

COMMUNITY VOICES

University Neighborhood Partners

Volume 7, 2016-17



The mission of University Neighborhood Partners is to bring together university and west side resources in reciprocal learning, action and benefit... a community coming together.

900 West

Mural designed and painted by Chris Peterson for the Sorenson Unity Center.

Working with People and Building on Experiential Knowledge

Jennifer Seelig Community Empowerment Director, Salt Lake City Mayor's Office

The work I did as a student with University Neighborhood Partners put my life on a trajectory that wouldn't have happened otherwise.

My first interaction with UNP was when I was working on my master's degree in Public Administration and was a research assistant for Luke Garrott. He taught a neighborhood governance class in partnership with UNP. What we did as part of the class was to learn about how neighborhood governance works, specifically through community councils on the west side.

Part of our research was on how to support greater resident participation, and the other part was on how to plan a community festival, which is what the Rose Park Community Council had decided it wanted to do. The class divided in half, and I worked with the group that worked to develop the festival. That's where I really learned about permitting and all the steps you need to take, and we did it working hand in hand with the community.

It was through this class that I found out about what UNP does: working with people and building on experiential knowledge. Trying to not only use that knowledge to inform academic research, but to translate theory into the practical world to inform problem-solving.

As a result of that neighborhood work, I later geared my dissertation research around neighborhood governance. It was that experience that let me entertain the idea of running for office, and it helped me win. My whole philosophy when I ran for office was "boots on the ground," talking to people and interacting with them in a real way.

I moved to the west side around 1999. I first fell in love with the Rose Park area while working for the City as a constituent liaison for the west side.

The philosophy of UNP is the appreciation of people's knowledge, whether it's from working with people, studying with people, or living in their neighborhood. It's researching in the midst of the community. It's not putting people behind glass and studying them.



The Rose Park Festival has delighted residents since 2004. Here is a classic photo from the 2010 event.

Photo by UNP Staff

So now I'm the director of the Office of Community Empowerment for the Mayor of Salt Lake City. That means seeking out citizen-based knowledge to inform policy in the city. Part of this is allocating resources. So we're working with UNP and others to gain an understanding of the community.

We do have formalized community councils, which are important. But people gather in other ways, too. UNP has helped us identify those groups and begin working with them. When it comes to local government, people are going to be engaged depending on their interest. But it's important to maintain the ethic of going to where the people are at.

For me, this is the new standard, the way things should be.

Jen first worked with UNP as a University of Utah graduate student in 2004 and later served for eight years on the Utah House of Representatives. She is currently finishing a Ph.D. in political science at the University of Utah.

This issue of Community Voices is dedicated to our dear friend, Sasha Nicho. She will be missed.

Director's Note

Dr. Sarah Munro Director, University Neighborhood Partners



I was able to take a breath over the summer and look back over my first year as Director of UNP. I think it was a good one, focused on working with the staff and fine tuning the organizational structure, figuring out the new role and purpose of the UNP Hartland Center after all of the changes

at the nearby apartments, and a lot of work thinking about our goals.

Most of all, I thought about how UNP's work is creating change in these neighborhoods. The messiness and complexity of UNP's work—creating partnerships vs. doing the direct work ourselves—is a constant puzzle that I really love thinking about.

Have you read the book, "Leadership and the New Science" by Margaret Wheatley? It was given to me when I began this new role, and I've found it to be hugely helpful for describing how we work. It's based on the idea that we should think about organizations

and communities as much more complex 'systems' than we have in the past.

Rather than believing that we can control structures and outcomes in a cause-and-effect way (the sort of mechanical model that science relied on until recently), instead we should focus on the conditions of the system itself, and the individual parts will organize themselves around broad goals that are agreed upon. I love the book because it reflects how unpredictable so much of this work is, but that if we create shared values, relationships, and goals, people will do their own work to achieve them.

One of my first lessons from Irene (the founding Director of UNP) is that we have to learn to live with ambiguity. We don't always know, and really can't control, how a process or project is going to unfold. What we can do is get everyone on the same page as to what we are trying to achieve and our commitments to each other.

I think that's been the basis of our success.

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Partners in the Park Creates Connections Through Friendship

Teresa Molina Associate Director, UNP

After more than a decade, Partners in the Park is still going strong. At the closing event for the 2016 season, one community member attended specifically to learn about resources for their child, who will be starting the 8th grade at Northwest Middle School. Another came to have their blood pressure tested.

There are many community outreach fairs that take place, but what makes Partners in the Park special is that it's a series of five events all throughout the summer. It makes agencies become more creative, and it helps residents be more comfortable. It's the consistency of the events that makes Partners in the Park successful.

This year we saw more departments from the University of Utah participate, including the College of Education's Department of Special Education. As a direct result of their participation in Partners in the Park, a meeting took place between the Department Chair and Shelley Halverson, Director of the Salt Lake City School District's Special Education department. Ms. Halverson then participated in a Community Advocate Training class and shared with parent leaders the process and steps needed to connect their children with special education resources.

Comunidades Unidas is a community organization that we've seen grow. Through their involvement with Partners in the Park, they give surveys and instruct



Youth Community Advocates serve dinner to community residents at Partners in the Park.

Photo by Sarah Morton

residents about immigration rights and health access. They connected in a natural way with the Utah Department of Health's Office of Health Disparities Reduction, which this year provided health screenings at Partners in the Park.

At first, I thought that the purpose of Partners in the Park was to let people know about UNP, but now I know that doesn't matter. The true purpose is to connect people with resources, agencies with people, and partners with other partners.

Partners in the Park is able to happen because of a very strong core of Community Advocates who take care

of all the logistics. For years there has been one family that brings the bounce houses for the children for free. So what is happening now? Their kids are enrolling at the University of Utah. They are joining the contract classes. They have built this network of resources that they didn't have when they arrived here as immigrants.

They have built their own connections and learned how to speak up for themselves. That is the kind of energy that is created at Partners in the Park.

Partners in the Park is where we meet as friends, and then create working relationships across all communities. Every spring, people ask me: "What is happening at Partners in the Park this year?"

Three of the 2016-17 UNP Meritus Scholarship recipients have been involved with Partners in the Park:

Regina Wesseh has been very involved with the UNP Hartland youth center dance program. She performed often in the community, and one of her favorite events was Partners in the Park. She graduated from East High and now attends Salt Lake Community College.

Dulce Hernandez recently graduated from West High School and currently attends Salt Lake Community College. As a Youth Community Advocate, Dulce has volunteered at Partners in the Park for the past six years.

Ana Fernandez participated in many Partners in the Park events as a volunteer for Comunidades Unidas. She remembers seeing kids like her being awarded scholarships to attend college, which fueled her own dreams for higher education. She attends the University of Utah.

Let Your Voice Be Heard/Si Codkaada Loo Maqlo

Abdirizak Ibrahim Director, Somali Community Self Management Agency and Member, UNP Hartland Resident Committee

The Somali Community Self Management Agency, supported by University Neighborhood Partners, hosted a series of workshops called "Let Your Voice Be Heard" in 2016 to encourage people of refugee and immigrant backgrounds to become involved in lobbying, speaking with their representatives, and voting.

We [Somalis] are the largest refugee community in Utah. I came from Somalia to a refugee camp, Kakuma in Kenya, in 1993. I arrived in Utah in 1998, on September 21st at 10:48 P.M.

We have a lot of our population who became citizens, but never tried to vote. When I talked to them, they said, "Abdirizak, my vote won't count." But if you never try, then you can't do anything. So with Tiana McCall [UNP Social Work intern] I tried to get people empowered to vote.

The workshops were good. People were scared at first, but we gave them ideas and in the end it was good. Even if you just vote for city elections, state elections, federal elections... it all counts.

What I learned was that my people, they don't have the experience of voting. Even myself, in my home country I didn't have the chance to vote.

We've been training people to know who is Republican, who is Democrat, who is Independent, and what that means. The mail-in ballots make it easier for refugees to have someone help them [with translation].

At some of the workshops we had people from the Police Department, City Council, State Representative Sandra Hollins and more.

At the library, people didn't know the address, so we moved the workshops to Hartland and many more people came. As many as 50 people.

We want to keep offering the workshops to give more people opportunities. As more people become citizens we have to give them the experience of voting. Not just Somalis, but all the refugees in Utah.

It's been really good for us to get people out. Don't worry about your voice not counting. Just do it!

In Somali:

Anaga [Soomaali ahaan] waxanu nahay bulshada uga badan ee ku nool Utah. Waxan 1993-dii soo galay xerada qaxootiga Kakuma, ee Kenya. Waxaan Utah imid 1998-dii, bishii September 21 saacadu markay ahayd 10:48 habeenimo.

Waxaa jira dad badan oo Soomaali ah oo noqday muwaadiniin, laakiin marna isku dayin inay codeyan. Markii aan la hadlay, waxay igu yiraahdeen, "Abdirizak, codkayga lama xisaabinayo." Laakiin haddii aadan marna isku dayin, waxba kama qaban kartid, sidaas darteed waxaan la tashaday Tiana McCall [UNP Social Work intern] si ay uga dhaadhiciso in dadku awood u leeyihiin inay codeyan.

Siminaarradu way fiicnayen. Markii hore dadku waa cabsanayen, laakiin waxan siinay fikrado oo waxy ku dhamatay si wanagsan. Xataa haddii aad u codeeyso dooroshoyinka, degmooyinka, dooroshoyinka gobolada, dooroshoyinka dawladda dhexe..... Kuli waa lagu xisaabin.

Waxan bartay in dadkaygu, aysan laheyn waayo-aragnimo ah inay codeyn karaan. Xataa anigu naftaydu, ma lahayn fursad aan ku codeyo markii aan ku noola wadankeyga hooyo.

Tababka wuxuu ku saabsana dadka inay ogaadan yaa ah Jamhuuriga, yaa ah dimiqaadiga, yaa ah Independent, iyo waxa loola jeedo. Inaan u fududeno dadka qaxootiga ah si ay u helaan meelaha lagu codeyo [una turjumaana].

Siminaarada qaarkood waxaa yimid dad ka socday waaxda Booliiska, Golaha Degmada, Wakiilka Gobolka Sandra Hollins, iyo qaar kaloo badan.

Dadku ma'aysan aqoon addresska maktabadda, sidaas darteed waxaan siminaarka u soo wareejinay Hartland dad badan oo dheeraad ah ayaa yimid. In ka badan 50 qof.

Waa inaan sii wadno simiradaan si ay dad badan uga faa'iideystaan fursadahan. Tirada dadka muwaadinimada qaadanaya waa inaan siina waayo-aragnimada cod-bixinta. Ma aha oo keliya Soomaalida, laakiin dhamaan qaxootiga ku dhaqan Utah. Run ahaanti way wanaagsanyed inay dadka halkaas isugu soo baxaan. Haka welwelin codkaaga inaan la tirin iyo inkale. Waa inaad samaysa!



Photo by Tiana McCall

Nearly 50 people attended the 3rd Let Your Voice Be Heard event, which was held at the UNP Hartland Partnership Center in May 2016.

Re-Imagining School Community Councils

Paul Kuttner Education Pathways Partnership Manager, UNP with **Gerardo López** College of Education, University of Utah; **Jennifer Mayer-Glenn** Director of Family-School Collaboration, Salt Lake City School District; and **Almaida Yanagui** Community Organizer and Assistant Partnership Manager, UNP

In July 2016, twenty participants came together for the School-Community Partnership Design Circle. Half were parents from Salt Lake City's west side neighborhoods, which are home to diverse communities of immigrant and refugee background, over 100 languages, and most of the city's Title 1 schools. The other half were educators from those same schools: administrators, teachers, counselors, and family advocates. The shared goal was to improve collaboration between schools and families in the Salt Lake City School District. Specifically, participants were charged with redesigning one of Utah's key spaces for parent voice and engagement: the School Community Council (SCC).

ABOUT SCHOOL COMMUNITY COUNCILS

SCCs are school-site decision making bodies made up of educators and parents. They are tasked with developing and monitoring an annual School Improvement Plan, which is ultimately approved by the local school board. SCCs are also charged with keeping the community informed about progress and supporting digital citizenship. SCCs must also decide how they are going to use money earmarked for their school from Utah's School LAND Trust.

SCCs are elected bodies, but meetings are open to everyone. The SCC was envisioned as a site for equitable parent-educator collaboration. Unfortunately, many schools on Salt Lake City's west side have struggled to fulfill this vision. Parents and educators face many barriers to effective collaboration. These include language and cultural differences, fear and mistrust, and institutional systems that impede collaboration. In response to repeated calls for support, a group was brought together to collectively and creatively address this issue. The group was made up of experts in parent-educator collaboration: parents and educators themselves.

ABOUT THE DESIGN CIRCLES

The Salt Lake City design circle met three times over the course of three weeks. Week one focused on open, honest discussion about the challenges of school-community collaboration. Week two, the group turned its attention to learning about SCC's. The final week

was dedicated to collaboratively reimagining and redesigning the SCC to effectively foster parent voice and school-community collaboration.

Three principals emerged:

Principal 1: *Create a welcoming, community-oriented environment*

Principle 2: *Develop an inclusive process for incorporating parent and educator voice*

Principle 3: *Engage in regular communication and reciprocal learning*

As Design Circle participants made clear, family-school collaboration can be a difficult process. It requires patience, persistence, an openness to change, and a willingness to challenge our own assumptions about one another. At the same time, design circle participants reaffirmed the necessity of this work if we are to effectively support and educate all students. Moreover, through their efforts across the three sessions, participants proved that truly collaborative work in our schools is possible.

The School-Community Partnership Design Circle was just one step in what we hope will be an ongoing collaborative effort centering the voices of families and educators on Salt Lake City's west side.

Editor's note:
This study is a part of the Family Leadership Design Collaborative (FLDC) at the University of Washington College of Education.

For more information, and to learn how you can support this work, contact Dr. Gerardo López at gerardo.lopez@utah.edu.

Photo by Paul Kuttner



Parents and educators participate in the Glendale/Mountain View Community

En Julio de 2016, veinte individuos se reunieron para formar un Circulo de Diseño, que es una colaboración entre escuelas y miembros de nuestras comunidades. La mitad de los participantes fueron padres de familia que viven en las colonias de la parte oeste de Salt Lake City, una de las partes mas diversas y vibrantes de la ciudad. La otra mitad fueron maestros, administradores y promotores sociales de las mismas escuelas. La meta de los Círculos es de mejorar la colaboración entre las escuelas y los padres de familia en el distrito escolar de Salt Lake City. Específicamente, los participantes en el Circulo de Diseño tuvieron el cargo de rediseñar los Consejos Comunitarios Escolares (CCE), uno de los espacios mas importantes para la participación de los padres de familia en las escuelas de sus hijos.

LOS CONSEJOS COMUNITARIOS ESCOLARES

Los Consejos Comunitarios Escolares (CCE) son órganos de gobierno en cada escuela, conformados por padres de familia y maestros. Este grupo de personas toma decisiones importantes para mejorar los servicios educativos que se proporcionan en cada escuela. Los CCE se encargan de elaborar cada año un Plan para la Mejoría de la Escuela y de mantener a la comunidad al tanto de las actividades que se desarrollan. Los CCE también deciden como se usarán los fondos provenientes del Utah School LAND Trust.

Los CCE son órganos elegidos, sin embargo las reuniones son abiertas al público. Los CCEs se crearon con la meta de cultivar colaboraciones equitativas entre padres de familia y maestros en

las escuelas, para que ambos grupos participen en las decisiones que afectan a las escuelas y sus estudiantes. Desafortunadamente, muchas escuelas localizadas en las colonias de la parte oeste de la ciudad de Salt Lake no han logrado esta visión de colaboración equitativa. Hay muchos obstáculos que impiden esta colaboración: las diferencias culturales y lingüísticas de los dos grupos, desconfianza e incluso temor, y prácticas

institucionales que impiden la colaboración. Como respuesta a llamadas insistentes pidiendo mayor apoyo, se creó un grupo para afrontar estos obstáculos de manera colectiva y creativa. El grupo se formó con la participación de padres de familia, educadores, y expertos en la colaboración entre padres y maestros.

CÍRCULOS DE DISEÑO

El Círculo de Diseño de Salt Lake City se reunió tres veces durante tres semanas durante el verano de 2016. La actividades de la primera semana se enfocaron en fomentar una discusión abierta y franca acerca de los desafíos que enfrentan los intentos de colaboración entre escuelas y comunidades. Durante la segunda semana el grupo se enfocó en aprender más acerca de los CCEs y cómo funcionan. Durante la última semana, los participantes se dedicaron a volver a imaginar y a rediseñar los CCEs para que cumplan sus metas de darle voz a los padres de familia y fomentar la colaboración entre escuelas y comunidades.

A raíz de las discusiones surgieron tres principios básicos:

Principio #1: Crear un ambiente acogedor, orientado hacia la comunidad.

Principio #2: Desarrollar un proceso inclusivo para la incorporación de las voces tanto de los padres como de los maestros

Principio #3: Participar en una comunicación regular y en actividades de aprendizaje recíproco.

Los participantes en los Círculos de Diseño tienen muy claro que la colaboración entre familias y escuelas puede ser muy difícil. Requiere de mucha paciencia, persistencia, tolerancia al cambio, y la voluntad de reconocer y cambiar las ideas, muchas veces erróneas, que formamos los unos acerca de los otros. Al mismo tiempo, participantes en los círculos de diseño volvieron a afirmar la necesidad de este trabajo si queremos educar de manera equitativa a todos los estudiantes. Además, a raíz de los esfuerzos de cada uno en las tres sesiones, los participantes demostraron que sí es posible realizar proyectos colaborativos en nuestras escuelas.

Esperamos que los Círculos de Diseño para fomentar la colaboración entre escuelas y comunidades sean solo un primer paso en nuestros esfuerzos por crear una colaboración robusta y permanente, de manera que se unan la voces de las familia con las de los educadores.



School-Community Design Circle at Learning Center.

Westside Studio Brings the Classroom into the Community

Cassie Younger Master of City + Metropolitan Planning, 2016

The West Side Studio at the University of Utah is a partnership between University Neighborhood Partners, the undergrad Urban Ecology majors, and the graduate students in City + Metropolitan Planning. This semester we examined the active and public transportation connectivity between North Temple and the Jordan River Parkway.

Our goal was to improve these routes to encourage public transportation and active forms of transportation, like biking and walking, in order to promote more sustainable and healthier forms of commuting. Most residents still rely on their car to get around, despite the Parkway trail and the TRAX line in place. We were interested in what improvements were desired or necessary for the residents to start using their feet or a bike instead of driving.

We found that these neighborhoods were full of devoted citizens who wanted to improve their community. The west side of Salt Lake City often gets a bad reputation, but in our research we found that is unwarranted and unfair. These neighborhoods, as their residents already know, are a vibrant and diverse community that has a lot to offer.

Luckily, we had help of community leaders to help us reach out to the residents of Poplar Grove and Fairpark. Through their connections, we met with small groups of concerned citizens and discussed the future of their neighborhood. We asked questions like “What are your favorite parts of living here?” and “What could be improved?”

In addition to our focus groups, our class handed out dozens of surveys to residents all around the west side of Salt Lake City. These surveys further cemented the vision the west side was seeking.

Many people in these neighborhoods do not take advantage of the Jordan River Parkway or TRAX because they didn't find it convenient, didn't even know it was there, or felt unsafe using it. There was a strong desire for adequate and improved signage along these corridors to improve navigation markers along the trail so people can use it without needing a map. Signage pointing out access to streets and places of interest like parks, restaurants, or cafés,

would be extremely beneficial to increase the use of this trail. We also thought that more places of interest along North Temple would encourage TRAX ridership and promote positive economic development in the neighborhood.

While there are a lot of long-term solutions to these issues, we saw one project that could be dealt with immediately: repainting the Note District mural on North Temple. This

mural is a point of cultural and geographic identity in the city. The Note District is a colorful and distinct neighborhood in Salt Lake City, and the mural should be a beautiful representation of that. Our class thought that improving the mural was a great first step to showing our love for this neighborhood. Thanks to the generous donations and help from UNP and NeighborWorks, a team from our class and volunteers from the community repainted this mural.

Thanks to all our partners who helped us accomplish our goals this semester and all of the residents that participated in our surveys, conversations and activities. We are so grateful to have worked in this project and we are all eager to further contribute to the growth and improvement of this beautiful community.

Editor's note: while the mural was removed by new building owners shortly after it was refurbished, the process of collaboration between the university, community organizations and local residents will have a lasting, positive impact on all involved.



Photo by Corinne Piazza

The refurbished Note District mural on the corner of North Temple and 800 West.

Youth Voices Join Together at the UNP Hartland Center

Eduardo Zaragoza College Access Advisor, Highland High School

My name is Eduardo Zaragoza and I am a first generation Latino student. I grew up in Rose Park, attending North Star Elementary, Northwest Middle School, and graduating from West High School in 2011. In my last year of high school I joined a program called Mestizo Arts & Activism (MAA), which helped shape the person I am today.

MAA helped me through the process of enrolling in and attending college and helped me narrow down what I want to do with my life. I graduated from the University of Utah in the spring of 2016 with a B.S. in sociology and certificates in diversity and criminology, all with an emphasis on education. I am now a college access advisor at Highland High School.

This fall, I began facilitating a program called Youth Voices at the UNP Hartland Partnership Center in Glendale. Youth Voices is a new youth-led program that engages young people as leaders in their communities. It is a diverse collective of high-school aged students who use personal experience and community-based research to understand and address issues faced in west side neighborhoods.

We speak truth to power, promote social justice, and make sure that youth voices are heard. We aim to create unity and positive change within our communities.

Through Youth Voices, and in collaboration with my co-facilitator Jelani Aboud Athumani, I hope I can give back some of what I received from my experience with MAA. Our goal with the program is to help students with different cultural backgrounds connect and engage with one another around shared experiences of injustice in their neighborhoods, schools, and/or communities.

The youth work collaboratively to understand and address social justice issues, empowering one another to break down barriers of race, class, gender, sexuality, language, culture, etc.

We will help them develop creative solutions to these issues through collaborative action as community leaders promoting social change. Another goal of this program is to help students start seeing these social issues, passions, and research interests as potential career and education opportunities, exposing students to the realm of higher education.

Youth Voices is a collaboration between University Neighborhood Partners, the University of Utah



Photo by Sarah Morton

Eduardo facilitates a meeting of Youth Voices at the UNP Hartland Partnership Center in September 2016.

Honors College, and the University of Utah Office of Engagement.

Youth Voices participants receive college credit for their involvement, and are supported in accessing higher education and career opportunities.

Youth Voices is held in the UNP Hartland Partnership Center every Monday and Wednesday from 4:00 pm-6:00 pm. For more information contact Eduardo Zaragoza: edzaragoza07@gmail.com or (801) 638-7971.

Editor's note: Youth Voices co-facilitator Jelani Aboud Athumani is also a recipient of one of this year's UNP-Alumni Association Scholarships.

Graduate Students Help Kick-start Local Businesses

Melissa Yack Hall former MPA Program Manager, Adjunct Instructor, University of Utah

Collaboration brings groups together, and what comes from collaboration can be a really fantastic thing. This is the case with the collaborative efforts between the University of Utah Master of Public Administration (MPA) and University Neighborhood Partners (UNP).

The two entities have partnered for a while, with early work focusing solely on the Westside Leadership Institute when the MPA Program was housed in the Center for Public Policy and Administration. Part of that

collaboration included a graduate student who focused on evaluation of programming within the WLI.

Over time, and through many discussions, a new idea evolved. The Startup Incubator was created in 2014 to support residents as they explored moving their idea for a business and/or nonprofit forward.

Residents attend trainings with Sustainable Startups (our other great partner) as a cohort and bounce ideas, struggles and successes off of their fellow cohort members.

Working with the cohort, the MPA graduate assistant provides research and support as cohort members explore possible options. The graduate assistant also leads trainings and facilitates discussions with mentors and among the cohorts.

The MPA Program and UNP have been fortunate to have a knowledgeable, experienced and fun group of graduate assistants work with the Startup Incubator.

One graduate assistant now sits on the board of one of the newly-formed 501c3 organizations.

University Neighborhood Partners awarded “mini grants” to two small

Resort Rideshare

Mini-Grant amount: \$195

Neighborhood: Rose Park

Website: resortrideshare.com

Mission and goals:

Resort Rideshare is a service that allows users to coordinate rides from the Wasatch Valley to nearby ski resorts. Carpooling caters to skiers and snowboarders in the area that do not have reliable transportation. This service will offer them options to get to nearby resorts.

Anticipated outcomes:

A system that enables more people to get to the mountains while benefiting ski resorts and environmental programs.

Why did you choose to participate in the Startup Incubator course?

I chose to participate in the Sustainable Startups incubator program to receive education and accountability in starting a business. I needed a framework and a way to validate the idea before investing too much time and resources.



How did participating in this course help you reach your goals and mission?

The 12-week course challenged me to test and measure ideas and choose which model would be most successful. My goals were shaped by the results I received, and changed to

fit the route of the project. However, my mission never changed and was only strengthened by the testing underwent through the program.

Accountability is huge in entrepreneurship. A common issue that I share with many of the other Sustainable Startup cohort members is that entrepreneurship is a lonely business at times. By fostering a community that supports and mentors each other, I am able to be more productive and motivated to complete tasks.

The weeks spent within the cohort were invaluable. The Sustainable Startups team removed so many menial tasks that I viewed as essential, and focused instead on what work will create the greatest results. Instead of hypothesizing what will be the best method, test and validate ideas that refine what model will function best.

Cohort members have credited the graduate assistants with being a huge source of help and for keeping them going as they learn new things and make major decisions around which direction to take their idea/s.

Graduate assistants have developed curriculum, served as judges during the annual pitch competition where residents present their business and/or nonprofit idea to an audience, and recruited guest mentors and trainers for the cohort.

The work is founded in UNP's model of working with community members to build on their strengths and ideas. Much of this

is done through the introductory trainings Sustainable Startups provides. The topics of these trainings range from management to putting together a presentation to sustainable planning. The graduate assistant becomes a teaching assistant of sorts, who assists the Sustainable Startups group.

Graduate assistants have found the collaboration as rewarding as cohort members, noting the many laughs and long meetings they've spent with residents. They are extremely proud of the cohort members and the entrepreneurial spirit they possess. It's an energy the graduate assistants admit rubs off on them as they work to finish

their own endeavor in the master's degree. Above all, the collaboration is one that works to further develop assets in the community as residents move their ideas through organizational development.

Unfortunately, we lost one of our wonderful graduate assistants. Sasha Nicho passed away in August of this year. Sasha was a bright light for her cohort, and all of the staff at UNP, Sustainable Startups and the MPA Program who worked with her.

Melissa now serves as Executive Director of the Center for Community Engaged Learning at Weber State University.

businesses based in the west side neighborhoods of Salt Lake City:

Hayduke Hardware

Mini-Grant amount: \$1,000

Neighborhood: Fairpark

Website: haydukehardware.com



Mission and goals:

Hayduke Hardware is a textile company with an emphasis on making gear, bags and accessories for bike packing. Offering and specializing in one-of-a-kind custom bags that can get the job done and with style.

On top of offering custom bags and gear, Hayduke Hardware will also offer

bags and accessories that will work on most bikes. Gear to tame any wild adventure you can come up with. My goals are to have a sustainable company that produces enough revenue to allow me to work for myself.

Anticipated outcomes and timeline:



Photo by Jewel Morgan

Jesse Sugar, the founder of Hayduke Hardware, "pitches" his business to his peers and potential investors at the Startup Incubator Pitch Day held in April 2016.

To have a self-sustaining business where I am happy to work on a daily basis. I hope to achieve this in 6 months.

Why did you choose to participate in the Startup Incubator course?

I felt like I needed some help getting my idea going, but I had no clue where to start, the Sustainable Startups incubator seemed like a good idea and it was.

How did participating in this course help you reach your goals and mission?

Participating in the course gave me the information I needed to set reachable goals and gave me the information I needed to establish a mission.

If it was not for the incubator I would not have a company right now.

Early Childhood Education at the UNP Hartland Partnership Center

Erin Feeley student, University of Utah with Jessica Long student, University of Utah

Since last winter, I have had the opportunity to participate in the evening play and learn group at the UNP Hartland Partnership Center. Initially designed as a free child care option for the young children of adults taking evening educational courses at Hartland, the play group has blossomed into much more. While parents have gained the chance to attend class in peace, the children and university students involved have also gained the opportunity to create an educational experience of their own.

Months ago, when struggling to decide what to put on the play group's promotional flier, I thought a lot about what the this program really brought to Hartland. Unlike Hartland's Youth Center, it does not have the sort of consistent attendance and weekly scheduled activities that might make it similar to a traditional after school program.

Nor does the play group have the length and structure that might make it analogous to a preschool. Yet, it is more than a baby-sitting service. Eventually, we settled on describing ourselves as a place for young kids to belong and engage in play and learning. Intentionally broad and devoted to the sense of community that Hartland embraces so fully, this description has served us well.

With each day a new batch of kids and university students make their way into our small, now lavishly decorated room. Over the months, an ongoing project for both kids and students has been to decorate the previously bare room with their own artistic mastery pieces. From the solar system hanging from the ceiling to the overgrown rose garden, the art speaks for itself. Each new combination of people brings with it new activities and a different atmosphere. Some days, there are ten or more kids, all bursting with more energy than one would think the room could hold; other days, some painting or puzzles and quiet background music occupies much of our time.



Children work on a long-term art project during the UNP Hartland Partnership Center evening play and learn group.

Photo by Erin Feeley

Regardless of the day's crowd, each child is encouraged to make her or his own choices, engage in self-expression, and create. The good turnout we get from university students ensures that each child gets individualized attention, and the incredible variety of supplies available provides kids with limitless options.

Enabled by this support, one of the play group's regulars started a multi-month project: a castle for *Frozen's* Queen Elsa. Over the course of the summer, more students were recruited to help with the project. As complications arose—yes, glitter glue was often involved (it's never

sparkly enough!)—the kids worked together to fix it. From design to construction to decoration, the kids owned the project, and, as the castle grew, so did the kids. With each layer the kids built, they saw more clearly their own ability and potential.

But the play group is not just for kids. University students,

myself included, have also been well-served by this program. Working with the play group provides the too often absent opportunity to apply classroom knowledge and engage in experiential learning. From lessons in cultural diversity and human development to lessons in humility and relationship building, Hartland has it all. Thank you to UNP for welcoming us into this vibrant community. We hope that we have contributed to your community, and we are certain that you have enriched our education and lives.

Editor's note: The play and learn group is a partnership between UNP, the Department of Family and Consumer Studies, and the College of Social Work. It is free and open to all children ages 0-5 whose parents or caregivers are participating in other Hartland programming.

Updates from UNP Scholarship Recipients

Since 2007, more than \$200,000 in scholarships have been given to 63 students through the UNP Alumni Association and Wolf/Meritus Scholarship programs. Below are updates on just a few of those students.

Clarissa Avila - Meritus III (2013)

I am currently in my senior year and will be receiving my bachelor's degree from the University of Utah in Spring 2017. I also attended Salt Lake Community College during the summer semesters because it's cheaper and helped me stay on track for graduation.

My major is Special Education with an emphasis on Mild/Moderate Disabilities and Human Development. In addition to my studies, I am an after school aide at the Madeleine Choir School.



Photo by Lupita Avila

Clarissa is looking forward to graduating from the U in 2017.

I love volunteering with Kids Like Me - a group where gender creative kids express their gender fluidity. I also volunteer at the Community Learning Center in Glendale, helping kids with homework and organizing college exposure field trips. And I love hiking, dancing and listening to some good live music!

I applied to many scholarships in high school and didn't find any luck. I was so tired of getting rejection letters that I almost didn't apply to the UNP scholarship in high school. But I did, and when I was selected there was a major boom in my self-esteem. Since then I have made the Dean's List every semester at the U with a cumulative GPA of a 3.8 and have a 4.0 transfer GPA from SLCC.

I am so excited to finish my last two semesters at the U!

Vanessa Robles - Meritus II (2014)

I am still enrolled at the University of Utah, working on a degree in social work. I also volunteer and work as a processor for the Sundance catalogue.

This scholarship helped me out immensely.

Kaneshia Winston - Meritus II (2009)

I have attended the University of Utah and Salt Lake Community College on and off, but I have not yet completed my degree in social work. Right now I work as a customer service rep.

This scholarship was a great opportunity. Thank you!

Sergio Ramiro Lopez-Peralta - Alumni Association (2010)



Photo courtesy of Sergio Lopez

Sergio enjoys spending time with his wife Celeste and their son Esaias.

I attended the University of Utah before leaving on my mission. Coming back, I returned for one additional semester and then was not able to attend for another year due personal finance issues.

Then I was nominated for a program through my employer. I am a manager

at Discover Financial Services, which works with Salt Lake Community College and Westminster College and pays full tuition and expenses. I am about to finalize my associate's degree and then will graduate from Westminster with a bachelor's degree. I am now studying Business Administration with an emphasis on Operations Management with a double major in Spanish.

These days I'm busy with work and school, but I am also starting a business this year, and I volunteer at a young men's organization, and am involved with scouting.

This scholarship was a starting point for me so that I could determine whether or not college was for me. The opportunity changed my life.

Hip-Hop Education at the Glendale Library

Jarred Martinez Coordinator for Outreach and Engagement, University of Utah

On May 11, 2016, over 200 people gathered at the Glendale Branch of the Salt Lake Public Library to eat, dance, listen to music, and discuss the intersection between hip-hop culture and education. The event was part of the Utah Museum of Fine Arts ACME initiative (Art. Community. Museums. Education), and was put on by a UNP-supported partnership that included the Glendale Library, Truth Cypher, and the Mestizo Institute of Culture and Arts.

Participants used the four original elements of hip-hop (rapping, DJing, graffiti art, and breakdancing) to explore how hip-hop can transform our visions for education.

What does hip-hop have to do with education?

This question — the central focus of our ACME session — was not rhetorical. The organizers intended to start a dialogue about how we can begin to shape and practice hip-hop education in our west side communities. Exactly what you see at the crossroads of hip-hop and education depends on what corner of experience you're on — whether you're an artist, educator, student, or a combination of these things. At the ACME session we found that the most honest and powerful way to rethink education through hip-hop is to blend these different perspectives. A teacher must also become a learner, and vice versa.

For me, exploring this question was complicated, challenging, and refreshing. As a youth worker, Chicano, Salt Lake City native, and hip-hop head, I believe that hip-hop has never been anything less

than a culture of innovation and resistance. Many cities have long-standing organizations that practice the merging of hip-hop arts and education. It was important for our community to take a step in that direction.

For educators, I believe the real work begins once we move past the idea of hip-hop in the classroom as solely a way to garner the attention of “hard to work with” students, or as a content area to be taught. Hip-hop culture is absolutely a legitimate, interdisciplinary area of study. However, as valuable as it may be to know who DJ Kool Herc is, or what elements of hip hop are, hip-hop education can be much more than that. Hip-hop education is about humanizing and recognizing hip-hop as a set of creative practices for learning, asking questions,

and analyzing our world. At the session, we designed our dialogue as a hip-hop “cypher,” in order to model this idea.

Our discussion uncovered the desire of educators to better understand hip-hop and how it can be used in the classroom. It also uncovered the struggles they face in

developing pedagogies that take us beyond teaching about hip-hop, and toward using hip-hop to re-center young people's experiences, abilities, and communities.

By the end of the session, it was clear that there is much valuable work still to be done by educators and the hip-hop community, but also that there are networks of great people here in Utah that are already working on it.



Artist Zach Franzoni from Mestizo Institute of Culture and Arts (center) helps youth explore graffiti art at the Glendale Library in May 2016.

Image courtesy of the Utah Museum of Fine Arts

Focusing on Disabilities Among Individuals From Immigrant and Refugee Backgrounds

Helen K. Kabongo Kalala and Mireille Karam de Lopez with Eduardo Ortiz Senior Researcher, Center for Persons with Disabilities, Utah State University and Teresa Molina Associate Director, UNP

In 2015, Professor Eduardo Ortiz partnered as principal investigator, with Teresa Molina as co-investigator, to research and investigate on “Diverse Communities on Disabilities among Immigrant and Refugee Background Communities in the Salt Lake City Valley.” This is an area where 95% of the state’s people of refugee background and a large proportion of the Hispanic populations live. The study was made possible by a federal grant awarded by the Administration on Intellectual and Developmental Disabilities (AIDD).

Long-standing UNP partnerships, such as the New American Academic Network and the Case Management for Immigrant and Refugee Background Populations course, were the structures that allowed the group to identify Helen Ntambwe-Kalala and Mireille Karam de Lopez

as Leadership Fellows and Research Assistants. Throughout the year, the team conducted six focus groups with the Congolese, Sudanese, South Sudanese, Somali, Hispanic, and Arabic communities.

Since then, Helen has become a fellow at URLEND (Utah Regional Leadership Education in Neurodevelopmental Disabilities); the team will present at the American Universities Centers for Disabilities (AUCD) Conference: Navigating Change, Building Our Future Together; and future collaborations on the topic will take place with the aforementioned populations.

Some of the project products are tailored-made presentations to give back to these communities with critical information on disabilities.

Below are messages on disabilities for these populations that were presented as a result of the six focus groups:

The Sooner The Better: We aren’t sharing this with you to make you worried about your children, rather it is to help you help yourself, help your children, help your friend, and help your community. We know that for some of us “disability” is a very sensitive topic. In our cultures, sometimes, it is a “shame;” sometimes we don’t feel comfortable talking about it; sometimes we think disability is not for us, but disability is not far from us. It is for everybody. We don’t know when it can happen.

We want you to take away the following from this presentation: You say “the sooner the better” when you think something should be done as soon as possible.

For example, with the early signs of Autism Spectrum Disorder (ASD), early interventions are very powerful, and they can improve the core symptoms of ASD in very young children. Don’t

believe in the “wait and see” approach.

Children with autism have trouble interacting with others, so learning to connect with their peers is important. When young children learn to socialize before preschool, they get ahead. They can start to gain social acceptance, and then they can concentrate on what else preschool has to offer. When we have a child with such disability, we think that he can do better, he will not depend on you or on other family member all his life if we detect it sooner than later.

In the USA, your child can get help, learn very good skills and live an independent life. Think about when you will not be around your child. What he will become? This is why we are sharing this with you. Be an advocate for your child. Learn about symptoms, signs, and resources for people living with disabilities.

UPDATE: Community Scholar in Residence (CSRI), 2015-2016

Jason Castillo Associate Professor, College of Social Work, University of Utah

While immigrants and refugees have had a positive economic impact on the localities and states in which they reside, many live in poverty and have limited access to traditional financial institutions (banks and credit unions), which hinder their overall financial development, mobility, and security. In working to further examine the financial knowledge and practices of immigrants and refugees in Salt Lake City, Utah, I worked closely with eight individuals of refugee and immigrant backgrounds who were enrolled in the University of Utah College of Social Work Case Management Program. The members of the team represented countries including Mexico, Iraq, and Congo.

Through this project, the team (1) successfully developed a written semi-structured interview guide in English for a pilot-study focus group; (2) successfully developed a written consent form for a pilot-study focus group; (3) planned and developed the mechanism(s) for informing others in their respective communities of the pilot-study focus group; (4) conducted three focus groups with approximately 25 English, Spanish, Arabic, and Twi-speaking individuals; and (5) disseminated their findings in the form of a PowerPoint presentation with peers and instructors in the Case Management Program. The findings from the pilot-study focus groups will be used to develop a survey/questionnaire that will be translated into several languages and administered during the next year.



Jason Castillo, 2015-16 Community Scholar in Residence

UPDATE: Community Resident in Action (CRIA), 2015-2016

Julia Chandler Board of Directors, Latino Behavioral Health Services



Photo by Roger Tuttle

Jacqueline Gómez-Arias, 2015-16 Community Resident in Action

With the help of community partners, Jacqueline Gómez-Arias is well on her way to establishing Latino Behavioral Health Services (LBHS) as the only “peer”-run organization of its kind in Utah, meaning that individuals with mental illness, including substance use disorders, operate the programs. It is also the only community-based non-profit serving Latinos with mental illness by Latinos in recovery.

Jacqueline’s work focuses heavily on capacity building – for LBHS as an organization and for the individuals we serve as members of a community.

Individuals and their families are offered weekly, one-on-one mentorship where Jacqueline and other Certified Peer Specialists and Family Resource Facilitators guide them towards obtaining and maintaining recovery.

LBHS has made a national “Peer to Peer” program available in Utah for the first time and has trained 11 instructors to teach classes.

It has also brought evidence-based programs to the community, like “Family a Familia” and CRAFT, in which families of individuals suffering with mental illness or substance abuse learn about tools to deal with situations, take care of themselves and ultimately engage their loved ones in treatment.

In the last two years, over eighty individuals who began their road to recovery through LBHS classes or support groups are now giving back to their communities as facilitators, instructors, mentors, or as para-professionals in the behavioral health field. This deep and meaningful change in people’s lives demonstrates the effectiveness of LBHS’s theory of change and Gomez-Arias’s work as a Community Resident in Action.

Photo by Roger Tuttle

University Neighborhood Partners: Impact

UNP-supported partnerships address six key areas of impact:



Create & Strengthen Educational Pathways

UNP-supported partnerships convene to create system-level change that supports students from kindergarten through higher education. These pathways support adult and youth students, teachers, and parents to increase communication, access to resources, student academic performance, and positive engagement in the community.



Generate & Disseminate Knowledge

UNP convenes partnerships that harness the community's and higher education's capacity to generate knowledge and disseminate this information to various audiences. This happens by increasing parent engagement in schools, working with higher education to value community knowledge, and increase resident capacity as decision makers.



Amplify Resident Power & Voice

Enhancing resident power and voice happens at the individual and organizational level. UNP partnerships build the capacity of individuals to inform decisions and become leaders in the community. Partnerships also target systemic change that supports resident-led initiatives.



Cultivate Community Well-Being

UNP partnerships build individual and organizational capacity to implement culturally responsive approaches to education and well-being. This includes approaches that increase youth protective factors, build organizational capacity to advocate for positive change, and address a range of well-being indicators. Partnerships may target housing, employment, health, environment, language acquisition, food, or art.



Generate Community Momentum

UNP partnerships generate community momentum around decreasing systemic barriers to higher education. This includes engaging residents in UNP activities and encouraging a sense of urgency or call to action within residents and organizations.



Build Individual & Organizational Capacity

All UNP partnerships are aimed at building organizational and individual capacity to take charge of community-generated change strategies or maintaining community assets.

UNP Partners 2015-2016

University of Utah Partners

Academic Affairs
Alumni Association
Athletics
 Center for Science and Mathematics Education
College of Architecture + Planning
 Dept. of City & Metropolitan Planning
College of Education
 Education, Culture & Society
 Educational Leadership & Policy
 Special Education
 Urban Institute for Teacher Education
College of Fine Arts
College of Health
 Occupational & Recreational Therapies
College of Humanities
 Department of English
 International Studies Program
 Latin American Studies Program

Dept. of Writing and Rhetoric Studies
College of Nursing
 Birthcare Healthcare
College of Social and Behavioral Science
 Dept. of Family & Consumer Studies
 Master of Public Administration Program
College of Social Work
David Eccles School of Business
Division of Human Resources
J. Willard Marriott Library
JS Quinney College of Law
Kem C. Gardner Policy Institute
Natural History Museum of Utah
Office for Global Engagement
 International Student & Scholar Services
Office for Equity and Diversity
 First Year Diversity Scholars
Office of Engagement
Office of Undergraduate Studies
 BlockU
 Continuing Education & Community

Engagement
 English Language Institute
 Professional Education
 Youth Education
 Honors College
Red Butte Garden
School of Medicine
 Family & Preventative Medicine
 Huntsman Cancer Institute
 Inclusion and Outreach
Student Affairs
 Admissions
 Bennion Center
 Career Services
 Student Success Advocates
 Women's Resource Center
University of Utah Health Care
 Redwood Clinic
 Utah Museum of Fine Arts
 Utah Presents

Higher Education Partners

LDS Business College
 Salt Lake Community College
 University of Washington, College of Education
 Utah State University
 Westminster College

Community Partners

Action Recovery Center
 Alliance Community Services
 Allies with Families
 Asian Association of Utah
 Bad Dog Arts
 B-Boy Federation
 Big Brothers Big Sisters of Utah
 The Boyer Company
 Break-Thru Soccer Club
 Burundi Community Organization
 Calvary Baptist Church
 Capital City Education
 Casa Quetzalcoatl
 Comunidades Unidas
 Community Advocates
 Congolese Christian Community
 DDI VANTAGE
 Department of Workforce Services
 Utah Refugee Education & Training Center
 English Skills Learning Center
 Girl Scouts of Utah
 Gizmo Geek
 Google Fiber
 Green Tree Yoga
 The Green Urban Lunchbox
 Hartland Community 4 Youth & Families
 Hartland Resident Committee
 Health Choice Utah
 Help Me Grow Utah
 Inclusion Center
 Intermountain Health Centers (IHC)
 International Rescue Committee

Jordan River Community Initiative
 Karen Community of Utah
 Karen Weavers
 Latino Behavioral Health Services (LBHS)
 Matrons of Mayhem
 Mestizo Institute of Culture and Arts
 Molina Health Care
 Moran Eye Center Red Butte Lions Club
 National Alliance on Mental Illness Utah
 National Resource Center for Paraeducators
 Neighborhood House
 NeighborWorks Salt Lake
 Northwest Recreation Center
 Rose Park Community Council
 Sacred Circle Health Care
Salt Lake City
 Division of Transportation
 Housing and Neighborhood Development
 Office of Diversity & Human Rights
 Office of the Mayor
 Police Department
 Redevelopment Agency
 SLC Green
 Youth and Family Division
 Salt Lake City Public Library System
 Glendale Branch Library
Salt Lake City School District
 Backman Elementary School
 Bryant Middle School
 East High School
 Glendale Middle School
 Glendale/Mountain View Community Learning Center
 Horizonte Instruction & Training Center
 Jackson Elementary School
 Mountain View Elementary School
 Northwest Middle School
 Rose Park Elementary School
 Salt Lake Center for Science Education
 Salt Lake Education Foundation

West High School
 Salt Lake Community Action
 Head Start
 Real Food Rising
 Salt Lake County
 Council on Diversity Affairs (CODA)
 Department of Health
 Lead Safe Housing Program
 Somali Bajuni Community of Utah
 Somali Community Self-Management Agency
 Sorenson Multicultural Center
 Sorenson Unity Center
 South Sudanese Community Association
 South Valley Services
 Splore
 Sustainable Startups
 Tracy Aviary
 Truth Cypher Activism
 Underground Crew
 United Health Care
 Utah Campus Compact
 Utah Department of Health
 Office of Health Disparities Reduction
 Utah Development Academy
 Utah Division of Substance Abuse and Mental Health
 Utah Food Bank
 Utah Humanities
 Utah Nonprofits Association
 Utah Partners for Health
 URLEND
 Utah Safety Council
 Utah Support Advocates for Recovery Awareness (USARA)
 Waterford Institute
 West View Media/*The West View*
 YWCA
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~ In Kind ~

Tanner Frames

Background art created by Chris Peterson for the Sorenson Unity Center.

We sincerely apologize for any names inadvertently left off this list. If we have made an error in recognizing your gift, please contact Sarah Morton at (801) 972-2863 or sarah.morton@partners.utah.edu.



University Neighborhood Partners Staff

Back row (left to right):

Julianne Rabb
Clinical Director

Abdulkhaliq Mohamed
Partnership Director

Bruce Neumann
Manager of Accounting and Finance

Middle row (left to right):

Teresa Molina
Associate Director and Assistant Professor, College of Social Work

Paul Kuttner
Education Pathways Partnership Manager and Engaged Faculty Director

Front row (left to right):

Almaida Yanagui
Community Organizer and Assistant Partnership Manager

Lenn Rodriguez
UNP Hartland Partnership Center Coordinator

Natasha Hansen
Capacity Building Partnership Manager

Sarah Morton
Development Officer

Jewel Morgan
Office Assistant

Sarah Munro

Director and Special Assistant to the President for Campus Community Partnerships

Not pictured:

Ahmed Mussa Ali
New American Academic Network Partnership Manager

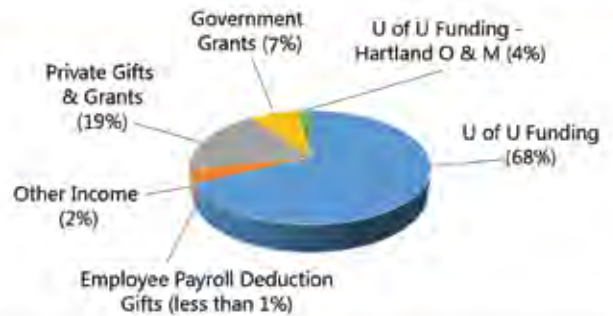
Megan Buchele
UNP Hartland Youth Center Staff

Summer Derieg
UNP Hartland Youth Center Staff

UNP Statement of Financial Activities ~ 2015-2016

Fiscal Year Ending 6/30/2016 (FY16)

Revenue	FY16
U of U Funding	921,739
U of U Funding - Hartland Operations & Maintenance	51,638
Private Gifts & Grants	255,670
Government Grants	101,638
Employee Payroll Deduction Gifts	1,461
Other Income	26,973
Total Revenue	1,359,119



Expenses	FY16
Personnel - Wages	589,766
Personnel - Benefits	265,127
UNP Operating Expenses	57,793
Hartland Operating Expenses	37,385
Hartland Programming	128,808
Education Pathways Programming*	45,414
Community Leadership	53,819
Pathfinder Scholarships	7,112
Wolf Meritus Scholarships	22,525
Capacity Building	6,000
Total Expenses	1,213,748
Net Income Surplus	145,371



* Includes UNP-Alumni Association Scholarships

Questions or comments may be directed to Bruce Neumann at (801) 972-3596 or bruce.neumann@partners.utah.edu.

Yes! I want to help **University Neighborhood Partners** bring together University and west side resources in reciprocal learning, action and benefit!

Please designate my gift of:

\$250 \$200 \$150 Other \$ _____

For:

- Unrestricted support - PR11937
- Education Pathways - PR16986
- Community Leadership - PR18408
- Capacity Building - PR18413
- Other: _____

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To give online, please visit utah.edu/giving

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Credit card information:

MasterCard Visa Discover AmEx

Card # _____

Exp. Date _____

Name on card: _____

Signature: _____

Please list me/us in development publications as:



THE UNIVERSITY OF UTAH

Thank you!

Partnership Locations ~ 2015-2016

- | | | |
|--|---|---|
| 1. UNP Administrative Office
1060 South 900 West | 7. West High School
241 N 300 West | 14. Rose Park Elementary School
1105 West 1000 North |
| 2. UNP Hartland Partnership Center
1578 West 1700 South | 8. West View Media
631 West North Temple, #300 | 15. Salt Lake Center for Science Education
1400 West Goodwin Avenue |
| 3. Glendale/Mountain View Community Learning Center
1388 Navajo Street | 9. Mestizo Coffee House
631 West North Temple, #700 | 16. Northwest Middle School
1730 West 1700 North |
| 4. Glendale Branch of SLC Public Library
1375 Concord Street | 10. Jackson Elementary School
750 West 200 North | 17. North Star Elementary
1545 Morton Drive |
| 5. Sorenson Unity & Multicultural Centers
1383 South 900 West | 11. NeighborWorks Salt Lake
622 West 500 North | Off Map |
| 6. Sustainable Startups
340 East 400 South | 12. Northwest Recreation and Community Center
1300 West 300 North | • Bryant Middle School
40 South 800 East |
| | 13. Backman Elementary
601 North 1500 West | • East High School
840 South 1300 East |
| | | • University of Utah
201 South President's Circle |

Partnership Areas

Capacity Building

Capacity Building partnerships bring together residents, community organizations and higher education partners to work together in addressing basic needs for west side families in areas such as housing, employment, safety, the environment, language and life skills. While these partnerships focus on meeting the most basic needs of a community, family and individual, they also work to build the capacity of community organizations and systems of higher education who are engaged in actively working with the community to find and create long-lasting and sustainable solutions.

Community Leadership

Community Leadership partnerships support west side residents as they strengthen their leadership and organizing skills, insert their voices into decision-making that affects their neighborhoods, and catalyze positive change in their communities. These partnerships address the need for diverse voices in local decision making and are based on the belief that effective problem-solving comes from having many stakeholders and viewpoints around the table. These partnerships offer opportunities for university and community partners to work together on civic engagement and participation.

Community Health & Wellness

University Neighborhood Partners supports many connections and partnerships that address community health and wellness. Some partnerships promote and provide access to healthy lifestyles. Others relate to the needs of people and families who are affected by disabilities. Still others deal directly with issues related to physical, emotional, and mental health and/or substance use. One by one, we connect families and individuals from diverse backgrounds to resources and needed services. More importantly, we support them in overcoming adversity and building their resilience and support systems, increasing their capacity to address their health needs in the future.

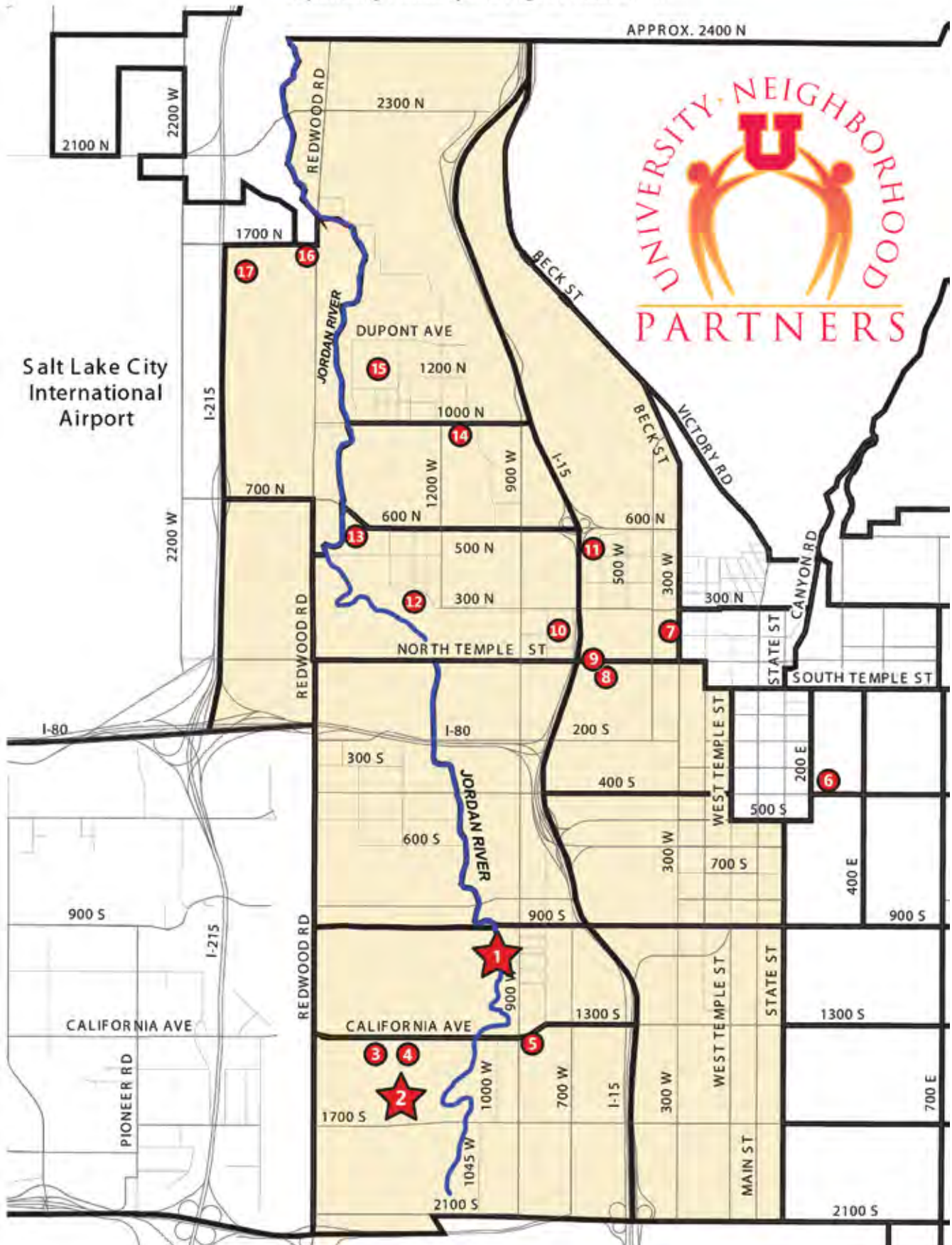
Education Pathways

Education Pathways partnerships bring together west side students, parents, educators, policymakers, community organizations, and university partners to develop equitable educational access for west side families. These partnerships open up opportunities for youth and adults, while building the capacity of educational systems to meet the needs of first-generation, immigrant, new-arriving, and native-born communities.

Background art created by Chris Peterson for the Sorenson Unity Center.



THE UNIVERSITY OF UTAH
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 Expanding Pathways to Higher Education





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Our Voices, Our Faces



*Community Voices was edited
and designed by Sarah Morton*