UNP Partnership Report

Final

2012-2013 (Fall, Spring, Summer semesters)

-Overview-

UNP’s mission is to “bring together University and west side resources for reciprocal learning, action and benefit...a community coming together.” In short, **UNP’s work is to be a ‘convener’,** to create connections between partners that strengthen the partners’ capacity to do their work. The long-term goal of UNP partnership work is to reduce barriers, both in the community and in systems of higher education, to access to higher education. This report tries to convey some of the short-term ‘outcomes’ of UNP partnership work, and also the longer-term ‘impact’ of the connections that these partnerships foster.

After 11 years of work, the greatest impacts of UNP partnership work are connections between organizations, residents, institutions of higher education, and other systems that impact access to education in west side neighborhoods. In some cases these connections lead to system change at high levels of City government, the SL School District, and the University itself. In other cases the connections create pathways that allow residents to take intentional, forward-moving steps toward their goals.

**UNP’s ability to create meaningful, long-term connections between multiple levels of decision-makers (individuals, organizations, systems) and multiple sectors (e.g. education, health care, local decision-making, housing, employment, etc) is probably its greatest and most unique contribution.**
**UNP-supported partnerships in 2012-2013**

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<th>Education Pathways</th>
<th>Community Leadership</th>
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<td>Non-Profit Incubator</td>
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<td>Mental Health/Substance Abuse Partnership</td>
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How does UNP work create impact?

UNP has fostered partnerships across the institutions of higher education and the west side community that are accessible, asset-based and prioritize reciprocity and mutual benefit. **The density of connections fostered by UNP partnership work across sectors allows for greater impact, as does the importance of a high-profile partner like the U of U in connecting to multiple levels of decision-makers.** The visibility of the higher education as a partner effectively engages higher-level decision-makers around the table from across sectors: Mayor, city department directors, non-profit directors, SL School District superintendent, District staff, school principals. It ALSO engages directly with on-the-ground implementers of programs, school services, and resident action.

The ability of partnerships to **bridge** between different levels—system, organization, and individual—is a critical part of UNP’s role. Through the act of bringing together partners that include both residents and organizations, UNP acts as an **intermediary** between individual residents and systems, whether schools, health care, politics, higher education, or others. This can create a sense among individual residents and families that there are possibilities outside of their daily experience, draws them into networks outside of their homes, and that they have the capacity and opportunity to engage with those larger systems. Instead of feeling disempowered by how far away those systems and their decision-makers seem, involvement in partnership works seems to bring those systems a few steps closer.

**The capacity for system-change at high levels has emerged over time from the successful, mutually beneficial work on the ground of the partners.**

Who is involved?

The following are selected outcomes of UNP work which illustrate the **breadth of connections** that UNP has fostered over the past year:

Organizations involved: **51**

Residents actively involved: **3212**

Residents indirectly involved (attendance at events, information received): **23,141**

Percentage of west side population connected actively or indirectly to UNP work: **35%**

Higher Ed institutions involved: **4**

University of Utah Departments involved: **54**

U of U faculty involved: **62**

U of U students involved: **188** (for a total of 8165 hours)
Section 1

How do UNP-supported partnerships build Education Pathways and Access to Higher Education?

This year, UNP partnership work brought together higher education, west side organizations and residents in collaborations that:

A. Extended from pre-K through post-graduate and adult education.
   a. Partnerships operated in 5 west side (or west side-serving) elementary schools, 4 middle schools, 2 high schools, and 4 institutions of higher education.
   b. A total of over 1247 K-12 students were involved in UNP partnership work this year.
   c. Schools with densities of UNP-supported partnerships showed great improvement in performance overall, with both MountainView Elementary and Glendale Middle Schools ranking at the top of school improvement scores in the entire SL District.

B. Helped make these school sites more accessible and welcoming to diverse communities
   o Helped built the long-term capacity of schools supporting 5 parent leaders from different ethnic and linguistic backgrounds in formal (paid or unpaid) roles with schools to work as liasons with families.
   o By providing cultural trainings for educators.
      ▪ UNP staff conducted a week-long teacher training for 30 participants from Salt Lake and Granite Districts focused on tools and information for working with immigrants and new arriving populations. The Hartland Resident Committee participated in this training.

C. Strengthened step-by-step pathways for youth and adults linking pre-K through adult education pathways
   a. Linked 19 partnerships at 9 school locations. 128 individuals were directly connected through partnership involvement to the next level of education.
   b. Worked with the SLC District to support partnerships at each level from early childhood through adult education at the new MountainView/Glendale Community Learning Center.
   c. Created a new School Paraprofessional pathway, with 4 in the first cohort, to provide educational opportunities that build their skills in supporting students' success in schools.
   d. 114 community residents enrolled in 5 contract classes, in partnership with U Continuing Education, that allowed residents to take U of U classes side by side with U students and receive university credit for the work. Residents can carry a total of 9 credits from such classes to the U when they enroll.
e. For the 2012-13 academic year UNP distributed $18,000 through 6 scholarships to first generation college students.

f. Almost 300 current or past participants in UNP partnership work have gone on to higher education. Twenty-five ‘New Americans’ took graduate school preparation exams, seven (7) enrolled in graduate school, and 3 graduated.

D. Encouraged a ‘culture of college-going’ in west side schools through partnerships like Adelante, Leap to the U, Mestizo Arts and Activism, College Access Lounges.

a. 100% of the 18 graduating seniors in the Mestizo Arts and Activism Collective enrolled in higher education this year (80% from West High). MAA also has a 100% retention rate among participants who have enrolled at the U of U, all of whom are enrolled as Diversity Scholars (a program initiated by College of Education faculty to support underrepresented students).

b. UNP supported the creation of new College Access Lounges at the MountainView/ Glendale CLC, Northwest Middle School and SLCSE. These Lounges are partnerships between the school and University partners, and are partially staffed by the UofU Office of Engagement, creating direct long-term connections between high school and college.

E. Contributed to increased overall access to Higher Education

a. Between 2002-3 and 2011-12, enrollment at the University of Utah from the UNP area (ZIP codes 84104 & 84116) increased by almost 400%. Graduation rates for the same group increased by over 360%. [UNP area population increased by 10% during this period]

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<th>2002-3</th>
<th>03-04</th>
<th>08-09</th>
<th>10-11</th>
<th>11-12</th>
<th>2008-9 to 2011-12 % increase</th>
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<tbody>
<tr>
<td>U of U enrollment</td>
<td>23</td>
<td>58</td>
<td>60</td>
<td>74</td>
<td>90</td>
<td>50%</td>
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<tr>
<td>U of U graduation</td>
<td>25</td>
<td>81</td>
<td>78</td>
<td>86</td>
<td>91</td>
<td>16%</td>
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<tr>
<td>SLCC enrollment</td>
<td></td>
<td>195</td>
<td>221</td>
<td>263</td>
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<tr>
<td>SLCC graduation</td>
<td></td>
<td>75</td>
<td>72</td>
<td>94</td>
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<td>25%</td>
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How did UNP partnership work contribute to west side neighborhoods?

By bringing together higher education, residents, and west-side serving organizations, UNP partnership work has:

A. Created a model of comprehensive (cross-sector), on-site services for whole families that are accessible to people of diverse backgrounds, that has spread across the Salt Lake Valley and intersects with the recent investment of resources the Salt Lake School District has made in the Community Learning Center model.

- Organizations that used to work in isolation (didn’t work together 5 years ago) are now connected.
  - UNP worked with, and connected between, 51 organizations this year, compared to 31 last year and 12 in 2004.
- UNP’s work with the MountainView/Glendale CLC brings together multiple partners (6 University and 3 organizations, in addition to the school) and 11 school decision-makers at multiple levels, from parent leaders to school principals.
- These partnerships bring together different ethnic communities that otherwise do not often work together. Examples: Hartland resident committee (from 6 different countries); WLI (Spring class had community members from 9 countries)
- The University of Utah and public and private donors together invested over $1.1 million for the purchase of a new building located in the Glendale neighborhoods to house the UNP-Hartland partnerships. The building opened in April, 2013.
- The UNP-Hartland Center leveraged the resources of 13 U Departments, 15 organizations and 13 resident leaders to serve a total of 291 youth and 332 adults.
- UNP has provided technical assistance to 5 new centers across the valley that build on the Hartland model of comprehensive, on-site services: The Hser Nae Moo Center, The Bud Bailey Complex, Sunnyvale and Palmer Court.

B. As of 2013 trained over 500 resident leaders, in both English and Spanish, to effectively use their leadership skills in their communities through schools, organizations, and City Government.

- This year, 261 residents were involved in leadership training across UNP partnerships.
- This year 20 English and 23 Spanish-speakers graduated from the Westside Leadership Institute. Of the over 300 graduates to date, 80% are effectively using their leadership skills in their communities through decision-making roles on non-profit Boards, PTAs and other school groups, City government, volunteer work, churches, or other venues.
UNP’s 2012-13 Community Resident in Action, Lourdes Flores, is a WLI graduate and co-instructor for the Spanish WLI. She started her own 501c3 organization, Utah Autism Project.

Kyle LaMalfa, a 2004 WLI grad, was elected to City Council representing west side neighborhoods. Another WLI grad, Tiffany Sanberg, was elected to the SL School Board, also representing the west side. In addition, the WLI has supported over a dozen small local non-profits to build their organizational capacity.

C. Strengthened the capacity of partners to address neighborhood issues of economic development, community identity, neighborhood infrastructure, and safety.

- UNP work recognizes the potential of institutions of higher education as engines of employment and economic development in west side neighborhoods. The UofU Human Resources Department held on-site employment workshops attended by 82 people, including training and actual job interviews for the U, to connect directly with the human resources/assets in the neighborhoods. Eight (8) NAAN participants held paid internships at the U for professional/graduate level training.

- A total of 25 residents or students got jobs with partners last year. In addition, 5 non-profits and 9 income-generation opportunities were created.

- Westside Studio students and partners collaborated to develop a logo and survey to engage residents and businesses in the re-branding of the North Temple corridor as part of the ‘River District’, in connection with the opening of the new TRAX airport line.

- UNP partners brought together over 2141 residents and 13 partners in 7 summer Partners-in-the-Park events. 10 Parent leaders coordinated the events, which were attended by people from widely diverse backgrounds.

- UNP supported a process of coalition-formation among non-profits, schools, and public infrastructure (libraries) in the Glendale neighborhood to avoid duplication of services.

- West side youth spent over 12,000 hours in safe spaces for expression and action created by partnerships like the Hartland Youth Resident Committee, MVG afterschool programs, Mestizo Arts and Activism

- At least 7 Former Westside Studio students, trained in participatory planning skills, are now in decision-making positions with entities like the Jordan River Commissions, SL City Planning and Economic Development Departments, and others throughout the SL Valley.

D. Created pathways for residents that connect opportunities for Community Involvement and Professional Development/Employment that build capacity in west side neighborhoods.

1. EXAMPLE: Non-profit Development

LF who has three young boys all diagnosed on the autism spectrum, enrolled in the Westside Leadership Institute in 2009 because she wanted to find a way to provide more resources for Latino parents like her who have children with autism. After the WLI, she decided to form her own non-profit, and jointed the
Non-Profit Incubator partnership for help. Utah Autism Project is now a registered 501c3 with an established Board and 30+ volunteers, in addition to 4 organizational partners. This year her organization led a six-week free training for 110 families and children in the SL Valley. Her non-profit is now part of a national organization, and she brought 17 Latino parents to a recent conference on autism. She also came back as a paid co-instructor for the Spanish WLI, and was awarded UNP’s Community Resident in Action position in 2011-2012 to deepen this work. Through her roles with the WLI and Que Es Autismo, she was invited by the Gender Studies Program at the U to have office space on campus to facilitate interactions with students interested in community engagement. In Fall 2013 she will collaborate on a research project with an MPA student on impacts of resident leadership, and will also enroll in the new Case Management Certificate through the College of Social Work to better manage the delivery of services of her organization.

2. EXAMPLE: Health Care Services

Three Latino women, including JGA, enrolled in the WLI in 2011 because they were concerned about mental health issues among Latino families. Through their project, they identified lack of information and resources as a critical issue, and engaged a group of 10-20 other people to create a ‘task force’, which JGA led, to increase information about mental health issues in the Latino community in collaboration with the local affiliate of NAMI, the National Alliance for Mental Illness. The NAMI Latino Task Force has provided trainings in a “Face-to-Face”, peer-support model for over 80 people in the valley, and trained 12 Spanish-speaking “Face-to-Face” teachers. The Task Force now aims to become an independent, SL west side affiliate of NAMI. A new team of four is in the WLI to move this project forward. The NAMI group was awarded the Pete Suazo Social Justice Award at the University of Utah.

3. EXAMPLE: School Capacity and Leadership

JLG is a resident leader and Hartland Resident Committee member who has supported program development at the Mountainview/Glendale CLC. JLG is the Chair of the School Community Council, has a soccer program that partners with the school, organized a parent involvement program at the MountainView/Glendale CLC called ‘Dads in Action’, and connected the Hartland and CLC communities. In addition to serving on the UNP Board of Advisors, he graduated from the Westside Leadership Institute, and organized a clean-up of the Jordan River Parkway. This year he was nominated by the SLC School District as a Heart and Hand Honoree for 2012 at the Utah Philanthropy Day. This is a day sponsored by the Utah Nonprofit Association and the Utah Society of Fund Raisers to celebrate Utah’s service-oriented and compassionate volunteers that are “. . .often unsung heroes.”
Section 3

How did partnership work support ENGAGEMENT and CHANGE at institutions of Higher Education?

By engaging with community organizations and residents, UNP partnership work has led to:

A. An expansion of academic support, including community-based scholarship and resources.
   - Engagement of over 50% of U of U departments
   - 250 faculty and students involved
   - 18 new faculty, graduate student, intern, or staff positions connected with partnership work.
   - 16 U of U courses connected with partnership work (total of 25 at U of U). A total of 310 students and residents were enrolled in these courses.
   - The third cycle of the University Community Based Research (CBR) Grant was awarded (2x$10,000), funding research on:
     - Tools for increasing pro-social behavior and academic success at a local elementary school
     - Improving assessment of mental health services for people with intellectual disabilities.
   - Co-sponsored the Engaged Faculty Institute with the Bennion Center and Utah Campus Compact. Brought national keynote speakers and 75 faculty and administrators from across the state.
   - The UNP bibliography added 16 entries this year for a total of 188.
   - New credit-bearing pathways for community residents. 114 residents enrolled in UNP ‘contract classes’ through Continuing Education (credit has also been recognized by SLCC and by Horizonte for High School Completion credit.
   - New pathways for professionalization for community members. The new 9-month Case Management Certificate through the College of Social Work is a next step for many participants in other UNP partnerships. Thirty people enrolled in the first cohort in 2012-13.

B. Changes in administrative policy and practice in higher education that makes postsecondary success more accessible to diverse and underrepresented students. University administrators working to build sustainable relationships with community partners:
   i. The U of U Office of Equity and Diversity: V.P. and Associate (interim) V.P. are actively engaged in UNP partnership work. OED has hired 3 MAA students as staff, and each of these spends a significant amount of time engaged in existing partnerships (mainly MAA and MVG CLC).
   ii. U of U Office of Engagement hired 2 MAA students as staff, both of whom work part of their hours back in west side neighborhoods.
   iii. The U of U Gender Studies Program hired a part-time faculty position to coordinate engaged work across the Program. The Program also provides space
for a community partner organization to work on-site in a way that allows for closer connections with students and emerging research opportunities.

C. **Multi-sector** partnerships linking major systems increase **collective impact**
   a. **Capitol City Education** links the U of U, SLCC, the SL Mayor’s Office, the SL Chamber of Commerce, and SL School District in a formal agreement to implement new connections to support cradle-to-career success based on shared goals, and a culture of college-going and civic readiness across the city. The SLC team is one of 5 Lumina Foundation technical assistance finalists from across the country.
   b. The new **Hartland Partnership Center**, purchased by the U of U, links partners from social work, health care, youth development, law, language acquisition, and others into a comprehensive set of capacity-building programs for local residents.
   c. The new MountainView/Glendale **Community Learning Center**, funded by the SL School District, integrates multiple cross-sector partnerships with UNP in early childhood education, afterschool programs, health care and adult education.