Summary

1. Significant deviations from grant agreement
   No significant changes to report

2. Innovative approaches/substantial achievements

Best practice models:

UNP organization as center for campus-community partnerships

Hartland (see narrative detail)

The UNP-Hartland Partnership Center was cited in a Mercy Housing (Denver, CO) survey of best practices in refugee housing as an innovative model worthy of national attention. UNP’s outside evaluator for the COPC project, Tracy Soska, of University of Pittsburg, also highlighted the Hartland Center during his Feb. 2006 visit as a model that should be noted by HUD as a best practice in refugee and immigrant housing.

Westside Leadership Institute (see narrative detail)

Awards:

University Neighborhood Partners received the Utah Martin Luther King Jr. Human Rights Commission’s 2007 Drum Major Award in January 2007 for community organization of the year for their commitment to empowering communities through education. UNP was chosen for this award because of their efforts to empower communities. Michael S. Styles, Director of Black Affairs for Utah's Office of Ethnic Affairs said, “UNP understands that there is no greater tool of empowerment than education, making it the great equalizer, but for that to be successful, the stability of the home is essential in that process. UNP believes what Dr. King has believed all along—that it takes a village to raise a child,” Styles added. Dr. Rosemarie Hunter, UNP Director, received the award on behalf of all UNP partners who strive to build healthy communities and neighborhoods.

UNP was selected as one of only three University of Utah departments to be featured at the President’s Dinner, an annual dinner event for the 2000 top donors to the U. The University paid for the production of a 7 minute video, shown at the President’s Dinner, that highlighted three UNP partnerships, including Hartland and the Westside Leadership Institute.

Policy impact:

During 2006 the apartment complex where the Hartland Apartments Partnership Center is located was sold to a for-profit developer, who plans to upscale the property and end it’s affordability. The new owner has continued to honor the agreement made with UNP for donated space to house the center. At the same time,
the new owner’s plans have already significantly altered the renter profile there and many refugees and center clients have been forced to move. UNP has been heavily involved in creating new systems to help many of these residents avoid eviction, cover increased rent payments, access alternative housing, find housing vouchers, and access other social services in response to this crisis. In a great demonstration of UNP’s effectiveness there, we have been able to mobilize a multitude of prominent organizations, community leaders, and financial institutions to find a solution to this crisis. This coalition is at present spearheading an attempt to repurchase the complex back from the new owner and return it to being affordable and partially subsidized. We will not know the outcome of this process by the submission date for this report, but an important process is already in place to address the issue of affordable housing in SLC, in part due to UNP’s work at Hartland.

UNP was instrumental in mobilizing a public-private coalition of investors and affordable housing organizations (city, county, state, and non-profit) to come up with a solution to the housing crisis created by the sale of Hartland Apartments to a private investor. This crisis was covered extensively in local media. Leadership of this coalition was then transferred to the United Way and Zion’s Bank, who developed a proposal to create an REIT, into which private donors and ILBs could invest (principally with CRA funds), to purchase a new property to house low-income, especially refugee, populations. The coalition is preparing a tax-credit application for the purchase of property near the existing Hartland Apartments for 2008. This came after an unsuccessful attempt to re-purchase the Hartland property from the new owner. Media coverage allowed UNP to raise over $40,000 to put into a private account, managed by Salt Lake Community Action Program, to help displaced families cover moving costs and additional rent if they were allowed to stay.

**Institutional Sustainability at UNP:**

In Jan, 2007, UNP hired a Development Officer who will now take over the fundraising for UNP as the COPC grant comes to a close. In her first year she raised over $300,000, due, in large part, to the excellent track record of program success that we have been able to achieve with HUD funding.

In August, 2007, UNP hired a full-time staff person, Joel Arviz, to oversee Youth Education and Success (YES) partnerships. This was critical for growing these partnerships and strengthening this central mission of UNP in increasing access to higher education for underrepresented groups. Joel has an M.A. in Education, Culture and Society from the University of Utah and extensive experience addressing barriers to education faced by minority youth and families.

**Products of Work: Documents, publications, multimedia**

UNP produced three reports: the first Annual Report (capturing outcomes of first 5 years of work); Guidelines for Community Based Research; and Report from the Community Research Collaborative to the University on best ways to support community-based research as part of partnerships.

UNP developed a short video for use with donors, partners, and others which describes the partnership process through three examples: Hartland, Neighborhood Democracy, and Adelante (a UNP program not supported by COPC).

Multiple research products developed through UNP partnerships (conference presentations, journal articles, etc)

UNP website: www.partners.utah.edu

---

3. **Unresolved challenges/difficulties**

   None to report
Narrative discussion

A: HOUSING AND NEIGHBORHOOD REVITALIZATION

A1. Proposed tasks and milestones—intermediate and long-term (logic model)

Hartland Apartments Partnership

Planned Long-term Outcomes and milestones (from logic model yr 3+, and program development) included:

- 10 new homebuyers avoid foreclosure for at least 3 yrs
- longitudinal documentation of circumstances that create family financial instability;
- permanent course in FCS linking students with community financial issues
- reduced use of predatory lending
- reduction in late rent payments of participants
- increased rates of saving.
- expand comprehensive model to other west side locations
- reduction in youth vandalism and gang entrance
- transition of Hartland residents into permanent residence on west side
- increased economic and social stability of Hartland families

Westside Studio

In Year 1 we created The Westside Studio, a centralized location in a west side mixed-income rental complex for an urban planning and business support center that is overseen by a committee of campus and community-based advisors.

Long term goals were:

- on-going collaborative campus-community structure for addressing development on the whole west side
- on-going link between Colleges of Arch+Plng and Business institutionalized in studio course
- Increase in city and private investment in west-side housing and business development

A2. Progress toward tasks and milestones

Hartland Apartments Partnership

Major outcomes to date:

Yr 1:

The UNP-Hartland Center opened in September 2004, in a three bedroom apartment generously donated by the Hartland managers, Evergreen Management Group. The apartment serves as an educational and community center. The center embodies the idea that active collaboration between University and community groups can enhance learning, teaching, and research; benefiting the entire community. University and community partnerships bring the strength of combined resources to bear on urban issues facing the west side of Salt Lake. At the Hartland center, teams of professors, students, community organizations, and Hartland residents work together to address the need for English competency, family financial literacy, homebuyer education, youth leadership, legal educational, health care education, and life skills training. These areas have been identified as priorities by Hartland residents. The key to Hartland’s success is sustainability and reciprocity: While Hartland residents learn valuable skills, University and community partners receive academic credit, practical experience, increase of professional skills, and increased organizational capacity. The Center is coordinated by a team from UNP, the College of Social Work, and an AmeriCorps VISTA volunteer.

The UNP Hartland Center was awarded the Utah Dream Center’s 2005 award for outstanding service to the community: 350 residents were served directly; ESL served 52; Financial Fitness served 15;
Lifeskills served 74; Youths leadership served 50; Law served 7; Health served 65. A coordination team of 8 plus over 25 University and community partners. Four BSW and MSW students from the College of Social Work devoted over 2000 practicum hours on-site at Hartland.

**Innovations:** We created a five-member Resident Committee, representing 15 different languages and 5 countries, which guided the center’s partnership work. We also created a Resident Instructor position, for a resident to share their skills more intensively with the Center. The 2004-05 Resident Instructor, from Peru, taught basic computer classes in Spanish for other residents, and Spanish language for center coordinators.

In Youth Leadership, successful Boy’s and Girl’s nights, facilitated by social work students, involved over 50 youth. Structured Group Activities were offered by Social Work interns for 30 preschoolers while parents were in class. A service day and day camp in June 2005, organized by social work students, community partner The Utah Federation for Youth, and 10 AmeriCorps volunteers. **Over 160 residents participated.** A youth soccer team, supported by the UNP Hartland Resident Instructor, Roberto Maturana, and his family, involved 10 youth and won the league championship.

In addition, 3 residents from financial fitness class put **down-payments on homes**; 2 residents got home-country professional credentials recognized by the U of U; 3 women from Somalia and Sudan addressed the SL County Mayor, Peter Corroon, to press for more support for ESL resources; we developed a strong link with MountainView Elementary school, near Hartland; the Health needs assessment was completed and since May 2005 10 new service providers at the local U of U community clinic have signed up with the Health Access Program (to work with low-income residents); and a family practice physician from the U of U Dept. of Family and Preventive Medicine has spent each Thursday afternoon, accompanied by Physician Assistant students, visiting patients to do health screenings and referrals. We created a new **Intake and Referral program**, run by Social Work students and their faculty supervisor, to address direct family issues and link families to existing social service agencies. Finally, a longitudinal **evaluation study** of the impact of the Hartland Apartments Partnership has been started by the U of U’s Institute for Social Research, by Kelly Feller.

Looking ahead. To be taught in fall 2005, under the leadership of the Bennion Center for Community Service, an **interdisciplinary cluster seminar** for all students placed at Hartland. The seminar will provide an academic focus on the interdisciplinary and interconnected nature of social issues addressed at the center. We are also developing a long-term partnership focused on **early childhood development** for preschool children and their parents, housed on Hartland property, with the participation of Head Start, the Department of Family and Consumer Studies at the U, and the SL School District.

**Yr 2:**

- 787 resident contacts; 5 evictions avoided; 5 graduates of financial fitness program started IDA’s, three put downpayments on homes; 1645 total partner hours dedicated.
- ESL served 123; Financial Fitness served 7; Lifeskills served 116; Youths leadership served 241; law served 30; Health served 67. Computer class taught in Spanish by Resident Instructor reached 26. Two residents passed Citizenship test.
- A coordination team of 8 plus over 25 University and community partners worked through the center.
- 21 students placed at the center (17 grad students) spent over 900 hrs/month.
- 4 residents had home-country credentials recognized by U of U; process for streamlining this created partnership between Hartland and U of U International Center;
- 4 residents found employment through Economic Independence Project.

**Innovations:**

- Taught in fall 2005, under the leadership of the Bennion Center for Community Service, an **interdisciplinary cluster seminar** for all students placed at Hartland. The seminar provided an academic focus on the interdisciplinary and interconnected nature of social issues addressed at the center.

- We also developed a long-term partnership focused on **early childhood development** for preschool children and their parents, housed on Hartland property, with the participation of Head Start, the Department of Family and Consumer Studies at the U, and the SL School District.
• In the **Youth partnership** 3 new programs have begun: Girl Scouts, Boys’ Group, Young Men’s Group. Early Childhood program and Somali beginning ESL class will meet for 15 min each day so parents and children can work on curriculum together.

• The **Health Partnership** now includes faculty (physicians) and students from the Department of Family and Preventive Medicine, College of Nursing, College of Midwifery, and Occupational Therapy, who do **on-site health screenings and referrals** once a week. This partnership secured a grant for $13,000 to study ER usage by refugees.

• A new **Economic Independence Pilot Project**, also supported by American Express, joins Occupational Therapy students and ESL tutors to prepare 20 residents for employment. Fifteen residents participated and four residents found employment in this period.

• **Research generated** included 3 conference presentations; a new ESL curriculum, developed by doctoral students for basic ESL classes and illustrated by a resident, is to be reviewed by University of Utah Press for publication; School of Nursing health needs assessment; resident committee report.

• 96 individual partners; 1128 resident contacts; 3,195.5 total partner hours dedicated.

• ESL served 90; Financial Fitness served 36; Lifeskills served 50; Youth leadership served 156/month; Health served 60; 2 residents passed citizenship test; Walk-in and referral served 340; Early childhood development (interim program) served 34/month and did consistent follow-up work between Mountainview Elementary and Hartland parents

• A coordination team of 8 plus over 96 University and community partners worked through the center.

• 33 students were placed at the center

• 10 residents were referred to higher education consultation; previous Resident Instructor accepted to MSW program

**Innovations:**

• Taught in fall 2005, under the leadership of the Bennion Center for Community Service, an **interdisciplinary cluster seminar** for all students placed at Hartland. The seminar provided an academic focus on the interdisciplinary and interconnected nature of social issues addressed at the center. Cluster seminar was evaluated in a series of focus groups and received high interest from students. Seminar is being redesigned for fall 2006 to accommodate more students.

• We created a permanent **employment-focused computer station** at the center; to be supported by students from Occupational Therapy.

• A staff person from the **Department of Workforce Services** will spend several hours per month on site to connect with clients living at Hartland.

• Hartland became a pick-up site for the **National Youth Sports Program (NYSP)**, facilitated by UNP-Hartland. 35 kids participated.

• We also developed a long-term partnership focused on **early childhood development** for preschool children and their parents, housed on Hartland property, with the participation of Head Start, the Department of Family and Consumer Studies at the U. and the SL School District. A **full Head Start program, located on-site at Hartland, will start in the fall.** Head Start is contributing over $100,000 in space, materials, and staff to open this new center.

• In the **Youth partnership** the following programs have begun: Girl Scouts, Boys Tutoring and Mentoring Group, Youth Men’s Galyesi Soccer and Mentoring Program, Somali Bantu Soccer Program, Planning and Registration for NYSP and NCCJ, SW student liaison with Mountain View Elementary/College Education Program, West High School Lunch Program (grant writing and preparation for Fall 2007), planning for Weed and Seed artist, and NCCJ and NYSP youth participation. Twenty-five young men started a Young Men’s Group at Hartland. 3 youth were hired by NCCY and NYSP to be youth leaders.
The **Health Partnership** now includes faculty (physicians) and students from the Department of Family and Preventive Medicine, College of Nursing, College of Midwifery, and Occupational Therapy, who do weekly **on-site health screenings and referrals**, HAP referrals, a child spacing class; all Social Work students and UNP Hartland staff become HIPPA certified.

**Research generated** included 1 dissertation proposal; 2 conference presentations (one international)

Yr 3:

- 108 individual partners, 675 resident contacts, 4770 total partner hours dedicated
- 78 residents received ESL, health appointments were made for 60, 215 youth participated in activities, 18 attended health classes, 39 received Life Skills instruction, 32 participated in Financial Literacy education, 30 residents received computer instruction, 160 residents/month walked in and received referrals and information, 3 received midwifery education, 6 accessed legal information and 30 children were linked with Head Start
- 110 students/month from Mountainview Elementary accessed life skills classes, family case management and/or one on one consultation
- 6 residents joined a Resident Committee and attended cluster seminars
- Construction completed on a new on-site Head Start classroom which will open at Hartland in Spring 2007
- 29 graduate and 8 undergraduate students were placed at the center

Innovations:
- Cluster seminars were held every other Monday night for the fall semester at the U of U. Yda Smith, cluster seminar coordinator, chosen as Faculty Director.
- New brochures were created and the website expanded.
- A research committee was formed to assist collaboration between researchers and residents, 2 applications were processed.
- Salt Lake Community College Skills Center and Utah Federation for Youth began to develop an education and employment program for Hartland residents.
- The Department of Health began to explore the possibility of having car seat classes at the center and a trial class was held.
- Cycle Beads Partnership was in development.
- Plans were underway to discuss the possibility of a community garden for Hartland. Possible partnerships may evolve between the Biology Department, social work students, Hartland’s Resident Committee and Wasatch Community Gardens.
- Hartland’s Resident Committee was nominated for CommUnity Day award.
- Numerous research projects were generated and will be presented at the Youth Networking Meeting, the Salt Lake City School District, UEA, and at the U of U Advisory Council.
- 108 individual partners, 570 resident contacts, 4770 total partner hours dedicated. **Financial Fitness 7; Youth 67; Head Start 30; ESL 151; Health 68; Life Skills 200**

- 33 graduate and 8 undergraduate students were placed at the center
- **New Guulyesi Youth Center**, run by the Utah Federation for Youth, opens in a second apartment near the UNP Center; served over 200 youth each semester.
- **New Head Start classroom** opened in Jan. 2007 in additional apartments, fully self-funded. 30 Families enrolled; resident employed as assistant teacher.
- Social Work and Lifeskills teams worked with **657 residents during Spring 2007 on family crises following sale of Hartland to new owners**: address ‘notice to vacate’ and rent increases; emergency housing; cleaning issues to avoid eviction
- SL CAP funds made available to help residents cover rent increases
- UNP raised over $10,000 in private donations for a new account to help residents cover rental increases.
• Resident Committee organizes community festival with over 200 attendees from all ethnic groups
• 151 residents took ESL classes; of those who attend regularly all were tested and increased by a full level
• Parent meetings at elementary school began, facilitated by partners
• Video of youth soccer program created
• Hartland Health team did health screenings for new Head Start program and served 68 residents.
• 2 cleaning days organized by Life Skills team; 175 cleaning buckets distributed (donated by LDS Church)
• New “Choices” partnership developed with Salt Lake Community College to increase access of Hartland residents to higher education.
• 3 residents graduated from Westside Leadership Institute
• 40 residents attended Partners in the Park (UNP campus-community event)
• 40 residents attend World Refugee Day (June 23) where UNP Hartland has a booth and soccer team.

Innovations:

• Partners presented research on working with refugees at the Youth Networking Meeting, the Salt Lake City School District, UEA, and at the U of U Advisory Council.
• New partnership with Valley Mental Health and the Social Work team created to address mental health needs of refugees
• New brochures were created and the website expanded.
• A research committee was formed to assist collaboration between researchers and residents, 2 applications were processed.
• Three residents attended the Westside Leadership Institute
• Salt Lake Community College Skills Center and Utah Federation for Youth began to develop an education and employment program for Hartland residents (“Choices”/“Express to Success”)
• Plans finalized for a community garden for Hartland. Possible partnerships may evolve between the Biology Department, social work students, Hartland’s Resident Committee and Wasatch Community Gardens.
• Hartland’s Resident Committee was nominated for UNP’s CommUnity Day award.
• Resident Committee planned a ‘community party’ in May 2007; over 200 people attended.

*The UNP-Hartland Partnership Center was awarded the Practicum Field Agency Award from the U of U College of Social Work.

Yr 4:

Organization of Hartland Partnership Center:
University Partners
Division of Occupational Therapy
Department of Linguistics
Department of Family and Consumer Studies
Department of Family and Preventive Medicine
College of Nursing
College of Social Work
College of Law  
Biology Department  
Physician Assistant Program (School of Medicine)  
Community Clinics, U of U(REDWOOD)  
Nurse Midwifery and Women’s Health Nurse Practitioner Program  
David Eccles School of Business, Low Income Taxpayer Clinic (Masters of Accounting)  
UNP Academic Consulting

UNP Provides: Coordinator, Assistant Coordinator, Translators, Volunteer Resident Childcare Worker  
Community Partners  
Resident Committee  
Utah Federation for Youth  
Salt Lake Community College(Skills Center)  
English Skills Learning Center  
Mountain View Elementary School  
SLCAP Head Start  
SLCAP Housing  
Neighborhood Housing Services (NeighborWorks)  
Valley Mental Health  
Utah Health and Human Rights Project  
Health Access Project  
United Way  
Zions Bank  
Hartland Management  
Community Volunteers

Outcomes:

- Center served approximately 200 people per month; more people than during previous periods despite displacement of most African refugee families, who constituted the center’s main clientele, during the property takeover. New renters use center in addition to previous residents returning to center for services.
- 45 graduate and undergraduate students were placed at Hartland this year from 8 departments, connected with 8 community partners.
- $40,000 disbursed of $42,000 raised in emergency funds to help Hartland families cover rent shortfalls and transitional costs during housing crisis. The Zions Bank/SLCAP Hartland account served 31 families, averaging close to 200 people. The financial assistance program was connected to educational and capacity building programs such as Employment Counseling, ESL, Financial Education, Head Start to promote long-term independence for families. Recipients of assistance were referred to and participated in programs as relevant to their needs.
- Youth program served over 200 youth; 15 linked to Salt Lake Community College through Choices program; 4 from group now attending SLCC.
- 30 children enrolled at on-site Head Start; two parents hired by Head Start as family liaisons and teacher assistants.
- Health partnership administered health screenings for the 30 children enrolled in Head Start.
- Valley Mental Health Children’s Outpatient developed a partnership with Social Work and the Health Partnership and came on-site at Hartland to provide mental health services to children and their parents who were living at Hartland or in the surrounding areas.
- Social Work partnership (Information and Referral) saw 150 residents per month; many to address housing crisis and alternatives to homelessness.
- 5 members of Resident Committee contribute to curriculum of Interdisciplinary Cluster Seminar to integrate resident knowledge into academic work of students.
- Worked with 272 of 300 families at Hartland.
- 229 University and community members involved.
- Students provide over 900 hours/month at Center
- Average of almost 4000 partner hours/year at Center
- Nationally recognized best practice for refugee housing (Mercy Housing, 2007)
- Direct link with local elementary school (Mountainview) and Hartland families; UNP work directly affects behavior and performance of involved kids from Hartland.
- Expansion to and synergy of 3 current on-site centers (UNP, UFK, Head Start) developed from UNP-Hartland work

- 2 residents passed U.S. Citizenship test and became citizens.
- Community residents have become employed by several partnerships, i.e., Headstart, UFY, Life Skills Partnership: Employment Program; UNP is helping to fund some of these positions
- College of Social Work permanently dedicates half of a faculty member’s time to on-site student and research supervision at Hartland. College also permanently co-funds a PhD student on-site each year.

<table>
<thead>
<tr>
<th>HARTLAND PARTNERSHIP CENTER</th>
<th>Jan-Apr</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Financial Literacy (SLCAP, NHS, FCS, SW)</strong></td>
<td>YTD</td>
</tr>
<tr>
<td>1 time New Tenant Orientation (SLCAP)</td>
<td>NA</td>
</tr>
<tr>
<td>Housing Application (SW)</td>
<td>20</td>
</tr>
<tr>
<td>Home-Buyer Educations (NHS)</td>
<td>2</td>
</tr>
<tr>
<td>Financial literacy class (NHS)</td>
<td>5</td>
</tr>
<tr>
<td>Financial Planning at Head Start (FCS)</td>
<td>9</td>
</tr>
<tr>
<td>Tax Clinic (David Eccles School of Business)</td>
<td>13</td>
</tr>
</tbody>
</table>

| Youth Leadership Program (UFY Project Guuleysi) | |
| Aver. #/month of female 6-10 yrs | 4 |
| Aver. #/month of male 6-10 yrs | 6 |
| Aver. #/month of females 11-14 | 5 |
| Aver. #/month of males 11-14 | 5 |
| Aver. #/month of females 15-18 | 5 |
| Aver. #/month of males 15-18 | 3 |
| Avg. # of home visits by resident employee | 7 |
| Av. # of youth/week at Glendale by resident employee (tutoring, social skills, behavior management) | 3 |
| Av. # of youth/week at Mountain View by resident employee (tutoring, social skills, beh. Manage.) | 3 |

| Early Childhood Education (Head Start) | |
| # of children/families enrolled | 30 |

| ESL (Linguistics and ESOL) | |
| Beginning | 24 |
| Low Intermediate | 19 |
| One-on-One | 3 |
| Citizenship (Law) | 4 passed |

| College Planning (SLCC and UNP) | |

9 COPC-UT-04-625
| SLCC Referral |  |
| University of Utah Referral (UNP) | 0 |
| # of applications for the U of U Alumni Scholarship (staff, residents and former residents) | 1 |
| # of applicants for the Wolf, Pathfinder, Meritus 1 Scholarship(staff, residents and former residents) | 5 |
| # of Pathfinder Scholarships received | 1 |
| # of Wolf and Pathfinder received | 1 |

**Legal Education**

*no current programming*  
NA

**Health**

| On-site Health Screenings & Referrals | 38 |
| HAP (met with and qualified) | 4 |
| Mid-Wifery | 0 |
| Valley Mental Health Referrals | 2 |
| Health and Human Rights Referrals | 1 |
| Flu Vaccination One-Time Clinic | 60 |

**Life Skills Classes (OT and Biology)**

| Employment Program (OT) | 6 |
| Job Placements | 2 |
| Job Offers | 3 |
| # of resumes created and distributed | 5 |
| # of written applications comp. by resident | 12 |
| # of resumes handed out by resident | 1 |
| # of written applications comp. by student | 12 |
| # of written applications comp. by families | 1 |
| # of interviews attended | 5 |
| # of resumes emailed to employers | 12 |
| # of families able to independently do job search process | 3 |
| # of residents assisted in CNA process | 1 |
| # of functional capacity evaluations | 1 |
| # of residents to be educated on day care certificates for residences | 1 |

| Life Skills and Employment (OT) | 2 fam |
| Intensive Family Life Skills Programming (OT) | |
| Gardening (Biology) | NA |
| Research for Garden Planning (OT) | 5 |
| Research and Building of Weaving (OT) | 4 |
| Car Seat Class (Dept. of Health) | NA |

**Information, Referral & Capacity Building (SW)**

| # of Contacts made | 554 |
| # of Residents seen | 266 |

**Resident Committee**

| 8 |

**Events**

| Partners in the Park | NA |
| CommUnity Day | NA |

**Internships and Student Involvement**

**Information, Referral and Capacity Building (SW)**

| Internships (Social Work) | 7 |
| Internships at Project Guuleysi (SocialWork) | 1 |
| PhD Student Supervisor Staff (Social Work) | 1 |
| Research Students with RC, SW, UNP (Social Work) | 1 |
| **Life Skills** | |
| Internships (OT) | 4 |
| Graduate Student Staff (OT) | 1 |
| Research Students (OT) | 3 |
| Student for Garden Research (Anthro) | 1 |
| Garden Service-Learning Students (Biology) | NA |
| Garden Student TaShip (Biology) | NA |
| **Health** | |
| Nursing-with ESL adapting curriculum for Health classes | NA |
| Nurse Womens Midwfiery and WHNP | NA |
| On-site Health Screenings & Referrals | NA |
| Physician Assistant Student Observations and Trainings | 7 |
| Medical Students for Flu Vaccination Clinic | 5 |
| **Financial Literacy at Head Start** | |
| Graduate Student Staff (FCS) | 1 |
| Internships (FCS) | 8 |
| **Tax Payer Clinic (Masters of Accounting)** | |
| | 3 |
| **ESL** | |
| Internships (Linguistics) | 2 |
| PhD Student Supervisor/Staff (Linguistics TAs) | 2 |
| PhD Student Research Project | 1 repeated |
| Citizenship Volunteer Students (Law) | 4 |

| Cluster Seminar | NA |
| Number of Hartland Tours by UNP Staff | |
| Number of Research Projects | |

**TOTALS:**

| Total residents involved | ? |
| Total University Departments | 11 |
| Total Community Organizations | 15 |
| Total number of Faculty | 13 |
| Total number of Faculty Hours | ? |
| Total number of Students | 51 |
| Total number of Student Hours | 4,646….5,000 |

**Westside Studio**

The Westside Studio began in January, 2005, and has been housed at Citifront Apartments (641 North Temple) in a retail space donated by the property developer, Bridge Investment Group, for this partnership. The College of Architecture and Planning, The David Eccles School of Business, and Salt Lake Neighborhood Housing Services (NHS) have joined forces to create an ongoing project that will involve University urban planning and business students in the development of plans for economic and neighborhood revitalization on the west side of Salt Lake.
Outcomes include:

Yr 1:
The Westside Studio focused initially on plans for the redevelopment of the North Temple corridor between the airport and downtown. The Studio course, a graduate level course in Architecture and Planning, is taught by Prof. Maged Senbel each spring. Prof. Senbel is the UNP 2005-06 Community Scholar in Residence. The Studio is guided by a steering committee of local business owners, developers, city officials, non-profits, west side residents, and University faculty. This committee met 3 times over the year.

Twelve Urban Planning students created 4 different and highly original proposals for plans for revitalization, and in the future business students will provide feasibility assessments for the plans. Students also created 12 community maps of all aspects (environment, business, organizations, etc) of the area. The plans and maps were offered to the public at three public displays.

Yr 2:
- During this period the Studio developed 4 new community partners.
- In Spring 2006 Westside Studio students: worked to create plans for new NHS developments; partnered with a new Community Studies course (FCS) to design a new community garden in Fairpark; partnered with SLC YouthCity Government to involve 20 high school youth in planning for the updated West Salt Lake Master Plan in 2006.
- Along with two public presentations and design workshops, Westside Studio was awarded the Bennion Center for Community Service’s “U Public Service Professorship for 2006-2007”
- Four design proposals were submitted for each of the four partners. These included a survey for youth city- youth contributing and planning for redesign of WSL master plan

Yr 3:
- The Westside Studio course was linked with the College’s Physical Plan Design class to develop the most comprehensive planning resources.
- 20 graduate students, including 3 Business School students, took class
- Students presented designs to SLC City Council, SLC Planning Department, and Chamber of Commerce regarding redevelopment of North Temple corridor.
- 40 residents attended design charrette to provide input in plans
- A student from the 2006 Westside Studio was hired by the community partner, Neighborhood Housing Services
- Former student employed near SLC to develop a ‘community visioning’ program to develop Community Council districts
- The College of Architecture and Planning is in the process of creating the Metropolitan Research Institute which will bring more faculty to the University to expand this initiative.

Yr 4:
- This was a planning period for the Westside Studio
- The College of Architecture and Planning has created a new, full-fledged Department of Urban Planning. The Chair of this Dept. was hired to expand the community-based connections exemplified by the Westside Studio. The new Dept. will be hiring 3 new faculty lines over the next two years.; one was hired in this period and will teach the Westside Studio as a collaborative community-based course with community partners, high school youth, and neighborhood councils.
- The Westside Studio course was taught as a general Graduate Planning Studio this period as the department reorganizes and new faculty are brought on.
- Dept. hired new faculty from FCS (Caitlin Cahill) specifically for her emphasis on community-based work and participatory processes.
B: EDUCATION

B1: Proposed activities and outcomes- intermediate and long term (logic model)

*United for Kids (formerly known as the Northwest Parent Resource Network)*

Recognizing that children’s academic success depends on factors that go beyond schools, and that parental involvement is critical, United for Kids was developed in a non-school setting that is both a physical resource center and a network that links the center with area schools so that parents can better support their kids in school.

**Proposed activities and outcomes**

- increase educational success of children whose families regularly make use of center
- increase number of kids who apply to college in northwest area
- Increased interdepartmental collaboration within the university community (proxy—students from at least 3 departments participate in seminar)
- increased inter-agency collaboration to support parents
  - increased knowledge of pre-and in-service educators of the roles of stakeholders within schools and the wider community
- increased access by parents to information about school success and higher education
  - 10 local ‘community advocates’ receive training and work staffing center

B2: Progress toward outcomes

*United for Kids*

**Outcomes to date:**

**Yr 1:**

In Fall 2004 we opened the new Northwest Parent Resource Center, and the partnership group changed the name to United for Kids. In Sept 2004 we hired a community coordinator, and brought on a graduate student from the College of Education to work on an assessment tool. Nineteen partners have signed agreements to be part of the network of information and services, including nearly all area schools and numerous local non-profits serving minority populations. Community Advocate training for 13 adults began in summer 2005. Campus and community partners are developing a curriculum and 8-week training program around school and education issues which will begin in Oct. of 2005. The pre-and in-service seminar, taught by faculty from three departments, was taught all year (Sept 04-May 05), and involved 15 students, 3 local families, and the faculty. The group held a College Night attended by 25 families, and a graduation for the students. They are now restructuring this seminar towards in-service teachers. The community coordinator of United for Kids, hired in Sept. 04, worked with a student intern funded by the U of U Alumni Association to create an on-site resource library for parents, a monthly calendar of events, and an internal resource directory. The coordinator sends out an informational mailing/e-mail twice each month to partners and contacts with information related to youth and learning. A Faculty/graduate student team from the Dept. of Teaching and Learning are developing an assessment tool for United for Kids.

**Yr 2:**

In Fall 2004 we opened the new Northwest Parent Resource Center, and the partnership group changed the name to United for Kids. In Sept 2004 we hired a community coordinator, and brought on a graduate student from the College of Education to work on an assessment tool. Twenty-two partners have signed agreements to be part of the network of information and services, including nearly all area schools and numerous local non-profits serving minority populations. Community Advocate training for 16 adults began in summer 2005. Campus and community partners are developed a curriculum and 8-week training program around school and education issues which began in Oct. of 2005. The community coordinator of United for Kids, hired in Sept. 04, sends out an informational mailing/e-mail twice each
month to partners and contacts with information related to youth and learning. A Faculty/graduate student team from the Dept. of Teaching and Learning are developing an assessment tool for United for Kids.

- Partners dedicated a total of 735 hours to United For Kids activities
- United for Kids- Community Advocate Training: United for Kids coordinated it’s first Community Advocate training in fall 2005. The training took place on November 5th & 12th, 2005. Officially, sixteen (16) Spanish-speaking mothers, representing eleven area schools attended the two day training. The training offered participants the opportunity to learn on various topics related to supporting their children in education. Services offered included supervised activities for children ages 3-13, materials, meals, transportation to and from training facility, snacks/meals and a small monetary stipend. Parent recruitment was contracted through Comunidades Unidas. Parents contributed a total of 300 training hours.

Additional resources/opportunities offered to Network:
- Quarterly program evaluation facilitated by Mary Burbank, College of Education- Teaching & Learning.
- Bi-weekly mass email announcements. Community listing of local area events, conferences & services.
- Fall 2005- Comm. Advocate training offered to Spanish-speaking parents of local NW schools.
- Guest Speaker, Jane Quinn, Director, Children’s Aid Society- New York City, NY
- Guest Presentation, Ray Bentancourt- Rose Park Elementary, Community School
- Guest Speaker, Bill Grimm, United Way- Utah Chapter
- Instructors/ Presenters attended pre & post training session to review materials, data and logistics.
- Seven child care facilitators supervised the children of participants for the 2-day training.
- Due to the success of initial training, Wells Fargo Bank has donated the amount of $1,000.00 to continue the work with community advocates.

Yr 3:

Last year the Community Advocate training was evaluated by a graduate student from the College of Education. The training was augmented outside the classroom through bi-weekly email announcements containing community listings of local area events, conferences and services. The Network increased its membership by 15% and had success in information sharing among its members.

Outcomes for Year 3 included:
- No Community Advocate offered this period. Program activities focused on building new partnerships with University faculty and training was re-organized to conform to a semester (class) schedule.
- Parents who attended the Community Advocate training met monthly in a group called the Family Forum, providing mutual support and information on resources available in the community
- Evaluation results from the previous year’s training was utilized and the curriculum, scope and structure for the Community Advocate was improved
- 4 UFK community advocates were involved in the PTA Reading Summit
- 1 parent attended monthly Safe Passage meetings at the University of Utah
- 2 parents were featured in a Nueva Gente article, a Hispanic/Latino bi-lingual magazine
- The shift from a physical parent support center to a series of parent training opportunities changes the way we will assess the impact of the program away from assessing the impact on educational success of children of participating parents.
- An MSW student from the U of U College of Social Work was placed with the UFK program for the fall semester. She contributed 5 hours of additional staff support and completed the UFK Resources Directory on resources available to the community.
- UFK provided leadership opportunities for trained advocates in order to support services to their communities, including work with the Westside Leadership Institute, Adelante, visits to the U of U campus, and home visits.
- UFK was recognized by the Utah PTA for participation and involvement in the Salt Lake Region Reading Summit.
UFK continued to utilize evaluation efforts from the College of Education to evaluate and improve program objectives. The focus of this year’s evaluation is on the impact of the Community Advocate training on parents, families, and schools.

Yr 4:
- Hiring of new YES partnership manager to develop United for Kids in long-term
- 4 faculty working with 4 local schools to develop school-based Community Advocate training for parents. Trainings to be held Fall 2008
- 1 parent advocate hired by Adelante, another UNP partnership
- Monthly YES e-newsletter sent to over 80 partners, educators, families comprising 10 campus departments and 12 community organizations.
- The new School-based Community Advocate training will create a direct link between specific schools and the parents of children at that very school who go through the training. UNP will provide small stipends to the schools to hire some of these trained Advocates to work in the school itself to increase school-family communication.
- New YES partnership center (United for Kids) to be housed in 1500 sq.ft. space in the main library of the new charter school for science education in the neighborhood, Salt Lake Center for Science Education (SLCSE). The school itself is a partnership between the College of Education and the Salt Lake City School District. It will open in September, 2008.
- The past couple of months have been filled with meetings and discussions (involving UNP, The University of Utah College of Education, the SLCSE, and with the SLCSE Board of Directors) about the partnership center and the opportunities that are ahead to create and maintain sustainable, reciprocal and empowering partnerships between our west Salt Lake City school and the University of Utah. Our hope in creating the partnership center is to better meet the learning, developmental and social needs of west Salt Lake City students and families while assisting the greater school community in creating pathways to higher education. The United for Kids Partnership Center will serve as a space where parents and families within the community can begin to learn from partners while also positively impacting teachers and students as well.
- With the closing of the UFK office at the Northwest Multipurpose Center, it was imperative to open up a new space where partnerships could be conducted and where the community (particularly families) can call a space within the school their own. The 1500 square foot space will serve as a site for the Community Advocate Partnerships, the Youth Book Exchange Partnerships, and as a home to families where their voices and experiences can serve as central insight into how the SLCSE and other west side schools teach and communicate with west Salt Lake City families. The opening of the UFK Partnership Center during the 2008-2009 academic year will serve as one of the major foundations to creating sustainability for the Community Advocate Partnerships and other partnership endeavors. With a dedicated space, comes the opportunity for families to have a place to go and learn, where students can engage in co-curricular activities, and where community members can become differently involved in improving parental involvement and student education.

Community Advocate Partnerships: This training educates parents to successfully work with schools and teach them how to become more involved in their child’s education. At the start of the grant cycle, UNP estimated that 20 additional parents would be involved in the Community Advocate Training. In August 2007, UNP hired a Partnership Manager, Joel Arvizo, to oversee and facilitate the growing number of UNP partnerships under Youth Education and Success. One of the first concerns was the closing of the Northwest Multipurpose Center (NWMC) due to the center being remodeled. The closing of the center meant the office space for United for Kids and the Community Advocate training was no longer available. However, this came at a time when individual schools were seeing the success of the training and began requesting school (site-based) opportunities. Community Advocates were placed in the school partnerships with the Salt Lake Center for Science Education (Charter school for the Salt Lake City School District), the Northwest Multipurpose Center, Jackson Elementary with the Adelanté Partnership to act as parent liaisons, both informing parents and getting their input about the developing school site based program.
C: COMMUNITY ORGANIZING

C1: Proposed activities and outcomes-intermediate and long-term

Westside Leadership Institute (WLI)

By Year 3 HUD funding had supported the training of over 100 English- and Spanish speaking west side residents who participated in the WLI.

Proposed long-term activities and outcomes were:

• 2 new U faculty involved each year
• WLI becomes internship site for U of U Hinkley Institute of Politics
• consistently maintained database of openings on local decision-making bodies available to WLI graduates.
• more west side residents take active leadership roles in local organizations, city government
• increase levels of neighborhood involvement and sense of efficacy among WLI graduates
• west side gains more positive image due to resident activism

• support partners to develop a new grassroots leadership curriculum to be used by the Westside Leadership Institute geared to the local Salt Lake City context and with attention to cross-cultural differences in community organizing

• strengthen involvement of main U of U and community partner by standardizing the role of faculty in the WLI into a ‘Faculty Fellow’ position that can be offered each year by the partners themselves.

Neighborhood Democracy (formerly Neighborhood Involvement Alliance)

Proposed long-term outcomes and milestones:

• 20 students work with community councils to implement action plan
• increased dialogue among west side residents about obstacles to participation of minorities in community decision-making
• 15 west side leaders gain resources to carry out strategies they themselves developed to increase participation
• Resident leaders take action to increase minority participation
• partners identify effective models for increasing participation
• more minority residents participate in public decision-making
• WLI provides forum for ongoing discussions of community decision-making

• Expand the partnership to include other west side community councils and other partners from the University to strengthen the long-term viability of the partnership.

West View Community Newspaper

Our support for The West View Community Newspaper was intended to reinforce a struggling resident-led community newspaper to become an effective community voice and information source.

In Year 2 the newspaper’s editor restructured West View from a monthly newspaper to a series of guided community dialogues which resulted in a collection of stories about west side neighborhoods. The West View editions were archived and placed at the University of Utah Marriott Library in Special Collections. Local libraries also housed edited “Best of the West” article compilations.

C2: Progress toward outcomes

Westside Leadership Institute

Yr 1:
The WLI supports the development of west side resident leaders as catalysts for positive change in their communities. Three partners, UNP, Neighborhood Housing Services, and SL Weed and Seed, created and opened the WLI in the spring of 2004, bringing together University faculty and community leaders to co-teach a grassroots community leadership course based on the Pew Foundation’s LeadershipPlenty program. The WLI is intended for west side residents who want to become more involved in their communities but who do not currently hold a formal leadership title. SLCC’s Community Writing Center is the WLI partner for grant-writing workshops, and the U of U office of Continuing Education supports the listing and registration of WLI participants as official U of U students. After a successful pilot season, the WLI was fully implemented in 2004-05.

The WLI kick-off event on Feb. 28, 2004 featured U of U football coach Urban Meyer and national organizer J.Otis Smith as guest speakers. 20 west side residents took the 6-session course, graduating with certificates from the U of U, Pew, and NHS. The curriculum applies broad leadership skills to a specific community project that the participants select and are encouraged to develop. At the end of the course, participants are offered grant-writing workshops and encouraged to apply for a Community Mini-Grant through the WLI as seed money for their projects. Four 2004 graduates successfully applied for a $400 ‘Community Mini-Grant’ to carry out their community project (a part of the curriculum) from the WLI. Seven 2004 graduates attended a 4-day community leadership workshop in Los Angeles in Sept. 2004.

In the Spring of 2005 the WLI offered two 9-week classes using the Pew LeadershipPlenty curriculum, one in English and one in Spanish, involving 12 faculty from 5 departments. 38 residents graduated from the course and received official transcripts from the U of U. One team of three students applied successfully for a community mini-grant and will carry out a community ‘all-ages kickball game’ in August 2005.

Yr 2:
- A new university partner will take leadership this year,
- 2 new faculty have been identified.
- An institutional structure that will be sustainable has been put in place, and partners are now seeking additional funding for the future.
- Two focus groups and a survey were conducted to assess the impact of Year 1 on participants
- Leadership positions assumed by WLI graduates from year 1 include: Chair of SLC Weed and Seed; NHS and UNP Boards of Advisors; community council chair; UNP Community Ambassador; new WLI partner for community project.
- One WLI faculty member is developing a WLI training curriculum for community council leaders in partnership with local residents and SLC Government to be taught in Spring 07.

Yr 3:
- A ten-week course was held, in Spanish for Spanish-speaking residents.
- 15 Spanish speaking participants took the 10 week course which was taught by Spanish speaking faculty from the U of U
- A three hour long graduation ceremony was held at the University
- 15 residents were given certificates from Continuing Education and the Westside Leadership Institute
- The same 15 residents were registered at the U of U as non-credit students
- 9 participants toured the U’s campus and received U cards
- The first Spanish-Speaking PTA president ever for a SLC school is a WLI grad from this past session.
- Creation of a database of needs based on WLI evaluations, surveys, and interviews.
- Creation of resource binders for each participant.
- WLI participants planned a conference on domestic violence that will take place January 30, 2007. They organized all of the conference’s educational materials, coordinated guest speakers and notified Spanish-language media about the event.
- U of U faculty developed an entirely new curriculum for the WLI based on evaluations, participant input, and geared it more toward the local SLC context.
A faculty member conducted a focus group of 12 residents to guide the design of the new curriculum. This input is currently being worked into the curriculum.

14 residents completed the 12-week course in English

Community Project focused on the International Peace Gardens

Graduates from Fall 06 WLI organized two conferences on domestic violence for Spanish Speakers. 3 Spanish graduates have taken positions on local PTA’s, and two will be hired by a local high school to act as outreach workers to Latino families.

WLI is now firmly in the hands of the University and community partners

WLI has instituted a new funding mechanism to support a WLI Faculty Fellow to lead the course each semester. The Graduate Assistant will direct his/her involvement in the WLI to the writing of their graduate thesis

WLI staff and students interviewed 25 WLI graduates for feedback about the program.

Yr 4:

- University and community partners collaboratively developed a new WLI curriculum specific to the Salt Lake City context, with support from NHS, NeighborWorks America, CPPA, and the College of Social and Behavioral Sciences at the U of U. NHS, now NeighborWorks Salt Lake, will host the national NWA training in April 2008 to share and market this curriculum as a national model.
- CPPA graduate research assistant and WLI faculty conducted interviews and focus groups with WLI graduates to develop the new curriculum.
- Based on feedback from WLI graduates, more short workshops will be offered to address specific issues, such as: training for community council leaders, community involvement in the Latino community, interfacing with city government.
- Seven graduates of the Spanish-speaking WLI applied successfully for a WLI mini-grant to organize a training in Oct. 2007 for 21 local soccer coaches to create a Utah chapter of the National Youth Soccer Association. The training was intended to strengthen the role of Latino coaches and players in local leagues. A second training is planned for January, 2008.
- Two WLI grads mobilized several hundred Westside residents between August and December 2007 to oppose plans for a light rail viaduct that would divide the neighborhood. The Mayor of SLC and the City Planning Commission subsequently agreed to oppose the proposal.
- One WLI grad has announced plans to run next year for City Council.
- No WLI course was offered—activity was focused on the curriculum development
- UNP secured a $25,000 grant, for two years, from a local foundation to support the WLI and mentoring of new participants by WLI graduates
- Developed a new WLI Youth initiative to be implemented in Jan, 2008, focusing on using the arts as a medium for youth activism. The 18 high school students who participate will receive University credit.
- WLI was one of three workshops for national 2008 NeighborWorks America Executive Director Symposium April 3 at NWSL.: 23 EDs from across the US attended 4-hour workshop
- Press about immigration projects and legislature for Mestizo;
- Multiple requests from State Refugee Affairs Coord (Gerald Brown) and residents stopping by UNP for a WLI session on starting non-profits, to help cultural groups advocate for their communities and other issues.
- **Youth WLI: Mestizo Arts & Activism Project**: had 2 Honors interns (get Honors credit and $) and 1 UROP, and 1 service-learning student from Letitcia Alvarez (Multicultural Education) & Beth Krensky(Artist in the Community class)
  - New funding for Mestizo: Honors interns ($1000 each); UNP Faculty Fellow ($5000); Bennion Center Public Service Professorship ($10,000)
  - Evidence of departmental investment (vs individual faculty)?
  - UNP/ Continuing Education supported students three credit hours
Family & Consumer Studies created independent study for class “Youth Led Research & Social Change”
Honors supported two student research assistants
Family & Consumer Studies supported 1 research assistant
Urban Planning to co-sponsor project coordinator for 2008-9.
Faculty or student recognition (awards, grants, articles, conferences, research, merit, RPT): Cahill/Bradley/Quijada received 2008-09 CSIR to continue Mestizo; Mestizo youth researchers to present at conference:
1 new U of U course: “Youth-led Community Research and Change”
Mestizo youth researchers lobbied legislators on immigration issues (Litvack, Donnelson, Duncan).
Mestizo youth researchers became actively involved in student activism at the State Capital (MEChA rally, MEChA Frozen Rights, and Press conference at the capital)
 Mestizo youth researchers organized their own student rally at the City County Building focused on immigration rights.
 Students developed three research/community outreach projects based on their own concerns on the following subjects:
  • Stereotypes & Immigration
  • Immigration & Education
  • Discrimination
 University research assistant created website for Mestizo Arts & Activism project (in progress)
Teaches high school students how to research and document issues of importance to them: racism and immigration
Supports Mestizo youth researchers in developing leadership, familiarizing with political process, and community organizing.
Providing opportunities for Mestizo youth researchers to meet with community leaders, political representatives, scholars, and artists.
Fosters and promotes intra and inter-race relations towards social justice; builds intercultural alliances.

Due to Mestizo youth researchers involvement in the legislative process they were able to develop original research projects based in the areas of immigration and education; discrimination, and stereotypes and immigration. For example, one youth research team found out that only 1% of undocumented students that they surveyed had plans for higher education. In addition, all youth researchers involved demonstrated raised consciousness of political issues and engagement with political activism (i.e. organizing and attending rallies etc.)

Neighborhood Democracy (Neighborhood Involvement Alliance)
Year 1
The NIA proposed to assess obstacles to participation and develop an action plan to support community councils and west side residents to increase minority participation in public decision-making. Activities and outcomes included: writing and distributing a written report analyzing Spring 2004 focus group results; the creation of a new service learning course in Political Science on neighborhood democracy; and having students help community councils produce new newsletter.

Year 2
UNP’s Community Scholar in Residence, Professor Garrott, redesigned the course and taught it again the Spring 2006. 26 students were registered for the course. NIA conducted extensive outreach into the community during this year. Unity Baptist Church and Smiths Food and Drug worked with NIA and the Rose Park Community Council. The NIA also partnered with the Westside Studio, Family & Consumer Studies, the Political Science Department, and Salt Lake City Government’s YouthCity to conduct a door-to-door survey in the neighborhood to increase information and outreach regarding
participation for the local community council. The Second annual Rose Park festival was held however will need more PR next year. During year two NIA also generated research which included a report on last year’s experience and applications for funding to expand the program.

Year 3
The Third annual community festival held to increase participation in local decision-making across the neighborhood’s diverse groups. Between 2400 and 2800 people attended this year’s Rose Park Festival, a record that included 5 mayoral candidates for the upcoming elections. One U of U graduate of the NIA bought a house in the area and is now a Community Council member. In Year 3 feedback was collected from previous Westside Leadership Institute participants on the program curriculum. Results from the feedback was generated into a plan for focus group research on community leadership, a neighborhood history project, and a film project on the history of the Salt Lake Association of Community Councils. More research will be conducted in 2007. The Neighborhood Democracy faculty member was elected to the Salt Lake City Council.

Yr 4:
- The Community Partner (Rose Park Community Council) has joined an emerging coalition of west side community councils, which will increase the community partners from 1 to 7 and expand opportunities for University partners also. Additional partnership agreements are in progress to link this coalition to the Westside Studio partnership, and also as a placement for 2 interns from the Hinkeley Institute of Politics at the U of Utah.
- The University professor who leads this partnership ran successfully for City Council, based largely on his record of grassroots involvement in west side neighborhoods.
- The Spring, 2008 Rose Park Festival saw:
  - 28 non-profits tabled or involved
  - 7 political candidates
  - 8 businesses
  - 2 food vendors
  - First Southern Baptist Church new partner
  - 10 council people on planning committee, ‘host of ‘ community volunteers; 3000 attended RP Festival
  - 1 faculty, 9 students. 25 students total, the other 16 did other projects (United Way, immigration)
  - Festival had $12,000 budget, more than last year (still $3000 from UNP)
  - Festival Planning Committee is currently permanent part of Community Council
  - RP council now does have an Hispanic member and several younger people, including new former ND students, all of whom got involved through being part of festival planning. Also new Chair.
  - Over last year council reached out more successfully to Unity Baptist Church and First Southern Baptist Church for participation in festival.
  - very multicultural attendance at festival, which is a change from the first year.

West View community newspaper
In September 2004 we identified a qualified graduate student in Communication to work as an editorial assistant to The West View’s editor. The arrival of a new, better funded national community-oriented newspaper offered an unexpected opportunity for partnership, and The West View is now an insert in that paper. This has increased its circulation to almost 25,000 families and business each month (instead of reaching 4,000 households 4 times per year), and has relieved the need for a business plan and advertising drive. The West View editor and graduate assistant have worked to produce longer articles covering more events. Many of these articles have highlighted other UNP partnerships.

Yr. 2: The West View was published 3 times
- For family and business reasons, toward the end of this reporting period the editor decided to re-structure the West View from a monthly newspaper to a series of guided
community dialogues which would result in 2 semi-annual collections of stories about west side neighborhoods.

- Local libraries will house an edited “Best of the West View” compilation of past articles, to be compiles in 2006.
- This new structure will be implemented in Spring 2006.
- The West View partnership continued to meet to discuss how the program should continue in the future
- For family and business reasons, the editor decided to re-structure the West View from a monthly newspaper to a series of guided community dialogues which would result in 2 semi-annual collections of stories about west side neighborhoods.
- A full archive of all The West View editions has been compiled and placed at the University of Utah Marriott Library, in Special Collections. Local libraries will house an edited “Best of the West View” compilation of past articles, to be compiles in fall 2006.
- This new structure was implemented in Spring 2006.

Yr 3:
No further activity to report.

Yr 4:
The West View Community Newspaper does not have activity to report on during this project period for HUD program purposes.

Over All Functional Categories:

3. Dollar amount and source of resources per each functional category re amt. budgeted
   Expenditures have matched budgeted amounts to date.

4. Explanation of any divergences between proposal and accomplished goals:
   Accomplished goals have exceeded those proposed in almost every case. Programs created with COPC funds have responded to community needs and partnership strengths. Changes between specific proposed program outcomes and actual outcomes reflect a prioritization of these needs, and overall have increased the impact of COPC work.

5. Effect of deviations on proposed accomplishments during grant period?
   We have been successful in following timelines for accomplishment of grant activities and outcomes. The motivation for extending this COPC grant emerged from the original (2004-5) delay at the University of Utah in setting up the appropriate accounts to disburse the funds. The extension allows us to disburse these funds appropriately according to agreements made in the creation of the grant proposal.


Resources leveraged by partners for COPC work:

- Department of Linguistics again received $12,500 to place Ph.D. student at Hartland for ESL
- Center for Public Policy and Administration allocated $13,000 per year to match COPC funds for Westside Leadership Institute
- College of Architecture and Planning has assumed the full salary of the Westside Studio faculty instructor and has dedicated a 20/hr/wk graduate assistantship to the program beginning in summer 2008.
Neighborhood Housing Services received $5000 to fund WLI mini-grants

Prepared by Sarah Munro, Associate Director, University Neighborhood Partners

Rosemarie Hunter, COPC P.I.
Director, University Neighborhood Partners

Sarah Munro, COPC Assistant Director
Associate Director, University Neighborhood Partners