



COMMUNITY VOICES

UNIVERSITY NEIGHBORHOOD PARTNERS

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COMMUNITY VOICES

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ON THE COVER

Portraits from Glendale Gather Blocks, located at Glendale Park. Read about the project on page 16.



GREETINGS FROM UNP'S DIRECTOR

By Jennifer Mayer-Glenn

Director, UNP & Special Assistant to the President for Campus-Community Partnerships,
University of Utah

As I reflect on the past year, I can't help but think about this distinct time in which we are living. I was born at the end of America's civil rights movements and heard stories directly from my mentors who marched with Cesar Chavez and participated in the Delano grape boycott. I have spent my life advocating for human rights and attempting to hold government institutions accountable to their missions and purposes. Since the murder of George Floyd and the light that illuminated the already existing disparities in our community during the pandemic, there are new and hopeful conversations happening. I hear and see decision makers stepping up to learn from community leaders. Will we make as much progress, or perhaps more, than was made during the civil rights movements? I choose to hope and believe that we will.

This edition of *Community Voices* tells the stories of many partnerships that are having a positive impact on community residents, higher education institutions, and our community as a whole. We are in this together and we will continue to break down barriers to health and wellness, community leadership, and all levels of education.

I'd like to highlight some of the incredible work that is happening.

At the Student Pathways through Action Research & Critical Community Engagement (SPARC) Environmental Justice (EJ) Lab at the University of Utah, "Critical Community Engagement is a core pillar ... where research is viewed as a product of both community expertise and interdisciplinary academic training." Page 9

The Grow Your Own Educators "cohort supports members' growth professionally by creating projects and building stronger relationships and partnerships within the community in which most live and serve.... These bonds also help members to develop stronger leadership and teamwork skills and assemble a pool of resources." Page 12

Science in the Parks (SITP) partnered with Hartland Community 4 Youth & Families (HC4YF). "Hand-in-hand, the two organizations have been able to achieve their goals by empowering youth to envision themselves as possible future scientists in their pursuit of higher education." Page 11

The Westside Leadership Institute launched Workshops, which "are taught by various experts and professionals who help students build their networks and identify resources. Similar to Fundamentals, students also have the opportunity to apply the concepts that are learned in class into real life scenarios." Page 10

Utah Community Advocate Network (UCAN) "is an intergenerational network of youth and families that organize to support education and wellbeing." They are partnering with the Rose Park Neighborhood Center to open an office, "working together to create a hub for family support and family-school collaboration in Rose Park." Page 13

Relationships matter: the portraits featured in Glendale Gather Blocks "serve to celebrate Glendale as a whole. 'Getting to know the people whose faces are depicted in this project,' says Chuck Landvatter, 'has been so fulfilling. I didn't expect that part of the process to be so rewarding. I've gained many friends along the way and got to know Glendale in a much more intimate way.'" Page 16

Due to all the efforts of UNP partners over many years, we have a partnership model and curriculum that we can share to help decision makers and service providers partner with community members with cultural humility and authenticity to the benefit of all. These partnerships are how we will transform our society to be more equitable. Page 18

Finally, "how do you measure partnership? How do you evaluate the impact of relationships? These are the kind of questions that we've been asking ourselves on UNP's evaluation team. Like any organization, we collect data and evaluate our work to see how well we're doing what we say

we're doing." Page 17

Again, will we make as much progress, or perhaps more, than was made during the civil rights movement? One thing we learned through

our network evaluation is that 87% of people who answered the survey said that through their participation with a partner or in a partnership supported by UNP, they were more hopeful that it is possible to change things for the better. I agree.

THE UNP STAFF

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The UNP Staff outside the Hartland Partnership Center: (back row to front row, left to right) Amanda, Erick, Jewel, Bruce, Paul, Wisam, Julianne, Kimberly, Almaida, Jennifer, Lenn, Teresa, Jasmine, Jarred, and Saolo.

Depth & Sustainability

Interweaving for Deeper Impact

UNP'S FOCUS TO INCLUDE WEST VALLEY

By Jennifer Mayer-Glenn, Director, UNP
& Special Assistant to the President for Campus-Community Partnerships, University of Utah

For nearly 20 years, UNP and west side residents have built deep relationships and become trusted partners. Collectively, we are addressing systemic barriers to educational success and bringing together University and west side people and resources in reciprocal learning, action, and benefit. The geographic area of this work has been an intentional "hyper-local" focus on the west side of Salt Lake City (SLC). As time has passed, many of the residents with whom UNP has partnered have moved from SLC to West Valley City (WVC) and other parts of the Salt Lake Valley.

Over the years, UNP has been encouraged and asked by community leaders and UNP partners living and working in WVC to commit to the WVC community in much the same way it has in the west side of SLC. More recently, the U has increased commitment to authentic engagement in west side communities throughout Salt Lake Valley. With that goal in mind, funding was provided to UNP by the Clark and Christine Ivory Foundation this past summer and Erick

Garcia was hired as the new WVC Initiative Fellow. Erick has been learning how UNP works and building relationships in WVC. His position has since shifted to WVC Partnership Manager, and he is working hard to deepen relationships and build partnerships in WVC. President Taylor Randall has demonstrated his support by providing funding to UNP to bring Kimberly Schmit on board the UNP team. Her role is to guide community listening and asset mapping in WVC, as well as to provide opportunities for others to learn how UNP works through its highly successful model.

It is key to UNP's mission that our work supports community leaders and builds on the work they are already doing in WVC. As such, our primary goal is to listen and learn from community leaders. Their input will guide UNP staff as we grow our relationships and partnerships in WVC. We continue an aim to engage in building long term partnerships while working toward equitable systemic change.

As for our current partners, you, our work in the west side of SLC will continue and grow as well. In the future, watch for opportunities to guide us as we grow.



A current map of West Valley City

If you would like to share your thoughts, or if you are interested in getting involved in building partnerships in SLC or WVC, please reach out to us at unp@partners.utah.edu, or connect directly with Erick Garcia at erick.garcia@partners.utah.edu.

Partnership Capacity

JUST LIKE ME: Establishing a Framework for Community Capacity Building & Wellbeing

By Saolo Betham, *Community Leadership Partnership Manager, UNP*

Wisam Khudhair, *Community Capacity & Wellbeing Partnership Manager, UNP*

Our communities share rich cultural histories and powerful stories of immigrant and refugee families who now call the west side home. Yet, issues of housing, health, wellness, employment, safety, environment, community development, civic engagement, and language acquisition often present barriers that widen the equity gap for west side families. Community capacity and wellbeing partnerships bring together residents, community organizations, and higher education partners to develop supportive resources in these areas.

Joining UNP this year in support of community capacity and wellbeing partnerships is Wisam Khudhair. Wisam brings passion to UNP's partnership work and a willingness to listen and build trust within communities. He shares, "I love the diversity in my neighborhood. My neighbors are from different backgrounds, come from different countries as immigrants and refugees – just like me." His goal in establishing a framework for community capacity building draws on his lived experiences as a refugee from Iraq, graduate of the University of Utah, and current Rose Park resident.

Wisam reflects on his journey as both a blessing and a pain. He recalls, "It was a blessing to be part of a top-ranked academic program in the nation. However, it was painful as a refugee from a different country. I worked twice as hard as any other student and learned the hard way. I was always being reactive rather than proactive in seeking out supportive resources." In working together with west side communities, Wisam hopes to raise the visibility of current partnerships and improve access to resources. This year, his focus will be to learn more about immigrant and refugee experiences within systems, to establish a framework for increased professional opportunities, to increase access to higher education, and narrow the equity gap for all families who call the west side home.

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Horizontal & Vertical Integration

THE CASE MANAGEMENT CERTIFICATE: Equity, Inclusion, and Global Engagement

By Teresa Molina, Associate Director, UNP

As we approach two years of the pandemic shock, UNP reviews the impact that the low-profile Case Management Certificate (CMC) has had on alleviating some of the most salient weaknesses that our health systems showed in serving minority populations in Utah and nationwide. Launched in 2011, CMC and its partners targeted community leaders and community-based organizations providing services and advocacy for minority populations of immigrant and refugee backgrounds in Utah. Primarily included were individuals with bilingual skills who were leading grassroots efforts to provide culturally and linguistically responsive human services or who were working as interpreters at those and other agencies.

A decade later, those individuals, along with community health workers and Certified Peer Support Specialists, became the heart of the response by larger systems to reach diverse communities hit disproportionately by the pandemic. This happened either through direct hiring or through contracts with community-based organizations. The 2020 and 2021 cohorts of the CMC included over 70 students from seven countries (Malaysia, Thailand, Uganda, Mexico, Pakistan, Afghanistan, and the United States). Students were admitted based on their links to local and global academic and bilingual partnerships and ethnic-based community organizations.

Another fortunate turn that the CMC experienced was the 2018 decision to offer the course fully online, due to the increasing involvement of international partnerships that were introduced via local community leaders and University of Utah Learning Abroad programs. The CMC has also proven to be sustainable through faculty shifts at the U's College of Social Work. The support of academic partners in the college, and the registration and record keeping provided by the U's Continuing Education and Community Engagement department, have helped

the CMC program navigate through tumultuous times, throughout which UNP has remained a foundational partner.

The Case Management Certificate is not only an avenue for better employment and services to local and global communities (graduates have enrolled in higher education as undergraduate and graduate students both locally and internationally), it is also a local-global engagement opportunity for current students at the U. Comprehensive program evaluation and curriculum revision are underway in partnership with MSW (Master of Social Work) research and teaching interns and leaders from community-based organizations.

All of these have been natural shifts for the CMC. They have been all positive changes thanks to the establishment of common goals and the trust between campus and community partners, a willingness to listen to all voices, and sustained commitment to make them happen.

The CMC program has enriched the University of Utah community while creating social innovation that remains attentive to the strengths of communities that are often seen as "in need." It is time for Utah to embrace its demographic changes through these strategic lenses to continue fostering a thriving community and transforming the community pathways to higher education and beyond.



Case Management Certificate students with Teresa Molina in 2019.

Visit the Case Management Program Certificate online at www.bridgingcrossborders.com/casemanagement to learn more about the partnership.

Knowledge Building

Interweaving for Deeper Impact

MAPPING COMMUNITY BELONGING

By Claudia Loayza, *Graduate Teaching Assistant, City & Metropolitan Planning, U of U*
 Dane Hess, *Teacher, Glendale Middle School*

Over the last several months, youth from Dane Hess's Glendale Middle School classroom have been thinking about their community, what matters most to them, and how this applies to the reimagining of the now abandoned Seven Peaks Water Park. Although, to truly be transformative requires more than ideas. It requires partnership with people who are also willing to challenge and reinvent how city planning decisions have traditionally been made.

This rich collaboration with Dane, Glendale Middle Students, SLC Public Lands, Design Workshop, and

Claudia Loayza (Utah Division of Multicultural Affairs and City & Metropolitan Planning at the University of Utah) is a demonstration of what it means to work in a way that co-creates with and centers the voices of youth, instead of dismissing them. Through a variety of asset-mapping, creative writing, and model-building activities, youth generated an imaginative, insightful, and affirming vision of what they want to see in the evolution of the former water park, as well as what matters in their lives and the community generally.



Multicultural Placemaking & Mapping Community Belonging
 MANY STORIES, ONE UTAH



Utah Division of Multicultural Affairs

This project was a perfect example of a community-engaged partnership. Jarred Martinez used his community connections to enhance our experience in the classroom by linking with Claudia Loayza and her expertise. Her unique perspectives and knowledge amplified our project and shaped how we perceived it. Students felt empowered by this process and I imagine their confidence growing in being able to shape their built environments moving forward. They will also have more skills to be able to influence their local officials in their decision-making. ~ Dane Hess

From my experience with these students and in my growing knowledge as an aspiring city planner and engagement advocate, the key to a transformative practice is to foster safe, brave, and authentic spaces that focus on connecting with people rather than collecting ideas. We tend to rush through the planning process to reach an outcome or meet a deadline, when instead we should be going slow and at the pace of community trust. This requires a mindset shift and the willingness to invest time, resources, and emotional capacity into creating engagement mechanisms that cater to multiple creatives processes and include those who may not have what some may deem "formal organization or influence", but bring human-centered ideas and collective memories that the entire community can resonate with. ~ Claudia Loayza

Learn more about Claudia's placemaking work and the Utah Division of Multicultural Affairs' special project, "Multicultural Placemaking & Mapping Community Belonging | Many Stories, One Utah" online at multicultural.utah.gov/announcing-multicultural-placemaking-mapping-belonging-project/

Representation in Institutions

REPRESENTING THE WEST SIDE

By Bryce Williams, *Member, Precinct 1, Salt Lake School District Board of Education*



Bryce's swearing in ceremony.



Bryce at the District offices after being sworn in.

My journey to the Salt Lake City School Board was one that is not traditional. At the end of the 2019 calendar year I had considered running for the school board and was ready to make that run. I wanted to have an impact on my community and had a passion of working with children through my professional role at the University of Utah's Bennion Center and the Project Youth program that worked with fifth and sixth graders in the district. I also believed that more needed to be done in the district around equity in our west side schools, as I felt that west side schools were often forgotten or left behind. However, the COVID-19 pandemic and earthquake hit the same week as the deadline to file to run. I saw this as a sign that I needed to focus more on family.

This past June, I learned that there was a vacancy for Precinct 1 on the Salt Lake City Board of Education. I saw that as a sign that I needed to go for it. The process was an application and a public interview. On the evening of June 29th, I and six other applicants interviewed with the Board of Education. It was up to the six sitting board members to make a decision on who would fill the seat until December 2022. Each board member was able to rank each candidate. After the board ranked, I came out as the top candidate. The board went through a deliberation process to discuss myself and all the other candidates. Ultimately the board voted in favor of my appointment and I was sworn in that evening. I am truly grateful for the opportunity to represent my community in this way.

Bryce has lived most of his life on the west side of Salt Lake City between the Glendale and Rose Park neighborhoods. He currently works at the University's Lowell Bennion Center for Community Engagement as the Senior Student Programs Manager. Bryce holds a Bachelor of Social Work and a Master of Educational Leadership & Policy, both earned at the University of Utah.

Bryce has served in west side communities as a member of the Rose Park Community Council from 2019-2021, Salt Lake Education Foundation Board from 2017-2021, Board of the Community Development Foundation of Utah since 2020, and on the West High School Alumni Association from 2006 to 2021 with 2019 and 2020 as the President of the organization. Bryce was the recipient of the 2019 University of Utah Staff Excellence Award. When not working or serving with the community, Bryce enjoys spending time with his wife Katherine and two small 8-year-old dogs.

Resident Leadership Networks

WLI & LIA IN WEST VALLEY CITY

By Erick Garcia, West Valley City Partnership Manager, UNP



Erick at Valley Fair Mall.

For more than 20 years, UNP has been bringing together communities and resources on the west side of Salt Lake City (SLC). This description of UNP will soon include West Valley City.

Although UNP partnerships span the valley, UNP currently has a hyper-local focus of its work within zip codes along Salt Lake City's west side (84104, 84116, and parts of 84103 and 84101). For years, residents of West Valley City (WVC) have been eager to actively partner with UNP and our Hartland Partnership Center.

UNP previously debated the creation of a WVC extension, but lacked the capacity to build the relationships and partnerships that would be foundational. After all, even if UNP built the largest, most well-funded facility in the city, without community interest created through active listening and thoughtful partnership, it would go unused.

This past month, UNP launched a WVC partnership with Latinos in Action (LIA), a national high school program dedicated to bridging the graduation and opportunity gap for Latino students. The program has a strong presence in WVC schools, and UNP is working with LIA to increase their capacity to provide mentoring to over 1,000 students at the Granger, Hunter, Kearns, and Cyprus High Schools. This new partnership is helping to pave the way for more WVC youth to access higher education.

UNP is also collaborating with NeighborWorks Salt Lake to host an additional Westside Leadership Institute (WLI) Fundamentals course in WVC. For more than 10 years, the WLI has helped emerging leaders and nonprofits establish the capacity to serve their community. Over those years, there have been many WLI alumni from WVC, but never a class hosted

there. We are currently in the process of identifying those alumni and asking them to serve as cultural navigators for the WLI in WVC. Once alumni are recruited, the group will enroll in the WLI Workshops course and use the WLI curriculum to plan out and build the WVC WLI Fundamentals course, which will occur in Spring of 2023. UNP's WLI partnership has been successful in creating positive change in SLC west side communities, and a WVC course will be a great resource for residents to learn how to be more involved in creating the change they want to see in their neighborhoods.

Perhaps one day, UNP will have a location similar to the UNP Hartland Partnership Center in WVC. Until then, we will continue to engage communities through partnerships and will ask residents, "How do you envision UNP in WVC?"



Latinos in Action students with Erick Garcia and Dr. Jose Enriquez in Hunter High School's library.



Latinos in Action students following a performance of traditional Mexican dances at a multicultural assembly at Hunter High School.

Participatory Research

SPARC ENVIRONMENTAL JUSTICE LAB

By Adrienne Cachelin, *Professor, Environmental & Sustainability Studies, University of Utah*

The Student Pathways through Action Research & Critical Community Engagement (SPARC) Environmental Justice (EJ) Lab at the University of Utah is a collaborative of engaged students, community members, and faculty committed to enacting principles of community-based participatory research that co-creates strategies to achieve justice around issues of social and environmental health. The SPARC EJ Lab launched in 2021 with seven faculty members and five graduate student research leads from five colleges and six departments. This interdisciplinary effort has six active focus areas (food justice, water access and quality, air quality, urban unsheltered homelessness, educational equity, and energy sovereignty) and sixteen active projects designed to promote equity and resilience within communities while providing students with transformational educational pathways.

One project of SPARC, in partnership with UNP, is the Growing Educational Pathways for Food Sovereignty (GEPFS) initiative. This project builds on the potential for garden spaces to contribute to community resilience and health through a reciprocal gardening program between the University's campus gardens and Hartland Community 4 Youth & Families (HC4YF). GEPFS creates pathways for west side students to earn college credit through a garden-based food systems course. According to HC4YF director Gilberto Rejón Magaña, who is a co-instructor of the course, "we are excited to partner with the SPARC EJ Lab on the GEPFS program because it supports HC4YF's mission to provide pathways to college for Salt Lake County's at-risk and underserved youth."

The project also contributes to a better understanding of how reciprocal urban agriculture programs can increase students' overall sense of belonging in educational settings. This project emerges from two ongoing lines of community-based research: one regarding barriers to education, and the other related to the root causes of food injustice, both of which disproportionately impact students on the west side of Salt Lake City. SPARC's preliminary research suggests that the creation of a high school-university reciprocal gardening program may enhance both educational pathways and food sovereignty.

As imagined by HC4YF, the Glendale-Mountain View Community Learning Center (CLC), and the University's Edible Campus Gardens, the program will be implemented at the CLC Garden and on the University campus. GEPFS program has several components including a 3-credit urban agriculture food systems course (ENVST 2800) for high school students, garden and harvest events at both sites for high school and university students, and a middle school education program facilitated by high school students that have completed the university course. CLC coordinator Keri Taddie says she is looking forward to working with SPARC on GEPFS, and "to better understand the role that community centers play in advancing equity, how our residents experience community centers, and how the CLC can be a partner in garden-based education for food justice."

At the core of the SPARC EJ Lab is a commitment to student pathways, which are the foundation of all SPARC projects. Student co-researchers gain experience in learning, developing, and critically engaging in ways that promote ongoing reflection, empowerment, and social change. Kimberly Yapias, an emerging alumni leader who currently works with UNP and Wasatch Community Gardens, describes her involvement with the SPARC EJ Lab as a formative part of her education, saying, "I got started with SPARC during my last semester at the U through the ENVST 3365 class, where I worked on the GEPFS program. Little did I know it would be one of my most impactful experiences as an undergrad."

Critical Community Engagement is a core pillar of the SPARC EJ lab where research is viewed as a product of both community expertise and interdisciplinary academic training. Community members work with SPARC as co-researchers and direct beneficiaries of the products and processes of engaged action research. Because projects are co-constructed through community relationships, our initiatives often lead to new questions, projects, and explorations.

To learn more or to submit project ideas or requests for partnership, visit envst.utah.edu/environmentaljusticelab.

Leadership & Wellbeing

LAUNCHING WLI WORKSHOPS

By Minerva Jimenez, *Graduate Assistant, City & Metropolitan Planning, University of Utah*

Have you ever wished you could influence change in your community? Or maybe you have a great vision for a non-profit and wish you could start one? Westside Leadership Institute (WLI) began with the purpose of helping residents in the community develop the skills to be able to make a positive change. The program was initiated in 2004 by three community-based organizations that sought to provide leadership skills to residents on the west side of Salt Lake City.

In comparison to the rest of Salt Lake City, the west side is more diverse. Historically, the west side has experienced greater disparities in income and housing. Residents were growing frustrated of their neighborhood being stigmatized as an area with heavy crime and neglect. The WLI was formed as a way to address the needs and desires of community members by offering a leadership program.

Since its inception, hundreds of community members have graduate from WLI and many have taken on community leadership roles, such as local and state council and legislative representatives, non-profit leadership positions, as well as founding their own community-based organizations.

WLI has now expanded to further support local residents in their efforts to make positive change. In addition to WLI Fundamentals and Startups, Workshops are now included.

Fundamentals is the initial 16-week course that students take. The program is offered in English and Spanish by community experts and University of Utah faculty who have done extensive work with the west side. Fundamentals provides the opportunity for students to build relationships in the community, identify their leadership style, and

develop essential skills to initiate programs in the community. Students are responsible for designing a project with local organizations and residents to address a need they see in the community.

Once students complete Fundamentals, they are invited to enroll in the newly launched Workshops to gain a deeper understanding of the subjects learned in Fundamentals. Students that participate in Workshops will have the opportunity to apply for seed funding to initiate a community-based project. Workshops are taught by various experts and professionals who help students build their networks and identify resources. Similar to Fundamentals, students also have the opportunity to apply the concepts that are learned in class into real-life scenarios.

The final piece of WLI is Startups. This section is designed for those who have completed Fundamentals and Workshops and have interest in launching their own nonprofit, business, or leadership role in the community. Startup participants are paired with a mentor that meets with them once a month to assist in their development of a business plan, identify revenue and/or grant funding opportunities, and connect them with local resources.

WLI has created a platform to expand participant networks and creates awareness about available resources. The Westside Leadership Institute aspires to provide residents with the tools and knowledge to be able to initiate and lead the change they believe their community needs.

Visit the Westside Leadership Institute online at www.westsideleadership.org to learn more about the partnership.



WESTSIDE
LEADERSHIP INSTITUTE

Mutual Learning

WEST SIDE YOUTH GET HANDS-ON SCIENCE EXPERIENCES

By Lizzie Su, Science in the Parks

Hartland Community 4 Youth and Families (HC4YF) is a community organization working to provide pathways to college for Salt Lake County youth who are at-risk or underserved. Science in the Parks (SITP) is a student organization at the University of Utah dedicated to providing access to science education for the same youth. Hand-in-hand, the two organizations have been able to achieve their goals by empowering youth to envision themselves as possible future scientists in their pursuit of higher education.

In October 2021, youth with HC4YF headed to the U campus to participate in science demonstrations and experiments. The program was hosted by SITP, with faculty advisors Adam Beehler (Physics) and Holly Sebahar (Organic Chemistry) running demonstrations.

First, the students stopped at the Physics & Astronomy building to see Adam's demonstrations, which always delight students. For example, in one demo Adam showed off his Airbender skills. He filled a cylinder container with fog through a small circular hole at the top. By tapping on the bottom of the cylinder, Adam launched fog rings at the students to show how air moves when a force (his hand) was applied to the container. This activity is always a hit with kids of all ages (even college kids!) and shows how forces applied to different materials can generate cool responses.

Next, the kids headed to the Chemistry building on the other side of campus where its labs are located. With the help of some SITP volunteers, Holly prepared some cool Halloween-themed chemistry experiments for the kids. In one activity, the kids made "ghost bubbles," which required liquid nitrogen and dish soap. Then, dry ice was put into a large

Two HC4YF students doing a Chemistry experiment with Holly Sebahar.



container filled with some water and a tube with a funnel at one end was attached to the container while the funnel was dipped into the dish soap. The gas produced from the reaction of the dry ice and water flowed through the tube and the funnel and helped blow a dish soap bubble. By putting on gloves and dipping their hands in the soap, the kids were able to hold the bubbles in their hands before they popped. When the bubbles popped, the gas flowed out like fog, hence the name "ghost bubbles." The volunteers helping with this experiment were also able to make bubbles that bounced on a countertop before popping.

At the end of all the experiments, the kids and parents from HC4YF were able to ask the SITP volunteers any questions about college, such as how the application process works, what classes are like, and what skills kids should have before going to college. The volunteers were able to answer the questions while sharing their own personal experiences and all the lessons they had learned thus far. All in all, it was an exciting night for everyone involved, and SITP hopes to continue their community outreach through this partnership with HC4YF.

SITP would also like to extend a special thank you to Paul and Jarred from UNP who helped coordinate this event, and to UServe Utah, for its generous funding that supports the HC4YF and SITP Civics & Science partnership.

Lifelong Education

INVESTING IN LOCAL EDUCATORS

A new scholarship, along with other efforts, supports paraeducators in earning a teaching license.

By Carlos Palestina, *Coach Mentor, Utah Development Academy*

Kellie May, *Education Specialist, Salt Lake City School District*

Breda O’Keeffe, *Associate Professor of Special Education, University of Utah*

Paul Kuttner, *Associate Director, UNP*

Paraeducators, or paraprofessionals, play critical roles in our schools. They are teachers’ aides, afterschool leaders, student advocates, and much more. They provide everything from afterschool care to supports for students with disabilities to engagement with families. But they are often overlooked when it comes to conversations about teachers and schools. The partners in the Grow Your Own Educators (GYOE) partnership are trying to change that.

For the past three years, GYOE has supported a cohort of paraeducators working toward becoming licensed teachers. The cohort is made up of mostly non-traditional students, going back to school after years away. One unique offering of this cohort is that most of the members already work in a school district. The cohort supports members’ growth professionally by creating projects and building stronger relationships and partnerships within the community in which most live and serve. Members of the cohort can collaborate, build professional connections, and form personal bonds. With the time spent together, members support each other, look for scholarships, and find ways to pay for college. Members can build genuine, long-lasting friendships. This allows members to create a stronger sense of community and a defined environment for their experience. These bonds also help members to develop stronger leadership and teamwork skills and assemble a pool of resources. These skills and friendships have helped members be successful.

One of the biggest barriers to earning a teaching license is the cost of school. But now, the Salt Lake City School District (SLCSD) is offering a two-year scholarship for any paraeducator who wants to become a teacher or counselor. As part of a three-year program, SLCSD is one of a group of districts that received funds from the state for this purpose. SLCSD

paraprofessionals and individuals fulfilling counseling internships completed an application process at the end of this past school year. The program received over sixty applications and close to fifty scholarships were offered, ranging from \$9,000-\$12,000 each year for two years. The first Grow Your Own scholarship cohort includes twenty-two paraprofessionals and seven counseling interns, each of whom is paired with a district mentor. Thus far, over \$60,000 has been distributed for tuition, fees, and books. Information for how to apply for the second cohort will be announced in the spring.

As these paraeducators move into teaching jobs, that will create an even larger need for great paraeducators, who are such an important part of our schools. How can we better recruit, train, support, and keep great paraeducators in our schools? That is the question being asked by the Grow Your Own Educators Research Group, a team that includes two paraeducators, a UNP Associate Director, a University of Utah graduate student, and a University of Utah Associate Professor. The group is conducting research to learn more about the reasons community members seek, start, and stay in jobs as paraeducators in the Salt Lake City School District. The team would also like to learn more about what influences paraeducators’ job satisfaction. They collaborated with the district to distribute an anonymous online survey in May 2021 to all paraeducators in the district. Respondents included 111 paraeducators (out of 408 possible participants). The team then followed the survey with an invitation to a focus group or individual interviews. The group’s research partners are currently collaborating to analyze the quantitative and qualitative responses to the survey and individual interviews. A report of the results will be available in 2022.

We are excited to see these efforts grow and evolve in the coming year.

Family-School Collaboration

COMMUNITY ADVOCATES OPEN OFFICE IN ROSE PARK COMMUNITY CENTER

By Almaida Yanagui, *Community Organizer & Assistant Partnership Manager, UNP*

For many years, the Utah Community Advocate Network (UCAN) has held family programs and classes at the UNP office and at nearby schools and centers. Now, UCAN is opening its first office in partnership with the Rose Park Neighborhood Center (RPNC). UCAN and RPNC will be working together to create a hub for family support and family-school collaboration in Rose Park.

UCAN is an intergenerational network of youth and families that organize to support education and wellbeing. Last fall, UCAN began holding meetings and classes at the Rose Park Neighborhood Center, which is located at 754 N 800 W in Salt Lake City. RPNC was built by the Good Samaritan Foundation in 2018 and is led by Executive Director Amy Wylie and Center Director Danny Davenport. In 2022, UCAN will be moving into its permanent office there. Below, UCAN members share their thoughts on this emerging partnership.

Durante muchos años, la Red de Defensores de la Comunidad de Utah (UCAN) ha impartido clases y programas familiares en la oficina de UNP, en escuelas y centros cercanos. Ahora, UCAN está abriendo su primer oficina en asociación con Rose Park Neighborhood Center (RPNC). UCAN y RPNC trabajarán juntos para crear un centro de apoyo familiar y colaboración de familia a escuela en Rose Park.

UCAN es una red intergeneracional de jóvenes y familias que se organizan para apoyar la educación y el bienestar. El otoño pasado, UCAN comenzó a realizar reuniones y clases en el Rose Park Neighborhood Center, que se encuentra en 754 N 800 W en Salt Lake City. RPNC fue construido por el Good Samaritan Foundation en 2018 y está dirigido por la directora ejecutiva Amy Wylie y el director del centro Danny Davenport. En 2022, UCAN se mudará a una oficina permanente allí. A continuación, los miembros de UCAN comparten sus pensamientos sobre la asociación emergente.

“Estamos muy contentos por este nuevo paso que estamos dando, ya que al tener este nuevo espacio podremos abarcar más áreas y así proveer más servicios a nuestra comunidad.”

“We are very happy about this new step that we are taking, since by having this new space, we will be able to cover more areas and thus provide more services to our community” ~ Viviana Montaña

“As a community advocate, I am excited to be a part of building a partnership with the Rose Park Neighborhood Center. It is awesome that the Utah Community Advocate Network will now have its own office. I like this building because it has so much more room than the one we were using in Glendale. This building is a lot closer to me. I like the friendly faces that greet you at the door.”

“Como community advocate, estoy emocionada de ser parte de la construcción de una colaboración con Rose Park Neighborhood Center. Es asombroso que el Utah Community Advocate Network ahora tenga su propia oficina. Me gusta este edificio porque tiene mucho más espacio que el que usábamos en Glendale. Este edificio está mucho más cerca de mí. Me gustan las caras amables que te saludan en la puerta.”

~ Dulce Hernandez

“En el área Northwest de Salt Lake, específicamente Rose Park, ha tenido la necesidad de tener un lugar donde la comunidad puede reunirse o asistir a una oficina. Ahora tenemos la oportunidad de que University Neighborhood Partners, Utah Community Advocate Network, y Rose Park Neighborhood Center trabajando juntos para tener una oficina de Community Advocates. Sera de gran ayuda para la comunidad de Rose Park.”

“In the northwest area of Salt Lake, specifically Rose Park, there has been a need for a place where the community can meet and have an office. Now, we have the opportunity for the University Neighborhood Partners, Utah Community Advocate Network, and Rose Park Neighborhood Center to work together to have a Community Advocates office. It will be a great help to the Rose Park community.” ~ Jorge Zamora

Decreasing Barriers

COMMUNITY RESIDENT IN ACTION: Refugee Action for Family Health

By *Suzie Akok, Founder, Refugee Action for Family Health*

Refugee Action for Family Health (RAFH), supported by UNP's Community Resident in Action partnership, aims to empower youth from refugee backgrounds to preserve and maintain their cultural traditions and values.

Utah is home to many people whose country of origin is South Sudan. This includes a growing number of youths who were born in Utah and get almost no exposure to traditional dance. Although many do speak their heritage language, I have observed their embarrassment when they are among peers from other cultural backgrounds. I became concerned and feared that they were losing our culture. When I talked to parents, they expressed the same fears. As a result, since September of 2019, a series of health education workshops and traditional dance sessions with South Sudanese youth have been conducted. Health education workshops focus on helping youth learn the consequences of risky health behaviors and how to better communicate with their parents. And the dance sessions have led to participating youth mastering three different South Sudanese traditional dances.

In the beginning, there were twenty youth participating. Today there are more than forty attending the workshops and learning traditional dances. Additionally, fifteen parents also attend. We even had a cultural day in August 2020 for youth to showcase their talents to parents, friends, and RAFH partners. And, during the COVID-19 pandemic, parents and youth have remained engaged through the use of WhatsApp for group calling, texting, and sharing pictures and videos.

Over the past two years, RAFH conducted two projects to help support refugee youth and families. We made more than two hundred reusable masks to prevent the spread of

COVID-19 among youth and families, as well as provided five new tablets to support youth during remote learning. We also reached out to vulnerable households to share information about the virus and how to access support resources.



Images from WhatsApp of two youth practicing South Sudanese dance learned through RAFH.

Suzie Akok was born in South Sudan and grew up in a Ugandan refugee camp before migrating to Salt Lake City, Utah. She arrived as a teenager in March 2006 with her mom and brothers. She holds a Master of Public Health from Westminster College and a Bachelor of Science in Sociology from the University of Utah.

Campus Engagement

Engagement & Understanding

HARTLAND SCHOLARS: Youth Voices and Intro to Film

By Ana Antunes, *Assistant Professor, Gender Studies, University of Utah*
 Joshua Samson, *Graduate Assistant, Education Leadership & Policy, University of Utah*
 Jeilani Athman, *Student Success Advocate, University of Utah*
 Jarred Martinez, *Education Pathways Partnership Manager, UNP*

Youth Voices is a youth participatory research-based partnership hosted at the UNP Hartland Partnership Center. In its seventh year, Youth Voices was developed to increase educational opportunities for young people on the south west side of Salt Lake county. In order to fulfill this goal, Youth Voices engages youth through art, research, and prosocial activities. In partnership with faculty and staff from multiple departments at the University, the pursuit of this work has also inspired the emergence of what we're calling Hartland Scholars. Hartland Scholars is an early-college credit program, centering the youth, values, and experiences of the community we work with, while challenging the expectations and barriers that exist in other early admissions programs.

As part of this growing pathway, students are taking Introduction to Film 1110 at Hartland, instructed by Joshua Samson. Students are learning technical and artistic aspects of filmmaking, representations of stereotypes, and basics of film production. Youth will also be making their own short films, as a form of counter-narrative to Hollywood representations. Below are some reflections with Joshua Samson, expanding on the importance of this class and how it aligns with Youth Voices.

How does this course expand and deepen the Youth Voices way of thinking and learning?

JS: Students apply many of the concepts from Youth Voices into an analysis of film, which is one major marker of American culture. They unpack some of the hidden messages found in film and interrogate how dominant ideologies play out.

Why is understanding and examining media in

this way so important?

JS: Media is pervasive in all young people's lives and so learning to create their own media is one step towards media literacy. Instead of being passive consumers of media, they can begin to become active producers.

As a professor, what is an insightful or memorable experience you've had with this group?

JS: The students have been very engaged in applying the aspects of filmmaking. When we did a simple cinematography project, they were running around, imagining how they would film a scene. They are far more engaged than many of my other college students and I've been teaching for over a decade.

Upon successful completion and admission to the University of Utah, High school students will receive general education credit. However, just as importantly, they are also sharpening their abilities to read and write the world around them in creative ways.

Here are what some students had to say about what they've learned so far.

"I learned about camera movements and different sounds and how it triggers different emotions. When you watch a movie you don't usually think about the history of movies, but when you think about representation and people of color in films, it is important that we realize how far we still have to go."

~ Vicky

"[I] learn where movies come from, about different genres, about all the work that goes into making film and learned more about films that are not made in Hollywood."

~ Fatima

Storytelling

GLENDALE GATHER BLOCKS

By Renato Olmedo-González, *Public Art Program Manager, Salt Lake City Arts Council*



Glendale Gather Blocks, located at Glendale Park (1375 W 1700 S), is the most recent public art installation commissioned by Salt Lake City's Public Art Program. The entire park has been transformed into a colorful gathering space containing site-specific art, new playground equipment, a new pavilion, and a walking path.

Glendale Gather Blocks was created by an artist-led team consisting of Chuck Landvatter, Jared Steffensen, and J. Dayton Crites. "We wanted to create a place for people to gather together," said artist Jared Steffensen, who designed the sculptural elements of this public art project. "Each of the sculptures have been fabricated differently so they provide unique opportunities for play and interaction within the park: they can be used as a playground, a picnic table, or for seating. This public art installation is for a place, not about a place." In speaking about the colorful palette found in the installation, commissioned artist Chuck Landvatter mentioned how "they evoke a bright and optimistic feeling, much like Glendale

is as a community. These bold and bright colors come together beautifully to create a synergy that compliments the project as a whole."

One of the most impactful elements of Glendale Gather Blocks is the way in which it has incorporated the faces of several Glendale community members. These portraits serve to celebrate Glendale as a whole. "Getting to know the people whose faces are depicted in this project," says Chuck Landvatter, "has been so fulfilling. I didn't expect that part of the process to be so rewarding. I've gained many friends along the way and got to know Glendale in a much more intimate way." The individuals depicted in Glendale Gather Blocks are as diverse as the community itself: some are immigrants, some have lived in Glendale for many years, and their ages vary. In all, it is unique individuals like these who make Glendale an incredible place. A community celebration will be hosted at the park in the spring of 2022, and we look forward to celebrating this incredible artwork with the entire community.

About the Salt Lake City Public Art Program

In 1984, Salt Lake City established the Percent-for-Art ordinance, allocating a percentage of eligible City project funds for commissioning artists for services and site-specific artwork to be integrated into new construction projects. As of 2021, that percentage is 1.5%. The public art program's purpose is to add high quality, site-specific artists' work to natural and built environments. The Public Art Program is a service of the Salt Lake City Arts Council. Learn more online at www.saltlakearts.org and www.saltlakepublicart.org.

Sharing Knowledge

GATHERING COMMUNITY VOICES

By Saolo Betham, *Community Leadership Partnership Manager, UNP*
Lenn Rodriguez, *Site Coordinator, UNP Hartland Partnership Center, UNP*
Paul Kuttner, *Associate Director, UNP*



How do you measure partnership? How do you evaluate the impact of relationships?

These are the kind of questions that we've been asking ourselves on UNP's evaluation team. Like any organization, we collect data and evaluate our work to see how well we're doing what we say we're doing.

But when it comes to community-university partnerships, this can get complicated. For one thing, it's not just us doing the work. It's you. It's this large network of resident leaders, faculty, students, organizations, agencies, and more. For another thing, working in community is messy. It's about relationships. It doesn't fit into linear logic models, and some things cannot be measured.

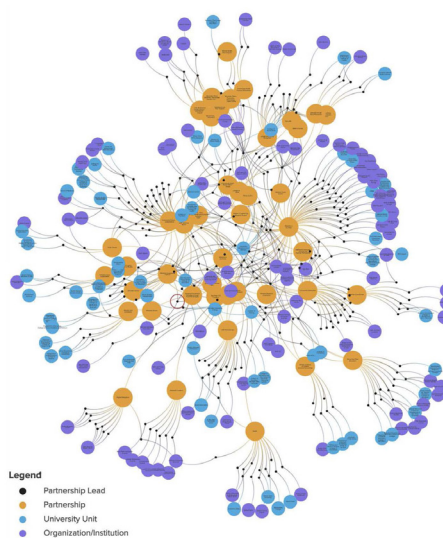
So, through active conversations with staff and partners, we have done our best to create an evaluation that is authentic to our work, and that looks at the incredible work done by all our partners. We collected stories. We drew network maps that show all the connections between partners. And we created a survey that allows all partners to speak directly to the impact partnership work has had on them.

We know surveys aren't always a great tool

for community, but we worked hard to make it as accessible as possible. We translated it into eight languages. It can be done in five minutes on a cell phone. And it gives us a glimpse into impacts that really matter. For example, 87% of people who answered the survey said that through their participation with a partner or in a partnership supported by UNP, they were more hopeful that it is possible to change things for the better.

Since this data to evaluate and understand our work was collected by our partners, we are sharing access to the data with our partners. By doing this, we hope our partners can further build capacity, raise funding, improve programming, and deepen our collective partnership work.

We hope that as you read through the stories in the UNP Evaluation Report 2020-2021, you are able to reflect on our shared success, while also recognizing our areas of opportunity and growth. This effort marks a baseline in our evaluation tools that we look forward to building alongside you, to truly change things for the



The UNP Network Map, explorable and interactive via a link in the report.

To access the UNP Evaluation Report 2020-2021 and to use the interactive map (*pictured above*) visit the UNP website at <https://partners.utah.edu/resources/publications/> and select the Reports tab.

Communication

UNP PARTNERSHIP CURRICULUM

By Kimberly Schmit, *Director of Community Praxis, UNP*

“These are not instructions like commandments though, or rules; rather, they are like a compass: they provide an orientation but not a map. The work of living is creating that map for yourself.”

~ Robin Wall Kemmerer, *Braiding Sweetgrass*

When UNP started building relationships with Salt Lake City west side residents in 2001, there was not a map, rules to follow, or a set of instructions. But there was genuine interest, curiosity, the willingness to listen, humility, a sense of adventure, and a whole lot of heart. As Robin Wall Kemmerer so eloquently offers, UNP “began with what hoped to be the ingredients of a sound orientation.”

What came next, stemming from that orientation, was the formation of new relationships; relationships that led to groups of university and community people establishing UNP’s mission, vision, values, and partnership principles. And, while UNP has made plenty of mistakes over the years, it has been interesting to learn that those core documents, created with the community, have aged well. Again and again, our founding documents have undergone small adjustments while offering a solid ground from which to launch, maintain, and see many partnerships fly.

In fact, over the past two years, UNP has been approached with increasing requests to share our methods for building equitable community partnerships. These requests have come from community and government organizations, as well as university entities. And, excitingly, people have reached out from our own backyard, around the state, around the country, and internationally.

Aware of the power of this, and UNP’s potential to learn and share, our Advisory Board and staff wrote into the UNP Long Range Plan 2019-2024 a goal entitled Engagement & Understanding. This goal was specifically designed to, “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.” Consequently, in 2020, UNP brought together long-time partners Dr. Susie Porter, Dr. Kara Byrne, and me (Kimberly Schmit) to begin the process of creating a way to share UNP’s methods. Together, the three of us created a workbook that has become the UNP Partnership Curriculum.

The curriculum, full of community voice and designed to be a circular and additive process, is also a living document. It is the basis for the creation of a platform which will not only outline UNP’s methods, but also engage people with the curriculum to add their own stories, lessons learned, and best practices from their own work of building community partnerships. It is exciting! Imagine a space where you, your children, your students and faculty, and your staff can go to learn from and share with people from around the world to create partnerships that work in diverse cultural contexts.

In 2022, UNP is exploring with partners the many ways this curriculum can engage communities. As a staff, we will learn how to use it on a day-to-day basis and work to offer the curriculum as a workshop for organizations, in the community, or in higher education departments. We also imagine piloting an online class, potentially with community, university, and system’s leaders from around the world.

Overall, what excites us at UNP most about this moment is that we believe that this curriculum is a way to orient others. And, hopefully, this is the beginning of new conversations, new relationships, and new opportunities to learn, grow, and move towards a more equitable life with and for more people.

PARTNERSHIPS

July 1, 2020 - June 30, 2021

Current Partnerships Located Off the Map

UNIVERSITY OF UTAH CAMPUS

Bridge Training Clinic
Community Scholar in Residence
Pacific Islands Studies Initiative
PATHS
Science in the Parks
UNP Scholarships

ONLINE/VIRTUAL

104Youth\Gendale in Action
Bases 7 Fundamentos
Bridge Training Clinic
Case Management Certificate Course
Certified Peer Support Specialist Training
Citizenship
Community Research Collaborative
Community Resident in Action
CTC Coalition
Family-School Collaboration Design Research Project
Grow Your Own Educators
Hartland Free Mental Health Clinic (Tele Health)
Hartland Resident Committee
Kaimana (CFES)
Language Acquisition (ESL Classes)
Many Stories, One Utah
MSW Clinical Licensure Study Group
New American Academic Network
Pathways to Leadership
Salt Lake Education Alliance/
My Brother's Keeper SLC
Samoan Language Class
Westside Coalition
Westside Studio
WLI Fundamentals

OTHER OFF THE MAP LOCATIONS

LATINO BEHAVIORAL HEALTH SERVICES
Bases y Fundamentos
Certified Peer Support Specialist Training

SALT LAKE COMMUNITY COLLEGE
UNP Scholarships

USARA
Peer to Peer

UTAH VALLEY UNIVERSITY
UNP Scholarships

WEST VALLEY CITY
Latinos in Action
Cyprus, Granger, Hunter, and Kearns High Schools
My Hometown Initiative
Community Resource Center

STATEWIDE
12-Step Program Meetings

INTERNATIONAL
Bridging Borders
Case Management Certificate Course

Current Partnership Locations MAP KEY



1 UNP HARTLAND PARTNERSHIP CENTER
Bridge Training Clinic
Case Management Certificate Course
Citizenship
Community Resident in Action
Community Scholar in Residence
Early Childhood Education & Head Start
Grow Your Own Educators
Hartland Education Pathways
Hartland Free Mental Health Clinic
Hartland Landscaping and Outdoor Classroom
Hartland Resident Committee
Hartland Scholars
Hartland Youth Center
Karen Student College Pathways
Kaimana (CFES)
Language Acquisition (ESL Classes)
Mobile Medical Clinic
MSW Clinical Licensure Study Group
New American Academic Network
Welcome Center
WLI Startup
Youth Dance & Theatre Arts Program
Youth Voices



2 UNP HOUSE
Utah Community Advocate Network
Youth Community Advocates



3 GLENDALE NEIGHBORHOOD
Partners in the Park(ing) Lot



4 GLENDALE MIDDLE SCHOOL
Truth Cypher
Youth Teaching Youth: Dark Skies



5 GLENDALE-MOUNTAIN VIEW
COMMUNITY LEARNING CENTER
104Youth/Glendale in Action
Bridge Training Clinic
Hartland Youth Center
Partners in the Park(ing) Lot
Voices of Glendale
Westside Leadership Institute (WLI)
Fundamentals



6 JORDAN PARK
Partners in the Park
Mobile Medical Clinic



7 JORDAN RIVER
Hartland Community 4 Youth & Families



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



9 MOUNTAIN VIEW ELEMENTARY
SCHOOL
Bridge Training Clinic
Hartland Community 4 Youth & Families



10 NEIGHBORWORKS SALT LAKE
Westside Coalition
WLI Workshops



11 NORTHWEST MIDDLE SCHOOL
Partners in the Park(ing) Lot



12 POPLAR GROVE NEIGHBORHOOD
Partners in the Park(ing) Lot



13 ROSE PARK NEIGHBORHOOD
Partners in the Park(ing) Lot



14 ROSE PARK NEIGHBORHOOD
CENTER
Introduction to Family Leadership in Education
Utah Community Advocate Network
Youth Community Advocates



15 SPY HOP
CTC Coalition

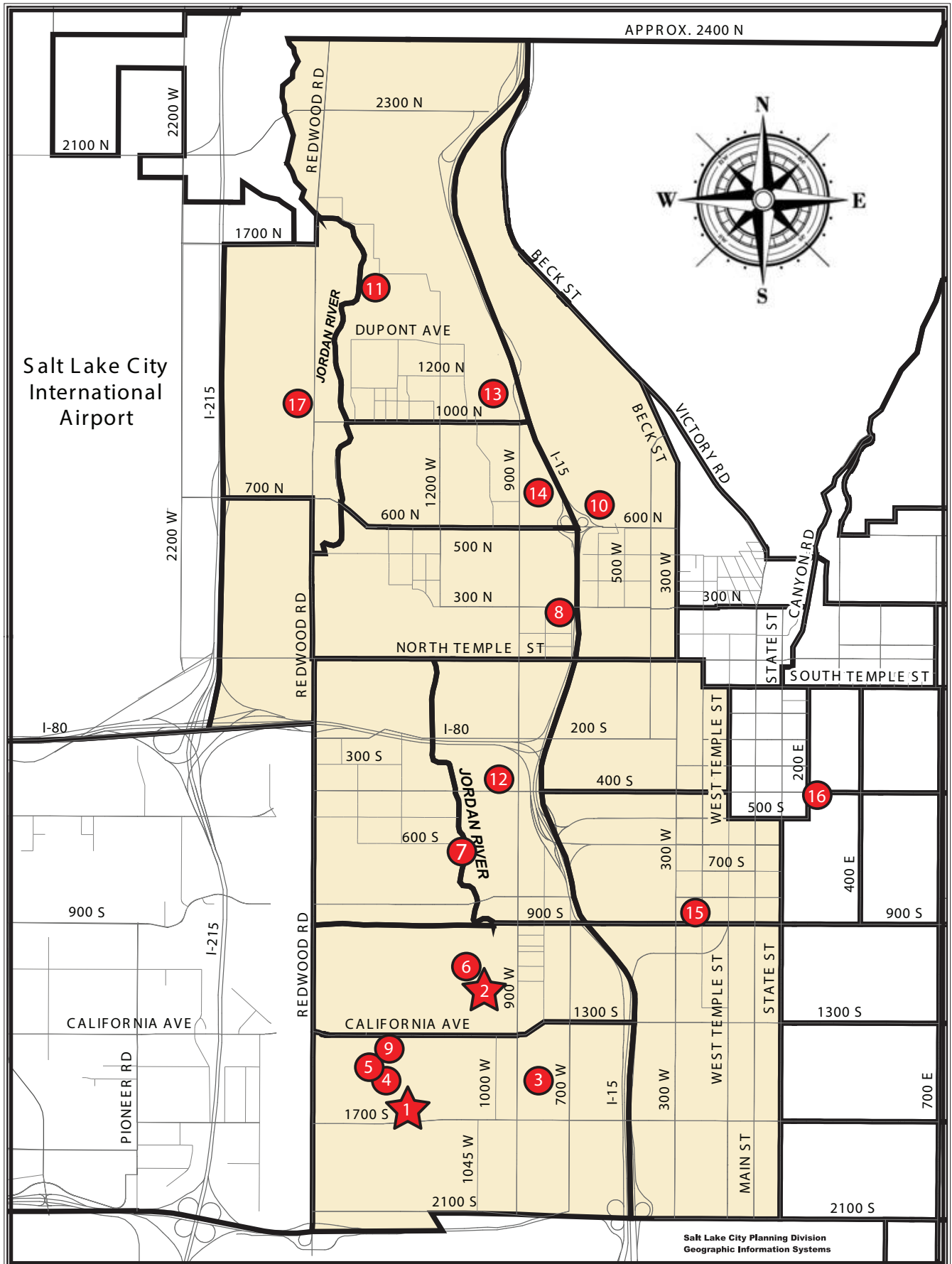


16 UTAH STATE BOARD OF EDUCATION
Belonging School Initiative



17 WESTPOINTE NEIGHBORHOOD
Partners in the Parking Lot

PARTNERSHIPS MAP



PARTNERS

July 1, 2020- June 30, 2021

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
 Bad Dog Arts
 Ballet Folklórico Las Américas
 Bridging Borders
 Utah Division of Substance Abuse and
 Mental Health
 Catholic Community Services of Utah
 Center for Documentary Expression and Art
 Centro de la Familia de Utah
 Child and Family Empowerment Services,
 LLC
 Clever Octopus
 Comunidad Materna en Utah
 Community Development Corporation of
 Utah
 Comunidades Unidas
 Consulado de México en Salt Lake City
 Enriching Utah Coalition
 Early Head Start
 Early Intervention
 DDI Vantage Early Intervention
 DDI Vantage Early Head Start
 Disability Law Center
 English Skills Learning Center
 Equitable Housing & Livability Institute
 Help Me Grow Utah
 Flamboyan Foundation
 Fortis College
 Student Nurses' Association
 Good Samaritan Foundation Utah
 Rose Park Neighborhood Center
 Granite School District
 Guadalupe School
 Hartland Community 4 Youth & Families
 Hartland Resident Committee
 Horrocks
 Inclusion Center for Community and Justice
 Intermountain Healthcare
 International Rescue Committee
 Jahazi Charity
 JAYHAWKS
 Jordan River Commission
 Karen Community of Utah
 Latino Behavioral Health Services
 Latinos in Action
 La Ventanilla de Salud
 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
 Olive Branch Community Partnerships
 ONerefugee
 My Hometown Initiative: WVC
 Pacific Heritage Academy
 PIK2AR (Pacific Islander Knowledge 2
 Action Resources)
 Planned Parenthood Association of Utah
 Prevent Child Abuse Utah
 Public Lands Interpretive Association
 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
 Science in the Parks
 Semanas Latinoamericanas de Salud
 Shuttleworth Foundation
 Sierra Club Utah Chapter
 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
 Office of Fairness and
 Accountability
 Utah State Board of Education
 Utah Tobacco Prevention and
 Control Program
 Department of Multicultural Affairs
 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 Community Advocate Network
 Utah Clean Energy
 Empower SLC Solar
 Utah Film Center
 Utah Food Bank Kids Café
 Utah Health Policy Project
 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
 West View Media
 Workers Compensation Fund
 YWCA
 Utah Behavioral Health Planning and
 Advisory Council
 Utah Strong

UNIVERSITY OF UTAH PARTNERS

Admissions
 Alumni
 Bennion Center
 English Language Institute
 Community Engaged Scholars
 Student Programs
 Campus-Community Food Justice
 Research Team
 College of Architecture + Planning
 City & Metropolitan Planning
 DesignBuildSALT LAKE
 Westside Studio
 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
 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
 Environmental & Sustainability
 Studies
 Family & Consumer Studies
 Master of Public Administration
 Political Science
 Psychology
 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
 Housing & Residential Education
 Human Resources
 Huntsman Mental Health Institute
 Institutional Advancement
 J. Willard Marriott Library
 Kingsbury Hall – Utah Presents
 KUER 90.1 – NPR Utah
 Natural History Museum of Utah
 Youth Teaching Youth
 Office of Engagement
 Beacon Scholars
 Equity, Diversity, & Inclusion
 Diversity Scholars
 Dream Center
 Pacific Islands Studies Initiative
 Office for Global Engagement
 Office of the President
 Office of Undergraduate Studies
 Office of the VP for Research
 Red Butte Garden
 Safety Department
 University Police
 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
 Huntsman Cancer Institute
 Redwood Clinic
 South Main Clinic
 Sugarhouse Clinic
 University of Utah Health Plans
 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
 Utah Assistive Technology
 Program
 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
 Place-Based Justice Network

FUNDERS & DONORS

July 1, 2020 - June 30, 2021

\$50,000+

Bank of America
 Clark and Christine Ivory Foundation
 Salt Lake County
 Betsy D. Thornton
 Utah Division of Multicultural Affairs

\$40,000 to \$49,999

An Anonymous Family Foundation

\$30,000 to \$39,999

Brent and Bonnie Jean Beesley
 Foundation

\$20,000 to \$29,999

American Express Center for Community
 Development
 Association of Public and Land-grant
 Universities
 Salt Lake City Council
 Synchrony Financial
 The Sustainable Campus Initiative Fund
 University of Utah Alumni

\$10,000 to \$19,999

Carl Christiansen & Sarah L. Winkler
 Herbert I. and Elsa B. Michael Foundation
 Donald J. & Ann P. Murno
 Salt Lake City Libraries
 SelectHealth
 Sorenson Legacy Foundation
 UServe Utah
 Utah Department of Health

\$5,000 to \$9,999

Church of Jesus Christ of Latter-day
 Saints Foundation
 Lawrence T. and Janet T. Dee Foundation
 Marriner S. Eccles Foundation
 Roger M. and Mary F. Lowe
 Rocky Mountain Power Corporation
 Wells Fargo Foundation
 Joan S. & Harold H. Wolf

\$2,500 to \$4,999

The Castle Foundation
 Henry W. & Leslie M. Eskuche Foundation
 Robert P. & Dixie S. Huefner
 Salt Lake City ACE Fund

\$1,000 to \$2,499

Barbara I. & Dennis J. Crouch
 Harriett M. & Raymond F. Gesteland
 Jennifer A. Mayer-Glenn & Jon R. Glenn
 Libby & Mark Haslam
 Christopher P. Hill & Jacqueline
 Wittmeyer
 Rosemarie & Paul C. Hunter
 Larry B. & Janine Krystkowiak
 Leta Family Philanthropic Fund
 Jeannine S. Marlowe & Dana Carroll
 Edward H. & Margaret W. Mayer
 Maude E. & Van B. Norman
 Lynda H. & Gary M. Oderda
 C. Dale and Susan R. Poulter
 Rocky Mountain Power Foundation
 Douglas E. Rollins & Cathleen C.
 Cunningham

\$500 to \$999

Paul T. Brinkman

\$250 to \$499

dawn aoki
 Irene S. Fisher & A. Craig Hansen
 Paul David Majnik
 Judith Ann Oki
 Susan M. Olson
 Karla Rogerson
 Southern Utah Wilderness Alliance
 Marita Tyrolt

\$100 to \$249

Leticia Alvarez
 Anonymous
 Victoria Panella Bourns & Robert Bourns
 Barbara B. Brown
 Darryl P. & Ann Butt
 Shauna M. & Thomas A. Carl
 Elaine Clark
 Linda P. & Michael A. Dunn
 Melanie & Jack Elizondo
 Amanda K. Finlayson & Darrell J. Moore
 Jose Francisco Gutierrez
 Hugh D. & Judy J. Graham
 Douglas J. Hasbrouck
 Rebecca Horn
 Safia Keller
 Carolyn G. & Peter J. Kowalchik

\$100 to \$249 cont...

Kyle LaMalfa
 Nancy T. Lombardo
 Frances Luehrs
 Laurence J. Madden
 Isabel Teresa Molina-Avella
 Laura Snow Prosper
 Patricia J. Rohrer
 Adam G. Saxby
 Michael Scott Smith
 Sylvia D. Torti
 Phyllis Vetter

\$50 to \$99

Julie J. Biner
 MaryAnn P. Christison
 John C. Clay
 John N. & Carol V. Fackler
 Robert L. Flores & Rosemary Gacnik-
 Flores
 Christina-Mai Just
 Ed A. Muñoz
 Kathy & Ned Searle
 Matthew & Kimberly Teitter
 Bert N. Uchino
 Marti Woolford

\$1 to \$49

Karen Ashton
 Anne Dibble
 Marcia C. Dibble & Paul L. Ketzle
 Lily Ruth Ferreira
 Estella Hernandez
 Delva W. Hommes
 Clare Lemke
 Julie & Ben M. McAdams
 Anissa B. Morse
 Randal Serr
 Gordon Storrs
 Andi Witczak
 Erica Wood

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

FINANCIAL REPORT

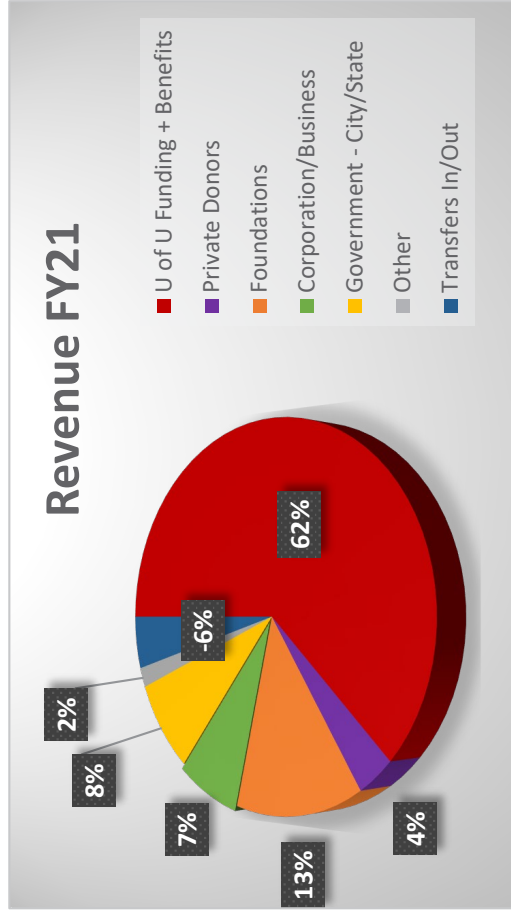
July 1, 2020- June 30, 2021

July 1, 2020- June 30, 2021

FINANCIAL REPORT

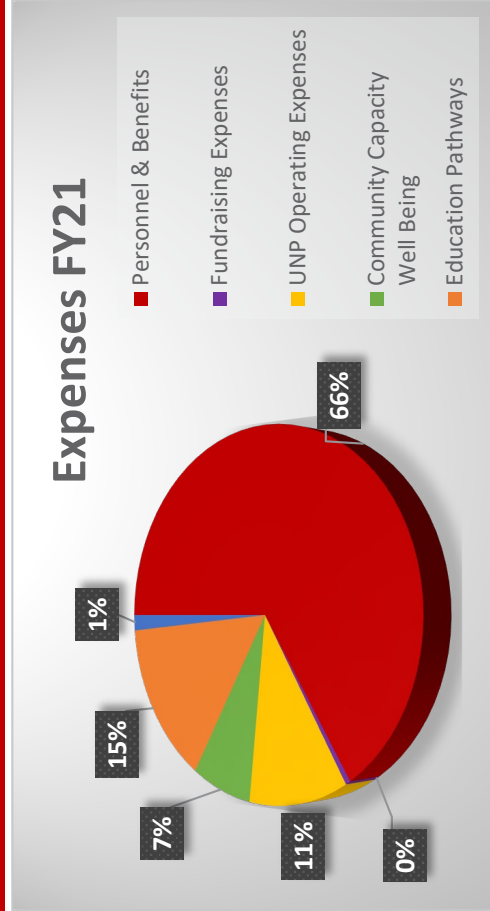
REVENUE FY21

U of U Funding + Benefits	1,224,272	68%
Private Donors	73,069	4%
Foundations	264,255	15%
Corporation/Business	136,362	8%
Government - City/State	158,761	9%
Other	33,840	2%
Transfers In/Out	(90,026)	-5%
Total Revenue:	1,800,533	



EXPENSES FY21

Personnel & Benefits	1,079,895	66%
Fundraising Expenses	8,169	0%
UNP Operating Expenses	177,312	11%
Community Capacity Well Being	112,128	7%
Education Pathways	247,734	15%
Leadership	23,455	1%
Total Expenses:	1,648,694	



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, as well as ongoing pandemic-related relief partnerships and projects.

APPEAL FOR SUPPORT

University Neighborhood Partners is committed to the educational pathways of Salt Lake's west side communities, an essential part of our mission. Because of the generosity of so many of our partners and donors, a total of **\$500,125 in scholarships** have been awarded to **156 west side students** since UNP began offering scholarships in 2007! Just this past academic year, 585 students from the zip codes in which UNP works enrolled at the University of Utah. This included 90 first-time freshmen and 47 transfer students. One-hundred and seventy-five students graduated! A group of these University of Utah students were supported with scholarship funds awarded through UNP. Scholarships were also awarded to students attending Salt Lake Community College and Utah Valley University. As UNP moves forward and continues its work with west side communities, we are committed to paving pathways for people as they pursue their professional and educational dreams. We are asking you to join us in this effort by making a donation towards the UNP Scholarship Fund. Cut out the donation slip below and mail it in, or donate online at give.app.utah.edu/designation/1704.



THE UNIVERSITY OF UTAH

Please designate my gift of \$ _____

To support:

UNP Scholarship Fund
Appeal #05990

Mail donations to: University Neighborhood Partners
1060 S 900 W
Salt Lake City, UT 84104

Method of Payment:

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

Card number

Name on card

Expiration date

Signature

Make this a recurring monthly or quarterly gift.**

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

I would like to give:

\$ _____ monthly! \$ _____ quarterly!

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

YOUR LEGACY BEGINS WITH



You can establish an enduring legacy and ensure the future of our work with a planned gift to University Neighborhood Partners!

A few simple ways to do this include:
 a bequest through a will or trust;
 a beneficiary designation on a retirement plan or brokerage account; or
 a beneficiary designation on a life insurance policy.

Contact Amanda at a.finlayson@partners.utah.edu to learn more.

UNP ADVISORY BOARD

2021-22 Academic Year

Angela Doan, Co-Chair*Assistant Attorney General, Utah Attorney General's Office***Laura Hernandez**, Co-Chair*West Side Resident & Community Advocate, Community Advocate Network***Susie Porter**, Co-Chair*Director of Gender Studies & Associate Professor of History, University of Utah***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***Adam Dastrap***Professor & Coordinator, Geosciences Department, Salt Lake Community College***Adebimpe Idowu Deji-Olatunde***West Side Resident, UNP Hartland Resident Committee & Graduate Assistant, Utah Education Policy Center***Isaac Delgado***West Side Resident***Katie Donoviel***Associate Director, English Skills Learning Center***'Inoke Ve'a Hafoka***West Side Resident & Associate Instructor of Ethnic Studies, University of Utah***Carolynn Hoskins**, Ex-Officio*West Side Resident & DDI Vantage, Early Head Start***Emma E. 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**, Ex-Officio*Director, Bennion Center, University of Utah***Paloma Olmedo-Gonzalez***Events Supervisor, Wellness and Integrative Health, University of Utah Health***Ken Perko***Assistant Director, Youth & Family, Sorenson Unity Center***Asha Parekh***Director, Refugee Services, Utah Workforce Services***Gilberto Rejón Magaña**, Ex-Officio*West Side Resident & Founding Director, Hartland Community 4 Youth & Families***Brett Steadman***Facility & Program Manager, Northwest Recreation Center***Anni Tedder***Associate Director of Diversity, Outreach, and Community Engagement, University of Utah Admissions***Isael Torres***West Side Resident & Family & School Collaboration Specialist for Educational Equity, Salt Lake City School District***Christine Tuifua***West Side Resident & Paraprofessional, Glendale Middle School***Mary Ann Villarreal**, Ex-Officio*Vice President of Equity, Diversity, & Inclusion, University of Utah***Jasmine Walton***Community Engagement Coordinator, NeighborWorks Salt Lake*



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

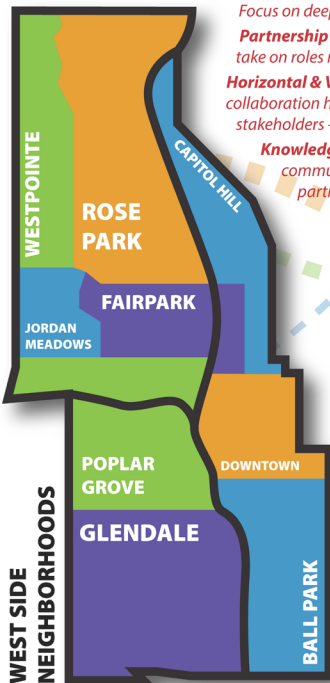
of active, collaborative connections within and across partnerships

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



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

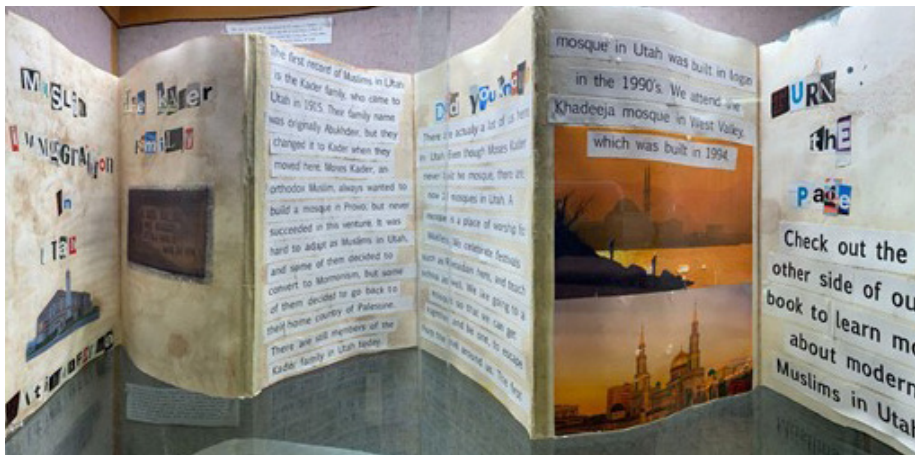


THE UNIVERSITY OF UTAH

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

UTAH IMMIGRATION STORIES

In the Fall of 2021, Youth Voices, with the support of ArtsBridge, created a series of mixed media photography art pieces. The work is currently on exhibit at the University's Marriot Library (Level 1 built-in cases). The body of work is called, "Utah Immigration Stories: Connecting Past and Present through Art and Photography."



This zine is the result of the search for the history of Muslim migration in Utah. The earliest records of that history is that of the Kader family, summarized on one side of the zine (left). On the other side (right) the scholars added their own stories to the history of Utah. *Utah Immigration Stories: Art by: Ahmed Bana, Fatma Bakari, Omar Bakari, Ashmita Gurung, Rahma Mustafa, and Nimo Osman.*

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

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