

COMMUNITY VOICES

VOLUME I, ISSUE I, 2010

university neighborhood partners



together we reach

the Campaign for the University of Utah

A MESSAGE FROM THE DIRECTOR



Welcome to University Neighborhood Partners' inaugural edition of *CommUnity Voices*.

This publication marks a change in how we will tell the UNP story. For the past nine years, UNP has *developed, engaged, connected, integrated, and facilitated* partners

from institutions of higher education, schools, community organizations, business, financial partners, and the youth and families of the west side of Salt Lake City...and beyond. This is no longer just UNP's story...it is the story of 32 partnerships in 25 west side locations and the many people, colleges and departments, schools and organizations that come together to *create, exchange, teach, and learn with each other*.

During fall 2009 and spring 2010, campus-school-community stakeholders partnered with over 4,000 west side residents (youth and adults) to create greater access to education and community resources that will extend the reach of families in their support of each other and their communities. Students from the University of Utah and Salt Lake Community College invested a combined total of 6,695 hours in community-based teaching, learning, and research. Guided by faculty from over 42 departments, these students found resident teachers, parent mentors, youth researchers, and friends in the seven culturally rich neighborhoods that make up the west side of Salt Lake City. Nowhere is there such a rich tapestry of culture, language, custom, and tradition. In fact, Dr. Pam Perlich's report *Utah's Demographic*

Transformation: A View into the Future describes and documents this rich cultural and linguistic diversity, noting *117 languages other than English spoken in the homes of Utah students in 2007*.

With this rich cultural context in mind, this publication also marks a change in *whose voices* are present. You will see publication entries written by the partners who do this work...*the staff, the faculty, the students, the residents*. As we go forward and grow as an organization, our goal is to increasingly include *CommUnity Voices* from diverse perspectives and multiple stakeholders. We will need your assistance in this area; we will need to *hear your voice* and ask that you continue to guide and support the mission of UNP to bring together University and west side resources for reciprocal learning, action, and benefit...*a community coming together*.

In closing, I wish to thank the members of the UNP Advisory Board, the staff, our many donors, and community partners, President Young, and the University administration for their ongoing commitment to increasing access and opportunity for west side youth and families.

Rosemarie Hunter, PhD, LCSW

Special Assistant to the President for Campus Community Partnerships
Director, University Neighborhood Partners
Assistant Professor, College of Social Work

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UNIVERSITY NEIGHBORHOOD PARTNERS

Mission: **University Neighborhood Partners (UNP)** brings together higher education and community resources for reciprocal learning, action, and benefit... *“a community coming together.”*

Founded in 2001, University Neighborhood Partners is the result of an explicit move by the University of Utah’s highest administration—the Office of the President—to make specific, tangible efforts to assure college is an available option for all interested Utahns.

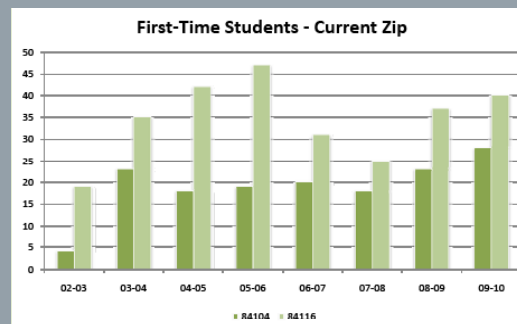
The most pressing issue for UNP is that fewer west side youth go on to university or college. In a recent study, we found that whereas 165 students from the Bountiful ZIP code of 84010 graduated from the U in spring 2009, only 78 students from two west side residential areas in ZIP codes 84104 and 84116 graduated. While we are seeing an increase in the number of west side students that graduate from the U (from 25

in spring 2003 to 78 in spring 2009), UNP must continue working with partners to develop tools and methods to generate systemic change across a pre-K-16 continuum and build the capacity of residents to improve their chances for academic success.

Students enrolled at the U for the first time:

Academic Year	84104	84116	Total from both Zip Codes
02-03	4	19	23
03-04	23	35	58
04-05	18	42	60
05-06	19	47	66
06-07	20	31	51
07-08	18	25	43
08-09	23	37	60
09-10	28	40	68

Includes Fall, Spring & Summer semesters

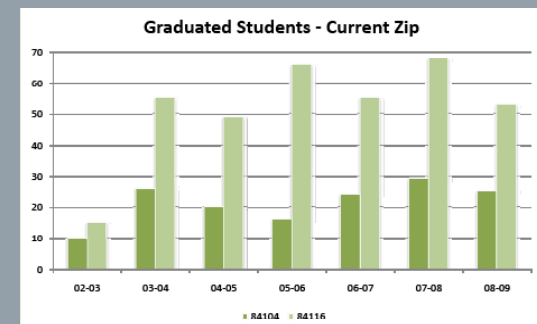


This first edition of the UNP Community Voices publication is dedicated to Gina Alvarez, UNP Development Director. As UNP’s first Development Director, her contributions took this organization to a new level and the impact of these contributions will be experienced by many youth and families living on Salt Lake City’s west side. Gina is now part of the UNP history and her successful fund raising has secured the future of our partnerships. We wish Gina and her partner best wishes and much love as they begin a new journey.

Students that Graduated:

Academic Year	84104	84116	Total from both Zip Codes
02-03	10	15	25
03-04	26	55	81
04-05	20	49	69
05-06	16	66	82
06-07	24	55	79
07-08	29	68	97
08-09	25	53	78

09-10 not available till Fall 2010



Web of Partnerships

The partnerships of University Neighborhood Partners have not only grown over the past nine years but have become a complex web of resources, educational opportunities, and institutional change. Each of our partnerships is interconnected to form a network of programs and activities that serve our ultimate mission of increasing access to higher education for youth and families in west Salt Lake City. The complexity of the partnerships is a tell-tale sign of the success of the community residents, colleges, departments, faculty, staff, and community agencies that are committed to achieving educational equity and social and institutional transformation.



Connecting Resources for Families

As the UNP/Hartland Partnership Center has become known for supporting residents in building their capacity, projects and partnerships have emerged in order to expand the network of support. Now, partnerships such as the Utah Tongan Tennis Club, Family-School Partnership and the Parent Resource/Community Learning Center at Mountainview Elementary are all intimately connected with visions of supporting families in getting access to community and educational resources.





Bridging Leadership and Community

As students have graduated from the Westside Leadership Institute their leadership in the community has supported the strengthening of numerous partnerships. Some include community advocate programs at school sites, connections to Partners in the Park and Neighborhood Democracy. It is the knowledge and leadership of community residents that strengthen partnership work.



Linking Access to Research & Higher Education

High school youth who have participated in Mestizo Arts & Activism or the Leap to the U Partnership are entering college and want to strengthen their community-based work. Students have a goal of being successful academically and connecting their college work with west SLC communities. Because of this, the Student Persistence Partnership was created as a way to connect the hopes and desires of youth with their commitment to communities and education.



RESIDENT VOICES: CREATING CHANGE

MESTIZO ARTS & ACTIVISM AND THE STUDENT PERSISTENCE PARTNERSHIP BY JOÉL ARVIZO

The mission of connecting the work and leadership of residents to higher education becomes evident within the Mestizo Arts & Activism collective and the Student Persistence Partnership. As high school students have gained access to a college or university, their connections to their communities doesn't diminish but in fact becomes stronger. For community leaders such as Alonso Reyna and José Hernandez, their activism within the community started long before their involvement with any of the UNP-connected partnerships. For both of these leaders, their focus has been on making sure that all students have access to information about college and that all students are able to figure out ways in which they (through understanding their unique life experiences and circumstances) can get access to a college education.

Through community-based blogs, community relationship building, and meeting one-on-one with students and residents of the community, Alonso and José are thinking of new and innovative ways in which to ensure that the first step to a higher education – access to critical information – is achieved in an equitable and inclusive manner. *Educaté*



(www.educatexcambio.weebly.com) is one of the many projects that has emerged from their leadership, and it has been their connection to people that ensures continual support of their important work. For

both Alonso and José, they do the work that they do because “we’re in their situation” (the life experiences of youth and residents) and if it weren’t for the people that are doing the stuff that they are doing we wouldn’t be here doing what we are doing either (sharing information and resources about college with the community). They expressed that, “It’s kind of like a circle where you go through that process and you have people there to help you and guide you through the way. Each of us has had somebody there that has helped us – we had to look for that person – and people have helped us apply for college and encourage us to do it.”

THE REAL DEAL PARTNERSHIP BY ALMA YANAGUI

The Real Deal partnership at the Salt Lake Center for Science Education (SLCSE) was created with the focus of providing space for students within the school-site to share knowledge and ideas as a way of incorporating positive impact and change. The partnership brings together students of SLCSE and their families along with U of U student interns by engaging in conversations of difficult issues identified by SLCSE students. The partnership has provided students with the space of taking on leadership roles within the school to meet their goals of positive impact and change.

Maria Lourdes Barajas, a parent at SLCSE, says, “As a parent I feel that we have the responsibility of finding ways to maintain a good and open communication with our children. At the beginning of the first year, one of my daughters was very shy and not very interested in participating in any school-related activities. In the last few months her self-esteem and motivation towards school has improved. I believe that if we can provide space for youth to be creative and share ideas, it can truly make a positive impact for the youth.”

Francisco Yanagui, a student at SLCSE, is an 8th grader who has taken the role of inviting students and motivating others to be a part of the Real Deal. Francisco shares how he unknowingly became motivated to invite other students and friends to check out what the Real Deal had to offer. “I think in the beginning the fact that my mother was taking the time to



volunteer and attend meetings at my school, just to find out how I was doing in school, made me feel important. But now to see my friends in the hallway and have them ask me when the next

meeting is and what time, makes me know that I’m important and sharing my thoughts and ideas is what I feel makes me important. My voice is being heard. I can make a difference when I am involved!”

UTAH TONGAN TENNIS CLUB BY KIM SCHMIT

Since 1979, Ifa Motuliki has lived in the Glendale neighborhood. Inspired by his grandchildren, he often found himself wondering how to create an outlet for youth in his community. Ifa knew firsthand the community’s goals for their children, as well as their strength in gathering around a common vision. In 2008, Ifa approached his Jordan Park tennis partners with an idea...*Why not expand their informal tennis gatherings beyond their small group of friends and create a tennis program for youth and their families.*

Through persistent efforts he moved city government and private donors to rebuild eight tennis courts at Glendale Park. In 2009, Ifa received non-profit status for the Utah Tongan Tennis Club (UTTC), which kicked off its summer program with a block party that brought together over 300 people.

In Ifa’s second summer as UTTC’s president he has clear goals for the program.: “When I started this everyone thought it was for the Tongan community only. But it is for all people. I want different nationalities to come together and mingle in unity. This is how you build community. My other main goal is education. I want the kids to have options and to go to school.”

At the core of this vision is coach Lave Toli. A Tongan-born tennis pro and seasoned international teacher, he came to Utah so his children could have greater access to higher education. Working with UTTC allows Toli to coach 90 youth each week, combining his passion for education with his love of tennis.

In the spring of 2010, UNP board member Alama Uluave approached UNP with ideas about how it might assist the club in reaching its goal of using tennis as a platform for providing access to higher education. The result is a partnership designed by parents, leaders, and Sana Muller, a community and University staff member, who wants to see UTTC utilize available resources and grow towards its full potential.



MAKING EDUCATION SUCCESSFUL

By Brizia Ceja

UNP Student Intern – Academic Consultant

The Student Persistence Partnership (SPP) began in 2008 with the goal to provide college students at the University of Utah and Salt Lake Community College a starting place to create connections on campus, gain resources that will help them graduate successfully, and meet other students with similar life experiences. SPP has three main components: workshops, internships, and mentorship. The workshops were created thanks to the support of Kim Hallf from the Women’s Resource Center, Liz Leckie, from the College of Humanities, as well as other student support offices. Through the series of workshops, the students have the opportunity to be exposed to real campus experiences and are able to receive advice from faculty, staff, and other students at the University. Some of the workshops during the 2009-2010 school year included *Networking for Success: Connecting with Faculty, Staff & Students*; *Knowing Your Rights/Knowing the System*; *Three “R’s” of Scholarship: Research, Recommendations, & wRiting*. The goal of the workshops is to make the students aware of

essential skills they will need while attending the University of Utah as well as of the resources that are available to them.

SPP was created on the belief that it is not enough to just get students into higher education institutions, we need to help them persist to graduation. Ninety percent of the students participating in SPP have also been placed as student interns for the academic year. They also receive a \$1,000 stipend per semester for their work and dedication to their internship.

This component serves two goals: to provide students with tuition support in order for them to complete their degrees and to give students the opportunity to work in a partnership model by coordinating activities and acting as role models to those younger students working with them. Because of funding issues it not possible to provide internships to all of our students. Obtaining funding for students who participate in this partnership is a priority to UNP and the SPP partners.

“I was able to network with University staff, faculty, and students and learn ways to make my educational experience successful and more enjoyable.

The workshops were very helpful—I don’t think that I would have had a clue on what I was supposed to do at the University level. SPP has truly provided the support that every student needs to be successful. Thanks!”

—Ivonne Medina

“Attending the retreat with UNP was fun and exciting.

*It gave us the chance to meet our mentor
and interact with the rest of the students who are
involved with SPP and also expand our options for
those who are still undecided about their major.*

Overall, the retreat was great.

Looking forward to attending another one.”

—Jessica Bahena

The third component of this partnership is the mentorship piece, which takes different forms. Currently there are seven individuals serving as mentors and friends to the SPP participants. These mentors are University staff and students. By incorporating this piece, we make sure that students involved in the partnership stay in constant contact with resources and are able to obtain answers to any of their questions. In order to continue the contact with the students, we use different forms of social networking such as facebook and texting, as well as get-togethers in which we encourage the students to participate and bring their families as well. During spring semester, the students attended a retreat where they had the opportunity to interact with other SPP students as well as to provide feedback on past activities and help plan for future goals.



“My internship involved creating lesson plans for children whose parents were in a parent committee meeting. I have had a great and satisfying time working with this partnership. I am so thankful for the opportunity this partnership has given me to pursue my goals as a future educator. Through the workshops and retreat that I have attended I am creating a connection to a better future. People

I work with at this partnership have taught me a lot, and I look at them as leaders and role models. I am so appreciative to them. I am so blessed by being able to be part of this partnership.”

—Karina Palestina

TEACHER RECRUITMENT SCHOLARSHIP & PARTNERSHIP PROGRAM FOR DIVERSE STUDENTS

By

Janet Felker, Dean of Student Planning and Support, Salt Lake Community College

Mary Burbank, Clinical Associate Professor, Director, Urban Institute for Teacher Education, The University of Utah



The Teacher Recruitment Scholarship Program for Diverse Students (TRS) is an innovative 12-16 partnership designed to increase the number of underrepresented students accessing higher education and completing teaching preparation programs. The program was implemented in fall 2007 and just completed its third year.

Salt Lake Community College selected the Teacher Recruitment Scholarship Program as the recipient of the 2009-10 Innovation Award for its collaborative partnerships and its emphasis on quality, learning, and creativity. The TRS partners were honored with awards the SLCC's President Bioteau at the College Evening of Honor and will be listed on the League of Innovation in the Community College's Web site.

The Teacher Recruitment Scholarship and the Partnership Coalition relies on the collaboration of multiple stakeholders that include local school districts (Salt Lake, Granite, Davis, Jordan, Canyons), Salt Lake Community College, University of Utah's College of Education and University Neighborhood Partners. The school districts support the students they select by assisting with fees and books; SLCC provides tuition waivers for the first two years and the U's College of Education provides support to those students who transfer to their teacher preparation program.

“Through discussions in our scholarship class we are learning to become better teachers. We are learning to become more culturally aware, and aware of our students’ identities. By being better teachers we can help empower students to gain access to educational opportunities and success through the educational system.”

—Scholarship Recipient, 2009

The TRS has served 3 cohorts of approximately 14 students each year since fall 2007. To date, four students have graduated and have or are transferring to the College of Education this fall.

In addition to the collaborative structure and financial incentives designed to increase the number of diverse high school graduates entering college to pursue teacher preparation, the partners have built support services and modified curriculum to enhance engagement and learning as students

transition to and progress through college. Students participate in program orientations, a summer bridge option, a required cohort class, developmental education courses as needed, case management advising, financial aid coaching, progress checks, mentoring and tutoring.

A critical experience is the weekly seminar co-taught by SLCC and the University for first- and second-year cohorts in which the College of Education and University Neighborhood Partners support a graduate student, who shares a similar background and experience as the target population, to teach the seminar at SLCC and serve as a mentor. The cohort seminar responds to and celebrates the backgrounds and life experience of the students and their families. The faculty works on curricular and pedagogical strategies that validate students’ identity, families, and communities as well as their aspirations and future role in the field of education.







NEW PARTNERSHIPS THAT FOCUS ON HIGHER EDUCATION AND EMPLOYMENT FOR ARRIVING POPULATIONS

By Ahmed Ali
NAAN Partnership Coordinator

The New American Academic Network (NAAN) is a *new* partnership among the University of Utah International Center, University Neighborhood Partners, Department of Workforce Services, Refugees Services Office, and the resettlement organizations of Utah. The goals of NAAN are to connect immigrants and former refugees with higher education, creating opportunities for them to return to school and/or employment. Many newcomers settle in Utah with academic and professional training from their native country; however, due to the circumstances that preceded resettlement, many individuals arrive without the proper credentials to enter higher education or a professional level of employment. The goals of the partnership are to identify and address “gaps” in participants’ employment skills and education and to help them get additional education and experiences that will allow them to re-enter their professions.

NAAN seeks to advance the intellectual development and academic success of its participants by providing academic resources,



Ted, Richard, & Sue Jacobsen with NAAN participants.

connection to departments of higher education, mentor relationships, assessment, sustainability, and information about academic and non-academic services.

The NAAN partnership began in the fall of 2009 with 12 individuals whose interests and professional backgrounds were assessed for education and future career opportunities. By summer 2010, 65 individuals participated with

NAAN. Several are completing internships under the supervision of faculty and staff, while others are connected to professional mentors. Numerous University departments, including the College of Social Work, Middle East Center, College of Humanities, and College of Engineering have joined the partnership.

Naser Aboud is an example of how the NAAN partnership is a success. Naser was matched with a mentor, Dr. Mohamed E. Salama with the Department of Medicine, School of Pathology. Dr. Salama discusses Naser's interests with him and assists him with building relationships in the field. Naser has an M.S.Ch.B. in internal medicine and surgery from Baghdad. During his academic years, he participated in fields of research in disciplines such as molecular biology, psychiatry, and community medicine. He also has experience in translating academic books from Arabic to English, and vice versa. Naser is eager to reconnect to his profession. Dr. Salama shared that within one to two years, Naser will be ready for entrance into the medical system.

Naser states, "My participation in NAAN provides me access into the United States health system while broadening my skills in interpersonal interaction. I am learning new techniques, [utilizing] new information, and enhancing my understanding of the domestic medical protocols and policies." With regards to his mentor, Naser shares that "Dr. Salama is very supportive and his rich experience and valuable advice is helping me make the right decisions with regard to my medical

ambitions." Naser is grateful for this opportunity and is really thankful to all individuals involved in this endeavor – to integrate international graduates." The NAAN partnership has received the attention of longtime University supporters and alumni. Ted, Richard, and Sue Jacobsen met with NAAN participants and have taken a special interest in connecting participants with engineering backgrounds to local mentors in their field.

While less than one year old, the NAAN partnership has experienced strong success in creating a sustainable system for working with new arriving immigrant and international populations that creates pathways to enter into higher education and gain professional employment.



Linda Dunn, Tara Bhagawat, and Nahla Jaf.

2009 COMMUNITY RESIDENT IN ACTION

In the fall of 2009, the *Community Resident in Action Award* (CRIA) was created to recognize and celebrate the knowledge and expertise that residents bring to the campus-community partnership. The goals of this year-long award are to support community leaders in formal partnership roles both on and off campus and to center the voice of the community in partnership work. Campus-community partnership work is based on the premise that multiple kinds of knowledge and life experiences are centered to address social, community, and educational issues. **Ruby Chacon's** lifelong involvement as a mother, wife, community-based artist, and 'activist' gives her expertise that is immensely valuable to campus-community partnership work and earn her this award. Below Ruby shares her reflections on her year-long position as the CRIA and her partnership work with the Mestizo Art and Activism (MAA) collective.

I have always valued and admired the work that the youth researchers have been doing at Mestizo and other spaces since they began meeting. When I was invited to participate, I was deeply honored and very excited. I couldn't wait to share my own passion for art and creativity and also learn about the research. I still feel humbled by the amount of work and dedication that everyone puts into impacting and changing their communities.

This past year, I participated in learning about the various ways to do research. While I felt somewhat intimidated, I witnessed the youth and their confidence as they participated. I wondered where these fears in me came from. The young people were driven by their passion and love for their families. What I realized is no one has ever asked them their opinions or how they felt in the classroom. Through the space and format guided by the mentors of MAA, their education became relevant. I saw young people

come just because it felt right and good. In that same way, I felt myself young again, and healing those fears rooted deeply within me alongside them. I became inspired by the power the youth have, by the power we all have as a group making change for our communities.



Ruby Chacon

I am grateful for this opportunity to learn and give back some of what I know. The mural speaks for itself. It is the product of the research about pollution put into a visual format. It is the combination of the facts about pollution and the intuitive process of voicing awareness inspired by the data. This experience is the fusion of the formal training with the informal. Although I have not yet conquered entirely my fears of formal education, I know that there is a balance and place for all ways of knowing, learning, and teaching. Being a part of MAA has enriched and nurtured my feelings of the formal. I know the majority of these young people will remember what they experienced. They are in charge of their education at this point in time, and no one can take that away.

Photo by: Roger Tuttle

COMMUNITY ENGAGED FACULTY FELLOWSHIP 2009-2010

University Neighborhood Partners is committed to supporting faculty who are engaged in community-based scholarship in their research, activism, and teaching. In 2009, UNP led the effort to create a cohort of *Community Engaged Faculty Fellows* within the University of Utah where they can come together to learn from each other's teaching and research; to continually re-center the assets and concerns of the community; and to create opportunities to discuss new and emerging methodological and epistemological frameworks for conducting and engaging in research for social justice. The *Community Engaged Faculty Fellows* was awarded to seven



University faculty members seeking to improve access to higher education, to diversify educational institutions, and the transformation of communities.

Below is a brief description of the faculty fellows and their partnership work

Dolores Delgado Bernal, *Education Culture & Society*, and Enrique Aleman, *Education, Leadership & Policy*

Adelante Partnership

A university-school-community partnership that seeks to raise awareness of higher education opportunities and to increase the expectation of university attendance and success among students, families, and teachers at Jackson Elementary School.

Leticia Alvarez, *Education, Culture & Society*

Family-School Partnerships

Focuses on increasing educational equity and higher educational opportunities for underrepresented secondary students by increasing parent involvement in schools and establishing a supporting

and inviting culture within each school (Northwest Middle, East High and West High).

Matt Bradley, *Honors College*, Caitlin Cahill, *City and Metropolitan Planning*; and David Quijada, *Education, Culture & Society*

Mestizo Arts & Activism

After-school program in which young people are positioned as community researchers that frame and investigate critical issues directly affecting their own community. They document and analyze conditions in their local areas, identify priority issues affecting young people, and develop and implement action plans to affect change in their community.

Mary Burbank, *Urban Institute for Teacher Education*

Teacher Recruitment Scholarship and Partnership Program

A collaborative effort in which student participants complete the first two years of

a teacher licensure program at Salt Lake Community College and then transfer to the University of Utah for their final two years. (Please see feature story on page 9.)



EXAMPLES OF IMPACT (FALL SEMESTER 2009 AND SPRING SEMESTER 2010):

- **1250 residents** have connected with UNP partnerships.
- **2400 Pre K-12th** grade youth participated in UNP programming.
- **435 University/College students** and **71 faculty** helped to build reciprocal relationships between higher education institutions and Salt Lake City's west side neighborhoods.
- **42 University of Utah departments** are involved in UNP partnership work.
- UNP has partnered with **30 community organizations** to build their capacity to serve west side neighborhoods.
- **40 students received intensive one-on-one academic consulting.** Of that group, 18 high school seniors received information on college admission and financial aid; 10 were admitted to the University of Utah; 4 were admitted to Salt Lake Community College; 1 was admitted to Southern Utah University.
- **7 new University of Utah courses** developed that bring together students, residents and community partners to exchange knowledge.
- **6 articles** were published in national journals.
- **19 national conference presentations** were shared about the UNP model and its impact.

UNP DONORS AND PARTNERS AWARD \$18,000 IN SCHOLARSHIPS TO ASSIST WEST SIDE STUDENTS WITH EDUCATIONAL EXPENSES



Hal & Joan Wolf awarding Oscar Figuera the Wolf Scholarship

First-year graduate student in Physical Therapy, **Shontol Torres-Burkhalter**, was awarded a \$4,000 *Alumni Association/UNP Scholarship*. First-generation college student, **Yahaira Avalos**, was awarded a \$2,000 *Alumni Association/UNP Scholarship* and will be starting her second year at the U pursuing a degree in Marketing. **Oscar Figueroa** received the \$3,000 *Harold and Joan Wolf Scholarship* that he will use to begin his first year at the University of Utah. He will study to become a lawyer or judge. The *Meritus I* \$3,000 scholarship was awarded to **Jessica Bahena**, whose goal is to graduate from the U, continue with law school, achieve a Ph.D., and become an immigration attorney. **Ajmal Amiri** received the *Meritus II* \$3,000 scholarship. Ajmal recently graduated from East High School and will begin



Jessica Bahena with her family & Doug Rollins and Cathy Cunningham.

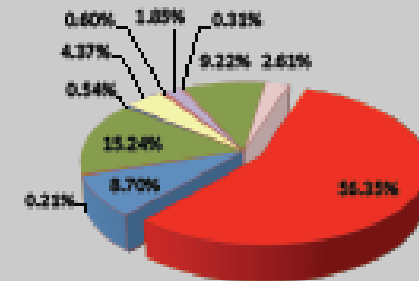
his first semester at the U this fall. His dream is to become a doctor. The *Pathfinder* \$3,000 Scholarship was awarded to **Leslie Cepeda Echeverria** who will begin her first year at the U and work on a bachelor's degree in Biology so she can get into medical school.

We wish these students much success with their academic careers.

UNIVERSITY NEIGHBORHOOD PARTNERS ORGANIZATION BUDGET

Revenue	2010-11
University of Utah	\$518,272
Corporations	\$80,000
Direct Mail	\$1,925
Foundations	\$140,184
Government	\$5,000
Individuals	\$40,200
Pathfinder	\$5,550
Scholarships	\$17,000
U of U Payroll Deductions	\$2,880
United Way of Salt Lake	\$84,797
21st Learning Plus Unite Grant	\$24,000
Total	\$919,808

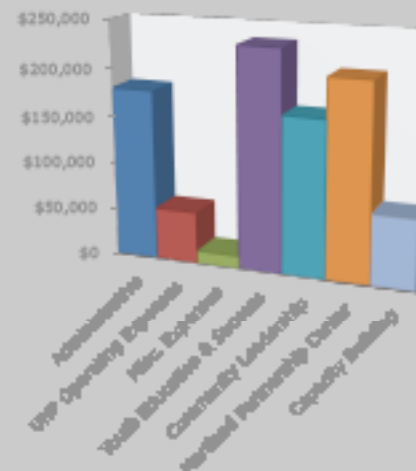
Source of Revenue



- University of Utah
- Corporations
- Direct Mail
- Foundations
- Government
- Individuals
- Pathfinder
- Scholarships
- U of U Payroll Deductions
- United Way of Salt Lake
- 21st Learning Plus Unite Grant

Expenses	2010-11
Administrative	\$179,306
UNP Operating Expenses	\$54,085
Misc. Expenses	\$12,519
Youth Education & Success	\$231,032
Community Leadership	\$164,399
Hartland Partnership Center	\$205,600
Capacity Building	\$72,867
Total	\$919,808

Budgeted Expenses



SUPPORT FROM DONORS

The generosity of the following individuals, corporations, and foundations has helped us achieve our mission:

American Express Center for Community Development
Joseph Anderson
M. John Ashton
William and Catherine Barnhart
Paul and Maureen K. Brinkman
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TJX Foundation
United Way of Salt Lake
University Federal Credit Union
University of Utah, The
University of Utah, Alumni Association
Wal-Mart Stores
Carol Werner
Women's Philanthropic Network
Harold and Joan Wolf
Michael K. Young

We apologize for any names accidentally left off our list.



Dr. Hunter with UNP Co-chairs Carolynn Hoskins and Fred Esplin

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Andrea Page, *Administrative Assistant*
Mohamed Rasheed, *Database Specialist/Computer Technician*
Kim Schmit, *Community Capacity Building Partnership Manager*
Almaida Yanagui, *Parent and Partnership Liaison*

UNP RECEIVED HONORABLE MENTION AT THE 9TH ANNUAL CCPH CONFERENCE



Rosey and I attended the Community-Campus Partnerships for Health (CCPH) Annual Award conference in Portland, Oregon, May 13–15, 2010. The award recognizes exemplary partnerships between communities and higher educational institutions that build on each others strengths to improve higher education, civic engagement, and overall health of communities. The intent of the award is to highlight the power and potential of community-campus partnerships as a strategy for social justice. These partnerships are striving to achieve the systems and

policy changes needed to overcome the root causes of health, social, and economic inequalities.

Three partnerships received honorable mentions: *Community University Partnership Programme* (Brighton, England); *University Neighborhood Partners* (Salt Lake City, Utah); and *Bronx Youth as Partners* (Bronx, New York).

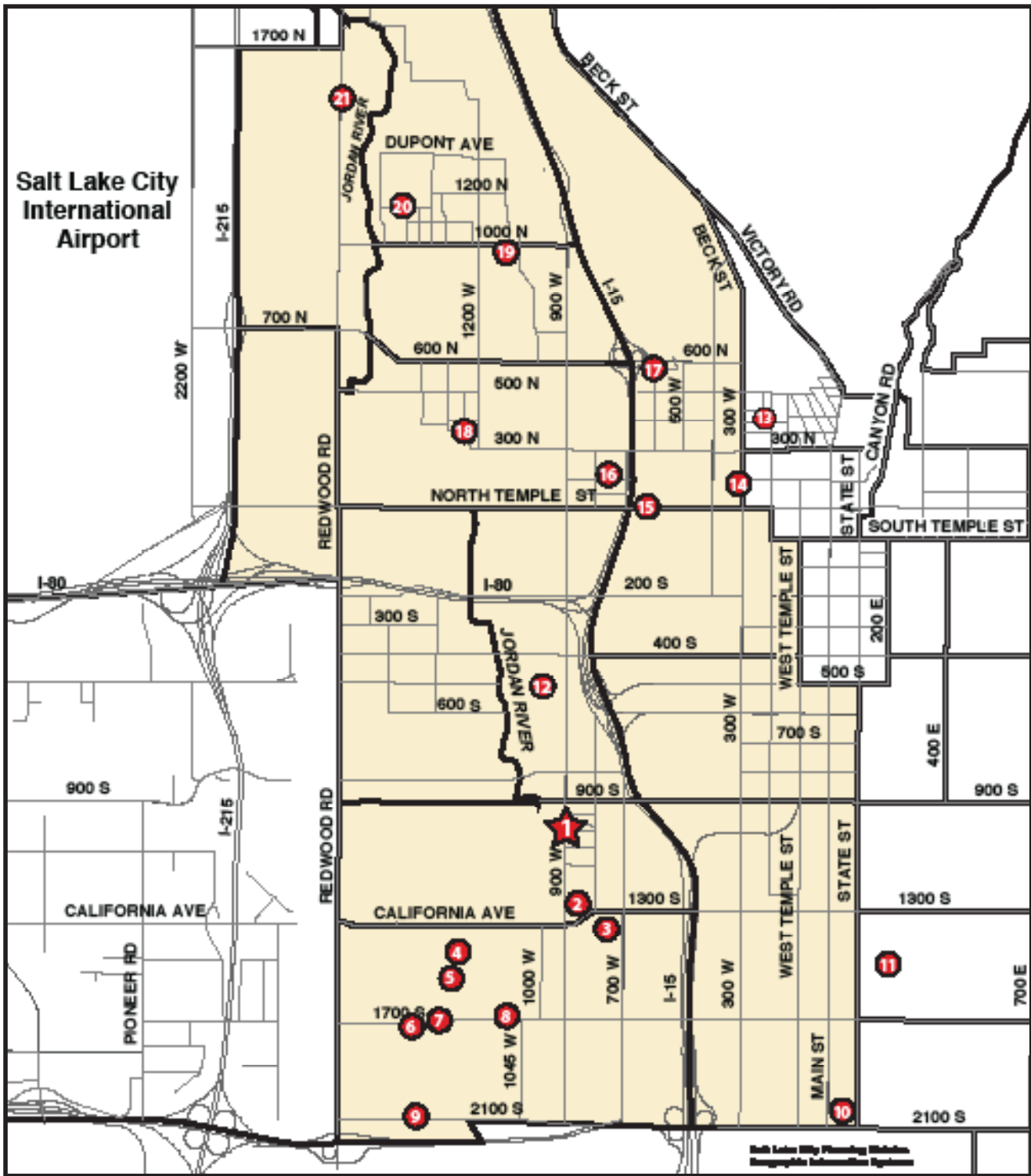
We accepted our award proudly and were very delighted to be in the presence of others striving to achieve the necessary changes to make this world a better place. We also attended various workshops and do on-site visits to community-based organizations.

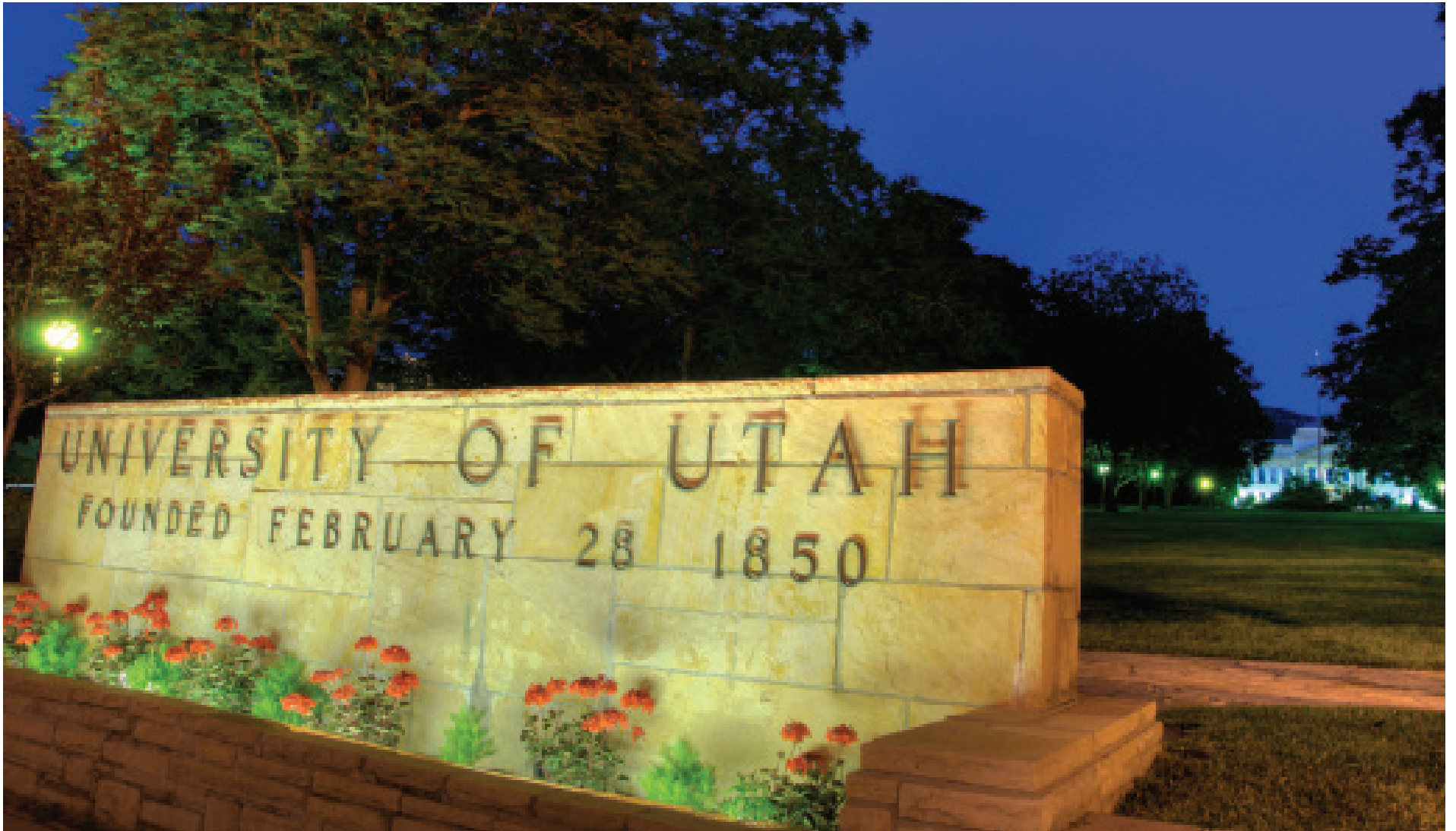
I'm proud to be associated with a fine organization that's making a difference.

Carolynn Hoskins
UNP Advisory Board Co-Chair

UNP PARTNERSHIPS & LOCATIONS

- | | | |
|---|---|--|
| 1 University Neighborhood Partners (UNP)
1060 South 900 West | 10 <i>Refugee Pathways to Self-Sufficiency</i>
Salt Lake County Building
2001 South State Street | 19 <i>Neighborhood Democracy</i>
Rose Park Elementary School
1105 West 1000 North |
| 2 <i>Student Persistence Partnership</i>
<i>Hartland Youth Partnership</i>
Sorenson Unity Center
1382 South 900 West | 11 <i>Humanities in Focus</i>
Career Technical Center
1560 South 200 East | 20 <i>Community Bike Shop</i>
Salt Lake Center for Science Education
1400 West Goodwin Avenue |
| 3 <i>United for Kids Partnership Center</i>
<i>Madres en Movimiento</i>
<i>Youth Book Exchange Partnership</i>
Riley Elementary School
1410 South 800 West | 12 <i>"I Am Involved" Family Partnership</i>
Neighborhood House Partnership
1050 West 500 South | 21 <i>PAR FORE Partnership</i>
Rose Park Golf Course
1386 North Redwood Road |
| 4 <i>Youth Book Exchange Partnership</i>
<i>Parent Resource/Community Learning Center</i>
Mountain View Elementary School
1380 Navajo Street | 13 <i>Salt Lake Community College</i>
<i>Math Partnership</i>
Washington Elementary School
420 North 300 West | <u>Off Map:</u>
22 <i>CommUnity Day & Open House</i>
<i>A. Ray Olpin Union</i>
University of Utah |
| 5 <i>AVID Partnership</i>
<i>Youth Book Exchange Partnership</i>
Glendale Middle School
1430 Andrew Avenue | 14 <i>Family-School Partnership</i>
<i>Go Girlz Partnership</i>
<i>Leap-to-the-U</i>
West High School
241 N 300 West | 23 <i>New American Academic Network (NAAN)</i>
Tanner Humanities Center
215 South Central Campus Drive, #139 |
| 6 <i>UNP/Hartland Partnership Center</i>
Seasons at Pebble Creek
1617 Secret Garden Lane, #162 | 15 <i>Mestizo Arts & Activism (MAA)</i>
<i>Mestizo Institute for Culture & Arts (MICA)</i>
Mestizo Coffee House
631 West North Temple, #700 | 24 <i>Partners in the Park</i>
<i>Soccer4College</i>
Various parks in Salt Lake |
| 7 <i>Salt Lake Community Action Program</i>
<i>Head Start</i>
Seasons at Pebble Creek
1617 Secret Garden Lane, #151 | 16 <i>Adelante Partnership</i>
Jackson Elementary School
750 West 200 North | 25 <i>Teacher Recruitment Scholarship for Diverse Students</i>
Salt Lake Community College, Taylorsville Redwood Campus
4600 South Redwood Road |
| 8 <i>Utah Tongan Tennis Club</i>
Glendale Park | 17 <i>Westside Leadership Institute (WLI)</i>
NeighborWorks Salt Lake
622 West 500 North | |
| 9 <i>Hartland Clinic at Redwood</i>
University of Utah Redwood Medical Center
1525 West 2100 South | 18 <i>Get U Movin' Partnership</i>
Northwest Multipurpose Center
1300 West 300 North | |





University Neighborhood Partners
1060 South 900 West
Salt Lake City, UT 84104
801-972-3596
www.partners.utah.edu