

A black and white photograph of a woman with dark hair, wearing a light-colored collared shirt, sitting at a table and looking off to the side with a focused expression. Her sunglasses are perched on her head. In the background, other people are blurred, and a water bottle is visible on the table.

# *LISTENING TOUR*

2012

THE WOMEN'S  
FOUNDATION  
OF COLORADO

THINK BIG. BE BOLD. STAY FOCUSED. ACCOMPLISH MORE.

# WOMEN'S FOUNDATION OF COLORADO

## *Listening Tour 2012*

*By Kathleen Boysen, Christy Wimberley and Laurie Hirschfeld Zeller*

*More than 300 voices  
in 10 communities  
over 34 days  
engaged in  
inspiring  
conversation*



THE WOMEN'S  
FOUNDATION  
OF COLORADO

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# WE'RE LISTENING TO YOU WHAT IS NECESSARY FOR GIRLS AND WOMEN TO REACH THEIR FULL POTENTIAL IN COLORADO COMMUNITIES?

Early in its history, the Women's Foundation of Colorado conducted a state wide Listening Tour to hear the voices and priorities of women and girls. This Tour focused the first several years of WFCO grantmaking and was critical to informing Foundation direction in the following decades.

This past year, following the development of a new Strategic Plan, the WFCO revised our mission statement to: **"The mission of the Women's Foundation of Colorado is to build resources and lead change so that every woman and girl achieves her full potential."** And in 2012 we re-launched the Listening Tour to ten communities in Colorado, designed to provide a forum for the voices of women and girls to reflect on the meaning of a woman's full potential. Using cutting edge technology to capture diverse involvement, we set out with the aim of conducting an inclusive conversation and reconnecting with a wide range of areas across the state.

The Tour findings will assist the framing of WFCO's annual research on the status of women and girls in Colorado as well as build involvement with the Foundation's partners serving women and girls at the local level across the state. Regional meetings were open to all and included women from local organizations and their clients, local high school girls, community volunteers, nonprofit staff and activists, elected officials, WFCO supporters and our Honorary Trustees.



*Sterling Listening Tour  
participants*

The ten communities selected for the 2012 Listening Tour reflect the Foundation's desire to reach a wide variety of Colorado communities – plains, resort, Western Slope and Front Range, the SW mountains and the Denver metro area. We sought to balance both the involvement of active WFCO local committees as well as areas of the state where we hope to energize that involvement in years to come.

**Alamosa**  
**Colorado Springs**  
**Denver**  
**Durango**  
**El Jebel**

**Fort Collins**  
**Grand Junction**  
**Pueblo**  
**Sterling**  
**Vail Valley**

Throughout the tour, we collected quotes and observations from our participants. Where an individual chose to provide her name, the first name and community has been indicated. Other quotes are included anonymously.

The structure of this report mirrors the design of the meetings. Each subject area in the report – women's leadership, educational opportunity and economic security – includes general findings, an accounting of the goals and barriers women and girls face, and an overview of regional themes.

The Listening Tour process serves as a snapshot of the concerns and priorities of women and girls in Colorado in 2012. It is not intended to represent a public opinion survey or other statistical analysis; rather, the information we collected and the voices we heard provide a framework on which we can build the annual research the Women's Foundation of Colorado plans for summer of 2013. This in-depth annual "Status of Women and Girls in Colorado" report will form the basis of the action agenda for the Foundation this coming year and in the future; watch for it next summer.

## **What is a woman's full potential in Colorado?**

### **Here are the conclusions from our Listening Tour:**

- A woman reaching her full potential in Colorado **leads in her community – through volunteering, running for office, mentoring and role modeling in the workplace and school, and philanthropy.**
- A woman reaching her full potential in Colorado **completes and extends her educational opportunity – enhancing her job possibilities and skills and enriching her own life and that of her family.**
- A woman reaching her full potential in Colorado has **economic security – public benefits when needed to support struggling families, access to good jobs, pay equity with men, and the ability to plan for later in life.**
- A woman reaching her full potential has **personal safety – in her home and her community.**

# EXECUTIVE SUMMARY

The Women's Foundation of Colorado's mission of every woman and girl in Colorado achieving her full potential is a huge collective aspiration. During the Listening Tour, we took a few steps forward in defining that aspiration.

**What does this mean for the Women's Foundation of Colorado?** The Women's Foundation's historic priorities of a woman completing her education and achieving economic self-sufficiency continue to be the focus areas of highest importance, but there are additional areas of concern and opportunity that merit our close attention as opinion leaders, as a grant maker, and in planning for the Status of Women and Girls report.

**Economic security** remains a primary concern for building the full potential of women and girls. Women in Colorado seek access to good jobs, pay equity, work supports where necessary and a work environment in which a woman can balance work, family and personal fulfillment -- which will take cultural and policy change.

**Educational opportunity** continues to be a lifelong engine of full potential. While early childhood education - post-secondary education was clearly a top priority around the state, ongoing job training and educational access for senior women should remain an area of focus.

**Gender Equity:** The opportunities and choices of any woman or girl in Colorado should not be limited by gender, nation of origin, or family background. Women still feel constrained by gender stereotypes and the power and communications network among men that excludes them.

**Children and Childcare:** Women continue to struggle with the challenges of raising children and continuing education and careers. The ability to plan when and if to have children, and the availability and quality of (as well as public support for) childcare, are critical tools in achieving full potential.

**Mentoring and Support Networks:** Women and girls of all ages welcome opportunities to mentor and be mentored and see the need for information about these services as well as networking among other women.

**Access to Information:** We heard enormous need for information about programs and resources. Even in this information age, the demand for more accessible information about local opportunities was very clear. This was a particularly strong message in rural communities, but in all areas of the state information gaps across class, ethnic and language lines remain a barrier.

**Working together** – Women and girls in Colorado are eager to get started statewide and at the community level on an action agenda.

In the short term, this report will assist us in framing the 2013 research report on the status of women girls. In the long term, we will build organizational capacity to reach out and continue to engage with women and girls in Colorado. In the winter of 2012-13, look for new tools on our website [www.wfco.org](http://www.wfco.org) as well as an invitation to join a statewide gathering of women and girls in the summer of 2013 which will serve as the springboard for the announcement of our first annual research report and formation of the action agenda.

Join the conversation.

Join the process of advancing systemic change for women and girls.

We are the Women's Foundation of Colorado -- Join us.

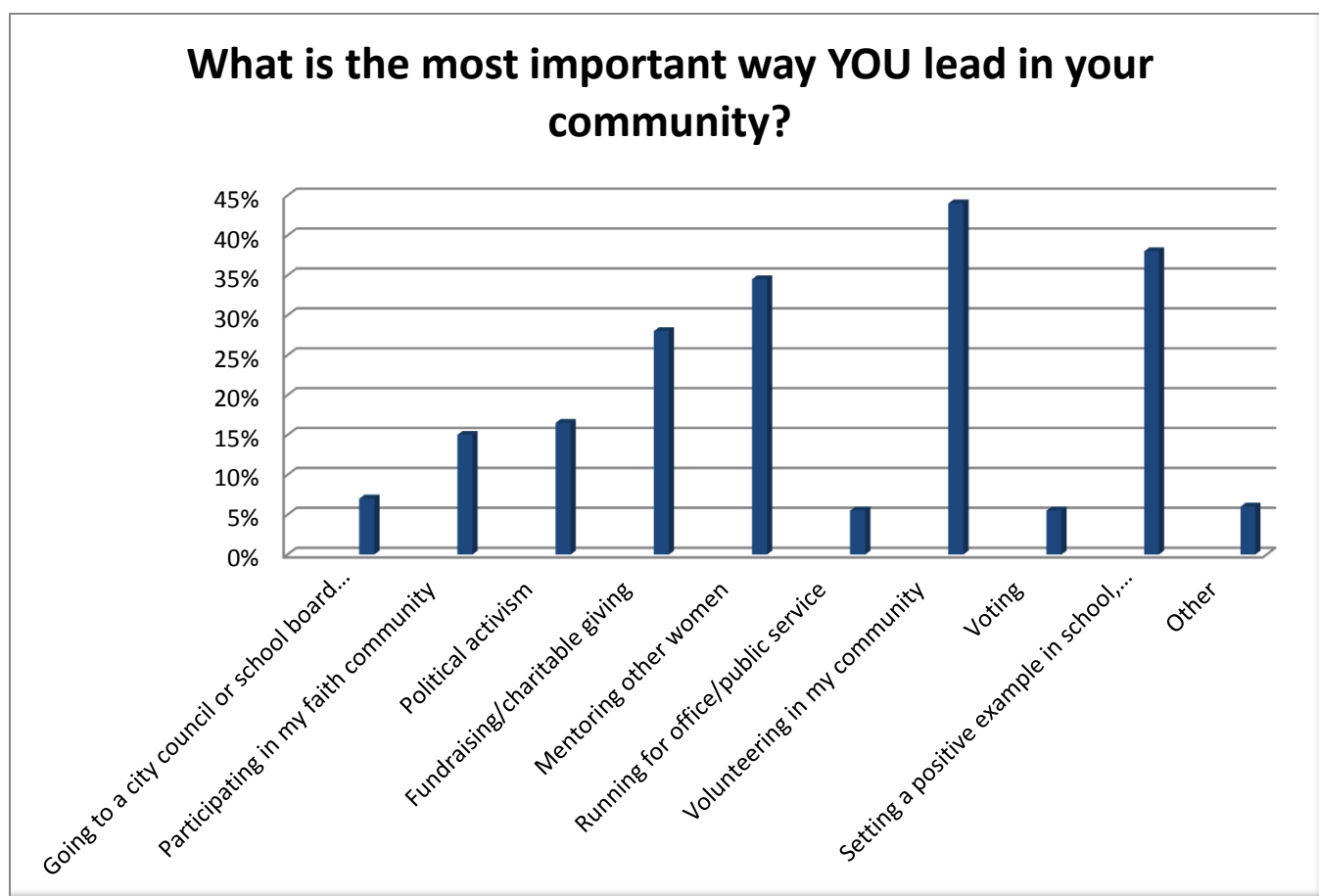
# WOMEN'S LEADERSHIP

## LEADING BY EXAMPLE

To guide our conversation with women and girls about leadership we divided this discussion into two parts. First, we asked the participants to discuss the most important leadership goals for women and girls in their community, and then to assess barriers in Colorado and their communities that prevent women and girls from achieving their full leadership potential. To help us create a more complete picture of leadership, we also asked participants to name examples of women who lead in their community and explain what makes them leaders. After the table discussions, we polled the group using touch pad technology to find out the most important way they lead in their community as well as what forms of leadership opportunities their community should support for women.

- Leadership development programs and mentoring received the most votes for the forms of leadership opportunities communities should support.
- Elected office is not the only or even the most valued form of leadership.

Results from the touch pads regarding the most important way participants viewed their individual leadership are presented in the graph below, followed by goals and barriers that emerged from our table conversations around leadership, and concluding with comments and themes that stood out regionally in the regional voices section.



# LEADERSHIP GOALS AND BARRIERS

Women across Colorado agree that when it comes to leadership for women -- more is better. When asked about the most important goal for leadership in communities across Colorado, the answer was clear: the goal is **more women in influential decision making roles**. All the voices we listened to want to see women rise to the top of their fields in government, the private sector, non-profits, as business owners, in higher education, banking and finance. Equally important to women and girls in Colorado is leadership by example within our neighborhoods and communities. Women are leading at the local level, at home, in churches, at school and as volunteers. **"There should be a message to girls or women that you're a leader if you're speaking up about the things that are important to you."**

*"Formal leadership roles are just one way that women lead. All women have the opportunity to serve as role models every day in the performance of their jobs. We can lead through how we behave, how we dress, how we address problems and solve conflict, how we serve customers and coworkers, and in doing so, we set an example for others."*  
Joanne, Durango

Critical to achieving our goal is that **women and girls empower themselves and others to become leaders**. We're in this together. We heard you say how important it is that leadership development programs are supported in your communities, that women and girls develop confidence, have a stronger voice, that we encourage personal growth and provide support for each other. You told us you want networking opportunities, leadership training and strong partnerships between young girls and non-profits. Above all, women and girls in Colorado want empowerment that leads to leadership opportunities. **"Women need to learn to be advocates for themselves and other women, tapping into that "Mama Bear" impulse."**

*"It's our job as women leaders to empower girls to try different things to learn confidence in their own resilience."* Kathy, Alamosa

Colorado women and girls agree that **more political involvement** is an important leadership goal, although many of our participants were not convinced that for them personally, running for office or supporting other women in politics was the most significant goal. We heard you say that equal representation in state and national elected offices is important, but that women understanding the process of local and county decision-making and getting involved in local politics and activism needs to happen as well. An important connection made in the ongoing conversation about leadership is the connection between education and leadership goals. Women and girls expressed a need for **access to education of all kinds**. Girls should complete high school, have more information about education opportunities, go on to college and complete degrees or vocational training.





**Role models and mentors** for women and girls emerged as a means for increasing leadership. We heard you say you want more women role models and mentors and that the lack of that is a barrier to achieving leadership goals. **"I still see that women are not necessarily supportive of other women. Perhaps we don't always give women support at critical times when it could encourage leadership."**

*"Leaders in my school set the example - you look to someone who's a good athlete or a captain who sets the example and makes you all want to try hard. You see what's going on around you and try to make it better."*  
Yoana, Vail

**Leadership representation was defined as an end in itself in the empowerment of women; participants reported no specific expectation of women leaders' positions on issues.** They saw the emergence of

women in the community, in elective office, in ownership and senior positions in business, and throughout the nonprofit sector, as milestones in ensuring gender equity and the fulfillment of personal potential as well as the potential of the state as a whole.

**It appeared to be accepted that a woman's experience would be an asset in leadership, rather than necessarily advancing a particular issue agenda.** We observed an honest and thoughtful conversation about the barriers to achieving

*"Role models and mentors for young women should come from the same community and circumstances for girls to understand that they can make different choices."* Celia, Denver

leadership goals, such as combatting **gender stereotypes** including "traditional female roles and the importance of appearance" and **balancing multiple roles** with family, work and community. The **'good ol' boy' network** is a real experience, **finding funds for education and training is challenging for many families**, and the **downturn in the economy** were limits to leadership opportunities. Women and girls admitted that **sometimes we are our own worst enemy**. Our own fear of failure, lack of self-confidence, low self-esteem and harsh judgment of each other can hold us back from being leaders. Participants emphasized their desire to provide support for other women in leadership roles, and to model that support for girls.



# REGIONAL VOICES

In Durango, we were told about a woman who stepped up and took charge during a forest fire. She was not an elected official; just a community member who saw what needed to be done and did it.

The women of Alamosa discussed the challenges that women in their community faced balancing identities. They identified resilience and stability in a high-poverty region as important goals to improve women's ability to be leaders.

*"Leadership is not always about power and status; it's often about who is willing to roll up their sleeves and get the job done. Such was the case with Helping Hands, the organization that miraculously came together through the singular efforts of one woman, the late Wanda Sothen, who saw a need and mobilized people in La Plata County to assist one another through the devastating Missionary Ridge Fire in 2002." Joanne, Durango*

And in Eagle County the women discussed issues of isolation as barriers preventing women from becoming leaders in their community. Women and girls without educational and economic privilege are often excluded from the amenities provided in

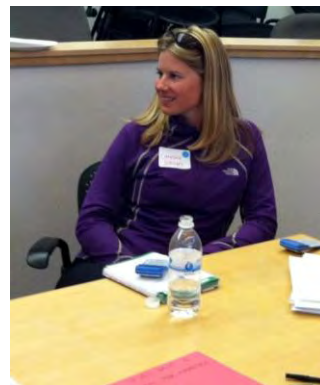
Eagle County. Their position as a resort community, though not entirely unique in Colorado, brought a needed voice to the conversation.

*"There are no women leaders in the banking industry in this county – and the rate of women business ownership is very low. These are connected." Karen, Alamosa*

*"We have women in leadership positions at the hospital, CMC, the two most visible foundations and other non-profits, but there are not visible women in leadership positions at the largest employer in town, Vail Resorts."*

To suggest a means of overcoming the challenges of isolation one participant explained, **"Exposure leads to knowledge, passion, striving, opportunity and fortitude."**

In Fort Collins, the fact that Colorado State University had not yet had a female President was mentioned – that while women leaders in academia were community leaders and role models, having a woman President at CSU would represent a breakthrough that would be hugely influential for the community's women leaders.



# EDUCATION FOR WOMEN AND GIRLS

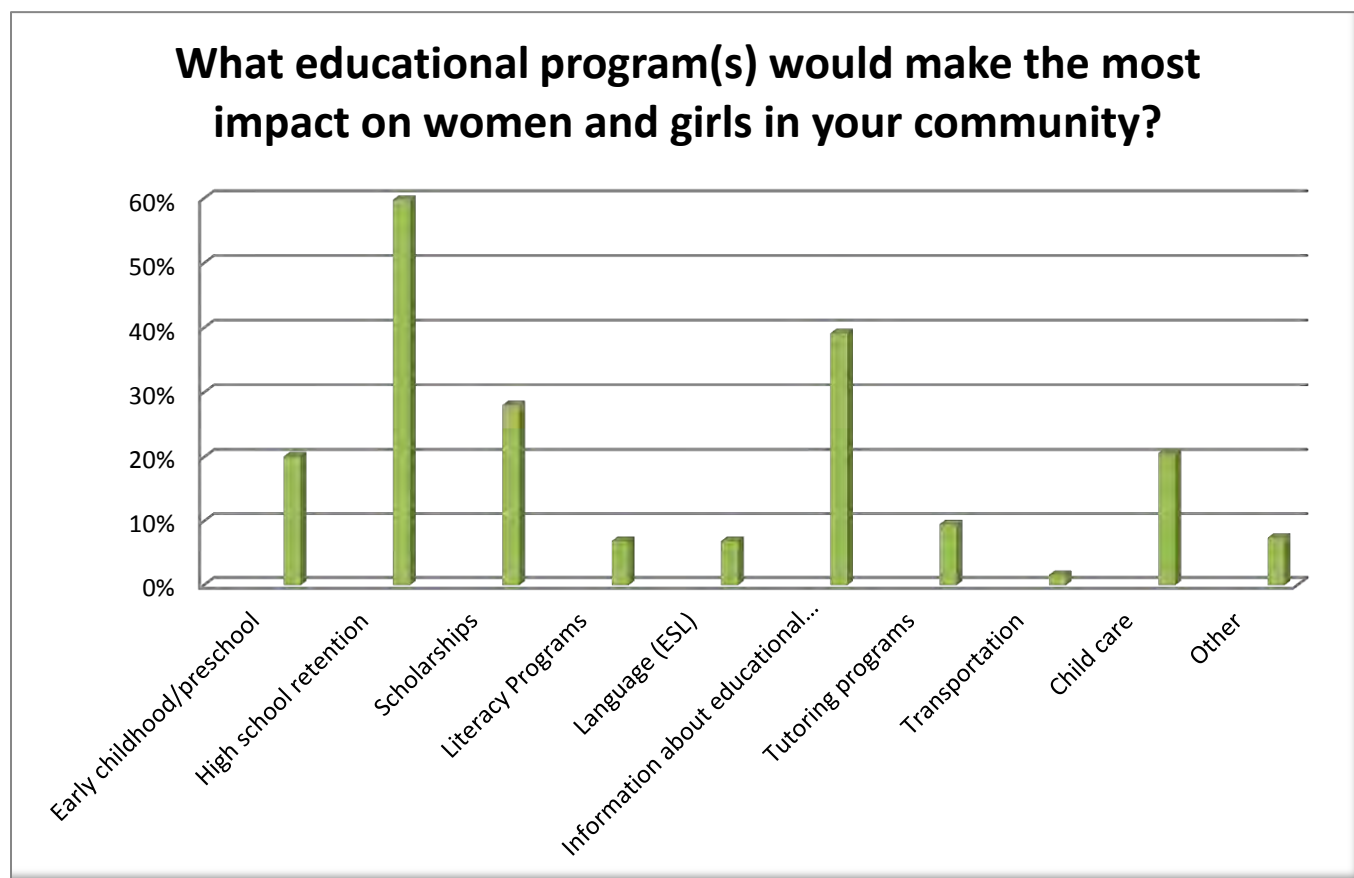
## NEVER STOP LEARNING

To frame our conversation around education we began by asking participants to discuss the most important educational goals for women and girls in their community and the barriers that must be overcome to achieve those goals. We then polled participants to find out what educational programs would make the most impact on women and girls in the community. Education was a consistent lead value both in the word clouds each community created (see appendix) and in the discussions that followed; 22.4% of all participants felt that completing her education is the most important factor for a woman to reach her full potential.

Our participants called for the following public priorities:

- Improve the quality of the education system, and
- Expand access to resources needed for girls to have successful academic experience.

Results from the touch pads regarding what educational programs would make the most impact on women and girls in the community are presented in the graph below.



# EDUCATION GOALS AND BARRIERS

**"I think the result of education is independence, security and opportunity."**

Across the communities we visited, education and opportunity were most frequently cited as necessary for a woman or girl to achieve her full potential. Women and girls were unanimous in identifying two major goals for education in the state of Colorado: **increase girls' graduation rates** from high school and **increase women and girls' participation in post-secondary education** -- both college and vocational training.

*"I went to Catholic school, and they gave us an image of a Roman "talent" (coin) as a metaphor, the investment you make now for your future." Andrea, Grand Junction*

To increase high school graduation rates, your request was simple and direct: "do what it takes to keep girls in school." We heard you identify some challenges for this, not least of which were girls who experience a **lack of family and/or community support** to succeed at school or coping with **unplanned pregnancy**.

*"Ellie" is a fifth-year senior. She missed most of her fourth year of high school because she was incarcerated. She missed much of this year because of family obligations: she had to stay home from school to provide child care. "Ellie" will need to come back next year as a 20 year-old sixth-year senior. We hope she has the courage to come back." Ann, Vail*

The women and girls who joined us on the Tour want opportunities beyond high school. Unanimously, Colorado communities value greater female participation in post-secondary education, with higher completion rates and diverse options for ongoing training and advancement. We heard you say you'd like

to see more women enter the sciences, technology, engineering and math fields, but also technical and vocational training. Combatting **gender stereotypes** emerged as a barrier to this. **"There is still a lot of gender bias in choosing an academic track. Girls are not encouraged to study math and science. That bias is alive and well."** Money emerged as a common barrier to completing education. The cost of education, particularly college tuition, when combined with hard economic situations, having to work while in school, high cost of living and a lack of scholarship opportunities are barriers that are difficult to

*"If you don't know what a rocket scientist looks like, how are you ever going to be a rocket scientist?" Ann, Vail*

*"State budget cuts have limited counseling services in high schools; this has created an information gap about postsecondary opportunities." Marcy, Colorado Springs*

overcome for many Colorado families. **We heard you say that you want to create supportive homes and communities, ones that provide good support for children to study and excel in school. Women and girls want more mentoring and advising, the kind that instills passion in young girls for education, provides early educational goal-setting and awareness of**

**career pathways.** "We don't have role models right now. Just to know what is even out there -- an awareness of what is possible..." **We reflected frequently on Marion Wright Edelman's famous quote: "You've got to see it to be it."**



Women and girls in Colorado want to **increase their knowledge of career opportunities** and **increase access to informal or alternative education**. The women



and girls we listened to identified **resource and opportunity gaps** in their communities as a lack of options and a lack of awareness of opportunities and how to take advantage of them. **"I am a single mom who did not finish college. I need more information about opportunities. I really want to achieve my dreams, but I don't know how to do it."**

**Improved quality of schools and activities** emerged as an important goal for our communities and the

current state of the education system was identified as a barrier. Women and girls spoke not just of wanting quality teachers and curriculum, but of the desire for affordable extra-curricular activities and more support services and enrichment opportunities. We heard the primary concern for girls in school is the **lack of support** - from teachers, from guidance counselors, because of reduced funding for schools and a lack of role models and mentors.

*"Families of students are working jobs to be able to support their children. The complaint from educators cannot be about what parents are not doing at home for the kids. Families need support to be able to help their kids with their homework and advocate for them in school. It should be a goal of a school system to cultivate the partnership with students, families, teachers, and leaders to help reach out to one another to be able to provide support and be able to have significant improvement for the students." Ann, Fort Collins*

Other barriers to education goals that women and girls identified were lack of **child care** and/or **transportation** and **pressure from peers** to act and dress a certain way.

*"First generation college students from a rural background get a mixed message – we want you to achieve – but stay home, don't stray too far from your own background. Girls are more vulnerable to being limited by this message." Karen, Alamosa*



*"A lack of adequate transportation is a barrier to seniors taking advantage of local continuing education opportunities." Marianne, Durango*

# REGIONAL VOICES

Education, among all the topics addressed during the Listening Tour, produced the most common themes across regions of the state, but there were some regional variations.

Participants in El Jebel and Eagle County touched on the goal of improving communication in their communities to help improve education. They felt that due to the isolation of their communities, women and girls didn't know about what programs and steps were needed to receive the education and training to pursue their career and academic goals. **Both communities attributed this gap in knowledge partially to poor communications in the schools and community.**

In Grand Junction, a number of younger women from a local Girl Scout troop participated in the conversation. They shared with us incidents of sexual harassment and disrespect that they face in school. We were told, **"Teachers ignore disruptive behavior in boys, while girls are expected to behave".**

*"Budget cuts and lack of people qualified and willing to live in a rural area have probably both affected our local high school. As of now, there is no counselor at Yuma High School and there has not been all year. There is one counselor serving Kindergarten through 8<sup>th</sup> grade in Yuma. Students are affected by this on a daily basis."*  
Margo, Sterling

In Sterling, some high school students expressed concern about potential unintended consequences of the state's concurrent enrollment program that allowed high school students to take classes for college credit. However, if a student failed the class, they were expected to repay the tuition for those classes. We were told, **"You might have a student with real potential and a real desire to start college early but fear of failure is holding them back, because if you don't pass the course you have to pay back the tuition to the district."**

*"Women and girls need the skills and the ability to choose any career path they want, including an engineer, a scientist or an astronaut. Too often, women and girls are still pushed into traditional female careers."*  
Shanda, Denver



# ECONOMIC SECURITY

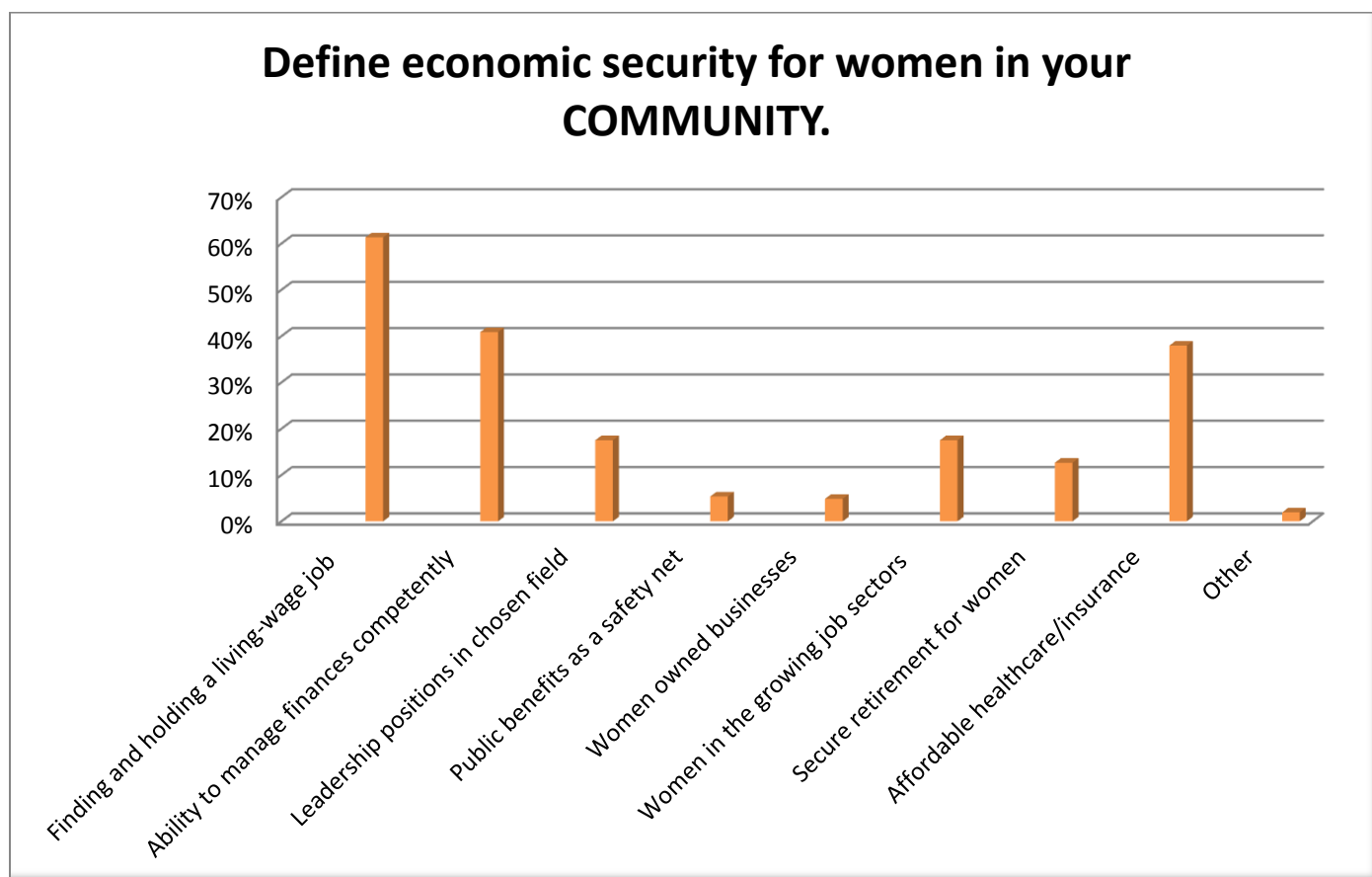
## INDEPENDENCE WITH DIGNITY

We initiated our conversations around economic security by asking the women to identify the most important economic goals for women and girls in the community and the barriers preventing economic achievement in the community. We then polled the participants to define what economic security looks like in their community.

30.6% from across the state defined economic security as **finding and holding a living-wage job**. Areas of the state with large discrepancies between rich and poor focused on the statistics related to the **Self-Sufficiency Standard**, which calculates the cost of caring for a family without access to public benefits and varies from county to county. In poorer communities, we heard concerns expressed regarding even the existence of living wage jobs. (for more information visit Colorado Center for Law and Policy at [cclponline.org](http://cclponline.org))

Our conversations around economic security verified the need for Foundation priorities around ensuring that Colorado women have the means to achieve self-sufficiency.

Touchpad results showing participants' definition of economic security are pictured below.



# ECONOMIC SECURITY GOALS AND BARRIERS

**“The wages don’t meet the basic needs. And if you can’t meet that, forget about retirement. Any bump in the road throws you off.”**

Women and girls in Colorado have a vision of **economic independence** that supports self-sufficiency -- and not just meeting basic needs, but **“supporting yourself and your family with pride and dignity.”** We heard you say that **economic equity** is necessary to achieve self-sufficiency. Women and girls want pay equity and access to jobs that pay a living wage.

In fact, in almost all the communities we listened to the major barrier to economic security was identified as **job scarcity and pay inequity**. **“We don’t feel like there are good enough economic**

*“New jobs at the call center pay \$11 per hour when \$18 is self-sufficiency.” Beth, Colorado Springs*

**opportunities for women in our community.”**

Women and girls in Colorado want choice. We heard you say that **diversified employment** and **exposure** to new information and resources is a goal for achieving economic security.

*“We need to get women into nontraditional fields where the pay is better.” Angeline, Grand Junction*

Women and girls

want meaningful work and job security, networking opportunities and better educational paths to employment. We heard important connections made between **education and economic security** -- that work force development and vocational training, professional development and completing college all contribute to achieving economic security. **“There are jobs but we do not have the local people with the education and qualifications for them.”**

*“Girls need role models to learn self-sufficiency. Parents should provide this. If they can't, the community needs to step up.” Karin, Roaring Fork Valley*

Conversely, poor educational opportunities were identified as real barriers to security. Women and girls cited the lack of knowledge about resources, the high cost of job training and college and not enough scholarships for girls as problems.

**Financial literacy** was identified as an important goal for economic security, including early budgeting education and planning for retirement. **“I think that as Hispanic women we need to learn how finances work in this country and teach our kids how to take advantage of those financial opportunities.”** A lack of financial planning skills, unrealistic wealth expectations, a lack of savings and financial illiteracy were all identified as barriers to economic security.

*“Lack of access to capital precludes economic leverage.” Lynn, Denver*



Other goals identified by women and girls were **increased mentoring** and role models and **increased entrepreneurship** among women.

Women and girls identified more barriers to economic security than opportunities.

**"Sometimes when you grow up in a culture of poverty there is this belief that there's not enough to go around."**

*"Oftentimes, we expect to give more and get less in our personal lives, which has translated into our work environments." Olivia, Denver*

**We have to help people recognize that there are an abundant number of opportunities out there."** However, we heard women and girls tell us they still experience restrictive **gender stereotypes and discrimination**. Women see traditionally 'female' jobs as under paid and under-valued.

Almost all communities we listened to see the **lack of affordable family services options** as a barrier to women and girls' security. The most frequently cited was the lack of affordable child care and health care, but affordable housing and transportation were also a concern.

Other barriers we heard identified were the current **economic downturn, low self-esteem, language barriers** and need for training in **negotiation skills**.

*"Women often choose traditional careers that don't pay as much. Women have nonlinear careers. It is important to expose girls to career options early." Nancy, Fort Collins*



# REGIONAL VOICES

The economic reality of the national downturn and its effects on women at the local level were tangible.

Many communities expressed frustration at the cost of basic needs such as childcare, transportation and housing and the role these costs play in preventing women from achieving economic security. In Grand Junction, a participant told us that **“Child care is the make or break point of being homeless in Mesa County.”** These issues and their relation to economic security were restated in many of our conversations.

*“Local economies need to offer more opportunities in sustainable industries for women to make salaries comparable to oil and gas industries.” Gayle, Roaring Fork Valley*

In resort communities, we heard concerns regarding the predominance of men in major tourism industries. In Sterling, participants shared experiences of pay inequity for the same jobs and challenges that women starting their own businesses had in accessing capital.

*“As women, we often have difficulty in finding our voices to speak up for our worth in the workplace. We are far less likely to ask for a raise or promotion even when we are very deserving of it.” Lisa, Fort Collins*

In communities where the extractive industries are major employers, we heard frustration about women’s access to greater opportunities for advancement even among highly trained women engineers.



At each Listening Tour event, we asked **“What do you value for women and girls in your community?”** Participants wrote down key words that came to mind which were generated into the word clouds you see here. The larger a word, the more frequently it was identified as an important value!

*“How do you provide assets of positive Youth Development - parent education, asset building, leading by example, giving back to your community - at the community level in smaller, less fortunate towns and areas of the state?” Marianne, Durango*

**Durango**



**Vail**

*“Girls can be particularly vulnerable to outside judgment, impacting their ability to reach their full potential.” Jill, Roaring Fork Valley*



**Pueblo**

What do you value for women and girls in your community?



# Opportunity

Respect Equity Health Community Equality  
 Safety Education Professionalism Happiness  
 Nutrition Communication Childcare Mentorship  
 Energy Spirituality Collaboration Capital Winners  
 Creative Volunteerism Power Leadership  
 Confidence Healthcare Authenticity

*"What brought me into the Women's Foundation was the idea of helping women reach their full potential." Jan, Fort Collins*

Alamosa

*"A woman can reach her full potential in many different ways – the opportunity to have choices in life is crucial." Ana, Denver*

Equality Leadership Community Health Respect  
 Enrichment Housing Childcare Employment  
 Recreation Self-esteem Safety Mentorship  
 Education Opportunity  
 Self-sufficiency

Fort Collins

*"After being married to a farmer and to the land for 38 years and just divorced I am in a new phase of my life discovering my full potential, as a woman who is no longer connected/tied to a farm." Patricia, Sterling*

Individuality Support  
 Leadership Safety Voice  
 Freedom Choice Security Respect Self-esteem  
 Scholarships Mentorship  
 Education Opportunity  
 Employment

Sterling

*"In our rural community, one challenge is the lack of support or networking groups for professional women." Marci, Sterling*

Community Mentorship Health  
 Empowerment Recreation Employment  
 Education  
 Self-esteem Respect Choice  
 Support Equity Teamwork Responsibility Immigration Communication Safety Strength  
 Encouragement Success Networking Volunteer Arts Friends Confidence

El Jebel

What do you value for women and girls in your community?





Denver



*"We grew up in the most exciting era for women, with so many opportunities opening up. My parents gave me every support so I could take advantage of those opportunities. We have to ensure that every girl has that support if their families don't provide it." Marguerite, Alamosa*

Colorado Springs



Grand Junction

What do you value for women and girls in your community?

# THE WOMEN'S FOUNDATION OF COLORADO THANKS YOU

## Acknowledgments

The staff of the Women's Foundation of Colorado are grateful to the wonderful volunteers around the state, as well as our Board of Directors and Honorary Trustees, for their commitment in assisting us in the design and outreach that went into this project.

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We were honored to host Mayor of Alamosa Kathy Rogers and former Mayor of Dolores Marianne Mate, as well as Marguerite Salazar, United States Region 8 Director of Health and Human Services, and Dr. Lynn Gangone, Dean of the Women's College of Denver.

Brenda Morrison of Engaged Public donated many hours of her time and expertise to WFCO for this project, and led a terrific all-

woman team to carry it out in Kelly Shanahan Marshall and Kristen Petty. Fernando Piñeda-Reyes and Diana Piñeda of CREA Results worked with the Promotores de Salud to ensure that we had robust Spanish-speaking participation in our Denver meeting.

Two wonderful research assistants from the Josef Korbel School of International Studies at the University of Denver were a part of this project from the beginning. It would not have been possible to complete this project without the active support, focused commitment, and good humor of Katie Boysen and Christy Wimberley.

*When I was invited to participate in the 2012 WFCO Listening Tour, I eagerly accepted. Little did I know what adventures and opportunity lay before me. Through the listening tours, my life has intersected with a vast array of people that have inspired and informed my own goals for the future. I am grateful for all the wonderful and kind people who went above and beyond to help make our listening tours a success. So thank you, to all of you who helped out, joined in, and spoke up. As my time in graduate school draws to a close, know that I will take all my experiences with the listening tour with me wherever I go.*

**Katie Boysen**

*My time at the Women's Foundation of Colorado and the amazing experience of the Listening Tour intersected with my graduate studies of gender issues at the University of Denver in a perfect storm of inspiration and understanding. I was inspired by the level of engagement of the women and girls who participated in the Listening Tours; their thoughtfulness, insights, vision and enthusiasm. I'm inspired by the hard work and commitment of the Women's Foundation to engage with Colorado communities and really listen to their voices. I have a much deeper understanding of why it's so very important for women to mentor and support each other. I'm grateful for this experience and I'll carry it with me into my Peace Corps service and my efforts to serve women and girls there. A special thank you to the women at Engaged Public and all their hard work to make this a success. And finally, to Katie Boysen and Laurie Hirschfeld Zeller for modeling commitment to and support of women reaching their full potential. I have greatly benefited from their example.*

**Christy Wimberley**





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