Integrating Civic Participation Strategies into Service Delivery Organizations

An NCLR Tool Kit

The National Council of La Raza (NCLR) – the largest national Hispanic civil rights and advocacy organization in the United States – works to improve opportunities for Hispanic Americans. Through its network of nearly 300 affiliated community-based organizations (CBOs), NCLR reaches millions of Hispanics each year in 41 states, Puerto Rico, and the District of Columbia. To achieve its mission, NCLR conducts applied research, policy analysis, and advocacy, providing a Latino perspective in five key areas – assets/investments, civil rights/immigration, education, employment and economic status, and health. In addition, it provides capacity-building assistance to its Affiliates who work at the state and local level to advance opportunities for individuals and families.

Founded in 1968, NCLR is a private, nonprofit, nonpartisan, tax-exempt organization headquartered in Washington, DC. NCLR serves all Hispanic subgroups in all regions of the country and has operations in Atlanta, Chicago, Los Angeles, New York, Phoenix, Sacramento, San Antonio, and San Juan, Puerto Rico.

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Contents

Section 1

BACKGROUND ON THE NATIONAL COUNCIL OF LA RAZA AND CIVIC PARTICIPATION

NCLR History and Programs

Founded in 1968, the National Council of La Raza (NCLR) - the largest national Latino civil rights and advocacy organization in the U.S. - works to improve opportunities for Latinos. NCLR's theory of change centers on ensuring that Latinos have both the ability and the opportunity to improve their socioeconomic status.

As a complementary piece to its policy and legislative advocacy efforts, NCLR has developed a variety of civic participation initiatives. The civic participation strategies focus on three programs: the Emerging Latino Communities Initiative (ELC), Latino Empowerment and Advocacy Project (LEAP), and Field Advocacy Project (FAP). Each program couples technical assistance with community engagement to help community-based organizations (CBOs) increase Latino voices and civic participation. Through this approach, NCLR has lent assistance to many state and local groups to strengthen their role as promoters of grassroots leadership and agents of social change. As part of this effort, NCLR has prepared and disseminated a wide range of policy materials, organized advocacy and media training sessions, and provided technical assistance to groups, particularly in the areas of education, health, criminal justice, and immigration.

Emerging Latino Communities Initiative (ELC)

ELC focuses on strengthening organizations committed to organizing in new and emerging Latino communities, advancing models that can be adapted by groups in other regions, and facilitating the creation/expansion of community networks. ELC works closely with NCLR's Field Advocacy Project and Latino Empowerment and Advocacy Project. Through the interconnected work of these programs, ELC seeks to build a culture of participation that helps community groups be active participants in shaping their own destinies, partnering with others to increase Latino voices and engagement, and fostering an organization-wide approach that supports community

organizing. In particular, ELC focuses on community organizing as a means to increase Latino CBOs' ability to: a) respond to current inequalities; b) build a movement that incorporates grassroots participation in creating lasting systemic change; and c) participate in national networks and advocacy efforts.

Latino Empowerment and Advocacy Project (LEAP)

LEAP was designed to engage Latino CBOs and service providers not traditionally involved in civic engagement efforts to participate in and, in the process, to become permanent conduits for nonpartisan voter registration, education, and mobilization activities. In the short term, the project's goal is to produce a measurable and sustainable increase in Latino political participation. In the long term, the project aims to strengthen local CBO capacity and infrastructure to continue nonpartisan voter registration and mobilization and to incorporate those activities into the mission of their organizations.

In addition to the work on voter registration, education, and turnout - an ongoing effort since 2002 - LEAP is working to develop strategies for increasing CBO participation in promoting citizenship and in helping new citizens become fully engaged in the American political process. Its focus is on creating a seamless continuum that links immigrants to naturalization; naturalized citizens and the unregistered to voter registration and civic education; registered voters to the polls; and engaged immigrants to advocacy opportunities in their community.

Field Advocacy Project (FAP)

NCLR's public policy expertise at the federal level, which includes a number of key issues also significant at the state level, has provided fertile ground for collaboration with state and local groups engaged in education, health, economic mobility, civil rights, and immigration issues. Through this work, NCLR hopes to create greater synergy among advocates working at the local, state, and federal levels; provide a state perspective in shaping the organization's national advocacy work; and disseminate information to Affiliates and other partners regarding the implications of federal policy debates on their states. Field advocacy follows two approaches - the NCLR Staff Model and the Training and Technical Assistance Model. The NCLR Staff Model builds on NCLR's proven record of advocacy successes by placing NCLR staff in selected state capitals to work on legislative affairs of interest to the Latino community. The

cornerstones of this approach are Texas and California - the two states with the largest Latino populations and the potential to set policy trends nationwide on issues affecting Latinos. Operations in Texas began in 1998, and in California in 2001. A premium has been placed on forming coalitions with Latino and immigrant advocates in both states to advance policy agendas responsive to both communities.

NCLR uses the Training and Technical Assistance approach to help strengthen the role of state and local groups as promoters of grassroots leadership and agents of social change. For example, NCLR's work with local groups has contributed to significant school-wide reforms in Denver, and to the prevention of low-income tenant displacement in Washington, DC. In the area of immigration, NCLR has been working with groups around the country - including California, Colorado, Maryland, Massachusetts, Missouri, North Carolina, Oregon, Tennessee, Texas, Virginia, and Utah - providing materials and training and assisting in drafting and advancing legislation.

Section 2

CIVIC PARTICIPATION AS A COMPONENT OF SERVICE PROVISION

Self-sufficiency is not enough. Once individuals are able to surpass their issue or problem, it is very likely that others will take their place. Community members do not live in a vacuum. Their actions directly and indirectly impact the lives of others.[1] Community-based organizations should be viewed as part of the community rather than strictly servants of the community, and community members should be active participants in the development and realization of social change.

Traditional Role of Service Providers

■ Service-providing organizations have a mission to bring about change, address inequalities, and develop solutions to systemic problems.

■ Service providers have expertise in creating change on a one-on-one basis (i.e., clients receive services that improve their quality of life).

What is Missing?

■ The "multiplier effect": How can one-on-one service delivery expand and affect decision-making authority, changing the systems that create the need for services?

Broader Scope to Expand the Reach of Service Providers

■ Civic participation strategies engage clients as drafters and agents of change, rather than solely receivers of services.

■ Service providers use existing organizational infrastructure and integrity within the community to seamlessly integrate civic participation (including community organizing, leadership development, mobilizing, voter engagement, and advocacy).

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1. CAUSA C.A.P.A.C.E.S. Training Series.

DIFFERENT TYPES OF CIVIC PARTICIPATION

CBOs can participate in and have the organizational infrastructure already in place to implement a variety of civic participation strategies. NCLR uses strategies that specifically seek to strengthen the foundation for promoting Latino participation at all levels, and which empower Latinos to fully engage in American democracy. The goal is to create a "participation continuum" that links constituencies to a variety of civic opportunities that will expand the political capital of disenfranchised communities and their inclusion in the agenda of any and all political parties.

1. Organizing

Community organizing explicitly seeks to build the power base of the poor so they can affect and change the public policies and private market forces that create and sustain social and economic inequality.[2]

Community organizing is an intensive process of developing constituency capacity to engage on a variety of issues. Capacity-building in the area of organizing is focused on:

❑ Developing necessary skills to navigate current power structures (e.g., What is a legislature? What is Congress? What is its role?)

❑ Providing education on specific issues that are of concern to the community (e.g., immigration reform, health care)

❑ Creating leadership development opportunities (e.g., public speaking, media training)

By its very nature, community organizing is a civic participation strategy that will help CBOs develop a cadre of leaders that can link to additional strategies outlined below.

2. Mobilizing

Community mobilizing...refers to the process of moving a group of people from a state of inaction toward effective action, on issues of real concern to them.[3]

Mobilizing efforts are action-oriented (e.g., national "call-in" days) or events-based (e.g., protest, rally) and are convened in order to produce a specific outcome. CBOs should consider the following when opting to use a mobilization strategy:

❑ How will participants remain involved after the mobilization?

❑ How will the mobilization affect the services provided at the CBO?

❑ Who is the target audience for the mobilization - community/client or broader public?

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2. Henry Allen, "Organizing, Power & Public Policy: One Foundation's Road to Supporting Community Organizing." *Shelterforce*, September/October, 1998, p.31.

3. Rachel Sierra, "Community Mobilizing – What it is and isn't." *TransformCommunities.org.* Center for Community change, http//www.transformcomunities.org

3. Advocacy

Advocacy represents the strategies devised, actions taken and solutions proposed to influence decision-making at the local & state level to create positive change for people and their environment.[4]

Advocacy happens on a variety of levels; individual advocacy is providing consistent service to clients, while large-scale advocacy is acting on behalf of people for a particular change in policy. For example, CBOs can engage in advocacy efforts to educate decision-makers and the broader public about the lack of access to health care services for the Latino community. Empowering the Latino community to engage in advocacy efforts requires the following:

❏ Educating constituencies on political power structures

❏ Educating constituencies on specific public policy issues

❏ Providing a structure to allow clients to drive the organization's advocacy efforts

❏ Prioritizing the advocacy issues to match the capacity and interest of the organization

4. Lobbying

Lobbying is a focused form of advocacy that shapes public policy in arenas of influence at the local, national, or global level.[5]

Lobbying is actively supporting or opposing specific legislation (at the local, state, or federal level) or a rule change in a governmental department (e.g., Medicaid rule change). Nonprofit organizations are allowed to - and should - engage in lobbying activities so long as they abide by lobbying rules and restrictions. CBOs should consider the following lobbying limitations:

❏ Federal legal limits for nonprofit lobbying

❏ Allowable time devoted to lobbying activities based on the organization's budget

❏ Proper registration with the IRS in order to self-select as an organization that will engage in lobbying

❏ Specific outcomes expected from lobbying activities and how they will affect the services provided at the organization

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4. Wisconsin Clearinghouse for Prevention Resources, "Advocacy and Action: What is Advocacy?" 2007. http://wch.uhs.wisc.edu/11-Action/11-Action-01WhatIsIt.html.

5. Jacqui Boulle and Debbie Newton, "Campaigning Toolkit for Civil Society Organizations Engaged in the Millennium Development Goals." http://www.civicus.org/mdg/4-3.htm.

5. Citizenship Promotion

Citizenship promotion is a form of educating the community on the importance of integrating oneself into the fabric of American society. By promoting citizenship, you are promoting access to the larger scope of privileges and services allotted to American citizens. It is one of the first steps in a seamless flow from new citizen, to registered voter, to informed and active voter, to outspoken advocate. Citizenship promotion can include:

- Creating/distributing materials that detail the requirements and benefits of citizenship
- Providing clients with information on citizenship-related services (e.g., English classes, legal assistance for naturalization paperwork, citizenship preparation classes)
- Assisting eligible permanent residents in becoming citizens, if organizational expertise exists, or in joining the larger community with naturalization paperwork

6. Voter Engagement

Voter engagement encompasses many activities, including voter registration, voter education, and voter turnout. Voter education takes all forms, including informing potential voters on the importance of voting in order to build a sustainable culture of participation. In service-oriented organizations we come into contact with unregistered voters every day, and through voter engagement we can create mechanisms to reach out to infrequent and unregistered voters. Voter engagement focuses on:

- Creating a nonpartisan message that encourages citizens to participate in the electoral process
- Providing education opportunities for potential voters to understand the U.S. political system and the functions of the different levels of government
- Ensuring that new voters are able to vote and know their rights as voters (e.g., language-assistance provisions)

Section 3

USING THE NCLR MODEL TO INTEGRATE CIVIC PARTICIPATION STRATEGIES INTO YOUR ORGANIZATION

The NCLR model combines program development along with infrastructure support. At its core, the model does not work without sustainability, meaning that NCLR is committed not only to increasing civic participation among Latinos throughout the country, but also to organizations' ability to sustain their civic participation programs over time. Thus, NCLR seeks to build a culture of participation among Latinos and CBOs which is able to address a variety of systemic inequalities affecting the immigrant community.

How to Begin

The following steps will guide your organization through the process of developing and implementing a civic participation strategy.

1. **Internal Assessment – Is integrating a civic participation strategy the right fit for your organization?**

In assessing your organization's internal systems, you should consider the following:

- ❏ Does your organization's current vision include civic participation strategies?
- ❏ Can you expand your vision to include civic participation?
- ❏ What do you need to do to get buy-in from management, board of directors, and staff?

2. **Needs Assessment – What is the current status of your organization?**

It is important to survey what your organization is currently doing prior to implementing a civic participation strategy. You should consider the following:

- ❏ Does your current programming reflect your mission and vision statement?
- ❏ Does your current programming reflect the needs of the community?
- ❏ Does your current programming promote community participation?
- ❏ If not, how do you plan to access the necessary resources?

3. **Community Engagement Assessment – Is the community ready to engage in this process?**

An effective civic participation strategy is based on the notion that clients can and should serve as a base of support. If a strategy is to be successful, constituents must need and want ownership of the project. There should be avenues for ongoing engagement with the community with the intention to develop local leadership. In developing a strategy for engagement you should consider the following:

❑ Is the community supportive of your current programming?

❑ Can the community be a part of developing your strategy?

❑ Can you clearly articulate the connection between your services and the need for civic participation?

ORGANIZATIONAL INFRASTRUCTURE DEVELOPMENT – A CRITICAL COMPONENT FOR SUCCESS

Empowering our communities to engage in a variety of civic participation strategies creates new expectations for CBOs that are not traditionally associated with service delivery, primarily the expectation that the CBO is a partner in actualizing systemic change. Thus, it is critically to place equal importance on achieving the sustainability of organizations as a key component of supporting community organizing work. To that end, this involves providing technical assistance in leadership and board development, strategic planning, work plan development and implementation, fundraising to think beyond the "crisis of the day," and working on long-term strategies for success and systemic change. NCLR has established a strong track record in providing capacity-building training and technical assistance aimed at contributing to the stability and effectiveness of Latino organizations; this has been a central component of its work for nearly forty years. With these tools at their disposal, groups can assess community needs; develop, fund, and manage programs; test and evaluate model projects; and serve as effective agents of change in their communities. Ultimately, NCLR seeks to strengthen the CBO foundation for promoting and maintaining such participation by building capacity at the local level to achieve long-term, sustainable impact.

4. Getting Started – How do you implement a civic participation strategy?

Once you have established that your organization is ready to incorporate civic participation into your work, the next step is figuring out what tools you will need to carry out the work. Before starting, consider the following:

- Do you have the tools necessary (training materials, curriculum, and staff) to implement an effective civic participation strategy?
- What tools will be most effective in achieving your civic participation goals?
- How can you incorporate information useful for this work (voter registration status, citizenship status) into the already existing organizational intake form?
- How can you best use your resources to recruit, educate, and mobilize clients and the greater community?
- How can you spread the message of civic participation (accessing media outlets, press releases) to the broader community?

Section 4

SAMPLE MATERIALS

There are several tools you can use to begin incorporating civic participation into your organization's work. These materials will be useful in the implementation of your organization's vision for civic participation in the community.

UNDSTANDING THE TOOLS

Intake Forms

Most service providers already use an intake form to capture information about individual clients. You can incorporate additional questions, which might include those related to civic participation, into this existing form. Some examples include: Are you registered to vote? Would you like more information about how you or your family member can become a citizen? By collecting this additional information you can identify how and where clients are willing to participate in your organizational activities.

Community Surveys

A community survey is a tool that allows your organization to learn about the issues facing the community. A survey seeks to understand the issues and obstacles your organization may encounter when trying to organize and/or integrate civic participation so that you can effectively address these challenges when implementing civic participation strategies.

Flyers

Flyers are an important tool to inform the community about your organization's new initiatives. Flyers can be informational (e.g., posters within your organization to educate staff and clients of citizenship requirements), or they can be used for outreach (e.g., distributed at a community fair to bring new community members into the work of the organization).

Agenda

An agenda provides a format that guides forum/training/event attendees through the items to be discussed. Providing a detailed agenda prior to an event allows would-be participants to think about the issues that will be addressed and assess how they can participate.

Curriculum

The main objective of a curriculum is to build the capacity of your constituency to engage clients and organizations to learn how to organize, engage, and provide quality information to clients and the greater community.

Attendance Forms

Keeping an accurate list of who attends your organization's forums/events will give you an accurate picture of who is showing up to discuss which issues. It is important to track the recurring attendees so that you build a pool of reliable leaders and reach out to them for future training and leadership opportunities.

Sign-on Letter

A sign-on letter is a great way to motivate and organize a group of like-minded people to take direct action regarding a specific piece of legislation or concept. It is a specific and time-efficient strategy for exhibiting the consensus of a diverse group of people and can be effective in targeting decision-makers at the local (school board, city council), state (state legislature), or federal (the president) levels.

Petition

A petition is an effective means of gathering community support on a particular issue and giving importance to that issue. Petitions are often used to raise the visibility of an issue that may be of importance to your constituency but is neglected by decision-makers.

Naturalization Workshop Guide

The "workshop model" for U.S. citizenship application processing is one that allows CBOs to play an active role in assisting eligible permanent residents in becoming citizens. A workshop brings together a diverse group of volunteers - community, legal, etc. - to assist members of the community in filling out their naturalization paperwork.

MATERIAL CONTRIBUTIONS

The materials to follow are being used with the permission of the following organizations and provide examples for how those organizations have adopted civic participation strategies and tools that best fit their community.

CAUSA, Portland, OR

CAUSA is Oregon's statewide immigrant rights coalition. Founded in 1995, CAUSA's work centers on grassroots education, mobilization, and organizing to defend and advance immigrant rights at the local, state, and national levels.

El Comité de Longmont, Longmont, CO

El Comité is a human rights advocacy agency dedicated to serving the basic needs of the Latino community in and around Longmont through advocacy and services. The organization's mission is to act as a negotiating body for concerns brought forth by the Boulder County Latino community to improve the social, educational, and economic status of Latinos and to facilitate communication and understanding between Latino and non-Latino members of the county.

EL COMITÈ de LONGMONT

POR FAVOR LLENE ESTA INFORMACION PARA SERVIRLE

PLEASE FILL IN THE INFORMATION SO THAT WE MAY SERVE YOU

FECHA de HOY _____
Today's Date

NOMBRE _____
Name

TELEFONO _____
Telephono

GENERO: HOMBRE_____   **MUJER**_____
Gender   Man   Woman

EDAD   : 15-25   26-35   36-45   46-55   56-65   65-
Age

CIUDAD DONDE VIVE: Longmont   Boulder   Lafayette   Otro
City where you live   Other

POR FAVOR REGISTRESE PARA VOTAR CON NOSOTROS

PLEASE REGISTER TO VOTE WITH US

AGENT NAME:

PARA USO DE OFICINA
Office use

TEMA: Automobile   Employment   Housing   Health   Immigration   Insurance
Education Translation License Notary Legal Other_____

ACCIÓN: Abogando   Instrucción   Referir al   Información/   Traducción
                 por cliente/   abogado   Referir a
                 Mediación   _____   _____

RELACIONES DE

LA COMUNIDAD: Consultas con la   Voluntario   Servicio para
                              Comunidad   la Comunidad

Curriculum

CAUSA

CAUSA is Oregon's statewide immigrant rights coalition. Founded in 1995, CAUSA's work centers on grassroots education, mobilization, and organizing to defend and advance immigrant rights at the local, state, and national levels.

Principles of Organizing and Strategy

Keep it simple.

The only *fundamental* mistake is not knowing where you're going and why.

The only thing permanent about a plan is having one.

You're employing a strategy in whatever you do. You might as well identify what it is and decide if it's the one you want to use.

The most important thing that people can show you is "where they're really at."

The most powerful force and resource we have at our disposal is what we give of ourselves. Therefore, inviting, appealing to, and motivating others to give of themselves is our most potent tool as organizers.

Animo [motivation] is created with a combination of clear, compelling ideas and personal example. Rhetoric tends to dilute the power of ideas, not enhance it.

Success in planning is a barometer of decisiveness. Decisiveness is a barometer of security and self-confidence. The tendency to search for the "one right (or ideal) answer" is a self-imposed tyranny which usually inhibits progress because it casts a pall of inadequacy over all the available alternatives.

Promoting decisiveness means identifying and examining imperatives in order to clarify and assess alternatives.

Building the Movement means drawing people into the process, not handing them a result. Successful organizing facilitates greater expression of people's concerns by eliminating or reducing internal and/or external barriers to that expression. An essential ingredient to building people in the Movement is understanding which decisions correspond to others and respecting them.

One's participation in and use of the structures of the Movement is proportional to one's belief in the process.

Expect the unexpected.

Power concedes nothing without a demand; it never has and it never will.

It is just as much a moral obligation to disobey unjust laws as it is to obey just ones.

Effective organizing increases understanding of the system and prompts consideration of the question of how the system is just or unjust.

A fundamental ingredient in successful organizing, and the strategies which underlie it, is sustainability. Sustainability is the quality which most consistently fosters building organization and contributes to the Movement's permanence.

Movement work inherently involves taking risks. When electing a strategy or course of action, we must accept its risks and avoid blaming others among us for the failures which often, and naturally result.

Our own individual and collective (organizational) experiences are often the most undervalued and underutilized resources we have. Rather than trust our experiences, we substitute fear as the basis for decisions and strategies. For example, a fear of failing can lead us to avoid undertaking an important challenge even though we have consistently succeeded in meeting similar challenges (or challenges under similar conditions) in the past.

As we pursue long-term strategies, such as establishing collective bargaining in agricultural labor, we must avoid falling into the "promised land" syndrome – the notion that, once we get there, our job is done. As long as the present economic system exists, our long-term vision must include – and build for – defending the gains we will achieve.

Principles of Service Work in the Movement

We see service work as a vehicle to build credibility, demonstrate our commitment, combat defeatism, create opportunities for political education, and organize, all on a concrete, personal level.

We can and should use every service: (1) as an example of how the class system works; (2) to describe how the result would be different if that system were changed; and (3) to explain what the organization is doing to change the system and how the member can participate in that process.

Our goal must be to keep the member in the process to the greatest extent possible.

Viewing services as a "burden" manifests an attitude of superiority/inferiority.

The most important thing about a member's decision involving a service is that it is his/hers. The risks of proceeding with one alternative course of action or another are the member's to assume.

The members and their elected leadership set basic policy about services (and other areas). When applying it, be explicit about where this authority comes from and how one can participate in its modification or defense.

We must consistently monitor whose interests we identify with: the member's interest or the interest of the institution with whom the member is dealing. This means distinguishing fault, consequence, and legal result from justice. Focusing our attention and effort solely on solving a member's "problem" diminishes or forecloses our availability to hear his/her concerns. A member's need to be listened to and heard is often just as keenly felt as the need for assistance.

C.A.P.A.C.E.S.

Services and Organizing – Track 3
"Service Delivery Consistent with Our Principles" – Workshop #2

Objectives:

1) To identify participants' hidden and displayed attitudes towards 'social service';
2) To assess how our various social services can either enable or empower depending on one's individual and/or organizational principles;
3) To distinguish between the role of a 'social helper' and that of a 'social facilitator.'

Time Required: 90 minutes

Instructions for Trainers:
- Plain text is information that you can say in your own words.
- *Italics* are instructions for Trainers, not to be said out loud.
- <u>Underline</u> means it is a question the trainer should ask the participants.
- **Bold** is used for headings and points to emphasize.

<u>Write down every question and summarize answers</u> on easel paper then post each easel sheet around the room when finished with each relative discussion.

Materials and set-up:
- Easel, butcher pad, and markers
- Large meeting room with only enough chairs for each participant. Chairs should be set up in a circle with a 1/4 opening. Place the flip chart just outside the opening so as to allow all participants to see and read the information written down on the easel.
- 20 copies (*or enough for one per participant*) of PCUN's "Principles of Service Work in the Movement"
- Write the following questions at the top of a flip chart sheet:
  1. *List the title of the workshop and its objectives.*
  2. Social (*top left hand side*) / Services (*top right hand side*)
  3. Which of these words most likely reflects the outcome we want when delivering a service?
     ENABLE   EMPOWER
  4. Combinations (top center)

     1. Food Boxes / Information and Referrals

     2. Immigration Services

     3. Affordable Housing

     4. Advocacy
  5. How does providing these services alone enable and/or promote dependency?

     How can we provide these services in an empowering manner/process that leads to greater community involvement in the struggle to bring about positive social and economic change?

     <u>What limitations (if any) are there to just developing skills to meet personal needs?</u>

Preparation: **Before the workshop familiarize yourself with this document.**

1. **Introduction / Context**

   Almost everything we do has a purpose. Almost everything we say has a meaning. Let's reflect on what words or terms come to our minds when we think about the phrase 'social services' by exploring the words "social and "service."

2. **Defining 'Social Services'**

   Let's begin today's workshop with the following questions:

   Please list all the words that come to mind when you hear or put into practice the word "Social."

   Write responses for 'Social' on left hand side of easel pad sheet.

   Write responses for "Service" on right hand side of easel same pad sheet.

   Please list all the words the come to mind when you hear or put into practice the word "Service"

   What are some possible combinations that stand out?

   Write responses on separate easel pad sheet.

   The following combinations are some of the ways in which many of us see "Social Services."
   The two words combined serve as a code phrase that promotes specific outlooks and attitudes towards providing social services to people.

   It is important to understand how these outlooks and attitudes affect the way we deliver our social services. Understanding this will allow us to avoid promoting enabling and disempowering practices and therefore reshape them into positive human building/empowering experiences.

   Which of these combinations best describe our definition of what "social services" means?

   Circle two or three combination phrases selected.

   As stated before, these combinations reveal hidden attitudes towards social service delivery. Within these combinations we can also find values. Where these values are missing we can insert them and therefore transform these attitudes into powerful principles to guide our work.

   (15 minutes)

Social	Service
People	Responsibility
All	Duty
Together	Hand-out
Human	Give
Collective	Serve
Community	Help
	Need
	Industry
	Burden
	Provide
	Disempower
	Provide
	Debt
	Charity

Combinations:

People - Responsibility

Together - Handout

Collective - Handout

People - Need

Human - Industry

Collective -Provide

Human - Disempower

People - Debt

Human Burden

3. Redefining 'Social Services'

Which of these words most likely reflect the outcome we want when delivering a service? Why?

Write responses on separate easel pad sheet.

"Enable"   *"Empower"*

(10 minutes)

4. Group Focus Exercise

In the next part of the class we will examine how the very same services we provide can enable or empower depending on our outlook and attitude towards it.

But before we do that let's all stand up and participate in a focus and energizing exercise. This exercise is called the "Knotty Problem."

(15 minutes)

"Knotty Problem"

Objective: To demonstrate to participants that groups empowered to solve their own problems are much more successful than if instructed by outsiders.

To prepare the participants for the small group exercise following this exercise. To energize the group

Materials   None, except chairs placed in circle with no tables in the middle, if possible.

Procedure   1. Select one, two or three participants to act as helpers. They are asked to leave the room while you instruct the rest of the group.

2. Ask the remaining participants to hold hands in a circle and tie themselves into as entangled a knot as possible. They must not let go of each other's hands at any cost.

3. Tell the participants to follow the helpers' instructions literally and not make it easier for them by doing what they have not been told to do.

4. Once the knot is complete, the helpers are asked to return and to unravel the knot within three minutes, using verbal instructions only. Instruct the helpers to hold their hands behind their back. They are not allowed to touch the group, only instruct them verbally.

5. The first attempt is generally not successful and sometimes even produces a more complex knot.

Now repeat the exercise with the helpers participating in the knot. When the knot is ready, simply ask the participants to *"get out of the knot yourselves."*

Comment   The second untying process is usually much quicker. Ask participants to comment on what relevance this has to the real world. Your can raise various issues.

5. **Empowering vs. Enabling Services Role Play**

Let's now look at four of the services listed in the first class by participants in the first "Services and Organizing" class.

1. Food Boxes / Information and Referrals
2. Immigration Services
3. Affordable Housing

Small Groups

We are now going to divide into three small groups. Each group will work on a separate service and will develop a separate version of a skit/role play for each of the following scenarios.

Scenario 1: Give only the service that the individual(s) request. Do not offer any other information.

Scenario 2: Provide the service requested and encourage individual(s) to develop personal skills that will allow them to meet their own needs.

(15 minutes)

Small Group Presentations

Reconvene participants and ask them to present their skits/role-play presentations. At the end of each presentation ask the presenters and the viewer each of the following questions:

How did providing the service alone enable and/or promote dependency?

How did providing the service and encouraging skills-building promote self-sufficiency?

What limitations (if any) are there to just developing skills to meet personal needs?

(20 minutes total)

6. **Wrap Up**

As we've all seen, the approach we take to meeting the needs of the communities can make a significant difference in determining whether or not our work promotes dependency or some level of self-sufficiency. Our roles as social workers must serve to facilitate awareness, skills-building and confidence among the community members we serve and therefore engage them in directly solving their own needs.

7. **Evaluation and Announcements**

Evaluation Forms

Announcements.

(15 minutes)

C. A. P. A. C. E. S.

Services and Organizing – Track 3
"Weaving Services and Organizing Together" – Workshop #3

Objectives:
> 1) To analyze how our service and organizing tactics educate, recruit, and/or mobilize;
> 2) To understand how the services and organizing methods we provide are consistent with our principles;
> 3) To develop effective methods to weave services and organizing methods together.

Time Required: 90 minutes (11/5 hours)

Instructions for Trainers:
- Plain text is information that you can say in your own words.
- Italics are instructions for Trainers, not to be said out loud.
- Underline means it is a question the trainer should ask the participants.
- Bold is used for headings and points to emphasize.

Write down every question and summarize answers on easel paper then post each easel sheet around the room when finished with each relative discussion.

Materials and set-up:
- Easel, butcher pad, and markers
- Large meeting room with only enough chairs for each participant. Chairs should be set up in a circle with a 1/4 opening. Place the flip chart just outside the opening so as to allow all participants to see and read the information written down on the easel.
- Write the following questions at the top of a flip chart sheet:

  1. List the title of the workshop and its objectives.

  2. Needs: a. Immigration

                    b. Emergency Services, i.e. Food Boxes

                    c. Affordable Housing

  3. Issues: a. Immigration

                    b. Housing

                    c. Education

                    d. Worker Rights

  4. How does this issue affect our community?
  5. Who is working on it and what are their campaigns?
  6. How can community members become involved?

Preparation: **Before the workshop familiarize yourself with this document.**

1. Sharing Practice with Previous Learning

In the previous workshop, "Service Delivery Consistent with Our Principles," we discussed how a single word or phrase can have varied meanings and thus invoke varied behavior and practice in people.

We explored the various definitions and redefined the words "Service" and "Organizing" in a manner based on our collective values and principles. We then enacted a number of service delivery scenarios in which we compared the difference between "enabling" and "empowerment."

Also, at the "Service Delivery Consistent with Our Principles" workshop we learned how providing services alone was not enough and that that we needed to engage the community members we serve to become more self-sufficient, as today's 'social service' experts call it.

Ask for stories or thoughts on last week's discussion(s).

(10 minutes)

2. Issues and Community Involvement

We all know that self-sufficiency is not enough. Once a person is able to surpass their issue or problems, it is very likely that another person will take their place. Community members do not live in a vacuum. Their actions directly and indirectly impact the lives of others.

Today we will explore some issues that the people face, list the groups who are working on them, and identify ways in which participants can become more involved.

Small Groups

Divide participants into three small groups and assign one of the following issues to each of them:

Group 1   Immigration
                   Group 2   Housing
                   Group 3   Education

Instruct each group to answer the following questions for their assigned issue:

<u>How does this issue affect our community?</u>
<u>Who is working on it and what are their campaigns?</u>
<u>How can community members become involved?</u>

(15 minutes)

Small Group Presentations

Reconvene participants and ask them to present their findings.

(20 minutes)

Plenary Discussion

Engage the group in an open discussion about the thoughts, opinions, frustrations, or other feelings regarding the importance and need to weave services and organizing together.

(30minutes)

3. Evaluation and Announcements

- Evaluation Forms
- Announcements

(15 minutes)

C.A.P.A.C.E.S.

Services and Organizing – Track 3
"Realities the People We Serve Face" Workshop #5

Objectives: 1. 2. 3.
1. To identify issues that affect communities served by participating organizations;
2. To deepen understanding of issues faced by communities served by participating organizations;
3. To develop awareness about the need to provide service programs and organizing campaigns relevant to community issues and realities.

Time Required: 90 minutes (11/2 hours)

Instructions for Trainers:

- Plain text is information that you can say in your own words.
- *Italics* are instructions for Trainers, not to be said out loud.
- <u>Underline</u> means it is a question the trainer should ask the participants.
- **Bold** is used for headings and points to emphasize.

<u>Write down every question and summarize answers</u> on easel paper then post each easel sheet around the room when finished with each relative discussion.

Materials and set-up:

- Easel, butcher pad, and markers
- Large meeting room with only enough chairs for each participant. Chairs should be set up in a circle with a 1/4 opening. Place the flip chart just outside the opening so as to allow all participants to see and read the information written down on easel.
- Write the following questions at the top of a flip chart sheet:
  List the title of the workshop and its objectives.

  1. <u>What is the typical person that we work with like?</u>
  2. <u>What are the issues that our community faces in?</u>
  3. <u>How similar are you to the community members you serve?</u>
  4. Our community is not homogenous; we work with several different COMMUNITIES;

We are more qualified to identify and determine the needs and solutions to the problems of the people we serve. Each of those communities (that make up our larger community) has specific needs and issues that affect them in very unique ways.

If our goal is to truly create a positive change in our community, we must understand the actual needs that these groups have. In other words, we have to work with each person individually, for the good of the larger group.

If our goal is merely the progress of our own organization and its staff (achievements, funds, etc.) than we need not take the time to LISTEN to them and we can identify their needs for them.

Preparation: Before the workshop familiarize yourself with this document.

1.   Introduction/Context

In our previous workshop, "Owning Our Highest Priority Campaigns," we examined the organizing goals/campaigns that are most important to us and analyzed the tactics and strategies used to accomplish them.

Today we will take a step back and examine the realities of the communities served by the many organizations represented here today. We do this because of the need to reexamine and evaluate the relevance of an organization's work toward the people it serves.

Like other organizations who work with the immigrant/Latino community and other underrepresented communities, service providers and advocates sometimes fall into the practice of seeing the people they serve and/or organize through the lens of the need and/or issue it addresses. This can often create misguided and misplaced goals and expectations.

In today's workshop we will work: .... *list workshop objectives:*

Workshop Objectives:

1.   To identify issues that affect communities served by participating organizations;
2.   To deepen understanding of issues faced by communities served by participating organizations; and
3.   To develop awareness about the need to provide service programs and organizing campaigns relevant to community issues and realities.

<div align="center">

(5 minutes)

</div>

2.   Developing a Community Member Profile

Group Brainstorm

The following activity is meant to demonstrate that service organizations don't work with a community, but with a community that faces diverse and complex multi-related issues.

Ask participants to develop a profile of a typical person served by one or all of the organizations represented by answering and discussing the following questions:

<u>What is the typical person that we work with like?</u>

(Suggest only if not mentioned)

- Culture
- Health
- Economics
- Housing
- Gentrification
- Sexism
- Oppression
- Education

<div align="center">

(10 minutes)

</div>

What are the issues that our communities face?
- Culture
- Health
- Economics
- Oppression
- Education
- Others

(15 minutes)

3. **Relating to Communities Served**

The following question is meant to stress the importance of understanding the actual needs/issues of communities served, if nothing else to understand what they bring with them as they walk through our doors. Also, that we should not assume an actual connection and understanding because of some shared backgrounds (i.e., simply being Latinos doesn't mean we are all the same).

Group Brainstorm

Ask participants to develop a profile of a typical person served by one or all of the organizations represented by answering and discussing the following questions:

How similar are you to the community members you serve?
- Background
- Socio-Economic Status
- Education Level
- Etc.

Stress the following statement to the participants:

"Not having the same profile or experiences doesn't mean we can't relate – it simply means that we have to LISTEN more to the people we serve."

(15 minutes)

4. **Understanding the Realities of the People We Serve**

Plenary Discussion

Present the following statements or questions to participants and have them share their thoughts and or discuss points of view.

- Our community is not homogenous; we work with several different COMMUNITIES;
- We are more qualified to identify and determine the needs and solutions to the problems of the people we serve;
- Each of these communities (that make up our larger community) has specific needs and issues that affect them in very unique ways;
- If our goal is to truly create a positive change in our community, we must understand the actual needs that these groups have. In other words, we have to work with each person individually, for the good of the larger group;

❖ If our goal is merely the progress of our own organization and its staff (achievements, funds, etc.) then we need not take the time to LISTEN to them and we can identify their needs for them.

(30 minutes)

5. Evaluation and Announcements

    a. Evaluation Forms

    b. Announcements

(15 minutes)

C.A.P.A.C.E.S.

Services and Organizing -Track 3
"Looking at Our Programs and Community With New Eyes" Workshop #7

Objectives:

1. Identify Key Strategies for Fully Engaging Our Community in Our Services and Our Campaigns;
2. Provide a Conclusion to the First Stage of the CAPACES Trainings.

Time Required: 90 minutes (11/2 hours)

Instructions for Trainers:

- Plain text is information that you can say in your own words.
- *Italics* are instructions for Trainers, not to be said out loud.
- <u>Underline</u> means it is a question the trainer should ask the participants.
- **Bold** is used for headings and points to emphasize.
- <u>Write</u> <u>down</u> <u>every</u> <u>question</u> <u>and</u> <u>summarize</u> <u>answers</u> on easel paper then post each easel sheet around the room when finished with each relative discussion.

Materials and set-up:

- Easel, butcher pad, and markers
- Large meeting room with only enough chairs for each participant. Chairs should be set up in a circle with a 1/4 opening. Place the flip chart just outside the opening so as to allow all participants to see and read the information written down on the easel.
- Write the following questions at the top of a flip chart sheet:

List the title of the workshop and its objectives

1. Social justice organizations strive to engage their community in the work they do. Based on past discussions or learning in CAPACES...

   <u>What is the measure for successfully engaging your community? (In other words, is physical participation enough?</u>
   <u>What about Raising Awareness in individuals?)"</u>

2. Build a list of techniques and/or skills for engaging your community based on your experience and learning in CAPACES.
- Draw from past discussions such as:
- Listening before talking (Interpersonal Communication)
- Understanding the realities they face as individuals or as members of an oppressed community
- Starting (or drawing) from people's own experiences
- Effectively dealing with conflict with people we serve and/or organize

3. Drawing from your experience and learning in CAPACES workshops...

   <u>How can we engage community members to participate in drafting some of the campaigns of our organizations?</u>

4. Considering that our projects/campaigns/services reflect the needs and/or bring in people we work with...

 How can we outreach to those people in our community with whom we have no contact as organizations?

5. Based on past discussions in CAPACES...

 _ What should our organizations do – mobilize, organize, or a combination of both?

 _ What happens when the campaign ends or when the people receive their services?

 _ If people once again become disengaged, are we then mobilizing or organizing?

 _ Remembering the larger context "How to the realities faced by those we serve and organize shape or drive these types of conflicts?"

6. "Looking at the future, no more than five years from now, what is one specific thing you hope to have happen?"

Preparation: Before the workshop familiarize yourself with this document.

1. Introduction/Context
In today's workshop we will work: ... *list workshop objectives:*
Workshop Objectives:

 1. To better understand the types, origins and elements of such conflicts; and
 2. To identify, share and critique methods for constructively dealing with conflicts.

2. Shared Experiences with Conflict

Go-Around

Begin workshop by making the following statement and question:

"Social Justice Organizations strive to engage their community in the work they do. Based on past discussions or learning in CAPACES. What is the measure for successfully engaging your community? (In other words, is physical participation enough? What about Raising Awareness in individuals?)"

The objective of the statement and question is to: *1) to get participants thinking about the way their organizations currently engage their constituency and; 2) to draw from their personal experiences)*

(10 minutes)

**3. Engaging the Community
Group Brainstorm and Plenary Discussion**

Ask participants to: "Build a list of techniques and/or skills for engaging your community," based on your experience and learning in CAPACES.

Draw from past discussions such as:
● Listening before talking (Interpersonal Communication)
● Understanding the realities they face as individuals or as members of an oppressed community
● Starting (or drawing) from people's own experiences
● Effectively dealing with conflict with people we serve and/or organize

The objective of this list is: 1) to serve as a refresher on some overarching themes of CAPACES and 2) as an opportunity for participants to identify additional techniques not covered in previous trainings. (Throughout the duration of the first stage of CAPACES we have delved into different techniques organizations use to engage their constituency)

(15 minutes)

Small Group Discussions

Divide participants into small groups of 3-4 people each:
Have each small group discuss and answer the following questions using real and specific examples.
- Drawing from your experience and learning in CAPACES workshops... <u>How can we engage community members to participate in drafting some of the campaigns of our organizations?</u>
- Considering that our projects/campaigns/services reflect the needs and/or bring in people we work with... <u>How can we outreach to those people in our community with whom we have no contact as organizations?</u>
- <u>Based on past discussions in CAPACES... What should our organizations do – mobilize, organize, or a combination of both?</u>
- <u>What happens when the campaign ends or when the people receive their services?</u>
- <u>If people once again become disengaged, are we then mobilizing or organizing?</u>
- Remembering the larger context <u>"How do the realities faced by those we serve and organize shape or drive these types of conflicts?"</u>

The objective of this activity is: 1) to get participants to think critically about how our organizations are currently engaging, mobilizing and/or organizing our community; 2) how our campaigns/projects and services are framed or offered to them; and 3) to further present the idea of "SERVING WHILE ORGANIZING/ORGANIZING WHILE SERVING"

(15 minutes)

4. Wrap-Up

Group Brainstorm and Plenary Discussion

Ask participants to report back on discussion in small groups and as a closing ask the following question:

<u>"Looking at the future, no more than five years from now, what is one specific thing you hope to have happen?"</u>

The objective of this question is to get participants to identify and share a specific personal benchmark relating to organizational work, organizational benchmark, etc.)

(30-45 minutes)

5. Evaluation and Announcements

a. Evaluation Forms
b. Announcements

(15 minutes)

Naturalization Workshops and Voter Registration
El Comité

Naturalization Workshop:

Date: 8 July, 2006

Time: 9 AM to 3 PM

Place: Longmont Civic Center

Workshop Size: 30 clients (after first 30 are registered, invite others to register for the next workshop and put them on the waiting list so if anyone drops out they can be contacted)

Cost: $30 (mainly to ensure that those that register attend; could allow for refunds if contact one week before the workshop, $15 of this is for photos)

Planning Process:

1. Assessment on the community need for the workshop
2. Sponsoring and co-sponsoring organizations identify level of staff time and financial resources available for each workshop and client needs for follow-up referrals
3. Sponsoring team documents mutually acceptable goals, objectives, and policies

Decisions:

1. Workshop model: one-stop or two-stop
2. Date and number we can afford each year
3. Number of clients that can participate in each workshop
4. Services that will/will not be provided at workshop
5. Pre-registration requirements
6. Fee levels
7. Site Location – accessible, large waiting area, good parking – how many tables?
8. Volunteer recruitment ideas
9. Responsibilities for outreach, training, on-site management, quality control and project evaluation

Materials that we should have at the workshop:

1. Sheet with naturalization services in the area: English classes, citizenship classes, non-profit immigration services, dates of naturalization workshops (given at pre-registration)
2. English and native language study materials (given at pre-registration)
3. Citizenship flashcards available for purchase
4. Electoral process information
5. Flyers about El Comité voter registration
6. "Know your rights" materials related to employment, housing, civil rights, and immigration law

7. Camera for photographs needed for the application
8. Photocopier
9. Kitchen – for food and drinks for volunteers
10. Immigration Forms: N-400
11. Disclaimer form for applicants to sign documenting understanding of the limitations of the workshop
12. Business cards
13. Intake sheets
14. Signs-directing applicants where to go next
15. Post-it notes
16. Nametags
17. Numbered tickets
18. Checklists – have applicants have each checked as they complete each steps (optional)
19. Receipts
20. 8X11 Envelope with materials and naturalization forms
21. Certified mail forms

Areas/Tables Needed at Workshop:

1. Waiting Area – consider having a video playing that describes naturalization interview
2. Registration/Intake – review papers to ensure they have everything that they need – test English and literacy to determine eligibility in prima facie manner
3. Volunteer sign-in table
4. Volunteer Tables – Table with trained volunteers to help fill out naturalization application
5. Help Desk or Roaming Experts – Table with immigration attorneys (is 2 enough?) to help clients with more difficult cases understand how they can overcome the barriers that they face and to make referrals if needed to appropriate lawyers to handle the case
6. Photo station
7. Quality Control Desk: table with (2?) immigration attorneys to review all completed applications and ensure that the paperwork is filled out correctly and no dangers exist for the applicant
8. Application Packaging/Photocopy station

People at the workshop:

1. Immigration Attorneys – Help Desk (2)   Quality Control (2)
2. Registration (2)
3. Trained application volunteers (8-12)
4. Management (2)
5. Spanish speakers (this number should be distributed throughout the volunteers needed above)

Outreach:

Staff and Volunteers for Workshop:

1. CU Law Students
2. ESL Teachers – St. Vrain Adult Education, Intercambio
3. Citizenship Teachers
4. AILA members

Naturalization Candidates:

1. El Comité clients
2. Churches – Spanish-speaking congregation, St. John's Services in Spanish
3. Parents at the schools
4. ConAgra and other workplaces that employ a large number of immigrants
5. ESL class members
6. Citizenship class members
7. Media: Develop list of outreach contacts-public and private providers to immigrants, non-English and immigrant-focused media, sponsoring agencies – and constantly expand the list

Training:

What will take place:

1. Training for volunteers and professionals
2. Roles and responsibilities will be assigned

Training will cover:

1. Familiarization with the INA sections related to naturalization, including grounds of ineligibility
2. Review of ineligibilities for naturalization
3. Various types of LPR cards
4. Step-by-step discussion of every question on forms N-400
5. Stations in the workshop process
6. Lines of supervision for assistance and quality control

Points to Share with Volunteers:

1. Assess clients' English abilities as you work with them to fill out the application – if the applicant must interview in English, primarily speak English when filling out the application
2. First-time volunteers should shadow an experienced person for 1-2 applications (if possible)
3. Must write neatly and legibly on the forms in black ink

Pre-registration for the workshop:

1. What must the client bring to the workshop – provide all those that register with a paperlisting the items that they must bring to the workshop
   A. Flyer with Workshop information must contain
      i. Logo and heading presenting the purpose of workshop
      ii. Date, time, location
      iii. Sponsoring agencies
      iv. Phone numbers for the staff taking pre-registration calls
      v. workshop fee (cash only)
      vi. USCIC fee total (check or money order)
      vii. Necessary documents – Alien registration card, passport or travel documents with entry and exit dates from U.S., dates and addresses of residences and employment in the past five years, data for spouse/former spouse, and children
      viii. Date of next workshop
2. Do they speak English or will they be taking the exam in another language?
3. Fee

Evaluation:

1. Get feedback from all volunteers, no matter how brief

Questions:

1. Who will keep the file on the applicant and where will they go for follow up questions?
2. What will be the dates of the training? (Keep in mind CU finals and graduation)
3. Students covered under 'student practice act; how are other volunteers protected?

Resources for Preparing for Citizenship

English Classes:

Intercambio de Comunidades:
Longmont: Llamar a Brett al 303-774-8827
Lafayett, Boulder: Llamar a Lesly al 303-996-0275

St. Vrain Valley Adult Education:
    619 Bowen Street
    Longmont, CO 80501
    (303) 678 - 5662

Citizenship Classes:

Boulder County Community Action Program (CAP)
Boulder, Longmont:

Fridays	Mondays
6:30 - 8:00 PM	6:30 - 8:00 PM
Casa de la Esperanza	Boulder Public Library
Community Center	1000 Canyon Boulevard
1520 S. Emery Street	Boulder, CO 80302
Longmont, CO 80501	

Classes are free-no need to register.
For questions contact Christina Iwane at: 303-441-3975

St. Vrain Valley Adult Education:
619 Bowen Street
Longmont, CO 80501
(303) 678 - 5662

Legal Help:

El Comité de Longmont
Workshops to assist with paperwork for citizenship
Contact El Comité to learn date of next workshop: 303-651-6125

Servicios Católicos de Inmigración
2525 West Alameda Avenue
Denver, CO 80219
303-742-4971

Centro Legal para los Inmigrantes de Condado de Boulder
2741 Iris, Suite B
Boulder CO, 80304
303-444-1522

Applicant's Name: _____

Address: _____

Phone Number: _____

Preparer's Name: _____

I, the undersigned applicant, understand the following regarding the N-400 assistance provided to me on
_____ (date).

- El Comité de Longmont, Catholic Charities, their staff and their volunteers have provided me
  with the legal advice and preparation assistance limited to the N-400 Application for
  Naturalization
- There exists no attorney-client relationship beyond today.
- I have been given a complete copy of my N-400 filing and no other files have been created nor
  will be maintained in this matter.
- Should I have any future need for legal advice or assistance in this matter, I will need to retain
  my own attorney.

_____   _____

Signature of Applicant   Date

_____   _____

Signature of Interpreter, if necessary   Date

El Comité de Longmont
El Comité de Longmont
and
Catholic Charities

Invite you to register for a Naturalization Workshop

The Naturalization Workshop is a one-day workshop to assist Legal Permanent Residents who have been residents for five years or longer with the application to apply for U.S. citizenship. Immigration attorneys will be present to review the application and answer questions.
At the end of the workshop applications will be ready to mail to USCIS.

Date: March 31, 2007
Time: 9 AM
Place: Longmont Civic Center (350 Kimbark Street)
Cost: $30

Please Bring the Following to the Workshop:
- Alien registration card
- A list of all entry and exit dates from the U.S. and include the destination and duration of all trips
- since becoming a legal permanent resident.
- Dates and addresses of residences and employment in the past 5 years
- Data for spouse and/or former spouse(s): name(s), date(s) of birth, marriage date(s), divorce date(s)
- Data for children: date(s) of birth and birthplace
- All marriage certificates and divorce decrees
- All criminal court dispositions/final decision (certified copies) of convictions at any time in your life.
- Money order for $400 for the USCIS filing fee

EVERYONE who would like to attend **MUST** pre-register at El Comité de Longmont. Please mail registration and $30 fee to El Comite at 455 Kimbark Street, Longmont, CO 80501 or register at the office. Please call Marta Moreno at 303-651-6125 if you have any questions. Space is limited so please register soon.

Name: _____

Address:_____

Telephone Number:_____

Years as a Legal Permanent Resident:_____

Language(s)
spoken: _____