UNP Report Spring 2012

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Compiled by Sarah Munro, UNP Research Director/Partnership Manager June 2012
Thirty-six percent of Salt Lake City residents live west of State Street. This population is representative of many aspects of life in the City, yet unique assets and challenges have come to define the community. This area is home to the Jordan River, which provides a wealth of recreational and educational opportunities. With the large school-age population living in the area (20% of population), a large number of schools function to meet the educational needs of the community. Many organizations serve the population and are knowledgeable potential partners for reciprocally beneficial learning experiences (See box insert below for a list of selected assets). Perhaps the biggest challenge that concerns residents is the perception by others that life west of the freeway is different. Residents contributing to the new West Salt Lake Master Plan, “expressed frustration with West Salt Lake’s identity. They felt that others view their community as unsafe and not properly maintained. Residents wanted the positive aspects of (the area) promoted.” (West Salt Lake Master Plan, June 2012 draft). Some describe the freeway as a “glass corridor:” a barrier that is only real in that residents on both sides of the freeway believe it exists, though there is also a very real history of separation that continues to be reflected in the stark differences in income and housing value between west side neighborhoods and the rest of the city.

The population of these west side neighborhoods is much richer in diverse ethnicities than is Salt Lake City as a whole. For instance, 74.5% of Salt Lake City’s Hispanic residents live on the west side. Sixty-three% of the population of the U/NP area is from a minority ethnicity, compared to 24.9% of SLC as a whole. Although this has stimulated ethnic businesses and several multi-cultural organizations, some perceive the change as problematic. Individuals new to the United States are not familiar with cultural and legal expectations. For example, a lack of understanding of parking violations leads to an increase in parking violations. Ethnic businesses disturb long-time residents who are unable to read the languages of store signs. Institutions in the area are searching for ways to reach and better meet the needs of this changing population, many of whom are struggling themselves to navigate the City’s systems.

Free/Reduced School Lunch
Over 87% of elementary school-age children living in UNP area qualify for government-subsidized free and reduced lunch programs.
(Eligibility: 1.85% of federal poverty level, or annual household income of $40, 793 for a family of 4)

Housing in the UNP area is hard to come by. Only five percent of housing units are vacant, compared to just over seven percent in the City as a whole. Home ownership rates are about the same as in the rest of the city (49.9%), with just over 50% of housing being renter-occupied. However, a
large proportion of west SLC residents have moved in the last twelve months. Schools report that only half of the students starting at the beginning of the school year will still be there at the end. This continual movement of students disturbs learning for both those who are moving and those who aren’t, who are impacted by waiting while new students catch up.

In the 1960’s the I-15 freeway was built, creating both a symbolic and real barrier between SLC and its west side. Renewed use of the railroad divides the area even further, from north to south. Currently, few stores west of the freeway sell basic necessities. The perception that west SLC’s population has little disposable income has deterred growth in this critical area. New retail stores would employ the local population and draw residents of other areas. The Master Plan vision for the area includes “adding more commercial retail and services. . .residents and businesses want to keep money in the community instead of having to shop in other parts of Salt Lake City, or other cities.” (West Salt Lake Master Plan, p.3, June 2012 draft)

Store owners in the area are concerned about the crime rate and its effect on their ability to conduct business and draw shoppers. Neighborhoods are concerned about gangs and related violence as well as the use of drugs in the area.

### A Few University Assets in West SLC
- University Redwood Medical Center (International Travel Clinic, Pharmacy, Optical and Urgent Care)
- Salt Lake Center for Science Education (College of Education and SLC School District)
- University Neighborhood Partners (hub for 34 University-community partnerships)
- Hartland Partnership Center (University-owned center)

Existing partnerships through faculty research, the Bennion Center, courses, and clinics, arts and sports, outreach programs; and more.

Many faculty and students have already invested themselves in this vital area of the City, hoping to better understand and partner with west SLC residents to mobilize the area’s unique strengths and resources to meet vital community needs. West SLC offers many opportunities for the University of Utah, including a growing young population from which to recruit, geographic features to study, many established organizations with which to partner, and a rich ethnic and culturally diverse population from whom to learn.¹

### Community Assets in west SLC
- The Jordan River
- 9 Parks
- 2 Public Libraries
- 8 Medical Clinics
- 48 Religious Congregations
- Many Historic Sites
- Multiple Social Support Organizations
- Strong leaders in local and state government

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¹ Compiled by: John Downen, Bureau of Economic and Business Research, University of Utah; Pam Perlich, Bureau of Economic and Business Research, University of Utah; Aaron Wood, Department of Linguistics, University of Utah; Sarah Munro, University Neighborhood Partners; Sources: US Census 2010, 2000; West Salt Lake Master Plan June 2012 draft, 2006-2010 American Community Survey.
Section 1.b. UNP Demographics

The neighborhoods UNP serves comprise 15 census tracts on the west side of Salt Lake City. Almost 36% of the City’s total population lives in these neighborhoods (a total of 66,701 people out of SLC’s total population of 186,440. Population in the UNP area grew by 10.7%, compared to 2.6% growth for SLC.

62.6% of the west side population is of minority background, which is 65.2% of the City’s minority population. The share of west side residents who are minority rose from 52% in 2000 to over 62% in 2010. Over 46% of the population in west side neighborhoods is Hispanic. These 31,000 residents are 74.5% of the City’s total Latino population. The Latino population in the UNP area grew by 32.4% between 2000 and 2010, compared to just 21.6% for SLC.

83% of SLC’s Pacific Islander population, and 60.8% of the City’s Black population, lives in the UNP area. In contrast, 31.6% of the City’s Asian population, and just 20.4% of the City’s white population live there.
**Socio-economic indicators**

West side neighborhoods have historically been low-income areas of the city, and this continues to be true today.
Over 87% of elementary school-aged children in the neighborhoods qualify for free and reduced lunch, meaning that their families live at less than 1.85% of the federal poverty level (or an annual household income of $40,793 for a family of 4). All of the area schools are federal Title 1 schools.
Section 2: UNP Survey Data

Forthcoming—contact Mohamed Rasheed at UNP
Section 3: UNP-by-the-numbers

Spring 2012 numbers: (those for which data was in database; Adelante, Project FIRST, FSP by hand)
27 partnerships
30 U of U Departments
40 U of U faculty
30 Community Partners
241 U of U students
6189 student hours with partnerships
744 Resident participants
184 elementary, 59 middle school, 41 high school students
45 job internships or pre-employment training opportunities
11 new jobs created
3 new non-profits created
23 current or past participants enrolled in higher ed
28 participants involved in leadership training
5 new faculty/staff positions linked with partnership work
1 new TA/RA position
37 enrolled in contract courses linked to partnership work
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5 new faculty/staff positions linked with partnership work
1 new TA/RA position
37 enrolled in contract courses linked to partnership work
108 residents/youth connected by partnership to next level of education
1,858 parents/family members involved in college-related activities

Academic Year 2011-2012 numbers:
53 U Departments
524 U students
11,305 student hours with partnerships
31 community partners
36 U faculty
2141 resident participants
69 job training/pre-employment opportunities
4 non-profit organizations created
7 new faculty/staff positions linked to partnership work
5 new TA/RA/Internship/Practicum positions
85 current or past participants enrolled in higher ed
135 enrolled in contract courses linked to partnership work
115 residents involved in leadership training
Section 4: UNP’s Story: Partnership Impacts for Spring 2012

YES—Youth Education & Success

1. **Partnerships increase opportunities for improved youth performance (academic and non-) inside and outside of school**
   a. MAA: HS youth improved grades and 3 got involved in new activities at school; U mentors also increased academic performance between Fall and Spring semester.
   b. Glendale Youth Literacy and Leadership (see success story) so successful in raising academic performance and so much demand that Glendale has decided to make it a regular class during the day for 2012-13
   c. Hartland Youth Resident Committee: see success story and achievement p.28 (10 HS youth to provide service to community, help prepare youth for meaningful participation in our community, and build strong relationships with other youth and adults.” 8 did community service work, 3 applied to higher ed, 3 obtained paid job, 2 received scholarships
   d. Adelante: program actively involves family volunteer commitment and student essay to participate in Ballet Folklorico. 40 students participated with 5 family members (total) at each practice.

2. **Participants internalize college as a personal option**
   a. How many go on to higher ed:
      i. 95 HS and transfer students received academic consulting from UNP. 42 of these received some kind of financial aid. 38 received admission application fee waivers with assistance from UNP Academic Consulting.
      ii. 23 current or past resident participants went on to higher ed. For stories, see MAA success story; Hartland Youth Resident Committee success story
   b. Utah Tongan Tennis—see success story for strengthening pathway to higher ed
   c. Glendale Middle School Reading Class presentations (Acad. Consld): 120 students participated in 4 workshops on pathways to higher ed., hearing from current college students who have had difficult experiences in their lives and have overcome barriers.
   d. Almost 50% of 984 attendees at Connecting U days indicated that CU Day provided them with information that influenced their decision to attend the U. Majority of respondents were prospective students.

3. **Pre-and in-service teachers are better prepared to work in diverse environments in inclusive ways**
   a. Hartland Resident Committee presentations with MV teachers increased relationships and positive regard/understanding between parents and teachers; increased staff and parent morale.
   b. MAA trainings for Kearns High School teachers about undocumented students and higher ed: invited back in August to train counselors and school staff
c. UIITE&Project FIRST involved 75 pre-service students (in UIITE classes and in teacher recruitment scholarship program) in assignments on race, ethnicity, family-school partnerships, critical and ethical teaching and decision-making.

d. Hartland Resident Committee trainings

4. Parents have more opportunities for meaningful leadership and engagement with teachers and school staff
   a. Pastries for Parents
   b. FSP parents at MountainView/Glendale and West High school work with teachers and staff
   c. Neighborhood House parents (approx. 10) work directly with classrooms as volunteers and on Partners in the Park and Connecting U Days.

5. Schools and/or district changes practices as result of partnership work
   a. MtnView/Glendale CLC significantly shaped by partnership work that is facilitated by UNP (plans for nurse-managed clinic, Early Childhood program, support for parent leadership)
   b. U of U creates new structures to support students of color: see MAA success story

6. Research and teaching opportunities have emerged from the partnerships. Do these opportunities reflect the reciprocal exchange of knowledge between partners?

Community Leadership

1. Partnerships increase leadership skills, opportunities, networks, self-conception for residents
   a. WLI: Has trained over 220 residents since 2004. Spring 2012 Evaluation by graduate student found high impact in skill development.
   b. Neighborhood House-PartnersinthePark-ConnectingUDays
   c. New Hartland ‘Day on the Hill’. College of Social Work students with resident leaders and MV school staff organized dat: 20 residents toured the Utah State Capitol and met with State Representative (Litvack) and Senator Robles.

2. Emerging leaders take on new leadership positions (PTA, Boards, committees) or do community projects
   a. 1 WLI grad and 1 faculty on City Council; 4 WLI grads running for School Board; 80% of grads continue some form of community involvement
   b. PTA president at MtnView;
   c. Parent leaders from FSP actively involved at West High, working with 1 teacher, 7 U students, and Family Resource Center staff
d. 3 WLI grads participated in new Non-Profit Incubator partnership, with their budding organizations. Organizations are now much more stabilized, with Boards, strategic plans, and goals.

e. West View Newspaper reaches 17,000 west side households with news about UNP partnerships, community priorities, positive examples of work going on in area. Large potential to improve image and identity of west side neighborhoods.

3. Those new positions or projects change communities (e.g. increase representation of west side in decision-making, improve physical neighborhoods, leverage resources, create new organizations/businesses/opportunities, etc).

   a. New school board map: UNP-linked leaders successfully organized to re-draw map in way that gave 1 additional seat to west side neighborhoods
   b. 4 west side residents running for school board
   c. 2 members of city council connected to UNP (1 grad, 1 faculty)
   d. Humanities in Focus participants produced 7 films, 4 of which will be used by community organizations for education and publicity.
   e. River District Banner project successfully implemented children’s art contest with 78 entries, and the hanging of 69 banners along 800 S, 900 West and California Ave. Local Community Council leaders report that even if people don’t know what ‘River District’ really is, the banners make them feel like they’re part of something good.
   f. “Recipes for Building Community” book created by Westside Studio was purchased by Mayor’s office and distributed to all SLC Community Council leaders, at an invited presentation by UNP staff and partner.

4. Research and teaching opportunities have emerged from the partnerships. Do these opportunities reflect the reciprocal exchange of knowledge between partners?

   a. Research related to WLI curriculum presented by CPPA faculty to 80 attendees at national community organizing conference

Community Capacity Building

1. Partnerships use ‘comprehensive model’ to bring together multiple services (information and referral that stabilizes family housing, information and referral for preventative health care, life-skills, language proficiency, link to schools and support for youth success, non-profit and business development, employment) in one place near where people live.

   a. Hartland Centers brought together 15 community organizations, 12 U depts., 16 faculty to provide free, multi-lingual, resident-driven programs (health screenings, pre-driving classes, ELL classes, citizenship, computer literacy, writing coaching, parenting, resident leadership group, open computer/fax/telephone use, youth programing, employment workshops, etc). Center staff and resident comitee support the centers’ being culturally and linguistically appropriate and effective for a variety of individuals, families and cultures. (see Hartland community impact achievements, p.22)
b. Connection to CLC

2. Services are more effective because of the comprehensive model.
   a. Partnership builds capacity of individual partners (language/cultural capacity, personnel support, overcome transportation/childcare)
      i. See Employment Partnership/Hartland success story: 5 hires from Hartland and 5 from broader partnership coalition, all with Residential Housing.
      ii. See Non-Profit Development and West View success stories: non-profit incubator allows partners (UNA, MPA program) to be more effective in working with populations that they had been unsuccessful with: small, grass-roots, often ethnically-based organizations.

b. Model makes it easier for new partners/services to join
   i. See Hartland success story
   ii. See Hartland community partner achievements: ongoing collaborations at Hartland allowed existing partners (both community orgs and U depts.) to bring in several new partners on their own.

3. Research and teaching opportunities have emerged from the partnerships. How do these opportunities reflect the reciprocal exchange of knowledge between partners
   a. Resident Committee facilitator (Abdi) presented at conference in San Francisco on the CLC model, with other SLCSD faculty.
   b. Graduate student research support for UNP survey

University-Community Partnership Quality: “Convener” role makes partnerships more impactful

1. Partnership organized (communication, resources, decision-making, etc) to maximize reciprocal learning, action, and benefit for all partners
   a. Most partnerships rate medium to high on partnership quality scale (1 to 5 scale).
   b. Main challenges are:
      i. Lack of recognition for faculty
      ii. Pressure of traditional academic production for tenure review

2. Collaboration between U and community members increase impact of partnership or effectiveness of services
   a. (UNP finds alternate ways around barriers)
      i. New building at Hartland
      ii. UNP’s attention to paying resident stipends to support resident involvement, then transfer that role to partners, opens doors for stronger resident voice in community work: example of Juan’s position at MtnVew/Glendale emerging from Hartland. Abdul being hired at Glendale.
      iii. Early Childhood initiatives at MtnView/Glendale strengthened by collaboration of multiple FCS faculty. Coordination by UNP with school staff/admin, and UNP
support for CSIR to focus on this partnership next year, makes it more likely there will be a permanent Early Childhood partnership there.

iv. New partnership for MAA with Writing Program increases MAA impact and preparing and mentoring students from junior high all the way through college by way of faculty involvement, new course structures, and service-learning/mentoring opportunities at each level.

b. UNP can connect partners across partnerships
   i. Hartland partners move to MountainView/Glendale CLC; Employment partnership with HR reaches out across partnerships; NeighborWorks Salt Lake involved in WLI and Westside Studio; City partners from Westside Studio connected to NAAN for New American input into city planning ‘Plan Salt Lake’.

   c. UNP can track impact across partnerships
      i. New indicators and database allows for quick assessment
      ii. New UNP survey implemented twice, 256 entries, database being created to analyze data.

3. Effectiveness of comprehensive, inclusive partnership model changes systems to be more responsive to community priorities
   a. Strong relationships/pathways for involvement over time
      i. Higher level collaborations between UNP—SL City—SL School District have emerged from long-term partnership work and recognition of impact of model in schools and neighborhoods

   b. CLC—school district

   c. CSW team from Hartland now on East High Equity Team—chance to expand model and impact

   d. U of U HR Dept hired a NAAN member to work on Employment partnership at Hartland to help U of U increase success of underrepresented groups in obtaining employment at the U and elsewhere.

   e. Glendale and River District Non-Profit coalitions—capacity to work across organizations through partnerships (e.g. Hartland, MV/Glendale CLC, and Westside Studio) allows UNP to be part of convening much broader groups of organizations to achieve higher level of communication, networking, and potentially impact.

   f. New positions at U of U reflect growing awareness/interest in benefits of community-engaged work as systemic part of U of U:
      i. New V.P. for Outreach and Engagement (Sandi Pershing)
         1. Created 1 new 1.0FTE to support Adelante
         2. Created 1 new .75 FTE to support MAA and other cohorts on campus
         3. MPA created 2 new GA positions (1 shared with UNP) between WLI and Non-Profit incubator to allow MPA to better train its students in hands-on community based work in diverse communities.

4. UNP partnerships create ‘stepping stones’ to connect participants with new opportunities over time to create a pathway toward greater educational and economic opportunities
a. Non-profit incubator
   i. 3 of 4 participating non-profits emerged from WLI
   ii. All of parents who took EDU 1010 in Fall 2010 also took HSC _____ the following semester.
   iii. Fall 2012 ‘Non-Profit Management’ class offered by SLCC/DWS has agreed to reserve up to 8 spots for Incubator organization as a ‘next step’ in their training.

b. Stories of people involved over time in multiple pships
   i. Alma, Maria Lourdes Barajas, Abdul Aden, Lourdes Flores, Roberto Maturana, Judy Fuell, parents in EDU 1010 and others, etc.

c. Contract classes
   i. Continuing Education agreed to support the designation of several UNP-linked classes as U of U ‘contract classes’ in 2008. These courses must have identifiable learning objectives, syllabi, grading, a U of U professor as instructor. This enables participants to gain up to 3 credits per class, essentially at no cost, that can be used, upon matriculation, toward General Education requirements. Contract classes have included Westside Leadership Institute, Humanities in Focus, EDU 1010 and others (see full list below).
   ii. As of Spring 2012 over 475 west side residents, including close to 100 Spanish-speakers, have registered as University of Utah students through their involvement with UNP partnerships, with the support of the University’s Office of Continuing Education. Over 390 of these have received University credit through contract courses, creating real access points for underrepresented populations at the U.
   iii. There are many examples of how these contract courses lead to new enrollment at the U:
      1. At least 15 newly enrolled at Bachelors level, including 10 Honors students
      3. Stories of Didi Remba, Naima, Irma Ramos, Kyle La Malfa, Judy Fuell, Clif Uckerman, Lourdes Flores

5. Community engagement model for U faculty and students improves student learning and incorporates community knowledge into university structures (curriculum, student requirements, research outcomes)
   a. CBR grant & trainings
      i. Second cycle of CBR Grant from V.P. for Research Office gave 2 awards of $10,000: One to an initiative connected to UNP (Yda Smith assessment of OT
interventions) but one not (FCS faculty working on autism interventions), so spreading into University beyond UNP.

b. Bibliography outcomes: see publications achievements
c. Hartland res comm educator trainings
d. Community engagement designation with $ incentives for depts. To be implemented by Bennion Center in Fall 2012. Makes designation more flexible (open to internships and practica previously excluded), more inclusive, with financial incentives.