Initiating and sustaining
social projects in a college environment

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Abstract

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Students interested in engaging with communities beyond the University may perceive four years as a lengthy time, but it is relatively short in the growth of a community. I personally faced the challenge of leaving a community of which I have become a part through the partnerships I have developed in Hamilton, Ohio, with a coalition of Latino business owners and how to sustain the partnership post-graduation. The question in this thesis is how do students, in a generation that is driven to create and make lasting social change to our society, attempt to impact the community of which they are part for a short amount of time? When it comes to civic responsibility, community engagement, social entrepreneurship, mutual learning, and community-based learning, students face the challenge of establishing and growing a University-community partnership that may lead to future projects or may help to sustain a current one.

This thesis discusses the concept of university-community partnerships through my research: experiential learning of two specific partnerships in which I have been included: La Voz and Partners for Change. These partnerships are discussed through a comparative analysis of their successes and limitations. Because the projects cannot be evaluated solely on quantitative data, personal narratives illustrate the impact the partnerships have had on both university students as well as the Butler County community.

Through these experiences, this paper argues a new framework of sustainability metaphorically represented as living entities that are nurtured, yet self-sustaining, much like the lifecycle of a tree. Just like trees, University-community partnerships too have roots that provide a foundation; elements that help care for the tree and the nutrients to sustain them. This study investigates University-community partnerships and explores a model that provides a way of understanding how to successfully create, build, and sustain a partnership and initiative that outlasts the existence of the members that created it.
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INTRODUCTION

When students first begin college, they often ask, “How can I get involved?” Whether it is sports, Greek life, or social services, students want to learn about and then become a part of a community for four years. Those students who are interested in engaging with communities beyond the University may perceive those four years as a lengthy time, but it is relatively short in the growth of a community. When students seek the answer to this question and become involved through different organizations and partnerships, the last thought on their mind is what they will do when they leave. As a senior preparing to graduate in May 2009, I personally face the challenge of leaving a community of which I have become a part through the partnerships I have developed in Hamilton with a coalition of Latino business owners. I have asked myself how I could be so closely included in the creation of this organization/initiative and sustain it even past my graduation this May. Further, how do students in this same position, in a generation that is driven to create and make lasting social change to our society, attempt to impact the community of which they are part for a short amount of time? When it comes to civic responsibility, community engagement, social entrepreneurship, mutual learning, and community-based learning, students face the challenge of establishing and growing a University-community partnership that may lead to future projects or may help to sustain a current one.

I will discuss implementing and sustaining university-community partnerships through my research: experiential learning of two specific partnerships in which I have been included: La Voz and Partners for Change. These partnerships have developed out
of relationships in the nearby Hamilton community, Miami University, and the mutual
desire to work toward solving a specific social issue. These partnerships will be
discussed through a comparative analysis of their successes and limitations. Because the
projects cannot be evaluated solely on quantitative data, personal narratives will help
illustrate the impact the partnerships have had on both university students as well as the
Butler County community. Discussing these partnerships will illustrate the challenges
posed in my thesis question. Then, I will argue that to create sustainable partnerships
they must be treated as living entities that are nurtured, yet self-sustaining, much like the
lifecycle of a tree. Just like trees, University-community partnerships too have roots that
provide a foundation; elements that help care for the tree and the nutrients to sustain
them. The goal of my study is to investigate University-community partnerships and
explore a model that provides a way of understanding how to successfully create, build,
and sustain a partnership and initiative that outlasts the existence of the members that
created it. As Miami continues to emphasize and define what it means to be an “engaged
University,” these partnerships illustrate how a student can engage with the university
and surrounding community to educate and build lasting impact.

*La Voz* and *Partners for Change* are examples currently in the process of discovering
an **identity** and sustainable model. The academic component of these partnerships
reflects coursework over the past two years with the Wilks Acting Locally program, as
well as ESP 467: “Social Entrepreneurship”, from Fall 2007. These two academic
courses were the foundations of academic work regarding my social actions and are
important for understanding the process of developing the community partnerships and
initiatives. Further, I provide examples of best practices applied elsewhere in the United States and demonstrate how many of the topics such as community-based learning, mutual partnerships, community building, social entrepreneurship, and community organizing contributed to the creation of these projects. Resources include faculty-community relationships, books and articles, social issues in the local context, and community-partners’ experience and relationships.

By learning both in and outside the classroom, by exploring both theory and application, I have realized how initiating, growing, and sustaining projects that rely on a university-community partnership parallels the illustration of growing and nurturing of a tree. As simple as a project or a tree may sound, to develop one that is healthy and sustainable requires attention to detail and much care. I will illustrate this parallel and explore the critical aspects necessary to grow a tree or aspects imperative to sustaining a partnership. The next section introduces how creating an idea and establishing a foundation for a project is much like tilling the soil in preparation for planting the tree.

**Foundation of University-community partnerships: tilling the soil**

The most crucial aspect of the partnerships of which I have been a part is realizing the gradual process of creating the relationship. Just like a tree requires a nurtured foundation, social projects are founded based on people who foster its environment; it is deeper than just getting people together to start something. My philosophy and approach to education shifted over time and my vision for *La Voz* and *Partners for Change* was not clear until I established my own philosophical foundation. My foundation is deeply rooted in three major components of my education at Miami: the business context as my
major field of study, the EMPOWER semester program, and the Wilks Leadership Institute. These three personal academic experiences guided my understanding of social activism in the context of the college environment and the theories and skills I learned help to lay the groundwork for planting the seeds of the partnerships.

**Personal Experience**

My personal experience as an undergraduate at Miami has been to pursue collaborations and seek opportunities to learn within and outside of the classroom. I initially chose to pursue a business degree to be a part of a market that influences so much of local and global societies. I wanted to be able to make a difference and understand ethics from a business context. Although the core of my degree led me to an understanding of the marketplace and importance of business in our society, an elective I took on social entrepreneurship led to the project, *Partners for Change*, which I have initiated and implemented over the past year.

After my first semester of business classes, I was not satisfied with just the academic context of business and I became uncomfortable that the business major would not fulfill my desire to be active in the community. I sought out volunteer opportunities and participated in the semester long EMPOWER program that took an initial approach to community-based learning; half the time spent doing service work while the other half was spent discussing with other passionate students the topics relevant to service and local communities. The experience itself of connecting to local issues energized me. I understood the meaning of what I was learning and began to feel rooted in, what was at the time, a very unfamiliar city. My university-community relationship began to form, as
I was able to connect and engage with community members living in the same area as me, but in such a different context. Whether from out of state or a neighboring city, when students enroll in college they are in a community that seems new, but has a culture, history and life of its own. When the student and the community intersect, the opportunity for understanding and partnership is possible.

Too often, many college students take advantage of the city’s resources without truly understanding the city in which they live. It is difficult to view college as a place that we belong to, given it is a short time frame for a lifetime. However, the Jane Adaams School of Democracy (JAS) in Minneapolis, MN, argues that, “Place matters because people live there over extended time; they form relationships there; they make concrete and tactical sense of the world there. A place is where people feel rooted and connected. The danger is that in our highly mobile lives we will settle for those anonymous in betweens where roots cannot form,” (Kari & Skelton, 2007). Many students may view college as an ‘in between’ stage, as a stepping stone between where they are from, and where they will be in the future. However, the approximate four years students live in a place matters because they impact the community. Becoming a true resident, then, means connecting to who is not just within the university, but also within the entire community. How we connect is as important as connecting beyond the university. The foundation for this approach came through an article discussed in the EMPOWER program titled, “Helping, Fixing, or Serving”, and discusses the depths and approach we take to community activism and emphasizes that the helping and fixing approach uses a vision of seeing others at a distance and as broken while we are the
heroes who are needed. However, when we serve, we see the wholeness of others and rely on trust, collaboration, and deep interconnectedness to strengthen others so they can continue to strengthen themselves. The philosophy surrounding the idea of serving is truly the premise upon which these partnerships were founded. This article has been shared at conferences, in the classroom and with other community partners as a critical component to the approach of establishing partnerships.

Beyond personal experience and the EMPOWER program, the most influential component that guided me toward contributing to La Voz and Partners for Change is the Wilks Leadership Institute. The EMPOWER program was a great introduction to the community, but I wanted to be a part of something longer-term, with which I could form an identity. I initially heard about the Wilks program and applied because it fit my philosophy of engaging both within and outside of the classroom. As a management-honors-student-athlete still searching for my niche, the framework for the Wilks program set that background and deepened my passion for education and community. The framework for the program was based around three main aspects:

- The Wilks Acting Locally Think Tank created a pilot cohort of 28 students focused on leadership development, globalization, engagement and self-directed learning over the course of 4 semesters (See Appendix A for framework). Students earned an American Studies minor and explored a different type of learning unlike any other educational experience. The goal of the program was to have an understanding of global issues and engage students in the local contexts in order to eventually implement a project in the local context.
• The way students learned and approached these issues parallel the model around the Jane Addams School for Democracy (JAS), which was a large component of our study in the third semester. The model focuses on limiting hierarchical structures and forming a place in which anyone can discuss, learn, and collaborate with one another. The JAS model believes that “Engaging in public work creates the space and the space we inhabit comes alive,” (Kari & Skelton, 2007) portraying the vision of connecting participants in a place that helps shape their community.

• Each semester the students took one three-credit course with a team of professors, beginning with a traditional classroom experience ending in a non-traditional, outside of the classroom project. The first semester focused on introducing the key concepts of globalization, identity, and citizenship in a traditional classroom and theory-based course. The second semester explored issues of local communities, strategies for community organizing and ideologies surrounding communities, while also taking a few experiential learning trips to the local communities. Additionally, a week-long summer workshop was held after the first year in which the students were introduced to various leaders within one of the following communities: Rural Butler County, the City of Hamilton, and the Over-the-Rhine district in Cincinnati, Ohio. The third and fourth semester were dedicated to partnering with the community leaders and developing a project together. At the conclusion of these two years, the community partnerships formed in the program led to the development of the business association, La Voz, which has outlasted our time as Wilks scholars.
These three aspects of the Wilks Acting Locally program, my undergraduate business education, and the EMPOWER program, culminated in a philosophy that led to the implementation of two projects I have been a part of throughout college: *La Voz* and *Partners for Change*. Next, I will explore the issue of a minority marginalized in many regions of the US, particularly in Hamilton, Ohio, one of the local communities introduced in the Wilks program. Understanding the social issue at hand is critical to understanding a community and the role individuals play in them. I was drawn to understanding the local issues of this community because of my desire and ability to connect theory of globalization to a local community through a meaningful opportunity.
SOCIAL PROBLEM

Treatment of Immigrants: A problem?

The United States of America was originally founded based on a constitution in which equality is celebrated among all individuals. Dating back to the beginning of our nation, every member of our society comes from somewhere unique and different that is celebrated in a nation that acts as a melting pot for people of all colors and backgrounds. This sounds like a utopian ideal, but in reality, the playing field of all individuals has proved uneven throughout history. Different “newcomer” groups of our society have been pinpointed and scrutinized. In America, beginning with the scrutiny of Native Americans, to African Americans, to European groups, to the inequalities of women, and now to the treatment of Latino immigrants, historically, a specific minority group has been treated unfairly and discriminated against until another “newcomer” group has shifted into the spotlight. Today, immigration debates seem focused on Hispanic/Latino communities. Despite a wide range of cultural and historical experiences, Latinos have been systematically grouped together as immigrants who are in the country illegally. For example, nearly one-in-ten (9%) Hispanic adults—native-born U.S. citizens (8%) and immigrants (10%) alike—report that in the past year (2008) the police or other authorities have stopped them and asked about their immigration status (Pew Hispanic Center, 2008).

“Newcomers” to America: A Historical Context

The history of our nation suggests that most immigrants to the United States have faced discrimination and unfair treatment for some period of time. Asian Americans
faced discrimination based on the political relationship America had with Asian
countries. From 1882 until 1943, the “Immigration Exclusion Act” focused specifically
on preventing those of Asian descent from entering the country. Many Asian immigrant
groups were isolated and rejected as all other groups, especially those from Europe,
entered the US freely.

Pre-dating the Immigration Act of 1917, the European labor supply decreased
because of the way Italians and other European groups were viewed in America and their
ability to enter the US became more difficult. It was then that Americans excluded and
denied certain European immigrants, as they were considered undesirable. Instead,
employers relied on hiring Mexicans to meet the increasing demands for labor
(McConnell 2004). Railroads were built connecting Central Mexico with U.S. cities such
as St. Louis, and manufacturing employers began recruiting Mexican immigrants to work
in factories. During the 1930’s over 2 million Mexican immigrants were deported, many
of who were US citizens (McConnell 2004). In our history, Mexicans as part of this
“Latino” group, face much hardship. During World War II, many Mexicans were
recruited to the Midwest because of labor shortages and the Bracero guest-worker
program was established. During this time period, Congress had placed several
restrictions on European migration until the “Immigration Act of 1965”, when the gates
once again fully opened to other immigrant groups (McConnell 2004).

In the more recent past, in 1986, the IRCA (Immigration Reform and Control Act)
was passed, and as a result, at least 3 million Mexican immigrants became legal
permanent residents. The majority, 75%, were from Mexico, but there were others as
well (Immigration Laws 2009). At the same time, researchers argue that the IRCA also increased undocumented immigration, influenced the dispersion of undocumented immigrants and other Latinos to places such as the rural Midwest and increased poverty in such areas (McConnell 2004). For example, in the 1990’s, employees were needed for the meatpacking industry and other food processing plants, but the labor was physically demanding and paid poorly, and it was difficult to hire locally. Employers once again, recruited the Latino population. According to demographer Robert Warren of the former Immigration and Naturalization Service (INS), the estimated unauthorized resident alien population grew to 3.4 million in 1992 and to 5.0 million in 1996 (Immigration and Naturalization Service, Sept. 2000.) In 1996, the IIRIRA (Illegal Immigration Reform and Immigrant Responsibility Act), was passed to tighten controls at the border because of the large influx of Mexican immigrants (McConnell 2004). In a 2005 study showing attitudes and behaviors of recent US immigrants, 13% of all new immigrants came from Mexico; by far the largest sending country, and 19% came from elsewhere in Latin America (Massey 2006).

Given this history of Latino immigrants, we see the initial presence of employers’ reliance on Mexican employees. Today, this group is the most prevalent newcomer to our society as they stand as the newest and biggest group of immigrants. But there are major differences between Latino immigrants and past immigrant groups that contribute to why they are being scrutinized today, and it is important to see those differences in our history. For a period of time, there were limitations on Europeans and their acceptance into America. Roberto Suro, in a book titled Strangers Among Us: How Latino
Immigration is Transforming America outlines Latino immigration in America and argues how most Europeans underwent a period of exclusion and poverty, but eventually won acceptance to the white majority. He claims that “This process of incorporation occurred across generations as the immigrants’ economic contributions gained recognition and their American-born children grew up without foreign accents. Too many Latinos are poor, illegal, and dark-skinned for that path to serve as a useful model” (Suro 1999), suggesting that not only is there a economic and language barrier for immigrants, but Latinos also must fight economic inequality, legality and citizenship, and racial inequality.

The economic inequality of Latinos compared to other immigrants can be seen in our history as well. Between 1973 and 1994, the number of people with incomes below the government’s official poverty line rose by 15 million. Of those, 6 million (or 40 percent) were Hispanic (Samuelson 2007) displaying a majority of the Latino population sitting at the bottom of the economic pyramid since the 70’s. Suro argues that Europeans were able to climb there way up through economic stability, but when 40% of the individuals in poverty line are derived from one group, the difficulty of climbing up the economic ladder increases.

In addition, Suro suggests there is a stigma regarding the issue of legality that Latinos must face. Since 1970, according to the Dept of Homeland Security, an estimated 27 million foreign-born people have received permanent legal status (Kotlowitz 2007). At the same time, in 2003, the number of people granted legal permanent resident status in the US dropped 34% (Bromberg 2007). Though millions have permanent legal status,
many are struggling to gain citizenship status. Although more than 463,000 people gained US citizenship in 2003, a processing backlog of 625,000 naturalization applications remained (Bromberg 2007). The government has become unable to process the exponential growth of immigrants entering our country, and half of them coming across a land border too large to control. But the land that America has shared with the Latino population presents a unique complexity that only this immigrant group must face. No immigrant group has carried the stigma of illegality that now attaches itself to many Latinos. Unlike most immigrants, Latinos arrive already deeply connected to the United States.

Latinos come as relations, distant relations perhaps, but familiar and connected nonetheless. …They are newcomers, and yet they find their culture embedded in the landscape of cities that have always had Spanish names…. or that have become largely Spanish-speaking. They do not consider themselves strangers here because they arrive to something familiar (Suro 1999).

The relationship for Latinos is difficult because they have familiar connections with parts of our society but do not have access because of their legal status. Particularly, these connections are more tenuous in Southwest Ohio than they are in populated cities or Southwestern states.

Hamilton as an Example

Specifically, in Hamilton, Ohio, the presence of Latino immigrants has caused tension in the community. Hamilton, Ohio is home to one of Miami University’s three campuses, and is located approximately 20 minutes from Oxford, Ohio, where the majority of the student population resides. The issues of Hamilton are thus important for students to understand and be aware of as the relationship between students and this city
impact one another. Hamilton is unique, in which the demographics have changed significantly over time in a city of approximately 60,000. The area began with a population of Indians driven out by European settlers. The first immigrant influx following this demographic change was the Germans, and later Appalachians and African Americans followed. The Hamilton historian, Jim Blount, describes the movement of the Appalachian population:

Kentucky mountaineers were recruited in 1915 by trains from the ‘hills’. Mass migration of these people began then and continued through the 1960s. One manufacturing plant began active conscription of manpower from Eastern KY from 1916-1919. Trains were sent to the Appalachian area and labor recruiters stimulated interest in the mountaineers to move to the city. Migration slackened during the depression years and out-migration from Hamilton occurred. WWII stimulated renewed movement to the city and migrants again began the exodus to Hamilton (Blount 1995).

For years, Appalachians faced poverty, discrimination, and educational inequalities in Hamilton. They were “newcomers” who brought unfamiliar accents and a culture that the residing community ignored and isolated. A group of migrants who began their move to Hamilton includes the Latino population, but the census data of Hamilton provides virtually no data for anyone of Mexican or Latin American descent until 1980 when there were 1,597 individuals of Spanish origin as the data for 1970 was not applicable (Skeel 1962). Then in 1990, the number was at roughly 1,566 and is now estimated at 4,000 or more (Sewell 2005).

These 4,000 or so Latino immigrants include individuals who are both permanent residents and undocumented individuals, who have been born in America and who have been born in many different nations worldwide. In the past two years, there have been acts of social injustice committed against these individuals. In June 2005, an
undocumented immigrant named Alfredo Lopez Cruz was accused of raping a 9-year-old white girl. In retaliation to the event, the house the man was living in was spray-painted by angry residents the next day, and the following evening; other angry residents sent the house up in flames (Sewell). In addition, the KKK came from outside the area and appeared in the following months to pass out pamphlets encouraging Hamilton residents to turn against the Latino community. The incident brought fear, tension, and hatred into the community, evident in the environment around the town.

Incidents like this throughout Ohio, and the nation, have led to the creation of groups who perceive that all Latinos are illegal, and therefore should stop their ability to enter the country. For example, the Ohio Jobs and Justice PAC (OJJPAC) is “a non-partisan educational civil rights and advocacy organization focusing on important public policy issues that affect Ohio and the nation,” (Salvi 2007). They have perceived the issue as simply one of legality, but associate illegality with crime, poverty, and drugs. Excerpts from their website including the following highlights:

- “Illegal aliens living in Cleveland indicted as alleged ringleader of heroin drug trafficking organization…more illegal aliens working with legal immigrants to allegedly distribute and sell heroin to your children. Read Story Here.”
- “Illegal Aliens turning thousands of American kids into drug addicts”
- “OJJPAC recognizes FIRSTMERIT Bank for its good citizenship business practice of NOT accepting fraudulent Mexican Matriculate Consular ID card (MCC) as proof of identity. FIRSTMERIT’s policy prevents illegal alien criminals and terrorist from using a MCC to access banking services to support criminal activities. Unfortunately many other banks put greed above loyalty to YOUR FAMILY and the USA.” (Sanchez 2007)

In addition to citizen groups scrutinizing Latino immigrants, there are also governmental groups who have violated human rights in order to target and prosecute
Latinos. In August 2007, 300 Immigration and Customs Enforcement (ICE) officials conducted a raid at the Koch Foods plant in Fairfield, 15 miles south of Hamilton. Approximately 160 employees were arrested for being undocumented workers coming from Mexico, Guatemala, Peru, the Dominican Republic, Ghana, Honduras, Lithuania and Senegal (“Little Good” 2007). As a result, 20 have been charged for having false documentation, and the others were held and detained in northern Kentucky, and have now been deported. The raid has highlighted the issue of legality to members of the community. But what also must be considered, mentioned by a community member, is that the raid, although provided legal “justice” to our political system, also brought fear to the community for all groups. Employers judge based on whether their workers have papers saying whether they can work or not, despite the quality of work they may produce. In addition, Latino immigrants have to worry about going into the public, which slows businesses, especially Latino-owned businesses. Also, community advocates ask those evaluating the event to “Consider the resources spent- two years of federal agents’ salaries, plus the salaries of all local officers, court and jail costs- vs. the resulting human tragedies,” (“Little Good” 2007). Raids such as these are occurring throughout the country, and as a result, families are being broken up and displaced, businesses are slowing down, and people in our society are beginning to worry more about whether or not a Latino spotted in a grocery store is a legal member of this country rather than if that person can afford to buy a meal for their family. These recent events in Hamilton serve as an example of actual events that are taking place all over the nation,
and present a very complex issue as to how to combat this problem. Next, it is vital to see what factors are contributing to the occurrence and outcome of these events.

**Factors that contribute to the status of Latino immigrants**

Many Latino immigrants face scrutiny in America today for many reasons. First, we must look at how Latinos have been framed in the eyes of our society. With recent events such as September 11 and the exponential growth of Latino immigrants, America faces the challenge of how to deal with immigration. Historically, we are a nation of immigrants, but more people are trying to enter the country now than ever before. Many individuals are questioning whether or not we should change our immigration policies. Due to the recent growth of Latino immigrants, this group is then associated with the enforcement and ruling of the actual immigration policies. This association leads to the treatment of a person based on a document, rather than the actual contribution they make to society. George Lakoff argues that “most frames are unconscious and have just developed naturally and haphazardly and come into the public’s mind through common use…it is an obvious example of hegemony at work,” (Lakoff 2006). Hegemony is defined as the process by which the dominant group maintains power and protects its interests through cultural institutions (Lakoff 2004). So, Lakoff points out here that our dominant society holds the belief that to accept a new immigrant into our culture, they must first achieve legal status. This has become an unconscious thought by many, and we can see this historically through the scrutiny of different groups over the course of America’s history.
If the dominant culture frames and categorizes Latino immigrants based on legal status, it is important to point out that the immigrants who come here do not have control over how quickly and if at all, it is possible to gain citizenship status. In a study to determine the attitudes and behavior of recently arrived immigrants who have achieved legal status, a third of the sample reported being in the United States illegally before receiving their green card,” (Massey 2006). Of this sample, “93% said they intended to become US citizens, and 91% said they planned to remain in the US for the rest of their lives,” (Massey 2006). This study shows us then, that the immigrants, despite first coming to the United States legally or not, had the same intention of becoming a citizen and living in the United States as a citizen. The legal status of immigrants often overshadows the human dimension of their lives.

Another interesting part of this study by Massey discussing the Attitudes and Behavior of Recently Arrived U.S. immigrants, is how economic status affects immigrants. The study found that “those most likely to send money in large amounts consists of the small class of migrants who plan to become US citizens but do not intend to stay in the country permanently. They appear to be motivated to extract whatever resources they can from the US economy for the time being, but lack a long-term commitment to the nation or its society,” (Massey 2006). If we go back to the facts about the economic status of Latino immigrants, approximately 40% of individuals under the poverty line are Hispanic. Massey also discovered that while low-income immigrants are more likely to be employed than low-income natives, the jobs they hold provide few benefits and tend to be unstable. Even research by Borjas, documents a sharp rise in food
insecurity (defined as cutting back on the size of meals or skipping meals involuntarily due to a lack of income) among legal immigrant families who arrived after the law’s enactment (Anrig).

Despite their legal status, President Bush insisted on 5/15/2006 when he spoke about changes in our current immigration law, that “everyone has dignity and respect no matter what their citizenship papers say”…dignity and respect must be at the forefront of any our conversations for our future is tied to how well we work together in the present,” (Bromberg 2007). Being a citizen of a society means having responsibility for the community, and the Jane Addams School of Democracy provides an aspect of citizenship that goes beyond legal documents. The philosophy includes place as an essential part of democracy and commitments that members of that democracy must make. In *Voices of Hope*, which describes her philosophy, the argument is made that:

Place matters because people live there over extended time; they form relationships there; they make concrete and tactical sense of the world there. A place is where people feel rooted and connected. The danger is that in our highly mobile lives we will settle for those anonymous in betweens where roots cannot form (Kari 2007).

This argument suggests that a citizen must then be committed to the place they are in, and contribute to the community in which they live. Thus, we cannot simply frame and place all value on whether or not documents provide citizenship. Instead, citizenship must be rooted in the actions taken by the person who resides in a certain community. The theory of democracy has always carried that ideal, but it is our duty as a democratic state to fulfill that requirement.
Part of a citizen’s responsibility is to pay taxes, owe allegiance to the place they are a citizen of, and in return receive protection and all rights associated with that place. The Latino population not only faces judgment based on legal status, but also the notion of whether not they are taking benefits of the economy without paying taxes. Although I cannot generalize or make statements for every Latino immigrant, a 2004 Century Foundation study suggested “most of the taxes immigrants pay, including Social Security contributions, go to the federal government, and these payments are well in excess of federal benefits received. On balance, immigrants pay substantially more than they receive from all levels of governments combined,” (Anrig). In addition, over time, a report by the National Academy of Sciences found that a typical immigrant and his or her descendants will pay an estimated $80,000 more in taxes than they will receive in combined local, state and federal benefits over their lifetimes (Edmonston). Despite these facts and based on our concept of how we define citizenship, many Latino immigrants face the stigma of taking a ‘free ride’ in the US and place judgment on their identity because of a document.

As stated earlier, Robert Suro believes that the white majority will not accept Latino immigrants because too many Latinos are dark-skinned, implying that there is racial inequality among Latino immigrants and the white majority. Because racial inequality exists, Latinos must find a way to combat and fight for their civil rights to be treated as equals. But in a city like Hamilton, where racial tensions exist between white and black, the Latino immigrants cannot fight racism the way African Americans did in our history. Suro suggests that,
“Latino immigrants lack both the historical standing and the just cause to win their place by way of struggle and petition. And these newcomers are not likely to forge an alliance with blacks, but instead, these two groups are already becoming rivals,” (Suro).

Looking at Hamilton specifically as an example, the existence of race contributing to the scrutiny is true. The action of ICE arresting all people who “looked” illegal displayed discrimination based on race and the perception that skin color and physical appearance is associated with legal status.

But at the same time, the African American and the Latino community do not get along in perfect harmony. When it comes to things such as education, churches, and labor opportunities, there is a clear distinction between the whites, blacks, and Latinos in the area, and tensions exist between all three racial groups. Thus, racial inequality exists for Latino immigrants, and because they cannot follow in the footsteps of previous civil rights movement, these immigrants must force change in a different way. But before trying to think about the solution to the problem, attention must be paid to the language factors that distinguish Latino immigrants from these groups.

Generally speaking, when interacting with others in a community that does not share a common language, there is an obvious barrier that exists and a difficulty that must be overcome. This is especially true for Latino immigrants, who arrive in the United States unable to speak English. In a study done by the Department of Education in 2006, first generation (immigrants) who come as adults do have difficulties with second-language acquisition, but their children, overwhelmingly, are either bilingual of monolingual in English. A 1990-1991 Panel Studies of Income Dynamics study, along with the 1989 Latino National Political Survey showed that English Proficiency in both
men and women increased over generations. The study suggests that in both men and women, English proficiency almost doubled between first and second generation, and improved between second and third generation, displaying that with time, immigrants will eventually be able to learn and speak the language, and with the offering of English courses, this barrier can be broken.

Another barrier that has been a cause for much discrimination for Latinos has been the concept of Latino immigrants and the reduction of wages received by native workers. The dominant belief is that because Latino immigrants will generally work for a lower wage, this therefore lowers the wages of American workers, and hurts their income as well as the economy. A study by George Borjas did find negative effects on earnings, and that between 1980 and 2000, immigration increased the labor supply of working men by 11% and found that the average annual wage of native workers reduced by 3.2%, but was largely dependent on the education level of the workers, suggesting that immigration has reduced the wages of workers with relatively little education and few skills (Anrig). The Bureau also describes that in manual labor jobs, about 1.1 million new lower-skilled immigrants have become employed since 1994 as the native-born population attracted to such jobs has declined from 9 million to 7.6 million. The evidence gives reason to suggest that immigrants are “taking American jobs”. But, our society is moving into a knowledge-worker society where a majority of the jobs at a decent wage require more skill than what the immigrants are bringing, so native-born workers are being hired in those positions. Moreover, a study by the “National Association of Manufacturers” and Deloitte Touche Tohmatsu concluded that
immigration will be the primary source for filling anticipated shortages in skilled labor over the next twenty years and suggests that both native-born individuals and immigrants will be needed to fill these future positions (Suro). But we cannot simply look at Latinos from a purely economic standpoint. This entire problem is based on a social concept, and these Latino immigrants cannot be treated based on the dollars they produce. Wealth in the US far exceeds other countries. Although it is important to be concerned about our own lives, we cannot close the gates of our country simply because we want to increase our own income. This leads into the next factor that contributes to the problem; the lack of understanding of where Latino immigrants are coming from and seeing the situation more holistically.

Imagine how unfair it would be to live in Mexico, where in a 2005 report, unemployment among peasant farmers increased more than 20% in the previous 10 years, wages in the agricultural sector fell by 10%, and poverty has not been significantly reduced,” (“Race”). In addition, between 2000 and 2005, Mexico lost about 900,000 rural jobs and 700,000 in industry, and job losses are expected to continue (Samuelson). A recent Bank of Mexico business survey calculated there will be 615,000 new jobs in 2007, 300,000 fewer than the 2006 figure and far below the estimated million plus jobs needed to absorb the number of Mexicans who enter the labor market every year (“Race”). But, as stated previously, 1.1 million new immigrants in America employed lower-skilled jobs over the last ten years. Since the implementation of NAFTA 10 years ago, the agreement has allowed for US to employers even cheaper labor in Mexico and can be argued that US corporations can pay close to the Mexican minimum wage of US
$7 per day. This amount has forced many Mexicans out of Mexico, and “a number of formerly vibrant places are now ghost towns, all their able adults having gone abroad, about one third of all Mexican municipalities have lost population during the last decade, some by half or more,” (Portes).

It is important to understand these conditions, and also take into account the risk that these immigrants make when they decide to make their way into the United States. Take the story of Rigo, from Chiappas, Mexico, for example. He left his wife and 4 children because he believed he could earn more if he worked in the US. He had a job as a policeman earning only $120 every two weeks. He decided to journey with 4 others, and was first arrested in Mexico and all of his money was taken from him and he was put in jail. Four days later, they tried to cross again. He quotes:

We still had nothing to eat and we could only drink from water holes that cattle rank from…in the desert we ran into many bones from people who had died and wolves, snakes, and cactuses. When I thought about my children and my wife, that made me keep going and I was able to survive (Singer).

Now, he lives in Cincinnati and has worked off almost all of the debt and interest he owes from his journey. Many others left their lives in the developing world in search of a better life in America. But not everyone is as lucky as Rigo. “According to Wayne Cornelius, an immigration expert from the University of California, between 1995 and 2004, the bodies of 2,978 immigrants were found on American soil. If one puts this figure in perspective, the reinforced border between the United States and Mexico has been 10 times more lethal for the Mexican immigrants, during the past 9 years, than was the Berlin Wall for the East Germans during their 28 years of existence (Singer).
Imagine the social impact Rigo must have felt after risking his life to come to America, making it to Cincinnati in debt, only to find that society is unwilling to accept him and faces discrimination in an unfamiliar community.

For those immigrants who make it across the border, many are still living in extremely difficult conditions facing exploitation on a daily basis. In San Diego, for example, there are an estimated 270,000 undocumented immigrants living in the San Diego metro area and perhaps another 100,000 undocumented workers who cross the border there from Mexico each year. Shantytowns exist in canyons just 20 miles north of the city, and for decades, seasonal workers have made homes there, called carones, that are built out of scrap lumber, tarpaulins, and even tomato plant stakes and discarded coaches. In the late 1980s, when as many as 10,000 migrants camped in the canyon, the area came to be known as a “little Mexico,” (Sanchez). And if that isn’t bad enough, extremist groups like the San Diego Minutemen have gone out of their way with persistent attempts to roust a few hundred immigrants. In January, the San Diego Minutemen had sliced the immigrants possessions into ribbons. They had cut the seats out of pants, and cut shirts in half, and left sleeping bags sliced open (Sanchez). This kind of treatment is unjust, and in a society such as ours, we cannot let this treatment continue.

How do we make the playing field a little more level?

Regardless of legality, language, race, economic status, occupational status, and cultural background, it is imperative for each and every one of us to reevaluate how we perceive and interpret newcomers in our communities and in our society. This problem is
complicated because many opinions and perceptions have already been formulated. Our country has struggled over how to resolve the issue. It is therefore important to look at the solutions some people have presented to see the positive and negative impacts.

There are people in many communities, including Hamilton, who believe that justice would be served if the Latino immigrants would just assimilate and if we could just get rid of those who are here without legal documentation. Some communities are trying to drive immigrants back out of the country and are limiting their abilities even more. For example, Prince William County in northern Virginia passed a resolution trying to curb illegal immigrants’ access to public services (Kotlowitz). Other extreme groups are trying to exploit the suffering that the immigrants endure, as displayed by the San Diego Minutemen and groups like OJJPAC. In addition, there are cities like Carpentersville, Illinois who are trying to make English the official language (Kotlowitz). But what has the response been?

In Carpentersville, residents have said concerning politicians who are making the ordinances, “They’re not trying to unite the people, they’re trying to divide the people and they did it,” (Kotlowitz). In addition, the San Diego Minutemen, OJJPAC, and the Koch Foods raid in Fairfield, Ohio, are exploiting people who are trying to live. A community member argued in response to the Koch Foods raid:

At the end of the day, the Koch Foods raid did not make our children any safer, did not stop any real crime, and did not find any terrorists conspiring to harm our nation. It was a great blustery show of stopping people from working hard and advancing out of poverty (“Little Good”). Instead of stopping people from doing what they are doing, we must focus on the aspects that the Latino immigrants bring that are beneficial to our country.
A beginning to a solution that is occurring here in Hamilton is the creation of community asset maps. Whittney Smith, a geology graduate student here at Miami University, created for the Butler County Community Alliance, a “base” inventory of places in the following 5 categories: green spaces, opportunities for education, services provided by the government and community groups, businesses (Hispanic owner or with items/services for the Hispanic community), and churches (all churches, but with special notation to those with services in Spanish). The intention was to “create an ‘organic’ map— that continues to grow as new businesses arrive, new spaces and places change—and to create a portable mural,” (Johnson). This kind of thinking allows the issue to change from exploiting the negative aspects of humans to focusing on what these people bring with them. This mindset is imperative as we move forward with this issue, because the positive aspects of human capital are the social value needed in our society.

Also, in Hamilton, community outreach organizations and churches such as St. Julie Billart and Princeton Pike West are active examples of organizations providing a space for anyone to feel free to voice their opinion and concern, and engage with one another to think of possible solutions. In the attempt to address this social problem, the barriers of race and culture are brought down and there is space in which people can talk to one another freely. This is a place that many Latino immigrants will treasure once they have this because it is a freedom they have not yet been able to achieve. What is necessary for this is the ability to establish close enough relationships so members of the community can feel open enough to express their own opinions. This can be a challenge especially with bridging connections between people who may have opposing viewpoints.
So what have we learned so far?

There is no question that Anrig is right when he says:

The high level of illegal immigration in and of itself constitutes a fundamental failure of public policy. Leaving aside the emotional political arguments that characterize the debate over immigration reform, repairing the system is a complex challenge with no easy answers (Anrig).

The treatment of Latino immigrants is in a sense, derived from that failure of public policy. And the effect is immense; not just on the immigrants, but on society as a whole. Recently, the Florida citrus industry reported that 6 million boxes of Florida oranges would remain unpicked because immigrants have fled out of fear (Edmonston). The fear, the exploitation, the scrutiny that America has placed on Latino immigrants is unfair, and unrepresentative of our country. Solutions like making English an official language will not necessarily better the lives and social value of these maltreated humans. In the example of Carpentersville, Sarto the town president believes, “Passing this ordinance is not going to make one person learn English any faster. All it will say is this: ‘This is not a welcoming community,’” (Kotlowitz). Indeed, we are reaffirming the differences between citizens and not based on laws and ordinances, and as a result, we do not welcome newcomers and are not working towards improving the quality of life of others and ourselves.

We have also learned from our earlier assumptions that we cannot expect an immediate change. There are many barriers and factors contributing to the treatment of Latino immigrants, and there must be an understanding that the changes we want to have happen is not going to occur in the first generation. Christopher Alexander, the philosopher-architect said:
Possibly the most basic and necessary feature of any living process is that it goes gradually. We cannot create unfolded living structure by drawing it, as if it had unfolded and then building it by different means. It really must unfold in real time (Kari).

From this we can also say that we may not know the solution now, but what we can focus on is improving social value in the lives of those who are suffering.

**Future of the problem**

As we move forward from the experiences and situations of today, it is important to understand that although we are trying to level the playing field, we must keep in mind the barriers that are surrounding the issue at hand. Latino immigrants are part of an ethnic category, and “since belonging to an ethnic category implies being a certain kind of person, having that basic identity, it also implies a claim to be judged, and to judge oneself, by those standards that are relevant to that identity,” (Barth). Although we may fight for equality, these limitations: economic, cultural, racial, etc. will exist for generations to come.

At the same time, experience has displayed that reliance on politics and public policy to make an impact has not been effective. The Jane Addams philosophy argues that:

“Today, democratic governance has given way to a bureaucratic, corporate model in which citizens are reconceived as consumers to be entertained and left to their private worlds. Elected officials manipulate information to mold messages that “sell” rather than working with citizens to determine solutions…the collective loss of citizen agency compounded by the disappearance of public places where people hone public skills, both reflect and magnify the crisis in our society,” (Kari).
As we move forward thinking about the treatment of individuals in our society, there must be an understanding that although laws and policies may be necessary eventually, the work of the social movement must begin from the ground up. A group of dedicated citizens who share a common goal will be much more productive than a petition to a governor who is preoccupied with elections. In addition, we cannot forget where the problem derived from and the previous and current attempts to solve this issue. The founders of the Jane Addams School again describes the importance of our history as “people plac[ing] he experience of their past in the context of shaping a shared “now”.

Through narrative, people can depend their roles as agents and creators of a democratic way of life” (Kari 2007). This is the ultimate goal: remembering what this issue feels like, and holding onto it, as we act to change this for the common good.

The solution to this issue is not in the near future. As expressed in our history, newcomers have continually been the source of exploitation. Thus, as we move forward in society, we must critically analyze these situations and possibly create environments where newcomers do not become the source for scrutiny because they are different, but instead are embraced as members of our society. As a student citizen, I became drawn towards creating a new environment with some of these newcomers. I wanted to be a part of the community that could attempt to create positive change, and utilized the framework of my education to partner with the community and engage in two community ventures: La Voz, and Partners for Change.
UNIVERSITY-COMMUNITY PARTNERSHIP

CASE STUDY

La Voz

The history of Latino immigration illustrates how some see Latinos as a threat to the community because they are thought to cause much of the violence within a community, to reside in the country illegally, and take jobs away from other citizens. This is evident in Southwest, Ohio, and particularly Hamilton, a city near Miami University.

The goal of the “Think Globally Act Locally” model is to help students develop an understanding of the context of specific local communities, and then engage in the communities given the knowledge of the area. Thus, our group did not form until the end of the second semester as members of the Wilks program. We were first exposed, however, to the issues of Hamilton at the end of Fall Semester 2006, when Dr. Shelly Bromberg introduced the Butler County Community Alliance and explained some of the initiatives the group was implementing regarding community empowerment. The following Spring Semester (2007), we began to learn specifically about the communities around us, and engaged in hands on activities. For example, we spent a couple of weeks discussing a case study dealing with similar issues to Hamilton. The documentary, Farmingville, helped portray a parallel to the issues of immigration in communities, and helped us think about the relevance to the issues in Hamilton. Later, our field experiences were the first time we met some of the community members we would form
lasting relationships with. On one day, about a 1/3 of the class went to Hamilton and watched a documentary on the perception of Latinos, ate at a Dominican restaurant, and then went to Le Gran Plaza, where we ate at Taqueria Mercado and met Lourdes Leon for the first time. After engaging in these field experiences and learning about the specifics of each community, our final rationale portfolio for the Spring Semester identified the community we would pursue for the next year.

Outside of the academic world, a few students interested in the Hamilton area worked with Dr. Bromberg to meet and plan with Latino Businesses to help contribute to the “City-Wide Hamilton Clean Up” that took place in May (See Appendix B for Flyer). This was the first collaboration between the community and the students, and through a series of meetings, we were able to identify this small segment of the population as an asset to the entire city. By focusing on what Latinos offer to Hamilton, we plan on trying to change people’s perceptions about Hispanics. The citywide cleanup was a very successful event that we as a group want to do again because of its positive effects on the people within this city. This project built community by having people from all backgrounds come together on a Saturday afternoon to make their neighborhoods cleaner. Latino businesses sponsored this event to show their commitment to Hamilton and their want to make it a better place for everyone.

Following the (2007) Spring Semester, our group became identified as the Hamilton business group, and throughout the summer workshop, our goal was to create an action plan that would develop these relationships and continue working towards reframing the perception of Latinos in Hamilton. We met with the business owners
during the workshop to reflect on the community clean up, and on that day, May 17, 2007; the businesses identified their need for a Latino Business Association. A collaborative relationship between the businesses and the students would allow the assets of each group to bring together a powerful voice and by showing the positive impact we have on the community, would begin reframing the perception of Latinos as a whole. The intensive workshop led to our creation of GMLBA - Greater Miami Latino Business Association, and we identified target businesses and potential leaders of this group. (See appendix C for GMLBA initial brochure)

In fall of 2007, we regrouped for the beginning of the year, and began planning on how we wanted to develop GMLBA. After forming relationships with the business owners, we were able to listen to these entrepreneurs we have gained a better sense of the issues that confront the Latino population in Hamilton, and re-evaluated the action plan for the year. We changed the name to La Voz, in order to characterize our group as less formal, and more community oriented. The group identified itself as a service organization, not another Chamber of Commerce. Having this vision was an imperative aspect to defining the future for our organization, and it needed to be shared and decided upon among all members. Further, deciding upon a name was fundamental for not only our members, but also others in the Hamilton community and others who marginalize this population to understand what we stand for. (See appendix D for La Voz brochure). Others largely define the identity of the group, so our own name became a component mandatory to the vision and future of the organization.

Thus, with the initial action plan in process, our goals for the semester included
increasing membership, creating brochures, and writing grants to sustain the growth and possibilities for the organization. Throughout the semester, we continued developing relationships with many of the business owners while developing a legitimate business organization. We acquired $2500 in grant money, held a Christmastime toy drive and celebration, and also attended the Hispanic Chamber of Commerce’s Annual Gala featuring Vicente Fox. (See Appendix E for grants applications). The goals of the group have been to form a mutual relationship with the businesses, create an atmosphere of open discussion, and meet the needs and wants of the businesses. In Spring 2008, the last semester of the Wilks program consisted of working with the businesses to create a directory, plan for ways to make the organization sustainable, and reach out to other business owners to get involved. Further, our largest project was planning and improving the City Wide Clean Up, our initial project the previous year. (See appendix F for City Clean up 2008 materials). The Clean Up served as a benchmark within La Voz, to see our progress we made in the past year. From an external perspective at city council meetings and press releases, the outside community recognized our efforts from the previous year (2007) and looked forward to our turnout in the spring of 2008. Despite a lack of recognition by the City of Hamilton for the work and commitment of the actual Latino business community, the turnout of the event and business participation were larger than the previous year.

La Voz and its success are dependent on the fundamental value of mutual relationships between students and the business owners. The relationship building requires time, and over the past year, we have built a trust and openness with one another
that is vital to success in this organization. Our projects respond to the hardships that Latinos face in Hamilton because they create community and understanding. Through the cleanup and La Voz we plan on using our preexisting relationships to achieve our goals of serving not just the Latino population but making Hamilton a better community for everyone.

La Voz in the past year has taken an interesting turn and faces the question posed in this paper: the students have completed the Wilks program in terms of academic credit and the problem of marginalization still exists. Although two of the four of students still remain dedicated to working with the community, graduation is soon approaching, and other students have not been identified to take over the group. Further, does the university-community partnership need to even exist anymore, or can the organization withstand without the students involved?

Over the past six months, the organization continues to exist and transfer responsibility and leadership towards the business members rather than the students. However, the vision of the organization is rooted in the relationship and mutual benefits received by both the students and the businesses. Not only did the students provide time/commitment to the Latino businesses, they were exposed to the local context that students MUST understand and participate to be considered true public citizens of their current residency.

Yet the organization will likely continue with or without student involvement. Despite the loss of students after the curriculum ceased, La Voz still managed to plan Nuestra Senora Guadelupe Procession (See Appendix G for flyer) and increase the
Posada (See Appendix H) turnout. *La Voz* recently received status as a non-profit association with the State of Ohio, thereby institutionalizing the group (See appendix I for Articles of Incorporation). The acting members have dedicated their year to legitimizing the organization as professional and established, and are dedicated to increasing membership, releasing a quarterly publication, collaborating with the Hamilton and Fairfield Chambers of Commerce, and partnering with a radio station to promote and discuss local issues. These goals align with *La Voz*’s strategy of creating and maintaining relationships that meet the business owner’s needs while promoting civic leadership.

However, a lingering weakness of the organization is the reality of the time and action that can be committed by the members. Although there are acting members and committees written in our document displaying the non-profit association status, these same members are also entrepreneurs, full time workers, and dedicate themselves to more causes than 24 hours in a day can allot them. The challenge is the ability to contribute the time necessary to *La Voz* despite their passion for the message and mission. We have focused on the transition and balance of direction/leadership from the students to the members, but we still find there needs to be student involvement. Critical not only to the student’s education, but also the ability to empower a unique group of individuals is the university-community partnership, and *La Voz* is at a critical point in which sustainability relies on this partnership. The group is turning to other resources such as the Hamilton and Fairfield Chamber of Commerce as well as written examples of building community
organizations to better understand the structure necessary to sustain *La Voz*, which are critical components of forming a trunk and branches that are healthy and fruitful.

**Partners for Change**

Complementary to the Wilks Program has been a foundation in my business education. As mentioned previously, majoring in management provided an opportunity to learn about the basics of business and strategy. However, the ability to choose an elective course in social entrepreneurship allowed me to explore the possibility of a new venture that would stem from my relationships with community partners in *La Voz*.

The course objective aims to show how entrepreneurship impacts societal needs by driving not just the financial bottom line, but also working towards improving a social bottom line. Understanding this philosophy by defining social entrepreneurship, discussing the framework surrounding the concept and its outcomes helps lay the groundwork for the concept of my second university-community partnership, *Partners for Change*.

A social entrepreneur is someone who:

Targets an unfortunate but stable equilibrium that causes the neglect, marginalization, or suffering of a segment of humanity; who brings to bear on this situation his or her inspiration, direct action, creativity, courage and fortitude; and who aims for and ultimately affects the establishment of a new stable equilibrium that secures permanent benefit for the targeted group and society at large (Dees 2001).

Breaking this concept into keywords, the first is marginalization. The group must have some issue needing *change*, and here the issue became immigrants receiving poor treatment, stereotypes and discrimination. The second keyword is *inspiration*, as the entrepreneur must be able to lead and inspire others to follow. Further, the venture must
be *direct*, and attack the root cause, not diverge or serve a different purpose. Another component is the idea of a *new stable equilibrium*, as the venture must strive towards making a change that is stable and consistent. Lastly, the entrepreneur must work towards a venture that is *permanent*, a long-term solution with the potential to impact more than just a small group and has a framework for replicating the venture throughout society.

The social entrepreneur generally uses a local community. The framework for a venture starts small with a local population and works to create a systemic change that will aims at the root causes of the problem. Often service and philanthropy in business are day-long service projects, such as fundraisers or food drives, or ‘service day’. Social entrepreneurs instead work to *create* change through the process in which they approach the problem rather than volunteer short amounts of time towards volunteering. Having a *strategy* to stimulate the community and understand what the people want to change is a critical part of the venture, and social entrepreneurs work towards creating that outcome.

The result is to catalyze *change* toward the social problem as:

They attack the underlying causes of problems, rather than simply treating symptoms. They often reduce needs rather than just meeting them. They seek to create systemic changes and sustainable improvements. Though they may act locally, their actions have the potential to stimulate global improvements in their chosen arenas (Martin & Osberg, 2007).

ESP 467, the Social Entrepreneurship Course I took, framed the concept of social entrepreneurship to students through an analysis of case studies of social ventures, while also applying our passions and other interests by researching a ‘social problem’ and then forming groups to work toward a venture that would help solve that social problem. The
social problem I chose to work with will be described in detail later, but as mentioned before, it relates to the history of newcomers in America and the discrimination faced in local communities that cause a life struggle for this population. In this specific course, I chose to create a venture surrounded around the community partners established in *La Voz*, while also wanting to bridge the need for students to apply their knowledge and have an opportunity to create a university-community partnership of their own.

The premise of the business plan, *Partners for Change* (PC) is a service learning based venture where students and members of the Latino business community create a partnership that offers small Latino business owners the opportunity to partner with college students to teach them about real-life business practices and also to get help with issues facing their current organization. It also offers students the opportunity to gain real-world business experience and enhance their understanding of local and global issues.

The semester was dedicated to creating a business plan for this venture (See appendix J for PC business plan). Although the two other students involved in the project during the semester were unable to continue their work with the plan, I had support at the faculty and community level to continue to pursue the project. I had the opportunity to present it as a project for the Spring Semester’s ESP class to pursue and develop a marketing plan by allowing students in the course to build on the plan we created. However, even after a Miami Student article (See Appendix K for Article) and support from faculty, we could not find any students or businesses to try the program.
In the spring of 2009, Melvin Green, a Miami student expressed interest in the program and wanted to learn more about entrepreneurship in an applied setting. (See appendix L for Independent Study syllabus) Likewise, Lourdes Leon, a business owner in Fairfield asked for help with the efficiency and organization of her computerized processes in her restaurant, check cashing business, and inventory of her bakery. Thus, with the guidance of an academic faculty, Jay Kayne, Entrepreneurship and Shelly Bromberg, Latin American Studies, we were able to implement a pilot independent study enabling the student and business to partner for an academic, business and social cause. Over the course of the semester, they will continue to work on the computer infrastructure to increase efficiency and organization in the business. Hopefully, the pilot implementation this semester provides the university with a feasible partnership that has been applied and realized in both the academic and community environments.
A CHANGING INSTITUTIONAL ENVIRONMENT

These two projects stemmed from the university’s philosophy to bring students closer to the community they live in during their time in college. The environment for education is changing as our world becomes increasingly interconnected. The need to understand and connect with issues outside of a campus is important to many curriculums in higher education. This philosophy is changing across the nation, and specifically, at Miami University as well. In particular, the call for universities to explore the concept of ‘engagement’ combined with my enrollment in the Wilks Institute enabled me to develop an understanding and dedication towards university-community partnerships.

Throughout the Nation

As universities attract and recruit bright students from varied communities, students and faculty come together to develop their sense of the world while remaining in a community only for that temporary part of their lives. The university focuses on connecting students to international, national and local communities and systems where the traditional perception of universities is detached from their communities to be ‘in’ their locality (Bond & Paterson, 2005). Although universities may contribute to the surrounding community by developing local students and engaging with local businesses, there is still a reluctance to involve the community in partnerships or identify the concern for the community as a priority. Ahmed identifies six key reasons for the disconnect between universities and communities:

• Lack of respect for community knowledge
• Viewing community members as objects, rather than partners, for research
• Perception that collaborative research may lack rigor
• Inadequate understanding about the benefits collaboration may offer
• Lack of research mentors conducting and informing collaboration
• Lack of incentives, grants and rewards for conducting collaborative research
  (Ahmed et al., 2004).
These reasons stem from the mentality that the university has a mission separate
from that of the local community. So too, community engagement traditionally has been
undervalued in university tenure and promotion processes, thus, many faculty are
discouraged from initiating partnerships (Buys & Bursnall, 2007).

Despite the lack of university initiative, the other half of the partnership is just as
important, and at times, just as reluctant to engage with the university. The illustration of
the university as an ivory tower is often used when describing academics that exist in a
community only to create and think among the elite, dominant, and more powerful
individuals of that society. This perception often discourages community members to
work with these academics because much of the research academics may produce with
community partners is perceived, or viewed, as, “paternalistic, manipulative and
secretive,” (Buys & Bursnall, 2007). Regardless of these perceptions, there has been an
increase in government funding for universities to engage in local partnerships, and
universities have partnered with local businesses in many occasions. Incentives, rewards
and mandates are evidence of institutional change to support faculty engagement, yet
there is still a high level of skepticism regarding how this is played out within individual
faculty roles (Agre-Kippenhan & Gelmon, 2003).

**Zooming in- Miami University**

Five years later, at Miami University, President Hodge, in his 2007 Annual
Address urged the students and faculty, to embrace the philosophy behind Miami to
become a more ‘engaged’ university. This approach included changing a traditional classroom based attitude towards thinking about the curriculum from a holistic perspective. Focusing on inquiry-based learning and expanding the boundaries of our definition of classroom, President Hodge emphasized, a way of learning described as a “Student as Scholar Model”. Specifically, he stated the need to progress from an instructional paradigm, focused on telling students what they need to know, to a learning paradigm, focused on shaping how students learn, to a discovery paradigm, focused on encouraging students to seek new knowledge, emphasizing inquiry with no boundaries (Hodge, et. al. 2008).

More specifically, he stated:

We have unprecedented opportunities to engage our students in their learning in new ways. We know more about how students develop, what enduring skills are most critical, what motivates students, and how to provide students with virtually unlimited access to original raw material that they can explore with “attitude.” It is this attitude, this frame of mind that fundamentally changes how students can think about their education, (Hodge, et. al 2008).

This statement presents an approach that called for the university to reach beyond the classroom for learning experiences. Combining President Hodge's vision, the five-year strategic plan for Miami includes three educational goals to guide educational practices:

(1) Guiding students to develop their own integrated belief system and identity, which prepares them personally and intellectually for lifelong learning
(2) Actively engaging students in discovering new knowledge in a sequenced way to enable them to think critically, make informed judgments and act ethically
(3) Creating a vibrant campus that blends in-class and out-of-class learning opportunities and involves all educators in promoting students' learning, http://www.units.muohio.edu/engagedlearning/
This philosophy is a fundamental reason for the need to explore university-community partnerships and understand how we can create them at the student level, and then sustain them at the university level. When the student is truly a ‘scholar’, they take the platform provided by the framework, and implement such projects that create partnerships between the university and the community. In a sense, this then embraces the notion of ‘student as citizen’. However, in order for a student to have an experience such as this, the student must have the platform for creating such partnerships, such as the Wilks Institute. However, this context is a fundamental reason for the lack of programs like the Wilks Institute.

**Wilks Institute Framework**

During my time as a Wilks scholar, I took courses that compiled academic articles requiring critical analysis, discussion requiring the processing of information, and hands on activity requiring application of the material to see how globalization and many other actions are impacting everyday lives around us. Through these studies, I have seen how even the most global actions impact local identities and how local actions have been heard globally, specifically focusing on immigration issues in Hamilton, Ohio, as previously discussed.

On a personal level, I connected theory to reality. Although everyone may have different ways of forming their identity, I firmly believe in Guttmann’s’ message that, “all individuals, regardless of their ascriptive identities, can live morally better lives by identifying with disadvantaged people and contributing to just causes out of that
identification,” (Gutmann 2003). We will continue to see race, politics, environment, and community change throughout history and change how people belong to each of those aspects. The program allowed me to reflect not on just how I identify myself, but how my identity is formed in relation to others. Awareness of others is crucial in our lives today, and we must realize how even the smallest of actions can strengthen our identity, and that of others as well. This is why we also began the program by exploring the concept of globalization and how important the connections we make with others are. Taking theories from Friedman and Miles Horton, I understand the need to look at education from a holistic perspective and realize that just as much learning comes from outside of the classroom in a community that lives side by side with students. In the university setting, students live in a community for four years and barely know the city in which they live in. In particular, Miami University in Oxford, Ohio, occupies a large portion of the city, geographically, socially, culturally, and economically. Meanwhile, with a 13% poverty rate the disposable income of the student body is largely different than that of the surrounding community. Analyzing how the two dichotomous populations interact is interesting because they are part of the same community yet seem to live entirely separate lifestyles. Although students may identify with their previous ‘place’ or ‘home’, they are still active in the community they live and grow in for a portion of their lives. Thus, the need for both populations to interact, and live harmoniously in such a unique setting is imperative for understanding both our own identity and that of others as well.
Understanding globalization and the interconnectedness of the world we live in is imperative to this local context, and much of Thomas Friedman’s philosophy is a platform for grasping how globalization is a crucial component to the university-community partnership. Friedman describes 3 waves of globalization:

- 1.0 being that from 1492-1800 and the era where countries were globalizing for resources and imperial conquest (very self-serving)
- 2.0 consisted of the corporate world globalizing for markets and labor, until about 2000
- 3.0 introduced technology and driven by, ‘the dynamic force that gives it its unique character—is individuals and small groups globalizing…. not only going to be driven more by individuals but also by a much more diverse—non-Western, nonwhite—group of individuals…’ (Friedman 2005).

The convergence of new players display a horizontal collaboration indicating Westerners and Americans should pay particular attention to other societies and their improvements. Further, this concept of globalization more importantly emphasizes how we need to listen to others as the opportunity to advance has expanded to more populations than ever before. However, despite this opportunity, the continued existence of oppression and the phenomenon of the rich and poor becoming more extreme in each direction remains a problem. The solution then, is equalizing these marginalized populations. These populations do not just exist across countries; they are right here in our local communities. For instance, as student’s discretionary incomes increase, so too does the poverty rate of the community around the university because of the recent financial crisis.
Globalization is both global and local, and the need to address these problems can begin right within the university setting. An example is the Latino immigrant population with whom I have partnered. The immigration issue is at the forefront of national politics and has polarized the political, economic and social discourses in American society. The repercussions of this discourse affect the local population and the lifestyle they are a part of.

Identifying a population to work with and connecting with them is a critical component of beginning the partnership. Although many argue globalization brings an interconnectedness we have never felt before, it is just as important to note that we are still different. Miles Horton, a pioneer for democratic education and social justice, illustrates the idea that one cannot full walk in other people’s shoes (Horton 1990). In order to instigate change, we must recognize our differences but also be willing to share our identity and ourselves with one another. We have an identity unlike anyone else, and trying to be a part of a community we are not will only negatively impact that partnership. Thus, the framework for the \textit{La Voz} project is rooted deeply in understanding our similarities and differences, and building upon them to create a group identity to stimulate positive change.

\textbf{PARTNERSHIP FOUNDATION: Essential Terms}

The previous discussion introduced the concept of social projects in the college environment. Sustaining these projects parallels how one might grow and sustain a tree; in order to plant the seeds, the soil must be tilled and to do so, these projects discussed
concepts that demand a mandatory understanding before they can sustain themselves.

There are five terms that must be understood and embraced in order to give root to these social projects:

**Globalization**

Globalization can simply be defined as continuous global interconnectedness, where borders and boundaries have become increasingly porous (Inda & Rosaldo, 2002). It is also an overall understanding of world occurrences and the impact those occurrences have in a local context, particularly with the people with whom you are partnering.

Almost every action in life can see this continuous flow among cultures, globalization is an uneven process because many people and places have marginal experiences or are excluded from the links altogether. As globalization continues to take effect, Rosaldo argues that as the pace of life is speeding up, the world “is witnessing the intensification of the compression of time and space,” (Inda & Rosaldo, 2002). So too, this displays how globalization has influenced a time-space and distance phenomenon, in which worldwide social relations link distant localities, so that local actions are shaped by events that happen miles away. The importance of globalization is to learn how to evolve and develop communities in our ever-increasingly connected world. Personally, establishing these relationships with others in Hamilton was crucial to my understanding of the various cultures within our world. When engaging with the Latino community, for example, keeping an open mind of their culture is just as important for me as celebrating our culture. Just because they live in the Western world does not necessarily
mean that they want to celebrate dominant Western culture, and the underlying concept of globalization brings this understanding to the forefront of the partnership.

**Community engagement**

The concept of community engagement delves deeper than simply interactions with humans living in a similar context. It is derived from an awareness of the surrounding community, and a passion that calls an individual to dedicate time in and with the community. Community engagement not only consists of understanding the local demographic, important issues, culture, local resources and history, but also taking this knowledge into the community with the attitude of being able to learn from the community just as much as you contribute. Two separate funnels for engagement are:

**(a) Social entrepreneurship**

This avenue for pursuing community engagement is carried out with the goal of catalyzing change by pursuing a social bottom line in addition to a financial one when it comes to the creation of ventures. There are two comprehensive definitions of social entrepreneurship, the first, which highlights five characteristics a social entrepreneur has:

1) Adopting a mission to create and sustain social value (not just private value)
2) Recognizing and relentlessly pursuing new opportunities to serve that mission
3) Engaging in a process of continuous innovation, adaptation and learning
4) Acting boldly without being limited by resources currently in hand
5) Exhibiting heightened accountability to the constituencies served and for the outcomes created (Dees, ).

Another important definition comes from Roger Martin, who wrote, “The social entrepreneur should be understood as someone who targets an unfortunate but stable equilibrium that causes the neglect, marginalization, or suffering of a segment of
humanity; who brings to bear on this situation his or her inspiration, direct action, creativity, courage, and fortitude; and who aims for and ultimately affects the establishment of a new stable equilibrium that secures permanent benefit for the targeted group and society at large” (Martin 2007). These definitions may seem thorough and lengthy, but the reason for including them is to show the complexity of what it means to be a social entrepreneur. Certainly, it is difficult to qualify if all of these attributes are required to be classified as one. The most important aspect of these definitions is to understand that social entrepreneurs work with courage and perseverance towards impacting a marginalized population with an optimistic and innovative vision. These people are also committed and engaged with the people they work with, and work towards a long-term goal that is deeply meaningful to them. There is passion within each of these people, which drives all other factors. It is this passion in combination with the awareness of the social need or the historical context that, “At some point in their lives, social entrepreneurs get it into their heads that it is up to them to solve a particular problem,” (Bornstein, 240). Once this awareness is achieved, the relentlessness action occurs.

A successful social entrepreneur will connect themselves to the cause as opposed to distance themselves by having no strings attached. The true social entrepreneur dedicates time, and leads his or her venture, but with the mindset that he or she still has much to learn about the issue and the surrounding community. Also the venture must be something the community or target population feels that they need; Partners for Change was stagnant for one year largely because of the lack of need/interest, and other issues
took priority. But the model for social entrepreneurship exists within the *Partners for Change* business plan, as well as within each of the partner that participates in the program. Each partner is dedicated towards creating a stable equilibrium, and using partnership as an opportunity to enhance individual talents while contributing to society at large. They are change agents in the creation of the partnership. This type of community engagement is imperative towards creating social change, and especially within the business context. However, it is important that this engagement mutually benefits both the entrepreneur and the marginalized population.

**(b) Public service**

The second funnel of engagement encompasses the underlying belief that we operate in a public space that is shared by all. Actions of engagement reflect the concept that what we do is seen by everyone and thus, there is an opportunity to change the way the public views a specific population or demographic. These two partnerships were founded in this type of engagement because they capitalized on changing the public’s idea of a population from a negative to a positive image, and thrived on this mission.

An essential aspect of public service is also realizing that although the public sees all, we are not all the same. In “The Human Condition”, Arendt explains “the reality of the public realm relies on the simultaneous presence of innumerable perspectives and aspects in which the common world presents itself and for which no common measurement or denominator can ever be devised,” (Arendt 1958). Thus, as much as we try to work towards equality, or sameness, we must always realize that our communities

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are comprised of different opinions and worldviews, and we may not be able to change
them, but instead, open our eyes to new perspectives.

Furthermore, various worldviews are imperative for us to function, as “being seen
and being heard by others derive their significance from the fact that everybody sees and
hears from a different position” (Arendt 1958). In community work, when we are in the
public realm or working with the local context, we must understand that we are working
with others who have different opinions or come from a different position.

For example, I remember after the first year of developing La Voz, I received a
call from the Hispanic Chamber of Commerce requesting a meeting to see how we might
be able to work together. Of course, the goal in the mission of La Voz was to act
differently from a Chamber of Commerce, to develop the individual and cater to the
needs of the community, rather than the business. However, when the Chamber
recognized our name, they called and wanted to find ways to take over our community
actions. They initially believed we were competition to their member businesses, and
instead of being able to collaborate, we had to separate the entities. Understanding the
entrepreneurial worldview compared to our social one was essential when approaching
this community relationship.

**Citizenship**

If community engagement is a fundamental process in the forming of these
partnerships, the manner in which we interact is just as important. Citizenship is viewed
as the way we interact through community engagement, which inevitably brings us to
deeper civic partnerships within the democratic process. Students, faculty, and citizens
of the surrounding community, then have a civic responsibility to engage with one another, and be considered citizens of that same community. Further, to work towards a social issue, especially as partners, members must see each other as citizens of the same community. This is an interesting notion in the university-community setting because students are temporary compared to permanent residents, but it is the actions and the ability to meet one another through community engagement that defines our ideas of citizens in the place in which we are.

From a personal perspective, the concept of becoming a ‘citizen’ to the city of Oxford as well as the city of Hamilton seems far-fetched for an 18-21 year-old who was born and raised in San Diego, California. Throughout my four years as a university student, continual interaction with the community led to a gradual process of acceptance from and with the community members of the place I live. Becoming a citizen is a label that our dominant ideology recognizes as part of our identity. However, I argue it is a process that takes time for both the community members to accept the student as a citizen willing to work towards the same issue, as well as for me to realize that my actions and beliefs reflect/impact Oxford and/or Hamilton, especially while living here.

Evident even through the discussion of the Latino immigrant population, citizenship is more complex than a document that ‘grants’ our designation to a specific nation or place. Citizenship is not about permanent residency, especially with the Latino immigrant population. Rather, it is a concept that regards your contributions to the community to make it a better place.
Identity

Before an individual engages in a community, how we make sense of our belonging to that community or to that group is imperative to understanding the purpose and sustainability of the partnership. Identity is a fluid notion that is continuously building upon how we make sense of the world. Although we do not lose our identity, we often build upon it. This is evident particularly for college students. As freshman, many believe their identity is associated with a specific hometown, group of students, ethnic, gender, or other classifications they have been exposed to. As they develop, students begin to identify with a local context, as well as other classifications like a specific major, student organization, other ethnic or student groups, etc. For example, as a freshman, I believed my identity was deeply rooted in my family, my West Coast upbringing, and an athletic background (collaborating with Division 1 athletics).

However, the gradual participation in the church, other academic backgrounds, and community opened my perspective and developed who I was and whom I identify closest with.

When it comes to university-community partnerships, there are two forms of identity: individual and group. The description of my own personal identity is the exploration of the individual learning to understand his or her own values and worldviews. How each individual identifies him or her relates directly to the contributions and cause of the social project and partnership. Further, the group forms its own identity. There are many types of group identities, whether it is a mutual identification, politically formed, or socially identifiable. The basic notion and importance of a group identity for a university-
community partnership is to pursue interests for both nonmembers as well as members, and therefore serve more than just the self-interests of their members (Gutmann 2003). For example, *La Voz* needed to create an identity for the whole group to not only internalize and provide a vision for its members, and to also show the outside community the beliefs and views of the group. For *La Voz* to sustain, grow, and even form, individual and group identities were explicitly discussed and gradually built upon as the partnership grew.

**Local Context**

Just like a tree, without the proper understanding of the environment, a partnership will be unable to grow and survive. Ideally we would live in an environment of peace and justice, but realistically, we live in a world with the existence of societal problems. Often, we believe in the existence of these problems but fail to understand the context, history, and reasoning behind them. Like the sustainability of the growth of a tree, understanding what was planted before, what is around the tree, and how to care for it is mandatory to its growth. This is true for partnerships as well. Understanding the societal issue is more than just the current events- awareness of the local context, what has occurred to the marginalized population, and why, are all issues relevant to the founding of the partnership.

This is a fundamental issue with students within an unfamiliar place- the university community setting. Often, the meaning and significance of the volunteer effort is detached from the action, and although there is helping, it is difficult to serve and value the effort made on both the community and university aspects. In order to create a
sustainable partnership, before the partners form a relationship, an understanding of the local context is crucial to entering a community. Of course, the partners must have a desire to understand other populations or societal problems that exist, and experience with the problem through volunteer effort may stimulate the desire to form a deeper relationship. At the time I met my community partners, if I were to just start talking about a business group, they would have brushed it off as just another marketing idea. I needed to understand that at the time of our first meeting, their minds were preoccupied with the frustrations that the notion of fear created in the community. At that time, many community members were feeling a sense of fear—fear of others, fear of the community, fear of failure, fear of being discriminated because of a recent raid that caused uproar in the community and a backlash of the city’s citizens to narrow in on the Latino community. The local context of this population meant I needed to listen and learn from what the community wanted, rather than what I thought I could do. Fundamental to this approach is assuming we know what our goal, mission, and outcomes will be before we actually do it. Especially as a student forming an identity in a new place, I needed to learn from the local members of the community, become knowledgeable, and then approach the community as an informed citizen. A partnership that outlasts a few hours volunteering requires awareness and in-depth understanding of the local context.
COMPARING THE ROOTS OF EACH PARTNERSHIP

Rooted in each of the partnerships are the concepts of globalization, identity, community engagement, identity, community engagement, citizenship, and the local context. Each partnership aims to provide positive change to the disempowerment and marginalization of the local Latino immigrant community. The partnerships differ in how each partnership answers the problem, and where the sustainability derives from.

*La Voz*

*La Voz* began with a few entrepreneurs feeling the fear of a community in response to a raid and political figures. The community brought an issue in which the students were able to contribute. Thus, *La Voz* is deeply rooted in the community partnerships and relies on knowing other entrepreneurs in the community for growth in membership and awareness. Further, the actual framework of the partnership allows the community partners to sustain the organization. The nature of *La Voz* is a non-profit association, and all of the committee members are entrepreneurs and permanent business members of the area. This structure, although mutually beneficial with the students, displays the nature in which sustainability will arise from- the members in the community.

Achieving non-profit association status has taken time, however. It was not an instantaneous decision, rather the realization of trustworthy sustainable relationships developed over time. Reaching the measurable of a non-profit association displays how communities can make lasting and positive impact. Two years before this was achieved, the purpose of the group was to figure out how to protect the population. Now the group
wants to reach out to everyone to display the positive contribution this marginalized population is making. In an interview with Jorge Martinez, the lawyer who took the initiative to file for non-profit, said in response to a question asked about the current non-profit status, that “Now that we’re an entity, we are shaped….we can do more.”. *La Voz* has a platform in which the future lies within the community and its members.

The nature of *La Voz* revolves around similar organizations, such as other Hispanic community organizations and similar to the Hamilton and Fairfield Chamber of commerce. A large component of *La Voz* activities serve the community when and where they need it. But *La Voz* is not just a reaction to the community’s needs, but a proactive way of reaching out. Although *La Voz* reacts to issues that happen in the community, decisions are made based on the member’s desire to proactively create opportunities for not just the Latino population, but collaborating all of Hamilton to be a more peaceful and understanding community.

*Partners for Change*

Unique to my personal experience with university community partnerships is the notion that the two partnerships have derived from the same marginalized population. However, the nature and structure of *Partners for Change* differs from *La Voz*. Although many of the potential business partners are the same, the sustainability of *Partners for Change* is within the University, as the venture is a course that students would take in their education. It uses course material to create a partnership in the community, and revolves around academic theory of service and action. *As La Voz* head members are permanent community members, the faculty and students largely determine the nature
and continuation of the partnership. *Partners for Change* relies on academic advisors and their sustained citizenship in the community to be a source of community partnerships. Further, the student partners are required to work in the community for longer than a volunteer experience, and the partnerships and learning outcomes will outlast the students time in the course, and perhaps their time at the university.

**Challenges of the partnerships**

Both of these social projects describe the success in their implementation and growth in just two years. But an underlying problem remains, just like many start-ups, with the idea that a project is easy to start, but a few percent of those projects are actually completed and sustained. *La Voz* and *Partners for Change* are struggling to reach the few percent: the ideas have hatched, but the transfer of knowledge, responsibility, trust, and partnership to other students remains an underlying issue.

Even more interestingly, and what I face through personal experience with *La Voz* and *Partners for Change* is the final semester of college. Graduation is generally a time to ‘wrap things up’, take capstone courses compiling the knowledge accumulated over the years, and embark on a new adventure. However, many questions linger regarding the significance and sustainability of these partnerships. Just look at *La Voz*; it has grown to become a non-profit association, but the progress is slow moving. Two students stopped participating after the coursework and credit ended, and the obligation to remain partners left. Two more will graduate in May 2009. What do you do with a partnership that still exists but no academic credit is behind it? Furthermore, what students will replace the personal relationship built between these partners upon graduation?
The interesting part of the Wilks program for me individually was that the final semester was not the final end of the partnership. Of course, credit was no longer earned from an academic standpoint, but I was presented with a dilemma: what do you do with a partnership that still exists but you no longer have the course work behind it? When the credit ends, what do students do with what they have created?

Much of the framework behind community partnerships in the academic realm relates to service learning. My passion to continue to engage in service learning past the academic credit and requirement of participation in the partnership kept the projects moving. Through these partnerships, I realized the following aspects are unique components of service-learning imperative to the success and continuation of *La Voz* and *Partners for Change*:

- **Service-learning develops ‘civically engaged students’**: When students are engaged, they participate in civic capacity, where students balance what they know with what they don’t. The idea is that we cannot *do* without *knowing* (*that is volunteerism and briefly compared previously*), and we cannot *know* without *doing* (fail to engage, put theory into practice). Service-learning develops civic capacity because students actually explore the *connection* between academic knowledge and experience and gain insight based on this connection.

- **Serving relates to wholeness and identity**. If we don’t see how our individual lives are *part of the whole*, we lack the ability to identify leverage points for creative change. When we engage in service learning, students and community partners use skills to positively transform ourselves, others and organizations.
This also requires empathy, patience and tolerance to understand each other in order to build community

• **Service is based upon relationship building.** Without having relationships with other students, instructors/program, yourself, and the community, the learning stays only within a certain population. Understanding these relationships develops over time and at different rates requires patience, and that patience is crucial to developing a reciprocal learning process between the educational community (focus on the process, not the outcome).

  (Reitenauer et al, 2005)

  Although both models are aspects of service-learning and engage in democratic learning, a critical question still lingers: Who will take over next year? What leader will arise to see this sustain, and with the same vision?

  The partnership and resulting organization needs something that will be in the community forever. It is impossible for each individuals to do so, thus the partnership must strategize and plan ahead for transferring it to a permanent entity. This transfer has occurred differently in both *La Voz* and *Partners for Change*, but requires treating the partnership as if it is constantly living, breathing and growing. The majority of efforts in the partnerships this year have been asking the question of how individuals, and students, can engage in a community, create a partnership, and make it permanent, in just four years. What I have learned is this: it is not the work of the individual; it is the reliance on others and the creation of an environment that is necessary for a partnership to become permanent.
A model that has potential application to university–community partnerships is Sargent and Water’s framework of academic collaboration, which suggests that collaborations go through cycles, consisting of 4 specific phases:

- **Initiation Phase**: What are the motivators? What combination of instrumental (specific skills and knowledge) and intrinsic (enjoyment of working together, building relationships) factors do the participants have?
- **Clarification Phase**: What issues—goals, duration, scope, number of collaborators, are involved?
- **Implementation Phase**: What are the roles and responsibilities of each collaborator?
- **Completion**: What is the outcome rate of success in objective, subjective, and learning outcomes measures? (Sargent & Waters, 2004).

This example framework utilizes the perspective that the faculty implement the collaboration, and potential partners have already been introduced and met, and does not show how this sustains overtime beyond faulty implementation. Although it is cyclical in nature, if the partnership is truly sustainable, the cycle should take less time to implement overtime. Thus, this framework is from a faculty and academic perspective. My question is in regards to students, and how their collaboration of both the academic and community environment can sustain.
A NEW FRAMEWORK PRESENTED

The example framework does not acknowledge how the notion of place and identity intertwine in this process. Although the partnership exists between two specifics place (universities and communities), a new identity is formed within those places (partnership). In order for the identity to sustain in this place, certain aspects must be considered. Just like a tree’s growth relies on fundamental characteristics, I believe there are two defining characteristics that allow these partnerships to occur and sustain - roots and cultivators. In partnerships, roots provide the foundation and act as fundamental factors; they are more environment or circumstance-oriented. At the same time, cultivators provide nutrients to the tree and allow these roots to grow into their own entity over time; they are more behavioral in nature.

Roots

A root, of a tree, a tooth, a word, and even a partnership, is the basis for which an entity grows. There are seven components I learned that create a strong and solid root. The first is understanding the local context. As discussed previously, the relationship built with La Voz and Partners for Change could not have developed if I did not have an idea of the local issues occurring in Hamilton. Similarly, the community must also have an understanding of the universities’ local context, current student, faculty and other issues that are taking place and impacting students daily.

Second, is opportunity seeking. One could argue this is simply networking, keeping your eye out for a potential partnership, but I believe the student must actively take initiative to seek out opportunities. Further, the concept of networking is often associated
with connecting people to one another, where as an opportunity takes those connections and creates something out of it. Thinking about opportunities rather than potential people allows one to see the permanency beyond the individual.

Beyond the student’s actions, the third root must come from faculty and university support. Community partnerships require faculty to be the sustainable resource for finding partners, and thus the faculty must have a similar vision or provide an opportunity where a student can participate. Many faculty are devoted to the community and see the need for civic engagement as imperative to a student’s time at a University. However, because this type of “out of the classroom” education challenges traditional modes of education, it is difficult for some faculty to see this as beneficial unless they themselves are supported. Thus, the University must support not only through rewards or encouragement, but also skill development. Faculties and universities must embrace the notion of university-community partnership and develop specific skills in order for students to engage in the partnership as well.

After the institution supports faculty, who can then support students, when seeking an opportunity for a partnership, the fourth root must be a benefit from both the community and students. Sometimes we just think there will always be positive outcomes for partnerships between universities and communities, and there are. However, the goal of the partnership should be to meet a specific benefit identified by both the community and the university. For example, a clear benefit for students involved in Partners for Change is the ability to apply skills outside of the classroom,
and a clear benefit for businesses is to enhance their organization in a way they were unable to before.

However, the need cannot come without a fifth root, *mutual need and motivation*. Quite often we believe we think we act and set goals of what we think the other partner wants, forgetting to clarify and ask if that is really the goals that are desired. Thus, both the university and community should be able to not only specify their own intentions and goals, but also collaborate to understand the others’.

The notion of mutuality is furthered in the sixth root, where each partner must have an *investment* in the relationship. The way the partnership is formed must involve both partners in the decision-making. This participative relationship must exist or else the other partner may lose interest or the goals may shift to dominate one partner.

Although it may take more time to discuss and clarify with all members of the partnership, it is imperative that each voice is heard and each need is met. Lastly, and one of the most important roots, is *building trust*. It is fundamental in any relationship—especially when the partners are from different communities, and backgrounds. Building trust takes time, and this is crucial to remember in the conversations that occur. Getting to know who the partners are must be established before creating goals and visions for the actual partnership. It is easy to forget this step because we are inclined to focus on the ‘work’ that needs to get done, which can potentially decrease the motivation in the relationship and the mutual respect for the partners. I learned this after the first couple of meetings where I became so focused on getting through an agenda that I did not spend the first 10-15 minutes discussing other current issues with the community partners. I
was failing to build trust. The partners then saw my intention as more self-serving and disassociated from the people who were also involved. What I learned is that the people are just as important as the purpose, and building trust is a root that takes time. Just as it takes seasons for a tree to actually grow and strengthen through its roots, a partnership needs its roots to produce and develop.

**Cultivators**

Once a partnership is created, its growth must be fostered and taken with proper care. Cultivators are the aspects of the partnership that enhance the healthy and successful growth of roots. A combination of these nine cultivators existing in the university-community partnership will lead to its sustainability. These nine cultivators are behavioral in nature, and thus, require the individuals to act rather than creating an environment for the action.

1) *Openness*- Students partners and community partners come from different walks of life. Universities and communities often exist in a seemingly closed system, even when there are so many interactions between and among them. Opening universities and communities to partner is important, as it is for the individual to engage with others. What one must remember is that biases and perceptions will always exist, and keeping an open mind to whom people really are and what their intentions are is for the individual to decide.

2) *Patience*- Just as a tree deals with rain, windstorms, birds nesting, and other environmental uncontrollable factors, a partnership will encounter similar circumstances. These circumstances may be different for the individual partners
involved. This is different from taking a controlled approach to understanding theory in a traditional classroom experience. Thus, each partner must be patient with the progress and short-term outcomes because when engaging in an environment that is open rather than a closed classroom environment, factors beyond our control are likely to occur.

3) Commitment- Although a critical root for partnerships is to be invested, they must also be committed. Without having the commitment to grow, a partnership will remain stagnant. Commitment means not just showing up to a meeting, but truly engaging with the other partner. I learned how critical this component was with Partners for Change when my student-group failed to market properly and thus, there were no students interested in the opportunity after the first semester. Because of the student-group’s overall commitment to other priorities, as opposed to the progress of Partners for Change, it was stagnant for that point in time displaying how essential commitment is for the partnership to progress.

4) Sacrifice- In order to commit, there are sacrifices individuals must often make to see the partnership progress. For La Voz, I sacrificed a lot of evening time to drive 30 minutes to the meeting to make it convenient for some of the business owners who cannot leave work to be at a meeting. La Voz also required the community partners to sacrificed both time and assets within their business to meet the needs of the partnership and the overall community.

5) Flexibility- Critical to growth in a partnership is realizing that things will not always be how you imagine them. What first began as the Great Miami Latino
Business Association is now named *La Voz*, and getting to the name, which establishes so much of the partnership’s vision and culture, required flexibility within all of the partners.

6) *Scalability*- Establishing a partnership among a few individuals may seem natural and viable to most. However, if the goal of the partnership is to be sustainable, it must have the ability to impact others outside the partnership. The scale must be greater than within the group itself; *La Voz’s* vision is to not only bring empowerment to its members, but to the community.

7) *Accountability*- Success in relationships among humans relies on whether individuals are accountable for their own actions and for others. If partners are required to hold themselves and each other responsible, there is a degree of ownership and incentive to contribute in each individual. Further, trust is enhanced when individuals know all of the partners believe in accountability for each other.

8) *Partnership is the owner*- When the partnership continues to grow as time progress, individual partners will label certain positions, responsibilities and contributions made to the partnership indicating their level of commitment. Delegating is necessary to be efficient and effective, but in university-community partnerships, *the* partnership must survive the individuals that fulfill those roles temporarily. The true owner is the partnership itself- with this mindset, individuals have a long-term vision, and labels to not indicate ownership.
9) Teamwork- As emphasized in every characteristic, the mutual relationship is critical for partnerships to progress together. Having a team emphasis within the partnership furthers the mutuality and requires individuals to understand each other’s strengths and weaknesses and competencies for sustaining the partnership. Instead of feeling like an individual has to start something and be a part of everything, coming together as a team allows individuals to utilize their strengths to enhance the overall partnership.
SO WHAT DOES IT ALL MEAN?

A combination of roots and cultivators are required for the university-community partnership to exist. The question posed of sustainability comes from a constant supply of the described aspects. However, finding new students and community partners to take over after others leave is a unique aspect to this type of partnership, and there are three basic nutrients I believe will keep the partnership alive beyond individuals’ time:

1) New people who are just as motivated as the initial partners
2) A vested interested in the cause by others outside the partnership
3) Independence of the partnership from the individual partners.

In my experience with La Voz and Partners for Change, these are three necessary aspects I am searching for to see the partnerships continue. In La Voz, there is a continuous increase of new ideas projects, and people in the community who are participating, but the increase in students interested in the organization is not the same. It is increasingly difficult to try to introduce students to La Voz who are just as motivated as the initial students, and this will continue to be a question the group is attempting to answer. Part of its sustainability, however, comes from interest by others in the community, such as the Fairfield and Hamilton Chamber of Commerce’s, who are interested and committed to seeing La Voz remain. The third aspect of sustainability, independence, has certainly been achieved on paper, as the non-profit status is proof that La Voz has an identity for itself. However, the dependence on certain individuals still
remains as the group continues to define the organizational and structural aspects of the association.

Given this framework, however, I realize how challenging university-community partnerships can be, but the rewards are far beyond anything an undergraduate institution can offer. Bringing together academic theory, local issues, and the people within the two contexts offers an invaluable experience that should be emphasized in all learning institutions. As Miami University continues to offer frameworks that allow students to engage and learn from experiences such as this, students will contribute to society in the future, but also act as citizens, provide leadership to the public, and develop their own intellectual maturity. As society continues to rely more and more on individual leadership, encouraging this process is essential to enhance our citizens to be members of the public, and lead in academics and communities.
WORKS CITED


"Race to the Bottom?" NAFTA Website. 2007. NAFTA. 06 Sep 2007 <http://www.nafta-sec-alena.org/>.


## Appendix A: Wilks Acting Locally Think Tank Framework

<table>
<thead>
<tr>
<th>Acting Locally Think Tank</th>
<th>AMS 201</th>
<th>AMS 301</th>
<th>Summer Workshop</th>
<th>AMS 401</th>
<th>AMS 405</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Leadership Development</strong></td>
<td>• Traditional learning</td>
<td>• Guided experiential learning</td>
<td>• Engagement</td>
<td>• Self-directed learning</td>
<td>• Reflection and action</td>
</tr>
<tr>
<td><strong>Miami Plan Principles</strong></td>
<td>• Critical thinking skills</td>
<td>• Understanding contexts</td>
<td>• Engaging with community</td>
<td>• Reflecting</td>
<td>• Action</td>
</tr>
<tr>
<td><strong>Sequence of Topics &amp; Themes</strong></td>
<td>• Introduce key concepts and themes: re Globalization</td>
<td>• Skill development in primary research</td>
<td>• Guided data collection</td>
<td>• Articulate research/project thesis</td>
<td>• Finalize proposal</td>
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<tr>
<td></td>
<td></td>
<td>• Introduction to Community Partners</td>
<td>• Community building and support</td>
<td>• Implement project</td>
<td>• Review and revise</td>
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<td>• Present with community partners</td>
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<td></td>
<td></td>
<td></td>
<td>• Project assessment, Reflection</td>
</tr>
<tr>
<td><strong>Learning Outcomes</strong></td>
<td>• Understanding terms/normative assumptions</td>
<td>• Deeper investigations of context</td>
<td>• Identify community issues and problems generated with community partners</td>
<td>• Reflection and action</td>
<td>• Self-directed project implementation</td>
</tr>
<tr>
<td></td>
<td>• Community structure</td>
<td>• Introduce locales</td>
<td>• Engage in experiential learning.</td>
<td>• Leadership (learn, engage, reflect, act)</td>
<td>• Leadership: self-directed learning and action with other for a purposeful goal or end.</td>
</tr>
<tr>
<td></td>
<td>• Power</td>
<td>• History of community/profile of particular locale</td>
<td>• Generate hypothesis: re specific community issues</td>
<td>• Project/program planning initiated</td>
<td>• Self-directed project implementation</td>
</tr>
<tr>
<td></td>
<td>• Current Issues</td>
<td>• Identify specific current issues related to community</td>
<td>• Project/program planning initiated</td>
<td>• Identify patterns and components</td>
<td>• Public presentation</td>
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<td></td>
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<td>• Expand analysis of community structure</td>
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<td>• Terms &amp; concepts linked to locale</td>
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<td></td>
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<td>• Initiate experiential learning</td>
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<td></td>
<td></td>
<td>• Establish community partnerships</td>
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</tbody>
</table>

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Appendix B: City-Wide Hamilton Clean Up 2007 Information

Festival de Limpieza

Prizes!
- Gameboy PSP
- Nintendo DS
- CDs
- Phone Cards

Premios!
- Gameboy PSP
- Nintendo DS
- CDs
- Tarjetas Telefónicas

Clean-Up Festival

5 de Mayo 2007
4th Ward
9:00AM – 1:00 PM
PARA TODOS/ALL ARE WELCOME
En 3 Locaciones
Living Water Church (8th y Sycamore)
Iglesia de Dios (12th y Hensley)
Taquería Paisanos (747 High Street)

Comida Gratis

We Are Proud of Our Community!
SOMOS ORGULLOSOS DE NUESTRA COMUNIDAD!
Sponsored By
The City of Hamilton
Iglesia de Dios Princeton Pike West
Marcos Montañó-Nationwide
Miami Will’s Student Scholars
Taquería Paisanos
Taquería Mercado
Gasa Guerra

Para Mayor Información: 785-3641

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Community Action Plan

Abstract: Over the course of the semester, we found ourselves in Hamilton interested in the issue regarding how the Latino community is currently perceived. The Latino population wants to be viewed in a positive manner, so that the issue is framed as a question of humanity, not of legality. Our goal is to provide small businesses with a voice that will bring empowerment and support for the Latino population. Provided that Latino businesses are a positive aspect to Hamilton’s economic revitalization, an association for such businesses will cultivate respect, support, culture, and empowerment that reflects the Latino population as a whole. This coalition is to be named the Great Miami Latino Business Association (GMLBA).

Vision: To provide small businesses that are a large part of the Latino community with a voice that will bring empowerment and support for the Latino population. By joining forces and forming a coalition, the community will begin to see the Latino population as humans doing good for the community. We hope to start with a few businesses that we have established relationships through the Community Clean up. In the next year, we are focusing on any Latino business in Hamilton and the area surrounding the Great Miami River.

Mission: Provided that Latino businesses are a positive aspect to Hamilton’s economic revitalization, an association for such businesses will cultivate respect, support, culture, and empowerment that reflects the Latino population as a whole. This coalition is to be named the Great Miami Latino Business Association (GMLBA).

What is the GMLBA?

We have established strong relationships with these business owners through the community clean-ups. Through conversations and meetings, they have expressed the desire to create an organization such as this, but do not have the time given their busy lives. They have offered to be the figurehead of GMLBA and work side by side with us as we organize and implement the association.

The GMLBA will provide these assets:
- Sponsorship
- More customers/clients
- Mentoring
- Small business aid/startup
- Exposure
- Uniting small businesses
- Advertising
- Celebrating culture
- Sharing/resolving issues
- Providing a voice for the Latino community
How are we going to create the GMLBA?

- Begin with our initial connections who are enthused and involved in the business side of the community. These people will be the face of the organization and network outward to the potential members of GMLBA.
  - Marcos Montana of Nationwide
  - Gerardo Sanchez of Taqueria Paisanos
  - Lourdes Leon of Taqueria Mercado
    - We have established strong relationships with these business owners through the community clean-ups. Through conversations and meetings, they have expressed the desire to create an organization such as this, but do not have the time given their busy lives. They have offered to be the figurehead of GMLBA and work side by side with us as we organize and implement the association.

- Summer Initiative:
  - We will have Marcos, Gerardo and Lourdes distribute the brochure and applications we created to potential businesses
  - The businesses that are interested will fill the applications out and return to an envelope at Taqueria Mercado
  - Courtney and Kevin will go to the Taqueria once every two weeks to pick up the applications and begin putting together a layout for a GMLBA directory

- Fall Goals:
  - Create a directory with the members displaying a picture of the owner and the business, a personal description of the business discussing how it was founded and any cultural aspects, and contact information for all of the businesses
  - Hold an initial meeting with a representative with all of the GMLBA members to discuss:
    - Who we are, meet with everyone
    - Understand what the businesses want out of the association
    - Discuss possibility of becoming a non-profit 501-C3
      - This would require a president, treasurer, secretary, etc
      - Funds required
    - Find out when the best time for a monthly meeting would be
    - Discuss long-term projects

- Year-Long Goals:
  - How to enhance and make the Community Clean up better
  - Possible Soccer Tournament sponsored by GMLBA

Rationale:

Over the course of the semester, the five of us have been exposed to all three communities. Hamilton became our primary focus as we furthered our work in the community with the Clean Up that we headed and organized. Through the work we have done, we have established strong relationships with 6 business owners and 2 churches that have expressed the desire for a coalition to network with other Latino businesses. This week, we met again with a few of the business owners, and discussed what was successful about the clean up and what could have been improved upon. We then asked what could be a potential long-term project that we could help organize. Through discussion, we decided that a Latino Business Association will help bring about the assets that the Latino Businesses bring to the community.
Project Participants:

- Established Relationships with Businesses
  - Marcos Montana: Nationwide Insurance Agent
  - Gerardo Sanchez: Taqueria Paisanos
  - Lourdes Leon: Taqueria Mercado
  - Angel Guerrero: Casa Guerrero

- Potential GMLBA Members:
  - Acapulco
  - Bis & Bora’s Mecanica General y Body Shop
  - Cancun
  - Casa Tequila
  - Cielito Lindo
  - Cuba’s (Barber Shop)
  - El Mariachi
  - El Pollon
  - El Pueblo
  - Jungle Jim’s
  - La Botanica
  - La Garcia
  - La Ley Radio
  - Las Palmas
  - Los Arcos (Antonio)
  - Michoacana Records
  - Oaxazteca (Mechanic Garage)
  - Princeton Pike West
  - Quisquerna Barber Shop
  - Rancho Grande
  - Rodriguez
  - RZ Autos
  - Sabor Peruano
  - Santo Domingo Restaurant
  - Sasha Nuestro Rincon
  - Star One- Realtor
  - St. Julies
  - Taqueria Mercado
  - Taqueria Paisanos
  - Taqueria Maya (Mason, OH)
  - Valle Verde II

Budget Required for Short Term Plans:

- To start, we will need a budget sufficient to create copies of the pamphlet and application to give to all potential businesses.
- Then, we will need funds to create the directory in the fall. This will need to be enough for color printing costs to put in all of the businesses.
- Later, we will need to consider for the clean-up and potential soccer tournament further into creating a budget within the GMLBA, by using donations from the members, as well as funds through the Wilks program.

Appendix D: La Voz Brochure
Porque los negocios son un aspecto positivo en la revitalización económica es una buena idea formar una asociación que cultive respeto, apoyo y cultura para la población en total. Esta coalición se llamará "LA VOZ-Asociación Latina de Negocios"

Because Latino businesses are a positive aspect to Hamilton’s economic revitalization, an association for such businesses cultivates respect, support and cultura that reflects the Latino population as a whole. This coalition is named “The Voice: Latino Business Association.”
Wilks Leadership Institute:  
Acting Locally Grant Proposal  
*Hamilton Latino Business Association*

**Group Member Contact Information:**

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  - mclaugkw@muohio.edu

* **Frank Keeling**
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  - (440) 227-6343  
  - keelinfj@muohio.edu

* **Michael Humanensky**
  - 314 E High St Oxford, OH  
  - (703) 338-9422  
  - humename@muohio.edu

*Denotes Group Contact Member*
Project Summary:

Our goal for this project is to provide small Latino owned businesses with a voice that will bring empowerment and support for the Latino population in Hamilton. Provided that Latino businesses are a positive aspect to Hamilton’s economic revitalization, an association named La Voz cultivates respect, support, cultural awareness, and empowerment that reflects and energizes the Latino population as a whole. La Voz facilitates communication between the businesses and also throughout the community, and also gives the businesses the opportunity to be proactive in the community.

Funding Requested:

Our group is requesting $1500. Included in the following pages are specific details as to how this amount will be used and dispersed throughout the semester.

Project Description

Project Summary

The Hamilton business group is focused on building community through civic engagement activities. In our society, the Latino population faces a negative stigma framed around the issue of legality, and face many stereotypes that result in discrimination. In Hamilton, some see Latinos as a threat to the community because they are thought to cause much of the violence within Hamilton, to reside in the country illegally, and take jobs away from other citizens. Our solution to this conflict is to work towards reframing the argument of Latinos in Hamilton by viewing this small segment of the population as an asset to the entire city. By focusing on what Latinos offer to Hamilton, we plan on trying to change people’s perceptions about Hispanics.

Our group has rigorously studied community engagement and civic leadership through not only reading but through hands on activities. We have formed relationships with Latino business owners because of our need to learn how we can help improve the situation. By listening to these entrepreneurs we have gained a better sense of the issues that confront the Latino population in Hamilton.

Last year we tried to resolve this issue through events that we felt would strengthen the Hamilton community. The citywide cleanup was a very successful event that we as a group want to do again because of its positive effects on the people within this city. This project built community by having people from all backgrounds come together on a Saturday afternoon to make their neighborhoods cleaner. Latino businesses sponsored this event to show their commitment to Hamilton and their want to make it a better place for everyone. Our main project for the next semester is to improve the Hamilton community clean up we were involved in organizing last year. In order to do so, we will be advertising more, finding ways to increase local business involvement, and meet regularly with the businesses to find ways to strengthen the effectiveness of the event.

As a group, we also plan to pursue the growth of the Latino business organization, La Voz. This affiliation of business from the greater Cincinnati area is meant to serve as a group where Latino business owners can network and help each other out. This organization aims to provide assistance to its members is still in the developmental stages but we plan on making it a sustainable and larger association. Our first project with the group is to formulate a directory that provides community members and businesses with a resource for the many local Latino businesses. All members will have a page discussing the business as well as the business owner. The directory will be a more personal approach, and create cultural awareness. In addition to the directory, we will continue working with our community partners to strengthen this group through advertising and recruitment of new members.
Our projects are a very appropriate response to the hardships that Latinos face in Hamilton because they create community and understanding. Through the cleanup and La Voz we plan on using our preexisting relationships to achieve our goals of helping the Latino population and making Hamilton a better community for everyone.

Project Goals
1. Increase membership in La Voz. The current membership is 7 Latino business owners in the Hamilton/Fairfield area. Our goal by the end of the school year (May 2008) is to have at least 15-20 active members. This is the way in which we will assess our progress.
2. Plan and implement a more effective Fourth Ward Clean-Up Festival (Festival de Limpieza) in Hamilton. We wish to increase the level of community participation, in terms of businesses and residents alike. We will assess this goal by the number of participants in the Clean Up. Our goal is 100 individuals.
3. Support and plan for the potential formation of a Su Casa Community Center in Hamilton. The goal of forming a Su Casa in Hamilton is a concrete way to generate discussion and membership in La Voz. We will assess this goal’s progress by both the progress made in the planning of the potential Su Casa, as well as the number of members La Voz gains as a result.

Community Relationships
La Voz is a group of four Miami University students, two faculty advisors and four business leaders that we have identified as influential members of their community. This core group of leaders has driven our desire to create La Voz. We build off of each other’s dedication and passion to develop community. They are the specific members of the community that want this project, but all Latino business owners, Hamilton residents and the rest of this county’s population not only wants, but needs a solution to a growing problem of misrepresentations, unfortunate stereotypes and ill-informed perceptions. Being students and non-Hamiltonian’s it is important not to identify a “problem” and identify the way we perceive it to be and how to “fix” it. Therefore the planning of La Voz was inspired and driven by the four business leaders. The students are essentially involved to facilitate organization and offer ideas due to their very time-constricted busy lives. We meet together to communicate the variety of methods to change the framework of Latinos and how to create a unified voice. We plan for increasing the membership of La Voz, setting up special events and setting up La Voz meetings. Also together we travel to South Western Ohio with Latino business owners to inform owners about the possibilities of La Voz. Spending so much time meeting, planning, working and advertising it is self evident that positive relationships have been formed. The most rewarding aspect of the last two years has been meeting with these inspiring and refreshing individuals. La Voz is a group of volunteers that are devoted to a cause, but more importantly La Voz is a group of good friends. It took two meetings to be accepted as family. The mutual trust and respect has proved to be very beneficial and will provide for a lifetime of friendship and empowerment.

Project Future
This project will be sustained far beyond the grant period. It is our hope and vision that La Voz will continue to exist after we as students conclude our service and contribution to it. However, if nothing else, enduring relationships have been formed and strengthened through the involvement that has already taken place. Not only have relationships developed with us, but also between and among Latino business owners and other community partners. In more concrete terms, the single “lasting legacy” that we hope to establish by our involvement in this project is a visible, community-driven Clean Up of the Fourth Ward in Hamilton. This event was and will continue to be a powerful way of altering the perception of the Latino community in Hamilton.
To Whom It May Concern:

In April of this year, I began working with Jessica, Kevin, Michael and Frank to bring positive attention to the Latino community through a “Clean-up Festival.” Working with them through those weeks, help me and others like Marcos Montañó and Angel Guerrero realize that we needed to create some kind of association that could help the Latino community have a positive voice.

The Festival was very successful and the students did an outstanding job of organizing and carrying out the work. Six Latino businesses helped to finance the festival, we provided prizes and food. For the first time that I can remember, we received positive press in the local newspaper. In fact, I think it was the first time that the Sheriff was not mentioned when someone talked about Latinos.

We began in August of this year to organize our association. Me and other businesses are working with students to create a service organization that would help Latinos. We have a brochure, a letter of invitation and we are planning to make another welcoming party soon. The students have helped us with their enthusiasm and energy. We have told them several times that their work with us is important and we want to continue working with them. We even have plans to do another “Clean-up Festival” in the spring of 2008!

The commitment of the businesses consists in supporting through donations, meeting with the students, planning all aspects of our work together, consulting and encouraging. We plan to introduce more businesses to the students and our efforts and look forward to working shoulder to shoulder with them.

For all of us, this work is important to help us organize and to help the community.

Thank you,

Lourdes León
**Budget:**

**On-going costs:**

- Printing (Photocopies, letterheads, layout, designs) ......................... $150
- Initial Directory
  - Page for each business with contact/personal information x 150 copies
  - ......................................................... $200
- Consultant Fee
  - Community partner Consultant fee to compensate our members for the work they have put forth towards La Voz. We receive credit through the class credit; our partners deserve to receive credit in some way as well
  - ......................................................... $200
- Logo Design  .......................................................................................... $50
- La Voz Take-Always (Pens, Membership cards, etc) ............................... $150

----**Total On-going costs:** ................................................................. $750

**Community Clean-up Project Costs:**

- Banners (Last Year 4 banners at about $37 each) ............................... $150
- Advertising (Journal News, Cincinnati Enquirer, La Voz) ..................... $75
- Prizes (Phone Cards, Electronic Games, Clothing) ............................... $125
- Food for planning committee ($50/breakfast x 3 meetings) .................. $150

----**Total Clean Up Costs:** ................................................................. $500

**Community Organizing Event (Sponsored by La Voz):**

- Advertising (Newspapers, Radio, In Businesses, Online) ..................... $100
- Transportation (Gas Money) ................................................................. $50
- Materials (folders with surveys, brochures, etc) ................................... $100

----**Total Event Cost:** ................................................................. $250

**Total Project Costs: $1500**
 Latino residents chip in to aid cleanup
By  Cameron Fullam Staff Writer
Published  May 4, 2007

HAMILTON - Mañana es Cinco de Mayo. Tomorrow also is Hamilton's annual neighborhood citywide cleanup.

A small group of local Hispanic business owners and Miami University Harry T. Wilks Student Scholars are using the coincidence as way to encourage more participation in the cleanup.

Residents of the Fourth Ward are invited to meet at one of three locations at 9 a.m. to pick up litter in the neighborhood and then meet at 1 p.m. at Jefferson Elementary School on 8th Street for a party with food and prizes. It's being called the "Festival de Limpieza," the Cleanup Festival. "This is really exciting because it's catching on like wildfire," said Shelly Jarrett Bromberg, an assistant professor of Spanish, American and Latin American Studies at Miami University Hamilton. Bromberg led the cleanup in the neighborhood last year and said she was disappointed with the turnout. "Only 20 kids showed up," she said. "It was just awful. They came in and dropped stuff off and ran away. There was no food left and no drinks."

Bromberg challenged her students to come up with a way to increase participation this year and the festival idea was born. The students approached several business owners, churches and leaders in the Hispanic community asking for their help. The owners of Casa Guerrero, El Valle Verde 2, El Mariachi, Taquería Mercado, Taquería Paisanos, Marcos Montañez of Nationwide Insurance and Josh Colón of Princeton Pike Church of God all agreed to sponsor the event.

"I was amazed at how excited they were that we really cared to make them a more visible community in Hamilton and show that they can be unified and that they care about what's going on," Miami sophomore Kevin McLaughlin said.

The organizers hope to attract up to 150 residents to the cleanup and after-party. Lourdes León, who owns part of Taquería Mercado and Taquería Paisanos, said the event is a way to highlight the positive aspects of the community. "We're trying to show that not everything in the Latino community is bad, that we have good faith to participate in good projects like this," she said.

Although Cinco de Mayo is a Mexican celebration, León said all residents are welcome to the party. "We want to make this a big deal," she said. "Next year we hope more businesses would get together - not just Latino businesses - and make this a celebration of the entire community."

Contact this reporter at (513) 820-2186 or cfullam@coxohio.com.

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The Ohio Campus Compact
Carter Academic-Service Entrepreneur Grant for
Campus-Community Collaboration

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- La Voz (community partner organization) was established in May of 2007.
- The applicant, the community partner and the faculty associate have participated in the group.
  The student applicant and community partner are founders and active members of La Voz.
- Proposed Start Date: December 2007
- Proposed End Date: April 2007

The focus of my grant proposal is to request the necessary funding for an established business
association, La Voz, to increase its participation and positive contributions to the community. La Voz
was created to work towards reframing the presence of the Latino community as an asset to the city of
Hamilton, while also establishing close relationships between students and community members.

As the Latino population in Hamilton, Ohio grows, some more established residents perceive these new
immigrants as a threat to the community because of misconceptions concerning jobs, crime and cultural
differences. One solution to this conflict is to work toward reframing the presence of Latinos in Hamilton
by viewing this growing segment of the population as an asset to the entire city. Miami University
students and Latino/Hispanic community partners from the Hamilton area have decided that by focusing
on what Latinos offer to Hamilton, we can help to change people’s perceptions about Hispanics.

Students’ work with the Latino community began as part of a two-year long leadership curriculum
through the Wilks Leadership Institute at Miami University. Integral to this leadership work was the identification and then creation of community based programs in which students and community partners would fully collaborate. Working under the theme of “Thinking Globally/Acting Locally,” Miami students interested in working in the Latino community began to collaborate with several Latino businesses in April on a clean up project in the City of Hamilton. Along with my fellow students, I have rigorously studied community engagement and civic leadership this past year in our Wilks cohort not only through readings and class discussions, but through direct community based activities. We have formed relationships with Latino business owners because of our need to learn how we can help improve the situation. By listening to these entrepreneurs we have gained a better sense of the issues that confront the Latino population in Hamilton, the United States, and in Latin America.

With the successes of this initial partnership I, and our group, decided to explore more significant and sustainable collaborations. To increase positive awareness of the Latino/Hispanic communities as well as create opportunities for small entrepreneurs in our area, students and community partners established an association called “La Voz,” in May of 2007 that is designed to cultivate respect, support, cultural awareness, and empowerment that reflects and energizes the Latino population as a whole. La Voz facilitates communication between the businesses and throughout the community, and also gives the businesses the opportunity to be proactive in the community. This affiliation of small Latino owned business is meant to serve as a group where business owners can network and reach out to their surrounding communities. So too, the relationship between students and community partners has created ample opportunities for ongoing discussions about the challenges faced by the Latino community on a local and global level.

Our principle goal at this stage of organizing is to increase membership through leadership. I, my three student colleagues, and members of La Voz have met on three occasions this fall to discuss how best to reach out to other area businesses while, likewise, beginning to meet some of our key objectives for the organization. In our last planning meeting on the 13th of November, members identified two specific goals for the next four months. Our first project with the group is to formulate a directory that provides community members and businesses with a resource for the many local Latino businesses. All members will have a page discussing the business as well as the business owner. The directory will be a more personal approach, and create cultural awareness. In tandem with our interest in increasing membership and creating the directory, we also agreed to try to increase the positive visibility La Voz and the many cultural gifts of the Latino community by holding a small Christmastime event called “La Posada” which is a popular tradition in much of Mexico and Central America. As an important cultural event, members of La Voz felt that this celebration would be a way for them to attract the interest of other area Latino businesses as well as the broader community. Focusing on one location, we will provide food, toys and music for local families of all races and creeds to enjoy. Based upon our experience with the planning and participating in the Hamilton Community Clean-up in May of last year, we will advertise, organize and coordinate this event working side by side with our community partners.

The difficult part about community engagement is it is not always easy to measure success. However, the establishment of community relationships and developing them within La Voz has been very powerful, and there are a few tangible outcomes as a result of this partnership. After coordinating and participating in the clean-up last year, there was a newspaper article written in the Hamilton Journal-News (May 5, 2007), reading, “Latino residents chip in to aid cleanup”. The article emphasized the relationship between local Latino business owners and Miami University students and their efforts to organize and sponsored the event. Lourdes León, owner of Taqueria Mercado, was quoted as saying, “the event is a way to highlight the positive aspects of the community. We're trying to show that not everything in the Latino community is bad, that we have good faith to participate in good projects like this.” Following the article,
Lourdes León created a wall of fame in her restaurant, entitled “Camina de la Fama” and she has begun displaying various articles like this one and other awards that reflect positive contributions she, and other business owners have made to the community. Furthermore, Lourdes has encouraged 4 more business members to join the association just from our last meeting.

Not only has participation in La Voz increased, but also the trust and commitment shared by all of the business owners. On the 7th of November, another La Voz founding member, Angel Guerrero, invited the student members, including myself, to be guests at his table at the Hispanic Chamber’s Annual Gala. We were very excited to attend a formal event like this because the keynote speaker was Former Mexican President Vicente Fox. This event was quite remarkable, not only because we were invited, but we were able to meet many community members working towards the same goal: respect and empowerment for all people. These events are certainly measures of our success as an association, and the level of commitment that we have established signifies the willingness of the community and other business members to engage in future work with us.

The future goals of La Voz are to empower the community and surrounding Latino business owners. The business members play an imperative role in the association, as they donate time and manpower, act as hosts for the organization, provide a face to the association, share specific assets in which each business specializes, and contribute ideas, opportunities, and challenges for new projects. The students, after listening to the needs of the business owners, then gather this information, and help organize and facilitate the projects. My experience with the business owners has increased my knowledge in the areas of culture, creating and developing networks, the importance of marketing, how to advertise, and how to listen to the needs of others and provide ways to answer those needs. In the next year, our goal for La Voz is to increase membership while creating a voice in the community for the Latino population and continue learning on both the business and student ends of the association. Being a member and founder of La Voz has benefited my personal education experience in numerous ways. I am learning and increasing my knowledge of entrepreneurship, I also am learning how to make positive contributions to the community, and I am making connections between what I have learned in through the Wilks program and what I have learned through my role in La Voz. The outcome of the La Posada event will dovetail well into those for the directory, while also allowing me to continue making connections between classroom and community learning.

The goal of the grant proposal is to request funding needed in order to achieve the goals of La Voz. The students, community partners, and other La Voz members share a mutual sense of empowerment and passion for encouraging others to join the cause and continue to work towards a better Hamilton. The partnership would use the money to facilitate ongoing costs, and also for the two initial projects: the directory, and La Posada event. I will be involved in allocating the funds and planning for the events, in addition to making contacts with the media for advertisements. The work is integrated with academia in the sense that we will read and discuss information about community organizing and leadership as a group as well as study how best to move forward with such a grassroots based organization. The goal of the partnership is to increase membership, which will include other business owners, and/or Latinos involved in business (ie. Insurance agents, lawyers, etc), or other organizations, such as faith-based non-profits. These other members are crucial to the association in that they will become empowered and also communicate the needs and wants for the association and their communities.
**Budget:**

On-going costs:

- Printing (Photocopies, letterheads, layout, designs)......................... $150
- Initial Directory -Page for each business with contact/personal information x 150 copies ................................. $150
- Logo Design ............................................................................................ $50
- La Voz Take-Always (Pens, Membership cards, etc) .............................. $150
- Academic Literature Copies for Community Partner ...............................$50

-----Total On-going costs: ................................................................. $550

Community Organizing Event: La Posada (Sponsored by La Voz):

- Advertising (Radio, TV Journal News, Cincinnati Enquirer) ............... $250
- Transportation (Gas Money) ................................................................. $30
- Materials (folders with surveys, brochures, etc) ..................................... $100
- Banners and Decorations................................................................. $70

-----Total Event Cost: ................................................................. $450

**Total Project Costs: $1000**
2nd Annual
Festival de Limpieza

Earn Raffle Tickets- WIN PRIZES!
FREE:
Food
Music
Fun!

Recibe Boletos de Rifa - GANA PREMIOS!
GRATIS:
Comida
Música
Diversión!

Clean-Up Festival
3 de Mayo 2008
4th Ward
9:00AM - 12:00 PM
PARA TODOS /
ALL ARE WELCOME
En 3 Locaciones:
Living Water Church, Princeton Pike West Church, Roosevelt Elementary.
Después de la limpieza, reúnanse con nosotros al festival en Jefferson Elementary a las 12:00

Grand Prize: TV and DVD Player!

WE ARE PROUD OF OUR COMMUNITY!
¡SOMOS ORGULLosos DE NUESTRa COMUNIDAD!
Sponsored By
La Voz
Para Mayor Información:
LaVozHamilton@gmail.com
(513) 785 - 3041
¡Celebre con nosotros!

La procesión a Nuestra Señora de Guadalupe
El 11 de Diciembre, 2008

Nos reuniremos a las 10 de la noche en la tienda Los Arcos
1015 High Street en la ciudad de Hámilton
De ahí partirá la procesión

Hacia la Iglesia de San Julie’s, donde se celebrará la misa a las 11 de la noche.
Traiga su veladora.
Habrá refrigerios después de la misa

Se obsequiarán panfletos que incluyen:
*Oraciones *Canciones *Oración Personal

Venga a celebrar con la comunidad
en este día tan especial

PATROCINADO POR:
La Voz Business Association
¡Venga a celebrar con nosotros el espíritu de la Navidad!

“La Voz”
Asociación de Negocios Latinos
le invita a

“LA POSADA”

Que se llevará a cabo
el domingo 14 de Diciembre de 3:00 a 6:00 de la tarde
en la restaurante “Casa Taquila”
6701 Dixie Highway
Hamilton, OH 45014

Regalos para los niños y diversión para adultos al estilo tradicional hispano
Somos parte de la comunidad y estamos aquí para servir y ayudar

¡Recibo comida gratis!

¡Celebre con su comunidad!

¡Ayude a sus amigos que lo necesitan!

Por favor traiga un regalo adecuado para las siguientes edades:
- 0-3 años
- 4-7 años
- 8-12 años
- 13-17 años

Antes del 14 de Diciembre, traiga su regalo a uno de los siguientes lugares:

- **Taquería Mercado** (513) 942-4943
  6507 Dixie Highway Fairfield, OH,45011
- **Valle Verde** (513)894-1234
  2436 Dixie Highway Hamilton
- **Guerrero Mini Mart** (513)868-0380
  2780 Dixie Highway Hamilton
- **Taquería Paisanos** (513) 895-5800
  747 High St Hamilton, Ohio, 45011

- **Supermercado García** (513) 892-3024
  664 East Ave. Hamilton, Ohio, 45011
- **Los Arcos** (513) 894-5700
  1015 High St. Hamilton, Ohio, 45011
- **Las Palmas** (513) 829-5501
  10 Donald Dr. Fairfield Ohio, 45014
- **Oficina de Louis Valencia** (513) 618-2005
  10979 Reed Hartman Hwy S. 110
  Cincinnati, Ohio, 45242
Appendix I: Articles of Incorporation - La Voz Business Association

STATE OF OHIO
CERTIFICATE

Ohio Secretary of State, Jennifer Brunner

1816986

It is hereby certified that the Secretary of State of Ohio has custody of the business records for

LA VOZ BUSINESS ASSOCIATION

and, that said business records show the filing and recording of:

Document(s)
DOMESTIC ARTICLES/NON-PROFIT

Document No(s):
200831101028

Witness my hand and the seal of the
Secretary of State at Columbus, Ohio
this 6th day of November, A.D. 2001

United States of America
State of Ohio
Office of the Secretary of State
Ohio Secretary of State
EXECUTIVE SUMMARY
The Venture. Partners for Change (PC) is a service learning based venture where students and members of the Latino business community create a partnership that offers:

- **Latino Business Owners** the opportunity to partner with young college students eager to use their education to implement business practices and to engage in issues facing the current organization.
- **Students** the opportunity to gain real-world business experience and enhance their understanding of local and global issues.

The Need. The concept of diversity has become a popular buzzword among corporations and institutions. The business environment is connecting easier across states, nations, and the whole world because of globalization. It is becoming increasingly important to understand differences in culture and realize our society culminates a diverse environment. In recent years, the Latino immigrant population has become the newest and largest minority in the US. According to the 2000 census, 12.5% of population is Latino, the largest ethnic minority group in the nation. In addition, 51% of the foreign born population in US are Latino. However, the issue of immigration is at the forefront of many debates, and has become polarized politically, economically, socially, and culturally. Surrounding this polarization is a negative stigma framed around the issue of legality, and many Latino immigrants face stereotypes and discrimination in the US. In a November 2007 survey by the Quinnipiac University Poll, by a 67 - 19 percent margin, Ohio voters think illegal immigrants do more to hurt than help the United States, but voters believe 73 - 18 percent that legal immigrants help the country (see appendix A). However, there is a stigma that many Latino immigrants are undocumented, and those that are here must face discrimination, which also leads to a sense of disempowerment. Even in one of the most recent editions of The Miami Student, the University Newspaper, the issue of immigration is discussed and some political figures, such as the Butler County Sheriff, raises controversy on some of the topics (see appendix B). The issue here is that our society fails to see the positive contribution this minority is making. What this marginalized population needs is a way to show their ability to contribute and make a difference in society.

The Solution: Partners for Change. Partners for Change (PC) meets the need of helping the Latino population display their assets. PC encourages an understanding of diversity in the business environment by identifying small Latino business owners and partnering with Miami University students to facilitate a partnership focusing on:

- **Teaching**: Business and partners teach each other specific skills and utilize different resources to create a partnership that is mutual.
- **Learning**: Both partners learn from the partnership and gain a greater sense of diversity, while also understanding the different issues that each faces.
- **Empowering**: Creating empowerment through
  - **Student and business partners** by problem solving in a business and community setting.
  - **Community** by displaying positive contributions through interactions and presentations in the community.

The Mindset: How PC Works. Partners for Change is proposing a semester project option for a course in order to address the marginalization of the Latino businesses population in Butler County and the Greater Cincinnati area. PC will function as a small business consulting course to create a project that will partner students with businesses in order to solve the needs of the business and provide experience for the students.

PC will accomplish this by working with a faculty advisor, the teacher of the course, and a community advisor from Butler County and Greater Cincinnati. The goal is to bridge the University with the community in an effort to educate students and businesses beyond the classroom setting. Together this team will plan for the small business consulting course around a semester long project that the student and business partner develop together, under the supervision of the faculty advisor.

In addition to the partnership project, the students will also be required to do a final presentation to two audiences: the student body, and the surrounding community. This presentation will be in conjunction with cvi
their specific business partner and will cover the experiences that they had during the semester, and also discuss the issue PC is addressing. This presentation will build community and aims to build awareness and change social perceptions of Latino businesses in the community.

The Principle Stakeholders. The organization is split into 2 groups: Miami University and Local Business Community. Each group is split into 3 levels.

<table>
<thead>
<tr>
<th>Miami University</th>
<th>Local Business Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Faculty Advisor – a representative for student partners, facilitates meetings, teaches students about the issue, communicate with student partners or community advisor about concerns, issues, progressions, plans, etc.</td>
<td>Community Advisor - a representative for business partners, facilitate meetings, communicate with business partners or faculty advisor about concerns, issues, progressions, plans, etc.</td>
</tr>
<tr>
<td>2. Student Partners – actual members of PC partnering and participating in project with business partners.</td>
<td>Business Partners – actual members of PC partnering and participating in project with student partners.</td>
</tr>
<tr>
<td>3. Miami Student Body – PC’s goal to bring awareness to the student body, target market for creating social awareness and recruitment of future PC members</td>
<td>Hamilton Community – PC’s goal to bring awareness to the Hamilton community, empower target market for creating social awareness and recruitment of future PC members</td>
</tr>
</tbody>
</table>

The Target Checkpoint.

**Spring 2008**
- Recruitment/commitment from Faculty Advisor/Community Advisor
- Recruit students who may be interested and then have them register for course
- Recruit a minimum of 5 businesses for a total of 5 partnerships

**Fall 2008**
- Implementation of the pilot program

**Spring 2009**
- Recruit for second groups of partners with a goal of 10 partnerships for the Fall 2009 implementation

**Fall 2009**
- Implementation of the second group of partners at Miami University

The Bottom line. Despite the planning, hard work, and implementation of PC, the bottom line comes down to the impact. The costs of PC are minimal, and the operation of the venture does not turn a financial profit. As opposed to financial returns, PC’s goal is to create social impact in the community. PC will use partnerships, and human capital as a way of measuring social returns. The partnerships between businesses and Miami students attempt to:
- Increase the relationship between diverse communities (specifically the Latino and student community)
- Build awareness of Latino businesses in the community
- Create a positive image for Latino businesses

**DESCRIPTION OF BUSINESS**
The Venture. Connecting issues of surrounding communities with students will cultivate respect, support, culture, and empowerment that reflect a diverse culture. PC is a service-based program that relies on a business-related project between the student and the business owner, but the project serves a large purpose. PC aims to connect the partners on a mutual ground, but also empower one another, as well as individuals around them as the semester progresses.

What is the PC Pyramid? Although the majority of PC takes place with the interaction and progress of the students and the business owners, there are other players in the process as well. The structure of the program is in essence, a pyramid (see appendix C).

At the top of the pyramid lies the executive management team. The EMT includes the initial students who work towards implementing the venture at the institution and the surrounding community. The management team, once implemented, remains in charge of recruiting the partners and facilitating the actual project. The EMT takes care of the administrative and organizational needs. Because the EMT is composed of students, once the initial EMT graduates, new students will be selected based on desire to work closer with PC and ability to commit to the project.

The executive management team will work to fill the pyramid structure by the end of Spring 2008. PC functions as a pyramid split in half- one side is the student body, and the other is the business community. The student half is administered by a faculty advisor, who is the professor teaching the course. This advisor is head of all of the organizational functions, and keeps a communication line with the students and the community advisor. The students are the next level on the pyramid, and this human capital is the bulk of PC. The students interact with their advisor, with their partners, and also with the community. As part of the course, the goal is to gain awareness with the University student body through projects, advertising, and word-of-mouth. The student body is then affected by the actions of PC.

The PC pyramid is a visual version of the structure of the program. It is a model that can be adapted at any University, where there are students and a surrounding community. The pilot implementation will use Miami University (Oxford Campus) and the Hamilton community for the first student and business partnership.

Role of La Voz. To increase positive awareness of the Latino/Hispanic communities as well as create opportunities for small entrepreneurs in our area, students and community partners established an association called “La Voz,” in May of 2007 that is designed to cultivate respect, support, cultural awareness, and empowerment that reflects and energizes the Latino population as a whole (see Appendix D). La Voz facilitates communication between the businesses and throughout the community, and also gives the businesses the opportunity to be proactive in the community. This affiliation of small Latino owned business is meant to serve as a group where business owners can network and reach out to their surrounding communities. So too, the relationship between students and community partners has created ample opportunities for ongoing discussions about the challenges faced by the Latino community on a local and global level. Since establishment, La Voz identified three specific projects:

- **Hamilton Community Clean Up:** The members of La Voz last May sponsored and catered at the Hamilton City-Wide community clean up. The members planned and coordinated a raffle and
celebration for the entire 4th ward. This event will be a trademark of La Voz in its ongoing years, and its increasing success will provide a way of measuring success in the organization,

- **La Posada**: To increase the positive visibility La Voz and the many cultural gifts of the Latino community by holding a small Christmastime event called “La Posada” which is a popular tradition in much of Mexico and Central America. As an important cultural event, members of La Voz felt that this celebration would be a way for them to attract the interest of other area Latino businesses as well as the broader community. Focusing on one location, we will provide food, toys and music for local families of all races and creeds to enjoy.

- **La Voz Directory**: By the end of the 2008 school year, La Voz members will formulate a directory that provides community members and businesses with a resource for the many local Latino businesses. All members will have a page discussing the business as well as the business owner. The directory will be a more personal approach, and create cultural awareness.

Because the relationship between students and the business owners is well established in La Voz, members of La Voz or acquaintances of La Voz members will serve as the initial business partners for PC.

La Voz provides a way for PC to connect with the Hamilton community easily. At recent planning meetings, the concept of PC was mentioned and members were given the initial action plan (see appendix E) and gained positive feedback. The EMT will formally present the venture at the next planning meeting to ask for business members to officially sign up as members of PC. In addition, the executive management team conducted preliminary oral surveys with other students, and concluded that students have expressed interest in participating in the organization.

**Mission of PC.** Partners for Change is a non-profit program that does not turn a profit, but rather uses human capital as its bottom line. The mission of PC is to create a partnership that offers businesses the opportunity to partner with young eager college students to teach them about real-life business practices and also to gain help with issues facing their current organization. By joining forces and forming a partnership, PC will achieve this by (see diagram in appendix F):

1) **Teaching** - facilitated through the actions of all aspects of PC
   - *Faculty member teaches students*: The structure of PC relies on the institution, and a course is set up. So, part of PC is the professor teaching the students about social entrepreneurship, community engagement, and how PC works.
   - *Community advisor teach businesses*: Just as the professor teaches, the community advisor must teach business partners about relationships with students, and how PC works.
   - *Businesses teach students and Students teach businesses*: The structure of PC is built so that both the business and student are teaching one another a specific skill.
   - *PC teaches Hamilton community and Miami community*: The final project is set up to teach both communities about PC and the purpose for it’s existence. In addition, whenever one of the student or business partners is in their community, they will have opportunities to teach others about PC, the issues surrounding PC.

2) **Learning** - facilitated through the actions at all levels of PC
   - *Students learn from faculty member*: Students learn from experienced professor about the issues the student partners will face as a member of PC.
   - *Businesses learn from community advisor*: Business partners learn how to engage with students, and what it will mean to be a member of PC.
   - *Student and Business partners learn from each other*: Student and business partners not only teach each other their skills, but also learn desired skills, while also developing a sustainable relationship.
   - *Community learns from PC*: Through the actions of PC and with the final project, the Miami student body, and the Hamilton community will learn about PC’s purpose and of the issue at hand.

3) **Empowering** - facilitated through leadership roles and action-based learning

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• **Businesses empower students:** business partners have the opportunity to teach their student partner about their success as an entrepreneur and give the student a chance to solve real business issues. The chance to succeed as this project empowers students to be successful in not only a business setting, but within the community as well.

• **Students empower businesses:** students use their educational background to apply skills to a specific business-related need, and with the help of the students, businesses gain empowerment through the increased success of the business. Empowerment is also facilitated through the business partner’s ability to lead in their community and display the positive contributions they have made to their community.

• **PC empowers community:** As word of PC’s mission is spread, and through the final project of the program, PC will empower the community as student and business partners lead their communities to feel the need to act on PC’s mission.

**Value Proposition.** Because PC relies on the partnership between student and business partners, value is created by the experiences they share. Participation in PC provides high incentives for those students and business members looking to make a difference in their community:

• **Business Partners:**
  o **Answer needed problems:** Because many Latino business owners have expressed the desire to have their questions, issues, and voices heard, PC provides a way to answer some of those.
  o **Community engagement:** The business partner has the chance to engage not only with the student, but increase accessibility and awareness of their business across cultures.
  o **Create sustainable relationships:** The business partners are opened to developing a new relationship they wouldn’t have encountered if he or she were not a member of PC.
  o **Increase in position perceptions of businesses:** As the business partner works on a project that answers a business need, they also increase the legitimacy of their business by improving it. This legitimacy is then perceived as a more positive contribution to the community.

• **Student Partners:**
  o **Real world experience:** Student partners have ample opportunity to learn in the classroom, but PC gives students the chance to actually experience the concepts they have been taught.
  o **Create sustainable relationships:** The student partners are opened to developing a new relationship they wouldn’t have encountered if he or she were not a member of PC.
  o **Increased understanding of diversity:** Student partners apply their learning and begin bridging the gap between the University and the surrounding community.

**Performance Measures.** Because PC does not operate on any financial resources, PC will measure performance based on:

• **Short-term:**
  o **Implementation of Course by Fall 2008** with at least 5 student partners and 5 business partners.
  o **Initial impact:**
    ▪ **Community Impact:** The final semester project will be presented to both the University community and the Hamilton community. At each of these presentations, the audience will be asked to fill out a few questions upon arrival. There will also be a sign up sheet at the presentation, in which the students will contact those who came to the presentation to conduct a short interview asking a few questions regarding the impact of their presentation. The purpose of the interviews will measure the change in perception among the community (see appendix J).
    ▪ **Partner Impact:** The student and business partners will answer survey questions discussing their perceptions of the issue before the project begins (appendix K and L),

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and once again after (appendix M and N). This will measure the initial change, if any, that either partner had

- **Long-term:**
  - *Increase in Final Presentation Attendance:* The attendance at the final project at both the University and at the Community presentations will display the community’s interest.
  - *Increase in Human Capital:* The increased number of partners at Miami University will display those interested in PC’s mission.
  - *Sustainability:* How long the program lasts is based on human capital, and how sustainable PC will be a measure of PC’s performance.
  - *Demographic Reached:* The participation and implementation of this limits the participation to Miami University and the surrounding Hamilton and Butler County businesses. As the participation gains popularity, other universities will begin executing PC.
  - *Impact on Members:* The EMT and advisors will keep an ongoing record of student and business partners. Upon graduation for the students, a survey will be filled out to find out if they’re future goals have changed because of their experience with PC. In congruence with student impact, business partners will be contacted 2 years after completion of the project with a similar survey. Some of the questions that will be asked include:
    - What specialization are you graduating with?
    - What are your plans post-graduation?
    - What do you plan on doing in the next 5 years?
    - Do you feel PC contributed to your educational experience?
    - Ask similar questions to previous surveys regarding immigration and impact of PC on personal life, and life in the community as well.
  - *Sustainable Impact:* To measure the long-term effectiveness of PC, both student and business partners will be contacted 5 years after completion of the project to measure whether or not the results and experience with PC have sustained. The survey will be drawn up according to the responses derived from the initial impact.

**OPERATIONS PLAN**

The Proposal. In order to solve this social problem, Partners for Change propose that there be a course option offered in the fall semester of 2008. PC is recommending a semester long project option for the small business consulting class. The upcoming spring semester (Spring 2008) will serve as a planning time period for the course. In this semester student and business interest will be measured, faculty and community advisors will be selected, and the course outline will be finalized. At this time the projected course outline is as follows.

**Course Description.**
- 1 semester course offered only in the fall of each year
- 3 credit hours
- 2 hour and 40 minutes class meeting once a week
- 9 hours a week outside of class. This time will include:
  - Weekly meeting between student and business partners
  - At least one monthly meeting with all members of PC as a whole
  - Each business will be paired up with anywhere from 1-5 students (ideally the groups would be 3-5 students). Together these two sides form one partnership.

**Requirements of Course.** Student partners will work with business partners to create a syllabus for the semester. This syllabus will be largely focused around the semester long project. The outline will be submitted for approval to the faculty advisor within the first 2 weeks of class. Specific details about the syllabus/outline are:

- The partners must identify a specific need of the business.
• The project must be designed to address all aspects of the identified need.
• The partners must determine progress benchmarks to be reached throughout the semester.
• Both partners will work to implement and complete the project with the supervision and guidance of the advisors.

The course also includes a final presentation. This presentation will occur on two separate occasions. There will be one showing of the presentation at Miami and one showing in Hamilton. The presentation will be:

• An informal presentation of the projects worked on throughout the semester that also provides basic entrepreneurship skills to interested community members.
• The partners will present together and share stories and experiences working with PC.
• The goals of the presentation are to inform communities (Miami and Hamilton) about PC and show the success of the program. Also the presentations will hope to empower others to participate in PC and build awareness throughout the communities.
• The final purpose for the presentation will be to gain social awareness of the issue and measure the impact of PC in both communities. A pre and post survey will be given to help measure this impact.

**Student Partner Requirements.** The executive management team of PC will recruit students for the course who meet certain criteria. These criteria are important because there is a high level of commitment required for the course beyond just the class time. PC will be looking for students with the ability to commit large amounts of time to working with the businesses. Students also should have a strong desire to work with the Latino businesses and an urge to help promote social change. It is also crucial that the students have the necessary skills to help a Latino business in Hamilton. Some of these qualities include advertising, accounting, communication, marketing, finance, inventory management, and time management. Although students within the business skill are highly recommended, student partners are not limited to specifically students with business majors. Other students with differing specializations may be needed, such as in art, graphic design, public administration, etc. and may be able to contribute to the business in such a way.

**Business Partner Requirements.** Much like the students criteria, it is important for to recruit businesses that possess specific traits. Many of the traits that are necessary for students also carry over to the business. Some of these include a strong commitment to the program, the ability to commit a certain amount of time, and a desire to help promote social change. However, there are also some other requirements that are specific to the business partners. First and foremost it is important that the business has a need for a partnership with a student. There has to be a specific project that the business needs worked on. Secondly it is vital that the business be willing to work with students to solve and complete the project. Finally, the business should be a member of La Voz or an acquaintance of the members because the organization is familiar and comfortable with community-student relationships.

**2-Year Timeline.**

• **Spring 2008:**
  o EMT will begin the search for the faculty and community advisor.
  o EMT will also finalize the course outline and begin the recruiting process for registration.
  o PC will implement their recruiting plan from the marketing plan and will sign students up for the fall semester course.
  o PC will also work with La Voz to secure the membership of at least 5 businesses for the first session of the course.
  o PC’s goal is to have 5 partnerships for the first course.

• **Fall 2008:**
  o This will be the first semester that the course is offered.
  o During this semester EMT will work closely with the faculty and community advisors to ensure that the program runs smoothly.
  o The EMT will also monitor the relationship between La Voz and the advisors.
La Voz will be implementing the preliminary relationships with the businesses therefore it is necessary that there is a strong bond and connection between the advisors and La Voz.

Additionally PC will begin recruiting people for the new EMT.

**Spring 2009:**
- PC will go through the process of recruiting students for the second semester of the course (this will take place in the fall of 2009).
- PC will also go through the process of finalizing the selection of the new executive management team and begin the transferring of roles.
- Also during the semester PC will work to expand the number of partnerships from 5 to at least 10 by the fall.

**Fall 2009:**
- The second course of partnerships will begin.
- The EMT will not monitor the relationships as closely as in year one.
- PC will use this semester to begin evaluating the class.
- They will look at feedback from students and measure the initial impact that the program has had on the community using the measures described earlier.
- It is also at this time that they will consider expansion into the next level of scalability (Miami Hamilton).

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**MARKETING PLAN**

**Target Market.** The success of PC relies on human capital. Thus, the selection of our partners is critical to PC’s goals, and a specific market for the “right” kind of participants has been identified:

- **Students:** We are looking to target students who are business-oriented with the right kind of skill sets. Most importantly, we want students who are passionate about change and willing to dedicate and commit to this partnership. We don’t want this to be an opportunity for students to build their resume, but instead, we want this to be an opportunity for students who really care about making a change in a community. We want students that desire empowerment and positive change. In addition to the desire to work with PC, students must also possess an ability or skill that will allow them to work on a project with their respective business partner. As noted earlier, student selection is not limited to specifically business majors, but the student should possess skills necessary to complete the project. The first step in this process will be to conduct initial surveys to gather information on the interested populations around school (see appendix G).

- **Business Members:** We are looking to target business members of La Voz initially because they already possess a desire to work with students. The potential business partner must also express their desire to create a social impact and work towards the goals of PC. We want businesses that desire empowerment and positive change. In addition, business partners should express a need for extra assistance and that are willing to teach along the way. Businesses that care about helping students gain real world experiences and are willing to learn as well from the students are also important factors.

**Initial Marketing Plan. Spring 2008:** The objective is to recruit and select advisors and partners for pilot implementation. There will be less emphasis on advertising to gain a lot of student and business interest, and more emphasis on selecting the right student and business partners.

**Student Promotion Plan.**
- **Posters/Flyers/Brochures on Campus:** In order to spark the interests of all types of students, this type of media around campus is the best strategy to reach a diverse group of students. PC will expose themselves to all majors and all particular interests.
- **T-Shirts:** With a creation of a logo and a t-shirt design, EMT will wear PC t-shirts around campus and while promoting, which will be a creative way to catch the attention of students. Once the
pilot phase is complete, future members of PC will also wear their t-shirts around campus as a way of promotion.

- **Campus-wide Information Session**: Students who are interested come to an information sessions to learn more about Partners for Change. This could also be a good opportunity to explain the venture in depth and to get students’ questions answered.

- **Teaming with Community Engagement Center**: Getting the Community Engagement Center involved will be helpful as it is a resource for students who are interested in community service and engagement, and it is a beneficial resource for PC for connections, help, and advice. PC will advertise for recruitment via the listserv and at certain Community Engagement Center meetings.

- **Teaming with Association for Latin and American Students (ALAS)**: This is a student organization on both Oxford and Hamilton Miami Campuses that promote awareness of Latin American and Spanish cultures through social, cultural, and community events. ALAS members are target student partners for PC and would also be great students to work with in general to help promote awareness, even if they weren’t actual “student partners”. PC will advertise for recruitment via the listserv and at ALAS meetings and events.

- **Teaming with Harry T. Wilks Leadership Institute (WILKS)**: This is an institute that “is committed to promoting community-based learning experiences that prepare students to become engaged public leaders and informed global citizens while also enriching and giving back to the communities that surround and support Miami University.” Having this institute involved will be an advantage with PC for recruitment and advertising. As La Voz is an association founded by Wilks Students, the connection to Wilks will be critical in the success of PC. PC will also advertise for recruitment via the listserv and at Wilks events and meetings.

- **Classroom Speakers**: This will be a proactive, informative approach to reach specific students. It gives the students who either didn’t notice posters for the campus-wide informational session the chance to learn about Partners for Change. The classroom session will be conducted by the founders of PC and it would be especially interesting to get a potential business partner of PC to talk about their needs. Having a real business owner present makes them, the venture, the community, and the need more realistic and intriguing. Specific classes that will be visited include: Business, Political Science, Sociology, Social Work, Spanish, Interactive Media Studies.

**Student Selection.**
1. Students receive applications at information meetings, via e-mail or contacting a founding PC member (see appendix I for application).
2. Students then submit applications to a specific drop box, TBA
3. EMT selects a minimum of 5 students to participate that fits the following guidelines:
   - Major/specialization
   - Demand for specialization
   - Desire to learn new skills
   - Leadership
   - Ability to interact with others
   - Interest in new community/culture
   - Passion for social change
   - Time availability
4. If selected, students will be able to register for small business consulting course for fall of 2008.

**Business Promotion Plan.**

- **Recruit La Voz Members**: Recruiting La Voz members to start with is an advantage because a relationship has already been established between businesses and students. These businesses are interested and eager to work with students, and will serve as positive PC members for the pilot implementation.
  
  - Brochures/flyers for La Voz Members: Passing these medias out to La Voz members at La Voz meetings will give them the chance to learn about Partners for Change.
EMT speak at La Voz meetings: The EMT will make a brief speech about PC to gain some interest from the members. This way is a much more presentable and informative way to reach people.

Business Selection.
1. Businesses will fill out an application (see appendix H for application).
2. Businesses will submit application to EMT, which will then be reviewed
3. Businesses are selected based on opportunity for student need and commitment

Future Marketing Plan. (Spring 2009 and on). The objective is to recruit more partnerships and expand the venture. We are looking to expand to at least a minimum of 10 partnerships by second implementation of PC.

Student Promotion Plan.
- Initial promotional plans utilized, but to a greater extent (quantitatively speaking: increase number of class visits, number of flyers printed, and number of information sessions)
- Using previous PC student partners to be the face of for future market plans will be a positive asset when marketing Partners for Change. We will have previous student partners speak at a campus-wide information meeting or in classrooms to other students.
- Final presentation of student and business partners is another way to gain interest from both student body and other businesses.

Business Promotion Plan.
- As described above, the final presentation will be a way of gaining interest in the community.
- Business Visitations: The best way to get other Latino businesses outside of La Voz interested is to visit them. Previous student and business partners will make visits to target businesses.
- La Voz Meetings: Because these meetings already gather a large amount of Latinos, it would be a good opportunity to bring up PC briefly during the meetings.
- Other Latino Organization Meetings: Contacting organizations such as the Hispanic Chamber of Commerce, or other organized associations may be a way of increasing membership.
- Word-of-Mouth: Spreading the word of PC through daily interaction with other community members will create a positive buzz and image of the venture.

MANAGEMENT/ORGANIZATIONAL TEAM

Executive Management Team (EMT). The executive management team is comprised of three members, who are all current students of Miami University of Ohio. We are the founders of Partners for Change and are responsible for organizing, launching, and implementing this venture. We have and will hold regular meetings together to communicate executive matters and make critical decisions. The EMT is critical in the implementation of PC, and as PC becomes a more sustainable venture, the role of the EMT will eventually fade. Upon graduation of these members, a new EMT will be selected based on student's interest in PC. In addition, as PC grows to scale, an EMT at each university will be the initial human capital responsible for the implementation of the program.

Current EMT:
- Jessica Reading - Junior Management major from San Diego, California
- Maxxwel Rodriguez - Junior Interdisciplinary Studies major from Chicago, Illinois
- Jandra Nam - Senior Marketing major from Cleveland, Ohio

Miami University.
- Faculty Advisor: Faculty Advisor will be the representative for all “student partners.” This faculty member must show a keen sense of leadership with a strong passion for change and a dedicated and committed spirit. They are responsible for taking care of any “student partners” issues, conflicts, or concerns. They must be easy to communicate to, responsible, and organized.
• **Student Partners.** The bulk of PC’s operation is comprised of students committed to helping these Latino businesses, and who are strongly enthused about learning from these businesses as well.

**Hamilton.**

• **Community Advisor.** The community advisor will be the representative for all “business partners.” This person is responsible for being available to business owners in dealing with any issues, conflicts, or concerns. They must hold regular meetings and communicate with the faculty advisor (described above) about any concerns, progresses, plans, etc. We would preferably like community advisor to be a responsible and dedicated person who resides in Hamilton for convenience to business owners.

• **Business Partners.** The following businesses have shown interest in participating in PC. After having met with the executive management team, they have expressed a want/need for fresh new minds to help. They have positively expressed the willingness to share their expertise with students as well.
  - **Taqueria Mercado** - owner Lourdes Leon
  - **Taqueria Paisanos** - owner Gerardo

**SCALABILITY**

**Overview.** The scalability model for PC can be summarized according to our scalability diagram (see appendix F). The diagram shows the increasing levels of scalability as the program grows, and also demonstrates the future expansion areas for PC. The circle is divided in half to illustrate the two sides involved in the partnership and show where they will expand over time. Each circle represents a new level of success for PC.

**First Level.** The innermost circle shows PC in the current state with its management team. On the student side this circle holds the executive management team and the faculty advisor. These people are the core group that will start and run La Voz here at Miami. On the business side there is La Voz and the community advisor. La Voz is responsible for establishing the relationships with the businesses and the community advisor will oversee the projects and maintain the relationships once PC starts.

**Second Level.** The second circle is the Miami student body and the Hamilton community. Once the management team finishes the planning of PC they will begin to recruit both students and community members to participate. Also at this level are non-participating students and community members. PC hopes to raise awareness of both Latino businesses and the project to these people in hopes of growing it.

**Third Level.** The next circle begins the expansion outside of the initial campus and community location. After PC becomes successful at Miami University (Oxford campus) and in Hamilton, PC will expand into the Hamilton campus and the Greater Miami Valley. Miami Hamilton was chosen because of their familiarity with the local community.

**Outer Level.** The outer circle is made up of Cincinnati schools and Southwestern Ohio. Once PC becomes successful at the Hamilton campus PC foresees the next target for expansion to be the Cincinnati schools, such as University of Cincinnati and Xavier University. There is a strong presence of Latino businesses both in downtown Cincinnati and throughout Southwestern Ohio.

**National Level.** The social problem that PC address is not limited to Southwest Ohio, but is apparent throughout the nation. Eventually this venture could have a national impact. PC also hopes that the “family” type relationship that Latino’s have with one another will help spread the expansion throughout the area. By successfully expanding throughout the Southwestern part of Ohio PC believes they will have a proven model for expansion elsewhere in the United States.

**FINANCIAL PLAN**

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Financial Overview. One of the key advantages for Partners for Change is the relatively low start up costs. Since PC’s plan for social change operates in conjunction with a course offered by the university, there are substantially lower costs than if it were to be run as an independent student organization. The costs to run PC should not exceed $5,000 including startup and operation.

Startup Costs. In order for the Partners for Change there is going to need to be a pool of money that will cover the following items:

- **$150** - The cost of posters, brochures, and flyers to advertise the program to both students and businesses.
- **$250** - The cost of production of t-shirts for promotional purposes.
- **$200** - The cost of food and beverages at the informational meetings.
- **$100** - The cost of applications for both students and businesses.

The total startup cost is $750.

Operation Costs. The operation costs for PC are substantially higher than the start up costs, but that is due in large part to the stipend for the community advisor. The operations costs are as follows:

- **$3,000** - The stipend allotted to the community advisor for their work in Hamilton
- **$1,000** - This money will be dispersed amongst the students and businesses to cover the costs of transportation to and from Hamilton and Miami. (However, an agreement might be arranged with motor pool to cover the costs of the students transportation)

The total operations cost is $4,000.

Funding Sources. Our main source of funding for Partners for Change will come from the Center for Social Entrepreneurship. We hope that they will be able to fund our start up costs and operations costs, as they are extremely reasonable compared to other social ventures.
Major Risks and PC’s plan to mitigate risk.

- **Incentives of students:** PC’s selection process will identify whether the student’s desire to participate is to really help build community and understand diversity or if they want to participate simply to have resume experience.
- **Time commitment of business partners:** When advertising for PC at La Voz meetings, business partner applicants will be informed of the time commitment beforehand, and accepted business partners must assure they have available time to commit to participating in the project.
- **Feasibility despite the fact there is no financial bottom line:** PC does not need financial returns to implement and sustain the program because it relies on human capital for action and business.
- **Chance of future success after initial EMT graduates:** Because the sustainability of PC is derived from the bottom of the pyramid structure in an upward movement, students who would like to stay with the program for a longer period of time will replace the executive management team. Students have already expressed interest in the issue and a few are involved with issues in Hamilton, so it should not be difficult to find interested students. The new EMT will be chosen by the community and faculty advisors.
- **Likelihood of student/business conflicts:** The syllabus and project objectives are decided on by the partners, and the chance for conflict increases because of the subjectivity of the syllabus. However, part of working in the community is learning how to settle conflicts and be flexible with one another. Thus, part of the learning process is dealing with such conflicts and communicating clearly with one another.
- **Flexibility in a community setting:** Community engagement can be influenced by externalities, so understanding how to be flexible is critical for success of the partnership.
- **Ability to travel:** The length of the trip to from Hamilton to Oxford, and ability to find transportation may hinder students ability to participate in PC. By making some of the hours traveling count as course hours, and using University provided transportation (for Miami University, it would be Motorpool services), the transportation will not be a problem.
- **How to keep businesses and students involved and interested:** One might argue it will be difficult to attract and retain human capital to keep PC operating. But with heavy marketing campaigns and with the surge in interest in the immigration issue, PC should not have trouble finding students and businesses interested in joining. Not only is the opportunity to address this social problem incentive, but the chance to receive credit (on the student side) and improve business (on the business side) relevant to the needs of each partner.
APPENDICES

A. Quinnipiac University Poll Article
B. Miami Student Article
C. The Pyramid Structure
D. La Voz Brochure
E. Initial Business Partnership Action Plan
F. Partners for Change Diagrams:
   Mission Diagram
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G. Student Interest Survey
H. Business Partner Application
I. Student Partner Application
J. Community Audience
   Pre-Presentation Survey
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K. Miami University Student Pre -Participation Survey
L. Hamilton Business Partner Pre- Presentation Surveys
M. Miami University Student Post Participation Interview Questions
N. Hamilton Business Partner Post Presentation Interview Questions
Ohio voters oppose 84 – 11 percent issuing driver’s licenses to illegal immigrants, and by large margins favor building a fence along the Mexican-U.S. border and creating a national ID card for all legal residents and citizens. They also oppose, 61 – 35 percent, providing a free public education to children of those in the United States illegally, according to a Quinnipiac University poll released today.

Illegal immigrants in the U.S. should be allowed to work to apply for legal status, 55 percent of Ohio voters say, while 38 percent say they should be deported. By seven-to-one margins, voters oppose giving illegal immigrants access to government health insurance or social services such as welfare or food stamps, the independent Quinnipiac (KWIN-uh-pe-ack) University poll finds.

“Immigration may be an issue that divides voters in some parts of the country, but not in Ohio where public opinion is very firmly opposed to efforts that would make it easier for illegal aliens to become part of American society,” said Peter Brown, assistant director of the Quinnipiac University Polling Institute. “Although Ohio voters don’t favor deporting illegal immigrants already here, they firmly oppose providing incentives for them to stay.”

The survey also found that Democratic Gov. Ted Strickland remains popular with a 61 – 15 percent job approval rating, up from 58 – 18 percent September 5. “Strickland’s numbers remain rock solid and benefit from his 51 – 21 percent approval rating among Republicans,” said Brown.

By a 67 – 19 percent margin, Ohio voters think illegal immigrants do more to hurt than help the United States, but voters believe 73 – 18 percent that legal immigrants help the country.

**Quinnipiac University Poll/November 13, 2007—page 2**

Ohio voters say 53 – 34 percent that illegal immigrants take jobs nobody wants, rather than jobs Americans need.

In general, voters favor tougher measures to deal with illegal immigration:

- They favor 82 – 12 percent stricter penalties on employers who hire illegal workers;
- In addition to the 84 – 11 percent margin against issuing driver’s licenses to illegal immigrants, voters oppose 75 – 17 percent issuing limited driver’s licenses that could not be used for things like getting on airplanes or crossing borders;
- They support 61 – 32 percent the government issuing a tamper proof identification card to all those living in America legally;
- By 60 – 34 percent, voters say build a fence along the U.S.- Mexican border;
- By margins of 86 – 11 percent and 85 – 12 percent respectively, they oppose providing illegal immigrants with government-financed health care and with social services such as welfare and food stamps.

“The message to presidential candidates from Ohio, perhaps the most important swing state in the Electoral College, is that voters -- be they Democrats, Republicans or independents -- are very frustrated with illegal immigration and come down on the side of toughness rather than accommodation,” Brown said.
Sheriff continues push for legislation  By: Erin Bowen

Posted: 11/30/07 Butler County Sheriff Richard Jones is actively targeting Ohio lawmakers to oblige them to create and promote legislation that would address the nation's current situation with illegal immigration.

Jones sent a letter to Ohio House Speaker Jon Husted and Senate President Bill Harris Nov. 6 urging the lawmakers to consider immigration reform within the state of Ohio. This action follows the bill Jones mailed in 2005 to the Federal Bureau of Immigration and Customs Enforcement (ICE) for 15 prisoners believed to be illegal aliens currently held in Butler County Jail. The bill for $71,610 was calculated for 1,023 billable days in which the aliens were imprisoned since June 2005 at roughly $70 a day.

"Why should Butler County taxpayers have to pay for jail costs associated with people we don't believe should ever have been in this country, let alone this state, let alone this county to begin with?" Jones asked. "It's time the federal government should at least pay for the criminals they let stay here. If they don't want to pay for them, then they can deport them." Jones, a longtime advocate of immigration issues, recently returned from a trip to the Mexican border in Arizona. While in Arizona, Jones met with immigration and customs officials to survey the situation firsthand.

"What struck me the most is how vast this task is," Jones said. "It's such a massive undertaking to try to stop this." Jones learned during his trip that in Cochise County, Ariz., an average of 300 illegal immigrants are caught by border patrol each day while about 1,000 pass undetected into the United States.

"It's totally out of control," Jones said. "Don't believe that all these people are coming here for a better life."

In reaction to Jones's comment, Kelli Lyon Johnson, assistant professor of English at the Miami University Hamilton campus, said she was unsure if the statement merited a response.

"Who does he mean by 'these people'?" Johnson said. "People with brown skin? Who speak Spanish? What does he mean by 'better life'? One in which they can afford to eat? For their children or their mothers to eat? It is my belief that it is a myth that people come to the U.S. from all over the world to try to attain 'the American Dream.'"

Among the reasons Jones cited for the illegal immigration include drug trafficking and gang membership.

Johnson, however, said many people are driven out of their home countries because of poverty, exploitation and environmental destruction.

"They generally do not want to leave their loved ones, their home ground, their communities and their memories to go find low-paying work in a foreign country," Johnson said. "But many of them are starving, and they feel like they have no other options. If you could save your mother's life by finding a job in another country that refuses you legal entry, would you?"

Illegal immigration is not an isolated problem for regions that share a border with foreign countries, Jones said. According to Jones, illegal immigrants do not stay long in states such as Arizona and Texas before migrating to other locations.

Although Jones did not provide specific data, he said there has been an increase in illegal drugs, specifically marijuana, in Butler County. Along the Arizona border, Jones said authorities told him they captured nine tons of marijuana and cocaine in just six months.

According to the U.S. Immigration and Naturalization Service document, "Estimates of Unauthorized Immigrant Population Residing in the United States: 1990-2000," 7 million illegal immigrants were estimated to be living in the United States. The number was 3.5 million in 1990. Of these illegal immigrants, the Office of Immigration and Naturalization said most resided in California followed by Texas and New York. In addition, 69 percent of the illegal immigrants were estimated to be Mexican with other large populations from El Salvador and Guatemala.

Jones said he is frustrated by these statistics.

"It is to a point where I am concerned, and you need to be concerned as the American public," Jones said. "You won't see it televised much."
Johnson described the issue as both difficult and emotional.

"I think that the complexity of the issue makes it hard to write about and is one of the reasons that Sheriff Jones makes it so difficult for Latinos in Butler Country to live peacefully," Johnson said. "He often puts them all in a single category without any dialogue or debate about the nuances of his problems."

Besides urging lawmakers to address immigration issues, Jones said he hopes organizations such as the Federation for American Immigration Reform (FAIR) will help encourage more attention to the problem.

Ira Mehlman, media director for FAIR, described the current immigration system as outdated for the modern problem.

"Our country's immigration policy has no interest in the needs of a country in the 21st century," Mehlman said. "We are divorced from the reality of our immigration problem."

Mehlman attributed the nation's inadequate immigration policy to the U.S.'s long history of immigration.

"Our country has nostalgia for the immigration of the past, but those benefits of welcoming everyone with open arms are gone," Mehlman said.

The subject of immigration reform is a sensitive one for Paula Gandara, Miami University assistant professor of Lusophone studies, which is the linguistic study of Portuguese.

"I do think there is a good amount of Hispanic and Latino immigrants in Ohio and that the number is growing," Gandara said. "I cannot complain, myself being an immigrant, of the legal treatment I have received in this country, but I'm part of a minority of well-studied immigrants."

Gandara, a native of Brazil, sympathized with the illegal immigrants.

"The others have to face not only the difficulties that come with being in an illegal situation, but also the ignorance and lack of interest in their culture," Gandara said. "Ignorance creates distrust and ill feelings and living with that on a daily basis is a constant source of stress for everybody."

Like Jones, Gandara agrees that attention must be given to the subject of immigration.

"It is quite obvious this country needs an immigration reform-a lengthy and complex issue-that should at least provide basic notions about the 'others' throughout the country," Gandara said. "My role is simply to fulfill my task as an educator the best I can and to help out by spreading as much as I can and all that I have to teach about Brazilian, Portuguese and African cultures."

Gandara left one piece of advice.

"Build bridges so we can cross the gap of ignorance-that's the first step," she said.

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Appendix C

Partners for Change: The Pyramid Structure

![Diagram of the Pyramid Structure]

- EMT
- Faculty Advisor
- Student
- Student
- Student

- Community Advisor
- Business
- Business
- Business

- Sustainability
- Student Community

- Sustainability
- Hamilton Community
La Voz
Asociación Latino de Negocios

Quienes somos: Una coalición de negocios en el área metropolitana de Cincinnati que apoya a los negocios nuevos y existentes.

Misión: Porque los negocios son un aspecto positivo en la revitalización económica, es una buena idea formar una asociación que cultivará respeto, apoyo y cultura para la población en total. Esta coalición se llamará "LA VOZ - Asociación Latino de Negocios".

Visión: Proveer a los negocios pequeños que son una parte grande de la comunidad latina, una vez que se creará poder y apoyo mutuo para las comunidades latinas. Al juntar fuerzas y formar una coalición, las comunidades del área de Cincinnati empezarán a ver a las comunidades latinas como seres humanos haciendo algo bueno para la comunidad.

❖ Lo que les podemos ofrecer a Uds:
- Reconocimiento
- Unión de los negocios
- Publicidad
- Proveer una Voz
- Apoyo a su negocio
- Línea de emergencia para información
- Celebración de las culturas
- Compartir ideas y experiencias

❖ Futuro Eventos:
- Festival de Limpieza
- Torneo de fútbol
- Programa de consejos
- La Pasada

❖ Como hacerse parte de nuestro grupo:
Es fácil. Vaya al Vale Verde II, llene una aplicación y asista a la primera reunión el 16 de diciembre 2007 de 3:00 a 6:00 PM.

❖ ¿Qué necesita para ser miembro? Sólo tiene que asistir a la primera reunión en octubre.

❖ Preguntas? Háblemos:
Para Español:
- Lourdes Ladin (513) 254-3876
- Marco Vertiti (513) 675-0059
Para Ingles:
- Jessica Reading (858) 245-9484
- Kevin McLoughlin (513) 680-1129

Somos estudiantes de Miami, la Universidad de Oxford, OH que ayudamos a organizar y apoyar a LA VOZ con la meta de trabajar con los negocios latinos en su enfoque socio-cultural. Somos estudiantes del Instituto de Liderazgo de Harry T. Wilks que ayudamos también a organizar el Festival de Limpieza. Unidades son la care de esta organización pero nosotros somos las que pueden ayudar con la formación y promoción del grupo.

❖ Nos llamanemos Jessica Reading, Kevin McLoughlin, Michael Humansky, y Frank Kealing

La Voz
**Initial Business Partnership Action Plan**

**Abstract:** As Miami University students, we have become involved in surrounding community issues. As a result, we are interested in the issue regarding how the Latino community is currently perceived. The Latino population wants to be viewed in a positive manner, so that the issue is framed as a question of humanity, not of legality. One of the most important parts of this goal is to establish relationships with other members of the community in order to embrace differences.

Our goal is to facilitate a partnership between university students and successful Latino businesses. Provided that Latino businesses are a positive aspect to Hamilton’s economic revitalization, a partnership between the two will cultivate respect, support, culture, and empowerment that reflect a diverse culture.

**Vision:** To create a partnership that offers businesses the opportunity to partner with young eager college students to teach them about real-life business practices and also to gain help with issues facing their current organization.

By joining forces and forming a partnership, our hope is that the community will begin to see the Latino population as humans doing good for the community. We hope to start with a few businesses that are members of La Voz.

**Structure of the partnership:**
La Voz members will discuss their needs for their businesses. In the meantime, students will assess their skills, and will partner with a business that needs that skill. Throughout the semester, students will work with the business to complete the project in hopes of improving the business.

**Potential skills the business can choose from:**

- Advertising
- Accounting
- Organize Inventory
- Sponsorship
- Marketing
- Increasing customers
- Small business aid/start up
- Financial skills
- Increase Communication skills
- Increase efficiency
- Hiring/Training skills
- Time Management
Appendix F

**Partners for Change: Mission Diagram**

**Partners for Change: Scalability Diagram**
Appendix G

**Student Interest Survey**

In a November 2007 survey by the Quinnipiac University Poll, by a 67 - 19 percent margin, Ohio voters think illegal immigrants do more to hurt than help the United States, but voters believe 73 - 18 percent that legal immigrants help the country.

*Please take the time to read the directions and answer the following questions. This survey will be used for research purposes.*

*Read each question and select the answer that best fits you.*

1) Circle your gender  
   - Male  
   - Female

2) Have you ever participated in an internship with a business?  
   - Yes  
   - No

   **If you circled yes,** please describe who you worked for and what you did.

   ---------------------------------------------------
   ---------------------------------------------------
   ---------------------------------------------------

*Please read the following description and then answer the questions.*

The goal of Partners for Change is to create a partnership with local Latino businesses. This is a student organization in which the students would work with local businesses on specific projects to gain a real-life knowledge about how an actual business is run. The students will gain practical knowledge as well as form relationship with local business owners.

3) Would you be interested in gaining real-life experience with a business during the school year?  
   - Yes  
   - No

4) Would you be interested in joining the student organization described above?  
   - Yes  
   - No

5) How much time would you devote to the organization described above?  
   - a. 0 hours  
   - b. 1-3 hours  
   - c. 3-5 hours  
   - d. 5-8 hours  
   - e. 8+ hours

6) On the following scale indicate how interested you would be in joining and participating in the organization described above? (1 being not at all likely 10 extremely likely)

   ---------------------------------------------------
   1  5  10

   cx xvii
Business Partner Application

Contact Information
Name:
Phone Number:
E-mail:
Name of Business:

Address of Business:

Personal Information
Where are you from originally?

Why did you come to Hamilton, OH?

What do you like about your job?

What do you dislike about your job?

Business Information
Indicate next to each word, on a scale of 1-5, 1 being below average, 5 being above average:

What are the strengths of your business?
___ Advertising
___ Accounting
___ Organize Inventory
___ Sponsorship
___ Marketing
___ Increasing customers
___ Small business aid/start up
___ Financial skills
___ Increase Communication skills
___ Increase efficiency
___ Hiring/Training skills
___ Time Management
___ Other _____________

What are the weaknesses of your business?
___ Advertising
___ Accounting
___ Organize Inventory
___ Sponsorship
___ Marketing
___ Increasing customers
___ Small business aid/start up
___ Financial skills
___ Increase Communication skills
___ Increase efficiency
___ Hiring/Training skills
___ Time Management
___ Other _____________

Of the previous concepts, improving what 3 top areas would help your business the most?

Are there any specific projects or tasks you are currently working on that you could use extra hands to complete?

Why do you want to participate in this program?

Availability
What days are you most available?

What time is best for you to meet with your student partner?
Student Partner Application

Contact Information
Name:
Phone Number:
E-mail:

Personal Information
Major:

Minor/Thematic Sequence:

Where are you from originally?

Why did you choose to attend Miami University?

Extracurricular Activities:

Educational Background
Indicate next to each word, on a scale of 1-5, 1 being below average, 5 being above average:

What are the strengths of your education?
___ Advertising
___ Accounting
___ Organize Inventory
___ Sponsorship
___ Marketing
___ Increasing customers
___ Small business aid/start up
___ Financial skills
___ Increase Communication skills
___ Increase efficiency
___ Hiring/Training skills
___ Time Management
___ Other _______________

What are the weaknesses of your business?
___ Advertising
___ Accounting
___ Organize Inventory
___ Sponsorship
___ Marketing
___ Increasing customers
___ Small business aid/start up
___ Financial skills
___ Increase Communication skills
___ Increase efficiency
___ Hiring/Training skills
___ Time Management
___ Other _______________

Of the previous concepts, what 3 top areas would you best excel in?

Why do you want to participate in this program?

Availability
What days are you most available?

What time is best for you to meet with your business partner?
Audience Pre-Presentation Survey

Please take the time to read the directions and answer the following questions. This survey will be used for research purposes.

Why did you come to this event?

What do you hope to get out of this presentation?

Please read the following description and then answer the questions. Circle the number that best corresponds with your feelings.

In a November 2007 survey by the Quinnipiac University Poll, by a 67 - 19 percent margin, Ohio voters think illegal immigrants do more to hurt than help the United States, but voters believe 73 - 18 percent that legal immigrants help the country.

How important is understanding immigration to you?
Not very important
1
Extremely important
5

How important is understanding immigration to the community?
Not very important
1
Extremely important
5

How important is understanding immigration to the nation?
Not very important
1
Extremely important
5

How important is working with your local community to you?
Not very important
1
Extremely important
5

Follow up Interview Questions will include:
1. What do you think the goal of PC is?
2. Do you think the presentation to the community contributed to this goal? Why or why not?
3. What were the strengths of the presentation?
4. What were the weaknesses?
5. Was the presentation beneficial to promoting awareness of the issue?
6. Are you further interested in learning more about PC or similar organizations?
Miami University Student Pre-Project Survey

Please take the time to read the directions and answer the following questions. This survey will be used for research purposes.

Personal Information
Year in School:
Gender:
Major:
Minor/Thematic Sequence:
Where are you from originally?
Why did you choose to attend Miami University?
Why are you interested in Partners for Change?
What do you feel are the biggest issues you will face as a student partner?
What are you strengths as a student?
What are you strengths when working in the community?

Please read the following description and then answer the questions. Circle the number that best corresponds with your feelings.
In a November 2007 survey by the Quinnipiac University Poll, by a 67 - 19 percent margin, Ohio voters think illegal immigrants do more to hurt than help the United States, but voters believe 73 - 18 percent that legal immigrants help the country.

How important is understanding immigration to you?
Not very important
1
2
3
4
5
Extremely important

How important is understanding immigration to the community?
Not very important
1
2
3
4
5
Extremely important

How important is understanding immigration to the nation?
Not very important
1
2
3
4
5
Extremely important

How important is working with your local community to you?
Not very important
1
2
3
4
5
Extremely important

How important is achieving your project goals to you?
Not very important
1
2
3
4
5
Extremely important

Do you have any concerns with working in a community outside of Oxford? What do you want to achieve this semester?
Hamilton Business Partner Pre-Project Survey

Please take the time to read the directions and answer the following questions. This survey will be used for research purposes.

Personal Information
Gender: 
Business Specialization:
Where are you from originally?
Why did you come to Hamilton, OH?
Why are you interested in Partners for Change?
What do you feel are the biggest issues you will face as a business partner?
What are your strengths as an entrepreneur?
What are your strengths when working in the community?

Please read the following description and then answer the questions. Circle the number that best corresponds with your feelings.
In a November 2007 survey by the Quinnipiac University Poll, by a 67 - 19 percent margin, Ohio voters think illegal immigrants do more to hurt than help the United States, but voters believe 73 - 18 percent that legal immigrants help the country.

How important is understanding immigration to you?
Not very important Extremely important
1 2 3 4 5

How important is understanding immigration to the community?
Not very important Extremely important
1 2 3 4 5

How important is understanding immigration to the nation?
Not very important Extremely important
1 2 3 4 5

How important is working with your local community to you?
Not very important Extremely important
1 2 3 4 5

How important is achieving your project goals to you?
Not very important Extremely important
1 2 3 4 5

Do you have any concerns working with a University student?
What do you want to achieve this semester?
Miami University Student Post Participation Interview Questions

On the following scale indicate the area that best describes your opinion (1= strongly disagree, 5= agree, 10 = strongly agree)

The project I participated in was completed and successful.

_____________________________________________________
1 5 10

The project was beneficial to the community.

_____________________________________________________
1 5 10

The project was beneficial to my educational experience.

_____________________________________________________
1 5 10

The project will make an impact in my community (both the University and Hamilton)

_____________________________________________________
1 5 10

The final presentation increased awareness of the issue.

_____________________________________________________
1 5 10

Understanding immigration is important to me.

_____________________________________________________
1 5 10

Understanding immigration is important to the community.

_____________________________________________________
1 5 10

Working with the local community is important to me.

_____________________________________________________
1 5 10

What did you like about Partners for Change?

What did you dislike about Partners for Change?

Would you be interested in continuing with Partners for Change?

Are there any changes you would make to Partners for Change?
Business Partner Post Participation Interview Questions

On the following scale indicate the area that best describes your opinion
(1= strongly disagree, 5= agree, 10 = strongly agree)

The project I participated in was completed and successful.

________________________________________________________________________
1         5         10

The project was beneficial to the community.

________________________________________________________________________
1         5         10

The project was beneficial to my business.

________________________________________________________________________
1         5         10

The project will make an impact in my community (both the University and Hamilton)

________________________________________________________________________
1         5         10

The final presentation increased awareness of the issue.

________________________________________________________________________
1         5         10

Understanding immigration is important to me.

________________________________________________________________________
1         5         10

Understanding immigration is important to the community.

________________________________________________________________________
1         5         10

Working with the local community is important to me.

________________________________________________________________________
1         5         10

What did you like about Partners for Change?

What did you dislike about Partners for Change?

Are there any other issues you wish to address?

Would you be interested in continuing with Partners for Change?

Are there any changes you would make to Partners for Change?
According to marketing professor Brett Smith, social entrepreneurship is becoming more common throughout the world, and at Miami University is at the forefront of the trend.

"Social Entrepreneurship combines the imagination and creativity of entrepreneurship, but applies it primarily for the creation of social (rather than economic) value often for those who are marginalized or poor," Smith said.

Taking on the social entrepreneurship charge in Oxford is Miami junior Jessica Reading. Reading is a management and organizations major with a minor in American studies. She is also a Wilks Scholar, which has allowed her to become heavily involved in the "Think Globally, Act Locally" program. The program gives Wilks Scholars the chance to integrate class room learning with a community based experience.

Reading's involvement in the program, and her work in Entrepreneurship (ESP) 464, a social entrepreneurship class taught by Smith, have caused her to spend countless hours developing an independent study initiative called Partners for Change.

The initiative, which is set to begin in the fall of 2008, will allow Miami students to assist Latino-owned small-businesses in Hamilton while gaining real-world experience.

Partners for Change will be a semester-long program and is not limited to students in Smith's ESP 464 class.

It was Reading's exposure to the negative stereotyping of Latinos in Hamilton that moved her to start her initiative.

"In Hamilton, some see Latinos as a threat to the community because they are thought to cause much of the violence within Hamilton, to reside in the country illegally, and take jobs away from other citizens," Reading said.

Reading learned of this negative stereotyping through her work with La Voz.

La Voz is an organization in Hamilton that strives to cultivate support and cultural awareness about the positive aspects of Latino businesses. The organization facilitates communication among business owners in Hamilton and allows them to be proactive in the community, according to Reading.

Reading, who began working with La Voz through the Wilks Scholar program, found out firsthand that there are many Latino entrepreneurs who have a positive impact on both the economy and community of Hamilton.

Seeing this made her want to change peoples' negative perceptions about Latinos. This motivated her to start working on the Partners for Change program.

La Voz will be responsible for finding the businesses that Miami students will partner with, according to Reading.

This service learning-based venture has two primary objectives, according to Reading.

"We want a partnership that offers Latino small-business owners the opportunity to partner with young eager college students to teach them about real-life business practices," Reading said.
Reading said the second objective is to give students the opportunity to apply their classroom knowledge to help empower the small-businesses.

The initiative will allow Miami students to learn from the business owners and visa versa, according to Reading.

Most of the Latino owned small businesses have insufficient automation and technology, or do not know how to properly use it, Miami Hamilton Spanish and Portuguese professor Shelly Bromberg said.

And according to Bromberg, this is an area in which Miami students should really be able to help the small-business owners. Bromberg also works with the Wilks Scholar program and has collaborated with Reading in her efforts.

The small Latino businesses are typically restaurants or grocery stores that really need support, according to Bromberg. Bromberg said this need for support and empowerment come from the negative Latino sentiments and a lack of support from the Chamber of Commerce.

Bromberg said that after putting so much time into planning Partners for Change the expectations are high.

"(But) even if it doesn't get past a pilot, it's still been a success," Bromberg said.

However, Bromberg feels that the program will get past its pilot and be around for a while.

Reading's other main faculty supporter, Smith, was hesitant to say whether or not the program will be around for a long time.

"At this time, it is too early to speculate on the long-term viability of the project," Smith said.

According to Smith, something like Partners for Change takes a lot of patience and time. However, Smith said it is his hope that Reading's program will successfully build a strong relationship between Latino business owners in the greater Cincinnati area and Miami.

Both Bromberg and Smith can agree on their high level of respect for Reading and her efforts. They are also confident that her actions will serve as an example that students can make a big difference in the community.

Reading would like to see Partners for Change happen every fall semester, and then use each spring semester to market and gain interest in the program.

As of now there, Reading said there is not a final number of students who will be in the program next semester, but she is hoping to start out with a few enthusiastic and ambitious students. Participation in Partners for Charge is not limited to Wilks Scholars, she said, or students Smith's social entrepreneurship class.

An information session for Partners for Change was held Thursday, but Reading said not very many people attended. She attributed this to how busy students get at the end of the semester. Reading is still hopeful that students will show an interest and participate in Partners for Change in the fall.
Partners for Change
Spring 2009
Independent Study

Partners for Change. Partners for Change (PC) meets the need of helping the Latino population display their assets, and also encourage an understanding of diversity in the business environment, by identifying small Latino business owners and partnering with Miami University students to facilitate a partnership focusing on:

- **Teaching**: Business and partners teach each other specific skills and utilize different resources to create a partnership that is mutual.
- **Learning**: Both partners learn from the partnership and gain a greater sense of diversity, while also understanding the different issues that each faces.
- **Empowering**: Creating empowerment through
  - *Student and business partners* by problem solving in a business and community setting.
  - *Community* by displaying positive contributions through interactions in the community and with presentations in the community.

Course Description.
- Semester long independent study
- 2-3 credit hours
- January 12: Initial Meeting with Melvin
  - Develop understanding of relevant community issues and context of the business
- End of January: Student-Business Meeting
  - Interact with Business partner to schedule the time and dates in which you will be in the community
  - Develop project goals and timeline
- 9 hours a week outside of class. This time will include:
  - Weekly meeting between student and business partners (Melvin and Lourdes)
  - At least one monthly meeting with PC Students and Student Advisor (Melvin and Jessica)

Requirements of Course. Student partners will work with business partners to create a syllabus/contract for the semester. This syllabus will be largely focused around the semester long project. The outline will be submitted for approval to the faculty advisor within the first 2 weeks of class. Specific details about the syllabus/outline are:

- The partners must identify a specific need of the business.
- The project must be designed to address all aspects of the identified need.
• The partners must determine progress benchmarks to be reached throughout the semester.
• Both partners will work to implement and complete the project with the supervision and guidance of the advisors

In regards to the specific pilot student, Melvin, and business owners, Lourdes Leon, project ideas will revolve around help with the business’ computer infrastructure, computer repair and network analysis. Melvin is a CompTIA Certified Professional and has worked on refurbishing computers at Full Circle, a non-profit located in Southwest Ohio. There are three possible projects the partners may be able to complete over the course of the semester:

1) Analyze Computer Network Infrastructure in Taqueria Mercado
   a. The goal of this project is to analyze the current set-up at the business and provide insight as to improvements as to how to apply different tactics to her system to enhance the business.
   b. Melvin will create handouts and at weekly meetings, discuss how she or someone of the business can continue the application of specific improvements

2) Work on Appliances
   a. Currently, Melvin understands and has knowledge of certain appliances and may be of assistance to understanding how to fix or improve some that exist in the Taqueria.

3) Mutually beneficial Project
   a. Through dialogue with the partners, the goal is to come across something the business needs that the student knows how to do. At the contract meeting, Melvin will bring a list of abilities he is knowledgeable in and discuss what project they may benefit from.

Deliverables: What must be turned in.
By the end of the semester, the student will have completed the first phase of Partners for Change, which requires a substantial amount of work. This is a pilot phase of PC, so the student will be asked to provide information on what worked and what did not work, and the feedback will be assessed based on check-ins.
The student will turn in:
• Weekly Check Ins
• Final reflection to supplement the presentation
  o Describes strengths and weaknesses of the course, what they have learned, and the social impact of the course