

COMMUNITY VOICES

University Neighborhood Partners

Volume 6, 2015-16



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.

Tile mural created by community residents Michael Moonbird and Victoria Lyons, co-directors of Bad Dog Arts, for the Glendale Branch of the Salt Lake Public Library

Director's Note

Dr. Sarah Munro, Director, University Neighborhood Partners

As I sit down to write this, I'm just over two months into the amazing journey of being UNP's new director, and am still continually amazed and challenged by the complexity of the partnership work that has grown over the 13 years since UNP opened its doors.

We joke as a staff about the number of times we've tried, with varied success, to come up with a concise 'elevator pitch' that conveys the heart of UNP's work in a simple way. And ultimately we know that the work will always demand that our elevator pitch lead to a more lengthy discussion . . . at least as long as our audience will listen. But at the same time, we can identify the core aspects of UNP's work and where our sights should be set right now.

The longer I'm part of UNP, and the longer I watch the work unfold between higher education and community partners, the more I think of webs of connections.

I look at the photograph of me pointing at my contribution to the swarm of painted hand-prints and bees on the hive that is part of the new Jordan Park mural, and I think of all the connections that had to be made to bring that mural to life: from neighbors across the street on 900 West to the Salt Lake City Planning Department to the U of U College of Architecture + Planning to the artists and the energy from the Sorenson Unity Center, and everything in between.

I can see these partnership connections building on each other, getting denser every year: connections between parents and kids in a Community Advocate family who get interested in college, between Hartland Resident Committee members and U of U faculty and students, among faculty and students themselves, between Westside Leadership Institute graduates and opportunities to change the future of the city through City Council positions or non-profit boards, and new faculty positions designed with an emphasis on community-

engaged learning.

Connections are at the heart of UNP, and we are in an exciting period where those connections are beginning to reach up into the systems that influence the lives of people in west side neighborhoods -- whether at schools or the university or city government or other places -- and begin to see those systems change and adapt as they are influenced (or pressed) in new ways through those connections.

When partnerships create more effective ways for parents and schools to communicate with each other, both are changed.

Photo by Jewel Morgan



Sarah points to the honey bee she painted on the Jordan Park poolhouse mural in July 2014.

When connections between city government and resident voice become closer, new opportunities come to life, like the Community Improvement & Outreach grant that funded the Jordan Park mural—a grant that was created to encourage small resident groups to come up with ideas to improve their own neighborhoods.

As the examples build, the connections can lead to long-term system change from the ground up. None of these changes happen, though, without effort, intent, and investment of time and passion and resources. I hope that we will continue to push ourselves, all of us, towards these long-term changes.

Our success as a community depends on it.

I believe that UNP's investment in connections is what makes our work so powerful and the impact of the partnerships so deep. It's what sets us apart from others: we recognize that long-term community change is multi-directional. Reducing barriers to educational and other opportunities, which is part of UNP's mission, is not only about connecting people to resources, it is about understanding why those barriers exist in the first place and engaging the experience and wisdom of the people affected by them to build a different future.

Sarah has held nearly every staff position available at UNP since 2003. She became the director in July 2015.

A UNP Origin Story

Maria Garciaz, Executive Director, NeighborWorks Salt Lake



It was early 2001 when I crossed paths with Irene Fisher, Special Assistant to the President of the University of Utah.

We talked for several hours and she listened quietly while I shared statistics on lack of investment in housing, minimal economic development by the private sector, my concern for school dropout rates and lack of resident participation by diverse populations in civic organizations. She listened intently and her inquiries were thoughtful. I realized from her questions that she truly cared about my answers.

We discussed the resources that both the west side neighborhoods and the University of Utah offered and how a relationship might change the dynamics of these two great communities. She asked if I would help and I declined. She was perplexed by my response given our great exchange of information and ideas. I shared with her my frustration with the many studies by universities throughout the state that studied the neighborhood and consumed valuable time from organizations and residents yet left the neighborhood with nothing tangible but reminders that we faced many challenges.

I stated strongly that if the University of Utah was serious, they needed to walk their talk and establish a neighborhood-based office. This commitment would send a message to the community that the University of Utah was serious about working with the neighborhoods.

She accepted that challenge and invited me to walk my own talk and serve as founding co-chair along with

Scott Matheson, Jr., Dean of the Law School for the newly established University Neighborhood Partners advisory board. The board would be represented by organizations serving the neighborhoods, academia and residents from various parts of the west side. UNP board, staff and many volunteers in their nearly 14 years of serving the west side have been thoughtful in nurturing relationships that are truly reciprocal. The established partnerships are resulting in building the capacity or skill sets of organizations and residents and have inspired many to pursue higher education who might not otherwise.

For nearly four decades, NeighborWorks Salt Lake has focused on revitalizing neighborhoods through bricks and mortar and we understand while this is important, building the skill set of its residents that live in these neighborhoods is what sustains the community for future decades. UNP has engaged partners at many levels to help graduate hundreds of residents from the Westside Leadership Institute (WLI), a formal leadership training co-taught by University of Utah faculty and local community leaders.

These WLI graduates are actively engaged in responding to community needs and doing what no one organization could do alone -- from educating Spanish-speaking families on resources for autistic children, to inspiring them as resident leaders to run for leadership positions with school boards or City Council.

The number of residents engaged with NeighborWorks activities since UNP's inception has increased by 40%. I am inspired by these outcomes that strengthen our brick and mortar investments, reinforce the value of partnerships and contribute to the sustainability of Salt Lake City's west side neighborhoods.

Editor's note: learn more about the WLI on page 10.

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Transformative Opportunities Through UNP Staff Positions

UNP Hartland Bridge Clinic and the College of Social Work: Strengthening Partnerships and Increasing Opportunities

Julianne Raab, UNP staff

Since the early years, UNP and the University of Utah's College of Social Work have effectively focused on community capacity building through the connection of students, faculty, community leaders, residents, and organizations. Over the years, the College of Social Work has placed and supported over 50 students with UNP.

Upon opening in 2004, UNP Hartland quickly became a coveted student internship placement, offering an engaging, diverse, and meaningful experience for future social workers... meeting the community right where they're at.

The partnership continues to create a space for students to practice in a culturally diverse setting, learning alongside community members, and gaining competencies in a field that is becoming increasingly diverse.

In 2014, one year after the Bridge Clinic began providing additional clinical support and increased the number of internship opportunities, the College of Social Work awarded UNP Hartland the "Practicum Field Agency of the Year." This is a fine example of reciprocal learning, action and benefit... together as partners, we have created an important bridge between the University and Community. We plan to continue providing meaningful student experiences to send forth waves of culturally competent, confident social workers.



Photo by Sarah Morton

Kasandra Mohlakola (left), a graduate student in the College of Social Work, assists Dawn Htoo at the UNP Hartland Partnership Center.

A recent UNP Hartland Master of Social Work (MSW) student detailed her experience in the following words:

"In the beginning I was feeling empty; I didn't know how to fit it and was unsure of my skills. I now have a lot of confidence; I feel like I have more value as a social worker. I know how to navigate the system and accept that the work is difficult and slow. And I love working with the community."

Julianne is the Clinical Director at the UNP Hartland Partnership Center.

From Participant to Supervisor

Japhet Sengiyumva, UNP staff

My family is originally from Burundi, where my younger brother and I were born, but because of the Hutu and Tutsi war we had to move. We moved to Tanzania where we lived happy as a family and I got two more siblings, my sisters. We lived there for a few years, then we came to the United States when I was 10, about to turn 11. I started coming to the UNP when I was thirteen or fourteen.

At first I participated in the programs at Hartland. Whether it was art, homework, drumming, or dancing. I loved all the programs but my favorite was drumming because it reminded me of where I'm from and it just got my heart pounding.

In high school, my favorite subjects were math, physical education (P.E), science, and LDS Seminary.

I graduated last spring from East high school but instead of saying goodbye to Hartland, I was invited to say hello to a job at the Hartland youth center. My duties include writing the schedule, setting up the Kids Café, helping with homework, and most of all helping the kids learn good behavior. But my favorite part is watching how they can sometimes control themselves and work with each other.

When I am not working at Hartland, I'm a student at Salt Lake Community College. I haven't decided on a major yet, but I'm looking into becoming a school teacher.

Hartland has been a big part of my life since coming to America. First it was a place to go and have fun and make more friends after school, and now it's my part-time job.

Japhet is the Youth Center Assistant Coordinator at the UNP Hartland Partnership Center.

Non-Profit Organizations Created Through UNP Partnerships

Hartland Community 4 Youth & Families

Teresa Molina, Associate Director, UNP

In 2005, “Juan” Gilberto Rejón Magaña was a resident who joined the UNP Hartland Resident Committee. He represented the Latino community living in the 300-unit apartment complex where the UNP Hartland Partnership Center was located at the time.

Juan worked intensively to integrate all residents, including recently-arriving immigrants and families of refugee background, at Hartland. As a song composer, Juan wrote the *Hartland* song in 2007, which became

a touchstone for residents to identify with the Hartland community. Juan became a spokesperson to include all Hartland representative national flags of origin in the new UNP Hartland Partnership Center mural, which

brought a sense of belonging to all communities, who now say “Hartland is our center.”

Juan also sensed a need for recreational activities for youth. He applied all his efforts to create the Hartland Youth Soccer Club that started practicing at the Mountain View elementary school field in 2010.

By 2013, these partnership efforts led to giving voice to the community in a more structured form, so that the “legacy of Juan” can have a sustainable future for generations to come. As a result, the Hartland Community 4 Youth & Families (HC4YF) nonprofit organization was created, which currently coordinates the Hartland Soccer Club with six teams and over 150 youth participants plus many other programs, including: Hartland Community Adopt-a-Trail, Hartland Reading and Story Telling, Hartland Community Rewards for Awards, Parents in Action, and the Jordan River Community Initiative.

Youth now have the opportunity to be socially responsible, have self-discipline and respect for nature and others at little or no-cost. Thank you Juan for your inspiration.

Teresa serves on the board of Hartland Community 4 Youth & Families.

Photo courtesy of HC4YF



Left: HC4YF created two new girl's soccer teams at Salt Lake Center for Science Education (SLCSE) in 2015.

Below: LBHS shares information with residents at the Hartland Spring Fest.

Photo by Sarah Morton



Latino Behavioral Health Services (LBHS)

Patricia Riano with Teresa Molina, Associate Director, UNP

In 2011, UNP began working with NAMI (National Alliance on Mental Health) Utah, and Westside Leadership Institute graduates in an effort to respond to the Latino community's mental health and substance use needs by strengthening individual and family peer to peer support systems. As a result of this partnership work, a new nonprofit organization was born in December 2013.

Below is an introduction to Latino Behavioral Health Services in Spanish:

Latino Behavioral Health Services (LBHS) es una organización no lucrativa, cuyo propósito fundamental es lograr que la población latina y otras comunidades diversas de Utah se concienticen acerca de la enfermedad mental y sus efectos, a través de apoyo, educación, empoderamiento y recuperación; queremos que la vergüenza y el miedo a pedir ayuda se pierdan y nuestra comunidad aumente su calidad de vida para no perder su dignidad.

Ofrecemos programas de salud mental, trastorno de abuso de sustancias, inclusión de jóvenes, y prevención al suicidio, manejados por pares. Creemos que la recuperación no solamente es individual, sino también de la familia y de la comunidad.

Colaboramos con otras organizaciones incluyendo procesos de investigación con las Universidades, ofreciéndoles una vinculación directa con la comunidad para desarrollar proyectos de mutuo beneficio. Hacemos todo esto en colaboración directa con UNP de la Universidad de Utah, con cuyo apoyo hemos avanzado para desarrollar todas estas colaboraciones.

Patricia and Teresa serve on the board of LBHS.

Editor's note: learn more about the founder of LBHS on page 13.

UNP Hartland Scholar

Parenting Across Cultures

An interview with **Marissa Diener**, Ph. D., Associate Professor, Department of Family & Consumer Studies, University of Utah

Community Voices: *Marissa, you've had a long history of working with the UNP Hartland Partnership Center. Can you tell us more about some of the work you've done?*

Marissa Diener: My scholarship and teaching interests center on understanding and promoting well-being of children and their families from an ecological perspective. My work has centered on providing students with the opportunity for experiential learning while also meeting the needs of the community consistent with the UNP partnership model. It has been some of the most rewarding work that I have done because of the relationships that I've developed.

A memorable experience at Hartland was when we were in between spaces because we were no longer meeting in the apartments, and the new building had not yet opened. That was a challenging time, but I was able to establish such positive relationships with many stakeholder groups. Being out of our usual space enabled us to go to other spaces, and there was something about that that enabled us to really connect well with one another. We had to work together to problem solve and focus on communication. I really developed strong relationships with the graduate students, the youth, and the community partners that year, and those relationships are still important to me.

CV: *As the Hartland Scholar this year, what will your research focus on?*

MD: My research will focus on two key areas: early childhood integration and parenting.

My students are currently providing free child care opportunities for parents who are attending ESL and citizenship courses at Hartland. This gives the parents an opportunity to focus on their classes and not have to divide their attention between the class and caretaking. It also enables my students to apply what they learn in the classroom (FCS 3370 Parenting Across Cultures). This type of experiential learning is very powerful and enriches the class.

My second goal focuses around parenting. Related to both my teaching and scholarship interests and expertise, I will focus on assessing parenting priorities, needs, and strengths among the families in the Glendale area. The intention is to identify barriers and bridge the gap between families and systems. The first step towards this goal will be working with Resident Committee members

and Social Work students at Hartland to have them create a presentation for my class. The goal is to empower residents as experts in their own right about their parenting practices, give a voice to their perspectives on parenting, and provide an opportunity for my students to learn from them.



Photo by Sarah Morton

Marissa listens as Laurent Ntakarutimana, a member of the Youth Leadership Committee, suggests changes to the group's mission statement in September 2015.

CV: *How do you anticipate this research being used?*

The goal is to identify barriers and bridge the gap between families and systems in the Glendale and larger Salt Lake Valley area. This could include parents' involvement in school and the education system, or parents' expectations for their roles, etc. Three main ways this scholarship will be used:

1. Locally, to help reduce barriers -- maybe a community seminar, workshops, or coordination among organizations.
2. Published to influence the larger field of scholarship.
3. Also, students will be involved and it will provide undergraduate and graduate students the opportunity for engaged learning, independent studies, and thesis and graduate projects.

CV: *In what ways will residents be engaged?*

MD: Residents and community members drive the entire process and the tangible outcomes of the work -- what they think will be most beneficial. We will work together to identify the questions addressed and clarify the issues.

Hartland Youth Learn Service Through Cooking

Elizabeth Harrison, University of Utah student

One of the biggest successes of my time at Hartland was the teens' service project at the Ronald McDonald House. I was responsible for co-leading both the Teen Empowerment and Teen Cooking groups at Hartland. At the very beginning of the semester, the Empowerment group brainstormed a bunch of ideas for their group and decided that they would like to do a service activity. I was excited about this idea because I feel that nothing is more empowering than witnessing your own ability to help others and create positive change in the world.

The teens considered and voted on many different possible service projects and we eventually landed on cooking a meal for the Ronald McDonald House (RMH). The RMH provides low-cost temporary housing and support services for families whose children are receiving intensive treatment at Salt Lake City pediatric hospitals. They ask volunteers to come in each night to prepare a meal for the families so they do not have to cook after a long day at the hospital. This organization is of great personal importance to me, as my family stayed at a Ronald McDonald House for 5 weeks when I was a teenager. It was beautiful to witness our Hartland teens giving back to an organization that has done so much good for my family and countless others like us.

Throughout the six weeks we had for planning, the Empowerment and Cooking groups prepared for the service. The Empowerment group decided on a menu and created a budget. The Cooking group learned how to make many different dishes in preparation for the big day, including our main course: red beans and rice! The Cooking group had a blast making microwave meals at Hartland every week, and in March we were able to use the big kitchen at the Glendale/Mountain View Community Learning Center to practice with real equipment, ovens and stovetops! We tested out the red beans and rice then and decided it was a go.

On the day of the service trip, several team members weren't able to join, but Minoa, Aurelia, Jonah and Laurent made for an excellent crew. We spent two hours cooking up a storm in the RMH kitchen. Everyone worked together to chop pounds of fresh vegetables. Aurelia made loaves of garlic bread while Jonah, Laurent and Minoa manned the huge pots. Everyone chipped in to wash dishes with the huge industrial sprayer and keep the kitchen clean! We even made chocolate chip cookies in their giant ovens. Everyone had a fantastic time. Laurent smiled and exclaimed, "Everyone who didn't come is missing out!"



Photo courtesy of Elizabeth Harrison

Lauren Stevenson (left), an Occupational Therapy student and Jonah Gaye, a participant in the Teen Cooking group, help make cookies for families in need.

Dinner time arrived and we served about 10 families our feast. The teens served food and explained the menu to the families. Aurelia looked out over the dining room and told me, "I think we did a great job." I couldn't agree with her more. All of the teens (and staff!) agreed, "We should do this again." All of the families and the RMH staff thanked us for the spicy meal and the delicious cookies.

This service project was an amazing opportunity for the teens to learn about cooking, budgeting, menu-planning and giving back to the community. It was empowering for them to serve others and create such a tangible, delicious end result. Several of the teens are using this week to create letters of recommendation explaining their contribution to the service project and adding it to their resumes!

I feel so privileged to have spent three months getting to know these amazing teens. They are talented, passionate and hilarious people who I will greatly miss. They kept me on my toes and always made me laugh! I can't wait to see what they accomplish in years to come.

Elizabeth was a 2nd year student in the University of Utah's Occupational Therapy program who completed an internship at the UNP Hartland Partnership Center during the 2014-15 school year.



An event to remember a beloved friend, educator and community activist

Rosey Hunter, Associate Professor, College of Social Work, University of Utah and former Director of University Neighborhood Partners

The first annual UNP Matt Bradley Jordan River Family Day took place on Saturday, May 23rd, 2015. From 10:00 a.m. to 1:00 p.m. that day, families, students, community and university partners and UNP staff walked, biked and canoed along the Jordan River while participating in activities along the way. At noon, we held a short program to honor Matt, and it was touching to hear his father and aunt share their memories.

I would like to share my appreciation with all of the students, partners and loved ones who attended this event to help out and support UNP, especially the many university and community partners who kept the stations going with fun youth and family activities.

We were able to fill the many canoes provided by Splore, and 30 people floated the Jordan River. In addition, Cavett Eaton from Salt Lake Center for Science Education (SLCSE) had 18 youth working with him in kayaks to clean the Jordan River.

We also had about 30 members of the Bradley family attend and the Mestizo Arts and Activism youth and alumni were there to join us in the celebration.

Snacks donated by Trader Joe, Einstein Bros Bagels and the U's Office of Undergraduate Studies gave everyone fuel to enjoy the day.

Finally, the UNP staff did a wonderful job of coming early and staying late to make this a successful first event! In total, we counted almost 150 people in attendance.



Matt Bradley was a professor, cyclist, activist, friend, and a member of the community. We wish to always celebrate his many contributions, which included being a founder a co-director of Mestizo Arts & Activism and inspiring many youth in the west side community to pursue secondary education. While Matt tragically passed away in 2012, his incredible impact lives on.



Above: Bikes were everywhere! Some were ridden by community members along the bike path, and some were pulled from the river by volunteers from the Salt Lake Center for Science Education (SLCSE).

Below: Several alumni from Mestizo Arts & Activism joined the celebration and caught up with one another.



Photo by Jewel Morgan

University & Community Partner Reflections

The Bennion Center (University of Utah)

Gina Russo, Assistant Director/Student Directed Programs Manager

The Bennion Center (BC) fosters lifelong service and civic participation by engaging the university and the greater community in action, change and learning. The first annual UNP Matt Bradley Jordan River Family Day event was the perfect opportunity for Tressa Franklin, BC Arts for Youth Program Director and Social Justice Gardens Intern, to do what she loves while promoting the BC mission.

Tressa Franklin joined UNP at the Bend-in-the-River site with four volunteers who spent their Saturday of Memorial Day weekend face-painting and creating sidewalk chalk art with families from the community. As the program director for the BC's Arts for Youth Program, Tressa regularly facilitates art lessons for students from Lincoln, Mountain View and Roosevelt Elementaries, all participants in the Promise South Salt Lake partnership program.

Tressa also taught summer gardening lessons at Jackson and Mountain View because she realizes that, as a future elementary school teacher, she needs to connect with students and their families outside of the classroom. "My experience at the Matt Bradley Jordan River Family Day inspired me to create a community art project at the Mountain View Community Garden. I love sharing art with the families in this community!" reflects Tressa.

Hartland Community 4 Youth & Families

Gilberto (Juan) Rejón Magaña, Founder

I personally identify with Matt Bradley's work. I use his memory as a powerful tool with my kids [Hartland Youth Soccer Club] to bring them together and continue his legacy. Hopefully when I'm gone, others will remember me and the work will continue on forever.



Honors College (U of U)

Erica Rojas, Associate Director of Student Activities and Advising

The Honors College encourages its students to "embrace challenge, explore multiple perspectives and venture out to

find a place in the world." Students are constantly asked to become informed and active citizens in their communities, may it be at a local, national or global scale. The UNP Matt Bradley Jordan River Family Day exemplified this mission and reminded Honors alumni, current students, and staff of the importance of community engagement. Sara Ng, a third-year Honors student in Mathematics, reflects on her experience:

"I volunteered as a face-painter for kids at Bend in the River. From the moment I met the first shift of volunteers to our cleanup and final goodbyes, it was clear to me that Matt Bradley was more than a teacher, or volunteer, or community activist. He was a pioneer in the work of community-building and his legacy lives on in the hearts of the family and community he loved so dearly.

I could feel how important the day was for many of the families who came to participate. It showed me what a lively community experience the Jordan River provides. I am so grateful that I was able to represent the Honors College and work alongside UNP and the other partners to orchestrate such an extraordinary event."

Office for Student Equity and Diversity (U of U)

Tricia Sugiyama, Interim Senior Director

It was a fabulous event and we had a great time participating.

Salt Lake Center for Science Education (SLCSE)

Cavett Eaton, Outdoor Explorations, Bike Shop & Healthy Lifestyles Instructor

Thanks from the SLCSE folks for the opportunity to participate! It was very heartwarming to hear of Matt's impact on this community, and to have my students get such an experience and feel of the appreciation for their efforts. This changed some hearts and minds in a big way, and I am glad for the experience!

Splore

Austin Fought, Trip Leader

The UNP Matt Bradley Jordan River Family Day was a great opportunity for the Splore staff to step outside of the usual routine and remember those who have gone before us in giving back to the community. Splore provided canoe trips down a section of the Jordan River to families that attended to help bring awareness to this important waterway that runs right through our community and is often overlooked.

Splore's Salt Lake City office provides outdoor adventures such as rock climbing, canoeing, snow shoeing, and cross country skiing to individuals of all abilities and backgrounds and is dedicated to removing any and all barriers so that everyone can enjoy the magic of the outdoors.

Community Advocate Training

The first 10-week Community Advocate Training took place during the summer of 2015. The training is designed for parents who have children enrolled in west side schools and have cultural and linguistic fluency representative of the community.

The training was co-taught by Liz Player, Director of Family Support & Volunteers at the Salt Lake Education Foundation; Geri Mendoza, Director/Instructor of the Child and Family Development Center at the University of Utah; and Almada Yanagui, Community Advocate Coordinator for UNP. The curriculum covers a wide range of topics, but focuses on key concepts of communication, teamwork, and problem-solving.

Geri Mendoza: Culture shapes our schools, and as educators it is our job to understand how to align, find inspiration from, and bring insight to the transformative power of solving problems together--parents, educators and community members.

This past summer a group of community advocates -- parents of children who attend schools in Salt Lake City -- came together to share their vision through their cultural beliefs, ideals and way of living as they experience the institution called school.

Through a variety of self-reflection activities we worked to create an empathetic framework for understanding the home-school connection. Together we developed processes in which to navigate home and school, find and become allies to transform and enhance our practice of "power with" approach to home, school and community.

Our weekly group dialogue and discussion gave us tools to impact our communities in positive, often

extraordinary ways. Our ability to work on connecting with others with empathy gave us insight to rethink our responsibilities as a member of the school and community.

Liz Player: Working with Alma and Geri to create and teach this course has been an amazing experience. We planned a simple course to teach basic community leadership to parents. We found ourselves building a complex community of devoted mothers and fathers, motivated grandparents and students, and inspired school and university staff.

The community shared their hopes and worries together while planning for change in their individual interaction with the larger school community. Topics of concern ranged from supporting the classroom teacher with management issues, to making an impact on state politics affecting the neighborhood.

As a teacher I learned a great deal from this unique learning community, and I hope to work with them again in the future. I am looking forward to reviewing and assessing this summer's course to create an even greater experience for next summer.

Photo by Alma Yanagui



Community residents develop action Advocate Training held at Rose Park

In February 2015, Guadalupe Batalla, a Community Advocate for the Salt Lake Center for Science Education (SLCSE), and parent/teacher events at SLCSE. Guadalupe received overwhelming support from five businesses, resulting in



Barbacoa Don Rafa - 537 West 3900 South



Chubby's - 955 North 1400 West



Anaya's Market - 660

Entrenamiento de Abogacía Comunitaria

El primer entrenamiento de 10 semanas sobre Abogacía Comunitaria para la educación tuvo lugar durante el verano de 2015. El entrenamiento está diseñado para las familias que tienen niños inscritos en las escuelas del lado oeste de Salt Lake City y representan la cultura y las lenguas de la comunidad en el área.

La capacitación fue co-impartida por Liz Player, Directora de Apoyo de la Familia y Voluntariado de la Fundación de Educación Salt Lake; Geri Mendoza, Directora / Instructora del Centro de Desarrollo de la Familia y Niños de la Universidad de Utah; y Almada Yanagui, Coordinadora de Recursos Familiares de UNP. El plan de estudios abarca una amplia gama de temas, pero se centra en los conceptos clave de la comunicación, el trabajo en equipo y la solución de problemas.

Geri Mendoza: La cultura da forma a nuestras escuelas, y como educadores es nuestro trabajo entender cómo alinear, encontrar la inspiración, y traer la visión del poder transformador que tiene el resolver los problemas juntos - padres, educadores y miembros de la comunidad.

El verano pasado un grupo de defensores de la comunidad, los padres de las escuelas locales en Salt Lake City, se reunieron para compartir su visión a través de sus creencias culturales, ideales y forma de vida, viviendo la experiencia de la institución llamada escuela.



plans during the Community Elementary in 2015.

A través de una variedad de actividades de auto-reflexión que trabajamos para crear un marco comprensivo para la comprensión de la conexión hogar-escuela. Juntos hemos desarrollado procesos en los cuales navegar el hogar y la escuela, convirtiéndonos en aliados para transformar y mejorar nuestra práctica de “compartir el poder” en casa, la escuela y la comunidad.

Nuestro diálogo de grupo semanal nos dieron herramientas para impactar nuestras comunidades de manera positiva, a menudo extraordinarias. Nuestra capacidad de trabajar sobre la conexión con los demás con empatía nos dio una visión de repensar nuestras responsabilidades como miembros de la escuela y la comunidad.

Liz Player: Trabajar con Alma y Geri para crear y enseñar este curso ha sido una experiencia increíble. Planeamos un simple curso para enseñar liderazgo comunitario básico a los padres. Nos encontramos construyendo una comunidad compleja de madres y padres devotos, abuelos y estudiantes motivados, que inspiraron al personal de la universidad y de las escuelas.

La comunidad compartió sus esperanzas y preocupaciones en conjunto durante la planificación para el cambio en su interacción individual con la comunidad escolar. Los temas de interés iban desde el apoyo a la maestra con cuestiones de gestión, a causar un impacto en la política del estado que afecta al barrio.

Como profesora he aprendido mucho de esta comunidad de aprendizaje única, y espero trabajar con ellos de nuevo en el futuro. Tengo muchas ganas de revisar y evaluar el curso de este verano para crear una mayor experiencia para el próximo verano.

sought **donations from local businesses** to support the Hartland Community 4 Youth & Families girls soccer team over **\$2,000 worth of donated food and services** to support six events. **Thank you, west side businesses!**



North 1200 West



Flores Bakery - 1625 West 700 North



Smith's Food & Drug - 1174 West 600 North

Photos by Guadalupe Battalla

The Westside Leadership Institute Celebrates 10 Years

Sarah Morton, Development Officer, University Neighborhood Partners with **Anna Solomon Edelman**, Master of Public Administration Graduate Assistant for the WLI (2013-2015).

The Westside Leadership Institute (WLI) is a program taught by University of Utah faculty and community leaders to support west side residents in pursuit of becoming catalysts for positive change in their communities.

WLI is organized as a partnership between University Neighborhood Partners (UNP), NeighborWorks Salt Lake, and the University of Utah's Center for Public Policy and

Administration. Additional partners that have emerged in the past two years include Comunidades Unidas, the Sorenson Unity Center, the Salt Lake City School District (Glendale/Mountain View Community Learning Center) and the Master of Public Administration, Gender Studies, History, and Honors College departments at the U of U.

The twelve-week course is offered twice per year, alternating between English in the fall and Spanish in the spring. The course relies heavily on experiential learning, and since 2013, students are strongly encouraged to register for

As of May 2015, over 265 west side residents have participated in WLI.

the course as part of a group in order to launch into their group project more quickly. The purpose of the group project is to allow students to apply the skills that

A Westside Leadership Institute Graduate shares his experience



Tara Timsina (2nd from right) was one of twelve WLI graduates in December 2014.

From left to right: Kilo Zamora (WLI instructor), Chuda Dulal, Tek Neopany, Tara Timsina, and Ken Emberly (WLI instructor).

Tara Timsina, WLI graduate, 2014

The WLI was really a great experience where I learned a lot about how to do community projects, where to start, and how be successful. I learned the process for creating change, like figuring out the issue, brainstorming, and creating an action plan all the way to applying for a grant.

It was a pleasure to meet people from a variety of communities and share all our thoughts and knowledge about development. I loved the activities Mr. Kilo had in class and another fun part was the potluck dinner.

A challenge we had was how far the class was from where we lived. And because of a lack of communication within our community, lots of people are not aware of these kinds of community development activities. Being

a minority group here in Utah, Bhutanese community people like me need more education on how to take our community to the next level of success.

The most important thing I learned from WLI was preparing an action plan before starting a project. This is also key for grant writing. Currently, we have formed a grant writing committee within our Bhutanese community. I am one of the members and have started applying for grants to host different kinds of community activities and programs.

This summer we organized a 7-day religious spiritual program in collaboration with all of the Bhutanese community, youth and volunteers. We had another special program for ladies in September, and so much more to come.

they developed throughout the course to an existing community issue.

Many of the issues dealt with in WLI group projects are health (mental and physical), neighborhood safety, cleaning up the Jordan River Parkway, developing resources for youth, addressing cultural and language barriers, and increasing access to educational opportunities.

The desire to develop leadership skills stands out consistently as the number one reason community members decide to enroll in the WLI, followed closely by the desire to get involved with community affairs and address community issues. Other reasons for enrollment include:

- “To learn from those that live in the area I work in.”
- “There is not enough voice and representation [in my community].”
- “I want to listen and learn from others in the community in order to better collaborate and support

them in their visions.”

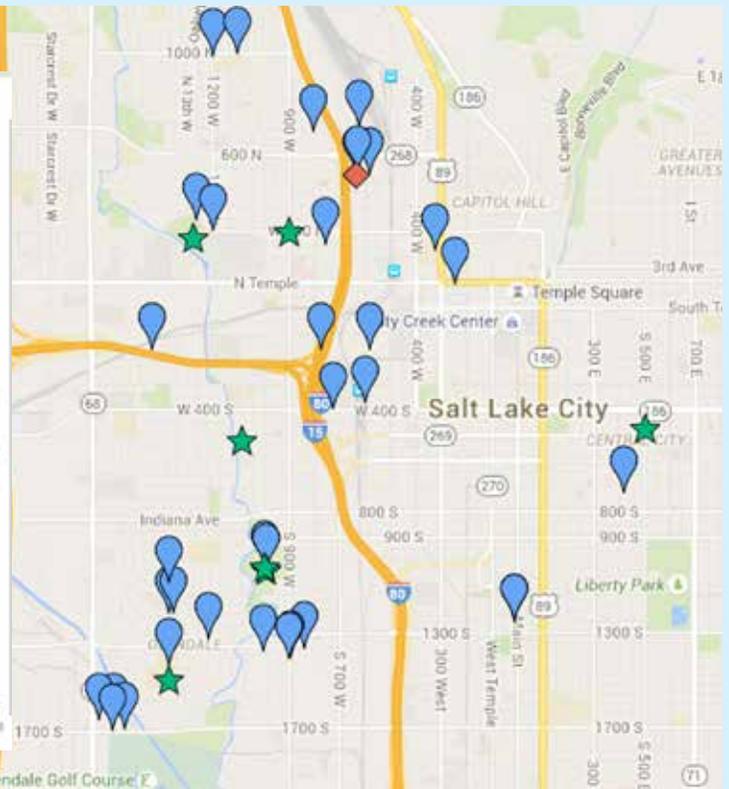
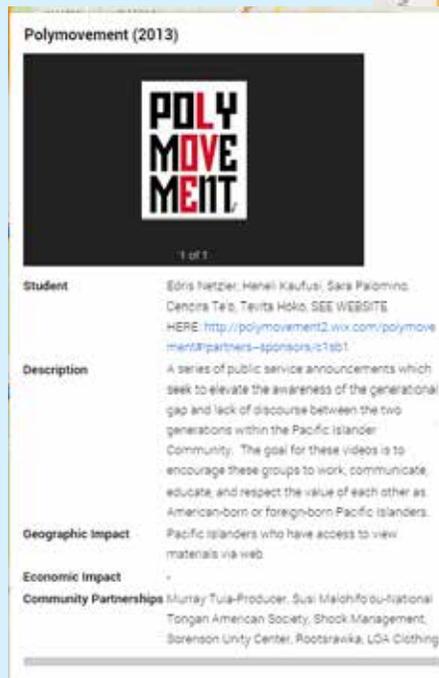
In the months following each course, WLI staff and instructors mentor graduates from the previous course toward completion of their projects. The WLI also connects these new leaders to local decision-making bodies, funding sources, and further support. WLI graduates have gone on to become city council members, chair PTA boards, join the boards of organizations like NeighborWorks and UNP, participate in community councils, and work as advocates for their communities.

A major accomplishment in 2014 was the creation of a comprehensive database and map of all WLI projects to date. Anna Solomon, a graduate student from the Master of Public Administration program, combed through a decade’s worth of records and interviewed dozens of past WLI grads to create the map, which can be found on UNP’s website (partners.utah.edu).

The map includes information on each project, including a description, economic impact, and community partnerships.

The Westside Leadership Institute Impact Map

<http://partners.utah.edu/partnerships/community-leadership/westside-leadership-institute/>



Screenshots of the WLI Impact Map, which includes a list and description of every WLI project since the partnership began in 2005.

Community Scholar in Residence (CSRI), 2015-2016

Jason Castillo, Associate Professor in the University of Utah's College of Social Work

As the Community Scholar in Residence, I will focus my efforts on a new project: Financial Literacy, Capability and Empowerment among Immigrants and Refugees in West Salt Lake City.

The emergence of this project stems largely from the work I have conducted with the Community Action Partnership of Utah (CAP Utah) (Earn It, Keep It, Save It (EIKISI) Program.

The EIKISI Program is a statewide coalition of partners from the public, private and non-profit sectors. The program is intended to strengthen the financial stability of low- and moderate-income households in the state of Utah. Focused initially on examining the way in which low- and moderate-income households utilize their income tax reimbursement, this work has moved to examining the banking, spending, and investment practices of this demographic.

This work has found that low- and moderate-income households who are engaged with traditional financial institutions are more likely to utilize their income tax reimbursement to pay down debt and pay for educational expenses. While beneficial to understanding the banking and spending practices of low- and moderate-income families, this work has not focused on immigrant and refugee households nor examined the manner in which immigrant and refugee households manage their finances and engage (or do not) with traditional and alternative financial institutions.

In continuing to work with the CAP Utah EIKISI Program, as well as developing a collaborative partnership with several community-based organizations including the UNP Hartland Partnership Center, State of Utah Department of Workforce Services Refugee Services

Office, Refugee Immigrant Center Asian Association of Utah, International Rescue Committee (IRC), Catholic Community Services of Utah, Comunidades Unidas, Salt Lake County Library Services, English Skills Learning Center, and financial institutions in west Salt Lake City.

In working collaboratively with these agencies and organizations, the goals of this project will be to recognize the strengths and assets of immigrants, refugees, and

financial institutions, as well as bring these entities closer together, whereby this may serve and benefit one another and the larger community.

Ultimately, this project will examine the financial knowledge, skills, and ability; accessibility to formal financial institutions; and utilization of financial products and services of immigrants and refugees.

The project will also examine the neighborhood location and financial products and services of financial institutions, as well as practices of working with immigrants and refugees.

The first two phases of the project will focus on developing and strengthening collaborative working relationships with the agencies, organizations and community residents of immigrant and refugee backgrounds. Subsequent phases will focus on partnering with several immigrants and refugees to develop the recruitment process and methodology, data collection and data analysis, and the dissemination of findings.

The final phase of the project will consist of utilizing these findings to develop, promote, and strengthen the relationship between immigrants, refugees, and financial institutions in West Salt Lake City.

Jason received his Bachelor of Social work and Master of Social Work degrees from the University of Wyoming and his Ph.D. from Arizona State University's School of Social Work.



Jason Castillo, 2015-16 Community Scholar in Residence (CSRI)

Photo courtesy of Jason Castillo

Community Resident in Action (CRIA), 2015-2016

Julia Chandler, Board of Directors, Latino Behavioral Health Services

Jacqueline Gómez-Arias is a resident of the Glendale neighborhood who was hired as a diversity outreach coordinator by NAMI (National Alliance on Mental Health) Utah in 2011 and enrolled in the Westside Leadership Institute in 2012. As an immigrant and an individual having suffered from mental illness, Jacqueline saw a need for greater education, advocacy and support for people with mental illness in the minority community of Utah and formed an organization called the NAMI Latino de Utah Task Force.

From this effort grew Latino Behavioral Health Services (LBHS), which seeks to address issues such as domestic violence and substance abuse in the minority communities of Utah that the Task Force does not have the resources or flexibility to address

In the coming year, Jacqueline seeks to strengthen the mental health and substance use disorder partnership between University Neighborhood Partners and LBHS by developing and implementing peer to peer and family support programs, which have been identified as the highest priority needs in the minority mental health community by the Task Force.

Peer to Peer mentorship, resource facilitation, education courses and support groups will be developed and implemented in Spanish in partnership with LBHS, NAMI Utah, Utah Support Advocates for Recovery Awareness (USARA), as well as 12-step recovery programs. Resident teacher training was completed by June 2015 and classes for individuals with mental illness began in fall 2015.



Photo by Sarah Morton

Jacqueline Gómez-Arias, 2015-16 Community Resident in Action (CRIA)

Community partners -- individuals who are trained and supervised by Jacqueline -- will continue to facilitate programs for the family members like Familia a Familia (for family members), Bases y Fundamentos (for parents of children under 18) and Progression (for adolescents who identify with a mental health issue) throughout 2015 and 2016.

Bilingual (English plus any other language) young adult-focused programs will open the door for support, recovery, and empowerment for youth of refugee and immigrant backgrounds. These programs will include Progression and Mental Health First Aid, which targets young adults who, as teens, have had mental health issues and have found recovery. These young adults are trained to support adolescents in the community who are in crisis.

Training includes education about the signs and symptoms of mental illness, their impact, and resources/actions available to help adolescents. These programs began in August of 2015, and will be implemented by community partners working with Jacqueline's support throughout 2015 and 2016.

The goal of these programs is to increase the quality of lives of west side residents as well as their chances to access higher education.

LBHS will be partnering with the Honors College at the University of Utah for a "Culture and Mental Health class" during the 2015-2016 school year. This will bring together university students and west side residents who are involved in the programs mentioned above or other programs run by LBHS or the Task Force.

We hope that these connections will help reduce barriers that minorities face in accessing higher education while offering a truly unique experience of community work and diversity perspectives for students. West side residents living with healthy minds are more likely to succeed and give back to their communities. By eliminating crises, helping people get on their feet, and creating opportunities for teaching and learning together, Jacqueline and the partnerships she bridges hope to facilitate success in the community.

Julia graduated from the University of Utah and is a Research Associate at the Utah Center for Evidence Based Treatment.

An Overview of Education Pathways

Abdulkhaliq Mohamed, Partnership Director & Community Leadership Partnership Manager (and former Education Pathways Partnership Manager), University Neighborhood Partners

The goal of UNP’s Education Pathways partnerships is to increase educational opportunities for youth and families by building the capacity of educational systems, nonprofit organizations, and community advocates and leaders.

Three key stakeholders, the University of Utah, the Salt Lake City School District, and Salt Lake Community College are working in partnership to:

- Create a college-going culture within schools;
- Provide encouragement, support, mentorship, and advocacy;
- Engage parents, students, administration and teachers in communication and collaboration;
- Re-center youth and parent voices and their involvement in education systems.

Education Pathways Partners & Programs



Clemente Partnership: 3 Years Strong

Various writers, Utah Humanities

Take some eager high school learners who would be the first in their families to attend college, add college professors passionate about their subjects, bring in talented undergraduates from those colleges, let this team teach the five essential subjects of the humanities, and watch what happens.

That is what Utah Humanities (UH) has been doing with a pilot course at East High School in Salt Lake City called “The Clemente Course in the Humanities.”

A community partnership between the University of Utah Honors College, Westminster College Honors Program, East High, University Neighborhood Partners, and UH, the Clemente Course, according to one student, “has helped me be a better student in speaking my mind. It’s a warm environment that helps me become stronger. I have become a better thinker with many points of view.”

Photo by Jean Cheney



Students in the Clemente Art History class studied “Revolutions in Art” with their teacher Jorge Rojas (center) and created their own Jackson Pollock painting after studying the artist.

The Clemente Course is designed to excite underserved young people about college and give them the critical thinking skills necessary to succeed there. Loosely modeled on the Clemente Course at Harlan Academy in Chicago, the only other Clemente Course for high school students in the country, this two-semester elective introduces students to big ideas in philosophy, literature, history, art history, and critical writing and challenges them to ask questions, develop their own answers, and write with power.

Student reaction to this experiment? New confidence in their abilities and curiosity about their world.

A number of writers from Utah Humanities contributed to this article.

My Education Pathway

Trisha Rhone, Student, University of Utah



I plan to receive my undergraduate degree from the University of Utah in Communication, Economics, or Political Science. My long term goal is to pursue a Juris Doctorate or Ph.D. and start an organization that connects underrepresented

communities, or women and children, with legal assistance.

The experiences that have most influenced my decision to pursue higher education are the opportunities to work with mentors, and to be a mentor myself.

Mestizo Arts & Activism (MAA) is a collective where college students and high school students work together to spread messages through a positive light. MAA has taught me how to creatively voice and spread diverse opinions throughout the community. MAA provided me with opportunities to listen to guest speakers on topics focusing on higher education and diversity. Being in the place of a mentee has helped me understand the important influence that someone can have on your life. As a student, my mentors have helped me make certain decisions to better my experience with secondary education. Programs like MAA help open doors to activism and make higher education more realistic for underrepresented students of color.

Through an ethnic studies course I took in high school, I was able to become a part of the Adelante Partnership at Jackson Elementary. Adelante’s goal is to create changes in public education, focused on encouraging critical thinking and learning. Acting as a mentor to students in the classroom helped me experience firsthand what it is like to change systems that have been around for years. As a mentor I have learned that the slightest amount of belief in someone can change their lives for the better.

Being able to experience roles as both a mentor and mentee has put my goals and aspirations into perspective. My involvement with Adelante and MAA has driven me to consider creating my own organization that changes the status quo.

Trisha was the recipient of the UNP Meritus I Scholarship in 2014.

UNP Partners 2014-15

University of Utah Partners

Alumni Association

College of Architecture + Planning

Dept. of City & Metropolitan Planning

College of Education

Dept. of Education, Culture & Society

Dept. of Educational Leadership & Policy

Department of Special Education

Urban Institute for Teacher Education

College of Engineering

College of Fine Arts

Department of Modern Dance

Department of Theatre

College of Health

Dept. of Parks, Recreation and Tourism

Division of Occupational Therapy

College of Humanities

Asia Center

Department of English

Department of History

Latin American Studies

University Writing Center

College of Law

College of Nursing

College of Science

Center for Science and Mathematics Education

Department of Physics & Astronomy

College of Social and Behavioral Science

Dept. of Family and Consumer Studies

Master of Public Administration

College of Social Work

Continuing Education & Community Engagement

English Language Institute

Division of Human Resources

U Temps

Facilities Management

J. Willard Marriott Library

Kem C. Gardner Policy Institute

Office for Global Engagement

Office for Equity and Diversity

Center for Ethnic Student Affairs

Gender Studies Program

Office of Undergraduate Studies

Bennion Community Service Center Block U

Honors College

LEAP Program

Red Butte Garden

School of Medicine

Dept. of Family & Preventative Medicine

Office of Inclusion and Outreach

Student Affairs

Career Services

Office of Admissions

Student Success Advocates

Women's Resource Center

Higher Education Partners

LDS Business College

Salt Lake Community College

Utah State University

Westminster College

Community Partners

African Club

ARUP Laboratories

Asian Association of Utah

Autism Project/Que es Autismo

Bad Dog Arts

Break-Thru Soccer Club

Burundi Community Organization

Catholic Community Services

Central Valley Golf Course

Child and Family Empowerment Services

Comunidades Unidas

Community Advocates

Dads in Action/Papás en Acción

DDI VANTAGE

Department of Workforce Services

Office of Child Care

Office of Refugee Services

English Skills Learning Center

Girl Scouts of Utah

Green Tree Yoga

The Green Urban Lunchbox

Health Access Project (HAP)

Hartland Community 4 Youth & Families

Hartland Resident Committee

Health Choice Utah

Help Me Grow Utah

International Rescue Committee

Jordan River Community Initiative

Karen Community of Utah

Karen Weavers

Karen Women's Organization

Latinos in Action

Latino Behavioral Health Services (LBHS)

Learning Excellence Through Leadership and Education (LeLe)

Mestizo Coffee House

Mestizo Institute of Culture and Arts

Midtown Clinic

Mundi Project

Momentum Recycling

National Alliance on Mental Illness Utah

National Resource Center for

Paraeducators

Neighborhood House

NeighborWorks Salt Lake

Northwest Recreation Center

Quetzalcoatl Cultural Club

Sacred Circle Health Care

Salt Lake Center for Science Education

Salt Lake City

Community and Economic Development

Office of Diversity & Human Rights

Office of the Mayor

Planning 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

Lincoln Elementary

Mountain View Elementary School

North Star Elementary School

Northwest Middle School

Rose Park Elementary Community

Learning Center

Salt Lake Education Foundation

West High School

Salt Lake County

Council on Diversity Affairs (CODA)

Department of Health

Somali Community Self-Management

Agency

Somos Foundation

Sorenson Multicultural Center

Sorenson Unity Center

South Sudanese Community Association

South Valley Services

Splore

Sustainable Startups

Truth Cypher Activism

Utah Campus Compact

Utah Development Academy

Utah Dream Center

Utah Food Bank

Utah Health Policy Project

Utah Hispanic Chamber of Commerce

Utah Housing Coalition

Utah Humanities

Utah Nonprofits Association

Utah Partners for Health Mobile Clinic

Utah Support Advocates for Recovery

Awareness (USARA)

West View Media/*The West View*

Women United

Zions Bank

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July 1, 2014-June 30, 2015

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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

UNP Hartland Community Capacity-Building Partnership Manager

Abdulkhaliq Mohamed

Partnership Director and Community Leadership Partnership Manager

Middle row (left to right):

Jewel Morgan

Office Assistant

Natasha Hansen

UNP Hartland Partnership Center Manager

Sarah Munro

Director, Special Assistant to the President for Campus Community Partnerships

Sarah Morton

Development Officer

Ahmed Mussa Ali

New American Academic Network Partnership Manager and Hartland Building Manager

Almaida Yanagui

Community Advocate Coordinator

Front row (left to right):

Bruce Neumann

Finance Manager

Teresa Molina

Associate Director, Assistant Professor, College of Social Work

Not pictured:

Lenn Rodriguez

UNP Hartland Youth Center Coordinator

Japhet Sengiyumva

UNP Hartland Youth Center Assistant Coordinator

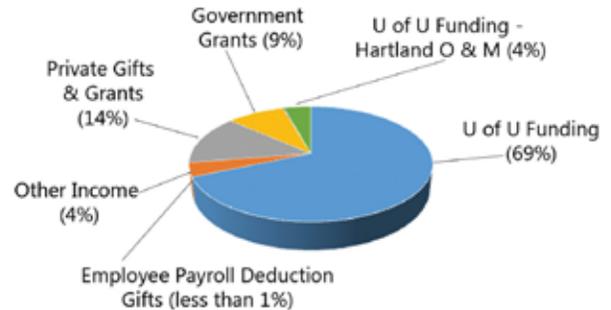
Paul Kuttner

Engaged Faculty Director and Education Pathways Partnership Manager

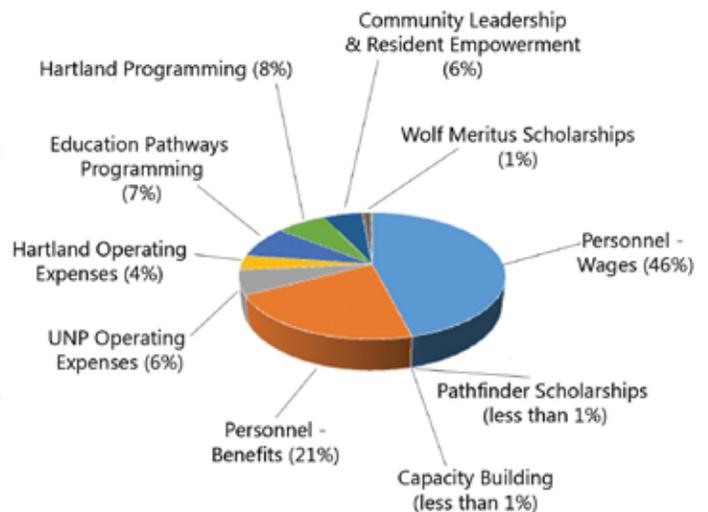
UNP Statement of Financial Activities ~ 2014-15

Fiscal Year Ending 6/30/2015 (FY15)

Revenue	FY15
U of U Funding	887,256
U of U Funding - Hartland Operations & Maintenance	50,625
Private Gifts & Grants	181,368
Government Grants	117,676
Employee Payroll Deduction Gifts	2,328
Other Income	55,096
Total Revenues	1,294,349



Expenses	FY15
Personnel - Wages	553,580
Personnel - Benefits	256,022
UNP Operating Expenses	76,346
Hartland Operating Expenses	45,236
Hartland Programming	99,759
Education Pathway Programming *	87,152
Community Leadership & Resident Empowerment	67,201
Pathfinder Scholarships	3,596
Wolf Meritus Scholarships	12,025
Capacity Building	2,737
Total Expenses	1,203,652
Net Income Surplus	90,697



* Includes Alumni 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
- Community Capacity Building - PR18413
- Other: _____

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(payable to University of Utah)

Credit card information:

MasterCard Visa Discover AmEx

Card # _____

Exp. Date _____

Name on card: _____

Signature: _____



THE UNIVERSITY OF UTAH

Thank you!

Partnership Locations ~ 2014-15

1. **UNP Administrative Office**
1060 South 900 West
2. **UNP Hartland Partnership Center**
1578 West 1700 South
3. **Glendale/Mountain View Community Learning Center**
1380 Navajo Street
4. **Glendale Branch of SLC Public Library**
1375 Concord Street
5. **Sorenson Unity & Multicultural Centers**
1383 South 900 West
6. **Sustainable Startups**
340 East 400 South
7. **West High School**
241 N 300 West
8. **West View Media**
631 West North Temple, #300
9. **Mestizo Coffee House**
631 West North Temple, #700
10. **Jackson Elementary School**
750 West 200 North

11. **NeighborWorks Salt Lake**
622 West 500 North
12. **Northwest Multipurpose Center**
1300 West 300 North
13. **Backman Elementary**
601 North 1500 West
14. **Rose Park Elementary School**
1105 West 1000 North
15. **Salt Lake Center for Science Education**
1400 West Goodwin Avenue
16. **Northwest Middle School**
1730 West 1700 North
17. **North Star Elementary**
1545 Morton Drive 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

Partnership Areas ~ 2014-15

Community Capacity Building

- A Capital City Education
- Honors College Praxis Labs*
- Latino Behavioral Health Services
- Nonprofit Incubator
- UNP Hartland Partnership Center
- Westside Studio*

Community Leadership

- Radio Bilingüe
- Humanities in Focus*
- Youth Participatory Action Research/Mestizo Arts and Activism*
- New American Academic Network (NAAN)
- The West View Community Newspaper
- Westside Leadership Institute (English and Spanish)*

Education Pathways

- 2nd Cup of Coffee
- Clemente
- College Pathways and Lounges
- Community Advocates
- DreamKeepers

- Hartland Community 4 Youth and Families
- Glendale/Mountain View Community Learning Center
- Go Girlz
- Latinos in Action
- Mommies and Me
- Partners in the Park
- Paraprofessional Pathways
- Teacher Recruitment Scholarship
- Westside Pathways (Adelante & Mestizo Arts & Activism)
- Utah Development Academy Soccer

Additional Community-Based Courses

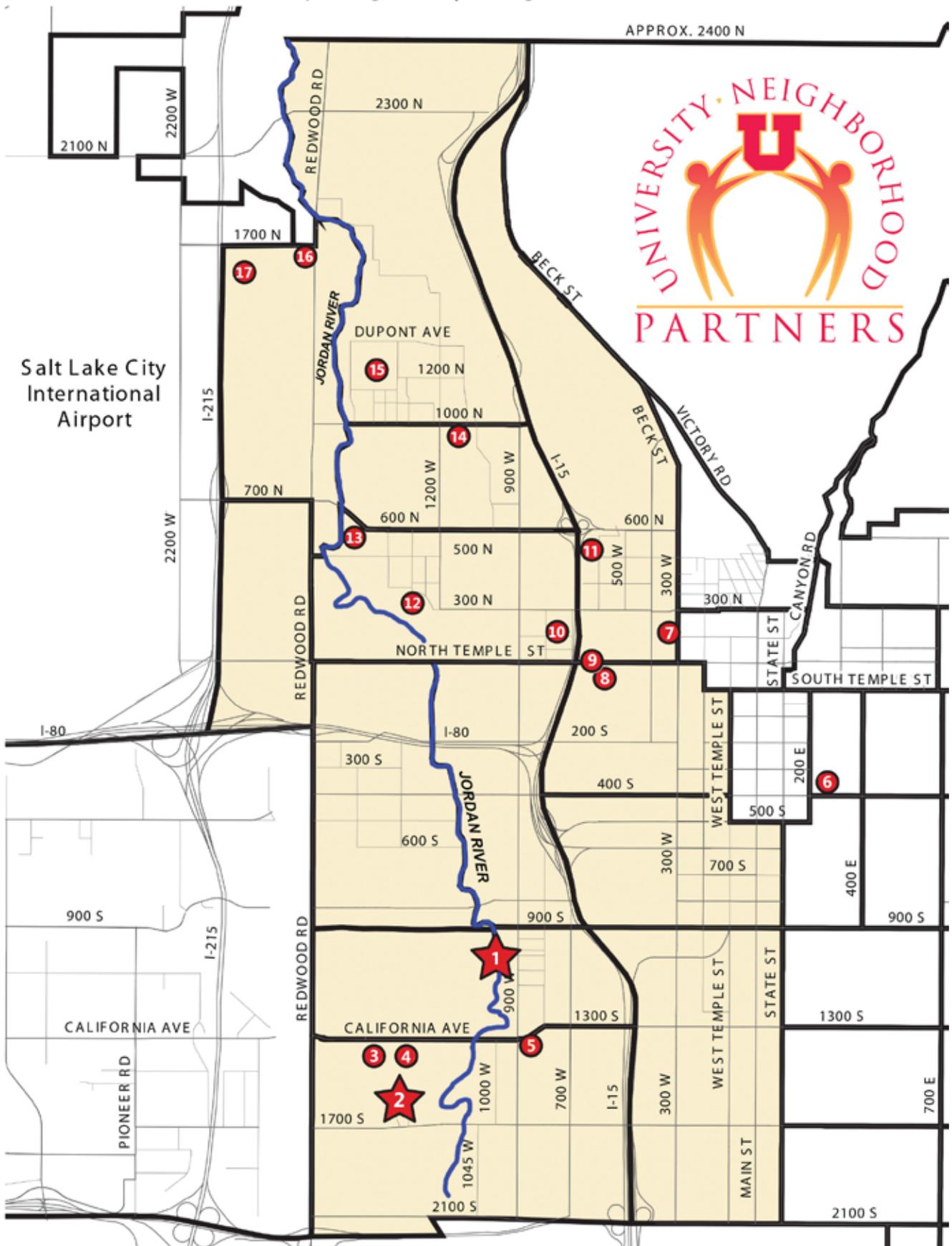
- Case Management Certificate
- Community Development and Environmental Justice
- Community Journalism*
- Community Leadership in Education*
- Family-School Partnership*
- Immigration and Resettlement
- Integrated Curriculum*
- Introduction to College Writing*
- Introduction to Teaching*
- Transnational Feminism*

* Indicates partnership is registered as a contract class.

Background art created by Michael Moonbird and Victoria Lyons for the Glendale Branch of the Salt Lake City Public Library.



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





Our Voices, Our Faces

*Photos by UNP staff ~
Background art by Bad Dog Arts*

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*Community Voices was edited and
designed by Sarah Morton*