

# COMMUNITY VOICES

UNIVERSITY NEIGHBORHOOD PARTNERS

VOLUME 10, 2020



UNIVERSITY NEIGHBORHOOD  
**U**  
PARTNERS

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## COMMUNITY VOICES

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# GREETINGS FROM UNP'S DIRECTOR

Hello Dear Friends:

I want to share with you how we are working towards the future. UNP is 17 years old and we have a new plan that was created with input from over 200 people from west side neighborhoods, the University, and local organizations and institutions. The UNP Long-Range

Plan 2019 – 2024 (see page 3) is our north star for the coming years.

The four strategic priorities clearly support UNP's core mission and goals and call for UNP to adapt and respond to dynamic changes taking place in west side neighborhoods, at the University, and in the country at large. The strategic priorities help us systematize UNP's approach to convening and building partnership capacity to improve our community and remove barriers to higher education.

We are implementing what you have asked. We have aligned outcomes and indicators to the four strategic priorities and we are working with the Utah Education Policy Center to establish a baseline from which we can measure our growth. Our goals are your goals. And as we continue this work together, we will do what is most important, we will be human together, listen to each other, laugh together, and continue to learn together.

Hola Queridos Amigos:

Quiero compartir con ustedes como estamos trabajando hacia el futuro. UNP tiene 17 años y tenemos un nuevo plan que fue creado con el aporte de más de 200 personas de los vecindarios del lado oeste, la Universidad y organizaciones e instituciones locales. El plan de largo plazo de UNP 2019 - 2024 (*abajo*) es nuestra estrella del norte para los próximos años.

Las cuatro prioridades estratégicas claramente respaldan la misión y los objetivos centrales de UNP y exigen que UNP se adapte y responda a los cambios dinámicos que tienen lugar en los vecindarios del lado oeste, en la Universidad y en todo el país. Las prioridades estratégicas nos ayudan a sistematizar el enfoque de UNP para convocar y desarrollar la capacidad de asociación para mejorar nuestra comunidad y eliminar las barreras a la educación superior.

Estamos implementando lo que ha pedido. Hemos alineado los resultados y los indicadores con las cuatro prioridades estratégicas y estamos trabajando con el Centro de Política Educativa de Utah para establecer una línea de base a partir de la cual podamos crecer. Nuestros objetivos son tus objetivos. Y a medida que continuamos este trabajo juntos haremos lo más importante, seremos humanos juntos, nos escucharemos, reiremos juntos y continuaremos aprendiendo juntos.

## PLAN DE LARGO ALCANCE DE UNP 2019-2024

**1. Entrelazar para un impacto más profundo** - Profundizar el impacto de las asociaciones respaldadas por el UNP a través de un entrelazamiento más fuerte de los vecindarios del lado oeste, la Universidad de Utah e instituciones influyentes en torno a cuestiones compartidas, prioridades y modelos exitosos.

**2. Liderazgo comunitario** - Ampliar el liderazgo y la participación de los residentes del lado oeste en la definición, creación y participación en la evolución del lado oeste.

**3. Rutas educativas** - Mejorar las oportunidades para que las personas alcancen sus objetivos y contribuir a la comunidad a través de rutas educativas diversas, equitativas, culturalmente receptivas y transformadoras.

**4. Compromiso y comprensión** - Interactuar y comunicar de manera más efectiva con la Universidad, los vecindarios del lado oeste y audiencias más amplias de manera que aumente la comprensión, fomente la participación e influya en el trabajo de otros que podrían aprender de UNP y sus socios.



**MISSION**  
UNP brings together University and west side people and resources in reciprocal learning, action, and benefit — a community coming together.

**VISION**  
The University and west side neighborhoods share a vision of a community woven together through partnerships based on mutual empowerment, discovery, and learning rooted in diverse life experiences. By addressing systemic barriers to educational success, these collaborative partnerships foster increased access to higher education for west side residents, a University enriched by its involvement in the broader community, and an enhanced quality of life for all involved.

**VALUES**

UNP is committed to mutual respect, empowerment, and learning rooted in diverse life experiences.

Understanding and knowledge are furthered by the open, active, and mutual sharing of information and resources.

Multiple kinds of knowledge and life experiences are central to address social, community, and University issues.

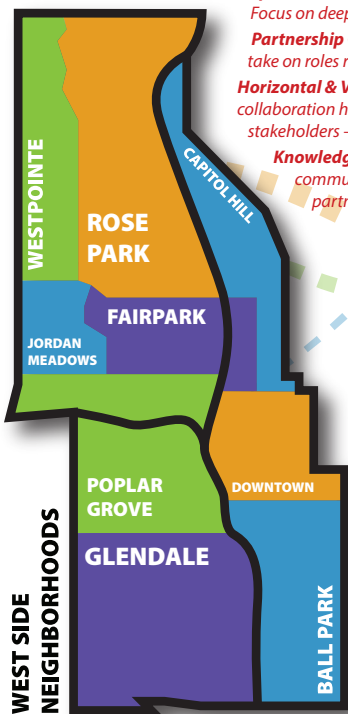
Knowledge is power and must be available to everyone.

It is the right of all people to have access to the greatest range of opportunities; it is the choice of each individual how to utilize these opportunities.

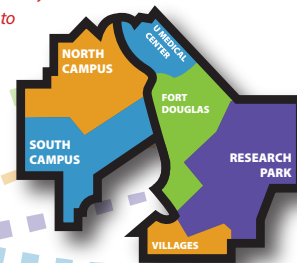
**STRATEGIC PRIORITIES**

**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.

**KEY INDICATOR**  
# of active, collaborative connections within and across partnerships



**Depth & Sustainability:** Identify partnerships and strategies that are effective and have momentum. Focus on deepening that work and creating structures to support partnership sustainability.  
**Partnership Capacity:** Support partners and partnerships in building their capacity to take on roles related to convening, goal setting, assessment, and evaluation.  
**Horizontal & Vertical Integration:** Increase communication, resource sharing, and collaboration horizontally — across partnerships, sectors of the community, and stakeholders — and vertically, across levels of decision-making.  
**Knowledge Building:** Deepen our shared knowledge base through community-engaged research focused on the work and priorities of partnerships.



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

**Representation in Institutions:** Increase the representation and influence of youth and adult residents on decision-making bodies so that these bodies reflect the richness and diversity of west side communities.  
**Resident Leadership Networks:** Foster networks and spaces through which resident leaders of all ages and backgrounds can access resources and engage in mutual support, learning, action, and partnership.  
**Leadership & Wellbeing:** Increase the capacity of west side neighborhoods, the University, and local institutions to sustain the wellbeing of resident leaders and the broader community.  
**Participatory Research:** Facilitate university-neighborhood research projects that include residents as researchers, addressing resident-defined priorities.

**KEY INDICATOR**  
# of residents taking on leadership and decision-making roles in organizations, programs, schools, and community

**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.

**Sharing Knowledge:** Disseminate knowledge from the work of UNP, and the partnerships it supports, through academic and practice-oriented outlets at the local, state, and national level.  
**Campus Engagement:** Increase engagement and presence on campus, while improving the University's understanding of UNP and the partnerships it supports.  
**Storytelling:** Engage partners in sharing their stories of partnership work, impact, and the life of west side neighborhoods.  
**Communication:** Establish consistent, authentic messaging and communication techniques that speak to UNP's diverse audiences and stakeholders.

**KEY INDICATOR**  
# of outlets and products through which UNP-supported partnerships share knowledge and stories.

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

**Mutual Learning:** Increase opportunities for postsecondary students and educators to collaborate with preK-12 students and educators in mutual learning, inspiration, and empowerment.  
**Family-School Collaboration:** Strengthen the capacities of families and educational institutions to build trusting relationships with one another, and create opportunities for collaboration.  
**Decreasing Barriers to Education:** Strengthen hubs and networks — in our neighborhoods and at the University — through which partners can collaboratively address the multi-level barriers people face to accessing educational opportunities.  
**Lifelong Education:** Support education institutions and community groups in creating and connecting learning opportunities, through which individuals of all ages can define and further personal, professional, and community goals.

**KEY INDICATOR**  
# of west side residents enrolling in and completing postsecondary education at the UoU and SLCC

UNP LONG-RANGE PLAN 2019-2024

Develop and Transfer New Knowledge  
Promote Student Success to Transform Lives  
Engage Communities to Improve Health and Quality of Life  
Ensure Long-term Viability of the University

## Depth &amp; Sustainability

WESTSIDE  
LEADERSHIP INSTITUTE

## NEW WLI PATHWAYS

By Lana Lichfield &amp; Kalei Tuitupou

While coupling rich diversity with community action, UNP has created a network of support from various partnerships all around Salt Lake City. The depth and strength of all these partnerships is vital to the sustainability of the programs they offer on the west side. The Westside Leadership Institute (WLI), which is a resident leadership program, is a collaboration with NeighborWorks Salt Lake, the Salt Lake City School District, and multiple departments at the University of Utah (City and Metropolitan Planning, Social Work, Gender Studies, Public Affairs, and Political Science). For over 15 years, WLI has empowered more than 500 residents on the west side of Salt Lake City to take the lead in affecting positive change in their neighborhoods. To meet the needs and diversity of Salt Lake, WLI has developed leadership courses in English and Spanish, and is now in the process of developing classes in Samoan. WLI is pleased to share their collaborative efforts to make leadership classes accessible and available to all our community members.

To tap into the unlimited potential of the Latinx community on the west side, WLI has developed a culturally responsive leadership class in Spanish. The class has been offered for the past four years. It is geared towards meeting the language and cultural needs of its students while

maintaining unity with its English class counterpart. A common phrase in Spanish is, “se hace el camino al andar” (“The path is made by walking it”). The class truly helps students make the path by walking as students are given the tools to create and implement a group or individual project to better their community. As the participants create the path by walking, the path forward becomes clearer. One graduate of WLI shared that, “This experience has helped me realize that I am able to continue my studies and improve my life.” WLI is designed to empower participants to address community issues, which open doors to new opportunities and pave the way for others to follow. Developing WLI-Spanish has paved the way for the up-and-coming development of WLI-Samoan.

Working with the Sāmoana Integrated Language Initiative (S.A.I.L.I.), UNP has been able to provide community based language classes for Pacific Islander communities on the west side. Taught every Tuesday night by Marilyn Figel-Griffin (known lovingly as Auntie Kuki) these classes provide opportunities for anyone to learn the Samoan language. However, it has a special focus on those Samoans living in the diaspora to connect back to their cultural roots and teach their children, many whose first language is English and have never set foot on the home islands. So’o le fau ma le fau (in working together we can accomplish great things) seems to be echoed as WLI- Samoan is being created. The excitement from every generation in Auntie Kuki’s class fuels motivation to remember the Samoan culture and apply it to our modern lives. As mentioned in the proverb above, NeighborWorks Salt Lake, UNP, and WLI are continuing to open doors for underrepresented groups to help them develop their ideas and action plans for the west side. As a collective, Salt Lake City will be able to experience change at a very personal level for all of these residents.

UNP’s Samoan language classes help to preserve community member’s cultural heritage, while WLI’s bi-lingual leadership classes are designed to meet the community’s unique cultural needs. The partnerships of UNP and the WLI are working to build strong foundational pathways that will foster a strong connection of leadership and culture. Stay tuned as the Westside Leadership Institute and its partners unveil further pathways to make a difference in our community.



*SAILI participants from L-R: Verona Sagato Mauga, Kaleieha Tuitupou, Maurena Grossman, Sam Grossman, Marilyn Figel-Griffin (Auntie Kuki), Sharmaine Solomon, Olive Solomon, and Christina Sina Brooks. (Youth not listed).*



## Partnership Capacity

## THE WESTSIDE COALITION &amp; A SHIFTING WEST SIDE NARRATIVE

By Elizabeth Arnold

The Westside Coalition is a social welfare organization that advocates for residents living on the west side of Salt Lake City. The Coalition fights for health, safety, and quality of life for its residents. Comprised of six community councils, the Westside Coalition includes; Westpointe, Jordan Meadows, Rose Park, Poplar Grove, Glendale, and Fairpark. The Coalition was newly reinstated as of September 2018 with the vision of creating one united voice among the community councils after significant efforts with the Public Market at the State Fairpark. While the Public Market was the impetus and springboard for the reinstatement of the Coalition, the organization has gone on to deal with a broad array of issues.

One of the central efforts of the Coalition is to increase their reach and visibility throughout the community. They are focused on engaging west side residents with issues that directly affect them and their lives. Too often elected officials and individuals in positions of leadership make decisions for entire communities without seeking the input of the people living within their boundaries. This has occurred time and time again with the west side of Salt Lake City. The Coalition is working to change this narrative by engaging residents civically in their communities and becoming active voters in the

elections of public officials that have direct influences on their neighborhood.

In combination with this effort, the Coalition is issue-driven and focuses on the most immediate projects that could impact west side residents. They are proactive in finding and identifying projects that are impactful and do not just wait for things to come along. This helps to deter the continued industrialization of the west side. They work to obtain media coverage so that community members can be aware of potential projects

that could impact their neighborhoods. The Public Market is an example of the Westside Coalition fighting for economic justice so that residents are given the same opportunities as their neighbors to the east.

In May 2019, a report

was compiled that outlined and identified a number of different organizations located on the west side with whom the Coalition could work. This information can be used as a tool for partnership. The Coalition will determine areas in which it needs improvement and partner with organizations with assets in those areas. It is our hope that the Westside Coalition and local organizations will be seen as a resource toolkit for residents to use to accomplish neighborhood-identified goals, changes, and improvements.



*A conceptual rendering of the Public Market at the State Fairpark.*

## Vertical &amp; Horizontal Integration

## BUILDING DEEPER KNOWLEDGE SYSTEMS

By Cori Groth, Abdulkhaliq Barbaar, Jennifer Mayer-Glenn, and Matthew Pecsok

In 2018, UNP took stock of its work over the previous 15 years by celebrating partner and partnership accomplishments. UNP also looked ahead to the future by engaging west side residents and university stakeholders in the creation of a new long-range strategic plan. In the midst of it all, UNP also recognized the need to update evaluation systems in order to engage in continuous inquiry and improvement to fulfill its mission of adapting and evolving to meet community and university priorities, demonstrating impact, and responding to needs.

As a result, UNP reached out to the Utah Education Policy Center (UEPC) at the University of Utah to partner in developing a comprehensive evaluation system that could support the implementation of the UNP Long-Range Plan (*see page 3*) and provide ongoing information for UNP to engage in continuous inquiry and improvement in telling the story of its impact over time.

Consistent with UNP's mission, this partnership combines strengths and expertise to enhance the complex work of university-community engagement, as well as providing evidence and insight into one of the University of Utah's strategic goals of *engaging communities to enhance health and quality of life*.

As an independent, non-partisan research center, the UEPC is part of the U of U's College of Education. It bridges research, policy, and practice for Utah public schools and higher education. This partnership is an opportunity to expand its mission to bridge research, policy, and practice and to increase educational equity, excellence, access, and opportunities. The effort to collect, manage, and organize data on UNP activities, partnerships, outcomes, and impact can be used for ongoing partnership development, leveraging resources, and partnership improvement and planning. The UEPC brings to the table expertise in evaluation and data management, with background in evaluating programs and strategies similar to UNP's.

The process for revitalizing the evaluation

system began with a review of UNP's existing Theory of Change model, as well as goals, indicators, and databases to determine the strengths of the previous system and identified needs for data collection and reporting in the future. We collaborated on developing a new logic model that identifies the inputs, strategies, short- and medium-term outcomes, and long-term impacts for each of UNP's impact areas.

Developing the logic model was an intensive process, taking place over several months that required in-depth collaboration with the UNP staff. The outcome is a framework and roadmap for developing a comprehensive evaluation system that will increase UNP's capacity for ongoing learning and improvement to help implement its long-range strategic plan.

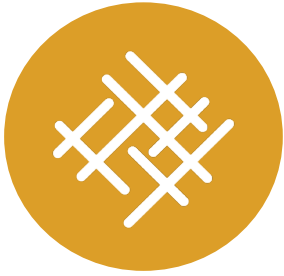
Once the logic model was completed, the UEPC facilitated the second stage of evaluation system development by incorporating the strengths of the previous data collection system and considering long-term needs, then creating a new system that will be used to collect, analyze, and report on the indicators and outcomes outlined in Logic Model. The UEPC has designed a solution that leverages the resources of UNP, while utilizing a slightly more complex information technology solution.

Now that we are in the final stretch, UNP and the UEPC are collaborating to compile an annual evaluation report based on the new logic model and strategic long-range plan. Similar to previous years, an annual report will present the evidence gathered throughout the year regarding how UNP convenes partners and supports community-engaged initiatives, as well as highlight the outcomes and important work of engaging communities to enhance health and quality of life.

We are excited about the opportunities the new evaluation system will offer UNP and invite you to join us on this learning journey!



# Knowledge Building



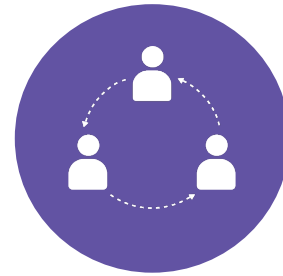
Interweaving for Deeper Impact



Resident Leadership



Education Pathways



Engagement & Understanding

## UNP Logic Model with Indicators *(excerpt)*

Impact Areas	Strategic Priorities	Inputs & Investments	Strategies	Short-Term Outcomes (1-2 years)	Medium-Term Outcomes (3-5 years)	Long-Term Outcomes (6-10 years)
<p>Create and strengthen educational pathways.</p> <p>Generate and disseminate knowledge.</p> <p>Amplify resident power and voice.</p> <p>Generate community momentum.</p> <p>Cultivate community wellbeing.</p> <p>Build individual and organizational capacity.</p>	<p>Interweaving for Deeper Impact</p> <p>Resident Leadership</p> <p>Education Pathways</p> <p>Engagement &amp; Understanding</p>	<p><u>UNP Staff</u> University of Utah Access to University faculty, students, and space;</p> <p>University funding;</p> <p>Partner funding and in-kind (time, resources, materials, staff, etc.);</p> <p>Access to space and facilities (e.g. printing, materials);</p> <p>Access to university credit;</p> <p>Scholarships for west side students;</p> <p>University commitment (access to University leadership and institutional resources).</p> <p><u>Other Community Inputs</u> Public/private foundation funding;</p> <p>Access to neighborhood stakeholders.</p>	<p><u>Build relationships based on UNP core values and organizational strategies</u> (e.g., hiring westside residents).</p> <p><u>Convene based on resident-driven priorities:</u> Education Pathways partnerships;</p> <p>Community Capacity &amp; Wellbeing partnerships;</p> <p>Community Leadership partnerships;</p> <p>Community-Engaged Scholarship.</p>	<p>Increase in connections between people, resources, and institutions, that include University, west side community based organizations (CBO), and residents (social capacity).</p> <p>Increased # and type of stakeholder roles, influence, and connections over time.</p> <p>Increased # of west side resident-led and/or CBO-led initiatives related to UNP's work.</p> <p>Critical Hope. Residents have access to skills, resources, and information to navigate systems.</p>	<p>Increase cultural responsiveness among partners (e.g., University, CBOs, residents).</p> <p>Increase in families and educators collaborating and making decisions together.</p> <p>Increase/new knowledge created and shared that reflects residents' perspectives and expertise.</p> <p>Increase in UNP supported partnerships/projects that include resident leaders that <i>reflect diverse perspectives</i>.</p> <p>Density of partnership networks at community hubs based on successful and sustainable models.</p>	<p>Increase in residents of all ages taking on leadership and decision-making roles in programs, schools, and the community.</p> <p>People moving to and through post-secondary education.</p> <p>Increase capacity and commitment of University, west side organizations, and residents to make connections between people, resources, and institutions (institutional capacity).</p>

Interweaving for Deeper Impact

## Representation in Institutions

# INCUBATING PARTNERSHIPS

By Rachel Black

I began working with UNP's Startup Incubator (Incubator) as an MPA student in fall 2018 with Stephany Murguia, Dr. Jesus Valero, and Saolo Betham. My research studied ways to expand the resources of the Incubator for emerging organizations in the community. I am now working to implement more supports for the Incubator participants. Following are highlights of the work of the Incubator.

During 2019, some exciting partnerships have been created to further support Incubator participants. University of Utah Advanced Writing professor, Nancy Jensen, has recruited her students to assist emerging organizations with their work. The students have spent many hours finding and applying for grants and consulting with the organizations on future projects. Master of Public Administration Program Director & Professor, Dr. Sharon Mastracci, has committed her support by providing funding for a graduate assistant to work part time in the Incubator. Dr. Mastracci is partnering with the Incubator because of her passion for the important work that community-based nonprofits do.

Griffith-Yates Philanthropy founder, Georgina Griffith-Yates, also partners with the Incubator. Georgina's team donated their time and services to developing the new branding, marketing, and logo for the Westside Leadership Institute and its connected partnerships, as well as one of the Incubator's participants, Comunidad Materna en Utah. If you stop by the Incubator in the UNP Hartland Partnership Center, you will find a new name and logo on the window – Startups by Westside Leadership Institute.

This fall, the Incubator also sponsored emerging organizations' attendance to the Utah Nonprofit Association Conference at the Utah Cultural Celebration Center in West Valley. There were keynote speakers, breakout sessions,



## STARTUPS

BY WESTSIDE LEADERSHIP INSTITUTE

and opportunities to make connections and collaborate with others in the community. This was a very positive experience for the Incubator organizations to become connected with the larger nonprofit community.

There are currently seven organizations flourishing in the Incubator. The newest is the Somali Bantus of Utah, led by local resident Abdikadir Eftin. Abdikadir is a law student at the University of Utah. He and a team of like-minded, passionate Somali Bantus worked diligently to receive their 501(c)3 nonprofit status recently. Their mission is to provide programming and support for Somali Bantus teens through after school programming, weekend seminars, and mentorship. This fall, they took teens to visit college campuses and are now helping them with university and college admission applications and completing the FAFSA form.

The work of the organizations in the Incubator is incredibly valuable to west side communities. These emerging organizations provide a plethora of services, including: exercise classes for Latinos with Alzheimer's; art education classes from Mexico; sports for Pacific Island teens; doula services and postpartum support for Latinx mothers; and a weaving group for individuals from the Karen Community of southeast Myanmar (which is open to the public). I feel very fortunate to work with these amazing, talented, and service-oriented individuals. They are finding ways to come together to address community-identified needs and to make a difference in the lives of people they serve.

In 2020, we will be introducing new Workshops and Fundamentals by the Westside Leadership Institute to Incubator organizations, and look forward to seeing the great work they perform in the community.



## Resident Leadership Networks

# THE HARTLAND RESIDENT COMMITTEE IN ACTION

By the Hartland Resident Committee

In the Spring of 2019, after completing the Westside Leadership Institute, members of the Hartland Resident Committee (RC) came together to create a plan to redefine the purpose and structure of the committee. We launched a process to spotlight the RC's role at the UNP Hartland Partnership Center (Hartland) and in the community. In order to amplify our leadership and engagement, the plan that we came up with was a combination of two models that will be implemented in two phases. The first phase focuses on personal and professional development that will include workshops and trainings every month on specific topics that will enhance the community. The second phase will be taking what we've learned and putting it into action in various UNP partnerships.

As leaders, we understand the importance of engaging west side residents in meaningful ways and fostering leadership opportunities for residents is critical to this engagement. It is our responsibility to bring the voice of the resident to the table, and our top priority is the wellbeing of the community. The Hartland Resident Committee matters because we bring our expertise, firsthand experience, and diverse backgrounds that are invaluable resources in partnerships. We believe that the more residents we have in decision-making bodies the better off the community is.

The RC is an example of community coming together with neighborhood partners to share ideas and resources with each other. We are looking forward to working with people from other communities and helping bring everyone together. Contributing to the RC helps our community connect to west side resources. We want people to know that the Hartland Resident Committee is for all of us. We invite and welcome anyone that is invested in promoting the wellbeing of west side communities to join, because we want to hear their voices. We are community organizers who will uplift the interests of the west side residents.



*A Hartland Resident Committee training held this past fall.*

### RESIDENT COMMITTEE MODELS

1. Leadership Skills Building  
This model will build on existing knowledge and develop specific leadership skills identified by the RC. Primarily, developing and building on existing leadership skills to strengthen community leaders and help them to accomplish their work in the community.
2. Hartland Steering Committee Hub  
RC members will represent the "resident" perspective and be integrated into steering committees at Hartland and be a direct part of partnership development and decision-making. RC members will then hold meetings in which members will share partnership updates, developments, etc. with other members and connect their work with other communities.



## Leadership &amp; Wellbeing

## BRIDGING UNIVERSITY &amp; COMMUNITY WELLBEING: A Focus on Youth &amp; Families

By the UNP Hartland Staff

There is some exciting energy building with a family engagement partnership between the Hartland Youth Center and the Hartland Bridge Training Clinic (UNP and the U of U's College of Social Work). This partnership is focused on home visits to families in the Hartland neighborhood from a team of social workers and Youth Center staff, increasing trusting relationships and student support.

Relationship building begins with the youth in both the formal school setting and after school in the Hartland Youth Center. The intention is to strengthen the bridge between those spaces by increasing trust, deepening connections, and committing fully to support youth and families in their education pathways and wellness. Home visits are not just for the “problems” but a way to show up and let families know we care about them, that their children are safe, and that we are deeply committed to their priorities.

When asked about the importance of building relationships with families, Abdullah “Tuna” Mberwa, Youth Center Coordinator, shared that, “Home visits are the key to building trust. And trust is everything. I’m not just here for the short term, I’m not a stranger, and I’m committed to the whole family. Through home visits I’ve been able to build trust with parents so they can feel comfortable to talk with us about anything they need, like employment and how to talk with teachers. Once the kids see me at their homes, and that their

parents trust me, they start opening up about things they need, like how to help their parents understand the letters and instructions teachers are sending home, and what homework they are struggling with.”

The family engagement plans are ambitious and a top priority in our education pathways and community wellness efforts at Hartland. So far, outcomes include increased use of the Hartland Walk-In Center for social service navigation, connection to Hartland’s Head Start classroom, successful employment searches, and increased understanding between parents and teachers in the schools.

According to Jarred Martinez, Education Pathways Partnership Manager, “All of these pieces have been able to come together in a way that they’ve never been before.” He continues, “It’s more than UNP running a youth center, it’s about pathways into education, and what happens after. Tuna and Jasmine (Youth Center coordinators) are educators with deep connections in our community and this is also part of their education pathway. Their connections allow for other work to happen, beyond just offering after school activities in the youth center. They represent the UNP model, and our role, in regards to young folks here.”

We are grateful for the dedicated efforts of Tuna and Jasmine in the Hartland Youth Center, as well as the social work practicum team, literally meeting families “where they are at.”



From L to R: Julianne Rabb and some of the Hartland Social Work team members - Faithe Felt, Esad Ferhatbegovic, and Paola Melissa Diaz.



Jasmine Montoya, Youth Center assistant, with a group of youth.

## Participatory Research

# Resident Leadership

# PARTNERING WITH FACULTY FOR DEEPER YOUTH ENGAGEMENT

By Ana Antunes

My name is Ana Antunes. I am an Assistant Professor & Lecturer in Gender Studies and a Youth Engagement & Leadership Coordinator working with University Neighborhood Partners. I am originally from Rio de Janeiro, Brazil, but I have lived in Salt Lake City since 2006. For most of my academic career, my focus has been on strength-based community work that promotes change through arts-based, university-community

partnerships.

In partnership with Jarred Martinez and Paul Kuttner at UNP, I am working to develop stronger and more critically engaged partnerships between west side communities and the University of Utah.

Working with young people is a passion, so when I was given the opportunity to work with youth at the UNP Hartland Partnership Center (Hartland), I was excited. Along with Saia Langi and Jeilani Athman, I am one of the co-facilitators of Youth Voices, a participatory action research-based program for high school students. This year, the Youth Voices collective is looking at issues of safety in school and challenging ideas of safe spaces. In its fifth year, Youth Voices is now a well-established partnership and we are working to build a stronger connection between the work the collective is doing at Hartland and on the main campus.

Every spring I teach Community-Engaged Learning classes on campus. In one of those

classes, Girls' Lives, students work in partnership with the Women's Resource Center on a program called Go Girlz, a program for those who identify as female that has historically created a strong pathway for young women of color to the University of Utah. This is the first year that Go Girlz is being offered during the school year at Hartland. As an educator, I place great value in helping college students see communities like the

ones surrounding Hartland as full of knowledge and strength. When college students become involved with programs such as Go Girlz, which gives them the chance to meaningfully engage with other young people, they shed deficit-based perceptions they might have of



Front row (L-R): Paola Espinoza, Jessica Rios, Ahmed Bana, Saia Langi, and Ana Antunes. Back row (L-R): Jeilani Athman, Omar Bakari, and Rhama Mustafa

what the west side is like. For the young women participating in Go Girlz, the program provides access to knowledge produced on campus and information on how to continue their educational journey in college.

Finally, to me the most important thing about the work I am a part of at Hartland is the commitment to the fact that building bridges between the University and the community is reciprocal. That is, it is about creating pathways for youth in the community to attend the University but also about creating ways for college students to recognize the intrinsic value of the communities outside the University of Utah campus.



## Mutual Learning

## PARENTS SHARING POWER IN SALT LAKE CITY

## Education Pathways

If you attended parent-teacher conferences at a west side school this past fall, you may have been handed a small comic book about School Community Councils (SCC). That comic — and the parent leaders who handed them out — are part of a community-based research project working to increase family voice in school decision making.

The Family-School Collaboration Design Research Project is a partnership between the University of Utah College of Education, Salt Lake City School District, University Neighborhood Partners, and the Community Advocate Network, an intergenerational group of west side resident leaders. Over the past few years, we held a series of “design circles” that brought west side parents and educators together in the same room to design new approaches to family-school collaboration.

One product the group designed is a comic booklet that families can use to recruit other families to join School Community Councils. The comic — designed by parents and drawn by former UNP staff member Sarah Morton Taggart — informs families about SCCs and their rights to have their voices heard. It’s being piloted at three schools this year. Ten parent-researchers are using the comic to engage families, invite them to join their schools’ SCCs, and then support them once they are at the meetings.

We asked some of the parent-researchers to reflect back on their experience in the design circles.



“Diseño de Círculos ha sido una gran experiencia para mí. He tenido la oportunidad de conocer investigadores y aprender de sus experiencias. Esto me ha ayudado a comprender que en una investigación aunque se tengan diferentes puntos de vista, cada opinión es importante, la información es importante, los datos que se puedan recopilar son importantes; debemos tomar en cuenta todos los detalles. Es muy interesante, disfruto y aprendo mucho en cada reunión.”

~ **Laura Hernández**

“Design Circles has been a great experience for me. I have had the opportunity to meet researchers and learn from their experiences. This has helped me to understand that in a research project, although there are different points of view, each opinion is important. The information is important, the data that can be collected are important; we must take into account all the details. It is very interesting. I enjoy and learn a lot in each meeting.”

“Design Circles es una oportunidad para la participación de los padres para comprender mejor y compartir la importancia de ser parte de los School Community Councils.”

~ **Gilberto Rujon Magaña**

“Design Circles is an opportunity for parents to better understand and share the importance of being part of School Community Councils.”

## Lifelong Education

## Y SCHOOLS

By the Family-School Collaboration Design Research Project

“Ha sido muy impresionante para mi ver como el proyecto de Diseño de Círculos ha ayudado a mis compañeros de Community Advocates y a mi sentirnos más seguros de nuestra capacidad como líderes en nuestra comunidad. Me hace sentir muy feliz saber que nuestros esfuerzos como equipo de investigadores nos ayudará a mejorar el futuro de nuestros hijos.”

~ **Cristina González**

*“It has been very impressive for me to see how the Circle Design project helped my fellow Community Advocates and I feel more confident in our abilities as leaders in our community. It makes me very happy to know that our efforts as a team of researchers will help us improve our children’s futures.”*

“Design Circles me ha dado esperanzas para el futuro y la oportunidad de hacer una diferencia en la educación de mis hijos. Sé que el trabajo que estamos haciendo hoy a través de Design Circles será el resultado y el impacto de años en el futuro. Sin embargo, saber que existe la posibilidad de que mis nietos se beneficiaran de este proyecto me da esperanza.”

*“Design Circles has given me hope for the future and the opportunity to make a difference in the education of my children. I know that the outcome and impact of the work we are doing today will come in later years. However, to know that there is a possibility that my grandchildren will benefit from this project gives me hope.”*

~ **Noreida Garza**

Community Advocates and co-researchers Noni, Monica, Cristina, Sarah, and Laura join parents from Northwest Middle School.

“Me siento muy afortunada de haber participado en un proyecto como Diseño de Círculos. En este proyecto pudimos aprender que nuestra voz cuenta, que juntos podemos hacer un cambio en nuestra comunidad, y que nuestros hijos tienen el derecho a una educación mejor y un mejor trato en las escuelas. También, aprendí lo importante que es asistir al School Community Council ya que es en donde se toman decisiones importantes. Crear el comic y ver como los Padres de familia se admiraban que hubiera sido creado por padres de familia — para mi fue muy bonito. Y fue una manera muy fácil de explicar lo que es el SCC, ya que los cuentos son situaciones con las que algunos padres nos podemos identificar. A las personas que crearon este proyecto: gracias por su tiempo, información, y dedicación. Unidos podemos crear el cambio.”

~ **Viviana Montaña**

*“I feel very fortunate to have participated in the Design Circles project. There we could learn that our voices count, that together we can make a change to our community, and that our children have the right to a better education and better treatment in the schools. I also learned how important it is to attend the School Community Council since that is where important decisions are made. To create this comic and see that parents admire the comic because it was created by parents — for me it was very beautiful. And it is a very easy way to explain what an SCC is, since the stories in it are situations that some parents can identify with. To the people who created this project, thank you for your time, information, and dedication. United we can create change.”*

## Decreasing Barriers to Education

## GROWING OUR OWN TEACHERS

By Paul Kuttner &amp; Jacque Tovar

Jacque Tovar has been a paraeducator in Salt Lake City's Title 1 schools for over 20 years. As a youth, Jacque struggled in school. She and her parents — a Mexican immigrant father and a white mother — were forced to move year after year into new school boundaries. Today, Jacque works tirelessly on behalf of students, particularly those with emotional, behavioral, and learning disabilities. In 2018, this commitment earned her Utah's Marilyn Likins Paraeducator of the Year award. Jacque has long dreamt of earning her teaching license. But, despite multiple attempts to return to college, obstacles have always delayed her plans.

**Jacque:** When I first got out of high school and enrolled at the U, my mom lost her job. I tried to go back again but she got cancer and I stopped going, to support her. Every time I thought I was ready and had enough money to get back in college, something else would pull me back out, so that I couldn't afford it emotionally or monetarily.

In 2018, Jacque joined Grow Your Own Educators (GYOE). GYOE supports pathways to teaching for local community members and paraeducators in Salt Lake's Title 1 schools. In the midst of a state-wide teacher shortage, and with a teacher workforce that does not represent the diversity of our communities, GYOE believes that some of our best future teachers are already in the schools. We have so many paraeducators, teacher's aides, afterschool coordinators, and parent volunteers doing the hard work of teaching our youth. Yet, like Jacque, they often face significant barriers to getting their license. That's why Jacque joined GYOE's first cohort of paraeducators working toward teacher licensure.

**Jacque:** I take a lot of pride in the fact that I'm a part of this. The paraeducators accepted into this program are primarily educators of color that are already working in Title 1 schools. We have various experiences and levels of education, but our commonality is our drive to become teachers within our own communities.

Since joining the cohort, Jacque has re-enrolled at Salt Lake Community College to finish her associate's degree. She has been a strong leader in the partnership. She is co-chair of the planning committee, which includes representatives from all the partner institutions. She is also an assistant teacher for a series of paraeducator trainings that the partnership launched.

**Jacque:** I like that we're all in it together and that we support each other. A lot of us didn't know what to do next, or if we could do it. In the cohort we feel supported, and that support system is crucial. We are working together to navigate the educational system so we can all give back to our communities by becoming licensed teachers. And we want to support parents within our communities to join this pathway by becoming paraeducators and working in their community schools.

During the first year, 12 members of our paraeducator cohort completed 35 college courses for a total of 105 credits. Meanwhile, 40 paraeducators took part in our pilot training series (co-taught by Jacque). Eighty-eight percent report that they have already used what they've learned in their day-to-day work.



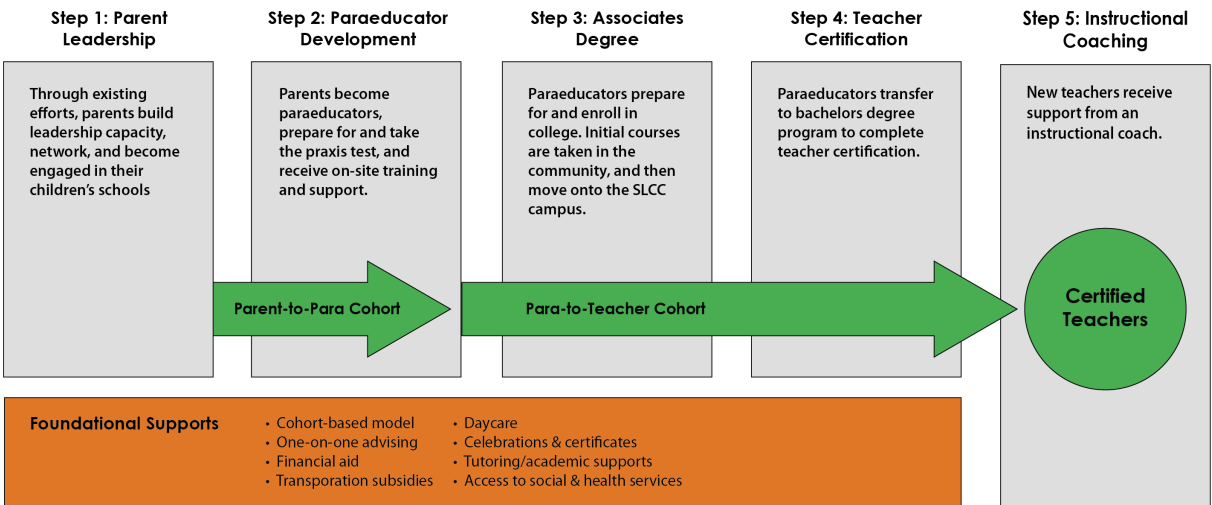
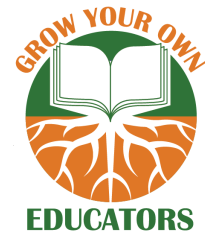
# Family-School Collaboration



Paraeducators enrolled in this past year's Education 1010 offered through the U of U's College of Education.

# Education Pathways

## The Grow Your Own Educators PATHWAY MODEL



*GYOE is a district-community-higher education partnership that includes UNP, the University of Utah College of Education (Department of Special Education & Urban Institute for Teacher Education); Salt Lake Community College (Family & Human Studies Program & Community Relations); the Salt Lake City School District, Salt Lake Education Foundation, the Salt Lake City Mayor's Office, and the National Resource Center for Paraeducators. The program is focused initially in Salt Lake City, with plans to grow based on the pilot efforts.*

## Campus Engagement

## Engagement &amp; Understanding

UNP & THE UNIVERSITY *FOR* UTAH

By President Ruth A. Watkins, University of Utah



*UNP Meritus Scholarship recipient Melepaea Helotu Tuuhetaufa (center) with President Watkins and her mother and sister at the summer 2019 Partners in the Park Kick-Off in Jordan Park.*

Every summer, University Neighborhood Partners hosts its Partners in the Park Kickoff in Jordan Park to celebrate our collaboration with Salt Lake City's west side communities.

It is one of the highlights of the summer for me, as I get an opportunity to meet community members, students receiving scholarships, and generous partners who are ensuring cost is not a barrier for students who want to attend the U.

Over the past decade, University Neighborhood Partners (UNP) and its supporters have done incredible work to give more students access to the U—raising more than \$300,000 and awarding 122 scholarships. Many of the students who have received this financial support will be future leaders in their communities and serve as models of how a college education makes a lifetime difference.

I like to say that we are not just the University of Utah, but the University *for* Utah. What I mean by that is we have a responsibility, as Utah's flagship university, to serve and engage with our communities.

We are committed to working to sustain and build healthy, resilient, diverse, and inclusive neighborhoods. UNP is instrumental in this partnership, working to solve problems and advance opportunities in our west side communities.

Community engagement is one of the university's core values and UNP is a leader in our efforts. UNP describes itself as a "convener," bringing stakeholders together to share ideas, identify common goals, and create initiatives—with neighborhood residents in the lead, directing approaches and decisions. It truly is a reciprocal effort—bringing students and the community to our campus and providing a meaningful path for our campus to engage with and provide resources in the community.

I am grateful for the work all of you are doing—our UNP team, our stakeholders, our students. We are a university and a community on the rise. This is an incredibly exciting time for us, and I am glad to have you as our partners.

## Story Telling

## A FOCUS ON HUMANITY

By Jewel Morgan with Sarah Murno &amp; Jeff Metcalf

In 2005, University of Utah professor Jeff Metcalf joined other local educators to teach the Venture Course in the Humanities, a Clemente course for adults with limited financial means and no previous college access. The students in the course were from diverse backgrounds and Metcalf found that many of them had incredible stories to share about their lives. These stories included living with homelessness, refugee backgrounds, domestic violence, and more. He felt so strongly that these stories needed to be told and found himself promising the students he would find a way to do that. His idea was to share the stories through film - the students liked the idea.

Having no experience of his own in filmmaking, Metcalf connected with TV and documentary producer and fellow professor Craig Wirth, sharing this idea that he had become so passionate about. Together they planned the course and received a one-time grant from the Jarvis and Constance Doctorow Family Foundation to help fund it. In 2006, with additional support from what was then the University of Utah's Department of Humanities and Utah Humanities, they offered the first Humanities in Focus (HIF) class.

That first cohort of students came from the previous year's Venture course and was taught in the media lab on Salt Lake Community College's south campus. Working in small groups, the students chose their film topics and began the hands-on learning experience of how to turn those stories into short films. In later years, the class moved to the Digital Scholarship Lab at the Marriott Library on the University of Utah's campus and began to offer screenings in the library's Gould Auditorium. Students continued to be recruited through the Venture Course, but were also connected through the Westside Leadership Institute (WLI) and the community.

University Neighborhood Partners understands how powerful storytelling is, and was able to support the course in a few ways in those early years. We awarded HIF a diversity grant to fund the purchase of equipment and supported some WLI graduates to be co-teachers. We also used our role as conveners to build partnerships. Sarah Munro, who was UNP's Associate Director at the time, collaborated with both Sylvia Torti and Martha Bradley, who were each Deans of the Honors

College. The college had identified UNP as a key partner for its "Honors Think Tanks." UNP pitched the idea for, "Creating Community through Documentary Filmmaking: Honoring Voice in a Diverse Community," and the college agreed. Torti's son, who was attending the college at the time, took and loved the class himself, offering a firsthand student perspective. With that success, UNP advocated for HIF to be an ongoing course through the Honor's College.

Now, nearly fifteen years after the original idea, HIF is offered to degree-seeking students through the Honors College and to community residents, who receive 6-credit hours from the University upon completion of the course. The students work together through the year-long course where they learn the ins and outs of documentary filmmaking and ultimately create their films. The syllabus guides students through everything from the operation of a camera, to editing, software tools, lighting techniques, script writing, and more. The class culminates with a film screening for the public.

Documentaries produced have confronted topics such as drug addiction, surviving gun violence, escaping an FLDS polygamist group, and crossing the U.S.-Mexico border as a child. Some documentaries have featured organizations like The Inn Between and The Empress Theater, while some have been featured in film festivals like Sundance and Martha's Vineyard Film Festival, and on local news reports.

The class, which is taught in English and Spanish, received Centro Civico Mexicano's 2018 Ignacio Zaragoza Outstanding Achievement award for recognition of its work promoting and increasing educational access for Utah's Latinx community.

To date, more than 75 documentaries have been made through HIF. Many have been made by west side residents who often learn about the course through UNP partnerships. The stories told are often about deeply personal experiences, many related to social justice issues. There was even one film made about University Neighborhood Partners!

You can watch many of the films online via YouTube by typing "Humanities in Focus" in the search box.



## Sharing Knowledge

## BELONGING IN UTAH SCHOOLS

By Morgan Aguilar, Communications Specialist, University Marketing & Communications



*The Utah Team's National Family Engagement Community Conversation.*

Three members of the U's University Neighborhood Partners (UNP) team recently returned from Washington D.C. where they presented their work for the Flamboyan Foundation's National Family Engagement Fellowship. Jennifer Mayer-Glenn, director of UNP and special assistant to the president for campus-community partnerships, and Paul Kuttner, associate director of UNP, have been members of the four-person Utah fellowship team for nearly two years. The group has already completed a community needs assessment, piloted a test strategy and developed a strategic plan that aims to advance equity through family engagement at schools throughout the state. They were joined in D.C. by Almaida Yanagui, a community organizer at UNP and advisor to the team, whose story is featured in a video that Flamboyan has produced about the team's work.

"What we've learned throughout our research and the work that we do is that many of our families don't view schools as places where they are truly welcomed, listened to and valued," said Mayer-Glenn. "We know that family engagement is a key factor in the success of students and schools in Utah, but there are significant barriers to ensuring all parents and students are engaged."

Their pilot initiative involved workshops for schools on how to create more welcoming environments and engage in reciprocal, equitable

relationships with families. Their vision is that all families in Utah will experience schools as spaces of belonging where they are welcomed and valued, can build relationships and learn with educators, and where their engagement has a positive impact on students and the school.

"We are now launching the Belonging Schools Initiative (BSI)," said Kuttner. "We're looking to partner with district leaders to guide them through developing their own unique plan to improve family engagement in their schools. We're also developing an online family engagement hub where anyone can go to find resources, examples, and tools to continue this work. And we're convening a state-wide family engagement collaborative with diverse representation from schools of all grade levels, parent-led organizations, and both private and nonprofit partners."

In addition to Mayer-Glenn and Kuttner, the Utah fellowship team includes Sheryl Ellsworth, the family/community engagement specialist at the Utah State Board of Education, and Jadee Talbot, the associate director of community centers for the Granite School District. There are four other Flamboyan family engagement cohorts located in Atlanta, Memphis, Dallas, and Milwaukee.

"It was a privilege to be selected for the Flamboyan Fellowship," said Mayer-Glenn. "There aren't very many opportunities to increase knowledge of current family engagement research and best practices and to learn from others doing similar work. Most importantly, it pushed us to learn directly from families in Utah. Our learning over the past two years has been significant and we hope it will have a lasting impact on family engagement practices in Utah."

Throughout the next year, the team and its advisory board—made up of local families, teachers, administrators, and other stakeholders—will begin convening partners from around the state, identifying funds, and connecting with districts interested in the Belonging Schools Initiative pilot.

## Communication

### Strategies for Family Engagement

#### 1. PILOT A BELONGING SCHOOLS DESIGN PROGRAM

We will launch a pilot program to guide district leaders through the process of developing local plans that advance educational equity through family engagement. Family engagement coaches will offer resources, technical assistance, and seed funding to districts as they:

- Develop local teams made up of diverse stakeholders;
- Listen to their local communities;
- Network with and learn from other districts; and
- Create a plan to improve family engagement in the district.

#### 2. DEVELOP AN ONLINE FAMILY ENGAGEMENT NETWORK HUB

We will develop an online hub to host a growing library of resources, tools, and stories related to equity-based family engagement across Utah. We will engage educators, families, and community members from across Utah in contributing to the site. When necessary, we will work with partners to develop needed resources. Key resources on the site can include:

- Helpful frameworks and best practices;
- Stories of success and struggle from around the state;
- An evolving, crowd-sourced vision for family engagement in Utah;
- Tools to evaluate and assess family engagement;
- Videos from family engagement “influencers”; and
- Ways to network with peers from around the state.

#### 3. CONVENE A STATE-WIDE FAMILY ENGAGEMENT COLLABORATIVE

We will bring together a collaborative group of stakeholders to guide the Belonging Schools Initiative through its initial launch and ongoing research-based evolution. The collaborative will have diverse representation from:

- Public preK-12 and higher education systems;
- Grassroots community-based and parent-led organizations; and
- Private and non-profit partners.



*Sheryl Ellsworth (L) and Paul Kutter (R) co-presenting the Utah Fellowship's TeamTalk.*



*UNP Associate Director, Paul Kuttner, co-presenting the Utah Fellowship's TeamTalk*



*UNP's Director, Jennifer Mayer-Glenn representing the Utah Team on a panel discussion on family engagement.*

# PARTNERSHIPS

July 1, 2018 - June 30, 2019

## Current Partnerships Located Off the Map

### UNIVERSITY OF UTAH

LOWER CAMPUS

Urban Research Based Action Network (URBAN)

DEPARTMENT OF CITY & METROPOLITAN PLANNING

Westside Studio

COLLEGE OF SOCIAL WORK

Case Management Certificate Course

CONTINUING EDUCATION & COMMUNITY ENGAGEMENT

PATHS

GARDNER COMMONS

Pacific Islander Studies Initiative

### OTHER OFF MAP LOCATIONS

AA HISPANIC DISTRICT 12

12-Step Program Meetings

AA INTERGROUP CENTRAL OFFICE

12-Step Program Meetings

LATINO BEHAVIORAL HEALTH SERVICES

Bases y Fundamentos

Certified Peer Support Specialist Training

Emotional Intelligence

Familia a Familia

Mental Health First Aid

Peer to Peer (Awareness, Education, Empowerment, and Recovery)

Progression

QPR - Question Persuade Refer

SOSA Support Group (Spanish)

Unidos por la Recuperacion Support Group Recovery Mentorship

NAMI UTAH

Family to Family

Basics

Peer to Peer (Awareness, Education, Empowerment, and Recovery)

Progression

USARA

Peer to Peer (Awareness, Education, Empowerment, and Recovery)

## Current Partnership Locations MAP KEY



1 UNP HARTLAND PARTNERSHIP CENTER  
 Adult Education  
 Bridge Training Clinic  
 Bridging Borders: Thailand Case Management Certificate Course  
 Citizenship  
 CPBAR for Integrative Wellbeing  
 Dance & Theatre Program  
 Early Childhood Education  
 Early Development Health (URLEND)  
 Go Girlz  
 Grow Your Own Educators  
 Hartland Arts Jam  
 Hartland Community 4 Youth & Families  
 Hartland Education Pathways Initiative  
 Hartland Free Mental Health Clinic  
 Hartland Spring Festival  
 Hartland Youth Center  
 Integrative Health  
 Karen Education Pathways  
 Language Acquisition (ESL Classes)  
 Mobile Medical Clinic  
 MSW Clinical Licensure Study Group  
 New American Academic Network  
 Our CASA College Lounge Network  
 Parents Learning with Kids Resident Committee  
 Samoan Language Class  
 Startup Incubator  
 Trauma Informed Schools  
 Walk-In Center  
 Westside Youth Sports Institute  
 WLI Startup  
 Youth Sports  
 Youth Voices



2 UNP HOUSE  
 Community Advocate Network  
 Utah Education Alliance  
 Youth Community Advocates



3 BACKMAN ELEMENTARY SCHOOL  
 Our CASA College Lounge Network



4 CONSTITUTION PARK  
 Partners in the Park  
 Science in the Parks



5 EQUITABLE HOUSING & LIVABILITY INSTITUTE (EHLI)  
 Community Design Innovation Hub



6 ESCALANTE ELEMENTARY SCHOOL  
 Family-School Collaboration Design Research Project



7 GLENDALE LIBRARY  
 Citizenship  
 Community Leadership in Education Course  
 Truth Cypher  
 Utah Education Alliance  
 West View Teen Newsroom



8 GLENDALE-MOUNTAIN VIEW COMMUNITY LEARNING CAMPUS  
 104Youth\Gendale in Action  
 Family-School Collaboration Design Research Project  
 Our CASA College Lounge Network  
 Westside Leadership Institute



9 HORIZONTE INSTRUCTION & TRAINING CENTER  
 Healthy Schools Health Families



10 JORDAN PARK  
 Partners in the Park  
 Science in the Parks



11 MARMALADE LIBRARY  
 Casa Quetzalcoatl & Imaginemos



12 MARY W. JACKSON ELEMENTARY SCHOOL  
 Mestizo Arts & Activism Collective



13 MOUNTAIN VIEW ELEMENTARY SCHOOL  
 Hartland Community 4 Youth & Families



14 NEIGHBORWORKS SALT LAKE  
 Westside Coalition  
 Westside Leadership Institute



15 NORTHWEST MIDDLE SCHOOL  
 Family-School Collaboration Design Research Project  
 Grow Your Own Educators  
 Our CASA College Lounge Network



16 NORTHWEST RECREATION CENTER  
 Neighborhood Democracy



17 RIVERSIDE PARK  
 Partners in the Park  
 Science in the Parks



18 ROSE PARK NEIGHBORHOOD CENTER  
 Casa Quetzalcoatl & Imaginemos



19 SALT LAKE CENTER FOR SCIENCE EDUCATION  
 Family-School Collaboration Design Research Project  
 Our CASA College Lounge Network



20 SHERWOOD PARK:  
 Partners in the Park  
 Science in the Parks



21 SUGAR SPACE ARTS WAREHOUSE  
 justice memory activism  
 West Side Arts Partnerships



22 UTAH STATE BOARD OF EDUCATION  
 Belonging Schools Initiative



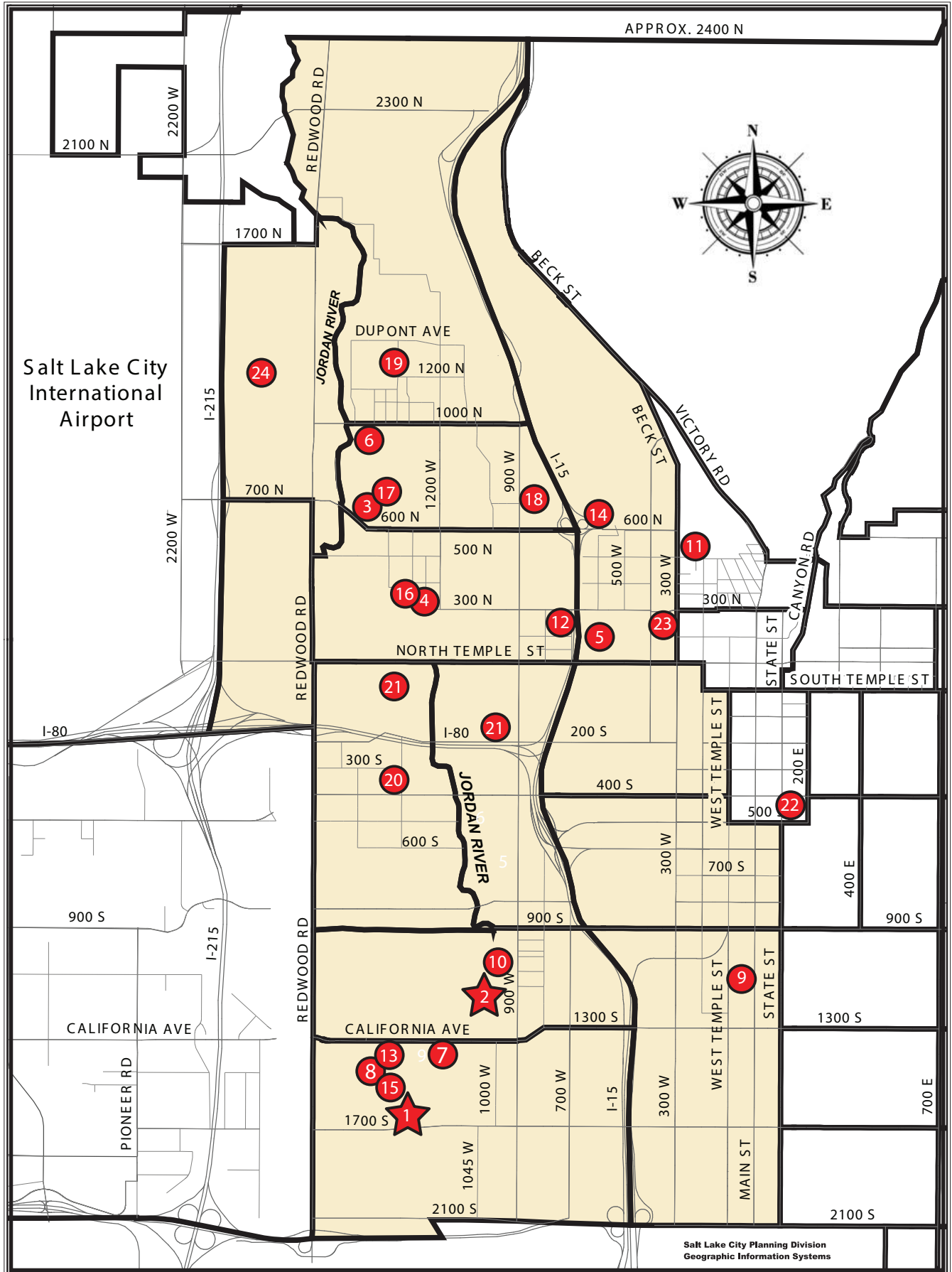
23 WEST HIGH SCHOOL  
 Our CASA College Lounge Network



24 WESTPOINTE PARK  
 Partners in the Park  
 Science in the Parks



# PARTNERSHIPS MAP



# PARTNERS

July 1, 2018 - June 30, 2019

## 234 RESIDENT LEADERS

### COMMUNITY PARTNERS

Addiction Technology Transfer Center Network  
 Mountain Plains ATTC  
 Al-Huda Islamic Center  
 Alliance Community Services  
 Allies with Families  
 American Heart Association  
 Artes de México en Utah  
 Association for Utah Community Health (AUCH)  
 Bad Dog Arts  
 Ballet Folklórico Las Américas  
 Bridging Borders  
 Burundi Community of Utah  
 Casa Quetzalcoatl  
 Catholic Community Services of Utah  
 Center for Documentary Expression and Art  
 Centro de la Familia de Utah  
 Child and Family Empowerment Services, LLC  
 The Cole Project  
 Comunidad Materna en Utah  
 Community Advocate Network  
 Community Development Corporation of Utah  
 Comunidades Unidas  
 Enriching Utah Coalition  
 Congolese Christian Leaders  
 Congolese Community of Utah  
 Consulado de México en Salt Lake City  
 La Ventanilla de Salud  
 Semanas Latinoamericanas de Salud  
 DDI Vantage  
 Early Head Start  
 Early Intervention  
 Disability Law Center  
 English Skills Learning Center  
 Equitable Housing & Livability Institute  
 Flamboyant Foundation  
 Fortis College  
 Student Nurses' Association  
 Good Samaritan Foundation Utah  
 Rose Park Neighborhood Center  
 Granite School District  
 GreenTREE Yoga  
 The Green Urban Lunch Box  
 Guadalupe School  
 Hartland Community 4 Youth & Families  
 Hartland Resident Committee  
 Hser Ner Moo Welcome Center  
 Inclusion Center for Community and Justice  
 Intermountain Healthcare  
 Intermountain Medical Center  
 International Rescue Committee

Jayhawks  
 Jordan River Commission  
 Karen Community of Utah  
 KUAA Radio 99.9FM  
 Latino Behavioral Health Services  
 Latinos in Action  
 Mentas Activas Utah  
 Mesopotamian Community of Utah  
 Mestizo Arts & Activism Collective  
 Mestizo Institute of Culture & Arts  
 Molina Healthcare  
 MOSAIC Inter-Faith Ministries  
 Multi-Sports, Health & Development  
 National Alliance on Mental Illness – Utah  
 National Association of Social Workers-  
 Utah Chapter  
 National Resource Center for Paraeducators  
 Neighborhood House  
 NeighborWorks Salt Lake  
 ONerefugee  
 Pacific Heritage Academy  
 PIK2AR (Pacific Islander Knowledge 2  
 Action Resources)  
 Planned Parenthood Association of Utah  
 Poplar Grove Neighborhood Alliance  
 Prevent Child Abuse Utah  
 Public Lands Intepretive Association  
 Pushing Ahead  
 Refugee & Immigrant Center  
 Asian Association of Utah  
 Rape Recovery Center  
 Royal Outreach Foundation  
 SALT LAKE CITY  
 Mayor's Office  
 Police Department  
 Redevelopment Agency  
 Parks & Public Lands  
 Planning Division  
 Public Library System  
 Glendale Branch  
 Main Branch  
 Marmalade Branch  
 Salt Lake City Arts Council  
 Sustainability  
 SLC Green Team  
 Waste & Recycling  
 Transportation  
 Youth & Family  
 Sorenson Community Campus  
 Multi-Cultural Center  
 Unity Center  
 Youth City

SALT LAKE CITY SCHOOL DISTRICT  
 Backman Elementary School  
 Bryant Middle School  
 East High School  
 Escalante Elementary School  
 Glendale Middle School  
 Glendale/Mountain View  
 Community Learning Campus  
 Horizonte Instruction and Training  
 Center  
 Human Resource Services  
 Mary W. Jackson Elementary School  
 Meadowlark Elementary School  
 Mountain View Elementary School  
 Northwest Middle School  
 Office of Family School Collaboration  
 Riley Elementary School  
 Rose Park Community Learning Center  
 Rose Park Elementary School  
 Salt Lake Center for Science Education  
 Salt Lake Education Foundation  
 Special Education and 504  
 West High School  
 SALT LAKE COUNTY  
 Health Department  
 Lead Safe Housing  
 Northwest Community Center  
 Northwest Recreation Center  
 Mayor's Office of Diversity & Inclusion  
 School LAND Trust  
 Somali Bajuni Community of Utah  
 Somali Bantus of Utah  
 Somali Community Self-Management  
 Agency  
 Southern Utah Wilderness Alliance  
 South Valley Services  
 Spy Hop  
 STATE OF UTAH  
 Department of Health  
 Office of Health Disparities  
 Utah Oral Health Program  
 Department of Human Services  
 Substance Abuse & Mental  
 Health  
 Utah Behavioral Health  
 Planning & Advisory Council  
 Department of Workforce Services  
 Refugee Services  
 Utah Refugee Education and  
 Training Center  
 Division of Arts & Museums  
 Utah Courts  
 Utah State Board of Education

Utah Tobacco Prevention and Control Program  
 Sugar Space Foundation  
 Telemundo  
 Tracy Aviary  
 Truth Cypher  
 United South Sudanese People's Association in the State of Utah  
 URLEND (Utah Regional Leadership Education for Neurodevelopmental Disabilities)  
 USARA (Utah Support Advocates for Recovery Awareness)  
 U.S. Fish & Wildlife Service  
 Bear River Migratory Bird Refuge  
 Utah Community Action  
 Early Head Start  
 Head Start  
 HEAT Program  
 Utah Clean Energy  
 Empower SLC Solar  
 Utah Film Center  
 Utah Food Bank Kids Café  
 Utah Health Policy Project (UHPP)  
 Take Care Utah  
 Utah Humanities  
 Utah Nonprofits Association  
 Utah Parent Center  
 Utah Partners for Health  
 Utah Physicians for a Healthy Environment  
 Utah Pride Center  
 Wasatch Community Gardens  
 Westside Coalition  
 Fairpark Community Council  
 Glendale Community Council  
 Jordan Meadows Community Council  
 Poplar Grove Community Council  
 Rose Park Community Council  
 Westpointe Community Council  
 West High School PTA  
 West View Media  
 Workers Compensation Fund  
 YWCA

## **UNIVERSITY OF UTAH PARTNERS**

Office of the President  
 Admissions  
 Alumni Association  
 Athletics  
 Men's Soccer Team  
 Women's Soccer Team  
 Bennion Center  
 Community Engaged Scholars

Student Programs  
 Campus-Community Food Justice Research Team  
 College of Architecture + Planning  
 City & Metropolitan Planning  
 College of Education  
 Education, Culture, & Society  
 Educational Leadership & Policy  
 Educational Psychology  
 Special Education  
 Urban Institute for Teacher Education  
 Utah Education Policy Center  
 College of Fine Arts  
 ArtsBridge  
 Beverly Taylor Sorenson Arts Learning Program  
 School of Dance  
 College of Health  
 Interpreter Services  
 Occupational and Recreational Therapies  
 Utah Poison Control Center  
 University Neuropsychiatric Institute  
 College of Humanities  
 Asia Center  
 Latin American Studies  
 Linguistics  
 Middle East Center  
 Writing & Rhetoric Studies  
 College of Science  
 Center for Science and Mathematics Education  
 College of Social & Behavioral Science  
 Family & Consumer Studies  
 Master of Public Administration  
 Political Science  
 College of Social Work  
 Bridge Training Clinic  
 Case Management Certificate Program  
 Center for Research on Migration and Refugee Integration  
 Practicum & Field Education  
 Continuing Education & Community Engagement  
 English Language Institute  
 Professional Education  
 Youth Education  
 Institutional Advancement  
 Office of Development  
 J. Willard Marriott Library  
 Kingsbury Hall - Utah Presents  
 KUER 90.1 – NPR Utah  
 Natural History Museum of Utah  
 Office of Engagement

Beacon Scholars  
 DREAM Center  
 Office of Equity and Diversity  
 Diversity Scholars  
 Pacific Islander Studies Initiative  
 Office for Global Engagement  
 Office of Undergraduate Studies  
 Red Butte Garden  
 School of Medicine  
 Family & Preventative Medicine  
 Graduate Medical Education  
 Inclusion & Outreach  
 Public Health  
 Psychiatry  
 School for Cultural and Social Transformation  
 Ethnic Studies  
 Gender Studies  
 S.J. Quinney College of Law  
 Pro Bono Initiative  
 Student Affairs  
 TRIO Programs  
 Sustainability Office  
 University Marketing & Communications  
 University of Utah Health  
 Redwood Clinic  
 South Main Clinic  
 Sugarhouse Clinic  
 Utah Muesum of Fine Arts  
 Women's Resource Center  
 Go Girlz

## **ADDITIONAL POST-SECONDARY EDUCATION PARTNERS**

Salt Lake Community College  
 Academic Advising  
 Community Relations  
 Community Writing Center  
 Education Department  
 Thayne Center for Service & Learning  
 TRIO Programs  
 ETS College Bound  
 Office of Diversity and Multicultural Affairs  
 PACE Scholarship Program  
 Utah State University  
 Center for Persons with Disabilities  
 Department of Social Work  
 Department of Special Education and Rehabilitation  
 USU Extension  
 University of Washington  
 College of Education



# FUNDERS & DONORS

July 1, 2018 - June 30, 2019

## \$100,000 to \$150,000

Scott W. & Betsy D. Thornton Family Foundation

## \$50,000 to \$99,999

Katherine W. and Ezekiel R. Dumke, Jr. Foundation

## \$40,000 to \$49,999

An Anonymous Family Foundation

## \$30,000 to \$39,999

George S. & Dolores Doré Eccles Foundation  
University of Washington – College of Education

## \$20,000 to \$29,999

Synchrony Bank

## \$10,000 to \$19,999

American Express Public Affairs  
State of Utah – Department of Workforce Services

## \$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 and Mary Lowe Charitable Fund  
Herbert I. and Elsa B. Michael Foundation  
Rocky Mountain Power Foundation  
The Sustainable Campus Initiative Fund – University of Utah  
Wells Fargo Foundation

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

Salt Lake City ACE Fund  
Salt Lake City School District  
Select Health - Select 25  
University Federal Credit Union  
Joan S. & Harold H. Wolf

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

Arthur D. & Mary Jo Broom  
The Castle Foundation  
Barbara I. & Dennis J. Crouch  
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Salt Lake City Arts Council  
Wesley I. & Nola B. Sundquist  
H. Steven & Kathryn White

## \$500 to \$999

William L. & Cathryn L. Barnhart  
NeighborWorks Salt Lake  
Smith's Food & Drug

## \$250 to \$499

Albion Financial  
Irene S. Fisher & A. Craig Hansen  
Paul David Majnik  
Sarah D. Munro & Claudio A. Holzner  
Karla Rogerson

## \$100 to \$249

Dawn Aoki  
Barbara B. Brown  
Shauna M. & Thomas A. Carl  
Elaine Clark  
Amanda K. Finlayson & Darrell J. Moore  
Robert L. Flores & Rosemary Gacnik-Flores  
Yumi C. & Michael W. Hansen  
Douglas J. Hasbrouck  
Frances Luehrs  
Katherine M. Rubalcava  
Kathy & Ned Searle

## \$50 to \$99

Darryl P. & Ann L. Butt  
Christopher P. Hill & Jacqueline Wittmeyer  
Lorraine O. & Daniel T. Jackson  
Carolyn G. & Peter J. Kowalchik  
Larry B. & Janine Krystkowiak  
Maude E. & Van B. Norman

## \$1 to \$49

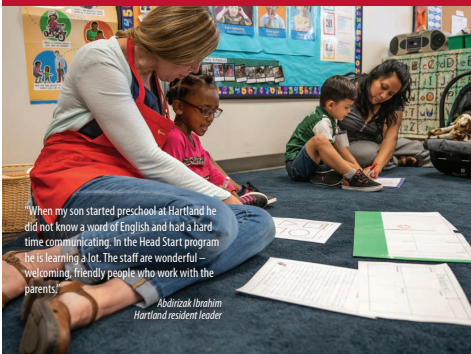
Anonymous  
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*We apologize for any inadvertent omissions. Please contact [a.finlayson@partners.utah.edu](mailto:a.finlayson@partners.utah.edu) with corrections or inquiries.*

# HARTLAND EDUCATION PATHWAYS INITIATIVE

The UNP Hartland Partnership Center is an educational hub and launching point where west side youth and adults can pursue their greatest potential. The goal is for more residents to access higher education and come back to their communities as professionals and leaders. UNP brings university and community groups into the space to build relationships and offer programs in academics, arts, health, social development, professional skills, and leadership development.

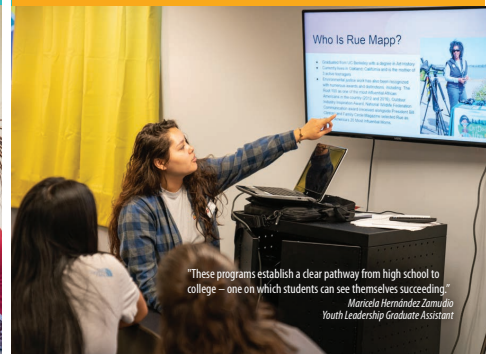
## AN EARLY START



## POSITIVE YOUTH DEVELOPMENT



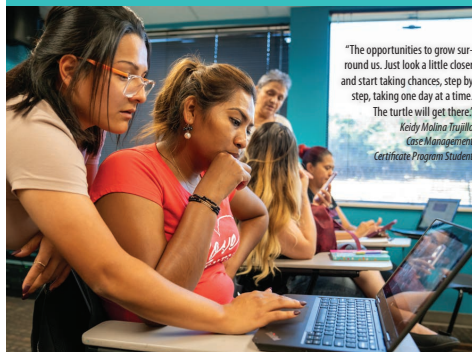
## YOUTH COMMUNITY LEADERSHIP



## UNIVERSITY TRAINING AND RESEARCH



## LIFE-LONG LEARNING



## RESIDENT-LED CHANGE



The University of Utah holds as one of its core strategies to “engage communities to improve health and quality of life.” This commitment elevates the values of University Neighborhood Partners, whose mission is to bring together University and west side people and resources in reciprocal learning, action and benefit – *a community coming together*. UNP carries out the work of building partnerships to increase educational success and access to higher education for the most rapidly diversifying neighborhoods in Utah. Our vision is to weave together the University and west side neighborhoods into a shared community where everyone, regardless of background, has access to educational and life opportunities.

Invest in the Hartland Education Pathways Initiative with your financial support. Donations will be matched 1:1 by a generous challenge grant from the Scott & Betsy Thornton Family Foundation. Call 801-972-2863 or email [a.finlayson@partners.utah.edu](mailto:a.finlayson@partners.utah.edu) with questions and to donate to the initiative.

## UNP ADVISORY BOARD

2019-20 Academic Year

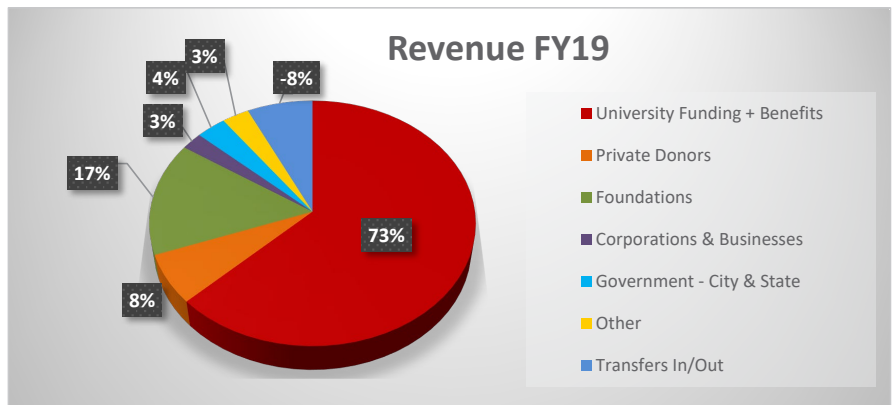
**Angela Doan**, Co-Chair*Senior Advisor for Education, Salt Lake City Mayor's Office***Susie Porter**, Co-Chair*Director of Gender Studies & Associate Professor of History, University of Utah***Leticia Alvarez***Associate Professor, Department of Education, Culture and Society, University of Utah***Todd Andrews***Executive Director, University of Utah Alumni Association***Kathryn Bond Stockton***Associate Vice President for Equity and Diversity & Distinguished Professor of English, University of Utah***Erin Carraher***Director of Strategy & Partnerships, Equitable Housing & Livability Institute & Associate Professor of Architecture, University of Utah***Elaine Clark***Dean, College of Education, University of Utah***Sean Crossland***Director, Thayne Center for Service & Learning, Salt Lake Community College***Lexi Cunningham***Superintendent, Salt Lake City School District***Adebimpe Deji-Olatunde***West Side Resident, UNP Hartland Resident Committee, & Graduate Assistant, Utah Education Policy Center***Alicia De León***West Side Resident & Family School Collaboration Specialist, Mary W. Jackson Elementary***Isaac Delgado***West Side Resident***Nav Kerat Dhaliwal***Chief Operating Officer, NeighborWorks Salt Lake***Katie Donoviel***Associate Director, English Skills Learning Center***Inoke Ve'a Hafoka***West Side Resident & Associate Instructor, Ethnic Studies, University of Utah***Laura Hernandez***West Side Resident & Community Advocate, Community Advocate Network***Carolynn Hoskins***West Side Resident & DDI Vantage, Early Head Start***Karla Jimenez***West Side Resident***Dean McGovern***Director, Bennion Center, University of Utah***Aretha Minor***Director of Strategic Initiatives, Enrollment Management, University of Utah***Flor Olivo***Program Coordinator, Women's Resource Center, University of Utah***Mario R. Organista***West Side Resident & Advisor, PACE Scholarship Program, Salt Lake Community College***Ken Perko***Associate Director of Youth & Family Services, Salt Lake City***Gilberto Rejón Magaña***West Side Resident & Founding Director, Hartland Community 4 Youth & Families***Nimo Samatar***West Side Resident & Program Manager, YouthCity***Lisia Satini***West Side Resident***Randal Serr***Multicultural Community Relations Specialist, SelectHealth***Brett Steadman***Program Manager, Northwest Community Center***Christine Tuifua***West Side Resident & Paraprofessional, Glendale Middle School***Jen Wilson***Community Programs Manager, Office of Health Equity & Inclusion, University of Utah***Andi Witczak***Associate Director for Community Engaged Learning, Bennion Center, University of Utah*



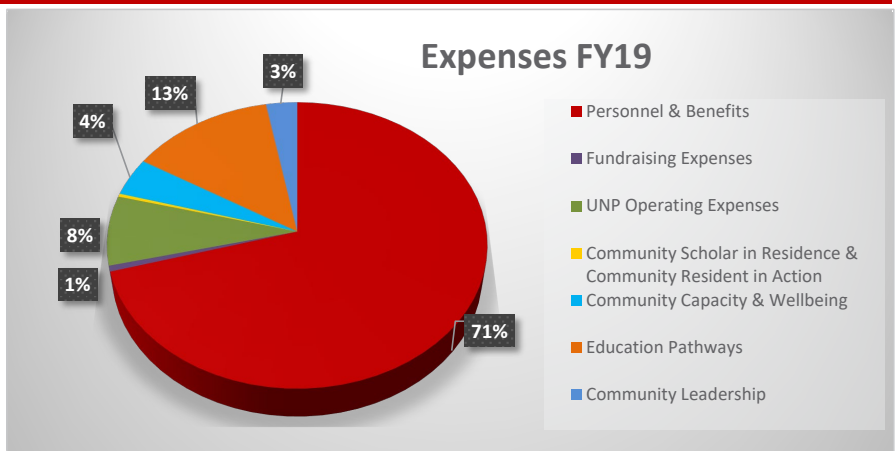
# FINANCIAL REPORT

July 1, 2018 - June 30, 2019

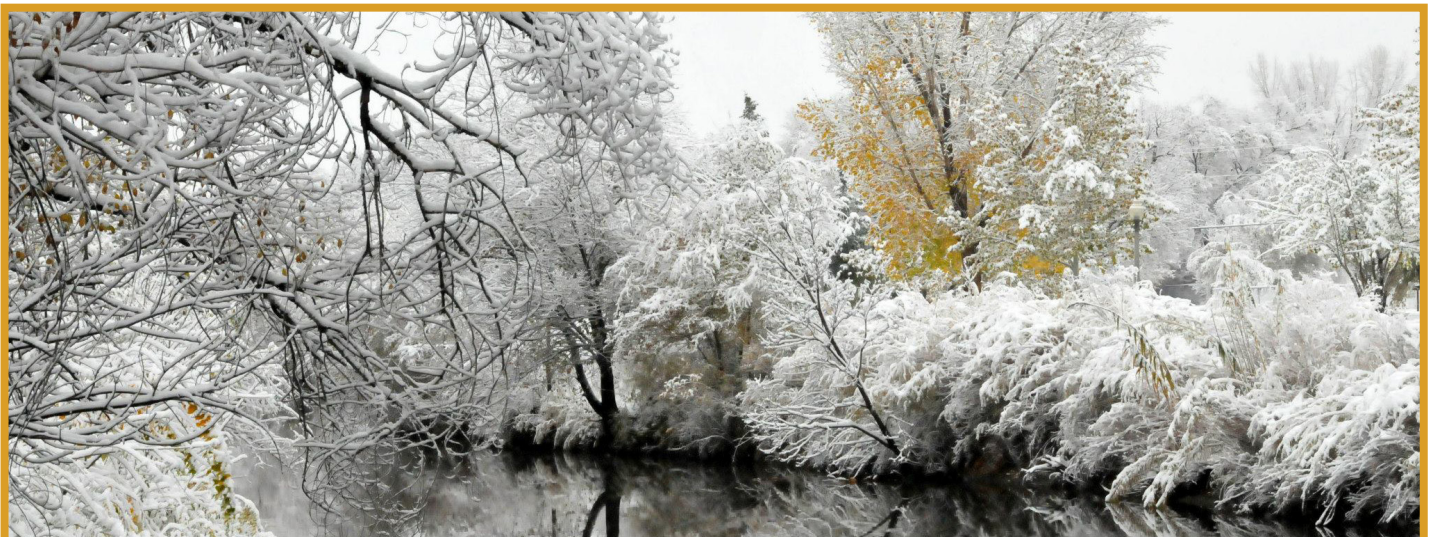
REVENUE	FY19	
University Funding + Benefits	1,180,253	73%
Private Donors	122,383	8%
Foundations	281,164	17%
Corporations & Businesses	43,500	3%
Government - City & State	60,916	4%
Other	55,304	3%
Transfers In/Out	(133,595)	-8%
<b>Total Revenue:</b>	<b>1,609,925</b>	



EXPENSES	FY19	
Personnel & Benefits	1,068,503	71%
Fundraising Expenses	9,912	1%
UNP Operating Expenses	118,979	8%
Community Scholar in Residence & Community Resident in Action	5,202	0%
Community Capacity & Wellbeing	65,004	4%
Education Pathways	202,636	13%
Community Leadership	43,970	3%
<b>Total Expenses:</b>	<b>1,514,206</b>	



**Note:** Excess revenue is earmarked for ongoing community projects, including the development of sustainable landscaping at the UNP Hartland Partnership Center, the American Dream Ideas Challenge, and Education Pathways partnerships.



Wintertime along the Jordan River Trail in Glendale.



UNP House • 1060 S 900 W • SLC, UT 84104 • 801-972-2863  
UNP Hartland Partnership Center • 1578 W 1700 S • SLC, UT 84104 • 801-213-8550  
[partners.utah.edu](http://partners.utah.edu)







# THE UNIVERSITY OF UTAH

University Neighborhood Partners  
1060 South 900 West  
Salt Lake City, UT 84104

## ABOUT THE COVER

“As a daughter of an Indigenous and Mexican immigrant family, it is important for me to support my family and our people by sharing our experiences and not letting our voice be unheard and our stories left in the shadows. From my side, I'd like to pay a tribute to my family and our Zapoteco people who have shaped the person I am today. The lady who you see in the mural happens to be my mother, Haydee: someone who is very special to me, but who also represents and is part of the many different women in our family. She is wearing a reboso burning copal which our people use to cleanse spaces and bring in new opportunities, it reads “No olvides, no perdones, no mueras” which translates to “don't forget, don't forgive and don't die.” Surrounding her are the monarch butterflies which represent migration and new beginnings, and the cempasuchil which we use to remember those we have lost, yet including the maiz which is representing the life and continuity.” ~ Itzel Nava, Undergraduate at the U of U

JUSTICE  
MEMORY  
ACTIVISM

This past summer, a group of 10 youth artists came together for six weeks to participate in the ‘justice-memory-activism’ art residency. Facilitated by lead artists Lily Havey and Ruby Chacón, youth engaged in a variety of dialogues, reflections, and other creative processes that ultimately led to the creation of the mural shown on the cover. The mural was unveiled at Sugar Space Arts Warehouse, with a celebratory gathering of partners, community, and families that honored the power of youth sharing their voices. These youth voices represent a wide range of ages, races, and gender identities sharing snapshots into the deep experiences, love, and struggles that collectively brought the mural to life. The focal point of the mural is a bold and wise reminder to not forget where we come

from, and of the people that we would choose to fight for. This was included among the many themes explored throughout the creative process, and provided rich learning experiences and story-sharing amongst the group.

Though the project and mural have been completed, the future of where the mural will travel is still being explored. The youth artists have all agreed that the mural should remain accessible for viewing in west side communities and will likely spend some time at West High School and Salt Lake Community College.

Stay updated on this project and other youth opportunities by visiting the University Neighborhood Partners website and blog, or contact Jarred Martinez directly at [jarred.martinez@partners.utah.edu](mailto:jarred.martinez@partners.utah.edu).

“When viewing this painting you see seven people’s values and voices, this is all created through the space given to us, that allowed our artistic juices to flow and friendships to grow. We incorporated things that were passed down to us or things we wish to fight for to create the change we want to see. We value the communities where we come from and the people who we came from.” ~Guadalupe Zamora, youth artist



Partners for the Justice-Memory-Activism community-based residency include the Center for Documentary Expression and Arts, Mestizo Institute for Culture & Arts, Mestizo Arts & Activism Collective, Sugar Space Arts Warehouse, and University Neighborhood Partners. Funding was provided by Utah Humanities, Salt Lake County’s Zoo Arts & Parks, the Utah Division of Arts & Museums, and the Salt Lake City Arts Council. Photos courtesy of Kent Miles Photography.