These worksheets are tools for helping communities structure conversations and create practical plans for supporting immigrants and refugees. They were prepared by staff at the Institute for the Study of the Americas at UNC Chapel Hill as part of the Building Integrated Communities initiative. Each has a different community development theme that was chosen by local governments and immigrant leaders in municipalities across North Carolina involved in the BIC process. While the format varies depending on the topic of the worksheet, all worksheets contain information on successful programs from other communities, a discussion of what made them successful, and questions to guide users through adapting programs to meet the needs and unique conditions of their own community. The worksheet themes are **Sports community**, **Civic Leadership**, **Cultural Competence**, **Community Activation**, **Language Access**, and **Access to Services**.

To read more about Building Integrated Communities contact Hannah Gill, hgill@email.unc.edu or visit: [isa.unc.edu/bic](http://isa.unc.edu/bic)
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Sports Community

Main Goal:
Work with recreation leaders to ensure that immigrant community has access to sports and recreation opportunities.

Newport News, Virginia and Durham, North Carolina
In an effort to build relationships and trust between the police and the Latino community they serve, the Newport News Police and the Norfolk, Virginia Police Departments established a partnership: Both agencies formed their own soccer teams to play in a tournament against a soccer team made up of members of the Latino community. A local Spanish-language radio station partnered with the departments to publicize these events. The event was rounded out by some live music by a Mexican band and a canine unit demonstration. Using soccer to unite the police and the Latino community has also proven very successful in Durham, NC. As in Newport, police and residents play in regular soccer tournaments. Durham County Parks and Recreation Department also offers a variety of classes that target their Latin American immigrant population, including: Basic Computers, ESL, Indoor Soccer, Volleyball, folklore Dance, and Zumba. Classes are advertised through bilingual public service announcements.

Denver, Colorado
The program Global Summit was created in response to the rapid growth of the Latino community in Summit County. Local public schools, health centers, the police and various non-profits approached the Colorado Trust to obtain a grant to promote the social integration of Latino families through partnerships with a local soccer association and a local theatre company. The funds destined for soccer were used to support Latino players participating in a training program for youth leaders. The theater group worked to write and stage bilingual plays.

Manchester, New Hampshire
B.R.I.N.G. I.T.!!! is a new collaboration between the Manchester School District and Manchester Boys and Girls Club with input and participation from immigrant and refugee community leaders. The program provides soccer and dance programs for refugee youth as well as English classes for adults. While the youth are in these activities, their parents take English classes taught by public school teachers (who receive a stipend). The soccer program is attracting over 60 students a night and, according to Assistant Principal Brendan McCafferty: "It has quickly turned into an atmosphere like the World Cup. There's great structure and discipline, but the boisterous enjoyment amongst the chanting, cheering, and singing onlookers is palpable. And awesome." Challenges to the program include: transportation, child care, and the occasional "heated" parent discussion group. In addition, while most people in the community have welcomed the refugees, there has been some friction, which resulted in negative media. Securing funding and additional partners is also an issue as the programs continue to expand rapidly.
Questions to consider when creating a plan for a "Sports Community":

**Defining Goals, Success, and Activities**
1) What are the needs in your community that a sports community could address?
2) What are your goals in creating a Sports Community? What do you hope to achieve?
3) What will "success" look like for the High Point Sports Community?
   - How will you measure progress towards achieving success?
4) What sorts of activities will be included in the Sports Community?

**Outreach and Participation**
1) How will you let people know about Sports Community activities?
2) How will you encourage participation in Sports Community activities?
   - What are some possible obstacles to participation?
   - How can you avoid these obstacles?

**Logistics**
1) How will you ensure access for people who speak languages other than English?
2) What are the resources currently available that your plan could use?
3) What kinds of support do you need for this plan to succeed?
   - Who can provide this support?

**Next Steps**
1) What do you need to do next to make your plan a reality?

**Sources**
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Civic Leadership

Goal
Widespread refugee and immigrant participation in local government and civic life.

San Francisco, California: Immigrant Rights Commission
The Immigrant Rights Commission was created in 1997 to advise the mayor and board of supervisors on issues and policies related to immigrants who live and work in San Francisco. The commission consists of fifteen (15) voting members, eleven (11) who are appointed by the Board of Supervisors and four (4) who are appointed by the Mayor. At least eight members must be immigrants to the United States and each member of the Commission serves for a term of two years. The IRC promotes civic participation of all city immigrants, holds public hearings to obtain input from the immigrant community about the issues that are important to them, cooperates with other city departments that enforce regulations relating to immigrants, evaluates programs and services in place for immigrants and increases public awareness of the contributions made by immigrants to society.

Cambridge, Massachusetts: City Links
Cambridge's City Links program works with linguistic minority youth in an outreach effort designed to integrate them into the community and provide them with the tools they need to become future community leaders. The program serves 20 high school students each year and places them in a 10-hour per week public sector internship. City Links students help with services in translation, program assistance and interpretation in locations such as the Cambridge Police Department, Cambridge Hospital, Cambridge Public Libraries and municipal child care centers. Students receive additional support through a one-on-one mentorship program, counseling on access to higher education, academic tutoring, leadership development, a seminar and guest-speaker series, and volunteer and community advocacy opportunities.

City Links breaks the cycle of unemployment and underemployment among linguistic minorities: 90 percent of the program's graduates attend college compared with about 55 percent of graduates from the city's high school bilingual programs. The program not only gives its participants the opportunity to gain concrete skills and work experience, it also exposes them to public service careers. Over time, this helps increase diversity within city government, as these youth leaders increasingly participate in their community.

Skokie, Illinois: International Leadership Academy
The Village of Skokie's Human Services Department hosted an International Leadership Academy in late 2008 for immigrant residents who wanted to learn about taking on a greater community leadership role through volunteerism, service on a board or commission or as an
elected official. This two-part event included sessions on: leadership throughout American history; understanding state and federal government systems; serving as a volunteer, appointed official or elected official; and the etiquette, protocol and art of negotiation.3, 4

Questions to consider when creating a plan for civic leadership:

Defining Goals, Success, and Activities
1) What are the needs in your community that developing immigrant/refugee civic leadership could address?
2) What are your goals in developing civic leadership? What do you hope to achieve?
3) What will "success" in developing civic leadership look like for High Point?
   ✧ How will you measure progress towards achieving success?
4) What sorts of activities will be used to develop civic leadership?

Outreach and Participation
1) How will you let people know about civic leadership activities
2) How will you encourage participation in civic leadership activities?
   ✧ What are some possible obstacles to participation?
   ✧ How can you avoid these obstacles?

Logistics
1) How will you ensure access for people who speak languages other than English?
2) What are the resources currently available that your plan could use?
3) What kinds of support do you need for this plan to succeed?
   ✧ Who can provide this support?

Next Steps
1) What do you need to do next to make your plan a reality?

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Cultural Competence

Main Goal

Linking immigrants and established residents through personal interaction and increased cultural knowledge.

Littleton, Colorado: Littleton Immigrant Integration Initiative (LI3)

The Littleton Immigrant Integration Initiative (LI3) started in 2003 with the goal of integrating all international newcomers into the Littleton community. LI3 aims to create a community in which all people feel like they belong to by supporting services and programs for the local immigrant families, by bridging language and cultural differences through cultural and informational events, by developing a committed donor and volunteer base and by initiating fundraising opportunities. One example of an LI3 event is the International Coffee Hour at the local library to socialize, and practice English. The initiative trains more than 100 community volunteers who work one-on-one with immigrants as they practice for their naturalization exam. It also has a large number of community volunteers who tutor immigrants in the English language. City staff are also encouraged to increase their cultural competency through attending free Spanish classes or voluntary "Lunch and Learn" sessions.¹,²

Indianapolis Indiana: Natural Helpers Program

The main feature of Indiana's immigrant outreach is the Natural Helpers Program, where volunteers who live and work in the community mentor new arrivals one-on-one. Each of the approximately 65 Natural Helpers is bilingual and has undergone a 28-hour training program. Often, they have themselves navigated the integration process and can offer culturally sensitive advice and guidance.³

Louisville, Kentucky and Richmond, Virginia: Cultural Celebrations

Many communities have cultural festivals. These are two good examples: Louisville hosts the annual two-day WorldFest every Labor Day weekend. WorldFest is the largest collection of local ethnic restaurants, vendors and exhibitors at any one event in the state of Kentucky. The festival features live music; a wide array of cuisines, crafts and educational possibilities; and a Parade of Cultures. Immigrants can also participate in the Naturalization Ceremony, where hundreds of people take their U.S. oath of citizenship. Richmond's Hispanic Liaison Office also supports the annual ¿Qué Pasa? Festival of Virginia, one of the largest Latino festivals in the state and the southern United States. This outdoor festival of culture offers plenty of food, music, dancing, art and fun learning experiences.³
Questions to consider when creating a plan for cultural competence:

**Defining Goals, Success, and Activities**

1) What are the needs in your community that developing cultural competence could address?
2) What are your goals in developing cultural competence? What do you hope to achieve?
3) What will "success" in developing cultural competence look like for High Point?
   - How will you measure progress towards achieving success?
4) What sorts of activities will be used to develop cultural competence?

**Outreach and Participation**

1) How will you let people know about cultural competence development activities?
2) How will you encourage participation in civic leadership activities?
   - What are some possible obstacles to participation?
   - How can you avoid these obstacles?

**Logistics**

1) How will you ensure access for people who speak languages other than English?
2) What are the resources currently available that your plan could use?
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**Community Activation**

**Main Goal:** Increased involvement, collaboration, and advocacy from all community members on questions of integration.

**Oakland, California: Citizens' Academy**
Since 1998, the City of Oakland has operated a citizens' academy, presently managed by the city's Equal Access Office. The academy is offered in English, Chinese, and Spanish languages. Participants learn about a variety of city services so that they will have the knowledge and confidence to access them. Graduates of the program also become sources of information within their communities. The Chinese-language program has been very successful, while the Spanish-language program has been less so as the local Latino community mistrusts the government. The city is pursuing new recruitment strategies through elementary schools and public libraries and pursuing funding to offer ESL classes as part of the academy. The city encourages graduates to stay civically involved by inviting them to events, asking them to volunteer, and by e-mailing them about what is going on in the city.1

**Skokie, Illinois: International Leadership Academy**
The Village of Skokie's Human Services Department hosted an International Leadership Academy in late 2008 for immigrant residents who wanted to learn about taking on a greater community leadership role through volunteerism, service on a board or commission or as an elected official. This two-part event included sessions on: leadership throughout American history; understanding state and federal government systems; serving as a volunteer, appointed official or elected official; and the etiquette, protocol and art of negotiation.3, 4

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Questions to consider when creating a plan for community activation:

Defining Goals, Success, and Activities
1) What are the needs in your community that community activation could address?
2) What are your goals in activating the community? What do you hope to achieve?
3) What will "success" in activating the community look like in High Point?
   ✝ How will you measure progress towards achieving success?
4) What sorts of activities will be used to activate the community?

Outreach and Participation
1) How will you let people know about community activation activities?
2) How will you encourage participation in community activation activities?
   ✝ What are some possible obstacles to participation?
   ✝ How can you avoid these obstacles?

Logistics
1) How will you ensure access for people who speak languages other than English?
2) What are the resources currently available that your plan could use?
3) What kinds of support do you need for this plan to succeed?
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Language Access

Main Goal: To facilitate communication between immigrant and refugee groups and local government through improved language services.

Oakland, California: Language Volunteer Program
Oakland's Office of Equal Access to Services operates a volunteer program that provides interpretation and translation for city agencies in four languages. It primarily recruits foreign-born or second-generation university students, ESL teachers, and community organization members. After having their language skills assessed informally, volunteers are asked to work three to six hours per week. Their responsibilities include interpreting, answering and returning phone calls to LEP individuals, proofreading translated city documents, and helping residents complete English-language forms. Volunteers augment the language resources of public agencies, but are not a substitute for having bilingual staff or professional interpreters in situations that require precise interpretation, such as situations related to health and safety. Oakland also provides language access to information in other ways such as through prerecorded multilingual phone messages.¹

Indianapolis, Indiana and Durham, North Carolina: Police and Language Access
Mandatory Spanish language and cultural competency training were established at the Indianapolis police academy. English to Spanish language translation software was also developed for use in the field. Designed to be used in patrol car laptops, the software allowed responding officers to communicate with Spanish-speaking citizens through a series of drop-down menus. In Durham, a Spanish-language Citizens' Police Academy has now graduated 135 and provides information on law enforcement to Spanish-speaking residents.², ³

Littleton, Colorado: Littleton Immigrant Integration Initiative (L13)
The Littleton Immigrant Integration Initiative (L13) started in 2003 with the goal of integrating all international newcomers into the Littleton community. L13 aims to create a community in which all people feel like they belong to by supporting services and programs for the local immigrant families, by bridging language and cultural differences through cultural and informational events, by developing a committed donor and volunteer base and by initiating fundraising opportunities. One example of an L13 event is the International Coffee Hour at the local library to socialize, and practice English. The initiative trains more than 100 community volunteers who work one-on-one with immigrants as they practice for their naturalization exam. It also has a large number of community volunteers who tutor immigrants in the English language. City staff are also encouraged to increase their cultural competency through attending free Spanish classes or voluntary "Lunch and Learn" sessions.⁴, ⁵
Questions to consider when creating a plan for language access:

**Defining Goals, Success, and Activities**
1) What are the needs in your community that improving language access could address?
2) What are your goals in improving language access? What do you hope to achieve?
3) What will "success" in improving language access look like in High Point?
   ✐ How will you measure progress towards improving language access?
4) What sorts of programs will be used to improve language access?

**Outreach and Participation**
1) How will you let people know about language access programs?
2) How will you encourage participation in language access programs?
   ✐ What are some possible obstacles to participation?
   ✐ How can you avoid these obstacles?

**Logistics**
1) What are the resources currently available that your plan could use?
2) What kinds of support do you need for this plan to succeed?
   ✐ Who can provide this support?

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**Access to Services**

**Main Goal**: To improve immigrant and refugee access to services.

**Memphis, Tennessee: Office of Multicultural and Religious Affairs**
The City of Memphis' Office of Multicultural and Religious Affairs connects new citizens to resources and information through community outreach, referral services, advocacy and education. As part of the Division of Public Services and Neighborhoods, the office works to build and strengthen relationships between local government and non-profits. The office also encourages ethnic and religious groups to participate in city life and coordinates with city agencies on language translation services. A recent Spanish and Vietnamese billboard campaign, for example, helped raise awareness about the city's telephone interpretation services. Outreach programs include various trainings and seminars from local police and non-profit partners as well as a monthly Spanish radio show, "Real Questions, Real Answers," that features city staff and immigration attorneys. The Multicultural Memphis awareness campaign recognizes multicultural community leaders to improve cross cultural understanding. Additional programs include the Mayor's Multicultural Coalition, Muslim Town Hall meetings and "Passport to Partnership" events in specific communities to help them better understand city services and resources. 1

**Chattanooga, Tennessee: H.A.N.D.S. (Helping All Nationalities Diversify Society) Across Chattanooga**
H.A.N.D.S. Across Chattanooga helps new residents become more familiar with Chattanooga and all the services the city offers. With the help of three partner agencies, AYUSA Global Youth Exchange, Bridge Refugee Services, and Business Speech Improvement, H.A.N.D.S. hosted the city's first-ever Welcome Fair for new international residents on May 20, 2010. Many organizations participated in the Welcome Fair including: CARTA (Chattanooga Area Regional Transportation Authority), the Tennessee DMV, the -Hamilton County Bicentennial University of Tennessee at Chattanooga, and Chattanooga State Technical Community College. The Welcome Fair offered a multitude of information to the city's international newcomers, from essential city services to the health and police department. Although this was the first Welcome Fair organized by the city, 124 international residents came to participate. 2

**Woodburn, OR: Community Relations Officer**
Position created by city to translate and act as ombudsman for the Hispanic Community. This individual interprets at local meetings and in city hall, translates official documents and informal materials, provides resource referrals, and develops public information for media. Goal of the
program is to increase the Hispanic community's access to city services and its involvement in civic activities, improve communication with Spanish-speaking community and foster cross-cultural understanding. Resulted in improved relationships with Hispanic community and partnerships with Hispanic businesses.

Questions to consider when creating a plan for improving access to services:

Defining Goals, Success, and Activities
1) What are the needs in your community that improving access to services could address?
2) What are your goals in improving access to services? What do you hope to achieve?
3) What will "success" in improving access to services look like in High Point? How will you measure progress towards improving access to services?
5) How will you promote access to services?

Outreach and Participation
1) How will you encourage participation in programs that promote access to services? What are some possible obstacles to participation? How can you avoid these obstacles?

Logistics
1) What are the resources currently available that your plan could use?
2) What kinds of support do you need for this plan to succeed? Who can provide this support?

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