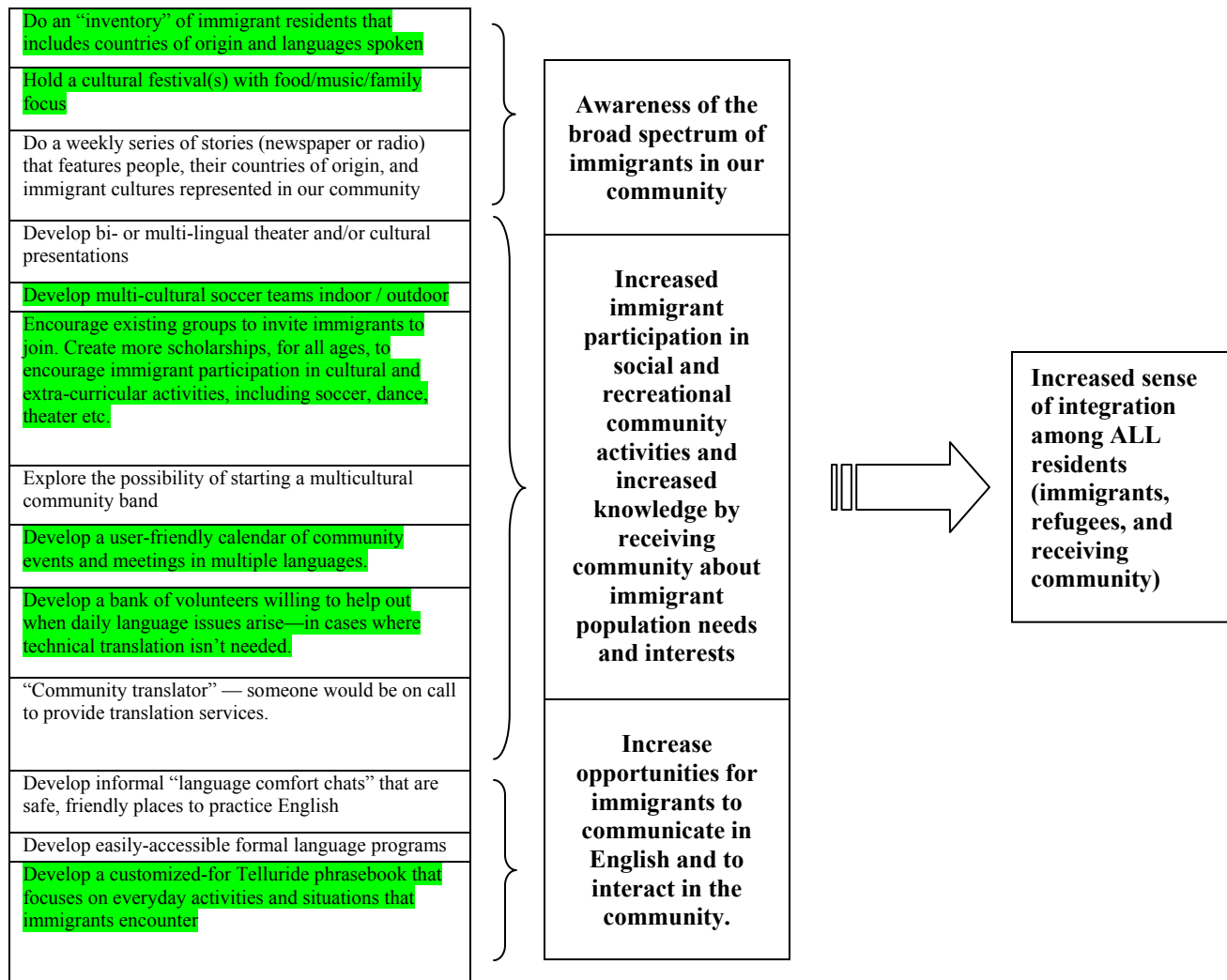


## CULTURE & COMMUNITY

ACTIVITIES

SHORT-TERM OUTCOMES

LONG-TERM OUTCOMES



## LAW ENFORCEMENT

### ACTIVITIES

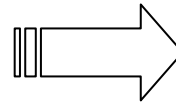
Publish a brochure in several languages that speak to the most frequently asked questions about law enforcement operations that tend to affect the immigrant community.
Provide regular tips to the media about public safety issues - <b>Multilingual</b>
Neighborhood home meetings hosted by the immigrant community to meet with and discuss issues with law enforcement officers
Post public safety information on government websites in native languages
Increased use of a translator or bilingual staff
Implementation of regular cultural competency training for law enforcement and emergency services staff.

### SHORT-TERM OUTCOMES

<b>Increased immigrant knowledge about law enforcement issues and operations and increase law enforcement knowledge about immigrant concerns</b>
<b>Immigrants and non-immigrants have equal level of law enforcement and emergency services</b>

### LONG-TERM OUTCOMES

<b>Increased sense of integration among ALL residents (immigrants, refugees, and receiving community)</b>
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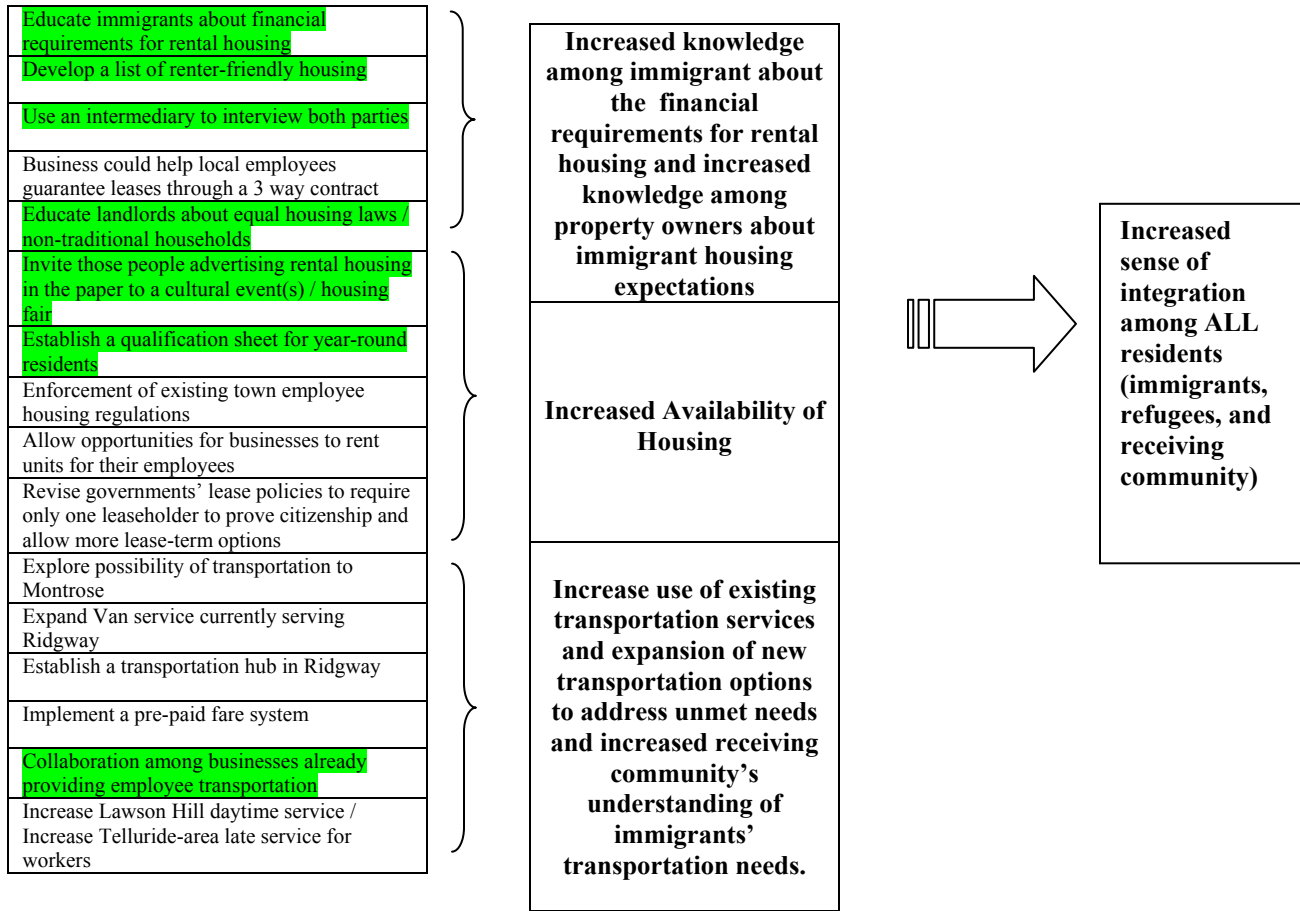


## HOUSING & TRANSPORTATION

ACTIVITIES

SHORT-TERM OUTCOMES

LONG-TERM OUTCOMES



## EDUCATION

### ACTIVITIES

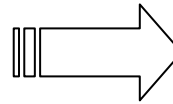
Offer ESL and SSL classes through the University Center of San Miguel with certified teachers and credit or other incentives offered.
Develop conversation groups in languages other than English
Multi-level computer education classes in other languages or taught through ESL methods
Increase the amount of materials available in languages other than English at the library and other venues ( film, newspaper, etc-from immigrants' homes)
Work with Library to create a family literacy program
Translate information about preschool programs, including scholarship and application procedures, to ensure wider dissemination to immigrants
Increase affordable childcare slots for working families
Implement research based activities that help disassemble cultural stereotypes and barriers.
Encourage efforts to increase immigrant integration at early grade levels
Provide funds to pay for translation of information from community organizations
Increase availability and promotion of scholarships for students to participate in sports and extracurricular activities
Provide collegiate scholarship opportunities for immigrant High School graduates

### SHORT-TERM OUTCOMES

<b>More variety and frequency of quality educational opportunities for both adult immigrants and native English speakers.</b>
<b>Increased access to childcare and preschool and more children are prepared to enter school.</b>
<b>Increased integration of immigrant children into the general culture, especially at the high school level.</b>

### LONG-TERM OUTCOMES

<b>Increased sense of integration among ALL residents (immigrants, refugees, and receiving community)</b>
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# INDICATORS

SHORT –TERM OUTCOME #1	INDICATOR	DATA SOURCE
<b>Health Care</b>		
<b>Increased access to health care for immigrant populations in the Telluride area and educate medical providers on immigrant needs</b>	Increased number of immigrant patient visits at area clinics/providers	Medical Clinics Patient numbers & demographics
	Improved understanding of medical services/resources	Conversations with and informal observations of the immigrant community
	Increased number of bilingual staff at medical facilities	Medical Clinics - List of Staff
	Increased use of interpretation/translation service	Interpretation Service Numbers
	Completion of an interactive/bilingual website for communication information.	Immigrant Resource Center – website up and running.
<b>Business &amp; Employment</b>		
<b>Increased access to bank services and educate banks about immigrant financial services needs</b>	Increased number of immigrant clients at local banks	Anecdotal information from bank staff
	Increased knowledge about bank services and check cashing policies – informational pamphlet for customers/banks about immigrant financial services.	Feedback from immigrant community. Completion of pamphlet in appropriate languages.
<b>Increased knowledge among employees &amp; employers regarding work permits, legal issues, and other immigrant related issues</b>	At least 30 immigrants attend Employee Rights & Responsibilities seminars	Immigrant Resource Center – attendance lists of workshops. Evaluation Surveys from workshops.
	At least 10 Employers attend Rights & Responsibilities Seminars	Immigrant Resource Center – attendance lists of workshops. Evaluation Surveys from workshops.
<b>More transportation options for employees from Montrose and outlying communities</b>	Increase in number of vans/buses and/or increase in routes	Transportation Service Numbers from local governments and/or Regional Transportation Authority.
<b>Increased community capacity to effectively deliver a variety of information and service of interest to immigrants</b>	Increased understanding by immigrant community of housing/transportation/employment	Observations and feedback from immigrant community.

<b>Culture &amp; Community</b>		
<b>Awareness by the receiving community of the broad spectrum of immigrants in our community</b>	Increased number of community activities/festivals/events celebrating immigrant cultures	Increase of events on Community Calendar; Newspaper Advertisements
	Number of radio or newspaper stories highlighting immigrants	Number of KOTO Community Radio features; Telluride Newspaper Articles
	Publication of an immigrant inventory/census that includes countries or origin and languages spoken	Immigrant Resource Center completion of publication
<b>Increased immigrant participation in social and recreational community activities and increased knowledge by receiving community about immigrant population needs and interests</b>	Increased number of cultural presentations that are bi or multi-lingual or highlight other cultures	Newspaper Advertisements; Increase of events on Community Calendar
	Increase in immigrant participation in soccer league	Soccer League Participation Lists
	Increased awareness of community events by the immigrant community	Feedback from Attendees; Feedback from immigrant community
<b>Increase opportunities for immigrants to communicate in English and to interact in the community.</b>	100 participants in ESL programs (approximately 20% increase)	ESL class attendance records.
	At least 30 immigrants attend Living in America Workshops focusing on community interaction.	Surveys of workshop attendees; Number of participants
<b>Law Enforcement</b>		
<b>Increased immigrant knowledge about law enforcement issues and operations and increase law enforcement knowledge about immigrant concerns</b>	Improved understanding among immigrant community of law enforcement and emergency service issues	Conversations and feedback from immigrant community.
	Distribution of brochure describing law enforcement/emergency services operations in several languages	Law Enforcement agencies – brochure in circulation.
<b>Immigrants and non-immigrants have equal level of law enforcement and emergency services</b>	Increased use of a translator or bilingual staff	Law Enforcement agency statistics.
	Implementation of regular cultural competency training for law enforcement and emergency services staff.	Pre and post surveys and feedback of participants.

<b>Housing &amp; Transportation</b>		
<b>Increased knowledge among immigrant about the financial requirements for rental housing and increased knowledge among property owners about immigrant housing expectations</b>	At least 30 immigrants attend workshops about housing issues and requirements	Post surveys and feedback of participants.
	Creation/distribution of a list of housing opportunities/resources for immigrants	Immigrant Resource Center – completed list being used by immigrant community.
<b>Increased Availability of Housing</b>	Complete/distribute landlord education brochure targeted at renting to immigrants	Immigrant Resource Center. Feedback from landlords.
<b>Increase use of existing transportation services and expansion of new transportation options to address unmet needs and increased receiving community’s understanding of immigrants’ transportation needs.</b>	Increased collaboration among business providing transportation	Conversations and feedback from local businesses.
<b>Education</b>		
<b>More variety and frequency of quality educational opportunities for both adult immigrants and native English speakers.</b>	Best Practices ESL program up and running. Continual increase in participants	ESL class attendance rosters. Feedback from students.
	Increase in opportunities for SSL and other language classes	Number of language classes available being taught by schools and organizations.
	Increase in amount of multi-lingual materials available in library	Library – list of multi-lingual resources.
	Increased opportunities for immigrants to practice English	Library sponsored opportunities. Informal conversations and feedback from immigrant community.
<b>Increased access to childcare and preschool and</b>	Increase in number of immigrant children attending	Preschools & Bright Futures program

<b>more children are prepared to enter school</b>	preschool and participating in early childhood programs	– increase in immigrants’ enrollment in programs. Feedback from immigrant community.
<b>Increased integration of immigrant children into the general culture, especially at the high school level.</b>	Increased participation in sports and extracurricular activities by immigrant community	Sport and nonprofit organizations participant numbers.
	Implementation of a research-based curriculum targeting cultural stereotypes and integration barriers.	Schools and Immigrant Resource Center – number of curriculum-based activities.

## Strategy Narrative

The Community Plan is divided into six primary categories of activities and outcomes. These categories include: 1) Healthcare; 2) Business & Employment; 3) Law Enforcement; 4) Housing & Transportation; 5) Culture & Community; and 6) Education. All of these categories within the Community Plan revolve around the implementation of several key strategies:

- 1) **A new Telluride Cultural Center (Cultural Center) to be staffed full time by a Spanish and English-speaking director** and supported by an advisory board.
- 2) **Language-based strategies** that include ESL and other language classes and an expanded translation/interpretation service.
- 3) **Coordination with existing services, organizations and local governments** to leverage resources and modify existing programs and services to better accommodate and communicate to immigrants.

### Healthcare:

The activities identified under the category of Healthcare all support the outcome of increased access to healthcare for the immigrant community. Although there are often sliding scale payment options and programs that immigrants could take advantage of, this information is often not communicated or translated. The ability to communicate with health care providers is essential to receiving quality healthcare.

**Our Community Plan strives to increase healthcare access through patient navigators, more bilingual medical staff, and increased use of translation/interpretation services. A Cultural Center and/or Patient Navigator would be a resource for immigrants to learn about medical resources, funding and healthcare programs as well as for healthcare providers to share information.**

### Business/Employment:

The economies of Telluride and Mountain Village are dependent upon the immigrant population. While businesses are using a greater number of immigrants to fill their employee needs, businesses can also benefit from providing products and services to this growing segment of our population.

The activities identified under the category of Business and Employment focus on increasing access to banking services, **increasing the knowledge base of immigrants and employers**, and providing more transportation options for employees. In general employee/employer relations need to be improved and businesses, such as banks, need to better market and/or explain their services. **A Cultural Center is a key strategy for translating information, providing education to immigrants about banking services, and conducting regular employee and employer “rights and responsibilities” seminars. For example, the Center might take the lead on a “best practices” handbook for employees and collect and share business best practices among local businesses.**

Although transportation is a larger community-wide issue, it is a basic need for the immigrant community and greatly affects the ability to integrate into the community.

**A Cultural Center Director would work closely with local governments and businesses to find solutions to transportation issues affecting the immigrant population.**

### Culture & Community:

As resort communities, the Towns of Telluride and Mountain Village host numerous community events and festivals and arts and cultural activities. Participating in these activities is a large part of community life. The activities identified under the category of culture and community focus on increasing the knowledge of the receiving community about local immigrants, their stories, and culture. The Cultural Center would coordinate an inventory of immigrant residents, work closely with the media to promote immigrant stories, and promote additional cultural festivals or events. Additional activities include working with existing organizations to help promote their activities to immigrants, such as bi or multi-lingual theater or cultural presentations, developing a multi-cultural soccer club, promoting scholarships for immigrant children to participate in extra-curricular activities, and translating and modifying the existing Community Calendar to make it user friendly for immigrants. In order to promote community events and activities, it is important for nonprofits and local governments to have access to translation/interpretation services, and the Cultural Center Director would help promote a list of volunteer translators as well as a community translator service.

Activities within this category also focus on the outcome of increasing the opportunities for immigrants to effectively communicate in English and interact in the community. Language strategies are a key component of accomplishing this outcome and include, developing informal opportunities to practice English as well as developing a formal ESL language program using best practices standards. The Cultural Center Director could coordinate with local Spanish students to create a phrasebook that focuses on everyday situations that immigrants encounter in Telluride. In order to improve the ability for immigrants to interact in the community, the Cultural Center Director would coordinate “Living in America” workshops, focusing on daily living issues such as recycling, the free box, trash removal, paying bills, etc.

### Law Enforcement / Emergency Services:

Activities in the category of law enforcement and emergency services reflect the need to improve relations with these government services and the immigrant community through better communication and through improving the quality of service. Activities include publishing a bi- or multi-lingual brochure answering the most frequently asked questions by immigrants about law enforcement and emergency services, providing regular tips to the media in multiple languages, and posting public safety information on government websites in multi languages.

In an effort to improve trust, the Cultural Center Director would help coordinate neighborhood home meetings to meet with enforcement and emergency service officers. The Telluride Marshall’s Department already has a Citizens Advisory Board designed to improve relations with the public, and this effort could be expanded in an effort to improve relations among the immigrant population. The Cultural Center would also provide support to law enforcement/emergency services agencies through translation/interpretation services and cultural sensitivity training for officers and agency staff.

### Housing and Transportation:

Transportation is a complex and important issue for Telluride immigrants due to isolation, dangerous mountain roads, weather, and the escalating cost of fuel. The cost of housing in the resort areas of Telluride and Mountain Village is far beyond the wages for most workers, and

immigrants are subsequently dependent on subsidized housing. Housing and transportation were top immigrant concerns affecting their ability to integrate into the community. Although activities within this category involve a greater number of partners and government involvement at all levels, this Community Plan includes several housing and transportation related actions and desired outcomes.

Activities regarding housing include educating immigrants and landlords about rental policies and fair housing laws, developing a list of renter-friendly housing, establishing a qualification sheet for year-round residents, and working with local governments to create creative solutions that would make it easier for immigrants to find and secure housing. These activities involve the Cultural Center Director working closely with local government, landlords, businesses, and the regional housing authority and require the support of local governments. Also through these efforts, the Cultural Center Director would strive to increase the comfort level between landlords and immigrant renters.

Activities regarding transportation involve expanding transportation, van and bus services to outlying areas and creating new service routes that address where and when workers are employed. These activities involve the Cultural Center Director working closely with local government, businesses, and the regional transportation authority and require the support of local governments.

#### Education:

Education is a critical component for both children and adult immigrants and for reducing language barriers. Both the receiving and immigrant communities expressed the desire to better communicate. Activities in this category focus on language-based efforts, which would be administered through the Cultural Center, yet rely on other community partners. Activities include creating a well-run, curriculum-based ESL program as well as other language classes for English speakers, developing conversational groups in languages other than English, and working with the Schools, Telluride Library and Bright Futures Program to develop a family literacy program. Other desired educational opportunities include computer classes taught in Spanish and increasing the amount of multi-language resources at the Telluride Library.

Immigrant children often enter school unprepared because of poor English skills and not having quality early childhood educational opportunities. There is a need to communicate more information about childcare opportunities to the immigrant community as well as to work with local governments and childcare centers to create more slots for working and immigrant families.

The Cultural Center Director would work closely with schools to implement curriculum to help eliminate cultural stereotypes and barriers. A cultural competency training team could be created to teach and train students, teachers as well as other community groups. The Director would also help promote the availability of scholarships and opportunities for immigrant children to participate in sports and extra-curricular activities and would investigate the opportunity for collegiate scholarships opportunities for immigrant High School students.

## WORK PLAN

### HEALTHCARE

Short-term outcome 1:	<b>Increased access to health care for immigrant populations in the Telluride area and educate medical providers on immigrant needs.</b>		
Activity	Task	Name of person responsible	Time frame
1) Create an interactive bilingual website that functions as a portal for community information, including medical resources	Secure web content	Center Director	Years 1-4
	Provide translation for site content	Language Services Coordinator	Years 1-4
	Secure webmaster / technical knowledge	Center Director	Year 1
2) Implement a program of patient education to educate patients about doctor office hours, access to Rx meds, use of ER services, no-shows etc. Pool resources to support a full-time <u>Medical Interpreter / Patient Navigator</u> who can work with patients to take care of their medical needs, with interpretation referrals, billing questions and other medically related issues; should not be limited to one FTE	Collect pertinent information from healthcare providers	Patient Navigator	Year 1
	Hire Patient Navigator	Telluride Foundation	Year 1
	Create connections with providers to the immigrant community	Patient Navigator	Year 1
	Conduct patient education sessions	Patient Navigator	Years 1-4
	Keep abreast of changes within the medical community	Patient Navigator	Years 1-4
3) Support training and increased funding for a smaller, but SKILLED interpreter's list at fair wages for those skills.	Recruit skilled translators	Center Director / Language Coordinator	Year 1
	Create standards and criteria for translation service	Center Director / Language Coordinator	Year 1
	Conduct training sessions for translators	Center Director / Language Coordinator	Years 1-4
4) Potentially consider an on-call "Town Interpreter" for each day of the week to address all town interpretation needs	Seek partner organizations for implementing Town Interpreter	Center Director / Language Coordinator	Year 1
	Identify individuals capable of handling Town Interpreter duties	Center Director / Language Coordinator	Year 1
	Identify points of interaction in need of this service	Center Director / Language Coordinator	Years 1-4
5) Support the efforts of the Local Healthcare Initiative (LHI) & the San Juan Health Council to address the oral health needs of children.	Partner with organizations to assist patients with oral care needs	Patient Navigator	Year 1
	Coordinate with LHI Director to better serve immigrant community	Patient Navigator / Center Director	
	Identify children in need of services	Patient Navigator	Years 1-4
6) Continue to improve and better publicize LHI van service for non-emergency medical care in the region	Work with healthcare service providers to increase service	Patient Navigator	Years 1-4
	Create a marketing program targeting potential users	Patient Navigator	Year 1
7) Arrange so that Mental Health provider can meet patients at medical offices when being referred for their first visit	Establish relationships with mental health providers	Patient Navigator	Years 2-4
	Establish set of patient guidelines/needs to assist during visit	Patient Navigator	Years 2-4
8) Work to create a more affordable sliding fee scale for mental health visits	Work with mental healthcare providers to establish qualifications for sliding scale fees	Patient Navigator / Center Director	Year 2
	Identify proven methods for establishing similar programs	Patient Navigator	Year 2
9) Through increased cultural competency provide services to all qualified and needy individuals regardless of origin or language	Provide cultural competency train-the-trainer sessions to assist entities with competency standards	Center Director / Language Services Coordinator / Trust Assistance	Year 2
	Identify organizations in need of cultural competency training	Language Services Coordinator	Years 1-2
10) Encourage medical facilities to hire more bilingual staff	Provide translator services to show need for bilingual staff	Language Services Coordinator	Year 1
	Provide cultural competency sessions demonstrating language needs	Patient Navigator	Year 2

## BUSINESS & EMPLOYMENT

Short-term outcome 1:	<b>Increased access to bank services and educate banks about immigrants' financial needs.</b>		
<u>Activity</u>	<u>Task</u>	<u>Name of person responsible</u>	<u>Time frame</u>
1) Educate banks as to employees' banking needs	Create Cultural Center – Hire Staff	Telluride Foundation	Year 1
	Hold meetings with local banks to understand financial services and share immigrant concerns/needs	Center Director	Year 1
	Provide translation / interpretation services	Center Director	Years 1-4
2) Publicize to the general public, businesses and employees, banks policies as it relates to check cashing policies	Create Cultural Center – Hire Staff	Telluride Foundation	Year 1
	Hold meetings with local banks to understand financial services and share immigrant concerns/needs	Center Director	Year 1
	Create informational pamphlet for customers/banks about immigrant financial services	Center Director	Year 1
	Provide translation / interpretation services	Center Director	Year 1-4
3) Publicize Consular Matricular Mexican ID for check cashing purposes	Create Cultural Center – Hire Staff	Telluride Foundation	Year 1
	Create informational piece for distribution	Center Director	Year 1
4) Conduct regular Consular Matricular registration sessions	Coordinate with Denver Mexican Consulate	Center Director	Year 1
	Arrange for a site visit	Center Director	Year 1

Short-term outcome 2:	<b>Increased knowledge among employees &amp; employers regarding work permits, legal issues, and other immigrant related issues.</b>		
<u>Activity</u>	<u>Task</u>	<u>Name of person responsible</u>	<u>Time frame</u>
1) Conduct regular employee "rights & responsibility" seminars	Create Cultural Center – Hire Staff	Telluride Foundation	Year 1
	Gather information/expertise for presentations	Center Director	Year 1
	Consider a handout for employees	Center Director	Year 1
	Create a survey to evaluate workshop	Center Director	Year 1
2) Conduct regular employer "rights & responsibility" seminars	Create Cultural Center – Hire Staff	Telluride Foundation	Year 1
	Gather information/expertise for presentations	Center Director	Year 1
	Consider a handout for employers	Center Director	Year 1
	Create a survey to evaluate workshop	Center Director	Year 1
3) Collect & Share business best practices with other businesses – transportation / housing / health insurance / hiring / work permits	Center staff to interview immigrant staffed businesses	Center Director	Year 1
	Generate a list of best practices	Center Director	Year 1
	Create tools to share best practices	Center Director	Year 1

Short-term outcome 3:	<b>More transportation options for employees from Montrose and outlying communities.</b>		
<u>Activity</u>	<u>Task</u>	<u>Name of person responsible</u>	<u>Time frame</u>
1) Work with governments for public regional transportation solutions	Hire Center staff	Telluride Foundation	Year 1
	Staff to attend regional transportation meetings to represent immigrant concerns and issues	Center Director	Years 1-4

## BUSINESS & EMPLOYMENT - CONTINUED

Short-term outcome 4:	<b>Increased community capacity to effectively deliver a variety of information and service of interest to immigrants</b>		
<u>Activity</u>	<u>Task</u>	<u>Name of person responsible</u>	<u>Time frame</u>
1) Provide immigrant community with information about housing, transportation, employment community resources	Create Center-Hire Staff	Telluride Foundation	Year 1
	Leverage existing organizations for communicating information	Center Director / Existing Organizations	Years 1-4
	Develop information tools – Living in America workshops, brochures, website	Center Director with technical assistance from Colorado Trust	Years 1-2
2) Conduct accessible English language immersion classes for employees on a regular basis	Coordinate with community partners to create an ESL program	Center Director, Local Governments, Schools, Library, University Centers of the San Miguel	Year 1
	Research best practices programs / curriculum	Center Director using technical assistance from Colorado Trust	Year 1
	Retain ESL instructors and space	Center Director with Community Partners	Year 1
	Advertise classes	Center Director	Year 1
3) Encourage employers to offer/allow on-site language classes (consider incentives for employees and employers)	Coordinate with businesses to assess interest in ESL classes (onsite/offsite)	Center Director	Year 1
	Develop list of incentives	Center Director with Local Governments	Year 1
	Provide ongoing support to businesses offering ESL programs	Center Director with Local Governments	Year 1

## CULTURE & COMMUNITY

Short-term outcome 1:	<b>Awareness by the receiving community of the broad spectrum of immigrants in our community.</b>		
<u>Activity</u>	<b>Task</b>	<b>Name of person responsible</b>	<b>Time frame</b>
1) Do an “inventory” of immigrant residents that includes countries of origin and languages spoken	Create Center – Hire Staff	Telluride Foundation	Year 1
	Identify immigrant populations	Center Director with Schools / Governments / Businesses	Years 2-3
	Compile and Distribute Information	Center Director	Years 2-3
2) Hold a cultural festival(s) with food/music/family focus	Coordinate with existing community organizations to expand and better promote to immigrants	Center Director / Existing Organizations	Years 2-3
	Provide support to existing festivals with translations and communication services	Center Director	Years 2-3
	Seek funding opportunities	Center Director, Organizations, Governments	Years 2-3
	Determine need for new events and help organize	Center Director, Organizations, Governments	Years 2-3
3) Do a weekly series of stories (newspaper or radio) that features people, countries of origin, and cultures in our community	Coordinate with media	Center Director	Years 1-2
	Provide language support to media	Center Director	Years 1-2
	Help develop content and contacts	Center Director	Years 1-2
	Identify sponsors/advertisers	Center Director with Media	Years 1-2

Short-term outcome 2:	<b>Increased immigrant participation in social and recreational community activities and increased knowledge by receiving community about immigrant population needs and interests.</b>		
<u>Activity</u>	<b>Task</b>	<b>Name of person responsible</b>	<b>Time frame</b>
1) Develop bi- or multi-lingual theater and/or cultural presentations	Coordinate with existing theater and cultural organizations	Center Director	Years 1-2
	Expand bilingual storytimes at Library	Children’s Librarian	Year 1
	Encourage existing organizations through funding support	Center Director with Telluride Foundation	Years 1-2
2) Develop multi-cultural soccer teams indoor / outdoor	Provide support to Town Parks and Recreation – language, outreach	Town Parks and Recreation	Year 1
	Help to seek team sponsorships	Center Director	Year 1
3) Encourage existing groups to invite immigrants to join. Create more scholarships, for all ages, to encourage immigrant participation in cultural and extra-curricular activities, including soccer, dance, theater etc.	Provide language and outreach support to community groups	Center Director / Community Organizations	Years 1 - 3
	Assess opportunities for immigrant participation and involvement	Center Director	Years 2-3
	Use informational tools to distribute information on activities and scholarships	Center Director	Years 2-3
4) Explore the possibility of starting a multicultural community band	Coordinate with School Band Director	Center Director / Schools	Year 3
	Assess community interest	Center Director	Year 3
	Support interested musicians	Center Director / Music businesses/schools	Year 3
	Use informational tools to communicate opportunities for musicians.	Center Director	Year 3
5) Develop a user-friendly calendar of community events and meetings in multiple languages.	Coordinate with existing community calendar	Center Director / Telluride Association of Real Estate Brokers	Year 2
	Provide translation services	Center Director	Year 2
	Identify important dates to immigrant community	Center Director	Year 2
	Help distribute calendar to immigrant community	Center Director	Year 2
6) Develop a bank of volunteers willing to help out when daily language issues arise—in cases where technical translation isn’t needed.	Identify volunteers	Center Director	Years 1-4
	Create incentives for volunteers	Center Director	Years 1-4
	Train volunteers	Center Director	Years 1-4
	Coordinate volunteers and create program standards	Center Director	Years 1-4
7) “Community translator” — someone would be on call to provide translation services.	Determine funding sources	Center Director / Local Governments	Year 1
	Hire qualified translator (could overlap with Center Director position)	Center Director / Local Governments	Year 1
	Create program criteria	Center Director / Local Governments	Year 1
	Market program	Center Director / Local Governments	Years 1-4

## CULTURE & COMMUNITY - CONTINUED

Short-term outcome 3:	<b>Increase opportunities for immigrants to communicate in English and to interact in the community.</b>		
<u>Activity</u>	<u>Task</u>	<u>Name of person responsible</u>	<u>Time frame</u>
1) Develop informal “language comfort chats” that are safe, friendly places to practice English	Coordinate with library to develop/expand conversational program	Center Director / Adult Services Librarian	Year 2
	Gauge interest in specific languages	Center Director / Adult Services Librarian	Year 2
	Provide language and outreach support to Library	Center Director / Adult Services Librarian	Years 2-4
2) Develop easily-accessible formal language programs	Determine best practices and curriculum for ESL and other language courses	Center Director with Technical Assistance from Colorado Trust	Year 1
	Coordinate with community partners – local governments, schools, businesses	Center Director / Schools / Local Governments / Businesses / Univ. Centers of the San Miguel	Year 1
	Hire qualified teachers	Center Director / Schools / Local Governments / Businesses / Univ. Centers	Year 1
	Advertise Classes	Center Director / Schools / Local Governments / Businesses / Univ. Centers	Year 1
3) Develop a customized-for Telluride phrasebook that focuses on everyday activities and situations that immigrants encounter	Possibly coordinate with school language programs	Center Director / Schools	Years 2 -3
	Determine local phrases through immigrant interviews	Center Director / Schools	Years 2-3
	Publish and Distribute phrasebook	Center Director / Schools	Years 2-3

## LAW ENFORCEMENT

Short-term outcome 1:		<b>Increased immigrant knowledge about law enforcement issues and operations and increase law enforcement knowledge about immigrant concerns.</b>	
<u>Activity</u>	<b>Task</b>	<b>Name of person responsible</b>	<b>Time frame</b>
1) Publish a brochure in several languages that speak to the most frequently asked questions about law enforcement operations that tend to affect the immigrant community.	Coordinate with law enforcement/emergency services agencies.	Center Director / Agencies	Years 1-2
	Develop list of Frequently Asked Questions	Agencies / Immigrants	Years 1-2
	Provide language support	Center Director	Years 1-2
	Distribute brochure/information	Center Director / Agencies	Years 1-4
2) Provide regular tips to the media about public safety issues - Multilingual	Coordinate with law enforcement/emergency services agencies.	Center Director / Agencies / Media	Years 1-2
	Coordinate with Media	Center Director / Agencies / Media	Years 1-2
	Provide language and content support	Center Director / Agencies / Media	Years 1-4

Short-term outcome 2:		<b>Immigrants and non-immigrants have equal level of law enforcement and emergency services.</b>	
<u>Activity</u>	<b>Task</b>	<b>Name of person responsible</b>	<b>Time frame</b>
1) Neighborhood home meetings hosted by the immigrant community to meet with and discuss issues with law enforcement officers	Coordinate with Telluride Marshals Citizens Advisory Board	Center Director / Telluride Marshals Department	Years 2-3
	Identify willing immigrant participants	Center Director	Years 2-3
	Provide language and outreach support	Center Director	Years 2-3
2) Post public safety information on government websites in native languages	Coordinate with law enforcement/emergency services agencies.	Center Director / Agencies	Years 2-3
	Provide language and content support	Center Director	Years 2-3

## HOUSING & TRANSPORTATION

Short-term outcome 1:	<b>Increased knowledge among immigrants about financial requirements for rental housing and increased knowledge among property owners about immigrant housing expectations.</b>		
<u>Activity</u>	<u>Task</u>	<u>Name of person responsible</u>	<u>Time frame</u>
1) Educate immigrants about financial requirements for rental housing	Conduct sessions for immigrants explaining traditional requirements	Center Coordinator / Technical Assistance	Years 1-2
	Conduct sessions for landlords explaining restrictions / expectations	Center Coordinator / Technical Assistance	Years 1-2
2) Develop a list of renter-friendly housing	Develop immigrant-friendly rent qualifications	Center Director	Year 1
	Identify landlords that comply to qualifications	Center Director	Years 1-4
	Hold information sessions for both parties	Center Director	Years 1-4
3) Use an intermediary to interview both parties	Identify available open market rental properties	Third Party	Years 1-4
	Match potential renters with various properties	Center Director / Third Party	Years 1-4
4) Business could help local employees guarantee leases through a 3 way contract	Identify businesses willing to participate in program	Center Director / Agencies	Years 1-2
	Identify potential sources of funding to guarantee contracts	Center Director / Telluride Foundation	Years 1-4
	Establish a qualification sheet for employees	Center Director / Businesses	Year 1
	Arrange discussion sessions with various housing entities to discuss possibilities	Center Director / Agencies	Years 1-3
5) Educate landlords about equal housing laws / non-traditional households	Hold Equal Housing Educational Seminars	Center Director / Technical Assistance	Years 1-2
	Coordinate housing fair to build familiarity with non-traditional households	Center Director	Years 1-4
	Identify critical participants for various events	Center Director	Years 1-4

Short-term outcome 2:	<b>Increased Availability of Housing</b>		
<u>Activity</u>	<u>Task</u>	<u>Name of person responsible</u>	<u>Time frame</u>
1) Invite those people advertising rental housing in the paper to a cultural event(s) / housing fair	Identify property owners leasing housing	Center Director	Years 1-4
	Identify members of the immigrant community in need of rental housing	Center Director	Years 1-4
	Coordinate housing fair or other tools to bring immigrants and property owners together	Center Director	Years 1-4
2) Establish a qualification sheet for year-round residents	Communicate with renters / property owners regarding desired qualifications	Center Director	Years 1-4
	Create system for use	Center Director	Years 1-4
	Recruit legitimate candidates for program	Center Director	Years 1-4
3) Enforcement of existing town employee housing regulations	Coordinate with town attorney	Center Director	Years 1-2
	Coordinate with governments	Center Director	Year 2
	Coordinate with various housing entities	Center Director	Year 2
	Coordinate with Code Enforcement	Center Director	Year 2
4) Allow opportunities for businesses to rent units for their employees	Identify businesses wanting to participate	Center Director	Year 2
	Coordinate with property owners / government housing authorities	Center Director	Year 2
	Identify potential renting entities willing to participate	Center Director	Year 2
	Hold information sessions amongst different entities	Center Director	Year 2
5) Revise governments' lease policies to require only one leaseholder to prove citizenship and allow more lease-term options	Bring government rental entities together	Center Director	Year 1
	Show examples of successful programs	Center Director	Year 1

## HOUSING & TRANSPORTATION - CONTINUED

Short-term outcome 3:	<b>Increase use of existing transportation services and expansion of new transportation options to address unmet needs and increased receiving community's understanding of immigrants' transportation needs.</b>		
<u>Activity</u>	<u>Task</u>	<u>Name of person responsible</u>	<u>Time frame</u>
1) Explore possibility of transportation to Montrose	Identify current transportation options	Center Director	Years 1-2
	Raise issue with Regional Transportation Authority	Center Director / Regional Transportation Authority	Years 2-3
	Raise issue with other existing transportation entities	Center Director	Year 1
2) Expand Van service currently serving Ridgway	Identify constraints on current service	Center Director	Years 2-3
	Identify governing entities / stakeholders	Center Director	Years 2-3
	Establish need for expanded service	Center Director	Year 2
3) Establish a transportation hub in Ridgway	Address issue with Regional Transportation Authority	Center Director / Local Governments	Years 2-3
	Identify current informal options	Center Director	Years 1-2
	Identify all pertinent parties	Center Director / Local Governments	Years 2-3
4) Implement a pre-paid fare system	Raise issue with existing and future transportation services	Center Director	Years 2-3
	Research successful programs in other communities	Center Director	Years 2-3
5) Collaboration among businesses already providing employee transportation	Identify those businesses	Center Director	Years 1-2
	Establish information sharing system	Center Director	Year 2
	Establish best practices	Center Director	Year 2
6) Increase Lawson Hill daytime service / Increase Telluride-area late service for workers	Identify responsible entity/entities	Center Director	Year 1
	Identify available transportation options	Center Director	Year 1

## EDUCATION

<b>Short-term outcome 1: More variety and frequency of quality educational opportunities for both adult immigrants and native English speakers.</b>			
<b>Activity</b>	<b>Task</b>	<b>Name of person responsible</b>	<b>Time frame</b>
1) Offer ESL and SSL classes through the University Center of San Miguel with certified teachers and credit or other incentives offered.	Identify proven curriculum	Center Director / University Centers of the San Miguel Liaison	Year 1
	Recruit qualified personnel	University Centers of the San Miguel	Year 1
	Establish and maintain course availability	University Centers of the San Miguel	Years 1-4
2) Develop conversation groups in languages other than English	Identify languages / leaders for groups	Language Services Coordinator / Library	Year 1
	Establish schedules and processes for groups	Language Services Coordinator / Library	Years 1-2
3) Multi-level computer education classes in other languages or taught through ESL methods	Identify appropriate coursework	Center Director / Library	Year 1
	Secure space and instructor for courses	Center Director / Library	Year 1
4) Increase the amount of materials available in languages other than English at the library and other venues ( film, newspaper, etc-from immigrants' homelands)	Identify all venues carrying foreign language materials	Language Services Coordinator / Center Director	Year 1
	Present languages spoken to appropriate venues / entities	Language Services Coordinator / Center Director	Year 1
5) Work with Library to create a family literacy program	Establish needs for Family Literacy program	Language Services Coordinator	Year 1
	Establish marketing and gathering timelines	Language Services Coordinator	Year 1
	Assist with overcoming language barriers	Language Services Coordinator	Years 1-4

<b>Short-term outcome 2: Increased access to childcare and preschool so more children are prepared to enter school.</b>			
<b>Activity</b>	<b>Task</b>	<b>Name of person responsible</b>	<b>Time frame</b>
1) Translate information about preschool programs, including scholarship and application procedures, to ensure wider dissemination to immigrants	Coordinate with existing childcare entities	Language Services Coordinator	Years 1-4
	Identify all pertinent programs	Language Services Coordinator / Center Director	Years 1-4
	Conduct translations of information	Language Services Coordinator	Years 1-4
	Disseminate final information compilations	Language Services Coordinator	Years 1-4
2) Increase affordable childcare slots for working families	Identify pertinent programs	Center Director / Language Services Coordinator	Years 1-4
	Establish / differentiate number of available slots and children needing them	Center Director / Agencies /	Years 1-2
	Seek funding opportunities to increase spots	Center Director / Telluride Foundation / Technical Assistance	Years 1-2

## EDUCATION – CONTINUED

Short-term outcome 3:	<b>Increased integration of immigrant children into the general culture, especially at the high school level.</b>		
<u>Activity</u>	<b>Task</b>	<b>Name of person responsible</b>	<b>Time frame</b>
1) Implement research based activities that help disassemble cultural stereotypes and barriers.	Coordinate with area schools	School Liaison / Center Director	Years 2-3
	Research proven programs	School Liaison	Years 2-4
	Integrate activities into curriculum	School Liaison	Years 2-4
2) Encourage efforts to increase immigrant integration at early grade levels	Hold dialogues with all stakeholders including school personnel, parents, and other qualified individuals	School Liaison / Center Director	Years 2-3
	Identify current efforts at integration	School Liaison	Year 1
	Expand efforts within a proven context	School Liaison	Years 2-3
3) Provide funds to pay for translation of information from community organizations.	Identify organizations seeking translations	Language Services Director	Years 1-4
	Establish relationships / protocols for relaying information to be translated	Language Services Director	
4) Increase availability and promotion of scholarships for students to participate in sports and extracurricular activities.	Identify currently available scholarships	Center Director / School Liaison	Year 1
	Gather information and create a resource outlining existing possibilities	Center Director / School Liaison / Language Services Director	Years 1-4
	Translate all pertinent materials	Language Services Director	Years 1-4
	Disseminate all materials	Center Director / School Liaison /	Years 1-4
5) Provide collegiate scholarship opportunities for immigrant High School graduates	Establish resource availability	Center Director / Education Liaisons	Years 1- 4
	Encourage immigrant graduates to apply	Center Director / Education Liaisons	Years 1-4
	Create / identify new scholarship sources	Education Liaisons / Center Director / Telluride Foundation	Years 2-3