

HOPE

COMMUNITY VOICES

UNIVERSITY NEIGHBORHOOD PARTNERS

VOLUME 11, 2021

HOPE



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COMMUNITY VOICES

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ABOUT THE COVER



We are the Roots Art Kollektive, a group of artists with lived experience and commitment to the west side of Salt Lake City. Our mission is to expand public art to create a colorful environment that allows people to learn about the cultures that enrich our communities. We live in a time where the human spirit desperately needs to be seen and felt, and we believe that using art can redefine the cultural space that we embody using symbols, calligraphy, colors, and traditional patterns as ways to represent the cultural quilt of Salt Lake City. Our passion for art is what inspires us. Our backgrounds and our roots are what keep us together; they are what keep us grounded.

The Roots Art Kollektive focuses on producing murals with the intention of public engagement and participation to foster a stronger sense of community pride. We recognize that the power of art is not only in the result but also in the experience of building relationships and community as part of the process. Our goal is to translate neighborhood values and interests into public art that leaves a lasting impression, not only for the members of the community but visitors as well. Art and art-making have the power to change the way we interact with our environment and each other, to create a positive identity, and deepen the capacity for cultural values.

The Hope Mural was a part of the Pain and Possibility series in partnership with Mestizo Institute of Culture and Arts and Sugar Space Foundation. Our intention with this mural is to send a message of HOPE to our communities as we deal with COVID-19, along with the fight for social and racial equality. We have also been working on a series of mandalas to represent the complexity of our times. An important aspect of this mural is the concept behind the colors, which celebrate the different skin tones that encompass the human race. We have also incorporated a world to stand in solidarity with the different social movements that strive for equality and system change. Something meaningful that we learned while painting this mural is that hope has a way of unveiling itself in our communities with the help of art. Hope can be relative to the viewer's experience no matter the challenges we have been experiencing through the pandemic. The community still came out to show gratitude for the public art that affected their lives. As artists, we understand art has the power to influence and help us reflect on what's happening and where we want to go.

To see more of our work, please visit our website at www.rootsartkollektive.com and follow us on Instagram @therak.801.



GREETINGS FROM UNP'S DIRECTOR

As 2021 begins, there is so much of 2020 to reflect upon. This issue of *Community Voices* is important because it documents the

actions, thoughts, and reflections of our many partners as we responded to events of this past year. The coronavirus ravaged the west side community in so many ways. For numerous years, our communities have been calling for more access to healthcare. The coronavirus exposed the resulting health disparities that have led to higher rates of death. Housing and employment disparities have led to higher rates of infection. In addition, many in our nation have woken up to the realities of structural, implicit, and explicit racism. There were several institutions, organizations, and individuals who reached out to UNP staff wanting advice on how to reach community members. I think it was a bit of a wakeup call for institutional leaders that they needed to build relationships and, because of its depth of relationships and community connections, UNP was in a good position to help other institutions respond to the needs of our community during this unprecedented time. All the while, we continued our partnership work toward our vision and mission (*see back cover*).

As you read this edition of *Community Voices*, you will see how our community came together. You will learn how Partners in the Park became Partners in the Park(*ing*) Lot;

educators became creative, agile, flexible, and successful; researchers sought to have an even greater positive impact on equity, inclusion, and anti-racism; government partners leaned on UNP to connect them to the community; and we worked to be resilient and positive, even in the most difficult of circumstances.

Additionally, UNP received a prestigious recognition as the winner of the national C. Peter Magrath Community Engagement Award. This award recognizes the nearly 20 years of meaningful, authentic, reciprocal learning, and action of UNP and its partners. It took the vision and support of three believing and supportive leaders. Congratulations to Irene Fisher, Rosemarie Hunter, and Sarah Munro who laid the groundwork for something amazing to happen on the west side of SLC. And, congratulations to Farah Ali, Abdulkhaliq Barbaar, Amanda Finlayson, Paul Kuttner, Jarred Martinez, Abdullah Mberwa, Teresa Molina, Jasmine Montoya, Jewel Morgan, Bruce Neumann, Julianne Rabb, Rosalia Rosas, Lenn Rodriguez, Saolo Betham, and Almaida Yanagui, as well as our community and University partners and many others for making this vision a reality.

This has been a tremendously difficult year for all of us. Yet, we still find spaces (especially Zoom) to build community and deepen relationships. Please take this opportunity to read about these great things that have happened within our partnerships and with our partners over this past year.

Jennifer Mayer-Glenn, MED

Director, University Neighborhood Partners
Special Assistant to the President for Campus-Community Partnerships, University of Utah

Farah Ali

New American Academic Network Coordinator

Abdulkhaliq Barbaar, MSW, MBA

Partnerships Director

Amanda K. Finlayson

Development Director

Paul Kuttner, EDD

Associate Director

Jarred Martinez

Education Pathways Partnership Manager

Abdullah Mberwa

Youth Center Coordinator

Teresa Molina, MSW, MBA, PHD

Associate Director

Jasmine Montoya

Youth Center Assistant

Jewel Morgan

Administrative Program Coordinator

Bruce Neumann, MAcc

Manager of Accounting & Finance

Julianne Rabb, MSW, LCSW

Clinical Director, UNP Hartland Partnership Center

Rosalia Rosas

Digital Navigator

Lenn Hernandez Rodriguez

Site Coordinator, UNP Hartland Partnership Center

Saolo Vavau Betham, MIA

Community Leadership Partnership Manager

Almaida Yanagui

Community Organizer & Assistant Partnership Manager

Depth & Sustainability

BEAUTIFUL GROWTH

By Jennifer Mayer-Glenn
Director, UNP

Sometimes something beautiful grows in the ugliest of places. We saw that happen in March of 2020 when the University of Utah shocked us all by saying we needed to work from home. Us?! But our work is community engagement. How do we do that from home?

UNP staff experienced a lot of stress and anxiety, as did many others. In addition to figuring out how we were going to organize our community-engaged efforts from home, we worried about our loved ones and the many community members with whom we have relationships. We worried about each other. So, very early on, we decided that we should have a daily check-in.

Since the UNP staff all do our work in multiple locations, we typically have to work hard to be in the same place at the same time. As such, the virtual world became our place to connect, reconnect, and to learn more about each other at a much deeper level. Even now, nearly a year later, we check-in every day. It is our time to be vulnerable, human, and caring with each other.

We take turns facilitating our check-ins. Our questions have ranged from “What is your favorite bird?” to learning from Saolo Betham how to say, “Talofa/hello, O lo’u igoa o/ my name is” in Samoan. We also heard the reverence in returning to a sometimes tender past when responding to, “How are these current day experiences similar to what your parents lived once upon a time?” This time and these questions have kept us grounded and connected. Something beautiful has grown in the virtual UNP garden.

But the ugly came again. UNP staff did some difficult work after George Floyd’s murder to figure out how to speak...know what to say. In June, one of our check-in questions was, “What are one or two messages you would like UNP stakeholders (residents, University faculty/ staff, and community institutions/organizations) to know regarding the impact of George Floyd’s murder and/or systemic racism on you?” Remember, two-thirds of our staff members identify as people of color. This was a hard question, a hard discussion, a hard day, a hard week.

That check-in question was the beginning of “A Letter to the UNP Community on Black Lives Matter and Anti-Racism” (*read the letter, or watch a video of the staff reading it, at <https://partners.utah.edu/letter-to-the-unp-community/>*). We have since shifted those words to actionable commitments by participating together in continued dialogue about race, racism, and how both show up systemically, even within UNP. (*Read UNP’s commitments on page 32*).

These are not easy conversations. And, while there is little uglier than murder, we have found that we can grow and learn together so that we can hopefully bring more justice and kindness into this world.

The UNP Staff talking with one another via their daily Zoom check-ins: (top row to bottom row, left to right) Jennifer, Jewel, Julianne, Lenn, Paul, Saolo, Abdullah, Bruce, Teresa, Jasmine, Jarred, Abdulkhalig, Farah, Amanda, Rosalia, and Almida.



Partnership Capacity

Interweaving for Deeper Impact

DIGITAL NAVIGATORS CONNECTING RESIDENTS

By Shauna Edson, *Digital Inclusion Coordinator, The Salt Lake City Public Library* & Rosalia Rosas, *Digital Navigator, UNP*

Salt Lake City community members have been coming to the City Library to use public computers or attend computer classes for decades. The COVID-19 pandemic response has shut down or severely reduced the ability of libraries and other community organizations to offer their existing digital inclusion programs. Millions of Americans need support from digital inclusion programs to get connected with affordable home internet, find affordable computing devices, and learn basic digital skills.

The City Library's new Digital Navigators program is the latest way the Library is working to combat Salt Lake City's "digital divide." The program provides local residents with direct assistance to address their digital connectivity needs. The City Library recognizes the life changing significance of access to digital resources. A home internet

connection opens up so many possibilities that some might take for granted: online healthcare, banking, applying for jobs, remote learning, and communicating with friends and family, just to name a few.

Digital Navigators can help connect people to free or low-cost internet service and devices and help with basic computer skills and training, including online privacy and security. Throughout the duration of this program, which will run through July of 2021, the Library will be working with University Neighborhood Partners, Suazo Business Center, and Catholic Community Services. *This project was made possible in part by the Institute of Museum and Library Services grant number LG-248566-OLS-20, with support from Google Fiber and Friends of the City Library.*

My name is Rosalia Rosas and I recently started working with UNP as a Digital Navigator.

I was born in the state of California and came to Utah when I was 14 years old so that my mom and stepfather could find jobs. We were sad to leave our friends and school in California, but my parents got jobs quickly. And, in a few years, their dream of buying a home came true. I graduated high school and got married, and my husband bought a house in Glendale. I have been living in the Glendale Community for about 14 years.

I have four kids and they went to Mountain View Elementary School and Glendale Middle School. I know many people in the Glendale community because I worked at Mountain View as a group leader in the afterschool program. I would help students with their homework and offer enrichment programs like computers, art, science, physical education, and music. I went on to become a teacher's assistant in the kindergarten, and then a

The City Library's Digital Navigators can help you with your technology needs.

Call: **(801) 524-8200**

substitute teacher with Head Start. I have almost finished my Child Development Associates certificate to become a Head Start teacher.

I have been involved with UNP for about a year. I started working part time, running a small group doing activities with parents and their 4- to 5-year-old children in the UNP Hartland Partnership Center's Head Start classroom. Then, because of COVID-19, I couldn't do it anymore.

Now, UNP has hired me to be a Digital Navigator. I will be able to help families get computers and internet access at low or no cost. I can also help families learn to use computers and navigate the internet for work, school, and other things. I love doing this work because it gives me a chance to support my community.

Knowledge Building

GLENDALE SYSTEMS MAPPING

By Julianne Rabb
Clinical Director, UNP

In August 2019, leaders from the Salt Lake County Health Department began partnering with UNP to discuss specific issues regarding public health disparities within west side communities. Having identified community health issues that impacted our neighbors, including decreased life expectancy in comparison to east side communities, they requested input and guidance on how to best approach and support west side communities, focused on strengths, pride, and community knowledge. By September 2019, the Health Department committed to a “systems mapping project,” a 3-day consulting exercise at the Glendale Library that included more than 80 community members, community council leaders, and education and health system leaders. The sessions provided financial compensation for engagement, as well as language interpretation and childcare.

The systems mapping process identified authentic health disparities, community pride, and institutional investment as focuses for the community. UNP has begun the “socialization” of the information to larger systems to inform future impact. Dorothy Adams, Deputy Director of Salt Lake County’s Health Department, reported that, “As an organization we have learned that to impact the health outcomes of the communities we provide services to, we need to connect and build upon the trusted voices that already exist in these communities. By doing that, we recognize that our role is to have a seat at the table, listen and learn, and with that knowledge, adapt our programs to meet identified needs. It is our hope that by approaching our work with a systems knowledge, we will begin to make meaningful changes in health outcomes. The broad-based programmatic delivery that has historically been the model used for the provision of services, while viewed as equitable, in actuality is not. Determining how the trajectory of health outcomes in a community can be changed is not easy and is connected to other factors that traditionally were viewed as being outside the purview of public health. We know that the social determinants of health are connected to a community’s health outcomes, and therefore as a service provider, it is critical that we understand how these communities can and will connect to our services.”

Along the way, UNP realized one of the Health

Department colleagues, Michell McGaughey, grew up in Glendale. We are so grateful for her origin story and her willingness to share it here!

“The opportunity to participate in the Glendale Community Mapping process has been the highlight of my career with the Health Department. I grew up in Glendale on Stewart Street and went to Mountain View Elementary and Glendale Jr. High. This mapping exercise felt like coming home. Hearing the stories of how close the community remains and the pride the residents (including some of my own family and friends who have remained in the area) have in the community, brought me to tears more than once in the days I spent at the Glendale Library during this event. When I was growing up in Glendale in the 1970s and 1980s, it was one of the most diverse communities in the city and that shaped the person I grew in to. The diversity represented in Glendale today is much greater than it was back then, and it makes me so proud that it has been fostered in my home community. What makes me more proud is the stories I heard of success, resiliency, and the will to keep fighting when things are hard.

“The connections we made during the planning and execution of the mapping exercise have helped us reach residents during the COVID pandemic and have expanded Salt Lake County Public Health’s ability to serve the community. The personal connections we as Health Department staff made during the event with Glendale residents made the successes and struggles real and personal, and we felt your joy and pain. I’m so proud to say I’m from Glendale and I’m looking forward to continuing the work we started.”

The systems map resulting from the event at Glendale Library can be seen online at

<https://embed.kumu.io/4b40c9088b535bc2f5dc0e413f4f3e2#theory-of-context>.



Residents participating in the Glendale systems mapping process.

Horizontal & Vertical Integration

HARTLAND'S TRANSFORMATION

By Sydney Carillo, *Student, University of Utah College of Architecture + Planning*
& the Design Build Salt Lake Team

DBSL (DesignBuildSALT LAKE) is a student program in the University of Utah's College of Architecture + Planning that allows students to gain hands-on education in design and construction. This year, the students have been lucky enough to work with UNP at its Hartland Partnership Center to design and build a landscape project for the community using the center. The 2020 Summer semester was dedicated to designing an outdoor classroom and community space.

If you have been to UNP Hartland recently, you may have noticed some construction happening on the north side of the building... that's us! We have been working hard over the past few months to construct the design that we developed over the summer. From the beginning, the goal for the project was to work closely with the UNP Hartland community to transform the landscape to support an educational, sustainable, and community space. The diversity, community, and mission of UNP have continually inspired us. We hope to encompass the spirit of UNP Hartland and create a space that uplifts its ideals and diverse partnership offerings. We are proud to help support the needs of a deserving community and look forward to the experiences and growth the project can bring. We designed a landscape that we feel effectively supports gathering, educational experiences, and continued growth.

We, as students, have chosen to be involved in this experience to learn more effective community engagement, team collaboration, and the process of design and construction. We learned that, like any project, there was a lot of problem solving. There have been setbacks and a learning curve throughout the process, but we have worked optimistically and eagerly through each obstacle set before us. Most of us, as students, have little to no construction experience and we have learned that setbacks and mistakes are inevitable in every building project. We, as a team, have been able to work together to create, learn, and find success.

We want to thank the community, University

Neighborhood Partners, and the University of Utah's College of Architecture + Planning for allowing us to gain this experience and knowledge. We are excited about the completion of the project. We are grateful for the friendships and hands-on experiences we have gained working together on this exciting community project.



Student team (Nicole Lyman, Sydney Carillo, Derek Stephens, Zach Smith) and volunteer Carl Christiansen constructing a gabion retaining wall with donated recycled brick from HHI Corporation in Ogden.

Interweaving for Deeper Impact



Brandon Thomas backfilling along new gabion retaining walls.



Hartland's Head Start class watching construction.



A rendering of the design for Hartland's north side. Remaining work will be completed in the spring, along with construction on the building's south, east, and west sides.



Attention to detail: Tigran Aganikian caulking a joint at a sidewalk edge.



Nicole Lyman with new masonry retaining walls (a majority of masonry labor was donated by IMS Masonry).

UNP partnered with the University of Utah's College of Architecture + Planning to develop the outdoor space at the UNP Hartland Partnership Center. Other collaborative partners include Red Butte Gardens, Wasatch Community Gardens, and the Tracy Aviary – investing in creating usable, ecologically considerate, and sustainable landscaping and educational space. Project funders include the Katherine W. and Ezekiel R. Dumke, Jr. Foundation, Bank of America, the University of Utah Sustainable Campus Initiative, Salt Lake City, the Lawrence T. & Janet T. Dee Foundation, and individual donors.

Resident Leadership Networks

SOCIAL CAPITAL WORK DURING COVID-19

By Teresa Molina, *Associate Director, UNP*

For years, UNP has dedicated its efforts to building intercultural and linguistic connections to integrating incoming populations, disenfranchised community members, first generation students, University faculty, staff, students, community-based organizations, and government agencies around the development of a local model of mutual understanding and benefit. These efforts are evident in the wreath of partnerships UNP connects with, and the diversity of its staff's gender, racial, ethnic, cultural, and age backgrounds.

This year, UNP drew on this social capital, built through nearly 20 years of presence in west side neighborhoods, to help everyone stay connected and respond to COVID-19 emergency needs. Through interconnections among people in different positions within different institutions people were able to share information on resources such as testing, housing and rental assistance, schoolwork support, and support with mental health and citizenship status.

The Glendale Community Learning Center has provided food and basic needs supplies to residents. A partnership with Salt Lake City Library is allowing us to support families in navigating the digital divide. The Wellness Bus, the Salt Lake County Health Department, the Utah Partners for Health Mobile Clinic, and University of Utah Health have provided COVID testing in the neighborhoods.

Funding from the Utah Division of Multicultural Affairs and the Utah Office of Health Disparities allowed the assembly of a team of Cultural Navigators to reach individuals and families regarding their most pressing needs. Collaborations happened in multiple languages including Spanish, Nepali, Somali, Burundi, Arabic, Swahili, Samoan, Tagalog, Karen, Bhutanese, and more. Connections happened via phone calls, emails, social media, zoom meetings, Google apps, and home visits.

The west side is a fascinating microcosm of multicultural strengths and a willingness to understand, respect, and support each other with spiritual needs, basic material needs, and connecting with institutional

resources. Moving from isolation and surviving to integration and thriving has been the 2020 challenge for all of us. We have all suffered the loss of friends and family. We are navigating through sickness, unemployment, housing and school difficulties, emotional and mental health disturbances, fear for the future, and much more. Yet, we have also stood together to work towards eradicating division, racism, and any kind of hate or separation discourse. We joined the city and community in large efforts to innovate, reimagine nature, protect the Jordan River... and we will continue striving towards a community coming together in mutual benefit.

PANDEMIC RELIEF SUPPORT

University Neighborhood Partners, among others, is partnering with the City of Salt Lake to offer #RaiseUpSLC. The project is providing critical cash relief with \$500 debit cards to those facing unique hardships due to their personal situation or immigration status. The best way to lift up Salt Lake City is to come together as one SLC community to help ensure that all our neighbors have the resources and opportunities they need to be healthy and safe. To learn more, visit <https://slc.gov.ng/p/raise-up-slc>.

Additional Resources & Supports

COVID-19 Testing = coronavirus.utah.gov

or call 1-800-456-7707, or the

Wellness Bus at 801-587-0712

Rental Assistance = 211utah.org or rentrelief.utah.gov

Mortgage Relief = NeighborWorks Salt Lake, nwsaltlake.org

Utility Assistance = HEAT at utahca.org

or call 801-521-6107

Food Distribution = utahfoodbank.org or slcschools.org

General Assistance (such as child care, medical, financial, disability, or unemployment insurance) = jobs.utah.gov

Leadership & Wellbeing

LEVEL 2 CASE MANAGEMENT

By Dr. Lauren Prest, *Adjunct Assistant Professor, University of Utah School of Medicine*

The Level 2 Case Management course, “Introduction to Addiction and Recovery”, has its roots in a collaboration that started nearly 3 years ago. The Global Mental Health track within the University of Utah Adult Psychiatry Residency Program was just getting off the ground when I met Dr. Robert Kagabo, a professor and researcher with the department of Family and Preventive Medicine. We started brainstorming ways to work together and involve Global Track Residents in his ongoing investments in Uganda. These initial conversations eventually expanded to include members of the Bridging Borders Collective (Dr. Rosemarie Hunter and Kimberly Schmidt) and several key leaders in the Arua Region of Uganda, where Dr. Kagabo had already spent significant time. Level 1 Case Management had some students also in Arua and there was interest in taking a trip there to see where else we might find opportunities for collaboration.

We ultimately traveled to Uganda in the spring of 2018. The trip provided many important insights for all of us as we visited with several levels of local leadership within the country, including government officials, university professors and provosts, community organizers, and many of the students who had previously graduated from Level 1 Case Management. One of the primary requests made by our new Ugandan partners was increased learning in the field of addiction. Substance use disorders are a very significant part of the health burden within Uganda though, for many reasons, education and the development of treatment options remain extremely limited.

A primary goal of our collaborative is to create capacity-building opportunities with true partnership in mind. We decided to create Level 2 Case Management to focus on building knowledge around addiction and greater understanding of how to work with people with substance use disorders. The initial course concept was

also expanded to include other students from around the world and focuses on education for non-medical professionals in health resource-limited areas. A co-resident, Brittany McColgan, and I wrote the course and it was launched in the fall of 2019. The course is currently being taught by two second-year post-graduate residents, Dr. Jon Fischer and Dr. Julie Nguyen.

Level 2 Case Management has continued to grow the number of University partners involved and the course now includes students from Myanmar, Malaysia, Thailand, Afghanistan, Uganda, and the United States. Our students are quite amazing people who are taking this course in addition to full time jobs and other learning obligations, often with multiple barriers. All this to bring greater understanding and empowerment to their communities.

We intend to allow new psychiatry residents to teach the course each year so new generations of health professionals can learn how to collaborate with international students, as well as improve their own learning in the field of addiction.

This year we were also lucky to have a new TA join us from the College of Social Work, Christina “Chrissy” McKell. Chrissy has been instrumental in improving the ability to stay in closer contact with students from all over the world, and providing more intensive learning support. International online classes, particularly ones that work across multiple distinct cultures and with student of many different professional and educational backgrounds, can present significant learning barriers. So, the addition of a social work student as a new teacher and online “community organizer” has had a profound impact on the coordination and sophistication of our digital classroom. We hope that each year this interdisciplinary and global partnership will continue to grow and improve.

To learn more about the Case Management Course, Levels 1 and 2, visit <https://www.bridgingacrossborders.com/casemanagement>.

Dr. Prest has been a long time partner with UNP, co-creating the Hartland Free Mental Health Clinic in 2017 along with our Clinical Director, Julianne Rabb. The clinic provides free psychiatric and clinical mental health supports to community residents from refugee and immigrant backgrounds. Robert Kagabo, referred to above, was a Master of Social Work intern with UNP during the 2016-17 academic year.

Participatory Research

Resident Leadership

PARTNERING WITH FACULTY FOR DEEPER YOUTH ENGAGEMENT

By The Youth Voices Collective (Fatima Abdul, Ana Antunes, Jeilani Athman, Fatma Bakari, Omar Bakari, Ahmed Bana, Saia Langi, and Rahma Mustafa)

Once upon a time, there was a group of young people from the UNP Hartland Partnership Center who were anxious to go to California to present their research projects on Policing and Self-Segregation in School. But, alas, COVID hit and the ocean view became just a dream.

Youth Voices worked on these projects for most of the 2019-2020 academic year, and we were excited to share our findings this past April at the 2020 All-In All-Together Conference hosted by the UC Santa Cruz Institute for Social Transformation and URBAN. The members of Youth Voices were split into two groups and each one chose a topic in our community to research. The group focusing on policing in schools, looked at the history of police officers in schools, and tried to learn why, despite police presence, there was constant fighting and drug use in their school. The group focusing on self-segregation asked why, in their very diverse high school, students still separated themselves in accordance to racial, ethnic, or religious identity.

About a month before the conference, state governments around the country declared a state of emergency and the conference had to be postponed (we are hoping to be in Santa Cruz in 2022!). "I was sad and disappointed," said Fatma, "we were excited to present and to take pictures of the views." Omar said that what he really missed was the opportunity to "get famous" from around the country, to come listen to the presentations, and take pictures. While we were discouraged at first, the show must go on! "We didn't give up, we are still working on it," said Fatma.

The perseverance of the students paid off, as the conference organizers invited Youth Voices, along with three other university-community partnerships from around the country to be a part of an online event that sought to engage conference participants during the 2020-2021 academic year in preparation for the spring 2022 in-person event. So, on October 23, 2020 Youth Voices members gathered at the UNP

Hartland Partnership Center to present virtually to more than 100 conference attendees. "We were going to go to California," said Omar, "but COVID didn't let us. So we brought California to us." Jeilani felt that the opportunity was great for students. "It was a cool conference and a serious conference. All around it was a good way to introduce the youth to the nature of academic conferences".

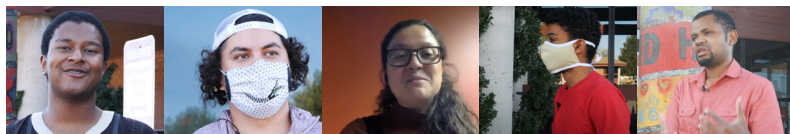
Omar really liked the experience as well. "I don't like to talk in front of the camera, but they were welcoming and friendly". Omar continued to say that what most impressed him was the preparation of all the other conference speakers. "It was amazing. The professors seemed like they were not new to Zoom. They were prepared." The group also appreciated the opportunity to connect with youth organizers from other areas. One such organizer was Anisah Sabur-Momin from The Bronx, New York. "It felt like she was someone that you knew from the beginning, even though you didn't know her," said Omar, who felt that even though Anisah was thousands of miles away in New York, he could connect with her meaningfully. After the conference, Sabur-Momin reached out to Youth Voices and we plan on learning more about the work that she is developing with youth in The Bronx.

While we are disappointed that our dip in the ocean was postponed, we were happy to have had the opportunity to be a part of the URBAN community virtually and to share the amazing work of Youth Voices.

Watch a video featuring members of Youth Voices at <https://youtu.be/8chbsQBtVLg>.



STUDENTS
COMMUNITY ORGANIZATIONS
FOUNDATIONS
UNIVERSITY SCHOLARS
ORGANIZERS



Youth Voices virtual presenters at the All-In All-Together Conference (L-R): Ahmed Bana, Saia Langi, Ana Antunes, Omar Bakari, and Jeilani Athman.

Mutual Learning

SCIENCE IN THE PARKS

By Anahy Salcedo, *Founder,*
Science in the Parks

Science in the Parks is an outreach program whose mission is to provide hands-on science education and experiences outside of the traditional classroom. Our goal is to lead inquiry-based experiments that foster positive science identities and encourage underserved youth to envision themselves as future scientists. Our experiments are designed to be accessible for youth by using simple household items that demonstrate important scientific principles. Science in the Parks SLC is modeled after a program organized by Weber State University, although we work in the west side of Salt Lake City. We are proud to be in our second year of programming, and so far it has been an amazing journey for us. We are looking forward to our continued success with our community partners and our program is progressing despite challenges, such as the on-going COVID-19 pandemic.

Under normal circumstances, we typically demonstrate hands-on experiments and interact with students in person. During the summer, our volunteers made 565 science kits to be distributed to our community partners. However, in light of the pandemic, we've had to think of creative solutions to continue providing materials and instructions safely and accessibly. We asked for help from our talented faculty board and community partners. Collectively, we came up with the idea to provide kits and teach live science demonstrations over Zoom. We are also working towards creating a science channel online so that students will have greater access to these experiments outside of our program and will be encouraged to pursue science individually as well. By the end of this past year, we instructed 11 science experiments over Zoom and made 435 science kits to supplement those experiments. We have been incredibly lucky to be able to work with Title 1 schools and work toward our goals. Our volunteers, leadership team, and community partners have been outstanding, stepping up when needed and adapting to last-minute changes. We wouldn't be here without them.

As we know, science is not the most accessible subject, especially for students who are

historically marginalized by the education system. But, we are happy that we could find an approach that continues to make science accessible and we will continue to make our approach more accessible. We want youth to get excited about science and associate that with a positive identity that encourages them to pursue continued education and careers in various scientific fields. There is much work to do in order to help create more opportunities for students to learn and get experience with science. Our program is committed to actively encouraging each student with whom we have the opportunity to engage. We hope to continue providing meaningful interactions that will inspire students to engage with science.

Learn more at <https://sitpslc.wixsite.com/summer>.



"Since joining SITP during COVID I realized how important virtual science demonstrations are right now. Hands-on experiments guided by volunteers effectively keep kids engaged and excited to learn, despite being in a virtual learning setting." ~ Ella

"Zoom science time gave us the opportunity to safely interact with elementary students and teach them how to have fun with science. The development and excitement that built over the weeks we worked with the students was awesome to see!" ~ Molly

"I remember a program similar to SITP that traveled to my elementary school and talked to us about becoming future scientists. It was a great experience and inspired me to study chemistry. I hope to continue that same kind of outreach I was exposed to in order to encourage future scientists." ~ Casidee

Lifelong Education

LIFELONG EDUCATION & NAAN

By Farah Ali, NAAN
Coordinator, UNP

In this muddled time, the New American Academic Network has initiated new ways to incubate our mission and improve. Our focus is on personal development and enhancing social inclusion, as well as employment opportunities. Despite working online, we are preserving the connection with the community to gather needs and plan for the best outcomes, motivating the community to learn to better process what is going on around us. Despite these chaotic circumstances, learning should not stop. New techniques can be adopted to cope with the present situation and to nurture the required skills for individuals.

Lifelong education is about empowering people to learn at different times and for diverse purposes, stages, and outcomes. Lifelong education is concerned with providing learning opportunities throughout an individual's life, thus giving special attention to all types of continuing education and adult education, while developing all learners. The implementation of this continuing education depends on a set of strategies, which public and private educational institutions must strive to provide to interested individuals. NAAN maintains partnerships with such institutions to benefit individuals and the community.

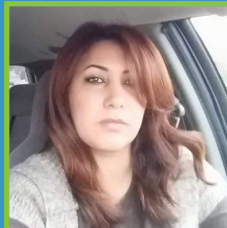
NAAN promotes education in all its aspects and supports education in schools, colleges, universities, the workplace, and through digital media to acquire and enhance knowledge, skills, and attitudes. The current situation demands applying updated modern educational tools and reducing reliance on traditional institutions. This helps to eliminate barriers for individuals seeking education and ensures fair access.



"I moved to the United States in 2017. I worked as a doctor for two years before the move from Kenya. NAAN was introduced to me by a friend. Before that I was in limbo for at least two years. Moving to United States required that I retake the board exams (United States Medical

Legal Exams) for me to get back into medical field again. "NAAN helped me emotionally and psychologically, especially in a new country and as a new mother. I could always come and talk to Farah and Abdulkhaliq to get perspective. They referred me to more resources in my field.

"I received financial assistance for my study materials and was always made to feel that the door was open to me. It never felt like an institution. It felt like a safe place to turn to as needed." ~ Fozia Mohammed



"NAAN has been helping me and my daughter on our educational journeys. It has helped me further my pursuit of a Masters of Social Work at the University of Utah. It helped me to be on the right track and complete the pre-requisites at Salt Lake Community College as preparation for my MSW application.

"Without NAAN, I would not have been able to complete this past semester. I am forever grateful for this generous opportunity. I would like to thank them, especially Farah, the New American Academic Network Coordinator. She always follows up with us to see how everything is going and if we need anything. I am so grateful and lucky to have this support in my education." ~ Ghasaq Maiber



"My name is Beam Deji-Olatunde. My educational history is a testimonial that, most often, people need the necessary support to get to their destination. In the absence of such support, it is often difficult to move forward. Of course, I already held a master's degree when I got to Utah. However, moving forward to seek a doctoral degree would not have been possible without UNP. I have dreamt of a doctoral degree for years.

"UNP opened a door that has led me through to today. When I was stuck with my research transcription, UNP helped. When my research graphic was giving me headaches, UNP helped. I do not even know if UNP comprehends how much they have affected my life. Thus, I have realized that consistency with time is the true test of efficiency. Empowering people is empowering the community. Hence, it is my desire to give back to the community in a big way. 'To whom much is given, much is required.'"

~ Beam Deji-Olatunde

Family-School Collaboration

FAMILY VOICE IN WEST SIDE SCHOOLS

By Leticia Alvarez, Associate Professor, University of Utah College of Education



In March 2020, COVID-19 hit the country. It illuminated unprecedented challenges and exposed other pandemics, including racial, economic and environmental issues which were already impacting the Black, Indigenous, and People of Color (BIPOC) communities throughout the U.S. More specifically, the pandemic has left many families with various crises — food and home insecurities, loss of work, as well as illness. Back in the spring, when sirens were constantly ringing, we educators were thrown into pandemic teaching mode, which required us to shift our teaching to online. This brought about much confusion and the digital divide became more apparent, as many students were not able to log onto the internet to access and continue their academic learning. This was a very frustrating experience for educators, BIPOC students, and families. Families were all of a sudden expected to become co-teachers, yet many were excluded from online classroom settings.

When we, the Family-School Collaboration Design Team, recognized the increased disconnection between families and educators caused by COVID-19, we considered ways that both groups could share their experiences, hopes, frustrations, and needs. We thought that it would be important to share their voices through recorded zoom videos (see <https://partners.utah.edu/slc-family-voices/>). This

was a powerful approach as families and educators taught us about how COVID-19 was straining their relationships, and they challenged us to be innovative about how to consider school and family engagement during the pandemic and beyond. We published the following piece on what we learned (<https://www.edweek.org/leadership/opinion-family-school-relationships-are-the-missing-link-in-covid-19-era-education/2020/10>).

As a first generation Purépecha/Chicana scholar who grew up along the San Diego-Tijuana border, the educational inequities I have witnessed during pandemic have resonated with the experiences my family and I had of being excluded from the educational process. Being a daughter of immigrants who tremendously value education has guided my community-based approach to research. Listening and learning from the voices of families and educators is extremely impactful. We must do better by BIPOC students and families by providing them with access to education, as their input is valuable for us as a community to improve our practices.

The Family-School Collaboration Design Research Project is a team of parents, scholars, and educators working to increase family voice in school decision making. It is also a part of the Family Leadership Design Collaborative (<https://familydesigncollab.org>).

Decreasing Barriers

VOICES OF GLENDALE PROJECT

By Adrienne Cachelin, *Sustainability Education Director, University of Utah Sustainability Office*

The Glendale Voices project (a partnership between the Mountain-View Glendale Community Learning Center, University Neighborhood Partners, and Environmental & Sustainability Studies students at the University of Utah) began in 2018 and was designed to better understand the experiences of Glendale neighborhood students attending East High School. These are reflections from some of the Fall 2020 team of undergraduate and community researchers, demonstrating the significance of centering youth voice in both personal and communal ways, and highlighting what it would mean to create a more justice-oriented educational experience for young people in Glendale.

“Listening to the stories of Glendale youth and their experiences attending a school on the east side has only underscored the importance of having a high school in their own community. Glendale is a culturally rich community, full of talented young leaders that deserve to thrive regardless of their zip code. Representation matters and I plan to continue working with young people as an advocate, a resource, and an organizer for a community of which I am a part.

“It is critical that we center intersectional identities, and create safe spaces for youth to express themselves, so that these voices become a transformative part of re-shaping our education system. Thanks to the Glendale Voices project, we are a step closer to a community where students, educators, parents, and faculty are able to learn from one another within a holistic and rewarding learning environment. Community is power, and I am thankful to have worked with progressive educators and leaders who value the importance of education.”

~ Itzel

“While working on the Glendale Voices project, I have had the privilege of hearing the powerful narratives of Glendale students. I have learned how small actions from educators can have tremendous impacts on students, both positively and negatively. The Glendale Voices project has worked to bring youth to the forefront of conversations on educational equity. Student voices, especially those of youth of color, are often undervalued or silenced. Throughout this project, I was reminded that Glendale youth have a powerful voice and no one can represent their voices better than they can.

“As a pre-service teacher, these students’ stories have been a more meaningful learning experience for me than any of my other teacher education coursework. From listening to student anecdotes, I have learned what students need from teachers to feel welcomed and cared for at school; this will shape my practice as an educator going forward. Students have the ability to expose injustices that teachers and administrators might not see, and this is what makes their stories so powerful.”

~Stella

“The biggest takeaways from our focus groups were the shared sense of community pride amongst Glendale residents and the desire for a high school within their neighborhood. The students expressed the challenges associated with schooling outside of their community, such as access to academic help, school events, extracurriculars, and how this influences the potential for them to feel a greater sense of representation and belonging in their school environment. I am hopeful that the Salt Lake City School Board will support this community-based initiative to create a Glendale High School.”

~ Piper

Campus Engagement

MENTAL HEALTH FOR SALT LAKE

By Rylee Curtis, *Director of Community Engagement, University of Utah Health*



University of Utah Health's Report to Our Community.

University of Utah and University of Utah Health are concurrently undergoing a Strategy Refresh Process. Together as One U we serve communities and the region, lead education and discovery, and innovate care, all while being accountable for outcomes. We believe that communities, partners, and people make us who we are, and we are fully invested in their health, wellness and success.

As we are going through our strategy refresh, we have observed senseless killings of black men and women across our nation and we are living through the worldwide COVID-19 pandemic, which has had a disproportionate impact on people of color—further highlighting health inequities that have always existed but may not have been top of mind for many.

University of Utah Health is committed to addressing racism to reduce inequities. Our vision is to actively value equity, diversity, and inclusion and see the reflection and impact of these values at all levels of the organization—by recruiting and retaining diverse faculty, trainees, students, and employees. We are also striving to ensure that Utahns who seek care from University of Utah Health have easy and direct access to our services and are working to improve access to foundational health resources in languages other than English.

None of these goals can be met without community partnerships. An example of how we are forging partnerships is our Mental Health for

Salt Lake (MH4SL) partnership. University of Utah Health, University Neighborhood Partners, Salt Lake County, and Latino Behavioral Health Services are coming together to review mental health resources available to residents of Salt Lake County's west side. We understand that we can't fully comprehend the needs of west side residents without bringing their voices to the table. In the near future, we will be convening community conversations around mental-health specific needs to conduct a gap analysis of mental health resources. Additionally, we will work side-by-side with community residents to make recommendations to improve mental health access to both Salt Lake County and University of Utah Health leaders.

In addition, University of Utah Health



University of Utah Health workers demonstrating solidarity this past spring as White Coats for Black Lives.

retrofitted our Wellness Bus (which typically provided diabetes screening, prevention, and education in west side communities) to a COVID-19 testing location. It was apparent a few months into the pandemic that the virus was disproportionately impacting people of

color. We partnered with community organizations such as Comunidades Unidas, Urban Indian Center, Consulado de Mexico, the PRIDE Center, and many others to bring no-cost COVID testing to west side residents.

Communities are made up of the bonds that tie us all together. The COVID-19 pandemic has shown just how interconnected we all really are. We strive to be an equal partner, both in offering our expertise and listening to the experiences of the individuals who make up our community. It is our commitment to collaborate with the intent of better understanding community needs. Thank you for providing us the opportunity to partner with you, and to learn from you.

Campus Engagement

URBAN COMMUNITY RESEARCH COLLABORATIVE

By Ana Antunes, *Assistant Professor, University of Utah Gender Studies*
& Adrienne Cachelin, *Sustainability Education Director, University of Utah Sustainability Office*

Finding our place in 2020 was challenging. Things that were hidden for many are less so now. For faculty members, the University has allowed for, and even enforced, our physical safety regarding COVID. With our privilege highlighted in this way, several questions emerge:

- 1 What is the role of a Research 1 university in working towards equity and justice?
- 2 What is our role in an era when environmental racism is a pre-existing condition for a pandemic that has already killed more than 400,000 people in the United States alone?
- 3 How do we best engage with neighboring people and places most hurt by sustained systemic oppressions?

Throughout academia, we see calls for equity, inclusion, and anti-racism. We read statements that commit us to this work and yet the road is long and can feel daunting. Researchers must be diligent listeners and lifelong learners.

The co-production of knowledge has become a buzzword in community-engaged research and increasingly in mainstream research as well; this is a necessary beginning. Yet marginalized communities have been the subject of research that is physically harmful, such as the Tuskegee syphilis experiment in 1932 when Black Americans were unknowingly injected with the syphilis virus and denied treatment; or extractive, where data solely serve the careers of researchers, without regard to community members' needs or expertise. It is necessary to understand that there are bodies of knowledge held by community members who are the experts in their own lives, places, and ecosystems. This knowledge is not easily accessible to academic researchers who have not yet invested time in cultivating relationships and building trust, yet the exclusion of this knowledge can render

research projects and processes incomplete. As scholars grapple with collaborative strategies that work towards equity and justice, new approaches, and infrastructures are needed.

URBAN Utah can be a critical part of navigating these challenges. URBAN Utah is the newest node of the national Urban Research-Based Action Network, an association committed to strengthening relationships between academics and community while connecting traditionally siloed areas of work. Locally, we are learning from the Community Research Collaborative what successful equity-based research should look like and research protocols will soon be available. There is movement toward the creation of an institutional review board-like community body that can vet collaborative projects to ensure that research is reciprocal, rather than extractive, and does not reinforce power imbalances, stigma, or stereotypes.



A network of scholars, organizers, educators, activists, and artists engaged in critical, action-oriented research for social justice.

As a network that helps build trust, responsibility, and participation, URBAN meetings, workshops, and projects are spaces of learning, where all participants, community members, and researchers receive and contribute to collaboration for meaningful social and environmental change. In every meeting, workshop, or project with URBAN, we learn something new and are excited by the work being done.

Visit <https://urbanut.org> to learn more.

Storytelling

REIMAGINING NATURE WITH EQUITY IN MIND

By Claudia Laoyza, *Student*, University of Utah Department of City & Metropolitan Planning

Where do you find your refuge during a crisis? In Salt Lake City and places across the world, people have found their escape from the emotional and socioeconomic storms of COVID-19 in parks, trails, and natural lands. These spaces have long been community “equalizers” and gathering places and now more than ever their value is truly being celebrated. Simple things like a walk in the park or a visit to a trailhead after a busy workday carry extra relief with so many things being confined to a screen or within the walls of your own home. The renewed appreciation for public lands has been a positive outcome of the pandemic, but with this comes the need to address gaps in access and equity.

Though not in response to the era of COVID-19, Salt Lake City has begun the development of the new Reimagine Nature SLC Public Lands Master Plan that will guide the long-term vision for natural lands, urban forests, and parks through engaged and inclusive community input. The plan will reflect the City’s values of creating public lands that are livable, equitable, and opportunity building. Salt Lake City partnered with Assistant Professor Dr. Ivis Garcia of the University of Utah’s City & Metropolitan Planning Department, along with masters students like myself. The first stage in this master plan creation was to reach people through in-person surveys in public spaces such as parks, trails, grocery stores, and pop-up events. There was intentional effort to engage west side residents and those of racially and ethnically diverse groups to achieve a wider representation of input.

Safety was also a priority in this process. We made sure to wear masks, keep our distance, and get consent before administering each survey. Additionally, an online survey in both Spanish and English was made available at reimagineatureslc.com and shared via social media. Over 230 local businesses and organizations also participated by posting flyers and sharing the survey on their own social media pages. Groups like Latino Outdoors SLC and Outdoor Afro Salt Lake City were key partners in sharing the need for input with community members. Finally, a series of focus groups were held

with hard-to-reach populations (such as those living in permanent supportive housing or Spanish-speaking groups) to create an inclusive and inviting space for feedback. In total, we were able to gather 635 in-person interviews and 3,733 online surveys across multiple parks, trails, and neighborhoods of Salt Lake City.

The goal was to be wide-reaching in our engagement, and I felt that I was able to experience the growing diversity of Salt Lake City as well as come to better understand the gaps in equity, inclusion, and access that persist for communities on the west side. During an in-person interview at Rosewood Park



A view from the Jordan River Parkway Trail behind Jordan Park.

in the Rose Park neighborhood, a life-long resident emphatically shared with me that they felt that tagging and graffiti in local parks had to be viewed through a different lens. They felt that there was no appropriate public outlet for graffiti artists to express themselves, so people found other “canvasses.” They proposed a freestyle wall be installed at the park for artists to openly use for their graffiti projects and provide more opportunities for community members to show their community pride in a constructive way. This idea urged me to check my bias. How often do we associate graffiti in parks with crime rather than art and expression? I wondered how many incredibly creative ideas the community has and ... *continued next page...*

REIMAGINE NATURE

SLC PUBLIC LANDS MASTER PLAN

the importance of empowering the community to contribute to the transformation of our public spaces. The principle of “nothing about us without us” rang especially true in that moment.

I also had the pleasure of helping host a Spanish speaking focus group with west side residents where they shared how essential public lands are to the fabric of a community. It is where parents send kids after a long day of online school. And, for some working parents, parks provide an informal way for children to remain occupied while they are at work. On a more emotional level, a visit to a community garden is a way to reconnect with their heritage by being able to plant food or carry on traditions from their native countries. For others, having access to parks, trails, and open spaces was the most affordable way to recharge given stringent working conditions and schedules. Changes these residents wanted to see included having signage, activities, and programs that better reflected the diversity of the area. Amenity and maintenance improvements were also discussed, but a sense of belonging in all places was a key theme. Overall, it was a resident’s comment of, “El parque es de todos” or “The park is for everyone,” that made it clear that public lands are where people from all walks of life can come together to recharge and reconnect regardless of who they are. This is a powerful ideal for communities and decision-makers to grasp.

Like many systems in our society, public lands face issues of inequities in both access and amenities. Salt Lake City is ready to continue working with the community to identify ways to bridge these gaps and maintain these vital spaces. With this, I believe that the more we engage, the more we reflect, and the more we are willing to listen to and follow-up on unique ideas of what “Reimagine Nature” means to different people, the closer we will be to a public lands master plan that reflects the needs and best interests of everyone.

To learn more or contribute your input to the Reimagine Nature SLC Public Lands Master Plan, visit <https://www.reimaginenatureslc.com> or email info@reimaginenatureslc.com.

IN MEMORIAM: MARGARITA SATINI

*By Jake Fitisemanu, Jr., Associate Instructor,
University of Utah Ethnic Studies*



Margarita’s passing leaves an enormous hole in the heart of our community. She gave her mind, body, and soul to the work and anyone who was blessed to call her a friend is a better person for having known her. She was special because her service was genuine and her advocacy was fearless. She didn’t want to be known for her works, she never asked for the spotlight, she just wanted people to know that she cared, and that’s why she served, why she led, why she mentored. May we continue the work she dedicated herself to. May she rest with the ancestors.

Margarita died on October 27, 2020 from complications of a COVID-19 infection. She was just 50 years old.

Sharing Knowledge

UNP HONORED FOR COMMITMENT TO COMMUNITY ENGAGEMENT

By Amanda Finlayson
Development Director, UNP



Staff at UNP collaborated this past April to write a proposal to the Association of Public and Land Grant Universities (APLU) for the W.K. Kellogg Foundation Community Engagement Scholarship Awards.

When we received notification that University Neighborhood Partners had been selected as a regional winner of the W.K. Kellogg Foundation Community Engagement Scholarship Award, I could not recall why. I remember thinking, "Did we apply for that?" The fog of months of quarantine and working from home had relegated the process to a distant memory that seemed to have happened years, not months, prior.

The regional award qualified us to compete for the C. Peter Magrath Award for Community Engagement. We embarked on the fun and creative process of producing a video that would condense UNP's near 20 years of work into 2 minutes. UNP hired Charney Heimuli, a talented filmmaker, to do this. She collected footage, staff recorded Zoom interviews, Charney edited and designed, and a beautiful picture of UNP emerged. (*View the video on our website at <https://partners.utah.edu/resources/videos/>*).

The APLU recognized UNP and the other three regional Kellogg awardees during a virtual celebration on October 13, at which time they shared our 2-minute video. Abdulkhaliq Barbaar, our Programs Director and long-time UNPer, accepted the award on the University of Utah's behalf. In addition, later that day, both Abdulkhaliq and Almaida Yanagui, UNP's Community Organizer & Assistant Partnership Manager, presented to a panel of judges to compete for the national C. Peter Magrath Award for Community Engagement. (*Read excerpts of the presentation in the next column*).

A week later, we received the notification that the University of Utah, as the home of University Neighborhood Partners, had received the C. Peter Magrath Award for Community Engagement. While this award carries with it the cache of national recognition for UNP and for the University of Utah, it also, perhaps more importantly, recognizes nearly 20 years of enriching, hyperlocal community partnership work.

The University of Utah collaborated with SLC's west side from 2001 through 2003 to form University Neighborhood Partners. Both the Kellogg and Magrath awards recognize UNP's continued work to advance community engagement

through the convening of university, residents, and local organizations and institutions in ongoing efforts to address resident-identified priorities in education, leadership, and community capacity and wellbeing.

For the past 15 years, I have witnessed remarkable achievements that changed how the University and community work together. I have seen them develop authentic relationships that are mutually beneficial. I have seen faculty and community leaders develop curriculums together and co-teach courses. I have seen faculty and residents co-create knowledge by becoming co-researchers around resident-identified issues and becoming co-authors in published articles. I have seen faculty and community leaders present at local, national, and international conferences regarding the importance of community voices and engagement. I have seen community residents feel a sense of belonging at the University. I have seen the University's commitment to bringing together faculty, staff, students, and community residents in reciprocal learning, action, and benefit.

We say in Somali, "far shaleethiye fool mydhygaasy." Through authentic engagement we have been able to become *ONE* community that is working together to decrease systemic barriers to higher education and create vital connections and opportunities for everyone.

~ Abdulkhaliq Barbaar

Throughout the many years I have worked with UNP, the one thing that has resonated with me the most is the process of Change. Change is a process that does not happen overnight. Change does not happen if you stand alone. Change happens when many voices come together. Change happens through collaboration and partnership work. Change is created through team effort. Change happens when you move from *I* to *WE*.

Change has taken place at the University of Utah and in Salt Lake City west side neighborhoods. I have seen and been a part of parents, teachers, and administrators coming together for the improvement of our schools. Parents taking on leadership roles, working side by side with partners as researchers to build partnerships that make change a possibility in our communities. Partnerships that support our youth, partnerships that support our families, partnerships that support our community.

~ Almaida Yanagui

Communication

A PARTNERS IN THE PARK MAKE OVER

By Paul Kuttner, Associate Director, UNP



UNP staff members distributing PIP resource bags.

This year, Partners in the Park (PIP) got a COVID-era makeover.

Near the beginning of the pandemic, over 50 UNP staff members and partners met on a Zoom call to answer a question: What do we do about

Partners in the Parks (PIP)? We could no longer gather hundreds of people in west side parks to celebrate, eat, listen to music, connect with local resources, and build relationships. However, it was perhaps more important than ever to make sure people had good information and resources, and that people felt connected instead of isolated in their homes.

The result? Partners in the Park(ing) Lot. UNP staff and partners ran three drive-thru events in parking lots across the west side. Hundreds of visitors came by to pick up gift bags, filled by the Community Advocate Network with donated food, protective equipment, activities, and multilingual health resources. Many also took the US Census from their cars, all while listening to the music from DJ Juan's tent. These events were announced earlier in the week with car parades through the neighborhoods, featuring the beautiful vehicles of Classic Lowriders of Salt Lake. Residents came out of their houses to wave and clap for these unexpected visitors.

In the end, these were the most ambitious PIP events ever. It took the dedicated work of all UNP Staff and so many partners to plan and run it all. Even University of Utah's President Ruth Watkins and Associate Vice President Dan Reed joined us to load bags into cars. In the midst of isolation, struggle, and despair we enjoyed the chance to see one another and connect, if only briefly.

Learn more about PIP at <https://partners.utah.edu/partners-in-the-park/>. We'll begin planning for summer 2021 soon!



Dan Reed and Jenny Mayer-Glenn at a PIP drive-thru.



Ruth Watkins and Abdulkhaliq Barbaar placing a resource bag in a family's car.



A member of Classic Lowriders of Salt Lake.



One of the three PIP car parades.

PARTNERSHIPS

July 1, 2019 - June 30, 2020

Current Partnerships Located Off the Map

UNIVERSITY OF UTAH

LOWER CAMPUS
Urban Research Based Action Network (URBAN)

COLLEGE OF SOCIAL WORK
Case Management Certificate Course

CONTINUING EDUCATION & COMMUNITY ENGAGEMENT PATHS

GARDNER COMMONS
Pacific Islander Studies Initiative

ONLINE/VIRTUAL

104Youth\Gendale in Action
Bridge Training Clinic
Case Management Certificate Course
Certified Peer Support Specialist Training
CTC Coalition/Spy Hop
Healthy Schools Healthy Families
Bases y Fundamentos
Mestizo Arts & Activism Collective
Science in the Parks
URBAN Research Based Action Network
Voices of Glendale
Westside Studio
Westside Leadership Institute (WLI)
Fundamentals
Startups
Workshops
Youth Teaching Youth: Dark Skies
Youth Voices

OTHER OFF MAP LOCATIONS

STATEWIDE
12-Step Program Meetings

LATINO BEHAVIORAL HEALTH SERVICES (LBHS)
Bases y Fundamentos
Certified Peer Support Specialist Training
Emotional Intelligence
Mental Health First Aid
QPR
SOSA Support Group
Unidos por la Recuperación Support Group Recovery Mentorship

USARA
Peer to Peer

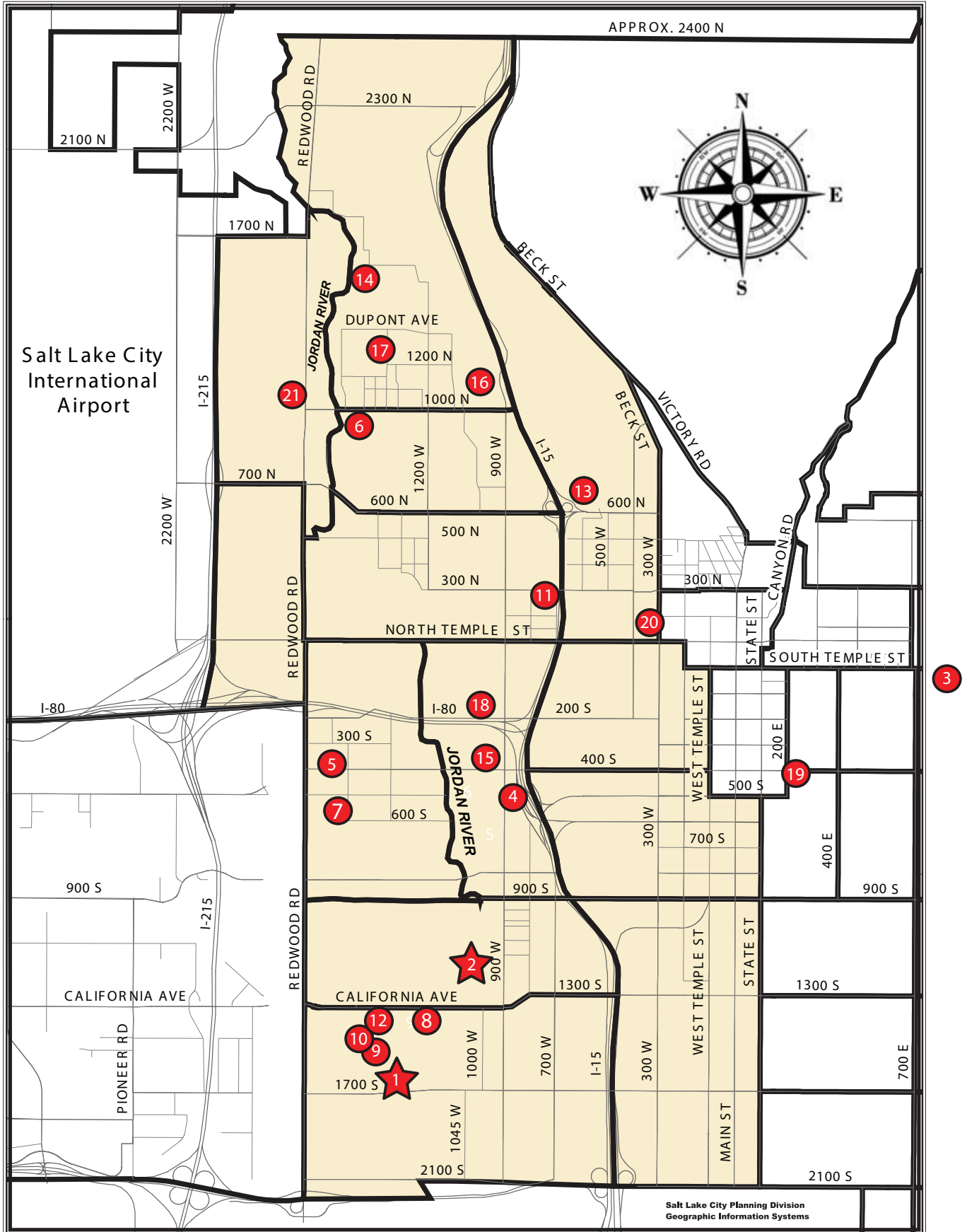
Current Partnership Locations MAP KEY

- 1** UNP HARTLAND PARTNERSHIP CENTER
Adult Education
Bridge Training Clinic
Bridging Borders Collective
Citizenship
Community Advocate Network
Community Resident in Action
Early Childhood Education & Head Start
Grow Your Own Educators
Hartland Community 4 Youth & Families
Hartland Education Pathways Initiative
Hartland Free Mental Health Clinic
Hartland Landscaping & Outdoor Classroom Development
Hartland Resident Committee
Hartland Youth Center
Integrative Health
Karen Student College Pathways
Kaimana (CFES)
Language Acquisition (ESL Classes)
Familia a Familia (LBHS)
Peer to Peer (LBHS)
Mobile Medical Clinic
MSW Clinical Licensure Study Group
New American Academic Network
Our CASA College Lounge Network
Parents Learning with Kids (Head Start)
Partners in the Park(ing) Lot Drive-thru
Rising Scholars (formerly GoGirlz)
Samoan Language Class
Trauma Informed Schools
Walk-In Center
Westside Youth Sports Initiative
WLI Startups
Youth Community Advocates
Youth Dance & Theatre Arts Program
Youth Voices

- 2** UNP HOUSE
Community Advocate Network
Pathways to Leadership
Youth Community Advocates
- 3** BRYANT MIDDLE SCHOOL
Family-School Collaboration Design
Research Project
- 4** CHAPMAN LIBRARY
Community Scholar in Residence
- 5** EDISON ELEMENTARY SCHOOL
Partners in the Park(ing) Lot Drive-thru
Community Advocate Network
Youth Community Advocates
- 6** ESCALANTE ELEMENTARY SCHOOL
Family-School Collaboration Design
Research Project

- 7** GLENDALE NEIGHBORHOOD
Partners in the Park(ing) Lot Car Parade
Youth Community Advocates
- 8** GLENDALE LIBRARY
Utah Education Alliance
West View Teen Newsroom
- 9** GLENDALE MIDDLE SCHOOL
Bridge Training Clinic
Truth Cypher
- 10** GLENDALE-MOUNTAIN VIEW
COMMUNITY LEARNING CAMPUS
104Youth\Gendale in Action
WLI Fundamentals
- 11** MARY W. JACKSON ELEMENTARY
SCHOOL
Mestizo Arts & Activism Collective
- 12** MOUNTAIN VIEW ELEMENTARY
SCHOOL
Bridge Training Clinic
Hartland Community 4 Youth & Families
- 13** NEIGHBORWORKS SALT LAKE
Westside Coalition
- 14** NORTHWEST MIDDLE SCHOOL
Family-School Collaboration Design
Research Project
Partners in the Park(ing) Lot Drive-thru
Westside Studio
- 15** POPLAR GROVE NEIGHBORHOOD
Partners in the Park(ing) Lot Car Parade
Youth Community Advocates
- 16** ROSE PARK NEIGHBORHOOD
Partners in the Park(ing) Lot Car Parade
Youth Community Advocates
- 17** SALT LAKE CENTER FOR SCIENCE
EDUCATION
Family-School Collaboration Design
Research Project
Youth Teaching Youth: Dark Skies
- 18** SUGAR SPACE ARTS WAREHOUSE
West Side Arts Partnerships
- 19** UTAH STATE BOARD OF EDUCATION
Belonging Schools Initiative
- 20** WEST HIGH SCHOOL
Casa Quetzalcoatl & Imaginemos
- 21** WESTPOINTE NEIGHBORHOOD
Partners in the Park(ing) Lot Car Parade
Youth Community Advocates

PARTNERSHIPS MAP



PARTNERS

July 1, 2019 - June 30, 2020

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 Quetzalcoat/Imaginemos
 Catholic Community Services of Utah
 Center for Documentary Expression and Art
 Centro de la Familia de Utah
 Child and Family Empowerment Services, LLC
 Comunidad Materna en Utah
 Community Advocate Network
 Community Development Corporation of Utah
 Comunidades Unidas
 Enriching Utah Coalition
 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
 Mentes Activas Utah
 Mesopotamian Community of Utah
 Mestizo Arts & Activism Collective
 Mestizo Institute of Culture & Arts
 Molina Healthcare
 MOSAIC Interfaith 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
 PIKZAR (Pacific Islander Knowledge 2 Action Resources)
 Planned Parenthood Association of Utah
 Prevent Child Abuse Utah
 Public Lands Interpretive 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
 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
 Mountain View Elementary School
 Northwest Middle School
 Office of Family-School Collaboration
 Rose Park Elementary School
 Salt Lake Center for Science Education
 Salt Lake Education Foundation
 West High School
 SALT LAKE COUNTY
 Health Department
 Lead Safe Housing
 Northwest Community Center
 Northwest Recreation Center
 Mayor's Office of Diversity & Inclusion
 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
 School LAND Trust
 Utah Courts
 Utah State Board of Education
 Utah Tobacco Prevention and Control Program
 Science in the Parks
 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 Coalition of La Raza
 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 Neighborhood Alliance
 Rose Park Community Council
 Westpointe Community Council
 West View Media
 Workers Compensation Fund
 YWCA

UNIVERSITY OF UTAH PARTNERS

Admissions
 Alumni Association
 Bennion Center
 Community Engaged Scholars Student Programs
 Campus-Community Food Justice Research Team
 College of Architecture + Planning
 City & Metropolitan Planning DesignBuildSALT LAKE
 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
 School of Music
 Department of Film and Media Studies
 Masters of Arts in Teaching - Fine Arts
 College of Health
 Interpreter Services
 Occupational and Recreational Therapies
 Utah Poison Control Center
 University Neuropsychiatric Institute
 College of Humanities
 Asia Center
 Latin American Studies
 Middle East Center
 Writing & Rhetoric Studies
 College of Nursing
 College of Science
 Center for Science and Mathematics Education
 College of Social & Behavioral Science
 Family & Consumer Studies
 Master of Public Administration
 Political Science
 Environmental & Sustainability Studies
 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
 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
 Equity, Diversity, & Inclusion
 Diversity Scholars
 Pacific Islander Studies Initiative
 Office for Global Engagement
 Office of the President
 Office of Undergraduate Studies
 Office of the VP for Research
 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
 Health Equity, Diversity & Inclusion
 Redwood Clinic
 South Main Clinic
 Sugarhouse Clinic
 Utah Muesum of Fine Arts
 Women's Resource Center
 Rising Scholars

ADDITIONAL HIGHER ED PARTNERS

Association of Public & Land-Grant Universities
 Coalition of Urban and Metropolitan Universities
 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
 Michigan State University
 College of Education
 University of Nebraska-Lincoln
 College of Education and Human Sciences
 URBAN Research-Based Action Network

FUNDERS & DONORS

July 1, 2019 - June 30, 2020

\$50,000+

Scott W. & Betsy D. Thornton

\$40,000 to \$49,999An Anonymous Family Foundation
University of Washington's College of
Education**\$30,000 to \$39,999**Brent and Bonnie Jean Beesley
Foundation
George S. & Dolores Doré Eccles
Foundation**\$20,000 to \$29,999**

United Way of Salt Lake

\$10,000 to \$19,999Herbert I. and Elsa B. Michael Foundation
Salt Lake Education Foundation
Sorenson Legacy Foundation
Synchrony Financial**\$5,000 to \$9,999**Lawrence T. and Janet T. Dee Foundation
Marriner S. Eccles Foundation
Roger M. and Mary F. Lowe
Rocky Mountain Power
SelectHealth
U.S. Bank Foundation
Wells Fargo Foundation
Joan S. & Harold H. Wolf**\$2,500 to \$4,999**The Castle Foundation
Henry W. & Leslie M. Eskuche Foundation
Salt Lake City ACE Fund
University Federal Credit Union
Utah Division of Arts & Museums**\$1,000 to \$2,499**Anonymous
Arthur D. & Mary Jo Broom
Barbara I. & Dennis J. Crouch
Harriett M. & Raymond F. Gesteland
Jennifer A. Mayer-Glenn & Jon R. Glenn
Christopher P. Hill & Jacqueline
Wittmeyer**\$1,000 to \$2,499 cont...**Robert P. & Dixie S. Huefner
The Leta Family Philanthropic Fund
Jeannine S. Marlowe & Dana Carroll
Neighborhood Centers, LLC
Lynda H. & Gary M. Oderda
C. Dale and Susan R. Poulter
Rocky Mountain Power Foundation
Douglas E. Rollins & Cathleen C.
Cunningham
Salt Lake City Arts Council**\$500 to \$999**Bears Bulls & Boars Investment Club
Edward H. & Margaret Mayer
Sarah Morton Taggart & Steve Taggart
Susan M. Olson & Paul S. Kelley**\$250 to \$499**Todd G. Andrews
Irene S. Fisher & A. Craig Hansen
Carolyn G. & Peter J. Kowalchik
Paul David Majnik
Laura Snow Prosper & Pierre-Richard
Prosper
Karla Rogerson**\$100 to \$249**Anonymous
dawn aoki
Frederick R. Adler & Anne Collopy
Barbara B. Brown & William H.
Hanewinkel
Shauna M. & Thomas A. Carl
Elaine Clark
John C. & Patricia A. Clay
Amy & Bill M. Cutting
Katie Donoviel
Amanda K. Finlayson & Darrell J. Moore
Douglas J. Hasbrouck
Hiro & Elaine M. Iwasaki
Mireille Karam
Ellen & David D. Knell
Frances Luehrs
Isabel Teresa Molina-Avella
Jennifer Newell & Steve Anjewierden
Maude E. & Van B. Norman**\$100 to \$249 cont...**Katherine M. Rubalcava
Adam G. Saxby
Louisa A. Stark & David Mastronarde
Steven Ross Sternfeld
Aster S. Teclé & Aynealem Marcos**\$50 to \$99**Victoria Panella Bourns & Robert Paul
Bourns
Kayleen Cameron
Marcia C. Dibble & Paul L. Ketzle
Sheryl D. Gillilan
Lorraine O. & Daniel T. Jackson
Judith Ann Oki**\$1 to \$49**Anonymous
Katie A. & Ryan Carreau
Dhiraj Veer Chand
Marissa L. Diener & F. Christopher
Yannelli
Linda P. & Michael A. Dunn
Kushal Gautam
Bryan Smith Gibson & Pamela A.
Silberman
Gerardo Hernandez
Rebecca Horn & Stanley T. Holmes, III
Christina-Mai & Eric Just
Robert F. Maturana
Julie & Ben M. McAdams
Nicole Gina Morgan
Ed A. Muñoz
Bruce A. Neumann
Kelly Ann & Terrel William South, Jr.
Andi Witczak
Heidi & Todd Woodbury

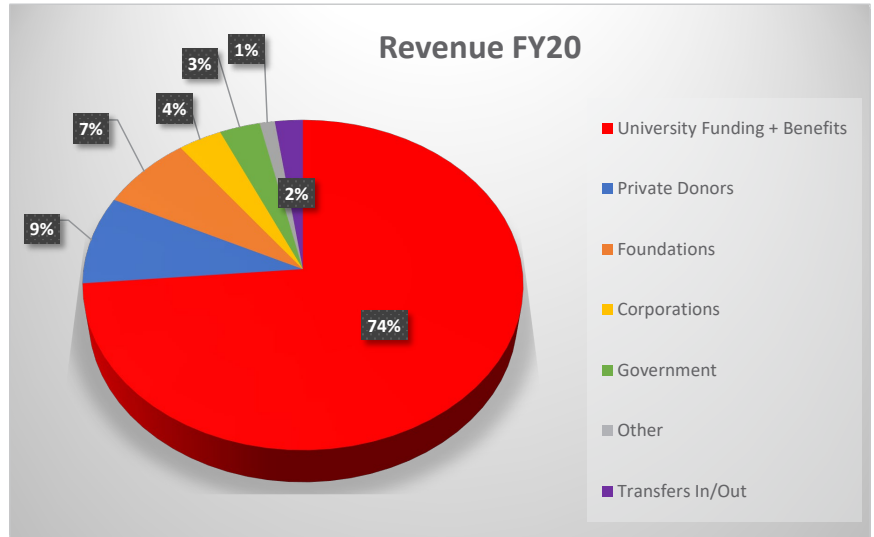
We apologize for any inadvertant omissions. Please contact a.finlayson@partners.utah.edu with corrections or inquiries.

FINANCIAL REPORT

July 1, 2019 - June 30, 2020

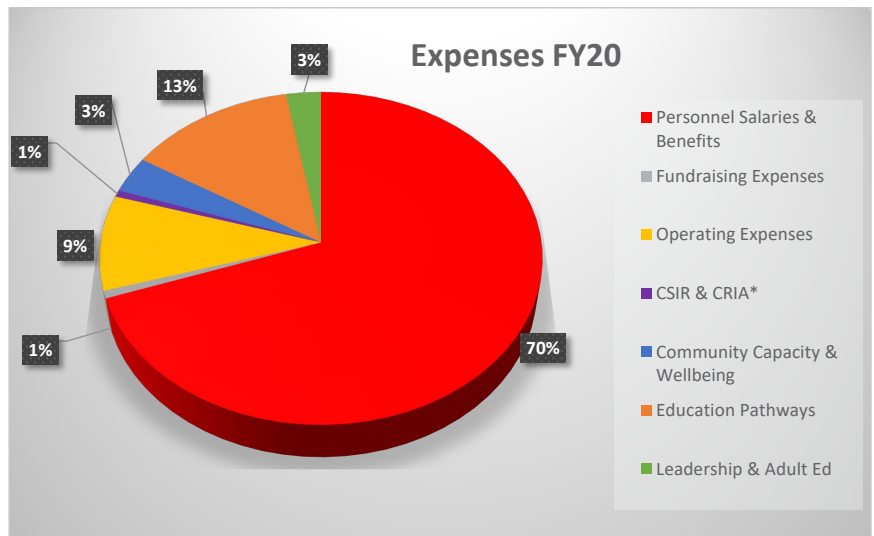
FY20 REVENUE

University Funding + Benefits	1,227,260	74%
Private Donors	144,136	9%
Foundations	124,489	7%
Corporations	58,639	4%
Government	54,560	3%
Other	20,304	1%
Transfers In/Out	37,455	2%
Total Revenue:	1,666,843	



FY20 EXPENSES

Personnel Salaries & Benefits	1,125,838	70%
Fundraising Expenses	11,655	1%
Operating Expenses	149,151	9%
CSIR & CRIA*	10,465	1%
Community Capacity & Wellbeing	57,325	4%
Education Pathways	216,439	13%
Leadership & Adult Education	45,093	3%
Total Expenses:	1,615,967	



*Community Scholar in Residence & Community Resident in Action.

Note: excess revenue carried over from this past fiscal year is earmarked for the current fiscal year's remaining construction costs incurred by the development of the exterior space around the UNP Hartland Partnership Center (see pages 6 and 7).



UNP has shifted some of our work to direct service since March 2020, in response to community-identified needs. We have also continued much of our active partnership work while implementing adaptations for community safety. COVID-19 hit Salt Lake City's west side neighborhoods particularly hard, heightening ongoing disparities in healthcare, housing, employment, and education. Fortunately, because of the years of relationships we have built with community members, UNP has been able to bring community and larger systems together to work to meet many of those community-identified needs. To financially support UNP's ongoing work, please email a.finlayson@partners.utah.edu or visit <https://giving.utah.edu/imaginewheights/university-neighborhood-partners/> to donate.

UNP ADVISORY BOARD

2020-21 Academic Year

Angela Doan, Co-Chair*Assistant Attorney General, Utah Attorney General'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***Erin Carraher***Director of Strategy & Partnerships, Equitable Housing & Livability Institute & Associate Professor of Architecture, University of Utah***Elaine Clark***Professor, College of Education, University of Utah***Weston Clark***Director of Community Outreach, Salt Lake City Mayor's Office***Sean Crossland***Director, Thayne Center for Service & Learning, Salt Lake Community College***Adebimpe Idowu 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***Katie Donoviel***Associate Director, English Skills Learning Center***Inoke Vea 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***Emma Houston***Special Assistant to the Vice President for EDI - Engagement and Program Development, University of Utah***Karla Jimenez***West Side Resident***John Marfield***Executive Director of Admissions, University of Utah***Dean McGovern***Director, Bennion Center, University of Utah***Flor De María Olivo***Program Coordinator, Women's Resource Center, University of Utah***Mario Organista***West Side Resident & Advisor, PACE Scholarship Program, Salt Lake Community College***Ken Perko***Assistant Director, Youth & Family, Sorenson Unity Center***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***Community Outreach Manager, University of Utah Health***Brett Steadman***Facility & Program Manager, Northwest Recreation Center***Christine Tuifua***West Side Resident & Paraprofessional, Glendale Middle School***Jasmine Walton***Community Engagement Coordinator, NeighborWorks Salt Lake***Jen Wilson***Community Manager, Health Equity, Diversity, & Inclusion, University of Utah***Andi Witczak***Associate Director for Community Engaged Learning, Bennion Center, University of Utah*



FAREWELL TO A BELOVED COMMUNITY MURAL

By Kate Rubalcava, *Chief Executive Officer, Utah Nonprofits Association & West Side Resident*

In 2014, west side residents, working with University of Utah students, explored many community-based projects and settled on applying for a Salt Lake City Corporation grant to paint a mural. I had the pleasure of managing the project at the time. Because the iconic pool house building adjacent to the skate park at Jordan Park was boarded up, vandalized, and unused for many years, if not decades, it was selected as the canvas for this mural. By the time we were awarded the grant, the University's semester had ended. Therefore, the leadership and execution of the project was left to west side residents and community-based organizations. The beginning stages of the design came from west side youth who provided sketches and feedback about our community. Then, designs were rendered and several rounds of community feedback sessions formalized the final renderings. Following months of planning and design, approval was sought from the Glendale Community Council, Salt Lake City Arts Council, and elected officials - all of whom were unanimously supportive of the design and process.

Recently, the pool house was demolished without notice or fanfare. I was sad when I saw the blank space. However, it recalled all of the memories of the time spent creating the mural. Friendships were developed. Community came together. History was made. This was

the first project of its kind for Salt Lake City's west side. This project brought so many of us together and paved the way for this kind of beauty to be a standard practice in public spaces. It was a monumental achievement for the arts on the west side.

Special thanks to all west side residents who helped design and paint the mural the community enjoyed for several years; to Justin Johnson, Ashley Kinser, Ryan Worwood, and Nick Jones who, as artists, saw the vision and made it a reality; to NeighborWorks Salt Lake for covering the insurance fees required for the project; to Fortitude Treatment Center, Hartland Community 4 Youth & Families, and Latinos in Action for helping to prep the building for the big community paint day; and to Salt Lake City for allowing art to be made and enjoyed!

JORDAN PARK POOL HOUSE MURAL BY THE NUMBERS

- Volunteers - 248
- Volunteer Hours - 744
- In-Kind Volunteer Contributions - \$13,526
- Community Donations - \$2,000
- Grant Award from Salt Lake City - \$8,015
- Total cost of the project - \$23,541



REMOTE LEARNING SUPPORTS FOR FAMILIES

By Abdullah Mberwa, *Youth Center Coordinator*, UNP & Bryant Baird, *Teacher*, Glendale Middle School

The following interview illustrates an ongoing collaboration between UNP and Glendale teachers to support local families during remote learning and school closures.

1 Even though schools have primarily switched to online learning, what classes continue to be hosted in the school, and for whom? Why is this important?

At Glendale Middle School, some students are coming in for live instruction and learning. For instance, one group is the English Language Learners who are Newcomers, Level I and Level II. This group consists of 32 students who are divided into groups of eight. They socially distance while in class, and eat breakfast and lunch in their classrooms. Each desk has a protective shield. All students wear masks, and masks are provided. They are encouraged to wash hands frequently, and hand sanitizer abounds in the school. They have four classes daily: Math, English Language Arts, English Language Development, and alternating P.E. and Music.

Live instruction for these students is important – they need to learn in English and in-person. Being able to hear English improves their ability to speak and write it. Students can also borrow electronic devices to use in class and at home. Most have home internet access. However, not all have access to assistance with online instruction in their homes and many lack the guidance necessary to use English to navigate their assignments and class work.

2 How has the UNP Hartland Youth Center Coordinator collaborated with faculty and staff at Glendale to continue supporting families?

Abdullah is available to help us guide the students and their families in this endeavor. He conducts home visits, and provides school and behavioral support. Whether the need is social, emotional, behavioral, or academic, Abdullah continues to assist students and families during this time.

3 Thinking over these last few months, what are some of the most important highlights, challenges, and successes that you have experienced teaching and supporting families? Is there a story that you could share?

Students are amazing and seem to roll with and navigate these changes with positive attitudes and zero push back. They enjoy the connectivity and respond energetically. Since September, students are speaking, reading, writing, and listening in English at higher levels. Some who have struggled with reading before are reading and are excited to read. On one occasion, when students were asked to read aloud, one student was so excited that he stood on his chair and read proudly and loudly.

It has also been fun to watch friendships develop among them. Students of different ethnicities are becoming best friends and teaching each other phrases in their native languages.

The P.E. teacher offers a bike club, which the students love. All are riding bikes. And, one student who had never been taught to ride a bike has learned. Many of the students ride their own bikes to school. One girl gives another girl a ride home on her bike each day.

These small classes allow teachers to focus more attention on individual students and support each student's learning more effectively. As a result, these students are flourishing.

4 Are there other thoughts and details you would want to share about why working flexibly and creatively with the school community is important?

During this unprecedented time, three words come to mind: patience, flexibility, and grace. Keeping everyone safe and learning is no easy task. The way things have been done traditionally does not always work under these new circumstances, and looking beyond for solutions helps us all adjust to the situation quickly and more effectively.



A COMMUNITY COMING TOGETHER

University Neighborhood Partners (UNP) Long-Range Plan 2019–2024

UNIVERSITY OF UTAH
STRATEGIC GOALS

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.

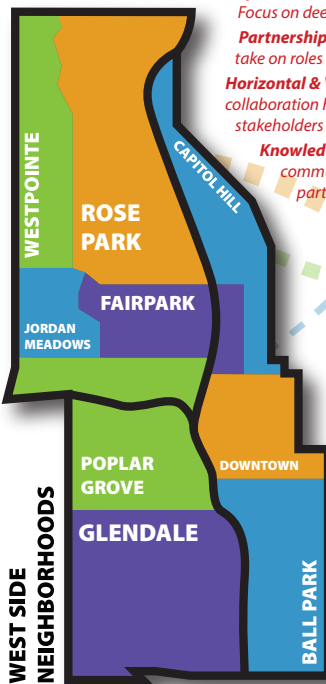
KEY INDICATOR
of active, collaborative connections within and across partnerships

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 UofU and SLCC

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



UNP'S COMMITMENTS TO ANTI-RACISM

1 Center the voices and leadership of Black people, Indigenous people, and People of Color. It is especially important for those of us in predominantly white institutions to listen, learn, and take the lead from communities of color. It is about more than just surveys, or token committee positions, or asking for input just to dismiss it when real decisions are made. It is about hiring, promoting, and certifying People of Color as vital professionals. It is about supporting organizations and businesses run by People of Color. It is about working in true partnership — humbly, bravely, and with an open heart — to share knowledge and create solutions together.

2 Have honest conversations about structural racism with our colleagues, friends, children, students, and relatives. We may feel uncomfortable, or afraid, or unable to find the right words. We might make mistakes. But we cannot be silent. We have to face the uncomfortable truths inside us. We have to equip the next generation to deal honestly and effectively with the reality of racism. Too often, the burden of speaking the truth of racism is left only to People of Color. It is everyone's responsibility.

3 Educate ourselves about anti-racist work in Utah and around the world. While this moment of protest began very suddenly, the work of anti-racism has been going on for a long time. Those of us who are new can begin by supporting and learning from experienced educators, organizers, artists, and others who have been doing this work. This way, we avoid harming or hijacking the very efforts we seek to support. There are numerous resources, educational materials, proposals, and calls to action that can help us get started. We have listed some below. In this country we have the hard-won right to protest and criticize those in power — we protect that right when we exercise it.

4 Investigate our institutions and how they reproduce structural racism. For UNP, that means understanding that the history of the university system is intertwined with the history of colonialism and slavery. It means questioning how and whom we hire, contract with, and accept into academic programs. It means questioning which kinds of knowledge we legitimize in classrooms and which we do not. It means ending extractive research on communities of color and engaging in equitable research with and by communities of color. Whether we are teachers or police officers, social workers or business people, we have the power to start these conversations in our institutions.

MAAY: NOLOLY MITHOWKY MUHIIMU

काला जीवन मायने रखता है।

LAS VIDAS NEGRAS IMPORTANTAN

E TAUA LE OLA O TAGATA ULI

مهمه السمراء البشره ذوي حياة

कला जातको जन्दिगीको महत्व छ ।

MAHALAGA ANG BUHAY NG MGA TAONG ITIM



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



THE UNIVERSITY OF UTAH

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

UNIVERSITY NEIGHBORHOOD PARTNERS

MISSION

University Neighborhood Partners 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.

