

University Neighborhood Partners Network Evaluation 2020–2021



**Prepared by University Neighborhood
Partners with support from the Utah
Education Policy Center**





A Community Coming Together

University Neighborhood Partners brings together University of Utah and west side Salt Lake City people and resources in reciprocal learning, action, and benefit. Please visit our website for more information: <https://partners.utah.edu>

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Cover photo: Youth canoeing down Jordan River in Salt Lake City as part of a program with Hartland Community 4 Youth and Families. Photographer: Peter Vordenberg

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Introduction

University Neighborhood Partners (UNP) was created in 2001 as a collaboration between the University of Utah and west side Salt Lake City neighborhoods. UNP builds community-campus partnerships that address resident-identified issues and opportunities while contributing to knowledge building and student learning.

UNP is first and foremost a convener. UNP brings together west side residents, higher education, and local organizations and institutions and supports them in identifying shared goals and working together. UNP is proactive in centering voices that have historically been marginalized in decision-making spaces and investing in the processes of relationship building and equitable collaboration. Over the years, UNP has supported a powerful network of leaders, organizations, departments, and others committed to the university and west side communities. It is this larger “UNP Network” that is described in this report.

UNP is a university department with a staff of 16, many from the communities with which UNP works. Its main office is in the Glendale neighborhood, bordering Jordan Park and the Jordan River. UNP also oversees the UNP Hartland Partnership Center, a 10,000 square foot building that houses a walk-in center, youth center, startup incubator, and other community-campus partnerships addressing health, housing, employment, education, leadership, and citizenship.

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.

Values

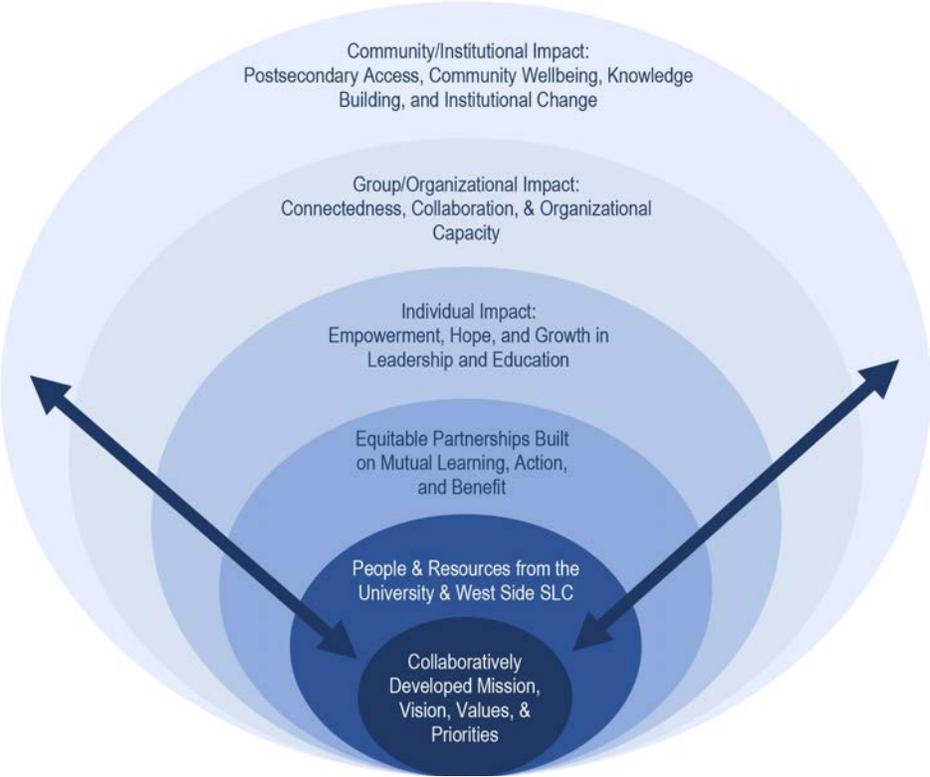
- UNP is committed to mutual respect, empowerment, and learning rooted in diverse life experiences.
- Understanding and knowledge are furthered by the open, active, and mutual sharing of information and resources.
- Multiple kinds of knowledge and life experiences are central to address social, community, 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.

Network Evaluation Framework

UNP does not run programs led by staff. Rather, UNP is a catalyst, convener, and backbone organization for a large and growing network of partners and partnerships. Networks like this offer unique challenges for evaluation because, 1) they involve large numbers of people who may enter or leave the network at different times; 2) decision making is decentralized and projects are member-driven; and 3) the most important impacts have multiple causes and are difficult to define ahead of time.¹

In response, UNP has adopted a “network evaluation” approach that looks at the strength and vitality of the network itself, as well its expected and unexpected impacts. We use the logic model below, inspired by ecological systems theories.² Rather than a linear process, we conceptualize impact as spreading outward from UNP’s collaboratively-developed core mission, vision, and values. Around this center of gravity, UNP convenes people and resources and supports equitable partnerships rooted in mutual learning, action, and benefit. The effects of these partnerships “ripple” outward across system levels. Those changes, in turn, impact and inform the evolution of UNP’s network.

An (Eco)Logic Model for the UNP Network



¹ Network Impact & the Center for Evaluation Innovation. (2014). *A Guide to Network Evaluation*. Retrieved from <https://www.networkimpact.org/the-state-of-network-evaluation-a-guide/>

² Bronfenbrenner, U. (1992). *Ecological systems theory*. Jessica Kingsley Publishers.

Strategic Priorities

This report is organized around UNP’s four strategic priorities. These priorities were developed through a community-engaged planning process that involved over 200 resident, university, and organizational partners, and are part of UNP’s 2019-2024 long-range plan (See Appendix A). By organizing the evaluation this way, UNP seeks to hold itself accountable to this plan and the partners that shaped it. (Priorities have been reordered to better align with our eco-logic model.)



Priority 1: Resident Leadership

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



Priority 2: Education Pathways

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



Priority 3: Interweaving for Deeper Impact

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



Priority 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.

Evaluation Questions

Attending to UNP’s systemic approach to engaging university and west side residents³ and the intentional development of collaborative partnerships and networks,⁴ the following evaluation questions guide data collection and analysis presented in this report. These questions were designed to capture the interrelated efforts to convene and broker partnerships across strategic priority areas and the degree to which outcomes are achieved over time.

1. In what ways has the UNP network seen the impacts of its strategic plan in the four key priority areas? Where are areas for improvement?
2. In what ways were the individual level, group/organizational level, and community/Institutional level outcomes achieved? Where are areas for improvement?
3. What factors (strategies, context, investments, inputs) contributed or detracted from the intended outcomes?

³ McNall, M. A., Barnes-Najor, J. V., Brown, R. E., Doberneck, D. M., & Fitzgerald, H. E. (2015). Systemic engagement: Universities as partners in systemic approaches to community change. *Journal of Higher Education Outreach and Engagement*, 19(1), 7-32.

⁴ Gajda, R. (2004). Utilizing collaboration theory to evaluate strategic alliances. *American journal of evaluation*, 25(1), 65-77.

4. What lessons were learned about the role of convening and brokering partnerships and networks that could be replicated or promoted?

Data Collection

To capture the complexity, dynamism, and unpredictability of the network, UNP is using a blend of qualitative, quantitative, collaborative, and arts-based data collection methods. This evaluation covers activities from June 2020 to May 2021.

Partner Survey

The partner survey is a five-minute online survey sent annually to all partners engaged with UNP-supported partners and partnerships. The survey, translated into eight languages, asks partners how their engagement has impacted or benefitted them, and about the quality of the collaboration. Respondents indicate which partners or partnerships they are involved with, and this data can be shared with partners to support their evaluation processes. This year we had 57 partners respond to our survey.

Staff Semester Report

Three times a year, UNP staff are asked to report on active partnerships — who was involved, what activities were carried out, and stories that speak to the partnership’s growth and impact.

Storytelling Workshop

Once a year, UNP brings together a small group of long-time partners to share and analyze their own educational and leadership trajectories, and how those trajectories have intersected with the UNP network. The workshop uses artistic creation to support multiple forms of storytelling. This year, the storytelling workshop took place on Zoom and used a story elicitation method called the River of Life (<https://steps-centre.org/pathways-methods-vignettes/methods-vignettes-rivers-life/>).

Community-Level Data

UNP works with the University of Utah, Salt Lake Community College, the Kem C. Gardner Policy Institute, and other partners to gather neighborhood-level data related to demographics, educational access, and community wellbeing.

Defining our Terms

PARTNERSHIP IS

Relationship & connection
Celebrating
An exchange of energy
Driven by trust & common goals
In tension between the whole
And its parts
Balancing and producing power
Toward mutual benefit
And transformation

– Poem by UNP Staff

What is a Partnership?

At its most basic, “partnership” in this report refers to **two or more people working collaboratively toward a shared goal, with support from UNP**. But it is much more than that. At its best, a partnership is a vibrant and active web of stakeholders collaborating around a common purpose. It is a healthy ecosystem, imbued with energy, made up of people representing west side neighborhoods, higher education, and formal organizations and institutions. It is a creative and evolving process of relationship building, experimentation, learning, and capacity building for all involved. It is aimed at producing sustainable solutions to, and knowledge about, pressing social issues. Partners share power and leadership roles in

a fluid manner, valuing the knowledge and rights of all involved while consistently centering the voices of west side residents most directly impacted by the issues at hand.

What is a Partner?

UNP challenges itself and other institutions to see all the individuals it engages with as PARTners — as PART of us. Being part of something means you belong and that you count. Institutions exist to serve society, and when we don’t value the contributions of every individual that makes up society it can lead to a few people being in control and making decisions for the greater society without input or participation. For the sake of this evaluation, we break down the idea of a partner into the following categories.

Partnership Lead

Partnerships create opportunities for many people to play leadership roles in design and implementation. When someone is currently playing one of these roles in a partnership we are tracking, we refer to them as a “partnership lead.” Without partnership leads, partnerships would be stagnant or on pause. Partnership leads may or may not represent a group, department, or organization.

Active Partner

A person that is currently engaged with a UNP-supported partnership. This includes partnership leads, but also people engaged in other ways — enrolling in a class, joining a research project, running an event, meeting one-on-one with staff. It is by engaging with our active partners that we move our shared work forward.

Partner

Partners are anyone connected to the UNP network. This includes active partners and also those who we have previously worked with, or who are just beginning to get connected and aren't sure yet how they want to engage.

Participation

Participation refers to the number of people who attend or benefit directly from partnership activities but who may not yet have a relationship with the network. Perhaps they received materials from a partnership, or attended a single large event.

Who are our Partners?

UNP works with three main groups of partners:

West Side Residents

People who live in, have lived in, have family in, or are otherwise deeply rooted in Salt Lake City's west side neighborhoods. Residents drive the agenda for partnerships and connect them with the knowledge, resources, and cultural wealth of their communities.

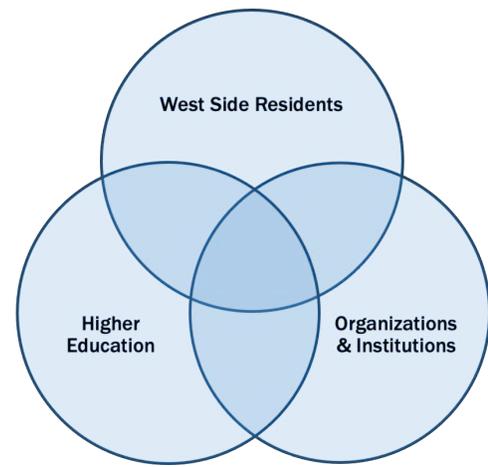
Higher Education

Faculty, staff, administrators, and students in postsecondary institutions. All higher education partners are connected with one or more “units” which include departments, divisions, centers, and offices. Higher education partners connect partnerships to scholarly research, student learning, and the resources of the university.

Organizations & Institutions

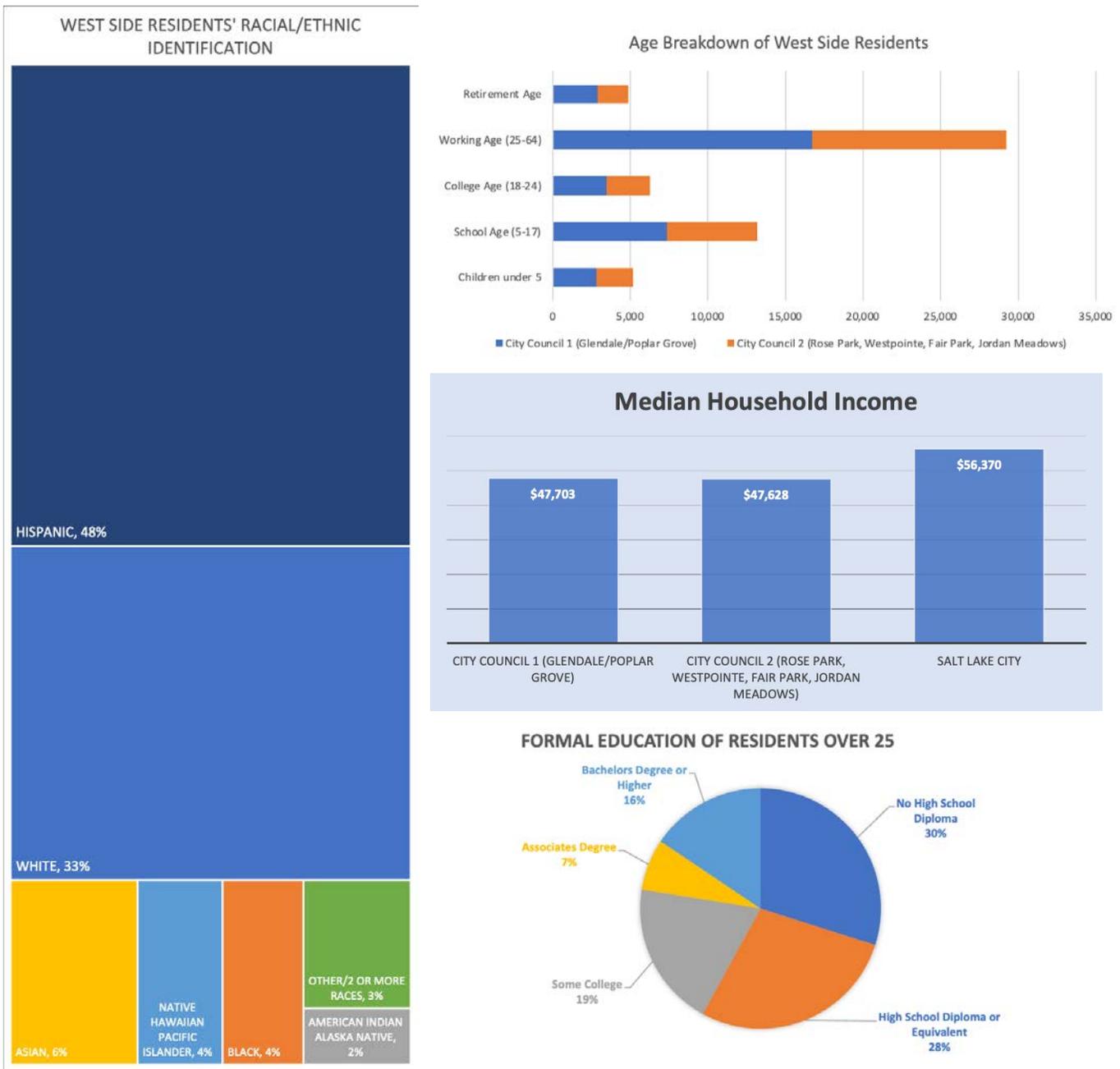
All collectively organized partners including agencies, government bodies, community-based organizations, networks, collectives, hospitals, schools, etc. The term **community-based organization** refers specifically to organizations run by residents and/or that have deep roots and relationships in west side communities. Organized partners bring resources and expertise to the table while helping to make the work sustainable or institutionalized.

As shown in the graphic above, these three groups often overlap — for example, when residents attend the university or work in local organizations. In fact, the more successful UNP is at “interweaving” between the university and west side neighborhoods, the more overlap there should be.



West Side Salt Lake City

At its founding, UNP was charged to work in seven neighborhoods on Salt Lake City’s west side: Rose Park, Glendale, Westpointe, Fairpark, Poplar Grove, and People’s Freeway. These areas are primarily within the 84104 and 84116 zip codes and represented by City Council Districts 1 and 2. These have remained UNP’s primary geographic focus, although the work of UNP’s partners and partnerships often extends beyond these boundaries. Below we share community-level data to give a sense of the makeup of the west side.⁵



⁵ Data from *SLC Data Book 2020* from the Ken Gardner Policy Institute, the Eccles School for Business, and the Salt Lake City Corporation. For a full table of data see Appendix B.



Priority 1: Resident Leadership

One of UNP’s core priorities is to support west side residents as leaders who will define and create the future of our community. Partnerships offer opportunities to both develop leadership capacity and practice leadership in a variety of forms, including participation in formal decision-making bodies, resident-led leadership networks, community-based organizations, research projects, and leading partnerships.

In this section, we look at indicators of, 1) residents’ individual growth as leaders, 2) individual and collective leadership in action, and 3) increased capacity of resident-led organizations. We also explore the importance of confidence and hope in leadership.

Individual Level: Leadership Development & Growth

Leadership & Leadership Development Opportunities

144

west side residents were partnership leads, helping to run UNP-supported partnerships. Residents accounted for 49% of all active partnership leads this year.

82

people enrolled in classes that focus on leadership development including the West Side Leadership Institute’s Fundamentals course, Latino Behavioral Health Services’ leadership training, Youth Voices, and Mestizo Arts & Activism.

SPOTLIGHT: AN EMERGING LEADER IN MENTAL HEALTH

Nata, a peer mentor with Latino Behavioral Health Services, has taken on a new leadership role. He is working in Murray School District, building relationships with students and offering peer support and referrals related to mental health and substance abuse. A former student and football player at Salt Lake Community College, Nata has transferred to the University of Utah to seek a bachelor’s degree in social work. Nata is biracial, LGBTQIA+, and an immigrant. He is a shining star in terms of his disposition, his commitment, his diligence, his leadership, and his faith that he will find opportunity and freedom here in the United States.

SPOTLIGHT: MOVING INTO POLITICAL LEADERSHIP

“My name is Luisa Auva'a Tupou and I am a second generation Samoan American. I had the opportunity to run for City Council in North Salt Lake, Utah. I decided to run for city council to bring to light many key issues regarding higher density housing projects approved for the west side of North Salt Lake, the need for more communication and transparency, and a more responsible approach to economic and social development for North Salt Lake.



“I was one of five candidates running for two open seats and was eliminated in the primary election on August second. I developed a great respect for those running in any capacity to serve the community. It was hard work organizing and planning, and I felt fortunate to meet so many families within my community.

“I hope to continue to serve in other capacities around planning and development within the community. I have since been fortunate to be awarded a scholarship with the Women's Leadership Institute specifically for the women's political development series which seeks to educate, inform, and inspire women to run for office in many different capacities. It has been life changing to be amongst other women who are driven and passionate about serving families and communities. I hope to continue to develop the experience that can further my development to better serve others.”

Confidence and Hope

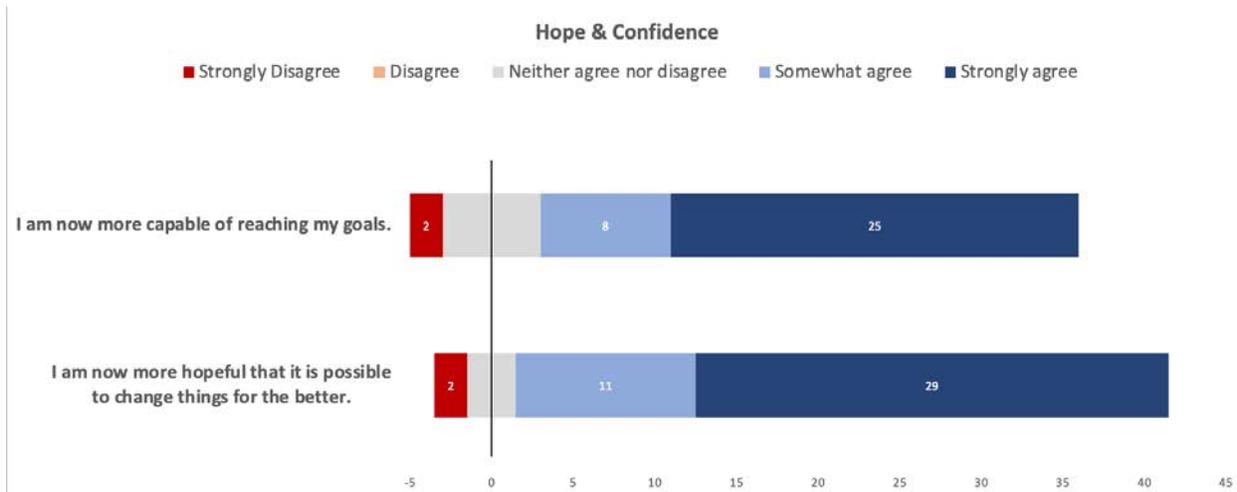
Confidence in your ability to achieve goals for yourself and your community, and the belief that such change is possible, are key factors in successful leadership.⁶ According to our survey:

72% of all partners reported that, through their participation in UNP-supported partners and partnerships, they were **more capable of reaching their goals.**

⁶ Luthans, F., & Avolio, B. J. (2003). Authentic leadership development. *Positive organizational scholarship*, 241, 258.

87%

of partners reported that, through their participation in UNP-supported partners and partnerships, they were **more hopeful that it is possible to change things for the better.**



Sample Survey Comments

- *“It was certainly insightful and provided a new lens to view the world and conversations revolving around matters I hadn't strongly considered before.”*
- *“Through the process, I've learned that change can be slow, but certainly a worthwhile and noble endeavor.”*
- *“For sure I have moved forward in my life journey better than years back.”*
- *“I think that working in collaboration is challenging and takes more time, however, it does bring hope and a renewed sense of optimism that permeates through those participating. This trickles into their environments and spreads across their networks which helps to make things better across the board.”*
- *“Through UNP I've got a lot of knowledge to use [with] my community.”*

CONFIDENCE & HOPE

A theme from our storytelling workshop with long-term partners was the importance of *confidence* and *hope* in growing as a leader and advancing one's education. Systemic barriers to education and decision making can cause a loss of confidence and hope, and make people less likely to take risks and embark on new things. However, through personal strength, relational support, and authentic opportunities, hope and confidence can be rebuilt.

Beam (Adebimpe) Deji-Olatunde was an experienced school administrator with a masters degree when she moved to the US from Nigeria. However, as an immigrant, she faced significant barriers to having her expertise recognized in the US. UNP staff like Sarah Munro encouraged her to return to graduate school but, after a series of “rejections and disappointments” she had reached a point when she “had lost hope of going back to college.”



People she'd met through UNP and her community encouraged her to take the GRE test for entrance to graduate school. As Beam explained, “Farah started encouraging me, and some other friends in the community, they started persuading me and appealing to me. Sarah said, ‘Beam, nobody's going to punish you even if you don't do well on the GRE, nobody knows it.’ I said, ‘Sarah, my master's degree was in 1999. My head, my brain is asleep. I cannot do it again.’ ...Then I thought about it, and I said ‘What is wrong with me? Let me just do it, let me try it...That is how I went back...UNP paid for my classes, I went every night and I did the GRE, I was surprised at my score. And that

motivated me.”

Beam wrestled with the decision to attend graduate school or to get a full-time job that would better help pay her bills. Colleagues continued encouraging her to apply to school, and eventually she enrolled in a doctoral program at the University of Utah College of Education. Now graduated, Dr. Deji-Olatunde is facing her next challenge: finding a job in the field.

She hopes to instill confidence in others through her work. “UNP is my family, because you don't know the relationship you have built with me. It has given me confidence, I have several friends that have built my confidence and it's not because i'm a coward, it was because I felt lonely...I'm looking for a job that will be satisfying because I want to make an impact, and I know I have a lot to offer people who have the same lack of confidence.

We are shaped by our environment. People lose their confidence for one reason or the other. Such reasons may include fear, lack of knowledge, loneliness, and rejection. So, empowerment is key to human development. In the little time I've spent at the University of Utah and with UNP my confidence has become strong. And now I'm already on my feet. I want to shake the world through impacting lives.”

PIVOTING DURING COVID: LEADERSHIP AND WELLBEING

West side Salt Lake City was disproportionately devastated by COVID-19, because of longstanding inequities in health, housing, employment, and the environment.⁷ One of the first things the UNP staff did in early 2020 was to reach out to one another and to the resident leaders they worked with to see how people were doing. Many leaders were facing sickness and death in their families, unemployment, housing insecurity, and other challenges while simultaneously trying to support their communities through the pandemic. In response, UNP focused on getting resources to resident partners so they could care for themselves as well as their communities. This included a direct support fund that distributed \$35,000 to residents unable to access federal support, in addition to offering one-on-one support and connecting people to mental and physical healthcare.

Group/Organization Level: Collective Leadership & Organizational Capacity

Leadership is not just a role held by individuals. At UNP, we support groups of residents acting collectively, whether through networks and partnerships or through more formalized community-based organizations.

SPOTLIGHT: COLLECTIVE RESIDENT LEADERSHIP

Members of the Community Advocate Network worked to make their voices heard in the debate over when to reopen Salt Lake City schools after the COVID-19 shutdowns. Through surveys and text messages, this network of west side families gathered and shared parent perspectives with the district and school board. They found that, while opinions varied, a significant majority of parents in their network preferred to keep schools closed to mitigate the devastating impact of COVID in their neighborhoods. Ultimately, through these voices and others, the school district agreed to continue with online learning.

⁷ New study shows Glendale and Rose Park hit hardest by COVID-19, July 3, 2020, Salt Lake Tribune, <https://www.sltrib.com/news/2020/07/03/new-study-shows-glendale/>

Organizational Leadership & Development Opportunities

- 33** community-based organizations played leadership roles in the UNP partnership network this year, including groups focused on health, education, recreation, immigration, advocacy, and the arts.
- 6** organizational partners took part in **Startups**, a partnership that supports resident-led nonprofit and for-profit organizations in building their capacity through resources, space, training, mentorship, and other opportunities.

Partners in Startups during 2020-2021



Comunidad Materna en Utah provides educational workshops in the community, specialized individual mentoring, and support through Doula services. CMU was founded by Mayra Sanchez, a graduate of the Case Management and WLI Fundamentals programs.



Pacific Autism Alliance is committed to those families and loved ones that have been blessed with lives within the autism spectrum. PAA has been working with Startups to receive 501(c)3 nonprofit status, which should be granted in the coming year.



Artes de México en Utah builds communities and a sense of belonging united by cultural connections through the appreciation and creation of art. This past January, Artes moved on from Startups and has opened up a new space in the Leonardo museum in downtown Salt Lake City.



Somali Bantus of Utah work to engage students in an experiential educational setting that leads to an increase in academic performance and preparation for postsecondary education while promoting the ideals of public service and social responsibility.



Club Ability envisions a world where people from all backgrounds can become full and active contributors to tomorrow's society through the use of technology, especially young people, females, racial and ethnic minorities, and those with special needs.

SERE

Shirley Madrigal, a leader with Latino Behavioral Health Services, has been working with Startups to launch a new organization, SERE, focused on health and wellbeing.

SPOTLIGHT: A GROWING COMMUNITY ORGANIZATION



Latino Behavioral Health Services (LBHS) moved into a new, larger, better equipped office this year. The organization saw a big increase in funding, including COVID relief funds, and was able to move volunteers into paid positions. Partly in response to COVID, LBHS increased its technological and human capacity to offer telehealth services for behavioral health, substance use, and suicide prevention.

SPOTLIGHT: CAPACITY BUILDING THROUGH SOCIAL WORK INTERNSHIPS

Every year, UNP Clinical Director **Julianne Rabb** supervises social work students from the University of Utah, doing their practicum/internship in the west side. Among many roles, these students carry out projects that build the capacity of local community-based organizations and partners. For example, students this past year created a hip-hop class at the UNP Hartland Partnership Center and an outdoor student club at Glendale Middle School.

This year, a new social work placement was created with long-running community partner **Hartland Community 4 Youth and Families (HC4YF)**, in partnership with the College of Social Work at BYU Hawaii. Rawinia M. Vaalu worked as an intern with the organization, helping to increase the organization's grant writing capacity, run a youth program to revitalize a local cultural landmark called the Peace Labyrinth, and create a curriculum for a stress-management course for youth called Foodie for Thought. The partnership will continue with a new student each year.



Reflections on Priority 1 Indicators

The indicators above reflect progress in supporting individual and organizational partners to build their capacity for leadership. Enrollment in leadership development classes decreased during COVID shutdowns. However, the data show that many individual and organizational partners did continue to make advances, adapting to the changing context. As in the case of Latino Behavioral Health Services, some also took advantage of new opportunities and funding made available during COVID.

In comparison with our previous (2019) evaluation, we've seen a slight increase in the number of residents playing leadership roles in partnerships (138 to 144). Given that the overall number of partnership leads decreased as partnerships went on hold during the shutdowns, this meant residents made up almost half of all partnership leads. This may reflect UNP's efforts to increase engagement with communities across the west side and ensure that residents are well represented among partnership leads. It may also reflect the fact that organizational and institutional programming decreased during the COVID shutdowns, while demand for bilingual residents to play bridging and navigational roles increased (see Priority 3).

Our storytelling workshop reinforced the importance of hope and confidence as critical to leadership development. We learned that hope and confidence can decrease in the face of structural barriers, but can be increased through supportive, encouraging relationships. From our survey, we see evidence that a significant majority of our partners are building hope and confidence through partnerships, and we hope to see these numbers increase in the years to come.



Priority 2: Education Pathways

Educational opportunities are critical for individuals looking to grow as people and professionals, reach their goals, and contribute to their communities. There is no one-size-fits-all educational pipeline — each person's path is different. So, UNP and our partners work to increase access to educational opportunities that are diverse, culturally responsive, equitable, and transformative.

Below we share data on participation in courses created by the partnerships we support. We celebrate partners who have passed educational milestones, report on how partnership work can encourage people to continue their education, and share the growing impact of UNP-supported scholarships. At the community and institutional level, we look at the overall rate of college going and completion in our neighborhoods, and how it is changing over time.

Individual Level: Educational Journeys

Participation in Courses run by UNP-Supported Partnerships

Even during COVID lockdowns, our partners created educational opportunities that touched hundreds of people.

129

University of Utah students enrolled in courses that included a community engagement component with UNP-supported partnerships. These courses were led by faculty in Writing & Rhetoric, Environmental Studies, City & Metropolitan Planning, Ethnic Studies, and Architecture.

308

Individuals enrolled in classes run by UNP-supported partnerships. Of these...

62

Enrolled in credit-bearing courses offered through Continuing Education at the U, such as Westside Leadership Institute's Fundamentals course, Youth Voices, and Mestizo Arts & Activism.

23

Enrolled in the (non-credit) Case Management Certificate program in partnership with the College of Social Work and Continuing Education.

140

Enrolled in community-based courses and workshops offered by Head Start, Latino Behavioral Health Services, Westside Leadership Institute, Grow Your Own Educators, Science in the Parks, and the Hartland Youth Center.

SPOTLIGHT: CONGRATULATIONS GRADUATES!

The first cohort of students in the PATHS program at the University of Utah graduated from high school this spring and at least 80% enrolled immediately in postsecondary education. The PATHS program, run by Youth Education at the University of Utah, connects students with the University beginning the summer before

9th grade and continuing through high school. The first cohort includes youth from the Community Advocate Network, Hartland Community 4 Youth and Families, and REFUGES. Congratulations to Gilberto Rejon Magaña Jr., Miguel Hernandez, Diana Jarqin, Dieumerci Kaseimire, Fatna Ibrahim, Nyayeeek Deng, and all the rest!

Amy Damian, Ana-Jenny Fernandez, and Mariela Sanchez graduated with Bachelor's degrees this year from the University of Utah. All three were mentors and leaders with Mestizo Arts and Activism.

Diana Aguilera, a leader with Latino Behavioral Health Services (LBHS), graduated in spring 2020 with her Master of Social Work. She was supported by LBHS and UNP on her social work pathway. She passed her licensure exam and is now working in Canyons School District and collaborating with LBHS as a part time therapist.

PIVOTING DURING COVID: CONNECTING FAMILIES AND SCHOOLS

When schools shut down in 2020 and families began facilitating their children's learning at home, the importance of family-school relationships became clearer than ever. It also became more difficult than ever to connect families and schools, as families and educators struggled with the impacts of COVID and the digital divide led to inequitable access to online education. UNP staff and partners began working to bridge these divides. For example, UNP's youth center staff worked with the Glendale/Mountain View CLC and the Salt Lake Education Foundation to facilitate the distribution of food and computers; the Community Advocate Network reached out to all its members to ensure that they had the information and resources to collaborate with their children's schools; teachers from East High School set up outdoor education hubs in west side spaces to engage face-to-face with students and families; and the Family-School Collaboration Design Research Project put out a series of videos of families and educators sharing their experiences with at-home learning.

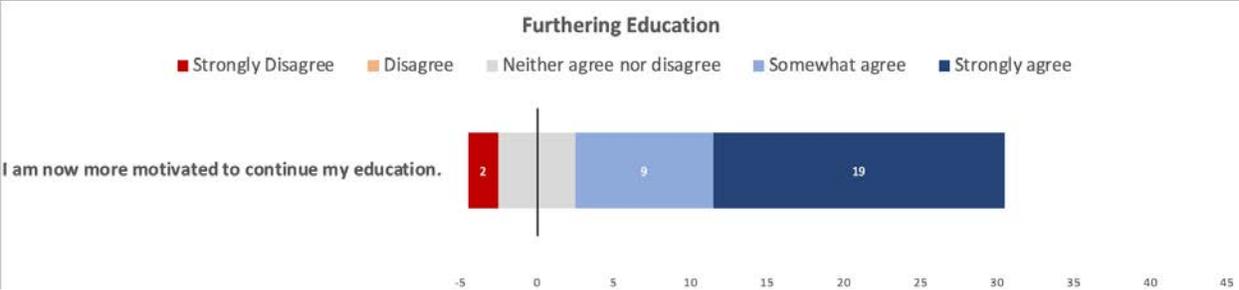
Educational Motivation

By taking part in UNP-supported partnerships, many partners are inspired to move their education forward.

87%

of west side resident partners — and 65% of all partners — reported that, through their participation in UNP-supported partnerships, they were **more motivated to continue their education.**

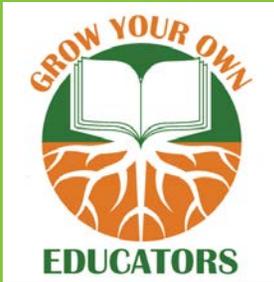
Responses from all partners:



Sample Survey Comment:

- *“I’m so close to reaching one of my educational goals thanks to these programs. Also they are pushing me to want to go further.”*

SPOTLIGHT: PARAEDUCATOR TO TEACHER PATHWAYS



This spring, two members of the Grow Your Own Educators (GYOE) Paraeducator-to-Teacher Cohort were accepted at the U’s College of Education. GYOE supports west side community members and paraeducators to become licensed teachers in our schools. Crystal Andrade, after-school coordinator at Edison Elementary, and Maria Garcia, paraeducator at Salt Lake Center for Science Education, were accepted into the teacher licensure program after completing their first two years at Salt Lake Community College. Crystal also received a coveted internship

in Granite School District.

UNP Scholarship Support 2020-2021

\$69,500

Dollars in scholarship funds were distributed to 22 students through UNP and its partners — the University of Utah Alumni Association, the University Union, Wolf/Meritus scholarship donors, and the College of Social Work.

SPOTLIGHT: STORY OF A 2021 UNP SCHOLARSHIP RECIPIENT

“In March of 2019 I was accepted to the University, marking a whole new chapter in my life. Looking back at it now, university was something that seemed nearly impossible to me. My legal status was one of the things that most impacted my confidence about education. Being an undocumented immigrant in this country brings extraordinary hardships in my everyday life. With all the political propaganda regarding immigration status and “illegal” immigrants, I believe that the best way to fight the stigma is by furthering myself in life. Having the opportunity to attend the University and further my education is one of the best things that has ever happened to my family and me.

“My immigration status is something that has never brought me shame, but it has brought difficulties. Growing up I didn't realize that there would be setbacks in my education because of my legal status. I didn't know that I couldn't receive any type of state or federal funding for college, meaning no FAFSA or most merit-based scholarships. All throughout high school, I worked hard in my classes to ensure that I could get good grades and get into a good university without having to worry about the financial stress. When I found out that, for the most part, I couldn't receive merit-based scholarships, I was devastated. I felt that all my efforts had been in vain. In that moment I felt my spirits for attending college slowly dwindle.

“My sister, who began attending the University first, was a recipient of a UNP scholarship in her first year and seeing her succeed gave me some much-needed hope. I was introduced to UNP and the amazing things they do for the people in our community. It goes without saying that without the help of donors and organizations like UNP I would not be where I am today. I received a scholarship for my first year and now have a second for my sophomore year. I truly have new hope for my future. Thanks to the help of my community, family, generous donors, and organizations like UNP, I have been able to continue my dreams of a higher education.”

Community/Institution Level: Postsecondary Enrollment & Graduation

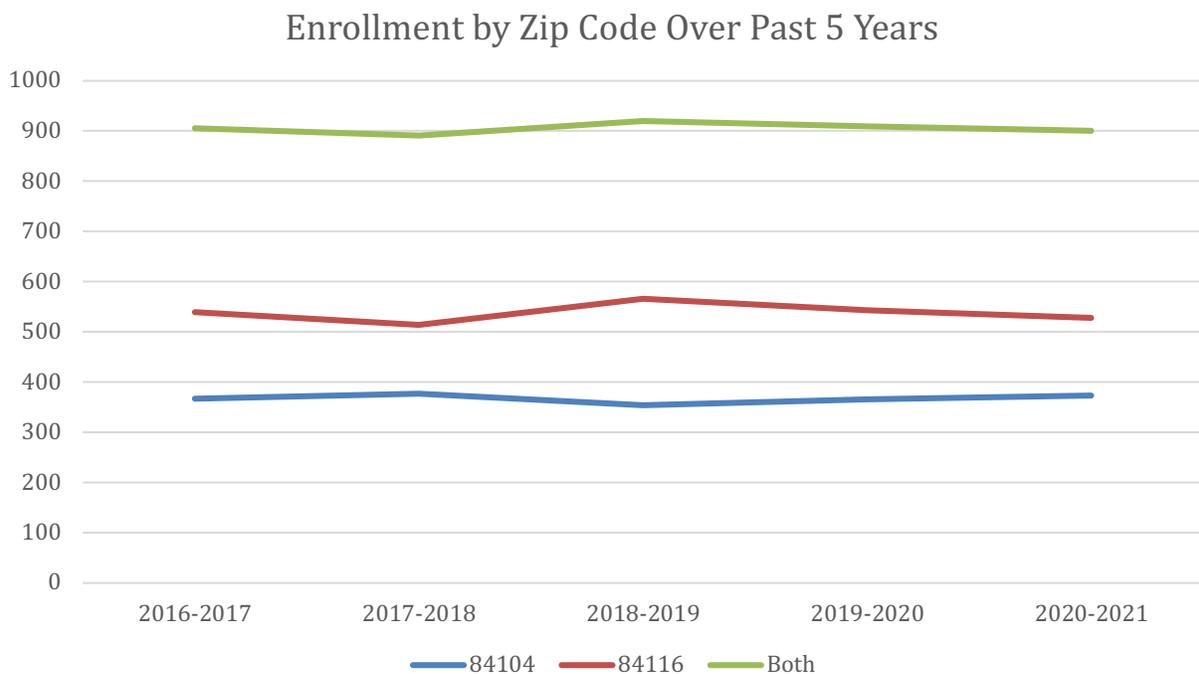
Enrollment & Graduation from West Side Zip Codes

Enrollment and graduation numbers from 84104 and 84116 for Summer 2020 – Spring 2021⁸

	Total Enrollment	First-Time Students	Transfers	Graduates
University of Utah	901	96	53	287
Salt Lake Community College	1115	247	118	142

Enrollment & Graduation at the University of Utah

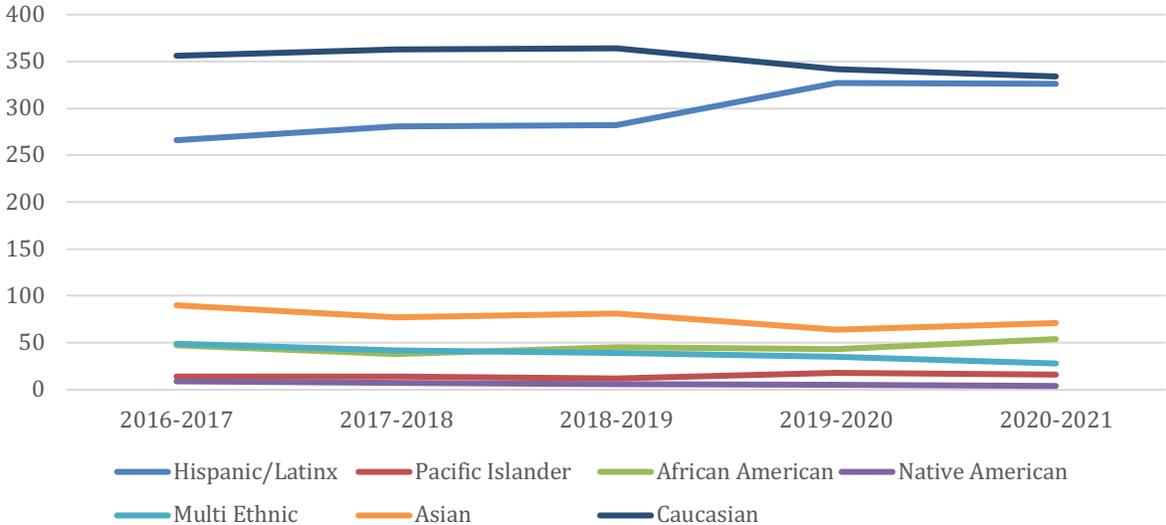
Total enrollment at the University of Utah from west side zip codes has been holding relatively steady over the past five years, at around 900.



⁸ This data was provided by the University of Utah and Salt Lake Community College. It includes students in degree and certificate programs, and summer data is included in the following year's count.

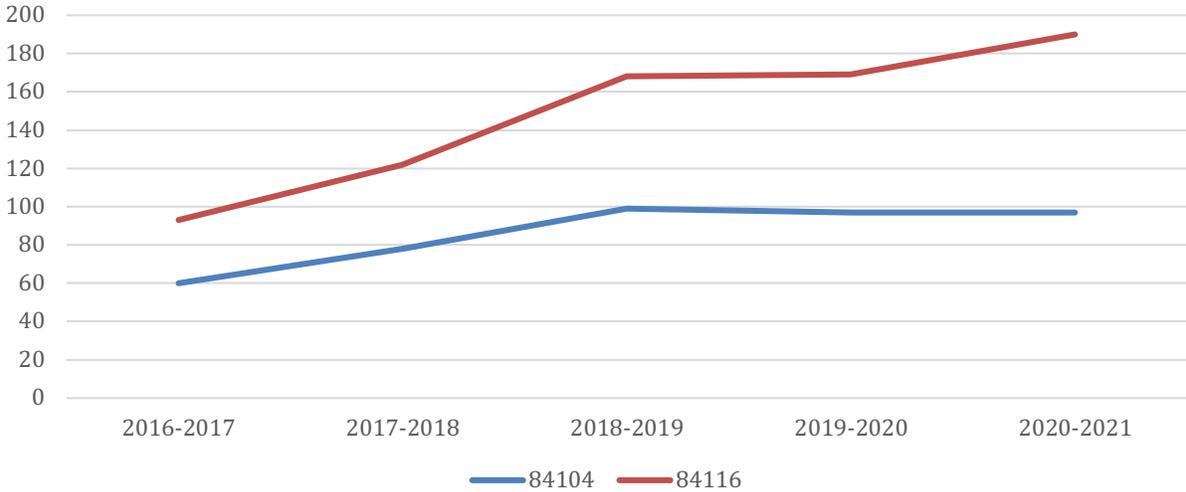
In that time, we have seen an increase in the number of Hispanic/Latinx students from our zip codes attending the university. We also see slight increases in African American and Pacific Islander students, but the numbers remain very low. These increases are balanced by decreases in west side students at the U identifying as Caucasian, Asian, and Multi-Ethnic.

Enrollment by Race/Ethnicity Over Past 5 Years



Meanwhile, the number of west side residents graduating from the U has increased over the past five years, particularly from the northern zip code of 84116. This suggests that even though total enrollment is steady, the total number of people successfully entering and completing degrees at the U is increasing.

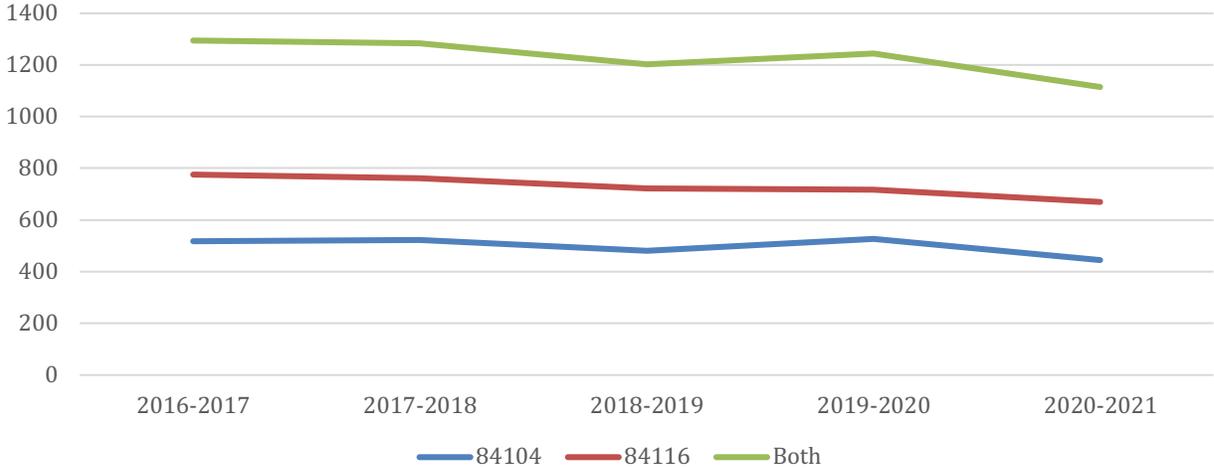
Graduations by Zip Code Over Past 5 Years



Enrollment & Graduation at Salt Lake Community College

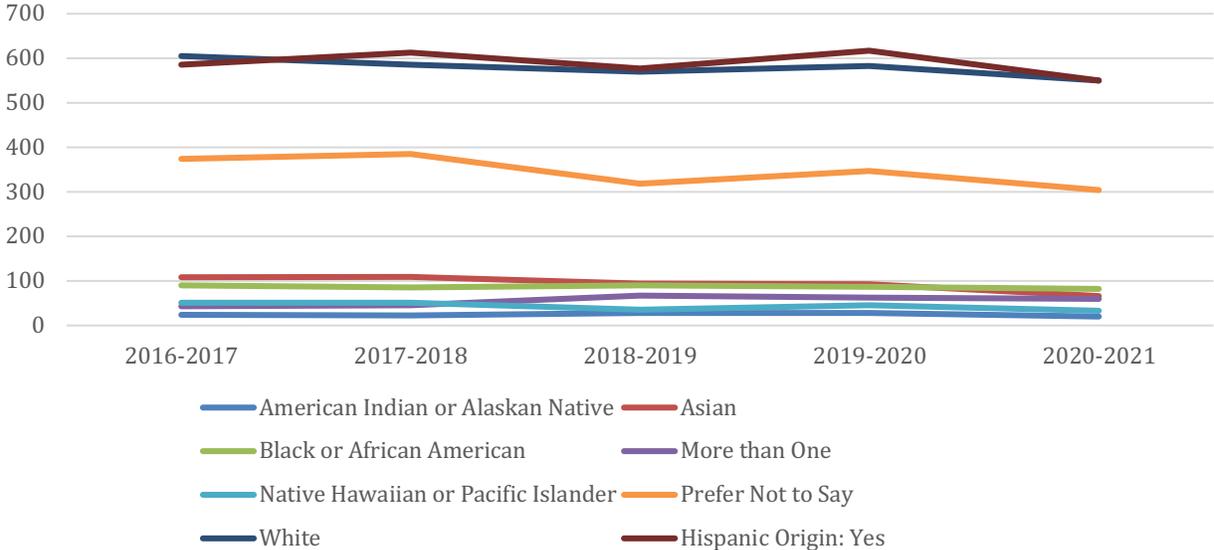
Total enrollment at Salt Lake Community College from west side zip codes has been gradually declining in recent years in both zip codes.

Enrollment by Zip Code over Past Five Years



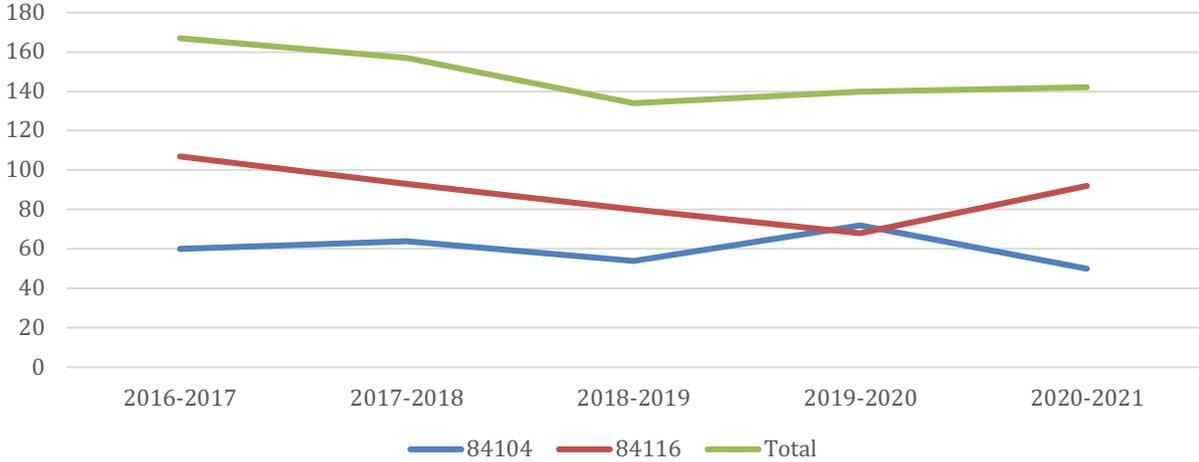
This gradual decline seems to come from a decline in residents identifying as white, Asian, and Native Hawaiian/Pacific Islander, as well as those who chose not to say. The number of students identifying as Hispanic origin has not seen as steady of a decline, though this past year was lower than the prior four years. There is a slight trend upward for American Indian/Alaska Native students and students checking “more than one” race.

Enrollment by Race/Ethnicity over Past Five Years



Meanwhile, graduations were declining for a couple of years before steadying at round 140.

Graduations by Zip Code over Past Five Years



Reflections on Priority 2 Indicators

This year saw a large decrease in enrollment for classes run by or connected to UNP-supported partnerships since our last evaluation (2019). This change is largely the result of the COVID shutdowns, which led to the cancellation of almost all courses, as well as the barriers people faced to engaging in online education amid multiple community crises.

We see evidence that youth and adults in UNP-supported college pathways partnerships are entering and graduating from postsecondary education, despite increased challenges. This suggests that the strategies these partners use are effective, though we can't disentangle which facets have had the largest impact. Strategies include: 1) a focus on supporting cohorts of students over time, up to and through postsecondary education; 2) supporting participants to develop leadership skills and sociopolitical awareness; and 3) creating opportunities for participants to work in their own communities and support other students to come after them.

We see evidence that for many partners — particularly west side residents — engaging with partnerships motivate them to continue their education. Since our last evaluation (2019), we have significantly increased the amount of scholarship funds offered through UNP partnerships (\$39,785 to \$69,500) and stories like the one above speak to the impact these scholarships can have, particularly for individuals who are blocked from receiving many traditional scholarships.

According to data from the U and SLCC, the overall picture of higher education access and success on the west side is mixed. At the U, enrollment from our neighborhoods has remained steady, with increases among Hispanic/Latinx, African American, and Native Hawaiian/Pacific Islander students. We also see a strong increase in graduation rates, meaning that the overall

number of people getting degrees is increasing. However, demographic data still show large disparities in educational attainment between Salt Lake City’s east and west sides. Enrollment at SLCC is trending downward and graduation is plateauing after a downward trend. This is in line with an overall decline in SLCC enrollment over the same years. More analysis is needed to understand the factors contributing to this decline. Census 2020 data may also be able to tell us what effect population change in our neighborhoods might have on these numbers.



Priority 3: Interweaving for Deeper Impact

UNP is a connector. Through partnerships, we build social capital that can be used to drive individual goals and collective action. Our long-term vision is not to develop a multitude of separate programs but rather an interwoven network of people, organizations, spaces, and efforts.

In our strategic plan, we committed to increasing and strengthening these connections for our partnerships to have more impact. This can mean bringing in new partners to a successful partnership, connecting partnerships to one another, or linking work at the grassroots level with people at a policy level among other strategies (see Appendix A).

In this section, we look at, 1) how individuals are connecting to people and resources through partnerships, 2) the overall size and interconnectedness of the UNP network, and 3) the quality of relationships within partnerships.

Individual Level: Connecting People & Resources

Individual Social Capital

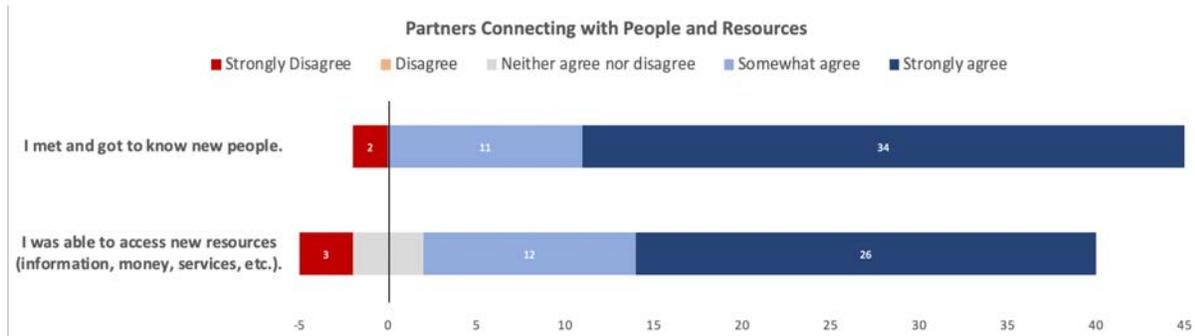
Individuals are said to have social capital when they are in relationship with others and can draw on those relationships as a resource to reach their own goals.⁹

According to our survey...

94% of partners reported that they **met and got to know new people** through their involvement in UNP-supported partnerships.

⁹ De Souza Briggs, X. (1997). Social capital and the cities: Advice to change agents. *National Civic Review*, 86(2), 111-117.

76% of partners reported that they **accessed new resources** through their involvement in UNP-supported partnerships.



Sample Survey Comments

- *“I met new community partners and learned a lot from them. I learned new ways of thinking, gained insight into programs I was not familiar with, and benefited from further understanding the work of people I know.”*
- *“I have met people in schools and the community who are concerned about similar issues. In addition, the partnership with which I am involved seems very stable, so these connections are longstanding.”*
- *“I was able to get a scholarship.”*
- *“Being connected with other organizations was very helpful in developing programming centered on not only student learning but cultural relevance.”*
- *“Through involvement and networking with these partners, it increases the networking scope but not necessarily broadens the prospects of accessible resources for Micronesians (COFA citizens).”*

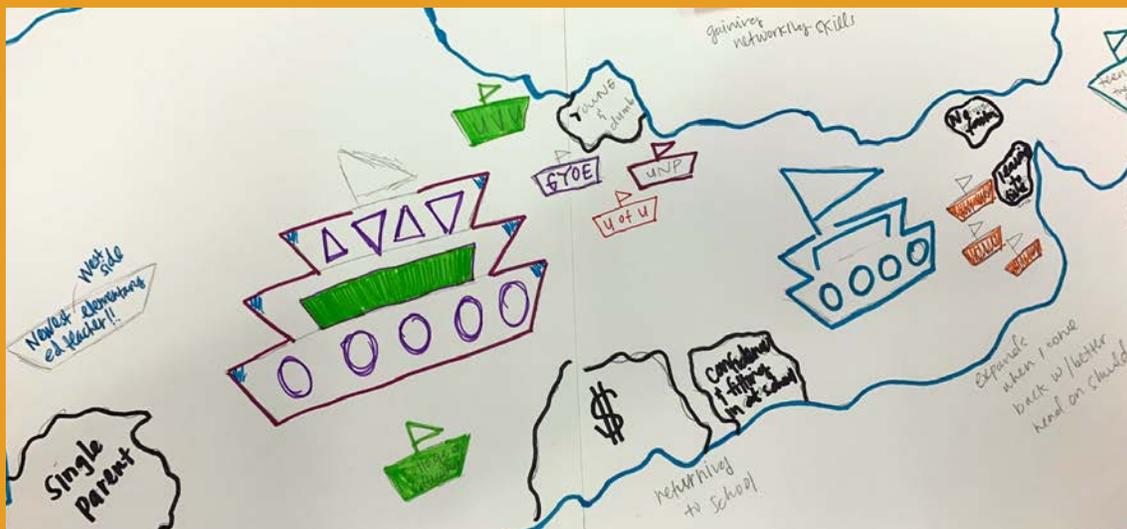
RELATIONSHIPS AND NETWORKS

In our storytelling workshop, we asked some long-term partners to draw their lives as “rivers,” and explore the ways that UNP-supported partners and partnerships fit into those journeys. In every case, relationships were key. Partners described how the people around them offered motivation, confidence, inspiration, hope, opportunities, and new perspectives. Tina Tuifua captured this idea in the metaphor of her river “widening.”

“The bigger your entourage, the better, which is why my river gets bigger towards the end just because there's so much happening...I did hit a couple of boulders on the way. It had a lot to do with not feeling like I was ready to take on the work that I was doing

here at Mountain View Elementary School and, eventually, leaving to finish school.”

After school, Tina returned to work at the Glendale/Mountain View Community Learning Campus and says “that's kind of where it all started for me. I started to see my community through a different lens. Because, growing up, everybody was always just like, ‘Oh you're from Glendale? Oh my gosh!’ But, when you come in as an employee having that same background and you see the people that keep coming back here and are putting in work daily, it changes how you feel about it. And then it also makes you want to work harder because these people love your community so much. I’m from here, I should love it just as much and it's grown on me so much that it just is going with me right into my future. So, I came back, I gained networking skills which is an amazing step for me because that's how I've met all of you, at one point in my life, is through networking and creating this bigger river.”



PIVOTING DURING COVID: RESOURCE NAVIGATION

COVID-19 created a sense of urgency around connecting residents to resources and information and connecting schools, health organizations, nonprofits, and local governments with the communities most impacted by COVID. As UNP’s Associate Director Teresa Molina wrote in *Community Voices*, this put UNP’s network to the test. “This year, UNP drew on [its] 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.”

One way this was done was through hiring multilingual residents as “navigators” who could bridge local communities and institutions. During 2020-2021, navigators hired by UNP and its partners distributed computers and internet hubs, connected residents with rental assistance and free lunch programs, distributed information about health and wellness, and gave out \$696,500 to 786 individuals or households unable to access federal support through a partnership with Salt Lake City. COVID relief funds made it possible to hire navigators, and we hope that in the future institutions will continue to see the value of such roles.

Group/Organization Level: Breadth, Density, and Quality of Network

Breadth and Density of Network

Social capital is not only something an individual has. It is also a collective resource. When there are high levels of social capital across a community, that community is better able to organize itself, address issues together, and support the wellbeing of its members.¹⁰

The UNP Network by the numbers...

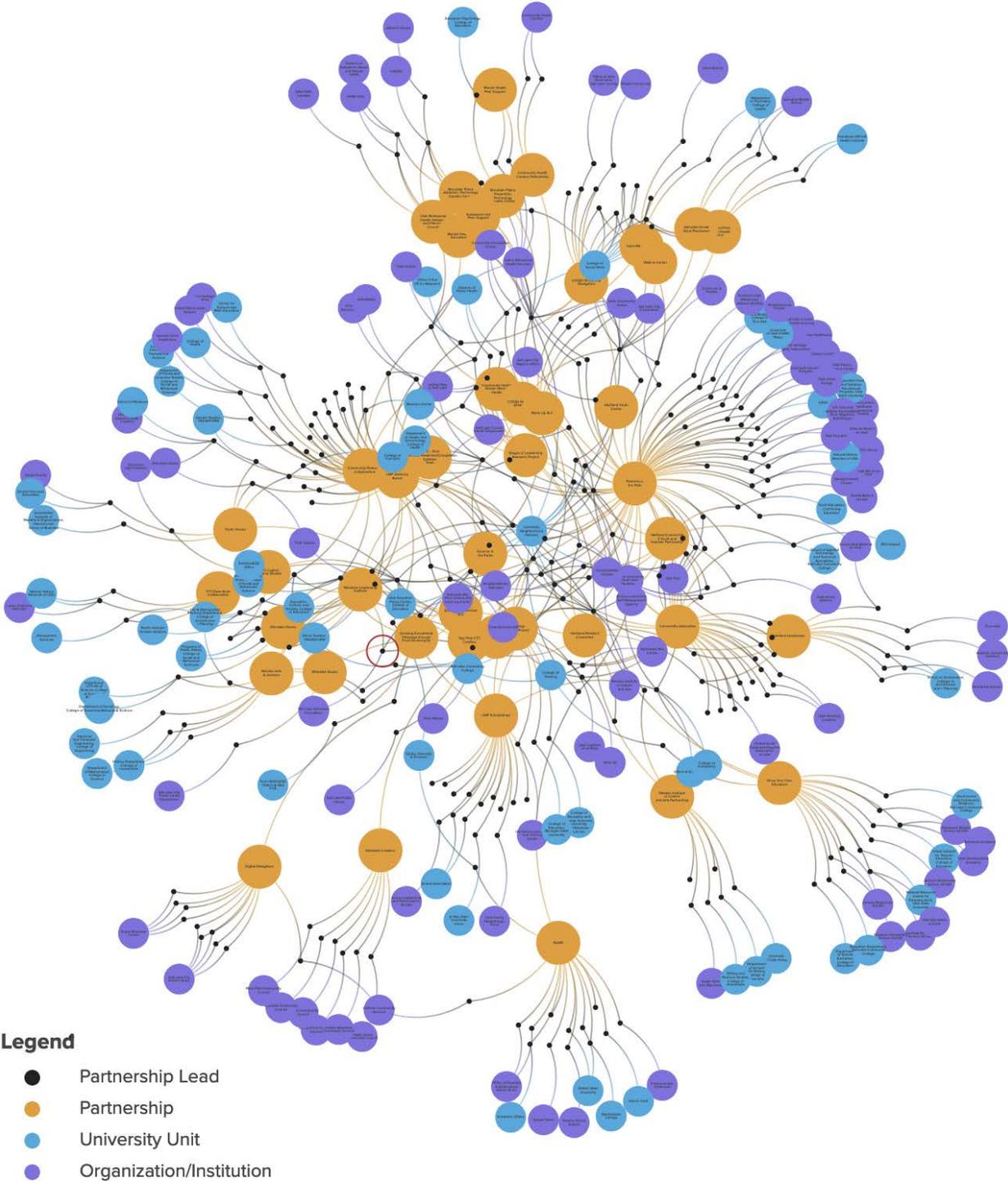
44	294	66	7
Active partnerships supported by UNP	Partnership leads collaborating to run partnerships	University departments, offices, and other units	Institutions of higher education
95	660	899	4420
Community organizations & institutions	Connections between network nodes	Partners engaged through partnerships	People participating in partnership events and activities

¹⁰ Putnam, R. D. (2000). Bowling alone: America’s declining social capital. In *Culture and politics* (pp. 223-234). Palgrave Macmillan, New York.

UNP Network Map

Explore the full network through our interactive map:

<https://embed.kumu.io/f2eee56949c5988b9134ca71e351ab76>



NETWORK HUBS

One theme that came out of our storytelling workshop was the importance of physical hubs of partnership activity. Spaces like the UNP Hartland Partnership Center and the Glendale/Mountain View Community Learning Center created the conditions within which partners could grow as leaders and move their education forward. These hubs persist over time, making it possible to leave and come back; they offer multiple learning, leadership, and professional opportunities; they foster relationships with people who become friends, colleagues, and mentors; and they create true access with room for people to bring their full selves into the space.

Farah Ali brought her family to the US after surviving years of war in Iraq. She faced many barriers to translating her professional background in teaching and technology into a job in the US, which brought her to a meeting of the New American Academic Network (NAAN) at the UNP Hartland Partnership Center. She was soon hired on as a NAAN staff member and would eventually become coordinator of the program. She describes how Hartland was a space that simultaneously supported relationship building, learning, working, family, and serving others.

“I did go to one of the meetings, and I was like, ‘Oh my God, there are a lot of people like me. I’m not the only one.’ And I fell in love with the Hartland building, with everyone there, literally everyone. Whenever I mention UNP or especially NAAN, I think of a heart, because it is really in my heart. Ahmed (Coordinator of NAAN at the time) really believed in me. He saw my resume and he was like, do you want to work?...My baby was four or five months old. ‘I have three kids, and this is my little one.’ He was like, ‘It’s fine. it’s okay, you can do it.’ And Natasha was there and they really motivated me, they said ‘You can continue your education, while being in the flow and helping others to continue their education.’...So I started my journey with UNP...I would work a little bit, and then study, and work a little bit and study.

And this is just too neat, you do not find that everywhere in jobs where you’re able to study. And Paul passes by and says, ‘How are you doing in this studying, do you need any help, are you doing okay?’ And then Amanda comes and checks on me, and Abdulkhaliq is always there to answer any questions. Saolo, of course, I asked her a lot of questions about the master’s program. Everyone was there to help and everyone was okay to help and willing to help, so I cannot thank them enough.”

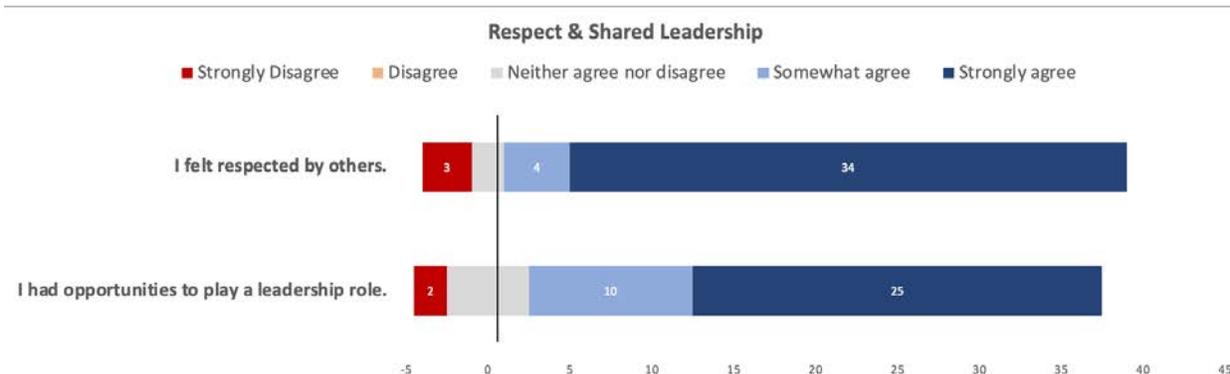
Quality of Relationships

It is not enough to be simply connected to others. For people to successfully collaborate, relationships need to be governed by norms like mutuality and shared leadership.¹¹

According to our survey...

84% of partners reported that they **felt respected by others** in their partnerships

76% of partners reported that they **had opportunities to play a leadership role** in the partnership



Sample Survey Comments

- *“Within the group they always let us lead at some point.”*
- *“I am on the leadership team and everyone was super respectful. All our volunteers are also really great and work together really well.”*
- *“All communications have conveyed mutual respect — and, crucially, described what that would look like.”*
- *“Working with parents and advocates is a humbling and rewarding experience. I've learned so much from them!”*
- *“Discussions were open but virtual meetings were hard to attend.”*
- *“UNP is always welcoming to people no matter what. It is home for me.”*

¹¹ McNall, M., Reed, C. S., Brown, R., & Allen, A. (2009). Brokering community–university engagement. *Innovative Higher Education*, 33(5), 317-331.

PIVOTING DURING COVID: PARTNERS IN THE PARK(ING LOT)

UNP's signature events Partners in the Park, usually attract hundreds of residents and dozens of community, institutional, and university partners to parks across the west side for evenings of food, fun, community building, and information sharing. COVID shutdowns made this impossible, but this did not stop our partners. Over 50 partners came together early in the pandemic on Zoom to discuss how to respond to this historic moment.

The result was Partners in the Park(ing Lot), a series of three drive-through events hosted, each preceded by a car parade. Bags filled with a variety of resources in multiple languages were distributed and included information about COVID-19 prevention and symptoms, pandemic relief resources, children's art and educational activity kits, reusable masks for children and adults, hand sanitizer, food distribution locations and schedules, non-perishable food items from the Utah Food Bank, physical and mental health resources, soap, laundry detergent, and much more. Overall, 1,750 bags were distributed at three different events.

Reflections on Priority 3 Indicators

This section reflects UNP's ongoing strength in building networks and social capital, and the importance of such social capital in times of crisis. As measured by our network map, UNP's active web of partnerships was significantly smaller than in the last evaluation. This is indicative of the many partnerships that stopped running programming during the 2020-2021 year — many of which have come back since. However, this measure underestimates the amount of connecting and relationship building done through resource navigation, which is not captured in the count of partnership leads.

Survey responses suggest that UNP-supported partnerships are building new relationships almost across the board and, for the most part, these relationships are marked by norms of shared leadership and respect and create opportunities for partners to access new resources. Still, there are areas to improve upon such as shared leadership. Meanwhile, our storytelling workshop reinforced the importance of networks for people's individual pathways, the value of supporting people as they learn how to build their own networks, and the strategy of building physical "hubs" of partnership activity. Moreover, the increase in institutions creating navigator positions and hiring residents suggests suggest changes in how institutions value the assets of residents and the importance of the navigator role.



Priority 4: Engagement and Understanding

A UNP board member once called UNP the university’s “best kept secret.” In our strategic plan, we committed to engaging and communicating more effectively with the University, west side neighborhoods, and broader audiences. The goal is to increase awareness and understanding of UNP and its partners, encourage more participation and support for partnerships, and influence the work of others who could learn from UNP and its partners.

Below we look at a few indicators of this increased engagement including, 1) awards, recognitions, and news coverage for UNP and its partners, 2) efforts to expand UNP’s partnership approach, 3) publications and other forms of knowledge dissemination from partnerships, and 4) UNP’s engagement in social media.

Group/Organization Level: Awards, Expansion, and News Coverage



UNP Receives Magrath Award for Community-Engaged Scholarship

In recognition of extraordinary community outreach, the Association of Public and Land-grant Universities (APLU) today named University of Utah the winner of the [2020 C. Peter Magrath Community Engagement Scholarship Award](#) during a ceremony at the group’s annual meeting. The award includes a sculpture and a \$20,000 prize. In October, the University of Utah was named one of four regional winners of the [W.K. Kellogg Foundation Community Engagement Scholarship Award](#). Those regional

winner, named in collaboration with the Engagement Scholarship Consortium, automatically became finalists for the national Magrath Award.

“We applaud the University of Utah for its comprehensive approach to community engagement,” said APLU President Peter McPherson. “Working with their communities to identify and address challenges is a core part of public universities’ mission. The University of Utah stands as an important example of the potential impact of this type of collaboration. Utah’s commitment to this partnership has helped increase access to higher education and share lessons from cutting-edge research.”

Future Expansion to West Valley

In May 2021, UNP welcomed Erick Garcia onto staff as its **West Valley Initiative Fellow**. Erick, a resident of West Valley and former Hope Corps intern, will be building relationships and setting the groundwork for an expansion of UNP into West Valley City. UNP will retain its strong commitment to west side Salt Lake City neighborhoods, while also working with new and existing partners in West Valley to develop partnerships addressing the strengths and priorities of Salt Lake City's southern neighbor. This new initiative includes the support of West Valley City and the Clark and Christine Ivory Foundation, among others. UNP will be sharing more information as the initiative evolves.



UNP & Partners in the News



Utah Launches ‘Grow Your Own’ Teacher Program Statewide, April 27, 2021, KUER, featuring the UNP-supported Grow Your Own Educators partnership. <https://www.kuer.org/education/2021-04-27/utah-launches-grow-your-own-teacher-program-statewide>



Need plans? University of Utah invites public to fun activities Saturday, April 4, 2021, ABC4 describing the Earth Day celebration run by Westside Studio in partnership with Salt Lake City Public Lands. <https://www.abc4.com/news/top-stories/need-plans-university-of-utah-invites-public-to-fun-activities-saturday/>



Utah launches dual-language suicide prevention campaign to help state's growing Latino population, March 16, 2021, Salt Lake Tribune, featuring Javier Alegre, director, Latino Behavioral Health Services. <https://www.sltrib.com/news/2021/03/17/utah-launches-dual/>



Salt Lake Library's ‘digital navigators’ helping address tech divide during COVID-19, December 25, 2020, Deseret News & KSL, featuring the Digital Navigator project led by the Salt Lake Public Library in collaboration with UNP, Suazo Business Center, and Catholic Community Services. <https://www.deseret.com/utah/2020/12/25/22165675/salt-lake-libraris-digital-navigators-helping-address-tech-divide-during-covid-19>



West-side residents reimagine the future of public lands with equity in mind, December 17, 2020, Westview Media, featuring the Reimagine Nature project led by Salt Lake City Public Lands and Dr. Ivis García.



Intermountain Healthcare gives \$1.2 million to suicide prevention cause, September 23, 2020, KSL, featuring Latino Behavioral Health Services involvement in Live On campaign.
<https://www.ksl.com/article/50020761/intermountain-healthcare-gives-12-million-to-suicide-prevention-cause>



A Vision and a Difference in Salt Lake City, July 2, 2020, FasterSkier, featuring Gilberto Rejón Magaña and his organization Hartland Community 4 Youth and Families, <https://fasterskier.com/2020/07/a-vision-and-a-difference-in-salt-lake-city/>



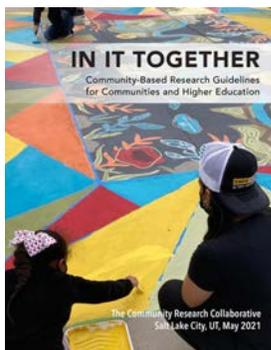
In April, 2021, PBS Utah produced a beautiful piece on Gilberto “Juan” Rejon Magaña’s multi-year effort to engage youth in cleaning up the Jordan River, including interviews with youth from PATHS run by Youth Education at the U.
<https://www.youtube.com/watch?v=PereRZzMUNs>

Community/Institution Level: Communication & Knowledge Sharing

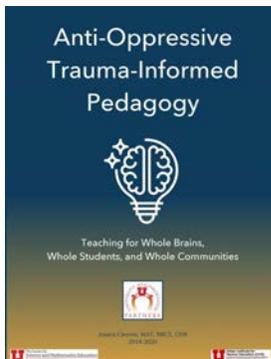
UNP and our partners build and share knowledge through our partnerships. We do this through a range of academic, practice-based, and community-based outlets.

New UNP Publications

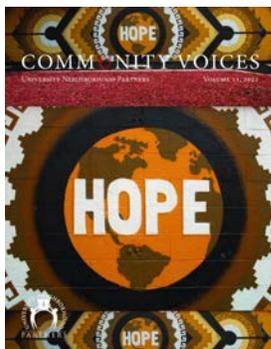
<https://partners.utah.edu/resources/publications/>



A new report from the Community Research Collaborative offers advice for both community-based and campus-based people who want to do collaborative research. This report is an updated and revised version of the 2007 UNP report, *Guidelines for Community-Based Research*. This new version includes an expanded set of principles and integrates lessons learned from the growth of CBR over the last 15 years. <https://bit.ly/3jgdjep>



In *Anti-Oppressive Trauma-Informed Pedagogy*, UNP partner Jessica Cleeves shares the framework, structure, and curriculum for her trauma-informed pedagogy course. She shares what happened and what was learned from the first two years of the program, with images and quotes from participating teachers. <https://bit.ly/3ils8x9>



This year's issue of *Community Voices* features a wide range of partners and partnerships from across the west side. Read about UNP's work during COVID, the new Hartland outdoor classroom and landscape, the Science in the Parks student organization, and our partnership with the county to map out the systems impacting wellbeing in Glendale, among many other topics. <https://bit.ly/2TRKUTb>

SPOTLIGHT: ENAGED RESEARCH AND TEACHING IN URBAN PLANNING

Dr. Ivis Garcia uses her research and teaching to enhance the role of planning organizations, non-profits, universities, and resident associations as valuable community resources to advance diversity, access, and inclusion. This year, she and her students worked closely with SLC Public Lands to run a broad-reaching participatory planning process called Reimagine Nature. Their work was featured in local news outlets and their reports will guide the future of public land use in the city. Meanwhile, Dr. Garcia published academic articles on cultural competency for planners and on her work with UNP's Westside Leadership Institute. She co-edited a special issue of the journal *Societies* and was a member of the Community Research Collaborative which put out the report *In It Together*.



Research Publications & Presentations from our Partners

Alvarez-Gutiérrez, L., Cahill, C., & Martinez, J. (2021). **Notes from the Field: Mestizo Arts & Activism Collective**. In K. Pl. Goessling, D. E. Wright, A. C., Wager & M. Dewhurst (Eds.), *Engaging Youth in Critical Arts Pedagogies and Creative Research for Social Justice: Opportunities and Challenges of Arts-based Work and Research with Young People*. New York: Routledge.

Alvarez-Gutiérrez, L., Hernandez, L., Kim, T., Kuttner, P. J., López, G. R., Mayer-Glenn, J., Niang, A., & Yanagui, A. (October 6, 2020). **Family-School Relationships Are the Missing Link in COVID-19 Era Education**. *Education Week*.

Antunes, A. C. (2021). **Youth Resisting the Popular Curriculum of Gender and Sexuality**. In *Oxford Research Encyclopedia of Education*.

APLU Magrath Award Finalists. (March 10, 2021). **Institutional strategies for community engagement**. Virtual webinar.

Castrellón, L. E., Fernández, É., Reyna Rivarola, A. R., & López, G. R. (2021). **Centering Loss and Grief: Positioning Schools as Sites of Collective Healing in the Era of COVID-19**. In *Frontiers in Education*.

Deji-Olatunde, B. A. (2021). **Disrupted Sense of Place: Schooling and Family during a Pandemic**. Doctoral Capstone, University of Utah, Department of Education, Leadership, and Policy.

Freire, J. A., & Alemán Jr, E. (2021). **“Two schools within a school”: Elitism, divisiveness, and intra-racial gentrification in a dual language strand.** *Bilingual Research Journal*, 1-21.

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PIVOTING DURING COVID: SHARING KNOWLEDGE

Early in the pandemic, new information, resources, and guidance were coming out every week. UNP and our partners were able to use our network and our experience working in multilingual communities to share knowledge about the pandemic across the community. Some of these efforts included:

- Handing out 1500 resource booklets through our Partners in the Park(ing Lot) events
- Building an online hub for up-to-date multilingual resources
- Working with partners like Voices for Utah Children and United Way to create informational videos in multiple languages
- Sharing information person-to-person through formal and informal grassroots networks like the Community Advocate Network and the Resident Committee.

Social Media and Communication

15

Stories on the UNP Blog

9

@theU articles featuring UNP and UNP partners

1280

UNP Facebook page likes

1544

UNP Facebook page followers

163

UNP Twitter followers

473

UNP Instagram followers

103

LinkedIn followers

1

New UNP video

SPOTLIGHT: MAPPING SYSTEMS IN GLENDALE



Prior to COVID, UNP worked with the Salt Lake County Health Department, Engaging Inquiry, and over 80 residents and other partners to map out the underlying systems that promote or hinder thriving in Glendale. In the past year, UNP has been helping to “socialize” this map by sharing it with resident, organization, and institutional partners. This process is a chance to share what was learned, improve the map, and catalyze dialogue about the future of Glendale. The map will be used to guide partnerships that address the root causes of health inequities.

Reflections on Priority 4 Indicators

This year, UNP took some strong steps toward broader engagement and visibility. The Magrath Award brought national attention to UNP and was widely shared and celebrated within the University of Utah community. The emerging plans to expand work to West Valley — something long discussed among UNP and its partners — will mean a significant spread of UNP’s model and will connect the UNP network to a wider array of partners.

Indicators of public engagement like blog posts and news stories went up this year, while the number of academic products decreased, at least in terms of what we were able to track. At the same time, UNP published a couple of its own reports, which is an avenue that it has not used in a few years. Locally, knowledge sharing was heavily targeted toward COVID-19 and related issues. The data in this section also set a baseline for evaluating the growth of UNP’s social media engagement.

Conclusion and Next Steps

This evaluation offers compelling evidence that UNP and its network of partners continue to have positive impact across UNP’s four key priority areas and three levels of impact. At the individual level we see youth and adults enrolling in leadership-focused courses, taking on new leadership roles, receiving scholarships, and enrolling in and graduating from postsecondary education. A large majority of partners report that, through participation in partnerships, they feel more confident and hopeful; are more motivated to continue their educations; and are building their individual social capital. While we don’t expect all partners to experience all impacts, we would like to see more partners in the future reporting that they are increasing their capacity to reach their goals (currently 72%).

At the group/organizational level, qualitative data shows how resident-led organizations are increasing their capacity to fulfill their missions and gaining presence in local news for their work. We see a large and interconnected web of active partnerships, though smaller than last report because of work pauses during the first year of COVID. We expect a large growth of the network in the coming years. Partners report that the relationships within partnerships, for the most part, exhibit norms of respect and shared leadership, though we would like to see the second increase in the coming year (currently 76%). Moreover, UNP as a department has increased its profile and is making plans to broaden its impact in neighboring West Valley City.

At the level of the community and large institutions, we see mixed picture of overall educational outcomes for west side residents. There is evidence of increased degree acquisition but overall flat enrollment (at the U) and declining enrollment (at SLCC) over the past 5 years. More research is needed to understand all the reasons behind these changes. That said, we are looking

to increase all these indicators again in the coming years. We have evidence that UNP and its partners are creating and sharing knowledge with larger communities and fields through reports, academic publications, networks, and other outlets. However, this year saw relatively low numbers of academic products in comparison with the last report, which deserves attention.

The work of UNP and its partners this year was highly impacted by the COVID-19 pandemic, and that is clear in our evaluation. Many ongoing activities that partnerships run — like in-person classes and events — were not possible. Instead, the social capital built over the last two decades was turned toward addressing new priorities and opportunities. This included multi-stakeholder efforts to share knowledge about COVID, distribute resources, and hire residents as “navigators” who can bridge community members, institutions, information, and resources. Some partners took advantage of opportunities to build their online capacity and bring in COVID relief funds. We hope that this year’s increased recognition by institutions of the critical importance of residents’ linguistic and cultural knowledge, and of the work of community-based organizations, continues.

This report marks a significant evolution in how UNP evaluates the impact of its work. It includes measures developed for the 2018-2019 evaluation by the Utah Education Policy Center and builds on work done in previous years by Dr. Kara Byrne through the Social Research Institute. However, many aspects of this new evaluation system are new. These include:

1. A new (eco) logic model with an adapted set of indicators
2. An annual survey of all partners
3. An annual storytelling workshop
4. A more detailed form that staff members can use to share stories and indicators of impact

We see this as a big step forward in creating an authentic, holistic approach to documenting the impact of UNP’s network of partners. Still, there are aspects of our evaluation plan that we have not yet implemented and hope to carry out in the coming year. These include:

1. Improving our survey dissemination to get input from a broader array of partners
2. Piloting a “data lab” in which partner organizations work together to analyze their own data and increase their own evaluation capacity
3. Building a partnership that can monitor community-level data in an ongoing way across key indicators of health, economic stability, wellbeing, and community strength
4. Methods of sharing useful data with partners to build their evaluation capacity
5. Creating a tool that UNP staff can use to enter stories and indicators weekly or monthly, rather than waiting until the end-of-semester report

Appendix A: UNP Long-Range Plan 2019–2024



A COMMUNITY COMING TOGETHER

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

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

UNIVERSITY OF UTAH
STRATEGIC GOALS

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

Appendix B: Community-Level Data

	City Council 1	City Council 2	West Side	Share of West Side	Salt Lake City	West Side Share of Total City
Total Population	28,734	26,915	55,649		199,678	28%

HOUSING

Renter Occupied Units	8,722	7,845	16,567	64%	46,926	35%
Owner Occupied Units	5,148	4,317	9,465	36%	36,500	26%

RACE/ETHNICITY/ ORIGIN

Non-Hispanic White	11,809	7,827	19,636	33%	128,004	15%
Non-Hispanic Black	1,382	803	2,185	4%	4,211	52%
American Indian/Alaska Native	306	578	884	2%	2,177	41%
Non-Hispanic Asian	1,815	1,621	3,436	6%	10,285	33%
Non-Hispanic Native Hawaiian/Pacific Islander	1,099	1,205	2,304	4%	2,830	81%
Non-Hispanic Other/2 Or More Races	795	1,237	2,032	3%	5,858	35%
Hispanic	16,106	12,142	28,248	48%	42,336	67%
Foreign Born	9,607	7,947	17,554	32%	32,709	54%

AGE

Children under 5	2,832	2,345	5,177	9%	12,563	41%
School Age (5-17)	7,368	5,793	13,161	24%	27,738	47%
College Age (18-24)	3,476	2,780	6,256	11%	26,214	24%
Working Age (25-64)	16,725	12,519	29,244	53%	108,019	27%
Retirement Age	2,911	1,976	4,887	9%	21,167	23%

ECONOMICS

Median Household Income	\$47,703	\$47,628			\$56,370	
Households below poverty level	2,151	1,469	3,620	22%	12450	29%

EDUCATION OF RESIDENTS OVER 25

No High School Diploma or Equivalent	5,434	4,774	10,208	30%	14,741	69%
High School Diploma or Equivalent	5,328	4,251	9,579	28%	21,969	44%
Some College	4,014	2,660	6,674	20%	24,821	27%
Associate degree	1,493	860	2,353	7%	8,659	27%
Bachelor's Degree or Higher	3,367	1,950	5,317	16%	57,550	9%