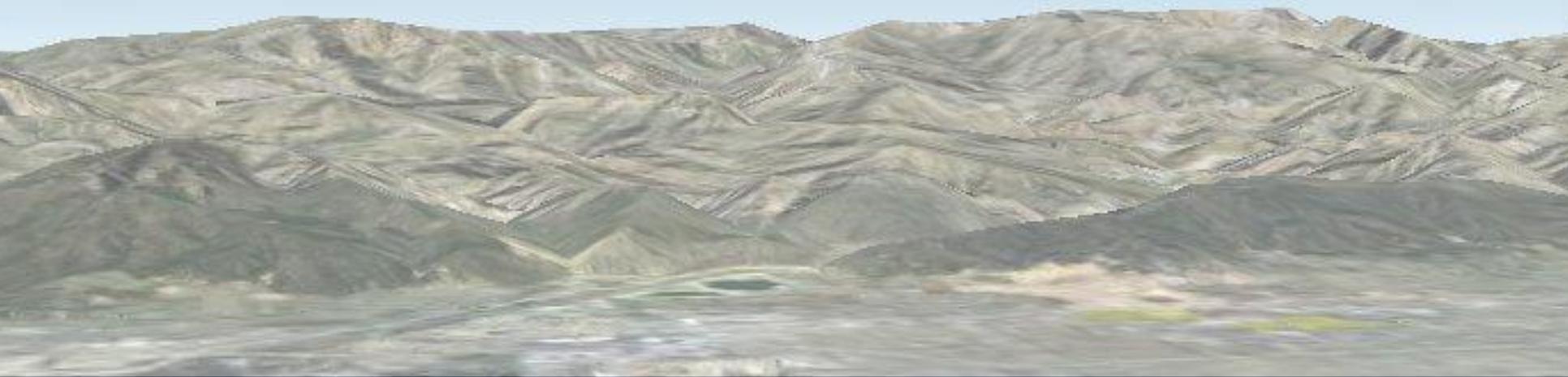


# Reciprocity and Urban Health in an Immigrant Community

**Bridging the Town/Gown Divide  
through Academic Service-Learning**



# Part 1: Introduction and Overview

**Judy Hutchinson, Ph.D.**

**Executive Director, Center for Academic Service-Learning & Research**

**[jhutchinson@apu.edu](mailto:jhutchinson@apu.edu)**



# Session Outline

**1. General Overview**

**2. Economic Development**

**3. The World of the Arts**

**4. Community Health**

**5. A Vision for Education**

**6. Leveraging Resources**

**7. Discussion: Hearing from You**

# General Overview

- **Service-Learning and the Urban Environment**
  - **Inner Cities**
  - **Immigrants on the edges**
  
- **Roles Redefined**
  - **Local Government**
  - **Local School Districts**
  - **The University**



## University

- **Private, middle class, 4yr**
- **4,000 undergrad students**
- **Largely middle class**



## City

- **Immigrant gateway**
- **47,000 population**
- **75% free/reduced lunch**



**A combination with great potential for service-learning**

# Our Program

- **140-150 service-learning Courses per year**
- **2,200-2,500 service-learning students each year**
- **37,500 hours of academic-based service**
- **Hundreds of Community Partners**
- **President's Higher Education Community Service Honor Roll, with Distinction**
- **Beyond the Books, top service-learning programs**
- **Carnegie Classified Institution for Community Engagement**



**2006, 2007,  
2008 & 2009**



# Managed by amazing student interns



**This session will focus on the process,  
outcomes and promise of academic  
service-learning as a force for  
community health in the immigrant  
urban landscape.**



# **Part 2: Business Students Impacting Economic Development**

**Stuart C. Strother, Ph.D.**

**Professor of Economics**

**[ssrother@apu.edu](mailto:ssrother@apu.edu)**



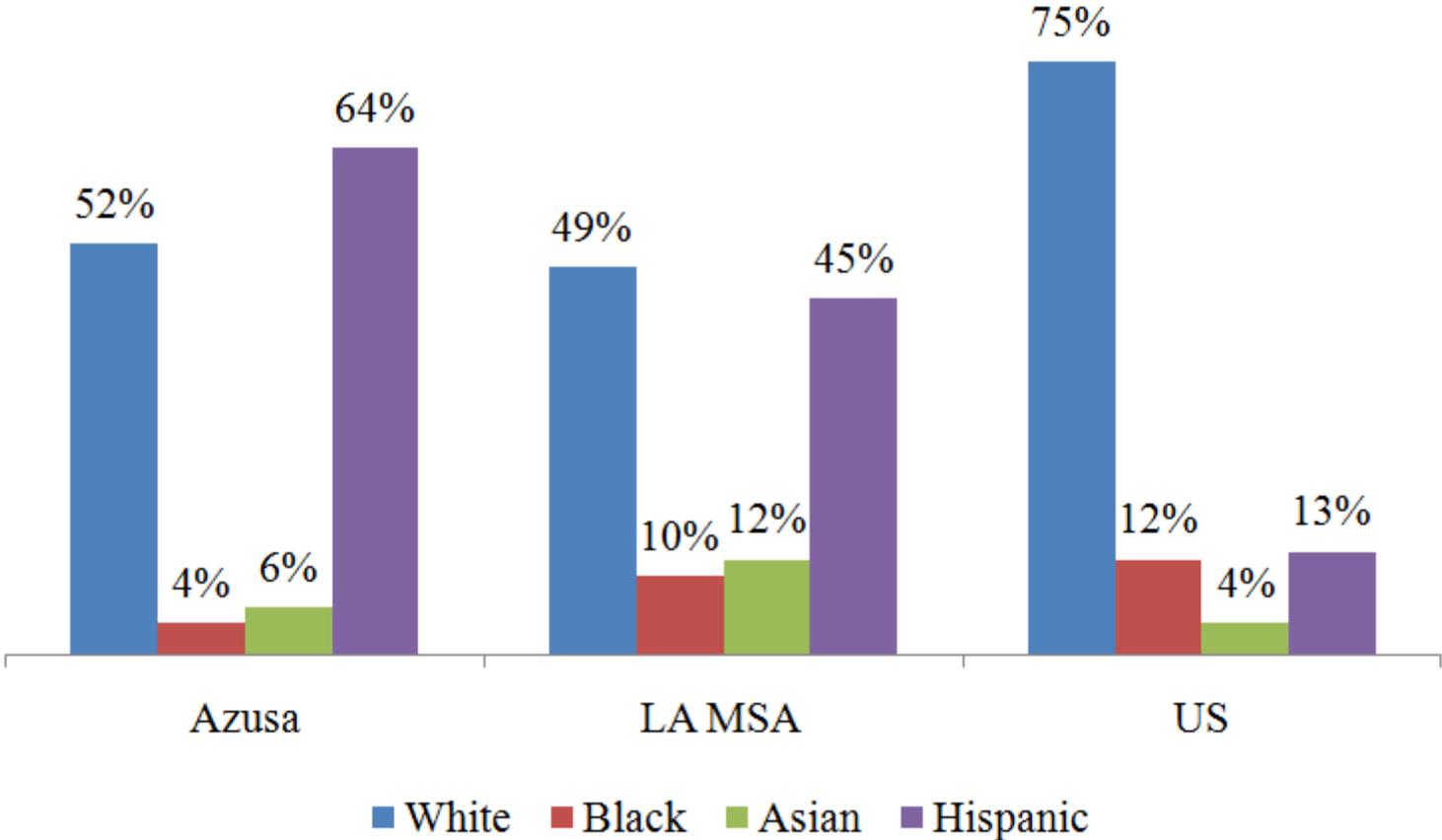


# Context: City of Azusa Demographics

**TABLE 1. DEMOGRAPHIC AND ECONOMIC COMPARISON**

	<b>Azusa</b>	<b>LA MSA</b>	<b>US</b>
Total population	44,712	9,948,081	299,389,484
Median age	30.1	31.6	37.9
Percent of residents under 18	30.8%	26.9%	24.6%
Percent of residents 18 up to 65	63%	62.9%	62%
Percent of residents 65 and over	7%	10.2%	12.4%
Percent of residents, White race	33%	74.2%	80.1%
Percent of residents, Black race	4%	9.6%	12.8%
Percent of residents, Asian race	3%	13.1%	4.4%
Percent of residents, Hispanic or Latino race	60%	47.3%	14.8%
Total households	12,549	3,133,774	105,480,101
Average household size	3.41	2.98	2.59
Median household income	\$39,191	\$43,518	\$44,334
Unemployment	5.3%	5.0%	4.5%
Percent firms in manufacturing	17.1%	11.6%	4.7%
Retail sales/capita	\$7,325	\$9,433	\$10,615

# Context: Race in the City of Azusa



# Context: City of Azusa Industry

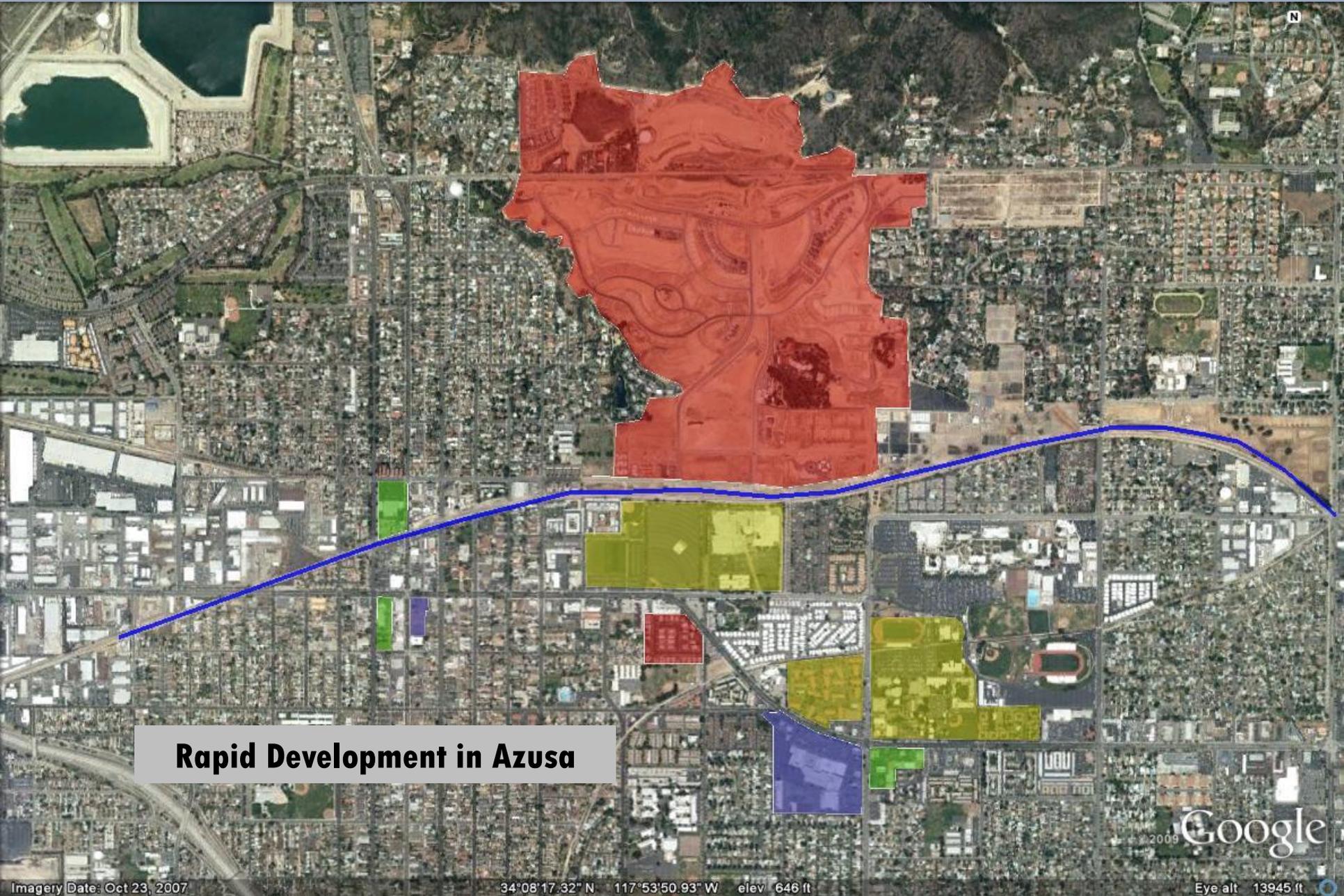
TABLE 2. INDUSTRIAL COMPOSITION OF AZUSA

NAIC	Industry	Azusa		LA MSA		Difference
		Employees	Percent	Employees	Percent	
11----	Forestry, fishing, hunting, and agriculture	8	0%	891	0%	0%
21----	Mining	8	0%	3,376	0%	0%
22----	Utilities	70	0%	17,500	0%	0%
23----	Construction	640	4%	273,864	5%	-1%
31----	Manufacturing	1,699	11%	622,376	12%	-1%
42----	Wholesale trade	5,452	34%	379,811	7%	27%
44----	Retail trade	1,581	10%	590,878	11%	-1%
48----	Transportation & warehousing	1,233	8%	191,861	4%	4%
51----	Information	244	2%	248,582	5%	-3%
52----	Finance & insurance	49	0%	296,680	6%	-5%
53----	Real estate & rental & leasing	156	1%	138,092	3%	-2%
54----	Professional, scientific & technical services	216	1%	489,530	9%	-8%
55----	Management of companies & enterprises	254	2%	119,725	2%	-1%
56----	Admin., support, waste mgt, remediation services	175	1%	406,133	8%	-7%
61----	Educational services	978	6%	144,179	3%	3%
62----	Health care and social assistance	1,149	7%	578,731	11%	-4%
71----	Arts, entertainment & recreation	665	4%	112,764	2%	2%
72----	Accommodation & food services	218	1%	483,149	9%	-8%
81----	Other services (except public administration)	1,297	8%	222,540	4%	4%
Total		16,092		5,320,662		

# Context: City of Azusa Retail

**TABLE 3. RETAIL COMPOSITION IN AZUSA**

Missing MSI = 0	Underrepresented MSI < 100	Well-Represented MSI 100-200	Overrepresented MSI > 200
New car dealers	Women's clothing stores	Record stores	Gas stations w/c-stores
Nursery & garden centers	Jewelry stores	Convenience stores	Hardware stores
Men's clothing stores	Shoe stores	Supermarkets	Tobacco stores
Hobby, toy & game stores	Furniture stores	Sporting goods stores	Auto parts
Bookstores	Computer & software stores	Florists	Tire dealers
Office supplies	Pharmacies & drug stores	Electronics store	Motorcycle dealers
Pet stores	Family clothing stores	Used car dealers	Meat markets
		Appliance stores	Warehouse clubs
		Other gasoline stations	Outdoor power equipment
		Liquor stores	



**Rapid Development in Azusa**

Google  
© 2009

34°08'17.32" N 117°53'50.93" W elev 646 ft

Eye alt 13945 ft

Imagery Date: Oct 23, 2007

# Process: Azusa Retail Studies

- **PROBLEM:** poor retail offerings
- **NEED:** quantify retail demand
  - Permanent residents
  - College communities
- **PARTNERS:**
  - Chamber of Commerce
  - Azusa Redevelopment Agency
  - Developers
  - Colleges (APU & Citrus)
- **PROCESS:** 4 retail market estimation studies as part of business and economics classes
  1. Market Serving Index
  2. Economic Development Policy
  3. APU Survey
  4. Citrus College Survey

# Process: Quantifying Retail Demand

**TABLE 4. RETAIL EXPENDITURES OF AZUSA PERMANENT RESIDENTS**

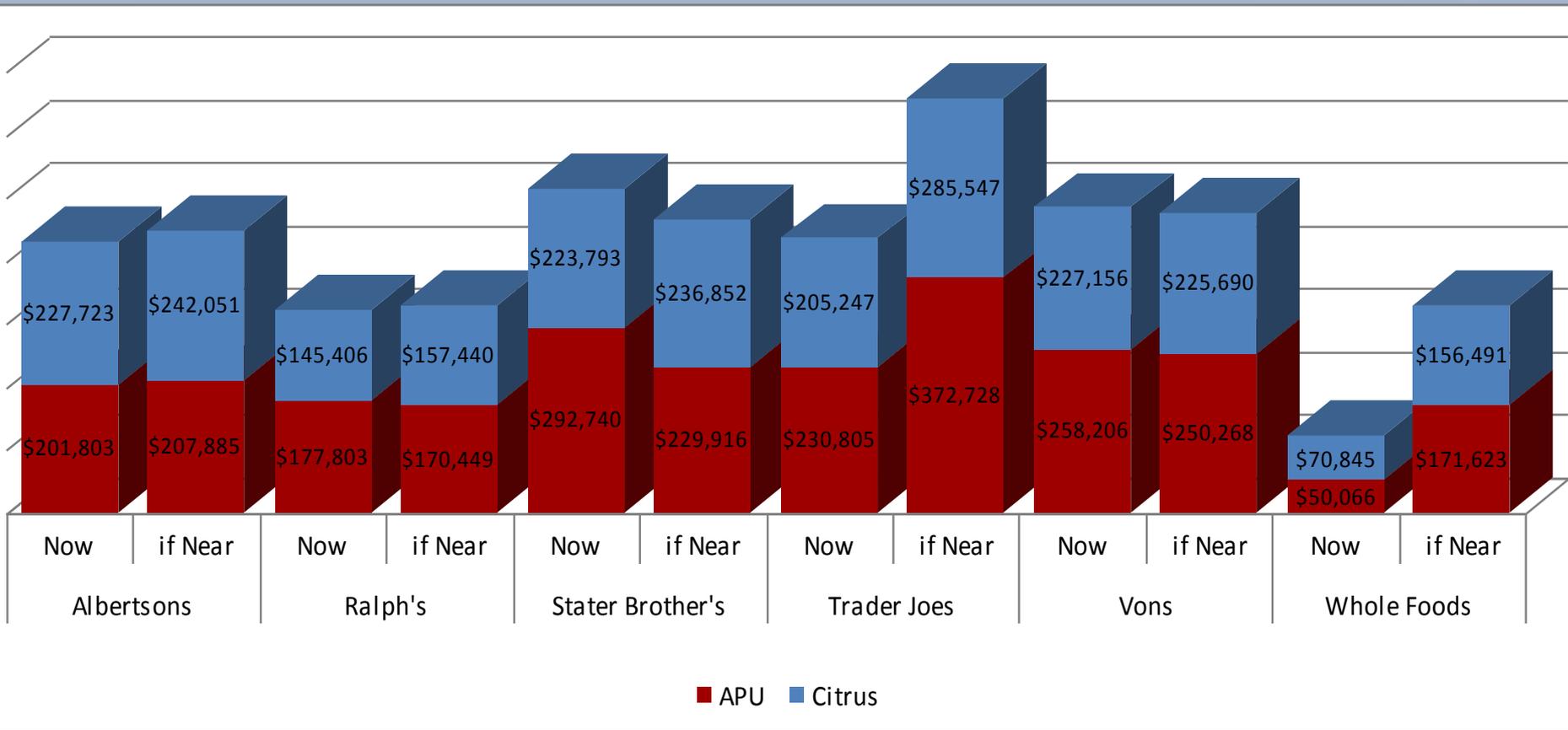
<b>Expenditure Category</b>	<b>Household Income %</b>	<b>Household Expenditure</b>	<b>Citywide Aggregate Expenditure Potential</b>
Food at home	8.80%	\$3,449	\$42,914,823
Food away from home	5.60%	\$2,195	\$27,384,951
Alcoholic beverages	0.90%	\$353	\$4,350,617
Housekeeping supplies	1.40%	\$549	\$6,955,355
Furnishings	3.30%	\$1,293	\$16,078,979
Apparel and services	4.40%	\$1,724	\$21,161,739
Vehicle purchases	9.50%	\$7,917	\$98,177,514
Gas and oil	3.80%	\$1,488	\$18,430,283
Other vehicle expenses	6.20%	\$2,438	\$30,200,885
Entertainment	5.10%	\$1,999	\$24,526,779
Personal care	1.30%	\$509	\$6,364,009
Reading	0.30%	\$118	\$1,478,365
Tobacco	0.90%	\$353	\$4,547,732
Miscellaneous	1.60%	\$627	\$7,673,418
Non-retail expenditures	46.20%	\$18,106	\$225,585,669
<b>Total Expenditure Potential</b>	<b>100%</b>	<b>\$39,191</b>	<b>\$487,199,950</b>
<b>Total Retail Expenditure Potential</b>	<b>53.80%</b>	<b>\$21,085</b>	<b>\$261,614,281</b>

# Process: Quantifying Retail Demand

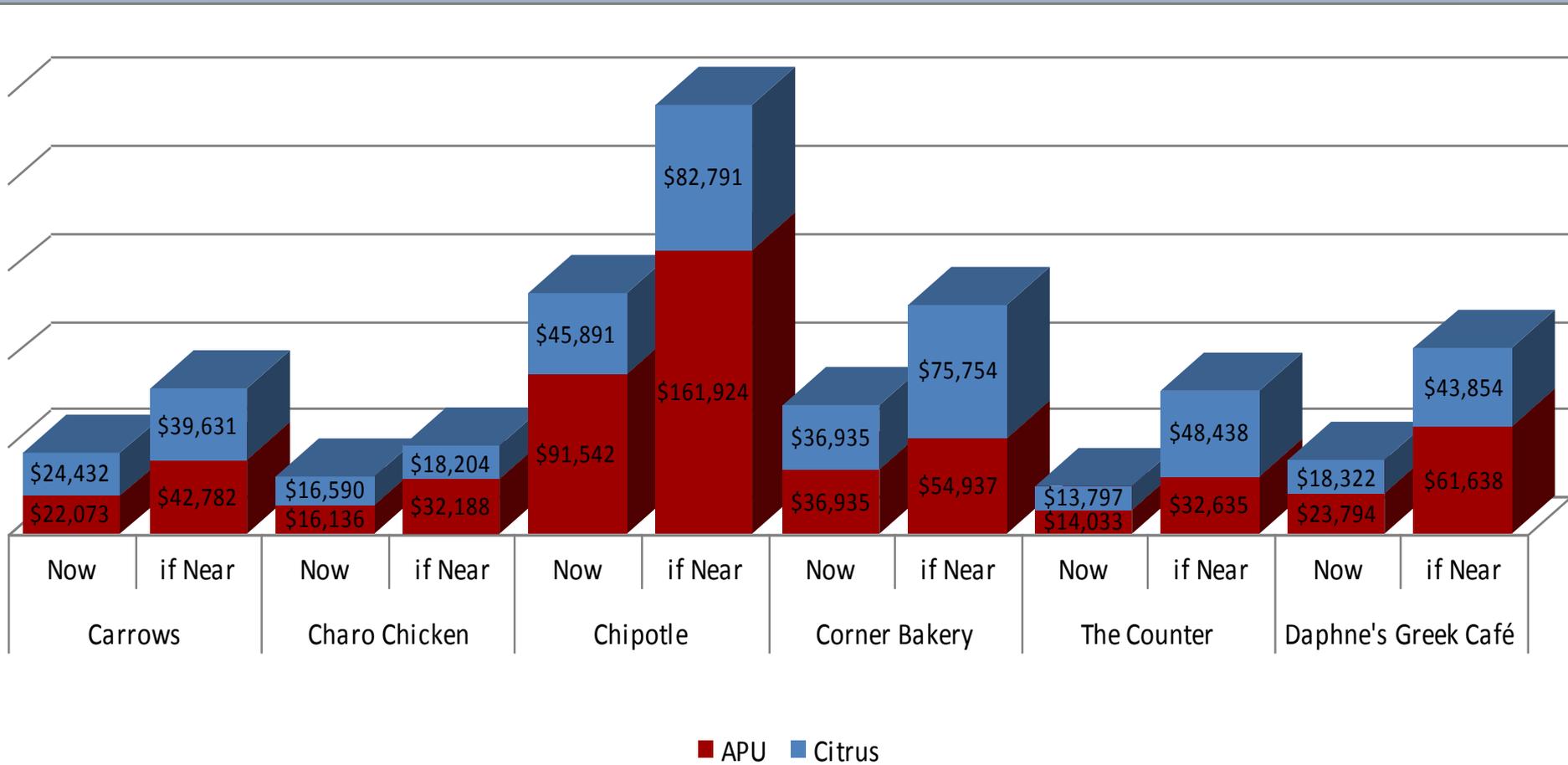
**TABLE 5. ESTIMATED RETAIL EXPENDITURES**

	<b>Count</b>	<b>Retail Expenditures</b>	<b>Total</b>	<b>Percent</b>
<b>Azusa permanent residents</b>	44,712	\$7,325	\$327,515,400	100%
<b>Azusa Pacific University</b>				
Faculty (FTE)	376	\$15,834	\$5,953,500	
Staff (FTE)	746	\$8,339	\$6,220,800	
Students	8,548	\$2,681	\$22,920,960	
<b>Total</b>	<b>9,670</b>		<b>\$35,095,260</b>	<b>11%</b>
<b>Citrus College</b>				
Faculty (FTE)	390	\$15,834	\$6,175,173	
Staff (FTE)	774	\$8,339	\$6,452,426	
Students	11,552	\$2,681	\$30,976,010	
<b>Total</b>	<b>12,716</b>		<b>\$43,603,608</b>	<b>13%</b>

# Process: Estimating Leakage and Identifying Targets



# Process: Estimating Leakage and Identifying Targets



# Outcomes: Attracting National Retailers



# Outcomes: Student Learning



# Outcomes: Town/Gown Goodwill



# Part 3: A New Academic Vision for the Future!

**Paul A. Flores, Ph.D.**

**Director, Liberal Studies**

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**Jessica Sizemore, B.A.**

**Student, Liberal Studies**

**[jsizemore@apu.edu](mailto:jsizemore@apu.edu)**



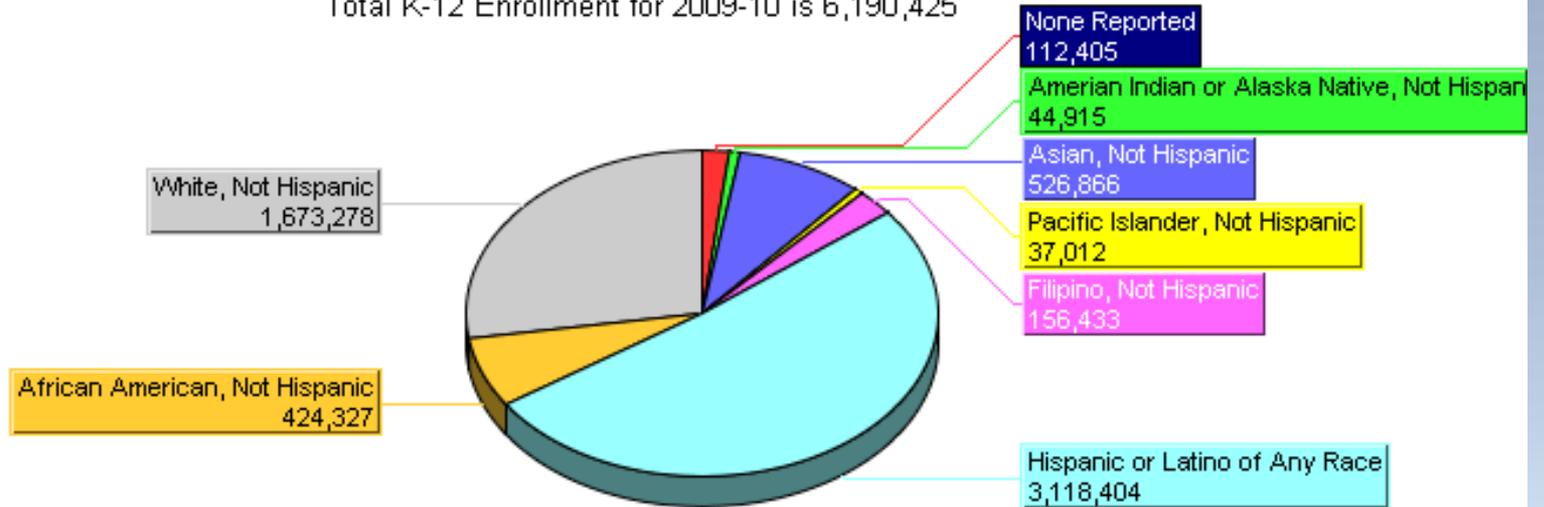
# Context

- **California**
- **Azusa Unified School District**
- **Academic Context**



# California Schools

Total K-12 Enrollment for 2009-10 is 6,190,425



Los Angeles County: County Enrollment by Ethnicity - Enrollment by Ethnicity for 2009-10

# 2009 Academic Proficiency

<b>CST Language Arts</b>	<b>4<sup>th</sup></b>	<b>8<sup>th</sup></b>	<b>12<sup>th</sup></b>
<b>% Advanced</b>	<b>18 %</b>	<b>10 %</b>	<b>7 %</b>
<b>% Proficient</b>	<b>28 %</b>	<b>24 %</b>	<b>15 %</b>
<b>% Basic</b>	<b>29 %</b>	<b>38 %</b>	<b>27 %</b>
<b>% Below Basic</b>	<b>16 %</b>	<b>17 %</b>	<b>26%</b>
<b>% Far Below Basic</b>	<b>10 %</b>	<b>10 %</b>	<b>24 %</b>



# College Going Rate

<b><u>Year</u></b>	<b><u>Graduates</u></b>	<b><u>College Enrolled</u></b>
<b>2004</b>	<b>551</b>	<b>260</b>
<b>2005</b>	<b>633</b>	<b>275</b>
<b>2006</b>	<b>529</b>	<b>292</b>



# Process

- **CHAMP**
- **AUSD students**
- **APU students**



# What is C.H.A.M.P.?

- **Partnership between Azusa Pacific University and the Azusa Unified School District since 1991**
- **Integrated into the Diversity in the Classroom course to teach future teachers about race and culture in the educational setting in 1998**
- **College Awareness program for 4<sup>th</sup> grade**



# APU Student Participants

<b><u>Ethnicity</u></b>	<b><u>n</u></b>	<b><u>%</u></b>
• <b>White</b>	<b>82</b>	<b>80.4</b>
• <b>African-American</b>	<b>4</b>	<b>3.9</b>
• <b>Asian</b>	<b>3</b>	<b>2.9</b>
• <b>Latino</b>	<b>11</b>	<b>10.8</b>
• <b>Other</b>	<b>2</b>	<b>2.0</b>



# Azusa Unified

- **1999-2000 → 81% Hispanic**
- **2008-2009 → 89% Hispanic**
- **2008-2009 → 8,582 total enrollment**
- **6,872 Economically Disadvantaged**
- **3,117 Parent not a High School graduate**
- **386 Parent a College Graduate**

# Outcomes/Promise

- **Research on APU Students**
- **Research on AUSD College Graduates**





# TMAS 1

**“I find teaching a culturally diverse student group rewarding”**

<u>Service-Learning</u>		<u>No Service-Learning</u>			
<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	<u>df</u>	<u>t</u>
4.61	.60	3.75	1.14	97	.000

# TMAS 10

**“As classrooms become more culturally diverse, the teacher’s job becomes increasingly rewarding”**

<u>Service-Learning</u>		<u>No Service-Learning</u>			
<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	<u>df</u>	<u>t</u>
3.90	.82	2.92	1.12	98	.000





# Qualitative Results

- **Impact of Relationships with Students**
- **Enhanced Cultural Awareness**
- **Appreciating Classroom Experience**



# Enhanced Cultural Awareness

- **“It was the first time I was ever in a classroom full of socio-economically disadvantaged children...”**
- **“It opened my eyes to the struggles and perspectives of diverse and disadvantaged students.”**



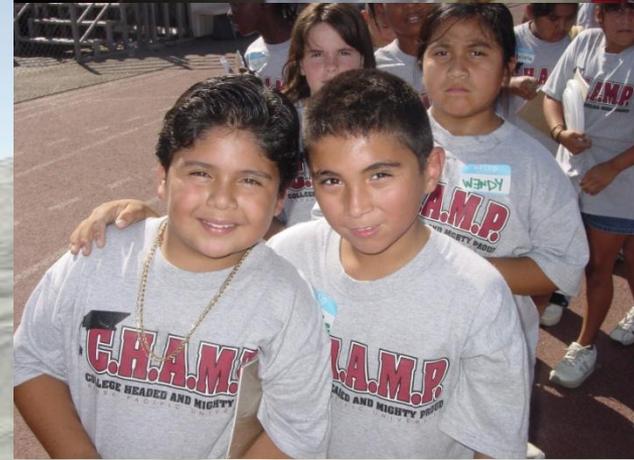
# Appreciating Classroom Experience

- **“It was the only real situation I was ever able to experience before being placed in my own classroom, learning from real students.”**
- **“It gave me exposure that I needed as I ended up teaching a student population very similar.”**





# We Are College Headed and Mighty Proud!







MURRAY  
SCHOOL  
MR FLORES  
GRADE 2  
1994 - 1995

s within its curricula. "We took field trips to several local universities e letters to the colleges," said Wall. "Two friends who attended L.P. with me also recently graduated from other schools. But for me, ways Azusa Pacific. I was so impressed by my high school teachers who uated from APU, and my brother, who was a sophomore at APU at the o really encouraged me. I had seen the quality of their education and it was the kind of college experience I wanted for myself." Monica Arellano, however, the idea of going to college was new when cipated in the program through Murray Elementary School. "Nobody mily had attended college," she said. "The C.H.A.M.P. Program was an er not only for me, but also for my parents. I could see myself going e, and we all began to recognize that college was in my future." attending Citrus College for two years, a confluence of events that she s to God's guidance led her back to APU. "Ever since C.H.A.M.P., it had

been my dream to attend APU," she said. "I was working at my old elementary school, and the principal suggested I consider APU. She had no idea that I'd been in C.H.A.M.P. and no idea that I had dreamed of going to APU." From that moment on, doors opened for her.

As a liberal studies major and future teacher, Arellano embraced the role of C.H.A.M.P. mentor to a new generation of Azusa fourth graders. "I really enjoyed encouraging the kids and providing an example for them just as previous APU students had done for me," said Arellano.

After graduating this December, Arellano plans to teach in the Azusa Unified School District, ideally at the elementary school she attended. "I have been given so much by this community, including the C.H.A.M.P. Program," she said. "To give something back would be a dream come true."



Christopher Martin '98 is a freelance writer living in Washington DC. cm1977@gmail.com

parents had always told me how important education was for my future, but after doing a day on campus as a fourth grader, I went home saying, 'I want to go to college.'"



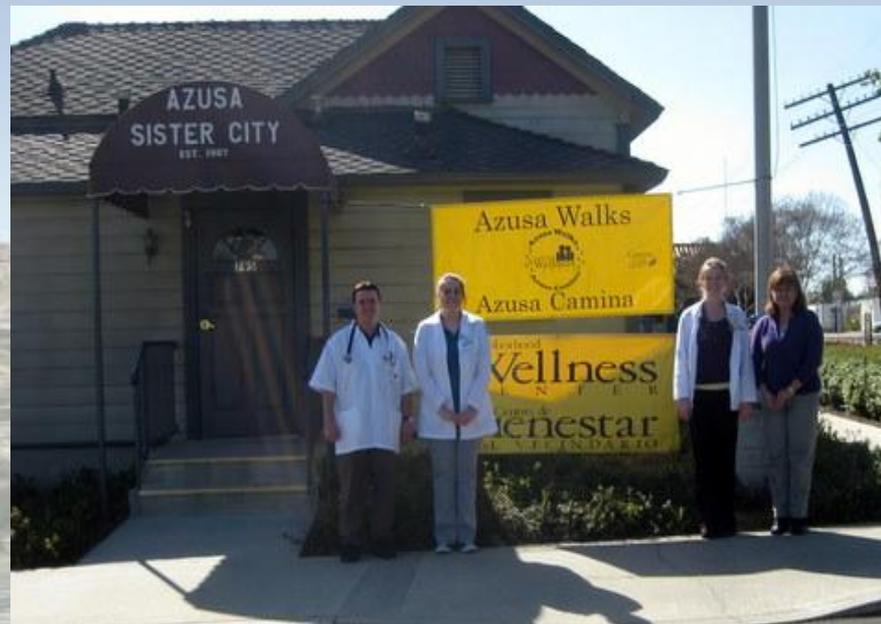


# Part 4: Nursing Students, Community Health, & Disease Prevention

**Julie Pusztai, R.N.**

**Director, Neighborhood Wellness Center**

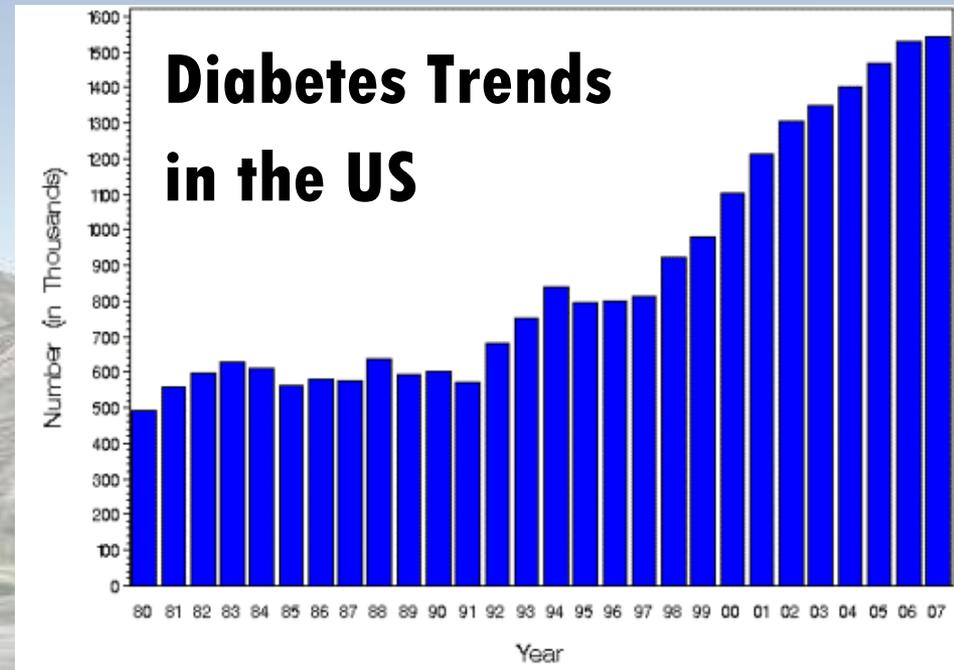
**[jpusztai@apu.edu](mailto:jpusztai@apu.edu)**



# Our Context: Diabetes

- **US: 1,544,000 cases diagnosed in 2007**
- **California: there are 2,220,000 people with diabetes (8.1%)**
- **Los Angeles county: 7.7% of population**
  - **Prevalence is two times higher among Hispanics than non-Hispanic whites**
- **Azusa: 63.8% of population is Hispanic**

\*CDC- Diabetes Data & Trends

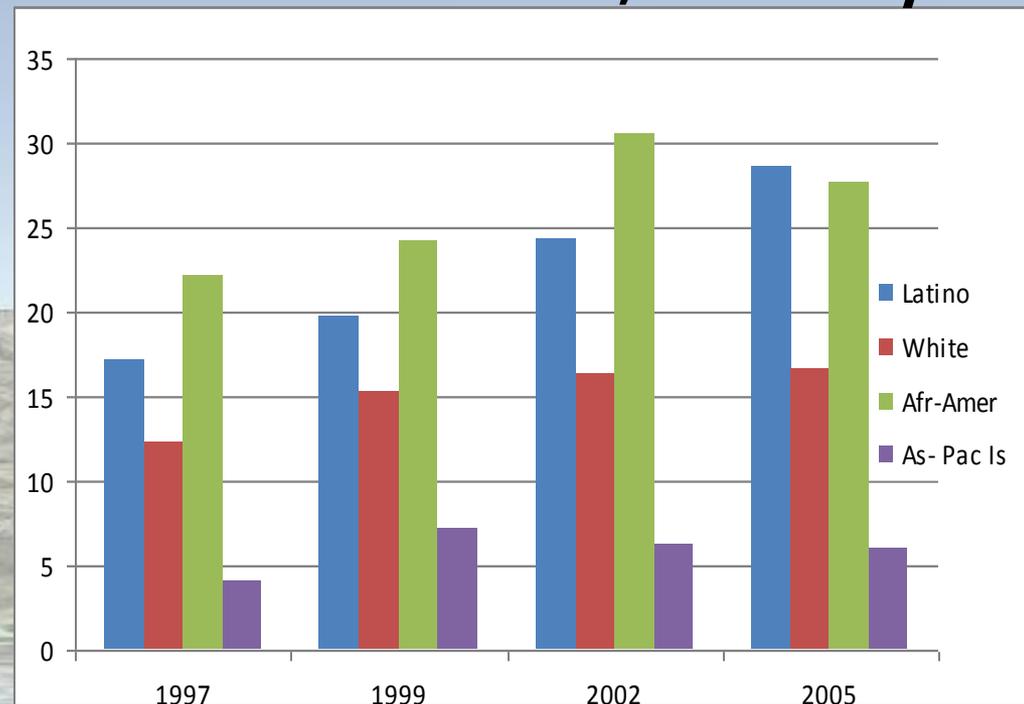


# Our Context in Azusa, CA - Obesity

- **Over ½ of L.A. county's adult population is obese or overweight**
- **28% of Latinos**
- **Higher with low income**
- **34% of second-graders in Azusa are obese**

\* L.A. County Trends- Sept. 2006

**Obesity by race/ethnicity**  
**Trends in Prevalence, L.A. County**



# Our Initial Process

- **The Challenge- Community to University**
- **The Commitment- California Endowment Grant**
- **The Course: Community Health Nursing**
- **The Collaboration: City partnership**



# Process: Theory meets practice

- **Nursing education emphasizes clinical experience**
- **Community health nursing emphasizes community assessment & intervention**
- **Allows students experience with wellness & health promotion**

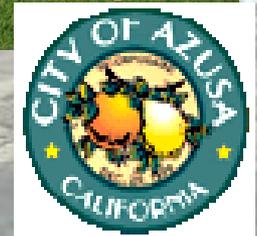


# Results: Neighbor-to-Neighbor; Azusa Walks; Azusa Wellness Committee



# How do we do this?

- **Grant funding:**
  - Canyon City Foundation
  - Kaiser Permanente
- **Workforce through the university**
- **City buy-in**
- **Community Collaboration**



# Outcomes/Promise

## Contribution & how our students serve:

- Time
- Knowledge
- Relationship
- Experience
- Teaching & Community Health Projects



# Reciprocity: A Win-Win

## Students Gain:

- **Experience in Wellness & Health Promotion**
- **A look into the real experience of navigating the health care system & life's complexities**

## Community Receives:

- **Increased health literacy & education**
- **Individual & group support to increase**
  - **Physical activity**
  - **Healthy weight loss**
  - **Improved nutrition**
  - **Awareness of risk factors and/or management of chronic disease**



# And...

## **Community receives Nursing Care in an environment that is:**

- **unconcerned with payment and time factors**
- **offers individualized attention to personal health concerns with a holistic approach**
- **is unaffected by social status, age, race or language**



# **Part 5: Community Building through the Arts**

**Jeff Williams, M.M.**

**Associate Director, Azusa Conservatory of Music**

**[jeffwilliams@azusaconservatory.org](mailto:jeffwilliams@azusaconservatory.org)**



# *Azusa Conservatory of Music*

## Program Overview



- **Program was founded in 2002**

# *Azusa Conservatory of Music*

## Program Overview

- **Moved to current home in the fall of 2003**
- **Currently serves over 80 students from over 50 families**



# *Azusa Conservatory of Music*

## Program Overview

- **Private Lessons**
  - All orchestral instruments
  - Guitar
  - Voice
- **Kodaly Musicianship**
- **Comprehensive Guitar Program**
- **Instrument Classes:**
  - Guitar
  - Violin
  - Piano
- **Music Technology**
- **Community Drum Circle**
- **Performance Ensembles:**
  - Children's Choir
  - String Ensemble
  - Guitar Ensemble
- **Summer Camp Programs:**
  - Summer Band & Orchestra
  - Choir
  - Singer/Songwriter

*Meeting the Material Need:*  
**The Instrument Loan Program**

**Instrument Costs:**

- **Guitar: \$150+**
- **Clarinet: \$250+**
- **Trumpet: \$300+**
- **Violin: \$350+**
- **Piano: \$1,000+**



# *Meeting the Material Need:* The Instrument Loan Program



- **Students develop a sense of pride in the stewardship of their instrument**

*Meeting the Material Need:*  
**The Instrument Loan Program**

**“Music is more than an activity that is simply “gone to” for an hour each week.”**



# Building Relationships: The Private Lesson Experience

- **Instructors often serve as mentors and role models**
- **“My students get excited when they see me in the community.”**



# Building Relationships: The Private Lesson Experience



- **“I couldn’t stand to think of my students on a waiting list.”**

# Building Relationships: Performance Ensembles



- **Fosters a sense of team work**

# Building Relationships: Performance Ensembles

- **And of responsibility towards others**



# Building Relationships: Performance Ensembles



- **Opportunities to form new friendships, and strengthen relationships from school**

# *Looking Forward:* Access to a college campus



- **Students have lessons in the same classrooms that their instructors do.**

*Looking Forward:*  
Access to a college campus

- **Students perform in the same venues that their instructors do.**



# *The Reflection:* From the University's Perspective

- **Provides our university students with real world classroom experience as undergraduates**



# *The Reflection:* From the University's Perspective



- **Conservatory students have given solo performances for faculty meetings**
- **The Children's Choir has been invited to perform at university fundraisers**



# *The Reflection:* From the University's Perspective



**On Saturday mornings, community students  
outnumber college students in the halls.**

# Part 6: FWS as a Force for Community Health: Leveraging Resources

**Julianne E. Smith, MBA**

**Program Coordinator, Community-based Federal Work Study**

**[juliannesmith@apu.edu](mailto:juliannesmith@apu.edu)**



# FWS Overview

- **Money from the Federal Government**
- **Universities are required to spend 7% of FWS funds in the community**
- **Oversight of the 12 programs which fulfill this requirement**



# Process: Partnership

## Azusa Reads

- **Entities: Library provides the space, AUSD provides the students and APU provides the tutors**
- **Library's idea!**
- **Critical components were suggested by City Librarian**





# Process: Program Growth

- **Azusa Reads (2000)**
- **AVID (2002)**
- **Azusa Conservatory of Music (2002)**
- **Homework House (2006)**
- **Azusa Calculates (2007)**
- **Azusa Writes (2008)**
- **Azusa Counts (2008)**
- **Service-Learning Advocates (2008)**
- **Computer Lab Tutors (2009)**
- **Girls on the Move (2009)**
- **Kids on the Move (2010)**
- **THINK Together (2010)**
- **Community Scholars Program (2011)**



# Outcomes: FWS programs have created...

- **A solid partnership with the school district**
  - carryover to our numerous service-learning projects)
- **A solid partnership with the city**
  - Mayor in great support of FWS funded Exercise Programs
- **A venue for citizens to become civically involved**
  - Library houses numerous resources
  - Library card use has increased
- **An opportunity to connect with other citizens**
  - Library (Azusa Reads, Writes & Counts)
  - Azusa Conservatory of Music
  - Homework House
  - Rec. Center
  - THINK Together



# Promise

- **Future Program Ideas**
  - **Boys Boot Camp**
  - **Adult Computer Workshops**
- **3 Key Components to Success**
  - **Desire**
  - **Partnership**
  - **Sustainability**



# In Conclusion...

- **Business students and economic development**
- **Music majors and community building through the arts**
- **Nursing students in health promotion**
- **Education majors forge a new vision for the future**
- **Federal Work Study in educational support and community building**

**One school, one urban immigrant population:  
Growing together, making a difference through  
Academic Service-Learning**

**Questions?**

