

COMMUNITY VOICES

University Neighborhood Partners

Volume 4, 2013-14



*Artwork by Bad Dog Arts and displayed
at the UNP Hartland Partnership Center*

Speak *Life*

Rosemarie Hunter, Director, University Neighborhood Partners

While it is true that neighborhoods, regions, and localities define some communities, there are many that are not restricted by geographical boundaries. Ethnic, racial, religious, social, financial, political, educational, and technological communities transcend traditional concepts of how we define communal systems. Similarly, there are urban, rural, national, international and global communities, each one unique, and at the same time, all these communities share commonalities. These are the environments where families interact, where stories and life experiences are passed on, exchanged and evolve as new. In these communities, families share their knowledge, experiences and fears, and they establish hope.

Recently, representatives from the National League of Cities and the Department of Education visited Salt Lake City to learn more about our university-community-school partnerships that build on the collective knowledge of families and community partners. Over the course of three days, we met with the Rev. Brenda Girton-Mitchell, Director, Center for Faith-based and Neighborhood Partnerships, US Department of Education, Ken Bedell, Senior Advisor for Nonprofit Partnerships at the Center for Faith-based and Neighborhood Partnerships, US Department of Education, and Audrey Hutchinson, Program Director, National League of Cities Institute for Youth, Education and Families. During their visit, I was struck by the genuine concern and commitment that these individuals have toward supporting education and families at the neighborhood level. During one particular conversation, Rev. Brenda Girton-Mitchell shared her own story of finding her way during difficult times. She shared, “there were people who ‘spoke life into me,’they told me that I could do it.....that I was smart.....that I could be successful!” She invited the group to share their own stories and to reflect upon those people who spoke life into us.

I can remember it very vividly. I was only five years old and my grandmother, who emigrated from Italy, referred to me as the little old lady. I was so proud, because I understood that this meant that I was wise beyond my years. It was one of the highest compliments I could receive. My grandmother was the first person who spoke life into me. Yet, life was difficult. We were

a family of five children, my mother and our elderly grandparents. My mother left school when she was in junior high in order to take a job and assist her siblings with supporting the family. During my childhood, my grandmother suffered three major strokes and we all pitched in to care for her. Nevertheless, my mother was clear and unwavering that we would all go to college. From the time I can remember, my mother would ask me what I wanted to be when I grew up. What was my favorite subject in school? What college did I plan on going to? I used to watch Perry Mason on television with my grandparents and I would very proudly say that I would be a lawyer, just like Perry! Even though there was no one in our immediate family who had attended college, it was always expected that I would. My mother spoke life into me.

While I was vulnerable, I was also very fortunate. I had teachers, people at my church, my Aunt Rose and other caring adults who were there for me; they listened to me, they were kind and respectful, they made me feel like I could do it! Maybe you can relate, we all have our personal daily challenges and still there is this magic—this place where the universe aligns and a pathway to our future, the future of our children, and our communities emerges. As if with certain clarity, we understand that it is our engagement in the present, our relationships that are essential.

Over the past year, UNP has centered its partnership work on understanding education pathways. What are those networks, experiences and paths that families take as they find their way through the day-to-day journey of survival to continue their movement and focus on their futures? Indeed, we often find strength in our commitment to provide a better future for the next generation. The perspectives, the visions and the voices of community are the cornerstones of our heritage. They illuminate our dreams and reveal to us the path of our journeys.

Today is the day that we make these changes, that we forge these pathways. We do not have time to wait! The time for our families, for our children, for our communities is now! Who will you speak life into today?

A Clear Panorama

The West View Community Newspaper

Charlotte Fife-Jepperson, Director, West View Media

One of UNP’s partnering organizations is a local community newspaper called The West View, which was started up in 2000 by a few west-side residents who wanted to counteract the negative stereotypes that had plagued their community for decades. They felt that their community was largely undervalued, misrepresented, and misunderstood by the rest of the city and the mainstream media.

This black and white paper ran for four years, highlighting positive stories that would help bring diverse community members together, encouraging civic engagement, and providing helpful information to readers.

But in 2005, publishing ceased largely due to burnout by the small, overburdened volunteer staff.

After a six-year hiatus, it was revived in 2011, as a 501c3 non-profit organization called West View Media. This time around, West View Media became a partnering organization with UNP, with the goal of engaging more west-side community members as citizen journalists so that they could tell their own stories in their own voice, thereby establishing their own identity.

The West View is now an attractive, full-color quarterly newspaper with a circulation of eighteen thousand copies that get mailed out to every residential address in west Salt Lake City in the 84104 and 84116 zip codes. Another two thousand copies are hand-delivered to businesses and public gathering places on the west side and around town.

The campus-community partnership is helping to develop a stronger relationship between The West View and the U’s Department of Communication. UNP has provided funding for student interns from the department who have worked on things such as advertising and establishing a monthly “Community Newsroom” made up of community members who contribute stories, photos and graphic design for the paper.

In 2013, the Department of Communication piloted a Community Journalism class, COMM 4670, taught by graduate student Flor Olivo, that allows U of U students

and community members to learn side-by-side about community journalism as they provide content for The West View.

One of The West View’s main goals is to get more community members of diverse backgrounds involved in the newsroom and to offer them continued professional training in writing, photojournalism, multi-media reporting and graphic design.

This partnership is helping to create a more sustainable business model for the paper, and giving U of U journalism and business students real-world experience in a grassroots community-building setting.

To learn more about The West View, check out the website at www.westviewmedia.org, and please visit (and “Like”) their Facebook Page: West View Media.



Yusef Shali

Naima Mohamed, UNP Hartland Resident Committee

Yusuf Shali was born on January 1, 1944 in the city of Kismayou in the coastal region of Somalia. He didn't have any formal education, but he attended Islamic school at a very young age where he studied Arabic and Islamic jurisprudence. As he grew up, he was a religious teacher for many years in Somalia and taught different age groups how to memorize the Holy Qur'an and Islamic law.

In 1998, Yusuf left Somalia due to the civil war and managed to escape seeking refuge in Kenya. He lived as a refugee in Kenya with his 10 children ranging from ages 10 to 22. The standard of living in a refugee camp in Kenya was below the poverty level and the conditions in the camp were bleak and depressing. Because of financial and social issues, his kids did not attend school. He taught them religious studies at home and they received very basic secular education from their neighbor's children.

In Kenya, the family was so poor they sometimes woke up without food in the house and had to wait in long lines for food. The United Nations distributed food in proportions based on family size. His children remembered the many fights that broke out in the food lines. His family's energy was spent on getting the necessities of survival. They had to walk miles for water. The bathrooms were also very far from their homes. At nighttime, it was nearly impossible to go to the bathroom because the darkness engulfed the camp. After all these experiences, the family hoped to start over in America. Yusuf's family began to arrive in the United States like links in a chain. In 2000, Fatima's (Yusuf's eldest daughter) husband arrived in Utah. Three years later, Fatima arrived with her three boys and petitioned for her parents and siblings to come to the United States. In 2005, Yusuf interviewed with U.S citizenship and Immigration Services. Confusion over his three marriages and an error in his children's names led officials to offer only him and his current wife the chance to immigrate to Utah.

He was painfully separated from his children for five years believing they would soon follow him to America. It had never crossed his mind to live in Utah for so long without his children. He had to go through lawyers and DNA samples which cost him a lot of money. He was very

patient and had faith that everything would work out okay by the will of Allah. Staff at Catholic Community Services of Utah, which helps resettle refugees, helped Yusuf apply for the children a few months after he arrived to Utah. The immigration services asked for more evidence from him. Nearly a year later, nine of his children were interviewed at the U.S embassy in Nairobi, Kenya. One daughter had died of malaria while waiting for the immigration process. More questions arose from the immigration about inconsistencies in the children's stories. Two more years passed while the paperwork stalled; two children drowned and an older son died in his sleep.

Yusuf agreed to DNA testing and finally with a single phone call, everything changed. Science proved the family reunification was real. Yusuf reunited with his children in May 2010. Yusuf was excited when he finally reunited with his children; he wanted them home with the chance of going to school in America. This had always been his dream, his children attaining education and not living the life he had. He had always encouraged them to study and perform well in school hoping one day they would help the community here in the United States and back in Somalia. Currently three of his children are attending Salt Lake Community College, two are in high school and one is in middle school.

Yusuf was really engaged in the community here in Utah since his arrival from Kenya. He taught Islamic studies and Qur'an to refugee kids on weekends and volunteered teaching a Swahili class at the UNP Hartland Partnership Center twice a week. He was a great role model to many refugee youth through his passion for education. He had passion and ability to inspire; he was very dedicated to teaching youth helping and empowering them. He was very committed to the community, he was active, freely gave his time and talents to benefit people within the community.

Yusuf has touched so many hearts in Utah through his dedication; he got along with everyone regardless of their nationality, race, gender or age. He was well known for the short time he was in the states. It was heartbreaking for many on October 4th, 2012 hearing that he had passed away from liver cancer. His favorite quote was, "Education is the key to a successful life."

Colaboraciones Comunitarias en Salud Mental y el Consumo de Sustancias

Teresa Molina, Directora Asociada, University Neighborhood Partners

UNP se ha asociado con varias organizaciones de la comunidad para crear conciencia y capacitar a la comunidad en cuestiones de la salud mental y el consumo de sustancias psicoactivas. Una gran lección de estos esfuerzos es la necesidad de comunicarse en la lengua materna de las personas. La pobreza y el trauma histórico son frecuentes en las poblaciones pobres, de inmigrantes y refugiados. El racismo, la inmigración, la guerra y la tortura alteran la capacidad de las personas para lograr sus metas personales y familiares. Con frecuencia, los miembros de la familia caen víctimas de las enfermedades mentales y la adicción. Los padres no quieren que sus hijos se pierdan y los niños sufren grandes privaciones cuando la enfermedad mental y las adicciones lastiman sus familias.

Los graduados del Instituto de Liderazgo del Oeste (WLI) han llevado a cabo proyectos sobre la depresión juvenil, prevención del suicidio, y compartiendo esperanzas para las familias. Estos esfuerzos están coordinados a través de Servicios Latinos de Salud Mental (LBHS) y el Equipo de Trabajo Latino. Los niveles de participación comunitarios son fuertes por naturaleza ya que este enfoque les da poder para resolver los problemas apremiantes de sus familias. También proporciona grandes oportunidades para pedir ayuda, defenderse y conectarse con recursos institucionales y profesionales.

Este trabajo llevó en 2013 a los gobiernos del Estado de Utah, El Condado de Salt Lake y la Ciudad de Salt Lake a declarar julio como el Mes de la Concientización de la Salud Mental para las Minorías. En julio de 2014, LBHS y el Equipo de Trabajo Latino liderarán una semana completa de eventos de sensibilización y promoción, incluyendo la primera Conferencia del Estado de Utah para la Recuperación de la Salud Mental y el Consumo de Sustancias Psicoactivas entre las Poblaciones Minoritarias.

Community Mental Health and Substance Use Partnership

Teresa Molina, Associate Director, University Neighborhood Partners

UNP has partnered with community organizations to empower the community on mental health and substance use issues. A great lesson from these efforts is the need to communicate in people's native language. Racism, immigration, war, and torture inhibit people's ability to accomplish their family and personal goals. Frequently, family members become victims of mental illness and addiction. Parents do not want their children go astray, and children suffer great deprivations when mental illness and addiction strike in their families.

Spanish speaking Westside Leadership Institute graduates have conducted projects on youth depression, suicide prevention, and sharing hope among families. Community levels of involvement are naturally strong because this approach empowers them to solve pressing issues in their families. It also provides great avenues to reach out for help, advocate and connect with institutional and professional resources.

In 2013, this partnership work led the Utah State, The Salt Lake County and the Salt Lake City governments to declare July as the Minority Mental Health Awareness Month. In July 2014, Latino Behavioral Health Services and the Latino Taskforce will lead advocacy and awareness events, including the first Utah State conference on recovery from mental health and substance abuse among minority populations.

Projecting and Connecting

The Utah Community Data Project

*Pamela S. Perlich, Senior Research Economist,
University of Utah Bureau of Economic and Business Research*

Salt Lake City is at the forefront of the ongoing demographic, cultural, and economic transformation of Utah. As is true for the nation, we are becoming increasingly multiethnic, multicultural and multilingual and will eventually become a “minority-majority” population. The dynamics driving these changes originate from our increasing interconnectedness with the rest of the world, principally through markets, technology, and migrations of people. It is widely recognized that Salt Lake City is the financial and economic epicenter of the state, as well as home to Utah State Government, The Church of Jesus Christ of Latter-Day Saints, and the University of Utah. It is perhaps less well recognized that Salt Lake City, and especially the River District, have re-emerged as a gateway for newly arriving immigrant populations.

Salt Lake City’s population peaked in 1960 and declined for the next three decades until rebounding in the 2000s. This population turnaround is the result of the recent migration of relatively young ethnic minorities who subsequently have had children once they have become established in the city. Not only did the coming of immigrants reverse a thirty-year population decline in Salt Lake City, but they have also contributed to the youthfulness and diversity of the city. Over one-third (34.4 percent in 2010) of Salt Lake City’s population is minority, compared to 36.3 percent nationally, and 19.6 percent for the state. Salt Lake City is on pace to match the national path of minority population shares. This trend is a generational shift that is concentrated in our youth. Half of the preschoolers in Salt Lake City are minorities and the Salt Lake School District is “minority majority.” This increased ethnic diversity is coincident with rising economic inequality.

Importantly, patterns of this emerging demographic and socioeconomic diversity vary dramatically by neighborhood and community. Figure 1 shows the geographic concentration of minority populations in the River District as well as the growth in diversity across the city from 2000 to 2010. Minorities are two-thirds of the River District population, as compared to just over one-fifth in the rest of the city. And these measures do not recognize many of the new residents who are ethnic minorities that are not captured by official statistics.

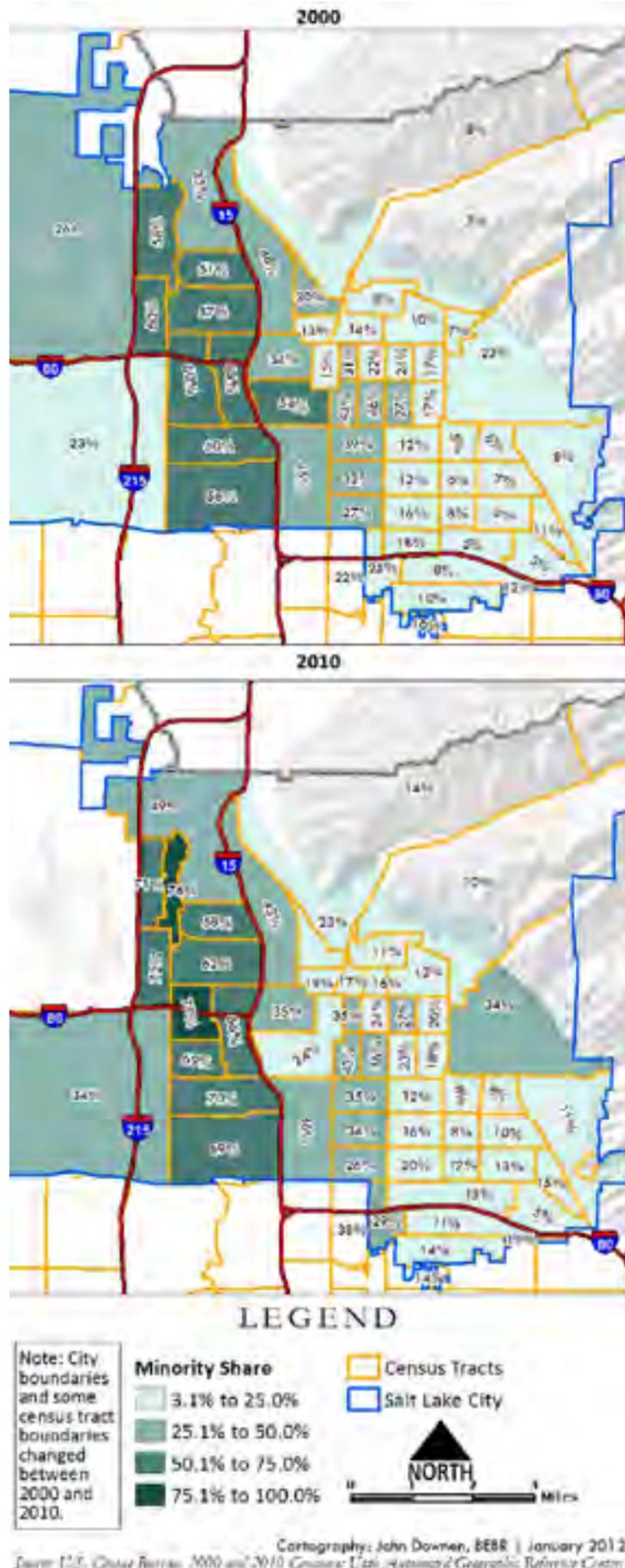


Figure 1
Minority Share of the Salt Lake City Population by Census Tract, 2000 and 2010

A more accurate assessment of diversity emerges from the Salt Lake School District student data, which reports more than 100 languages spoken in the homes of its students. Again, the geographic distribution of this linguistic diversity is striking, with the majority of households in the River District speaking languages other than English and the rest of the city being primarily native English speakers. The increasing socioeconomic inequality in the city also varies geographically. Once again, the Salt Lake City School District data reveal the high proportion of households eligible for lunch assistance being concentrated in the River District, which are the same neighborhoods of the newly arriving residents. (Figure 2)

The urgent need to understand these evolving conditions at small-area geographies is coupled with an ongoing

dearth of detailed neighborhood-level data from national sources due to the loss of the U.S. Census long form. The Utah Community Data Project has just been launched at the University of Utah and will, when built out, provide a suite of data, profiles, community indicators, and neighborhood-focused research projects to fill this void. This work will allow us to uncover insights into our changing communities and to “democratize data.” The Utah Community Data Project was highlighted in the Carpe Datum Summit, which was sponsored by the Capital City Education Alliance on April 25, 2013. While much of the technical work of the UCDP is being done by analysts at the Bureau of Business and Economic Research, it involves an ever-expanding collaboration between University and community partners.

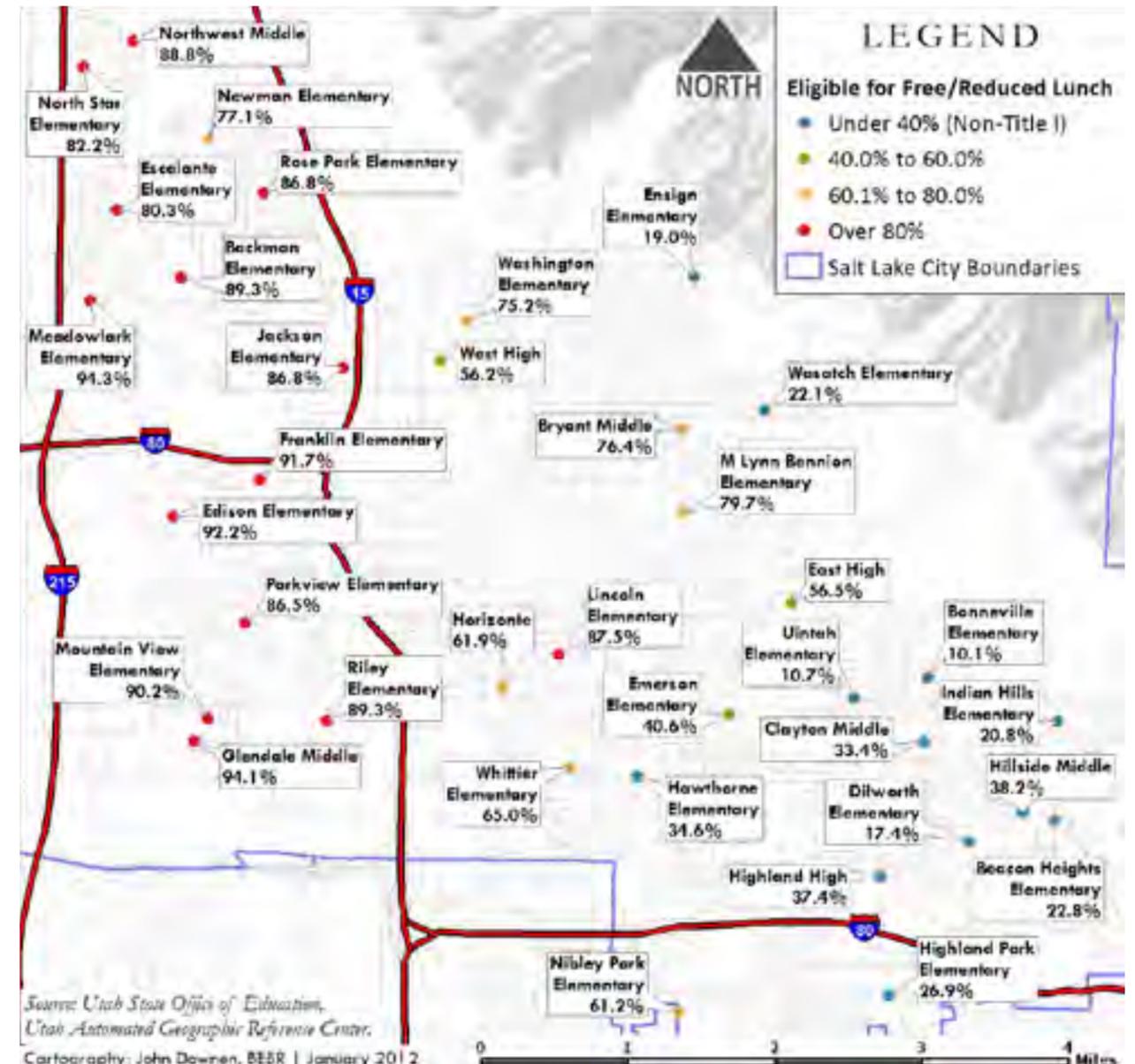


Figure 2
Share of Salt Lake City Students Eligible for Free and Reduced Lunch, 2011

Each One Teach One

Pathways to Higher Education at the Glendale/Mountain View Community Learning Center

Jarred Martinez, Community Learning Center Education Pathway Coordinator, University of Utah Office of Engagement

Everyone asks themselves at some point, 'what am I going to do with my life?' In my little wisdom, this is something continually asked and answered throughout life itself. As I think about where I am at in my own journey, much of my work is wound up in how the communities and people I come across are also answering this question, not only for themselves, but also for their families and their neighbors.

My part in this as an Education Pathway Coordinator at the Glendale/Mountain View Community Learning Center (CLC) comes through the support of the Office of Engagement from the University of Utah. In working with University Neighborhood Partners and various other organizations, I have begun engaging with adults and parents about not only their children's education, but their own as well, whether it be connecting resources like language classes, or offering advise for their studies at a college or university. But genuine support for space and people that make education and higher learning more accessible also brings to light the reality that many already know. This work goes well beyond navigating schools, applying for admission, doing scholarship essays, etc. Relationships must be built constantly, and respect for community ownership is a process for shaping a legitimate pathway for adults and youth to build on their experiences.

In a community with so many equally valuable stories, experiences and languages, there is much to learn from and with one another. To me, this is the beauty of a place like the Glendale/Mountain View CLC. It is the cultivation and recognition of the belief that education, for both adults and youth, is enriched and ultimately created by these very same parents, students, staff, teachers and community members who have been working together.

In speaking to a parent about their current classes at the University of Utah, and what comes next in order to obtain a degree, I also learn about their son in Glendale Middle School, and their concerns and hopes. Because of this, I am able to begin building a relationship with this student and others in his class. Elementary students on a tour of

the CLC not only see that someone from the university works here to talk and listen to them, but learns that there are free language classes and information they can take home to their parent(s).

The above is only a small snapshot, and how a place like the CLC creates powerful connections and possibilities. Additionally, I believe it progressively challenges an educational system on how community effectively connects with local schools and resources, and in part also changes the relationship that people have with institutions of higher learning

Even in my short time working with the community learning center as an Education Pathway Coordinator, I have also been called a community counselor, a teacher, and other labels. Whatever it is called and for whoever does this kind of work, it matters most when you are able to see your own cousin's face, or hear your own tia or tio in the voices of the people who you speak with and listen to. There are many bridges that can connect us with where we may want to go, and many that can still be built, and it is a great privilege to do this with amazing parents, students, and community.

For more information on the kinds of educational resources and opportunities at the Community Learning Center, please contact Jarred Martinez at 801.974.8359 or jarred.martinez@utah.edu.

Getting Another Foothold in the Community

A College Lounge Opens in the Salt Lake Center for Science Education

Lisa Purcell, Teacher and lounge co-creator, Salt Lake Center for Science Education

At the Salt Lake Center for Science Education, we want college to be accessible to every student. An important piece of this is exposing students to colleges and college admissions requirements from when they arrive in 6th grade. To this end, we developed the SLCSE College Lounge. University Neighborhood Partners met with us to brainstorm our vision for the space. From there, interns worked to secure furniture, paint, and gather college information. Our goal was to have an inviting space, full of materials on college. And, they definitely succeeded in making that vision a reality. We want discussions about college to feel exciting and our new space reflects that. In addition, the space is used to hold small meetings related to college. For example, our College Counselor through the Utah College Advising Corps, Sydney Mitton, meets with students in this space. In the future we plan to host college recruiters and invite individuals to come speak about their careers.



Two volunteers help prepare the new college lounge at the Salt Lake Center for Science Education





Community Advocates Building Bridges

Almida Yanagui, Community Advocate Coordinator, University Neighborhood Partners

The Community Advocate Partnership increases parent involvement in west side schools by creating strong relationships between school administrators, teachers and parents. School provides a space for all parties to come together and share ideas and issues to be addressed. It also provides the opportunity for parents and families to connect with the necessary resources and information needed for their functional family shapes. As all parties are building relationships and working together, parents begin to identify and address the needs of their families.

Community Advocates, as we like to call them, participate in school activities, class volunteering and school administrative decision-making. Parents become empowered to take action in the decision-making process about their student's education. Strong community advocacy is the desired outcome of working with parents and families in school sites of west side neighborhoods. Parents are exposed to a safe space where they can increase their knowledge, skills and strengths for a functional family shape to their own reality. This empowers parents to become leaders in their community and advocates for their families within the educational system.

Christina Gonzales began her participation due to an invitation to a parent focus group that was being held at Neighborhood House, the child care center where her children attended while she was at work. She learned how teachers at Neighborhood House dealt with her son's ADHD in the class room and of their qualifications. She had many questions that were often unanswered because of a language barrier and not knowing a contact within the institution. Because of her participation with the focus group, she created several relationships at the site. The skills and knowledge she obtained soon became very useful when she had questions about her child's needs. Soon after, she participated as a community researcher in a University of Utah research study coordinated by parents, administration and teachers. The focus of this study was to learn the roles of administration and the roles of teachers in the classroom setting. This gave parents the opportunity to have insight on the quality of education their children were being exposed to. Parents received classroom policy and procedure training before actively volunteering in classrooms at Neighborhood House. Individual participation became more family oriented. It is now four years later and Christina and her family continue to participate in other UNP Partnerships. She is also a part of the PTA Committee at DIA Academy where her children currently attend school.

Jose Valenzuela, father of three became involved with UNP partnerships seven years ago, with the goal of



providing his children with the guidance for higher education. He was excited to see his son graduate from high school in June of 2013. Carlos Valenzuela started his college education at Salt Lake Community College in the Spring of 2014. Carlos Valenzuela is the first to attend college in the Valenzuela family. Jose continues to work with UNP partnerships at school sites sharing with other parents his own experiences and providing guidance to others in his community.

Community Advocates from different UNP partnerships participate in group meetings throughout the year, in their efforts to achieve sustainability and accomplish their goals of higher education for themselves and their families. They continue to work together, as well as individually, taking on the roles of leaders in their communities creating access of higher education.



New Partners at Partners in the Park

Ray and Harriett Gesteland, Wolf and Meritus Scholarship Donors

Our experience with UNP has been both rewarding and educational for us as a family. We are honored to be a part of an organization that provides so much to our community.

It was so exciting to meet with the young scholarship recipients and some of their families. We look forward to an ongoing relationship with UNP. As a member of the scholarship selection committee I (Harriett) became aware of the talent these young people have and the hardship that many have endured to reach this level of achievement.

Promoting educational opportunities seems especially important since the world seems to be in an increasing state of chaos. It is only through education of the next generations that solutions can be found that will lead to a more compassionate worldview that can lead to solutions. We are proud to help even in this small way.



Left to right: America Guadalupe Lee (Rose Park parapro), Trish Saccomano (U of U faculty), Molly Boone (Rose Park parapro) and Allison Hammons (Lincoln parapro)

2013 Community Scholar in Residence

Trish Saccomano, Early Childhood Education Cohort Leader, Department of Family and Consumer Studies

Pre-service and brand new teachers sometimes feel like they are struggling to stay alive in a strange and, to say the least, challenging environment.

As the cohort leader of the Early Childhood Education (PreK through 3rd grade) licensure program, a joint program between the Department of Family and Consumer Studies and the Urban Institute for Teacher Education, I am responsible for helping these “newbies” navigate this strange and challenging environment.

The mission statement for the Urban Institute for Teacher Education (UITE) reads: The mission of the UITE is to prepare educators to serve urban students and educational communities in all their rich diversity. We conceive of educational diversity as the dynamic engagement of cultural and urban traditions, including individual differences in ability. In preparing teachers and leaders to work within and across differences, we collaborate with community-based initiatives, seek out community partners and continually work to discover fresh and innovative ways to approach both curriculum and pedagogy. Our goal is an educational process in which teachers, leaders, and teacher educators draw upon multidisciplinary research and direct urban inquiry to serve all students well.

The mission statement of UITE guided my work with

the graduate students (12) in the Early Childhood Education cohort and my work as the Community Scholar in Residence this year. I also have a personal goal and mission for my students. That is to provide them with as many, varied, meaningful, collaborative and diverse classroom experiences as I can that will aid them in becoming outstanding classroom teachers; teachers who approach teaching issues from a social justice framework. Teachers engaged in their learning communities, successfully integrating research, teaching and partnership work into their classrooms.

Through our partnership and collaboration with UNP and the Community Learning Center and after-school programs at Mountain View Elementary, we achieved our goals—both collective and personal. Student teachers planned and implemented after-school programming that spanned 210 additional hours and included math and literacy activities, tutoring and homework help. They also helped students in the computer lab and conducted enrichment activities in cooking, art, drama and physical education while conducting research for individual action research projects.

We also planned and started a six week *Mommy & Me* program for preschool students and mothers of the Mountain View community. Each week parents and their children participated together in Literacy activities and hands-on, developmentally appropriate learning stations. Mothers were given suggestions and advice on working with their preschoolers at home and at the end of every session, each child was given a take-home bag with materials and activity instructions for continued learning. Our Thursday *Mommy & Me* days became the highlight of our week!

I also had the chance to become actively involved in working with SLCC, the University of Utah, UNP, Salt Lake City School District and other community partners to design and implement a pilot for Paraprofessional Pathways for future professional development. This is an ongoing project and I’m pleased to say that I will continue working on this project during the 2013-2014 school year, and hopefully beyond.

It was a wonderful, positive year. Thank you all so much for the opportunity to be involved with so many wonderful people and projects this year as the UNP Community Scholar in Residence. I have learned so much and have grown leaps and bounds as both a professional and a person.



Lourdes Flores, 2013 Community Resident in Action

2013 Community Resident in Action

Sarah Munro, Community Leadership Partnership Manager and Director of Research, University Neighborhood Partners

Two-thousand-thirteen’s Community Resident in Action is Lourdes Flores. She is a true pioneer for autism awareness in Salt Lake City. When she noticed her oldest son acting irregular as a young boy, she searched everywhere to find answers. Due to Lourdes’ Hispanic heritage, pediatricians simply concluded her child was confused because of his bilingual immersion between English and Spanish. When her son turned four years old, he was finally diagnosed with Autism Spectrum Disorder—one of five types of autism. Lourdes searched diligently for information on autism and its treatments but was isolated from English-only resources.

The struggles Lourdes faced inspired her to search for ways to inform her Latino community, where 1 out of every 125 children is on the autism spectrum. She knew there needed to be more information and support in Spanish. When Lourdes enrolled in the Westside

Leadership Institute in 2009, she designed an autism conference in Spanish as her class project called, “Que es Autismo” (What is Autism). This was the first Spanish conference on autism in the State of Utah.. More than 120 people attended the conference on April 17, 2010. The following year, they held another conference adding support groups for parents as well as house visits. Through these efforts, they more than doubled the number of participants to 260 people. In 2012, Lourdes partnered with Utah State University and helped establish their “ABC’s of Autism” workshop curriculum in Spanish ensuring the translated curriculum was culturally appropriate. In return, Utah State donated the workshop and daycare for the children of all parents who attended. That year, the program increased again serving about 290 people.

Lourdes later formalized her project under the name, “Proyecto Autismo de Utah” (Utah Autism Project). The organization received nonprofit status in 2013, and now advocates for the community by partnering with providers to donate curriculum and workshops in Spanish.

One of the biggest challenges for families in the Latino community is the lack of strong support systems. It can be daunting to attend classes or workshops without help with childcare. Additionally, there are language and financial barriers to obtaining treatment and information on autism. Proyecto Autismo breaks down these barriers and provides resources to the community.

As the organization grows, Lourdes plans to expand the monthly support groups. Currently they are held in just one location, such as West Valley or Kearns. These support groups prove immensely beneficial to parents who need someone that can relate to their experiences with autism. Lourdes will continue hosting an annual conference and the six-week family program. She is hoping to create an extensive information booklet in Spanish to distribute to her community.

Lourdes had the courage to learn how she could make a difference. Because of organizations like Proyecto Autismo, more children are diagnosed with autism at younger ages, and can receive treatment earlier. Most importantly, Lourdes is the life-blood of Proyecto Autismo. Lourdes manages almost every aspect of its existence by herself, all out of love and passion for helping parents, children, and communities understand and cope with autism.

Finally, a New Home for Hartland!

Jesse Whitchurch, Development Officer,
University Neighborhood Partners

In April 2013, after years of planning, studies, and fundraising, the new UNP Hartland Partnership Centered opened its doors for full-time programming. University administration, faculty, staff, and students celebrated together with community residents, non-profit organizations and government representatives at the festivities.

With the support of local and national corporations, foundations and private donors, funds were first raised for the purchase of the property in 2011 with a generous lead gift of \$300,000 from Goldman Sachs. Renovations to bring the building up to code were started in the fall of 2012 and were completed in the spring of 2013. The final funds for the project were generously contributed by university administration in the Spring of 2014.



Another Addition to the Hartland Family

Women's Health Care Services Now Offered at the UNP Hartland Partnership Center

Jane Dyer, CNM, FNP, MBA, PhD, FACNM, Assistant Professor at the University of Utah College of Nursing and UNP Hartland Scholar

BirthCare HealthCare (BCHC) began offering health care to women in August at the UNP Hartland Partnership Center. BCHC is the University of Utah College of Nursing's Nurse Midwifery and Women's Health Nurse Practitioner faculty practice. "Actual provision of health services at Hartland is a huge step in assuring easier access to care, essential for early identification of problems and finding solutions," says Jane Dyer, BCHC nurse midwife and UNP Hartland Scholar. At Hartland, BCHC faculty and graduate students provide care for pregnancy, birth at the University Hospital, after-birth care, family planning, annual examinations and gynecological health to women. The nurse midwives and nurse practitioners provide personalized care, spend time with the women, teach women about their health and provide support during labor and birth. BCHC accepts most types of insurance, including Medicaid, and offers care to self-paying women on a "sliding fee scale". A "sliding fee scale" means that women pay according to the number of people supported by their household income, with proof of income. No documents are needed to receive care at BCHC. The nurses and many of the providers speak Spanish and one midwife speaks Arabic.

Women are welcome to seek care by calling for an appointment: 801.581.4014.

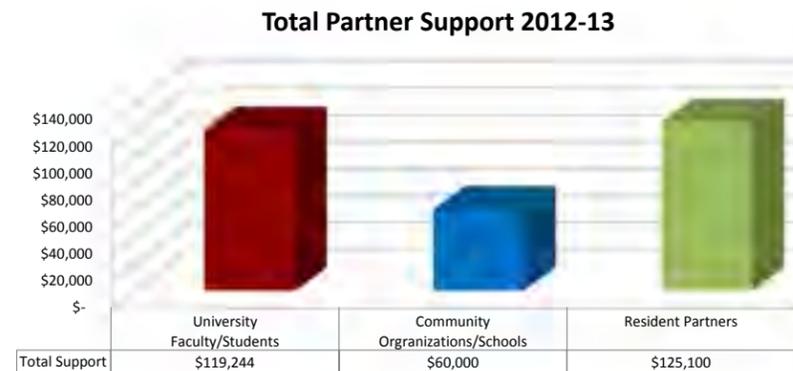
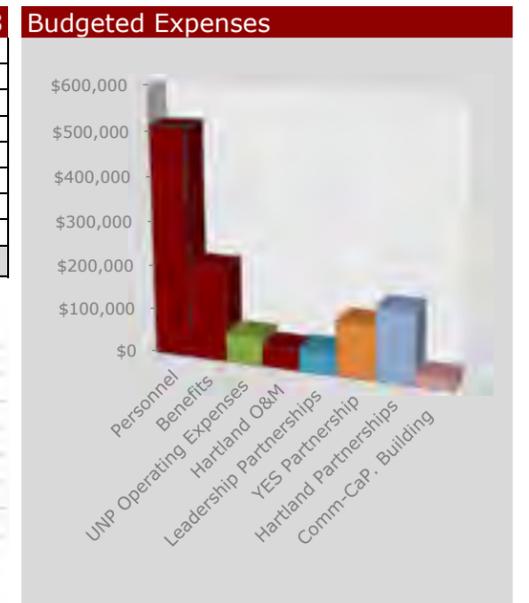


Financials 2012-13

Revenue	2012-13
U of U Funding (Includes Benefits)	\$669,049
U of U Funding Hartland O&M	\$50,000
Associations	\$2,793
Corporate & Family Foundations	\$106,500
Corporation/Business	\$41,750
Fund Raising Consort/Public Charity	\$26,863
Other State Funding (DWS)	\$15,000
Pending Grants	\$75,000
Payroll deductions and University Employees	\$4,745
Private Donors	\$66,821
Current Funds	\$184,478
Total	\$1,242,999



Expenses	2012-13
Personnel	\$517,898
Benefits	\$216,335
UNP Operating Expenses	\$67,400
Hartland O&M	\$50,000
Leadership Partnerships	\$54,250
YES Partnership	\$125,000
Hartland Partnerships	\$164,750
Comm-CaP. Building	\$25,630
Total	\$1,221,263



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Impact Report

Fall 2013

Sarah Munro, Community Leadership Partnership Manager and Director of Research, University Neighborhood Partners

Each year, University Neighborhood Partners strives to somehow quantify the impact of its partnership work. Since UNP was started in 2001, the ways in which we collect and analyze data has evolved, and continues to do so, to meet the needs of our stakeholders and partners.

While some of the impact UNP has on systems and people is easy to measure, most of it is difficult to draw neat lines around. To this end, here is an excerpt of what we like to call our “annual partnership report.” It is important to note that any and all of these examples are the result of a truly shared partnership between residents of West Salt Lake City, community non-profit organizations, U of U students, faculty, and staff, other institutions of higher education, the Salt Lake City School District, and local government—all working together to achieve jointly identified goals. These successes belong to everyone and are only milestones on our longer journey.

UNP’s mission is to “bring together University and west side resources for reciprocal learning, action and benefit... a community coming together.” In short, UNP’s work is to be a ‘convener’, to create connections between partners that strengthen the partners’ capacity to do their work. The long-term goal of UNP partnership work is to reduce barriers, both in the community and in systems of higher education, to expand access to higher education. This report tries to convey some of the short-term ‘outcomes’ of UNP partnership work, and also the longer-term ‘impact’ of the connections that these partnerships foster.

After 11 years of work, the greatest impacts of UNP partnership work are connections between organizations, residents, institutions of higher education, and other systems that impact access to education in west side neighborhoods. In some cases, these connections lead to system change at high levels of City government, the School District, and the University itself. In other cases, the connections create pathways that allow residents to take intentional, forward-moving steps toward their goals.

UNP’s ability to create meaningful, long-term connections between multiple levels of decision-makers

(individuals, organizations, systems) and multiple sectors (e.g. education, health care, local decision-making, housing, employment, etc) is probably its greatest and most unique contribution.

Here are a few additional recent highlights:

- More than 1,247 K-12 students were involved in UNP partnership work this year
- Created a new school paraprofessional pathway to provide educational opportunities to support student success in schools
- Almost 300 current or past participants in UNP partnership work have gone on to higher education
- Between 2002-03 and 2011-12, enrollment at the University of Utah from the UNP area (ZIP codes 84104 and 84116) increased almost 400%. Graduation rates for the same group increased by more than 360%.
- 261 residents were involved in leadership training
- 20 English and 23 Spanish-speakers graduated from the Westside Leadership Institute during the 2012-13 academic year
- Engaged more than 50% of U of U departments
- In its 4th year, and co-sponsored with the Lowell Bennion Center and Utah Campus Compact, the Engaged Faculty Institute brought together 75 faculty and administrators from across the state

With your partnership, We look forward to many great years to come!

UNP Board of Advisors

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Residents actively involved (figure below represented in thousands): 3,212



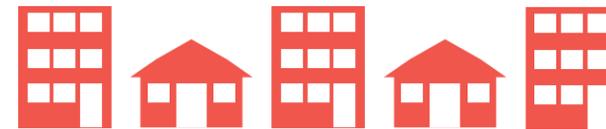
Residents indirectly involved (in thousands): 23,141



Percentage of West Salt Lake connected to UNP’s partnerships: 35%



Organizations involved (in tens): 51



Higher education institutions involved: 4



U of U Departments involved (in tens): 54



U of U Faculty involved (in tens): 62



U of U students involved (in tens): 188



Student hours (in thousands): 8,165 hours



University of Utah Departments

Academic Outreach and Continuing Education
 Alumni Association
 Asia Center
 Bureau of Economic and Business Research
 Center for Ethnic Student Affairs
 Center for Public Policy and Administration
 Center for Science and Mathematics Education
 College of Architecture + Planning
 College of Education
 College of Engineering
 College of Fine Arts
 College of Humanities
 College of Law
 College of Nursing
 College of Social Work
 Community Clinics, Redwood Center
 Custodial Services
 Department of City and Metropolitan Planning
 Department of Communication
 Department of Education, Culture & Society
 Department of Educational Leadership and Policy
 Department of English
 Department of Family and Consumer Studies
 Department of Family & Preventative Medicine
 Department of Linguistics
 Department of Modern Dance
 Department of Parks, Recreation and Tourism
 Department of Physics & Astronomy
 Department of Special Education
 Division of Human Resources
 Division of Occupational Therapy
 Gender Studies
 Honors College
 International Center
 J. Willard Marriott Library
 Latin American Studies
 LEAP Program
 Lowell Bennion Community Service Center
 Marriott Digital Scholarship Lab
 Office for Student Equity and Diversity
 Office of Admissions
 Office of Outreach and Engagement
 School of Medicine
 Student Recruitment and High School Services
 U Temps
 Undergraduate Studies
 University Writing Program
 Urban Institute for Teacher Education
 Women's Resource Center

Community Partners

Asian Association of Utah
 Bad Dog Arts
 Break-thru Soccer
 Catholic Community Services
 Child and Family Empowerment Services
 Comunidades Unidas
 Department of Workforce Services

East High School
 English Skills Learning Center
 Enriching Utah Coalition
 Episcopal Diocese
 Glendale Middle School
 Glendale/Mountain View Community Learning Center
 Health Access Project (HAP)
 Hartland Community 4 Youth and Family
 Hartland Resident Committee
 Horizonte Instruction and Training Center
 International Rescue Committee
 Jackson Elementary School
 Karen Women's Organization
 Latinos in Action
 Learning Excellence Through Leadership and Education (LeLe)
 Lincoln Elementary School
 Mestizo Coffee House
 Mestizo Institute of Culture and Art (MICA)
 National Alliance on Mental Illness Utah
 National Resource Center for Paraeducators
 Neighborhood House
 NeighborWorks Salt Lake
 Northwest Middle School
 Northwest Multicultural Center
 Quetzalcoatl
 Rose Park Elementary School
 Safe Kids Coalition
 Salt Lake Center for Science Education
 Salt Lake City
 Salt Lake City Department of Community and Economic Development
 Salt Lake City Office of the Mayor
 Salt Lake City Planning Department
 Salt Lake City School District
 Salt Lake Community College
 Salt Lake Community College Community Writing Center
 Salt Lake County Mayor's Council on Diversity Affairs
 Salt Lake Education Foundation
 Salt Lake Film Society
 Salt Lake Valley Health Department
 Salt Lake City Film Center
 Somos
 Sorenson Multicultural Center
 Sorenson Unity Center
 Splore
 Telemundo
 TV Azteca
 Utah Campus Compact
 Utah Development Academy
 Utah Dream Center
 Utah Humanities Council
 Utah Non-Profits Association
 Utah State University, Department of Special Education
 West High School



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Teresa Molina

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Hartland Youth Center Parent Coordinator

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Hartland Youth Center Assistant Coordinator

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Partnerships

Community Capacity Building

- Bridging Borders! Thailand/Burma/Utah
- Capital City Education
- Community Mental Health/Substance Abuse
- Honors College Think Tank*
- Non-profit Incubator
- UNP Hartland Partnership Center
- Westside Studio

Community Leadership

- Bilingual Radio
- Humanities in Focus*
- Mestizo Arts and Activism*
- New American Academic Network (NAAN)
- West View Newspaper
- Westside Leadership Institute (English and Spanish)*

Education Pathways

- 2nd Cup of Coffee
- Adelante
- Avid/Clemente
- College Pathways and Lounges
- Community Advocates
- DreamKeepers
- Hartland Community 4 Youth and Family
- Glendale/Mountain View Community Learning Center
- Go Girlz
- Latinos in Action
- Leap to the U
- Mommies and Me
- Partners in the Park
- Paraprofessional Pathways
- Project FIRST
- Sewing 101 and 201
- Utah Development Academy Soccer

Additional Community-Based Courses

- Case Management Certificate
- Community Journalism*
- Family-School Partnership*
- Immigration and Resettlement*
- Integrated Curriculum*
- Intro to Teaching*
- Transnational Feminism*

*Indicates partnership is registered as a contract class

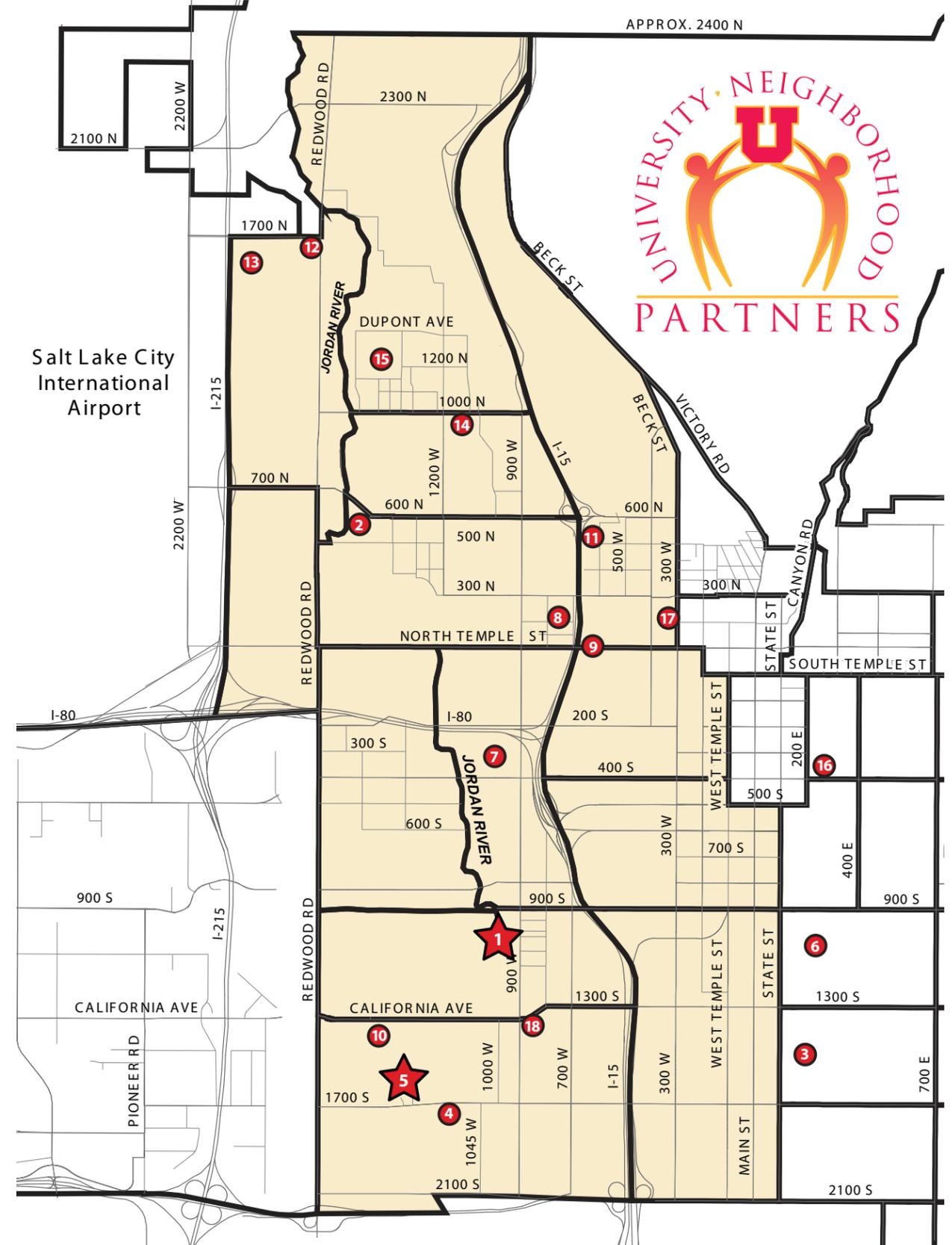
Locations

1. UNP Administrative Offices
1060 South 900 West
2. Backman Elementary
601 North 1500 West
3. Career Technical Center
1560 South 200 East
4. Glendale Park
1380 West 1700 South
5. Hartland Partnership Center
1578 West 1700 South
6. Lincoln Elementary School
1090 Roberta Street
7. IDAs & AAA Fair Credit
340 South Goshen Street
8. Jackson Elementary School
750 West 200 North
9. Mestizo Coffee House
631 West North Temple, #700
10. Glendale/Mountain View Community Learning Center
1380 Navajo Street
11. NeighborWorks Salt Lake
622 West 500 North
12. Northwest Middle School
1730 West 1700 North
13. North Star Elementary
1545 Morton Drive West
14. Rose Park Elementary School
1105 West 1000 North
15. Salt Lake Center for Science Education
1400 West Goodwin Avenue
16. Utah Nonprofits Association
231 East 400 South, Suite 345
17. West High School
241 N 300 West
18. Sorenson Multicultural Center and Sorenson Unity Center
1383 South 900 West

Off Map

- Bryant Middle School
40 South 800 East
- East High School
840 South 1300 East
- University of Utah
201 South President's Circle
- Salt Lake Community College
4600 South Redwood Road

THE UNIVERSITY OF UTAH
University Neighborhood Partners
 Expanding Pathways to Higher Education





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