

# COMMUNITY VOICES

UNIVERSITY NEIGHBORHOOD PARTNERS

VOLUME 9, 2019







TABLE OF CONTENTS

Director’s Note & UNP Long Range Priorities ..... 2

Revitalizing the Hartland Youth Center ..... 3

Graduate Assistant Voices ..... 3 & 4

The Strength of Youth Voices ..... 4

The West High Our CASA ..... 5

Pushing Ahead with Hartland Youth ..... 5

Diversity Scholars in West Side Communities ..... 6

Living the UNP Model ..... 6

Incubating Entrepreneurship for a Stronger Westside ... 7

Artes de México en Utah ..... 7

Mastering the Hartland Walk-In Center & Bridge Clinic 8

Hartland Free Mental Health Clinic ..... 9

Free Mobile Medical Care ..... 9

The Case Management Certificate ..... 10

Transforming Communities ..... 11

The Hartland Resident Committee in WLI ..... 12

Advisory Board Member Profile ..... 12

Creating in Partnership ..... 13

Current Partnerships Map ..... 14

Partnership Sites & Map Key..... 15

Statement of Financial Activities for FY2018 ..... 16

An Appeal for Support ..... 17

2017-18 Partners ..... 18

Funding Support for Fiscal Year 2018 ..... 19

UNP Pathways Model & Current Staff ..... 20

**COVER ART:** *Este Barrio No Se Vende* (This Neighborhood is Not for Sale), mural and phtograph by Jessica Sabogal.

In the 2018 anniversary issue of *Community Voices*, we shared how residents and their partners have worked for a decade and a half to improve lives and strengthen community in Salt Lake City’s west side neighborhoods. This year’s cover speaks to the very real concern that residents may not be able to enjoy the benefits of their own efforts. The cost of renting or owning property in the neighborhoods has skyrocketed in recent years, far outpacing wage growth. West side neighborhoods are facing an affordable housing shortage, a rising eviction rate, and the construction of upscale housing complexes that are out of reach for most residents. Many have been forced to leave. Those who stay face increasing cost burdens; the number of west side families who spend 30% or more of monthly income on housing grew by over 14% between 2000 and 2015, compared to under 6% in SLC as a whole.

Sabogal’s mural speaks to the lived experience of these gentrifying forces. More than a beautiful mural, it is also a challenge to the systems that can displace residents and families under the guise of growth. It is a manifestation of the heart and artistry of real people who already live in these neighborhoods, who use their energy to make their homes, their streets, and their schools stronger and more beautiful places for one another. Looking East towards a city attempting to grow, it is a reminder that places like Rose Park and Glendale have deep roots that belong to their people, and that they are not for sale.

*Este Barrio No Se Vende* was produced as part of a partnership with Mary W. Jackson Elementary School, the Office of Equity and Diversity and the Women’s Resource Center at the University of Utah, the Utah Museum of Fine Arts, and UNP. It features a stunning portrait of local artist Ella Mendoza, co-founder of the Nopalera Artists Collective, based on a photo by Flor Olivo.

JESSICA SABOGAL is a first generation Colombian American muralist. Her pieces possess a vision of female identity that is revolutionary and powerful, brave and beautiful. By utilizing a spray can, she aims to color her canvas by unraveling stories she once heard, lived, struggled, and loved. Throughout the years, Sabogal has consistently reinvented what it means to be a female muralist in a male-dominated medium. She has continuously pushed the boundaries as an artist by utilizing her medium for social change, action, and empowerment.



Spoken word performers from Truth Cypher waiting for this past year’s UNP 15th Anniversary Celebration to begin.

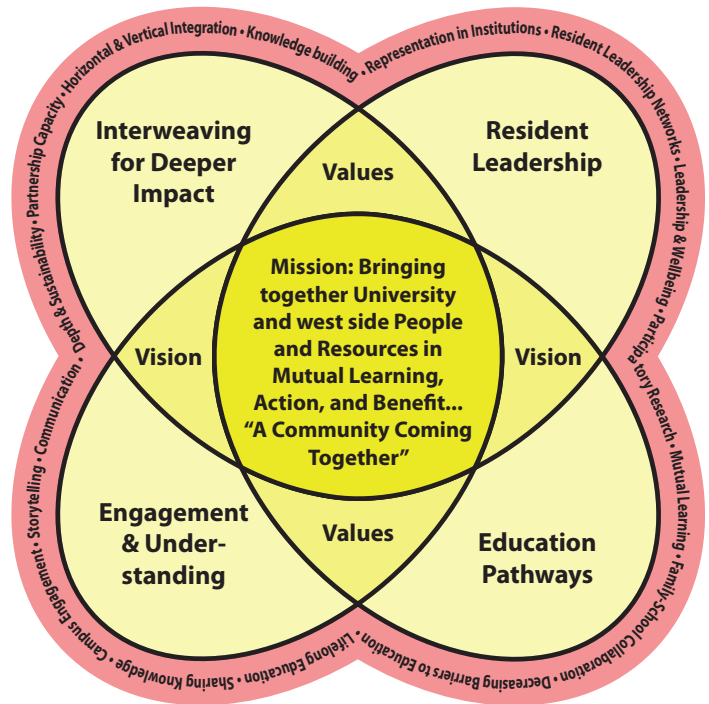


For UNP staff and partners, 2018 was a year of looking back and looking forward. We spent many months exploring and documenting UNP's first 15 years of work, and had a wonderful opportunity to celebrate the accomplishments of the many, many partners who *are* UNP at our Anniversary event last April. At the same time, we began the very

exciting process of looking forward to what comes next. As we thought about developing a new Long-Range Plan for UNP's next 5 years, we were motivated by the deeply engaged listening process that Irene Fisher carried out in 2001 and 2002, which identified the priorities of west side residents and university stakeholders that gave UNP its original mandate. We wanted our 2018 process to have that same depth and scope of input, touching as many voices and different perspectives as possible, so that we could be really confident that we were moving forward in the right directions. So, with the guidance of long-time partner Kilo Zamora, UNP staff and Advisory Board members spent months doing interviews and focus groups with over 200 stakeholders from west side neighborhoods, the U, and key partner institutions, to lay out the core strategies that will drive our work. Understanding the successes of the past provided a framework for our plan, and our new plan also pushes us to consider our work in new ways to address the evolving landscape of opportunities and barriers to educational success in our city. Our ongoing work will continue. What we came up with in this plan are points of emphasis – broad strategies, or reference points, that we can use as we support partners to develop their own goals and work.

What I learned from this process, and from the plan that has emerged, is that there is a need for us to focus attention on the long-term sustainability and impact of partnerships; continue to understand educational success as a series of pathways that engage the whole family; to make sure that the expertise of people who experience these barriers is at the core of the work; and to do more to capture and share what is unique about UNP's work and partnerships, so that the vision of neighborhoods, institutions and higher ed partners collaborating as equals can spread more broadly. Here's to the next 15 years!

~ SARAH D. MUNRO, DIRECTOR & SPECIAL ASSISTANT TO THE PRESIDENT FOR CAMPUS COMMUNITY PARTNERSHIPS



## UNP LONG RANGE PRIORITIES

### PRIORITY 1: INTERWEAVING FOR DEEPER IMPACT

Deepen the impact of UNP-supported partnerships through a stronger interweaving of west side neighborhoods, the University of Utah, and influential institutions around shared questions, priorities, and successful models.

### PRIORITY 2: RESIDENT LEADERSHIP

Amplify the leadership and engagement of west side residents in defining, creating, and participating in the evolution of the west side.

### PRIORITY 3: EDUCATION PATHWAYS

Enhance opportunities for people to achieve their goals and contribute to community through diverse, equitable, culturally responsive, and transformative educational pathways.

### PRIORITY 4: ENGAGEMENT & UNDERSTANDING

Engage and communicate more effectively with the University, west side neighborhoods, and broader audiences in ways that increase understanding, encourage participation, and influence the work of others who could learn from UNP and its partners.



## REVITALIZING THE HARTLAND YOUTH CENTER



Mural panel created by the kids in the Hartland Youth Center with students from the U of U's College of Fine Arts.



The new Youth Center team, Tuna Mberwa (left) is the coordinator and Jasmine Montoya (right) is the assistant.

The Hartland Youth Center has been undergoing a renaissance since this past autumn. And, although it had its challenging moments, the Youth Center has emerged stronger and more stable for it.

Thanks to the support of a committed family foundation, and our many partners, UNP has been able to revitalize Hartland's education pathways work in exciting ways. The Youth Center itself has two new leaders, Abdullah (Tuna) Mberwa and Jasmine Montoya. These individuals are not only essential to the stability and longevity of the Youth Center, but they're also an example of UNP's pathways model and the value UNP places on hiring staff from the community itself.

Tuna grew up in the Hartland Apartments, attended

the Youth Center, and played soccer with Soccer 4 College and Hartland Community 4 Youth & Families. Jasmine grew up in Glendale, worked at Glendale Middle School, volunteered with the Glendale-MountainView Community Learning Campus, and even received a Meritus Scholarship from UNP for her studies at Salt Lake Community College. Now they have both returned to the west side on their pathways to professional community engagement.

Truly, the most exciting thing is that the kids in the Youth Center know Tuna and Jasmine from the neighborhoods and can look to them for reliable guidance and as examples of how they themselves can pursue successful education pathways and give back to their communities.

## GRADUATE ASSISTANT VOICES

WITH MARICELA HERNÁNDEZ ZAMUDIO



I was originally pursuing Psychology when I started college. But, my passion for education grew more and more because of my work with Mestizo Arts & Activism (MAA). I've trusted that passion and graduated with my Bachelors in both Sociology and Gender Studies and am now working on a Master's in Education Leadership and Policy with an emphasis in Student Affairs.

Through my graduate assistantship I'm working with both MAA and Youth Voices. I used to be a student in MAA and now I'm advising. Participants are high school students and undergrads from the U and Salt Lake Community College who are trying to navigate partnerships together and work as a team.

Youth Voices, now in its third year, works differently. My role there includes more programming development in partnership with the Youth Voices coordinators. Youth Voices is really a more arts-focused sister to MAA. They have similar curricula and sometimes the two meet together for activities and workshops. A primary difference is that youth in MAA come from both West and East High, but most are from West because we meet at Mary Jackson Elementary, which is nearby. The Youth Voices cohort are still from the west side of Salt Lake, but most of them attend East High.

Right now I'm excited about working with MAA to conduct visits to the Utah State Capital so students can meet with their representatives to advocate for and against policies that will affect them directly. The students work on active listening and how to be prepared for negative responses without shifting to the defense. In the past, some of them have had very positive encounters with representatives.

Both MAA and Youth Voices are incredibly empowering partnerships that validate youth experiences. I have sometimes struggled with academia because it doesn't always transition well into community spaces. These programs help bridge that by establishing a clear pathway from high school to college – one that students can see themselves succeeding on.

## THE STRENGTH OF YOUTH VOICES

BY JEILANI ATHMAN & SAIA LANGI, PROJECT COORDINATORS

Since its inception, Youth Voices has been a youth led program that engages young people as leaders in their communities. It provides a safe space for a diverse collective of high school-aged students to share a wide range of personal experiences with an ultimate goal of combining these experiences with community-based research to understand and address issues faced in west side neighborhoods.

Creating a space for students to come together and share ideas is invaluable. This is the essence of Youth Voices, giving students a platform from which they can speak and express themselves. A space to share with their peers and be able to openly discuss their thoughts, opinions, and what they observe in their community.

We work to engage students from different cultural backgrounds in critically considering issues pertaining to social justice, while empowering and equipping them with tools and skills to help them break down barriers of race, class, gender, and other systems of power. The eventual goal is to bring about positive change within our communities.

Currently in Youth Voices we are focusing on identity, both individual and communal. This is done through the process of storytelling. As we discuss and explore our individual roots and histories we are able to share our stories and create a space in which an understanding of



Members of the Youth Voices 2018-19 cohort.

who we are as individuals and as a group can be gained. Through this process youth can cultivate confidence in expressing themselves, and raise their own voices to tell their stories and speak truth to power.

Youth Voices participants earn college credit from the University of Utah. But, more importantly is the academic processes students master, the networks and connections they build, and the experiences they gain. All of this creates lasting positive impacts on their lives!

SAIA LANGI is from Glendale Middle School and U of U Youth Ed, and JEILANI ATHMAN is a U of U Student Success Advocate.

## GRADUATE ASSISTANT VOICES

WITH DIANA Y. BAHENA CORONEL



As I pursue my Master's in Education with an emphasis in Student Affairs, I've wanted to focus on community engagement and pipeline programs for historically underrepresented students. I had heard of UNP and wanted to learn how, as an entity of the University rooted in west side communities, it partners to provide resources and spaces for community residents to bridge to higher education.

I thought I was just going to learn the different partnership and assessment aspects. But, my heart was stolen by the different elementary-aged kids I have been interacting with in the Hartland Youth Center. From helping them with their homework to racing them on the playground, it highlighted for me that

often times we as professionals restrict ourselves to the four walls of our offices and to appointments rather than truly engaging with our students and authentically building relationships with them.

Also, through working with the high school students in Youth Voices, I learned that it is critical to provide safe spaces where students are taught and challenged to consider their own self-identity as youth, and where their voices will be heard and validated. By focusing on self-identity, cultural awareness, and leadership, Youth Voices highlights students' identities, their culture, and their strengths. Thus, critically pointing out that community asset mapping needs to replace the deficit-thinking model that is often paired with underrepresented students.

My time at UNP has made me critically think about the Student Affairs profession I am pursuing. To become a caring professional, I must maintain being student-centered by focusing on students holistically, including their family and their community.

I am so grateful for my time with UNP, where learning from students' experiences and resiliency has been so powerful and encouraging.



## THE WEST HIGH OUR CASA: A THRIVING EDUCATIONAL HUB

BY VIVIAN LEE



Welcome to  
**OUR CASA**  
AT WEST HIGH

Although my time here at West High school hasn't been very long, I have been welcomed with open arms. Our CASA is a program created through a partnership between University Neighborhood Partners and the Salt Lake City School District. It is geared towards making a safe environment for students and families, where students can seek post-secondary educational readiness, and where families can access academic aid. By involving students in the creation of each Our CASA site, they get to see their impacts first hand on their schools and communities. The first students in the West High Our CASA have already set a foundation for the classroom as a welcoming environment with an atmosphere full of spirit.

As the student and family advocate for West High School, my main goal is to create a comfortable space for everyone within the school. One where students can talk about their issues, release stress, and prepare for life after high school. An institution as diverse as West High is hard to find in Utah, making it home to a well rounded population, the conglomeration of students seeking spaces



Vivian, the new coordinator of the West High Our CASA, working with students in the college lounge space.

that break down cliques and social normalities.

Our CASA translates as Our Home, or an acronym for Our Communities, Aspiring, Succeeding, and Achieving. As the room begins to settle into its new location, I believe that the space will feel more like a home than ever. Big plans are in the works – a mural painted by students, new furniture, a variety of workshops, and a grand reopening.

There is an abundance of energy coming in and out of the space each day, and I am so excited to work with these students and help them make their future a better place for everyone. I can't begin to express how thankful I am for this position and Our CASA, as well as the students that enter the classroom.



Vivian with a student in the Our CASA space.

## PUSHING AHEAD WITH HARTLAND YOUTH

BY DEREK ROBINSON & DAVID EDMINSTER



Hartland Youth Center kids showing off their newly self-built skateboards.

We had the privilege of bringing Pushing Ahead's afterschool skateboarding program the Hartland Youth Center this last September. Our goal was to enable youth who come from diverse, challenging backgrounds or social environments, the ability to express their creative, imaginative potential.

We feel skateboarding is the perfect means to build self-esteem, confidence and physical ability, as well as to bridge gaps in communities by creating a common focus within the sport.

We taught the kids about skateboarding's history, culture, and etiquette. We spent some time during each lesson outside teaching the fundamentals of the sport. We watched as these kids, who had never ridden before, learn to stand, balance, push and even jump ("Ollie!").

At the conclusion of our program we brought donated skateboard equipment from our own community partners and helped each kid build their own skateboard. The feedback we've received illustrated that this was one of the kids' favorite activities! We are glad we got the opportunity to come and share our passion, hopefully inspiring these kids along the way.

PUSHING AHEAD is a nonprofit organization founded to teach at-risk youth skills that empower them as individuals while fostering a sense of community through the experience of skateboarding.

## U OF U DIVERSITY SCHOLARS IN WEST SIDE COMMUNITIES

WITH NINA FENG, COMMUNITY-ENGAGED LEARNING COORDINATOR

Diversity Scholars take ethnic studies classes that introduce them to issues of race, class, and gender, and then we connect them to community engagement opportunities. They also work in groups to produce and present art projects that integrate what’s discussed in class with their experiences working in the community.

Many have engaged in the traditional service-learning route, but what they’re trying to do with this experience is integrate critical concepts learned in class. We don’t want them to think, “Oh I’m going to go out and help the community,” but “how am I going to work *with* the community to start social change, to create authentic relationships.”

So many of these young scholars don’t fully understand the incredible knowledge and wisdom that they bring to this experience, since so many of them come out of these communities. They aren’t just random strangers trying to work in these neighborhoods. They have intimate knowledge of how the schools operate because they attended those schools. They understand the neighborhoods because they live there. They are already rooted in the community.

It is my hope that many of these scholars will go on to work in their community’s organizations, because they have so much to contribute. I think they’re amazing



*Diversity Scholars at the Hartland Partnership Center. Pictured L to R: Kevin Jones, Suzie Jo, Daniela Gonzalez, Alex Fierro .*

people that are sometimes underestimated since they’re first year students. They’re constantly teaching us, and we have to remember how much we can learn. It’s just humbling as an instructor. I really hope that other faculty feel that as well.

DIVERSITY SCHOLARS currently working with UNP and in the Hartland Youth Center this past autumn are Zoie Brown, Alex Fierro, Daniela Gonzalez, Amina Hussein, Tamara Jaljouli, Suzie Jo, Kevin Jones, Sahar Kanishka, Vivian Lee, Israel Morales-Cuanalo, Rahma Mustafa, and Ying Huang.

*The FIRST YEAR DIVERSITY SCHOLARS PROGRAM is offered through the U of U’s Office of Equity and Diversity. It is designed to support students through a personalized campus orientation, regular interactions with faculty and staff of color, academic advising, multiple mentoring relationships, and off-campus community engagement opportunities.*

## LIVING THE UNP MODEL: INTERSECTING HIGHER ED & COMMUNITY PATHWAYS

WITH MINOA RODRIGUEZ, TWO-TIME WOLF & MERITUS SCHOLARSHIP AWARDEE

I am a sophomore at the University of Utah, on a pre-law track majoring in political science and sociology. I have been deeply involved in my community since high school, which has made me aware of the inequalities that historically underrepresented students face. This is part of what motivates my desire to become a lawyer.

As a first-generation college student, exposure to career “choices” was not a privilege I had as a child. Eventually a family friend introduced me to the idea of being a lawyer and I was intrigued. Criminal law is something that truly interests me. It helps me think critically about social justice issues, concepts of guilt and innocence, and the need for the systems of power to be equitable and humane for all people. I want to be a lawyer to serve my community – more specifically, the Latinx immigrant community.

I am an active student – during my freshman year I joined AVID, a course that has opened up the world of higher education to me. I am also actively involved in Beacon Scholars and the Dream Center, where I work with undocumented high school students who are trying to access higher education themselves.

I strongly believe that children are the future of this country and we need to prepare them to participate in their communities. This year I was awarded an internship as a tutor in the Hartland Youth Center. It is something that I never expected would happen. I used to be so much like the kids there. I was in their shoes not long ago because I grew up there as one of the students. It’s a dream come true!



*Minoa on the U of U campus.*



## INCUBATING ENTREPRENEURSHIP FOR A STRONGER WEST SIDE

BY STEPHANY MURGUIA, *STARTUP INCUBATOR GRADUATE ASSISTANT*

When I heard about UNP's Startup Incubator it was through the Masters of Public Administration (MPA) program coordinator as part of internship and fellowship opportunities. The opportunity stood out because it encompassed connecting community organizations with resources to help them thrive in the nonprofit or business sector. It fit perfectly with why I joined the University's MPA program in the first place.

This past semester has been so eye-opening to me regarding the realities of what it means to start an organization from scratch. My previous experience had been with long-running nonprofits with plenty of established resources. I hadn't realized how difficult the process can be and how challenging it is for new organizations to access funding and essential resources.

The best part of this graduate assistantship has been working with the participating, emerging organizations. Each brings different perspectives to what community empowerment, leadership, and collaboration means. I applied to the MPA program because of my passion for community-based leadership informed by my own communities of origin.

Through my previous work with the nonprofit sector I have often been the only person of color in the room. I have observed how so many resources provided by and to nonprofits are missing from west side communities. Many of the institutions set up to support and fund Utah's nonprofit community are often weighed to favor long-established nonprofit institutions. This is why the work of UNP's Startup Incubator is so important. Many nonprofits and businesses fail within their first few years, and the support that is provided through the Incubator is fundamentally important for new community-based organizations to thrive.

I have, however, observed many glaring gaps, even in my academic courses. The experiences and perspectives of people of color, those from immigrant and refugee backgrounds, those who are undocumented, and people living on low incomes are missing from the nonprofit community. I hope that when I complete my MPA I can continue to work in spaces like the Startup Incubator and for organizations like UNP that strive to bridge those gaps and help new nonprofits succeed in serving those communities.

## ARTES DE MÉXICO EN UTAH

BY FANNY GUADALUPE BLAUER, BOARD CHAIR



The mission of Artes de México en Utah is to promote the appreciation of Mexican art with the vision of a community united by cultural connections. Through the experience of enjoying and learning about art, people find commonalities that build bridges and promote inclusion. With a minimal operating budget, still we are able to fulfill the expectations of our diverse communities. The Startup Incubator space at the UNP Hartland Partnership Center represents an invaluable resource allowing us to reduce our operating expenses significantly. In return, we have brought several educational classes and workshops to the Hartland Youth Center.

The Incubator has been a great way to learn about resources and training tools to gain a better understanding of how to maneuver the complicated world of nonprofits. The Startup Incubator and its staff have helped shaped our organization, and we are proud to be part of this ongoing project.

Through the Incubator, we have connected and established meaningful relationships with other organizations on the west side. We share their

passion and commitment by implementing outreach efforts. During our active participation in the Partners in the Park events this past summer, together, we created truly inclusive communities. We look forward to continuing to work with University Neighborhood Partners.

## MASTERING THE HARTLAND WALK-IN CENTER &amp; BRIDGE CLINIC

WITH DIANE TAMONDONG LOCKYER & JESSICA (Dwyer) CLEEVES

L to R: Diane Tamondong Lockyer, Jessica Cleeves, and Kristin Rector.

In my first year of the Masters of Social Work (MSW) program I decided to do my practicum at UNP because I am first generation Filipino-American. I knew in the back of my mind that I wanted to work with people of immigrant or refugee background because of my own ancestry. I thought of my grandparents, who immigrated to the U.S. long ago and I remember being really impressed with UNP and wishing that my grandparents had a resource like it to help them when they arrived.

Working at Hartland I'm gaining a globalized perspective of social work. I did my undergrad in sociology and, when I was going through the program, I realized that it was more research-based. When I learned that social work is more one-on-one relationship-based and personal, I decided it's what I want to do.

Through my practicum I'm growing my competency. As my competency grows, my confidence is growing too. It's making me enjoy what I'm very soon going to be doing professionally. The Walk-In Center is like a giant living room. There's an underlying structure that can appear to be unstructured, which creates comfort. In Julianne's (UNP's Clinical Director) words, "you just go with the music." For me I've learned to go with the flow, which is a really good feeling. This is where I want to be.

Working at Hartland highlights community engagement as a learning opportunity. Being here as a practicum student, seeing the community for myself, and seeing the problems that need to be addressed are more impactful than being told that micro and macro social work should go hand-in-hand.

I feel very much supported here, as a student and as a future social worker. It's incredibly comforting. We talk about self-care a lot in maintaining our personal resiliency. I feel incredible support within the cohort of MSW students that are here at Hartland and in west side schools. Working with fellow students to access culturally responsive methodologies and meeting community members where they are at have enhanced my knowledge of social work immensely.

I am, admittedly, sad that I can't do both years of my MSW practicum here at Hartland. It's been an amazing experience. ~ DIANE TAMONDONG LOCKYER

When I went back to school I wanted to invent my own MSW practicum and UNP was the only agency that was brave enough to explore that with me, and let me invent a class and a framework that didn't exist before. Everyone else I spoke to was really scared of that possibility.

Previously, I was a classroom teacher for 10 years. My time in Title I, Title III, and Title VI classrooms broke me. I decided to go into social work at that time to have a way that I could pay rent until I figured out what to do. People used to ask if I was burned out. I didn't burn out, my heart was broken. I wasn't supported or encouraged to prioritize relationships with students and families. The score was the thing, and I had 42 kids in every single class.

I left teaching because teaching was untenable, and I thought social work would let me be in the relational space I sought. But, it's also helped me figure out how to make teaching survivable for current teachers.

Over the past nine months I've learned a lot about the constraints of educational systems, and the possibility of teaching excellent teachers how to stay in the classroom and be agents of change themselves. Before I thought it was about educating administrators and the system. Now I see it as ground-up capacity building that takes more time, but is more enduring and sharable.

The practicum we've designed includes three parts. First, I worked with the Westside Leadership Institute (WLI) and the Hartland Resident Committee. We used the WLI adaptive leadership methodology to help support the committee in rebuilding itself and making it more empowered and reciprocally enriching. Second, is the clinical mental health piece that wasn't a part of my first practicum experience. And, third is designing a trauma-informed classroom course for teachers.

The class includes 12 SLC west side teachers and is framed as a support for them to build a re-moralizing educational community. I call the curriculum mind-based. The three primary components are helping teachers with their own self-care towards self-regulation, incorporating trauma-informed methodologies into lesson plans and daily micro-decisions, and helping them teach their students a new socio-emotional language through things like meditation.

My time at Hartland has helped me understand education as a traumatized profession. And the history of schools as being tasked with fixing everything wrong with society, is incredibly unfair to teachers. But, I've also learned how powerful schools are as community centers in supporting social work.

I see barriers to education and services as symptoms, rather than mindless bureaucratic practices. Every system is designed to get the results it gets. And trauma-informed methodologies have helped me understand that the people who are making system decisions haven't yet been empowered in a self-reflective way. ~ JESSICA CLEEVES



## THE HARTLAND FREE MENTAL HEALTH CLINIC PARTNERSHIP

WITH SARAH MULLOWNEY, PSYCHIATRY RESIDENT

The Hartland Free Mental Health Clinic, a partnership between the Hartland Bridge Clinic and the University's Department of Psychiatry, is in its second year. In the beginning it was created as a Global Health Clinic to serve people from global backgrounds who had little or no access to resources. As a result, most of the patients don't have health care and have serious financial limitations that prevent them from getting access to care.

A lot of the patients using the clinic haven't had psychiatric care in the past and are in need of it. The most common things that we see are depression and post traumatic stress, but there are also patients with schizophrenia and bipolar disorder. Some of these conditions are quite serious and the patients can't afford necessary medications, so being able to find resources to get their medical needs covered as well as their medications has been helpful.

Psychiatry student residents who are participating in the clinic have benefitted educationally. They are able to learn about specific cultural limitations to working with some populations that aren't addressed in other clinical residency settings. Salt Lake doesn't have a lot of Global Health Clinics. There's Utah Health and Human Rights downtown, which is a torture survivor clinic in which psychiatry residents can work. Now Hartland has

supplemented that necessary educational diversity as well.

It's also been helpful to have the Free Mental Health Clinic co-located in the Hartland Partnership Center. There are Masters of Social Work (MSW) students that are training there as well and it's been really helpful not just for access to care for patients, but also as a collaborative educational piece for both psychiatry residents and MSW practicum students.

It's great to have the MSW students there because we can offer more than just psychiatric care. Case management and therapeutic support come into play and patients have access to more resources. There was one patient in particular for whom employment was a big stress. The MSW students worked quite a bit with him in locating and helping him apply for jobs.

The Hartland Free Mental Health Clinic increases access to care for people who wouldn't have it, and that's very important. But I also love the way Hartland is integrated with social work. Integrated clinics in general help us to do a lot more than just provide psychiatric medications.

This clinic is possible due to the support of the people and organizations that have played essential roles in it. The University's College of Social Work, Association of Utah Community Health Workers (AUCH), and Latino Behavioral Health (LBHS) all deserve big shout-outs.

### FREE MOBILE MEDICAL CARE AT THE HARTLAND PARTNERSHIP CENTER



#### AVAILABLE SERVICES

High Blood Pressure Care ~ Diabetes Screening and Care  
Anxiety and Depression Care ~ Pap Smear  
Clinical Breast Exams ~ Cholesterol Screening  
Acute and Chronic Care

#### DATES AVAILABLE

2/7/19 from 1:00 to 6:30 p.m. for medical only  
3/21/19 from 1:00 to 6:30 p.m. for medical only  
4/10/19 from 8:00 a.m. to 3:00 p.m. for medical + vision  
5/7/19 from 8:00 a.m. to 3:00 p.m. for medical + vision  
6/13/19 from 1:00 to 6:30 p.m. for medical only  
7/11/19 from 1:00 to 6:30 p.m. for medical only  
7/23/19 from 8:00 a.m. to 3:00 p.m. for medical + vision  
8/8/19 from 1:00 to 6:30 p.m. for medical only  
9/12/19 from 1:00 to 6:30 p.m. for medical only  
9/25/19 from 8:00 a.m. to 3:00 p.m. for medical + vision  
10/10/19 from 1:00 to 6:30 p.m. for medical only  
11/14/19 from 1:00 to 6:30 p.m. for medical only  
12/12/19 from 1:00 to 6:30 p.m. for medical only

To make an appointment call 385.204.6257. Learn more about UTAH PARTNERS FOR HEALTH at [www.upfh.org](http://www.upfh.org)

## THE CASE MANAGEMENT CERTIFICATE &amp; LOCAL TO GLOBAL SOCIAL WORK

BY ROSEMARIE HUNTER, ASSOCIATE PROFESSOR, U COLLEGE OF SOCIAL WORK

Developed as a response to the initiative of resettled communities and UNP community partners, the College of Social Work's Case Management Certificate program continues its commitment to community-driven pathways to education.

In 2011, across the UNP partnerships, there were several opportunities emerging and growing requests by community leaders of immigrant and refugee background for more education and employment pathways. At that time, many individuals of immigrant and refugee backgrounds were beginning to get employment with agencies as case managers; however, the majority of these individuals did not have previous case management experience and many were not afforded access to higher education in their countries of origin. At the same time, many new arriving communities were also developing community-based associations, (i.e., the Somali Community Self-Management Agency, Karen Community of Utah and others). These groups also found themselves doing case management-like work within their own communities and they were eager to learn how to better navigate systems and access resources. With their rich linguistic and cultural skills, these new arriving bridge workers were emerging as the new community-based social service workforce connecting communities of diverse backgrounds to formal systems. While these men and women came with valuable life experiences and on the job trainings, the community members and agency leaders began meeting with UNP and asking for more.

Through support from the Bennion Center's Public Service Professorship, we moved forward to put together a team of social work faculty and community representatives who conducted a series of interviews and conversations with stakeholder groups. The findings of this study were shared with community and agency partners who then selected representatives to serve on a curriculum steering committee and assist the team with developing the curriculum. The result was four eight-week long courses that make up the Case Management Certificate program. With support from UNP and a Capital City Education, the first cohort of 25 students were enrolled in fall 2013.

The full track of four Case Management courses takes nine months, at the end of which students receive



The 2017-18 Case Management cohort at their graduation this past spring.

a college-level certificate from the University of Utah's College of Social Work. Students apply to the College of Social Work as continuing education students, receiving University IDs and gaining access to the University systems.

In 2014, the program went global! From what began as a request from west side community partners, the Case Management Certificate program is now offered online with international partners and students in five different countries. Similar to its west side beginnings, global partners were experiencing many of the same challenges as their Salt Lake counterparts. International partners were working to support communities in forced migration and living at the margins with little access to education resources. Now in its sixth year, the 55 online students who are living in Uganda, Myanmar, Thailand, Malaysia, and Pakistan join the west side cohort to complete the nine-month certificate program and join the over 100 graduates in Salt Lake and around the world. Perhaps the value of this program is best described by a graduate of the course.

*"Looking back nine months of social work study seems very short despite my often (or all the time) struggles to meet deadline submissions and quite often submitting my assignments late. I have learned so much from this course. Thank you for being very generous to us. This social work program means a lot to me, ...and to the whole of Myanmar. One thing I am most grateful for is how this course has changed my understanding about social work. I often associated social work with giving and supplying material aids, financial help to people who need them which is maybe partly true in some cases. But the most important point for me in social work is about discovering my strengths. It is all about working with others to discover the "geniuses and brilliances" we have in us. It is all about how far and how deep can we go with what we have."* ~ MICHAEL



## TRANSFORMING NEIGHBORHOODS INTO INCLUSIVE COMMUNITIES

WITH DAVID DEREZOTES & DAVID PARKER

*For the past year and a half Drs. David Derezotes and David Parker have been working as Community Residents in Action on a project called Transforming Neighborhoods into Inclusive Communities. The project involves University of Utah social work students, faculty, staff, and residents in conducting community-based practice and research in neighborhoods on the west side of Salt Lake City.*

Through our work on the Transforming Neighborhoods into Inclusive Communities project we have been building upon both of our work experiences in dialogue facilitation and training. The primary goal is to create spaces for neighborhood residents and leaders to meet in dialogue with each other and with the police, social workers, and other service providers.

The purpose of these dialogues is to help foster the kinds of relationships necessary to bridge the differences that currently divide neighbors from one another, and to help foster more trusting relationships and cooperation.

The project focuses on increasing participants' knowledge, skills, and self-efficacy in creating community relationships, leadership, and communication through active community dialogue. At the same time focus is on increasing positive community perceptions of higher education and other available educational options.

As a community-engaged scholarship project, Transforming Neighborhoods into Inclusive Communities has three essential components:

- (1) Conduct dialogue processes engaged in authentic relationship-building between community members and various service providers and law enforcement agencies;
- (2) Provide an opportunity for college-interested students and neighborhood-residents to develop the efficacy, knowledge, and skills to actively engage in community dialogue practice; and



*Dr. David Derezotes (left) and Dr. David Parker (right).*

- (3) Create community-based opportunities to sustain this process.

From community dialogues to focused trainings to Social Work courses we are working with people to identify and confront their implicit biases in order to establish empathy and compassion within communities. The Community Resident in Action award we received from UNP has provided us with the opportunity to continue our work along with the ability to adapt our process along the way.

We've facilitated many dialogues thus far, including some in Salt Lake City schools (most recently Glendale Middle), with the UNP-supported Case Management Course (which brought together the SLC Police and Division of Child & Family Services with refugee communities), and a number with Mexican immigrant communities.

DR. PARKER received his Bachelors of Science in Social Work from the State University of New York, Brockport, and his Master's in Education from American InterContinental University. He earned his doctoral degree in Educational Leadership with a focus on cultural transformation from Duquesne University in Pittsburgh, Pennsylvania. His social work perspective is at the foundation of his work, his career, and his life. He received the Distinguished Service Award of the National Council on Communicative Disorders. His numerous community service awards include the Richard Follett Memorial Award from the Pittsburgh Speech Hearing and Deaf Center. Dr. Parker lives on Salt Lake City's west side.

DR. DEREZOTES, or "Dr. Dave" as his students call him, is Director of the Peace and Conflict Studies Program at the University of Utah. He is also Professor in the College of Social Work where he is the Chair of Mental Health, as well as the Director of the Bridge Training Clinic (BTC). He is currently developing a clinic for transgendered and other LGBTQ+ clients at the on-campus BTC, and supervising a BTC-West site in the Hartland Partnership Center in cooperation with University Neighborhood Partners. Dr. Derezotes teaches on the PhD, MSW, and undergraduate levels across campus.

## THE HARTLAND RESIDENT COMMITTEE IN THE WLI



The fall 2018 WLI cohort at their graduation on December 6 at the U's College of Social Work.

The Westside Leadership Institute (WLI) is a 12-week course provided in partnership with NeighborWorks Salt Lake, University of Utah Continuing Education, and UNP. The course cultivates leadership abilities so that graduates have the knowledge, skills, and resources to address west side community issues and effect change in their neighborhoods.

As a UNP staff person, I've been around so many talented and hardworking people who do community work and who are leaders in the community. However, it's only been through WLI that I've truly understood that "leadership is an action, not a title." A leader must be willing to do something to make change. There will be pain and sacrifice, but hopefully it will contribute to creating a better, stronger community. As our WLI group works with the Hartland Resident Committee, I am excited and invigorated to be a part of such an amazing group of leaders, and I hope to take what I've learned in WLI and inspire more leaders to take action and bring the community together. ~ Lenn Rodriguez

As a Masters of Social Work practicum intern I've been able to participate in WLI during Fall 2018 in hopes of restructuring the Hartland Resident Committee. During our retreat on December 1st, our WLI working group was able to hear from Resident Committee members on how they want to be organized. We also discussed how everyone perceives committee functions within UNP so that we can build a plan moving forward. We still have more discussions and work ahead of us, but I'm hopeful that we will be able to continue to work together to develop a well-structured committee that can better inform UNP decision making at the Hartland Partnership Center. ~ Sarah Maddock

It was a wonderful experience and a welcomed privilege to be part of WLI. I have never shunned any opportunity to learn each time it comes my way. As a member of the Hartland Resident Committee I'm concerned about how to better help west side residents to improve their lives and the community, the opportunity to be part of WLI came up and I grabbed it without thinking about what it would take in terms of time (I was starting my doctorate at the University of Utah at the same time). I decided to be involved because I knew I could learn so much about how to be an effective leader. Here we are, the class has ended, and my working group and Resident Committee members have been able to come up with a proposal on what the purpose, vision, and suggestions on patterns summing up as a structure that will help the committee function even better than before. ~ Beam Deji-Olatunde

## ADVISORY BOARD MEMBER PROFILE



UNP is excited to have Angela Doan join its Advisory Board, stepping in as Co-Chair alongside her counterpart, Susie Porter (Associate Professor of U of U Gender Studies and History). Angela is currently serving as Salt Lake City Mayor Biskupki's Senior Advisor for Education. She is a proud first generation Vietnamese-Chinese American born and the first in her family to graduate from college. Angela is a Glendale native who attended Salt Lake City School District as a student and returned as a teacher. She taught for five years in Title-I elementary schools and was recognized as a highly effective teacher. Angela then transitioned into the legal field to bring a teacher's voice into education law and policy reform.

Angela earned a Bachelors in Elementary Education at the University of Utah, a Masters in Educational Leadership from Boston College Lynch School of Education, and a Juris Doctorate from Boston College Law School. She continues to be a Utah licensed elementary teacher and anticipates being sworn into the Utah State Bar this spring.



## CREATING IN PARTNERSHIP WITH THE COLLEGE OF FINE ARTS

BY KELBY MCINTYRE-MARTINEZ, ASSISTANT DEAN FOR ARTS EDUCATION &amp; COMMUNITY ENGAGEMENT

The UNP model, its reciprocal model, has made me a better educator, artist, and human being. I've learned so much more from the youth at the Hartland Youth Center than they've learned from me.

Dance and drama and storytelling can be a vehicle for open communication, the vehicle for community, the vehicle for understanding each other. In the Center's dance and theatre arts program we fuse a lot of cultural stories and share them with the community. For instance, a few years ago we performed a piece about harvest traditions. We combined different traditions from various countries in Africa, from Japan, Puerto Rico, and the United States and we let the children be the driving creative force. This process is great because it provides space for us to really listen and take turns being leaders, sometimes with no words at all.



*Hartland Youth Center kids dancing in one of their weekly sessions with Kelby McIntyre-Martinez and a student U of U Fine Arts.*

I try to honor participating youth and their interests. I have three consistent, simple rules that the youth and I created together for the creative space: 1) be in control of your bodies and voices, be respectful; 2) give 100%, try your best; 3) have fun. I've never wavered from them because they work.

Being able to give the youth a space where they can try things and, as a community, fix what's not working are life skills that they can apply in all facets of their life. Our world needs young people who can communicate, collaborate, and think outside the box. The youth at Hartland can do all of those things, and they practice weekly in the theatre and dance space. They're resilient, they're amazing, and they're amazingly creative beings and I'm honored to have the opportunity to jam and co-create with them each week.

Students from the U's Arts Teaching Academic Program in the College of Fine Arts come to Hartland throughout the year to work in partnership and collaboration with these amazing young people. The experience allows them to be more mindful, more open, and challenges them to think about their approach to teaching in and through the arts in completely new ways. The arts play a significant role in a well-rounded education, in community building, and in grappling with social justice issues. As a field, if

arts educators stay in our art-specific silos, we are not thinking broadly about what our city looks like, what our state looks like, what our country looks like, and what our world looks like.

This spring I'm teaching the Theatre for Social Action course as a flipped classroom where class takes place at Hartland. I'll have five undergraduate theater education students with me co-creating devised pieces every Tuesday for 16-weeks. Together they will be engaging in a reciprocal process where the youth will pick a social issue that they would like to address via theatre. The youth will then devise original scripts around the topic that they've chosen and will eventually perform for the greater community.

My goal for conducting this course with the community at Hartland is that all participants will learn how to authentically engage with a community through the arts and how to allow for our collective voice to shine through. Post-process, I hope that the U of U students, as they begin their careers and inherit their own classrooms or community spaces, will remember how powerful the process of creating something truly unique with a community via the reciprocal learning process was. I have had former students tell me, "Having class at Hartland really helped me use my art form to be an advocate for all youth in our city. It shifted how I approach choreography and conversation. The Hartland program permeated me – it permeated my soul." That's what the arts should do. What a great example of transformative learning!

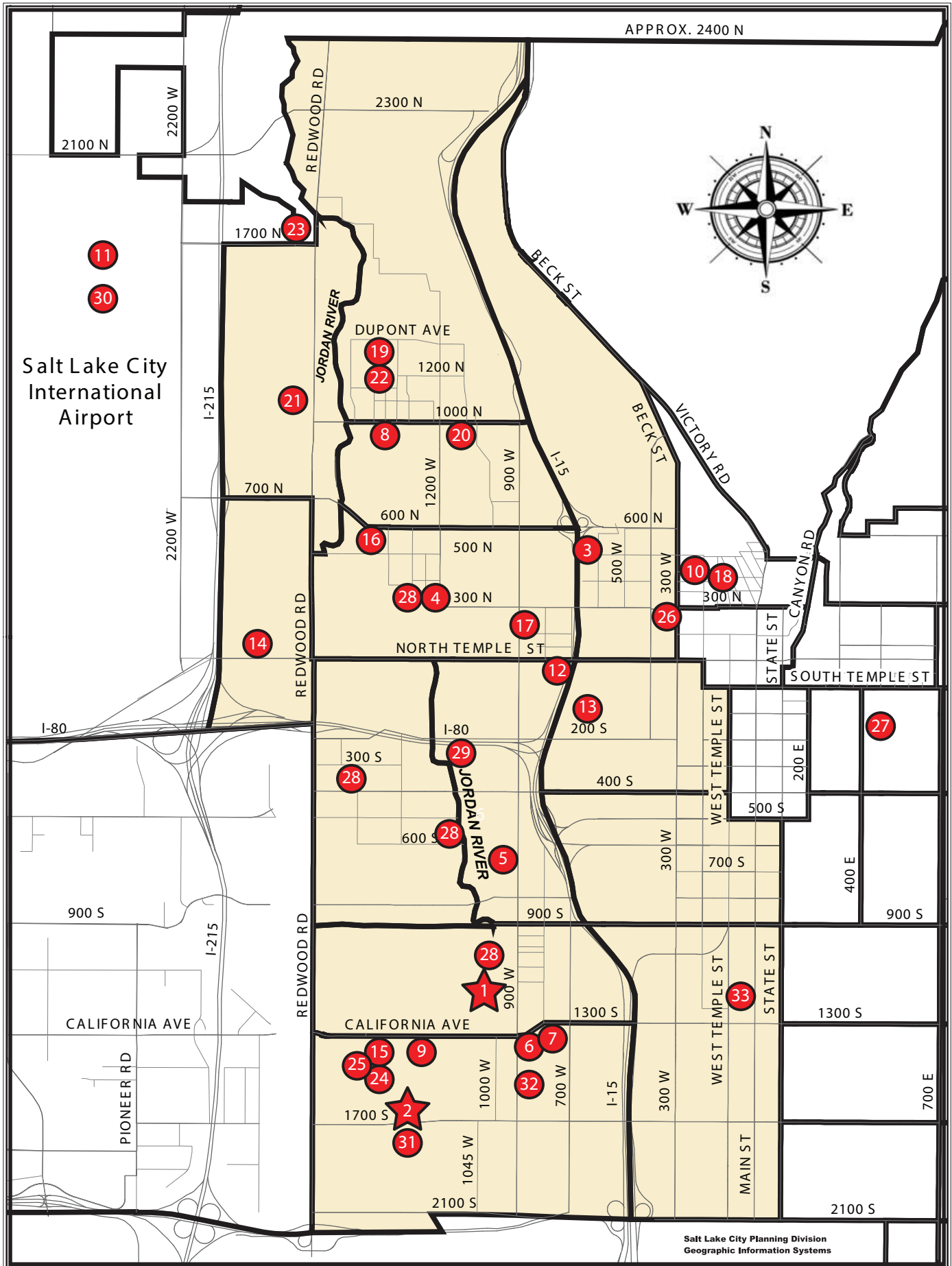
Providing classes and internship opportunities where arts-teaching students from the College of Fine Arts are working in partnership with community partners, not only creates better teachers, but gives the youth at Hartland a space where we can just celebrate their own creativity. Whether you've had the experience of watching them dance at UNP's 15th Anniversary Celebration, or perform



*Hartland Youth Center dancers at UNP's 15th Anniversary Celebration this past Spring.*

at a community event, or watched them create at Hartland, it's beautifully memorable. I've heard from graduate students that, as they're going through their day and they are witnessing a child that is being sent to the office, they're saying, "Don't send them to the office, send them to my theatre room."

PARTNERSHIPS MAP





## Current Partnerships Located Off the Map

University of Utah  
Westside Studio  
Location: Department of City & Metropolitan Planning

Substance Use Disorders Certificate  
Location: College of Social Work

Case Management Certificate  
Location: College of Social Work

PATHS  
Location: Continuing Education

Clemente  
Location: East High School

Certified Peer Support Specialist Training, SOSA Support Group (Spanish), Unidos por la Recuperación Support Group Recovery Mentorship, CRAFT Classes, Suicide Prevention Specialist Certificate, Mental Health First Aid, Question Persuade Refer (QPR), Emotional Intelligence, Familia a Familia, Bases y Fundamentos, and Progression  
Location: Latino Behavioral Health Services

Peer to Peer (Awareness, Education, Empowerment, and Recovery)  
Locations: NAMI Utah, USARA, and Latino Behavioral Health Services

Family to Family, Basics, and Progression  
Location: NAMI Utah

12-Step Program Meetings  
Locations: AA Hispanic District 12, Area 69 AA Intergroup Central Office



Framed print of the Hartland Partnership Center mural, presented to honorees at the UNP 15th Anniversary Celebration.

## Current Partnership Locations

### MAP KEY

- 1** Community Advocates Network, Grow Your Own Educator, and Early Development Health URLEND  
Location: UNP House
  - 2** Hartland Youth Center, New American Academic Network, Case Management Certificate, Startup Incubator Course, Grow Your Own Educator, Youth Voices, Head Start, and Our CASA Network  
Location: UNP Hartland Partnership Center\*
  - 3** Westside Leadership Institute  
Location: NeighborWorks SLC
  - 4** Neighborhood Democracy, Partners in the Park, and Fair Park Community Council  
Location: Northwest Recreation Center
  - 5** Neighborhood Democracy and Poplar Grove Community Council  
Location: Pioneer Police Precinct
  - 6** Royal Outreach Foundation - Teine Malohi Softball Program  
Location: Sorenson Multicultural Center
  - 7** Integrative Health  
Location: Sorenson Unity Center
  - 8** Neighborhood Democracy and Rose Park Community Council  
Location: Day-Riverside Library
  - 9** Neighborhood Democracy, Glendale Community Council, Citizenship Class, Arts.Community.Museums.Education, Hip-Hop Dance, and Mentas Activas Support Workshops  
Location: Glendale Library
  - 10** Casa Quetzalcoatl  
Location: Marmalade Library
  - 11** Mestizo Institute of Culture & Arts  
Location: Sugar Space Arts Warehouse
  - 12** Westview Media  
Location: CitiFront Apartments
  - 13** Arts & Bilingual Radio  
Location: Utah Arts Alliance
  - 14** Certified Peer Support Training Specialist  
Location: Utah Division of Substance Abuse and Mental Health
  - 15** Hartland Community 4 Youth & Families  
Location: Mountain View Elementary
  - 16** Healthy Schools & Communities, Our CASA Network, JAYHAWKS, and Integrative Health  
Location: Backman Elementary
  - 17** Adelante and Mestizo Arts & Activism  
Location: Mary Jackson Elementary
  - 18** Trauma-Informed Arts Education Pedagogy  
Location: Washington Elementary
  - 19** Science in the Schools  
Location: Newman Elementary
  - 20** Integrative Health  
Location: Rose Park Community Learning Center
  - 21** Casa Quetzalcoatl  
Location: Pacific Heritage Academy
  - 22** Healthy Schools & Communities and Integrative Health  
Location: Salt Lake Center for Science Education
  - 23** Go Girlz, Writers in the Schools, Healthy Schools & Communities, Our CASA Network, and Hartland Community 4 Youth & Families  
Location: Northwest Middle School
  - 24** Go Girlz and Writers in the Schools  
Location: Glendale Middle School
  - 25** Westside Leadership Institute, Adult Education Pathways, Community Advocates Class, Our CASA Network, and Integrative Health  
Location: Glendale/Mountain View Community Learning Campus
  - 26** Clemente, Healthy Communities & Schools, Our CASA Network, and Rose Park Sports Association - Panthers Football Program  
Location: West High School
  - 27** School Community Councils Learning Community  
Location: Salt Lake City School District
  - 28** Partners in the Park  
Locations: Jordan Park, Sherwood Park, Poplar Grove Park, Riverside Park, Constitution Park
  - 29** Hartland Community 4 Youth & Families Adopt a Trail  
Location: Jordan River
  - 30** Hartland Community 4 Youth & Families  
Location: Jordan River Peace Labyrinth
  - 31** East Rugby Club  
Location: Glendale Park
  - 32** Hartland Community 4 Youth & Families  
Location: Riley Elementary School
  - 33** Grow Your Own Educator and Healthy Schools & Communities  
Location: Horizonte Instruction & Training Center
- 2** \*Additional partnerships conducted at Hartland include: Free Mental Health Clinic, Youth Leadership, Early Childhood Education, Language Acquisition, Mobile Health Clinic, Child and Family Empowerment Services, Somali Community Self-Management Agency, Citizenship Class, Congolese Christian Community, Karen Community of Utah, Sudanese and South Sudanese Communities, Comunidad Materna de Utah, Centro ERES, CBPAR for Integrative Well-Being, Integrative Health, Artes de Mexico, Mentas Activas, Royal Outreach Foundation, and SAILI Language Initiative Partnership.

STATEMENT OF FINANCIAL ACTIVITES FOR FISCAL YEAR 2018

(July 1, 2017 - June 30, 2018)

Revenues	FY18
U of U Funding	1,142,249
Private Gifts & Grants	165,732
Government Grants	34,681
Employee Payroll Deduction Gifts	960
Other Income	27,072
Carryforward	221,397
<b>Total Revenues</b>	<b>1,592,091</b>

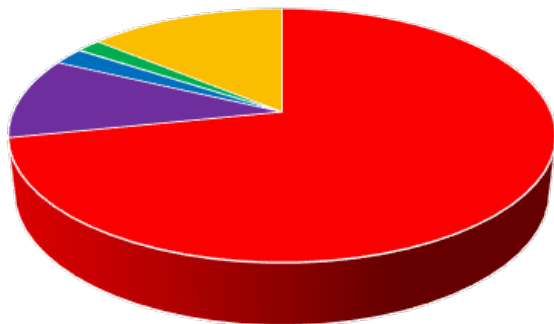
Expenses	FY18
Personnel - Wages & Benefits	1,001,990
UNP Operating Expenses	307,090
Education Pathway Partnerships	169,875
Community Leadership Partnerships	60,373
Community Capacity & Well Being Partnershps	52,763
<b>Total Expenses</b>	<b>1,592,091</b>

Net Income Surplus	(0)
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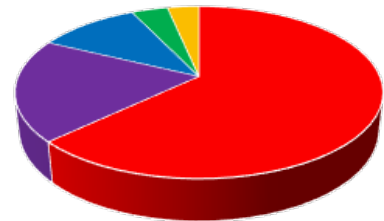
PARTNERS

Revenues



- U of U Funding
- Private Gifts & Grants
- Government Grants
- Employee Payroll Deduction Gifts
- Other Income
- Carryforward

Expenses



- Personnel - Wages & Benefits
- UNP Operating Expenses
- Education Pathway Partnerships
- Community Leadership Partnerships
- Community Capacity & Well Being Partnershps



AN APPEAL FOR SUPPORT

PLEASE CONSIDER SUPPORTING UNP FINANCIALLY AND INVESTING IN SALT LAKE'S WEST SIDE COMMUNITIES.



University Neighborhood Partners has identified the following funding priorities in alignment with the University of Utah's *Imagine New Heights* campaign:

PROMOTE STUDENT SUCCESS TO TRANSFORM LIVES

1. Hartland Walk-In Center & Bridge Clinic
2. Hartland Free Mental Health Clinic

ENGAGE COMMUNITIES TO IMPROVE HEALTH & QUALITY OF LIFE

3. Startup Incubator
4. Community Leadership & Education

DEVELOP & TRANSFER NEW KNOWLEDGE

5. Community Engaged Research

ENGAGE COMMUNITIES TO IMPROVE HEALTH & QUALITY OF LIFE

6. Hartland Partnership Center Education Pathways  
*A challenge grant from the Scott & Betsy Thornton Family Foundation will match donations up to \$25,000 a year through 2021.*
7. Hartland Partnership Center Sustainable Landscape  
*A lead gift from the Katherine W. & Ezekiel R Dumke Jr. Foundation has been secured.*

ENSURE LONG-TERM VIABILITY OF UNP

8. Graduate Assistantships
9. Wolf, Meritus, & Pathfinder Scholarships
10. Legacy Gifts

Detach the slip below to mail with your donation, or follow the web address to give online



Please designate my gift of \$ \_\_\_\_\_

To support:  
**University Neighborhood Partners**  
Appeal #04714

Save a stamp! Give now at: [Utah.edu/giving](http://Utah.edu/giving)  
Make sure to designate UNP as the recipient of your gift.

Make this a recurring monthly or quarterly gift.\*\*  
*Monthly gifts make giving easy, sustaining, and eco-friendly! Cards are charged on the 15th of the month. Donors receive receipts and giving history at the end of the calendar year. Update gift or payment information at any time at (801) 581-6825.*

Method of Payment:

- Enclosed is a check, payable to **University of Utah**
- Please charge my credit card:

Card number \_\_\_\_\_

Name on card \_\_\_\_\_

Expiration date \_\_\_\_\_

Signature \_\_\_\_\_

I would like to give:  
\$ \_\_\_\_\_ monthly!    \$ \_\_\_\_\_ quarterly!

\*\*Recurring gifts must be set up with a credit card.

2017-18 PARTNERS

**Community Partners**

Artes de México en Utah  
 Asian Association of Utah  
 Refugee & Immigrant Center  
 Association of Utah Community Health  
 Big Brothers Big Sisters of Utah  
 The Boyer Company  
 Casa Quetzalcoatl  
 Child & Family Empowerment Services  
 CitiFront Apartments  
 Comunidad Materna en Utah  
 Comunidades Unidas  
 Community Advocate Network  
 Congolese Christian Community  
 Empowering Utah Coalition  
 English Skills Learning Center  
 Fairpark Community Council  
 Glendale Community Council  
 Hartland Community 4 Youth and Families  
 Hartland Resident Committee  
 Jayhawks  
 Jordan Meadows Community Council  
 Jordan River Commission  
 Karen Community of Utah  
 Karen Weavers  
 KUAA Arts & Bilingual Radio  
 Latino Behavioral Health Services  
 Mestizo Arts & Activism  
 Mestizo Coffee House  
 Mestizo Institute of Culture & Arts  
 National Alliance on Mental Illness - Utah  
 National Resource Center for Paraeducators  
 Neighborhood Involvement Alliance  
 NeighborWorks Salt Lake  
 ONE Refugee  
 Pioneer Hospital  
 Poplar Grove Community Council  
 Primary Children's Medical Center  
 Radio Bilingue Utah  
 Rape Recovery Center  
 Rose Park Community Council  
 Royal Outreach

Salt Lake City Education Alliance  
 Somali Bajuni Community of Utah  
 Somali Community Self-Management Agency  
 South Sudanese Community Association  
 Sudanese Community  
 South Salt Lake Clinic  
 Sustainable Startups  
 Take Care Utah  
 Teine Malohi  
 Tracy Aviary  
 Truth Cypher  
 Urban Research Based Action Network  
 Utah Arts Alliance  
 Utah Behavioral Health Planning & Advisory Council  
 Utah Community Action  
 Head Start  
 Utah Food Bank  
 Utah Network for Arts & Social Justice  
 Utah Nonprofit Association  
 Utah Partners for Health Mobile Clinic  
 Utah Regional Leadership Education in Neurodevelopmental Disabilities  
 Utah Safety Council  
 Utah Support Advocates for Recovery Awareness  
 West Pointe Community Council  
 WestView Media

**SALT LAKE CITY**

Transportation Division  
 Housing & Neighborhood Development  
 Office of Diversity & Human Rights  
 Office of the Mayor  
 Redevelopment Agency  
 Parks  
 Jordan Park  
 Sherwood Park  
 Peace Labyrinth  
 Poplar Grove Park  
 Riverside Park  
 Westpointe Park

Police Department  
 Pioneer Precinct  
 Public Library System  
 Day-Riverside Branch  
 Glendale Branch  
 Marmalade Branch  
 Sorenson Unity Center

**SALT LAKE SCHOOL DISTRICT**

Backman Elementary School  
 East High School  
 Glendale Middle School  
 Glendale/Mountain View Community Learning Campus  
 Horizonte Instruction and Training Center  
 Jackson Elementary School  
 Mountain View Elementary School  
 Newman Elementary School  
 Northwest Middle School  
 Office of Family-School Collaboration  
 Pacific Heritage Academy  
 Riley Elementary School  
 Rose Park Elementary School & CLC  
 Salt Lake Center for Science Education  
 Salt Lake Education Foundation  
 West High School  
 Community Education

**SALT LAKE COUNTY**

Council on Diversity Affairs  
 Department of Health  
 Lead Safe Housing Program  
 Northwest Recreation Center  
 Sorenson Multi-Cultural Center  
 Youth & Family Programs Division

**STATE OF UTAH**

Department of Workforce Services  
 Office of Child Care  
 Refugee Services Office  
 Refugee Education & Training Center  
 Utah State Board of Education

**University of Utah Partners**

Academic Affairs  
 Alumni Association  
 College of Architecture + Planning  
 Dept of City & Metropolitan Planning  
 College of Education  
 Dept of Education, Culture & Society  
 Dept of Educational Leadership & Policy  
 Dept of Special Education  
 Urban Institute for Teacher Education  
 Utah Education Policy Center  
 College of Fine Arts  
 College of Health  
 Occupational & Recreational Therapies  
 College of Humanities  
 Dept of English  
 Dept of Writing & Rhetoric Studies  
 College of Science  
 Center for Science & Mathematics Education  
 College of Social & Behavioral Science  
 Dept of Family & Consumer Studies

Environmental & Sustainability Studies  
 Master of Public Administration  
 College of Social Work  
 Case Management Certification Course  
 Hartland Bridge Clinic  
 Center for Research on Migration & Refugee Integration  
 Social Research Institute  
 David Eccles School of Business  
 Kem C. Gardner Policy Institute  
 Sorenson Impact Center  
 Honors College  
 Institutional Advancement  
 Natural History Museum of Utah  
 Office of Equity & Diversity  
 Diversity Scholars  
 School for Cultural & Social Transformation  
 Ethnic Studies  
 Gender Studies  
 Office of the President  
 Utah Museum of Fine Arts

School of Medicine  
 Dept of Population Health Sciences  
 Dept of Psychiatry  
 Student Affairs  
 Office for Inclusive Excellence  
 Undergraduate Advancement Admissions  
 Women's Resource Center  
 Lowell Bennion Community Service Center  
 Continuing Education & Community Engagement  
 Academy of Hope  
 Youth & Professional Education  
 Office of Engagement  
 Beacon Scholars  
 Dream Center  
 Student Success Advocates  
 TRIP/Upward Bound  
 University Marketing & Communications

**Other Post-Secondary Education Partners**

LDS Business College  
 International Student Resources  
 Salt Lake Community College  
 Community Relations  
 English Department  
 PACE Scholarship Program

School of Arts, Communications & Media  
 School of Humanities & Social Sciences  
 Humanities Program  
 Thayne Center for Service & Learning  
 TRIO  
 University of Washington

College of Education  
 Utah State University  
 Center for People with Disabilities  
 Utah Valley University  
 Gear Up



## FUNDING SUPPORT FOR FISCAL YEAR 2018

(July 1, 2017 - June 30, 2018)

### 15TH ANNIVERSARY Support

Irene S. Fisher & A. Craig Hansen  
 Scott & Betsy Thornton  
 University of Utah Academic Affairs  
 University of Utah Institutional Advancement  
 University of Utah Office of the President

### \$40,000+

An Anonymous Donor  
 Department of Workforce Services Office of Childcare

### \$25,000 to \$39,999

Brent & Bonnie Jean Beesley Family Foundation  
 George S. & Dolores Doré Eccles Foundation

### \$10,000 to \$24,999

American Express  
 Sorenson Legacy Foundation  
 Synchrony Bank

### \$5,000 to \$9,999

Church of Jesus Christ of Latter Day Saints Welfare Services  
 Lawrence T. & Janet T. Dee Foundation  
 Marriner S. Eccles Foundation  
 Roger & Mary Lowe Charitable Fund  
 Herbert I. & Elsa B. Michael Foundation  
 Rocky Mountain Power  
 Salt Lake City School District  
 Utah Association of Financial Services Foundation

### \$2,500 to \$4,999

Salt Lake City ACE Fund  
 Joan S. & Harold H. Wolf

### \$1,000 to \$2,499

Harriett M. & Raymond F. Gesteland  
 Robert P. & Dixie S. Huefner  
 Arthur D. & Mary Jo Broom  
 Castle Foundation  
 Barbara I. & Dennis J. Crouch  
 Rosemarie & Paul C. Hunter  
 Jeannine S. Marlowe & Dana Carroll  
 Lynda H. & Gary M. Oderda  
 Douglas E. Rollins & Cathleen C. Cunningham  
 Salt Lake County Mayor's Office  
 H. Steven & Kathryn White

### \$500 to \$999

NeighborWorks Salt Lake  
 West High School PTSA

### \$250 to \$499

Karla Rogerson  
 William L. & Cathryn Barnhart  
 Irene S. Fisher & A. Craig Hansen  
 Paul S. Kelley & Susan M. Olson  
 Paul David Majnik  
 Chuck E. Norlin & Marcia L. Feldkamp  
 Salt Lake City Arts Council  
 Smith's Food & Drug

### \$100 to \$249

Gloria & Irwin Altman  
 An Anonymous Donor  
 Cathy Anderson & Charles S. King  
 Dawn Aoki  
 Barbara B. Brown  
 Child & Family Empowerment Services  
 Linda P. & Michael A. Dunn  
 Melanie & Jack Elizondo  
 Amanda K. Finlayson & Darrell J. Moore  
 Robert L. Flores & Rosemary Gacnik-Flores  
 Hugh D. & Judy J. Graham  
 Douglas J. Hasbrouck  
 Toni L. Lehtinen  
 Pamela S. Perlich

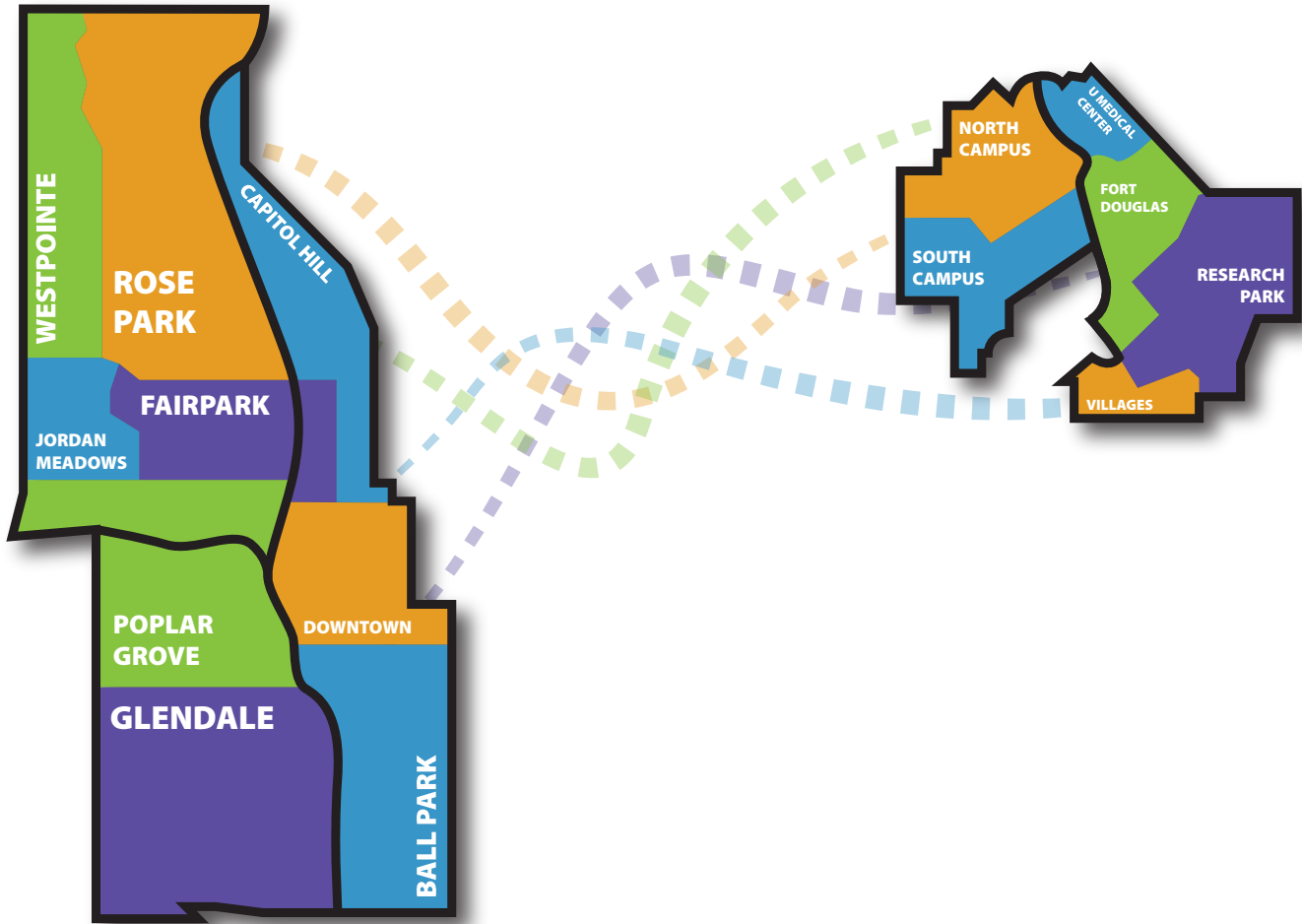
### \$25 to \$99

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 Victoria Panella Bourns & Robert Bourns  
 Kayleen Cameron  
 Shauna M. Carl  
 Kenneth C. Embley  
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 Penny Brooke & Kenneth P. Jameson  
 Frances Luehrs  
 Isabel Teresa Molina-Avella  
 Ed A. Munoz  
 Maude E. & Van B. Norman

THANK YOU!

UNP apologizes for inadvertant omissions.  
 Please contact Amanda at [a.finlayson@partners.utah.edu](mailto:a.finlayson@partners.utah.edu)  
 or 801-972-2863 with corrections and/or questions.

THE UNP PATHWAYS MODEL ILLUSTRATED



THE STAFF OF UNIVERSITY NEIGHBORHOOD PARTNERS



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Almaida Yanagui  
Community Organizer & Assistant Partnership Manager







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## A FEW HIGHLIGHTS FROM THE UNP 15TH ANNIVERSARY CELEBRATION ON APRIL 12, 2018

