University Neighborhood Partners Network Evaluation 2021–2022



A Community Coming Together

University Neighborhood Partners brings together University of Utah and west side Salt Lake people and resources in reciprocal learning, action, and benefit. Please visit our website for more information: https://partners.utah.edu

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Cover photo: Three Creeks Confluence along the Jordan River in Glendale

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Introduction

University Neighborhood Partners (UNP) was created in 2001 as a collaboration between the University of Utah and west side Salt Lake City neighborhoods. Its geographic focus has since grown to include West Valley City. UNP builds community-campus partnerships that address resident-identified issues and opportunities while contributing to knowledge building and student learning.

UNP is first and foremost a convener. UNP brings together west side residents, higher education, and local organizations and institutions and supports them in identifying shared goals and working together. UNP is proactive in centering voices that have historically been marginalized in decision-making spaces and investing in the processes of relationship building and equitable collaboration. Over the years, UNP has supported a powerful network of leaders, organizations, departments, and others committed to the university and west side communities. It is this larger "UNP network" that is described in this report.

UNP is a university department with a staff of 15, many from the communities with which UNP works. Its administrative office is in the Glendale neighborhood, bordering Jordan Park and the Jordan River. UNP also runs the UNP Hartland Partnership Center, a 10,000 square foot building that houses a walk-in center, youth center, startup incubator, and other community-campus partnerships addressing health, housing, employment, education, leadership, and citizenship.

University Neighborhood Partners

Mission

University Neighborhood Partners brings together University and west side people and resources in reciprocal learning, action, and benefit — a community coming together.

Vision

The University and west side neighborhoods share a vision of a community woven together through partnerships based on mutual empowerment, discovery, and learning rooted in diverse life experiences. By addressing systemic barriers to educational success, these collaborative partnerships foster increased access to higher education for west side residents, a University enriched by its involvement in the broader community, and an enhanced quality of life for all involved.

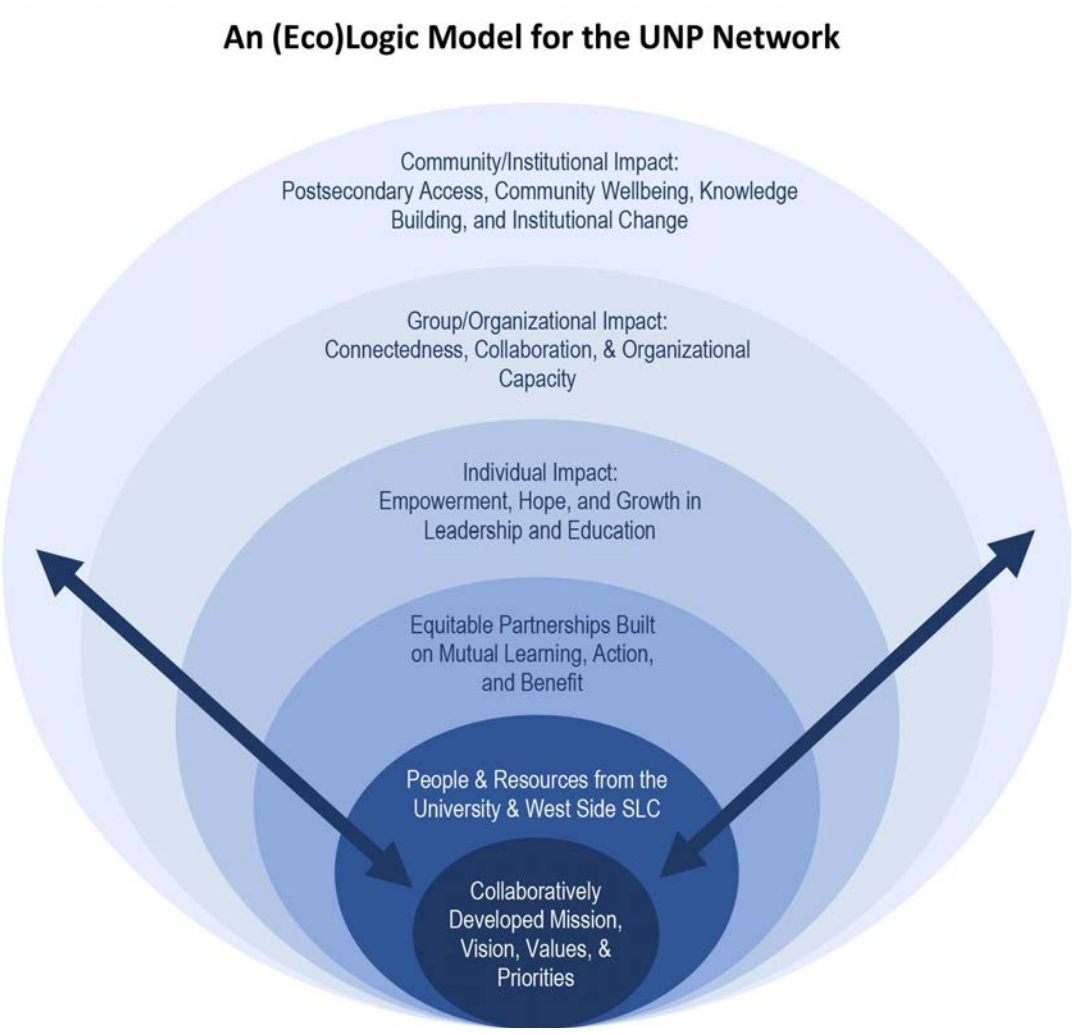
Values

- UNP is committed to mutual respect, empowerment, and learning rooted in diverse life experiences.
- Understanding and knowledge are furthered by the open, active, and mutual sharing of information and resources.
- Multiple kinds of knowledge and life experiences are central to address social, community, and University issues.
- Knowledge is power and must be available to everyone.
- It is the right of all people to have access to the greatest range of opportunities; it is the choice of each individual how to utilize these opportunities.

Network Evaluation Framework

UNP does not run programs led by staff. Rather, UNP is a catalyst, convener, and backbone organization for a large and growing network of partners and partnerships. Networks like this offer unique challenges for evaluation because, 1) they involve large numbers of people who may enter or leave the network at different times; 2) decision making is decentralized and projects are member-driven; and 3) Important impacts have multiple causes and are difficult to define ahead of time.[1]

In response, UNP has adopted a "network evaluation" approach that looks at the strength and vitality of the network itself, as well its expected and unexpected impacts. We use the logic model below, inspired by ecological systems theories.[2] Rather than a linear process, we conceptualize impact as spreading outward from UNP's collaboratively developed core mission, vision, and values. Around this center of gravity, UNP convenes people and resources and supports equitable partnerships rooted in mutual learning, action, and benefit. The effects of these partnerships "ripple" outward across system levels. Those changes, in turn, impact and inform the evolution of UNP's network.



[1] Network Impact & the Center for Evaluation Innovation. (2014). *A Guide to Network Evaluation*. Retrieved from https://www.networkimpact.org/the-state-of-network-evaluation-a-guide/

[2] Bronfenbrenner, U. (1992). *Ecological systems theory*. Jessica Kingsley Publishers.

Strategic Priorities

This report is organized around UNP's four strategic priorities. These priorities were developed through a community-engaged planning process that involved over 200 resident, university, and organizational partners, and are part of UNP's 2019-2024 long-range plan (See Appendix A). By organizing the evaluation this way, UNP seeks to hold itself accountable to this plan and the partners that shaped it. (Priorities have been reordered to better align with our eco-logic model.)



Priority 1: Resident Leadership

Amplify the leadership and engagement of west side residents in defining, creating, and participating in the evolution of the west side.



Priority 2: Education Pathways

Enhance opportunities for people to achieve their goals and contribute to community through diverse, equitable, culturally responsive, and transformative educational pathways.



Priority 3: Interweaving for Deeper Impact

Deepen the impact of UNP-supported partnerships through a stronger interweaving of west side neighborhoods, the University of Utah, and influential institutions around shared questions, priorities, and successful models.



Priority 4: Engagement & Understanding

Engage and communicate more effectively with the University, west side neighborhoods, and broader audiences in ways that increase understanding, encourage participation, and influence the work of others who could learn from UNP and its partners.

Evaluation Questions

Attending to UNP's systemic approach to engaging university and west side residents[3] and the intentional development of collaborative partnerships and networks,[4] the following evaluation questions guide data collection and analysis presented in this report. These questions were designed to capture the interrelated efforts to convene and broker partnerships across strategic priority areas and the degree to which outcomes are achieved over time.

1. To what extent has the UNP network seen the impacts of its strategic plan in the four key priority areas?
2. To what extent were the individual level, group/organizational level, and community/Institutional level outcomes achieved?
3. What factors (strategies, context, investments, inputs) contributed or detracted from the intended outcomes?
4. What lessons were learned about the role of convening and brokering partnerships and networks that could be replicated or promoted?

[3] McNall, M. A., Barnes-Najor, J. V., Brown, R. E., Doberneck, D. M., & Fitzgerald, H. E. (2015). Systemic engagement: Universities as partners in systemic approaches to community change. Journal of Higher Education Outreach and Engagement, 19(1), 7-32.
[4] Gajda, R. (2004). Utilizing collaboration theory to evaluate strategic alliances. American journal of evaluation, 25(1), 65-77.

Data Collection

To capture the complexity, dynamism, and unpredictability of the network, UNP is using a blend of qualitative, quantitative, collaborative, and narrative data collection methods. This evaluation covers activities from June 2021 to May 2022.

Partner Survey
The partner survey is a five-minute online survey sent annually to all partners engaged with UNP-supported partners and partnerships. The survey, translated into eight languages, asks partners how their engagement has impacted or benefitted them and about the quality of the collaboration. Respondents indicate which partners or partnerships they are involved with, and this data can be shared with partners to support their evaluation processes. This year we had 122 partners respond to our survey, including 55 residents, 38 university faculty/staff/students, and 46 representatives of organizations or institutions (with some respondents included in two or three categories).

Staff Semester Report
Three times a year, UNP staff are asked to report on active partnerships — who was involved, what activities were carried out, and stories that speak to the partnership's growth and impact.

Storytelling Workshop
Once a year, UNP brings together a small group of long-time partners to share and analyze their own educational and leadership trajectories, and how those trajectories have intersected with the UNP network. The workshop uses artistic creation to support multiple forms of storytelling. This year, the storytelling workshop used a story elicitation method called the River of Life. Data is analyzed through grounded coding[5] to identify relevant themes.

Community-Level Data
UNP works with the University of Utah, Salt Lake Community College, and other partners to gather neighborhood-level data about educational access and community wellbeing.

[5] Charmaz, K. (2006). *Constructing grounded theory: A practical guide through qualitative analysis*. Thousand Oaks, CA: Sage.

Defining our Terms

PARTNERSHIP IS

Relationship & connection
Celebrating
An exchange of energy
Driven by trust & common goals
In tension between the whole
And its parts
Balancing and producing power
Toward mutual benefit
And transformation

– by UNP Staff

What is a Partnership?

At its most basic, "partnership" in this report refers to **two or more people working collaboratively toward a shared goal, with support from UNP**. But it is much more than that. At its best, a partnership is a vibrant and active web of stakeholders collaborating around a common purpose. It is a healthy ecosystem, imbued with energy, made up of people representing west side neighborhoods, higher education, and formal organizations and institutions. It is a creative and evolving process of relationship building, experimentation, learning, and capacity building for all involved. It is aimed at producing sustainable solutions to, and knowledge about, pressing social issues. Partners share power and leadership roles in a fluid manner, valuing the knowledge and rights of all involved while consistently centering the voices of west side residents most directly impacted by the issues at hand.

What is a Partner?

UNP challenges itself and other institutions to see all of the individuals it engages with as PARTners — as PART of us. Being part of something means you belong and that you count. Institutions exist to serve society, and when we don't value the contributions of every individual that makes up society it can lead to a few people being in control and making decisions for the greater society without input or participation. For the sake of this evaluation, we break down the idea of a partner into the following categories.

Partnership Lead
Partnerships create opportunities for many people to play leadership roles in design and implementation. When someone is currently playing one of these roles in a partnership we are tracking, we refer to them as a "partnership lead." Without partnership leads, partnerships would be stagnant or on pause. Partnership leads may or may not represent a group, department, or organization.

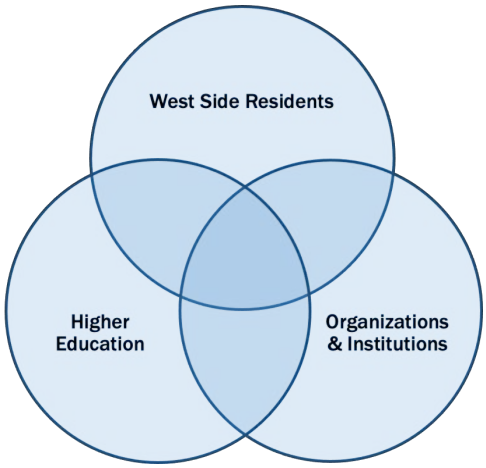
Active Partner
A person that is currently engaged with a UNP-supported partnership. This includes partnership leads, but also people engaged in other ways — enrolling in a class, joining a research project, running an event, meeting one-on-one with staff. It is by engaging with our active partners that we move our shared work forward.

Partner
Partners are anyone connected to the UNP network. This includes active partners and also those who we have previously worked with, or who are just beginning to get connected and aren't sure yet how they want to engage.

Participation
Participation refers to the number of people who attend or benefit directly from partnership activities but who may not yet have a relationship with the network. Perhaps they received one-time services from a partnership, or attended an event.

Who are our Partners?

UNP works with three main groups of partners:



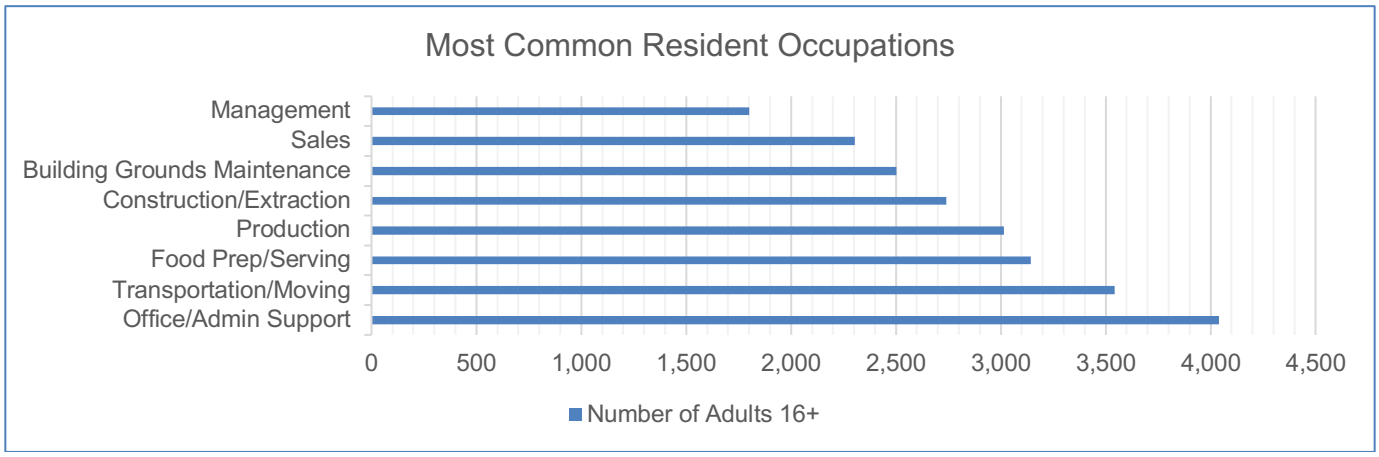
West Side Residents
People who live in, have lived in, have family in, or are otherwise deeply rooted in Salt Lake City's west side neighborhoods or in West Valley City. Residents drive the agenda for partnerships and connect them with the knowledge, resources, and cultural wealth of their communities.

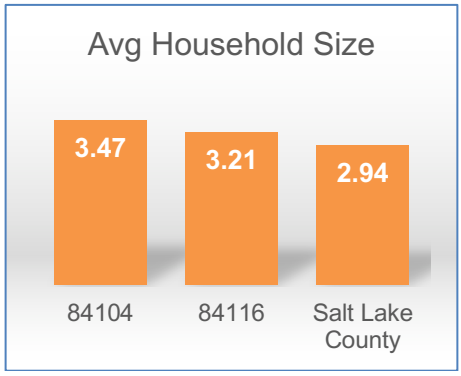
Higher Education
Faculty, staff, administrators, and students in postsecondary institutions. All higher education partners are part of one or more **"units"** which include departments, divisions, centers, and offices. Higher education partners connect partnerships to scholarly research, student learning, and the resources of the university.

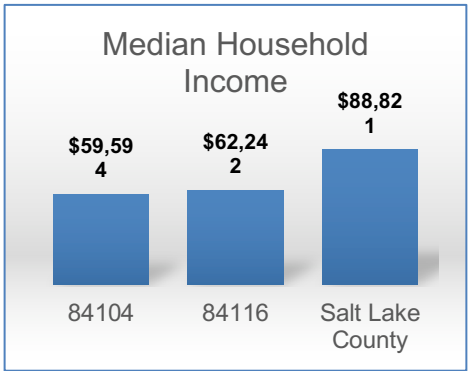
Organizations & Institutions
All collectively organized partners including agencies, government bodies, community-based organizations, networks, collectives, hospitals, schools, etc. The term **community-based organization** refers specifically to organizations run by residents and/or that have deep roots and relationships in west side communities. Organized partners bring resources and expertise to the table while helping to make the work sustainable or institutionalized.

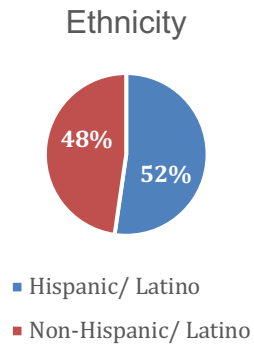
As shown in the graphic above, these three groups often overlap — for example, when residents attend the university or work in local organizations. In fact, the more successful UNP is at "interweaving" between the university and west side neighborhoods, the more overlap there should be.

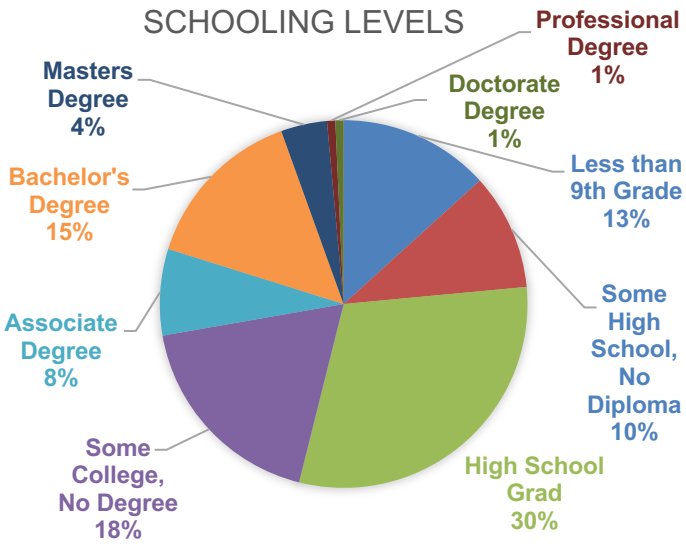
Demographic Snapshot: West Side Salt Lake City (84104/84116)[6]

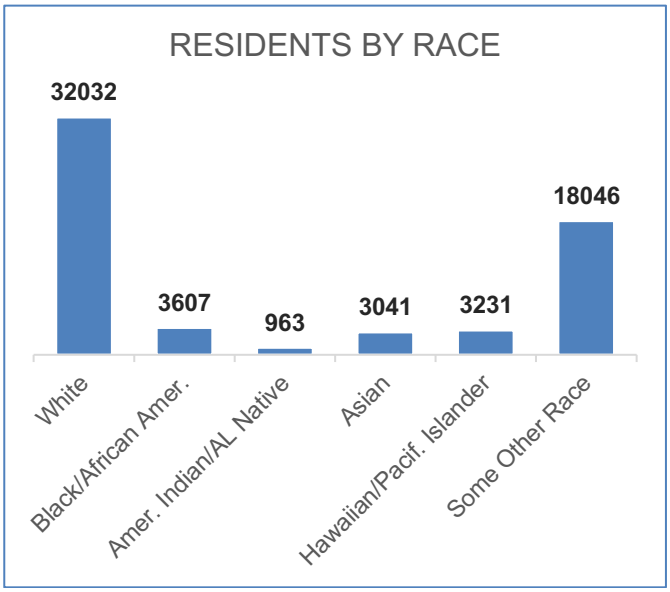






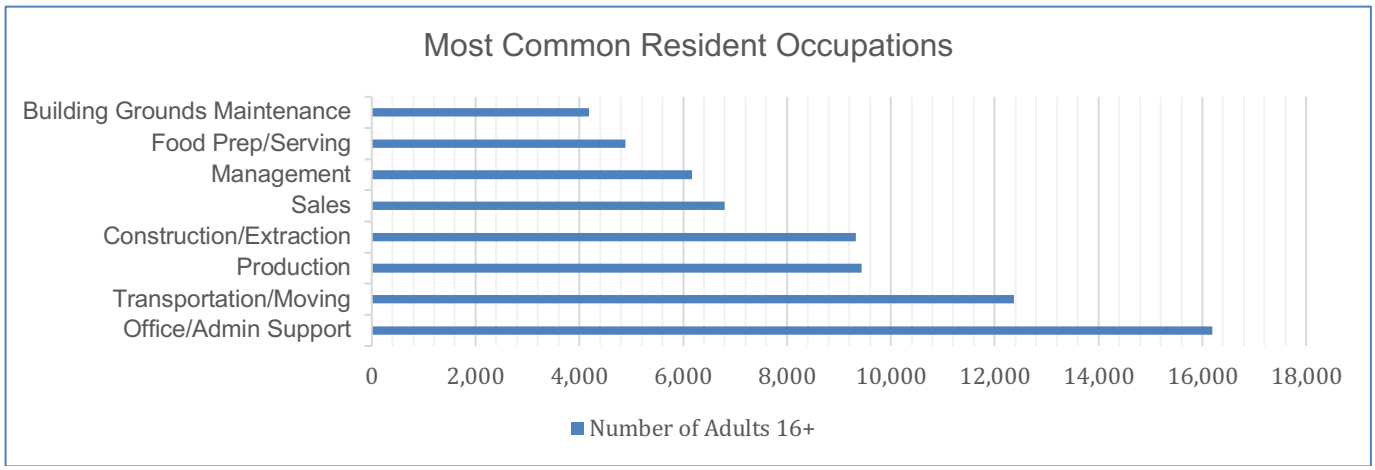


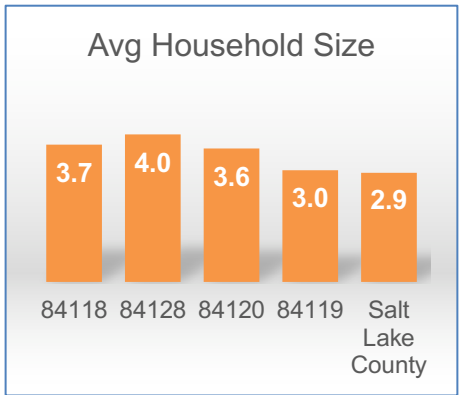


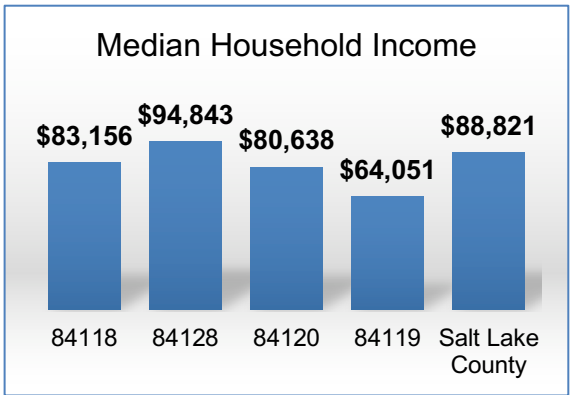


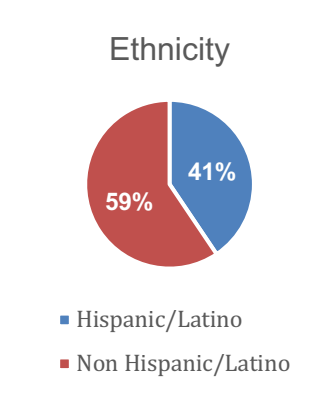
[6] Data from https://www.healthysaltlake.org. For a full table of data see Appendix B.

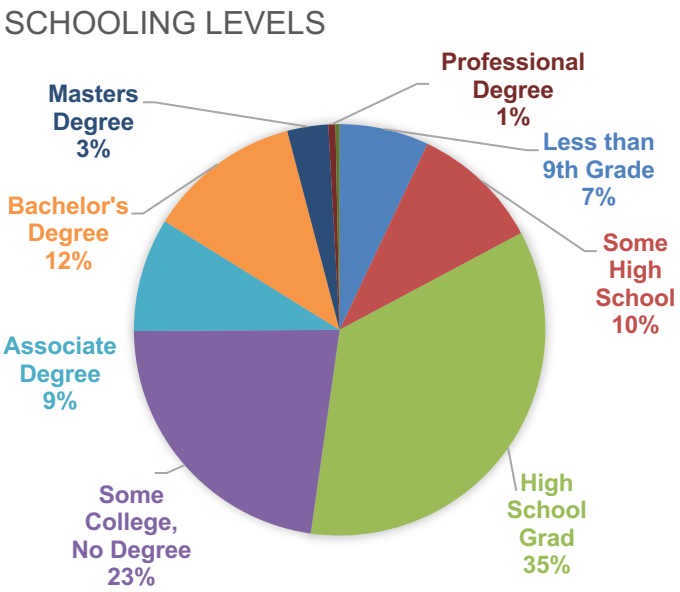
Demographic Snapshot: West Valley City (84118/84128/84120/84119)[7]

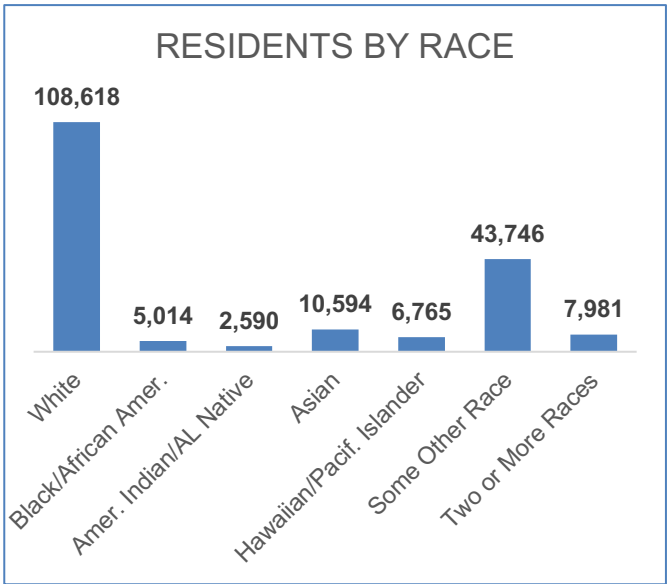












[7] Data from https://www.healthysaltlake.org. For a full table of data see Appendix B.

Priority 1: Resident Leadership

One of UNP's core priorities is to invest in west side residents as leaders who will define and create the future of our shared community. Partnerships offer opportunities to both develop leadership capacity and practice leadership in a variety of forms, including participation in formal decision-making bodies, resident-led leadership networks, community-based organizations, research projects, and partnerships.

In this section, we look at indicators of, 1) residents' individual growth as leaders, 2) individual and collective leadership in action, and 3) increased capacity of resident-led organizations. We also explore how individuals benefit when people believe in their capabilities, and they have access to concrete, resourced opportunities.

Individual Level: Leadership Development & Growth

Leadership & Leadership Development Opportunities

171
(+27 compared to 2021)

west side Salt Lake City and West Valley residents were partnership leads, helping to run UNP-supported partnerships. Residents accounted for **44%** of all active partnership leads.

183
(+101 compared to 2021)

individuals took part in classes and workshop series focused on leadership development, including the West Side Leadership Institute's Fundamentals course, Youth Voices, Mestizo Arts & Activism, Intro to Family Leadership in Education, and the UNP Partnerships class.

SPOTLIGHT: Fundamentals by Westside Leadership Institute

The Westside Leadership Institute has **graduated over 600 community leaders** from its Fundamentals course. Graduates can be found working for change in elected offices, community-based organizations, local government, agencies, and other spaces.

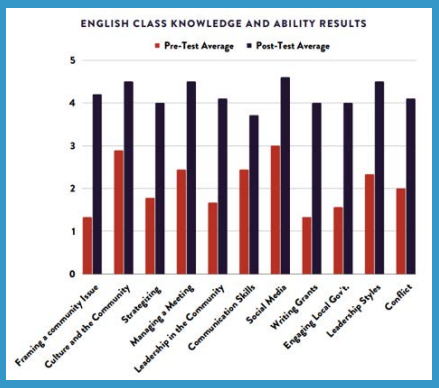
Students in this year's English- and Spanish-language classes developed projects addressing:

- Healing from trauma inflicted on the Indigenous Native community during the Boarding School Era
- Strengthening relationships between families and educators
- Improving the education of English language learners
- Developing equitable social studies instruction rooted in the voices of students and families
- Launching a podcast to share information and resources in the community

Participants in both versions of the course demonstrated **increased knowledge and ability across 11 domains of leadership.*** As one student put it:

"Before this class, I wanted to help my community but didn't know how. This class has given me the knowledge of how to create change in my community and support members."

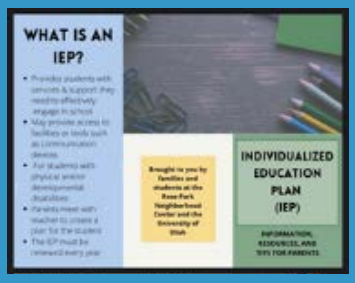
* Fundamentals survey developed by WLI



SPOTLIGHT: Intro to Family Leadership in Education

In this 3-credit course, parents and families learn to be advocates, supporters, and leaders in their children's K-12 schools. They work with pre-service teachers from the College of Education to develop action projects.





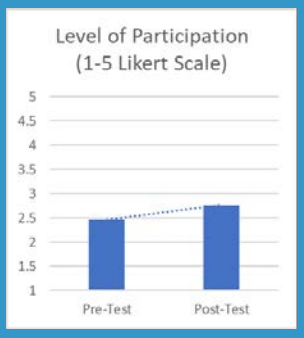
One project this year focused on helping parents of special education students understand how to navigate that system. The parent who developed the project explained:

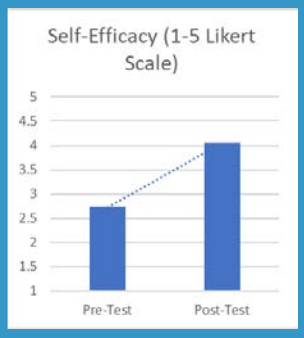
"The Family Leadership in Education class has taken off my blindfold. I now have the tools I need to advocate for my son, who is autistic."

Families who took the course reported:

1. Increased participation in their children's schools
2. Increased confidence in their ability to support their children's education*

* Parent survey for K-12 schools developed by Harvard Graduate School of Education and Survey Monkey



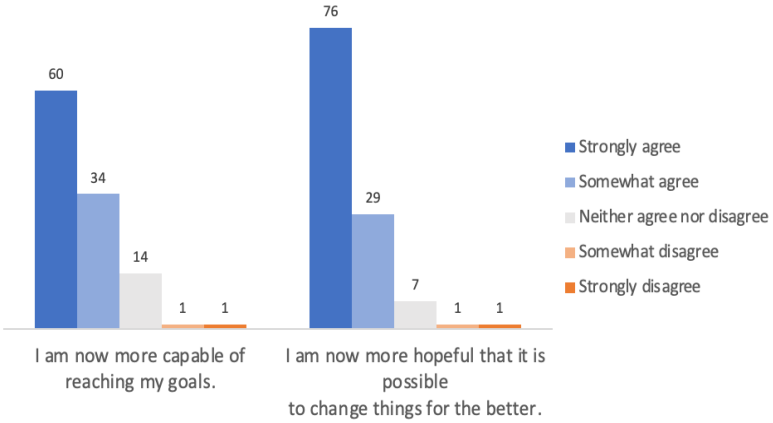


Increasing Confidence and Hope

Confidence in your ability to achieve goals for yourself and your community, and the belief that such change is possible, are key factors in successful leadership.[8] According to our survey:

85% of partners reported that, through their participation in UNP-supported partners and partnerships, they were **more capable of reaching their goals.**

92% of partners reported that, through their participation in UNP-supported partners and partnerships, they were **more hopeful that it is possible to change things for the better.**



Sample Responses:

- "I feel more hopeful after working with UNP and their partners about future growth and change that is able to happen."
- "This class made me want to start a program and work with schools to create more equitable education, which is something I didn't think I could actually do."
- "After listening everyone's stories, ideas, dreams, passions, I feel that the West Valley community can improve in reaching more people and making West Valley a community where everyone can have the opportunity to be listened to, seen, respected, where we all have the same access to information and resources to be successful."
- "One of my goals is to use my knowledge to help motivate others, and this club helps me to do that. It also showed me that I can make others interested in science as well."
- "I have been able to develop my skills as a peer and person that I can apply at work and in my personal life. I have seen a lot of change in clients and that has given me hope that change is possible for others and for myself as well."
- "With the skills I learned in this class and the skills I have I know I can do more things and reach my goals."
- "Due to my language barrier and family responsibility, I am unable to get to the point where I want to be even though UNP is willing to help me along."

[8] Luthans, F., & Avolio, B. J. (2003). Authentic leadership development. *Positive organizational scholarship*, *241*, 258.

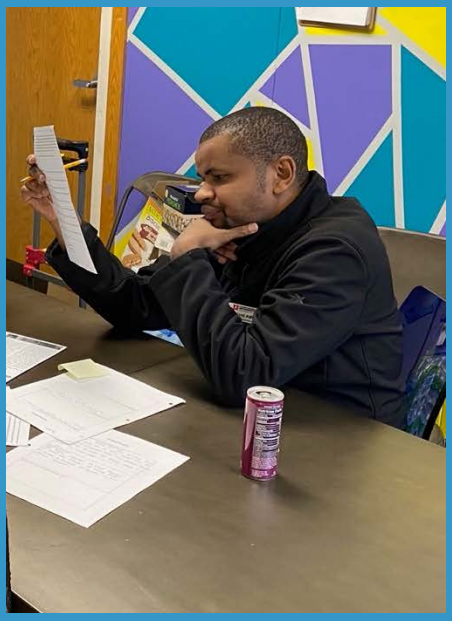
THEME FROM STORYTELLING: Opportunity & "Believing in Me"

Participants in the storytelling workshop pointed to a key combination of factors that helped them move forward as leaders in UNP partnerships: a concrete opportunity to engage, along with a sense that someone believed they could do it. Susie Porter, faculty in Gender Studies, shared the story of how she came to be one of the founding teachers in the Spanish language Westside Leadership Institute course.

"I'm trained as a traditional historian, which is to say that the kinds of debates we have are more about the past or maybe explaining the present, but less engaged with people. And I wanted to work with people and feel like I was contributing to where I live. A key person was Maria Garciaz, the Director of NeighborWorks Salt Lake, who invited me to teach the Westside Leadership Institute in Spanish. I was totally doubtful that I could do that. I was sure that I had no qualifications whatsoever and she assured me that I did. That brought me into UNP."

Jeilani Athman — a Student Success Advocate at the U and a co-lead of the partnership Youth Voices — told a similar story of his first engagement with UNP partnerships as a community resident and student.

"It was one of the Hartland Spring Festivals I just happened to be at. I met a professor at the U, Marissa Diener, who was teaching a class and she was looking for a teaching assistant with specific characteristics. She felt I could be a good teaching assistant for her. But I told her all my doubts. I was very new to the US, and I hadn't interacted with many students. But she also believed in me. She was like, "you are the one that I'm looking for, let's do this." So, I was a teaching assistant for her class for two years which then opened up some more doors of opportunity. She is now my colleague in undergraduate studies. Through Marissa I've been involved at UNP, and I think that's where I started giving back to the community."



It is notable that opportunity and encouragement were combined in both stories. Opportunity may not be enough in the face of self-doubt and nervousness. At the same time, encouragement that "you can do it" without a concrete opportunity may also not be enough. It is also notable that in both stories, the opportunities were paid, suggesting that opportunities may not be accessible or desirable if they are not sufficiently resourced.

Congratulations Leaders

We want to congratulate these partners for taking on new roles as leaders and professionals in our community:

Abdulkhaliq Barbaar, former Partnership Director at UNP, is now the inaugural Director for Health Equity, Diversity, & Inclusion at U of U Health, leading the charge for equity on our health campus.

Zoe Buroojy, second year MSW student with UNP, has been hired as an embedded social worker at Glendale Middle School. The school created this job for her upon her graduation May 2022 after she worked there through her MSW internship.

Laura Hernández, parent and community advocate who first connected with UNP through the Westside Leadership Institute, has accepted the position of co-chair of the UNP Advisory Board.

Itzel Nava, nearing completion of a master's from Columbia University, has accepted the position of Middle School Program Coordinator at Salt Lake Community College. Itzel will be working with Glendale Middle School to develop youth participatory action research experiences for students.

Lenn Rodriguez left her position at the UNP Hartland Partnership Center to become the new PATHS program manager at Youth Education at the U. In this role, she is a critical partner supporting education pathways.

Yvette Romero, assistant professor at the College of Social Work and member of the West Valley Resident Committee, is running for school board in Granite School District.

Group/Organization Level: Collective Leadership & Organizational Capacity

Leadership is not just a role held by individuals. At UNP, we support residents taking action collectively whether through networks and partnerships or through more formalized community-based organizations.

Organizational Leadership & Development Opportunities

133
(+38 compared to 2021)

Organizations, agencies, and institutions were a part of the UNP network this year, with representatives acting as partnership leads.

7
(+1 compared to 2021)

organizational partners took part in **Startups by Westside Leadership Institute**, a partnership that supports resident-led nonprofit and for-profit organizations in building their capacity through resources, space, training, mentorship, and other opportunities.

2021 WLI Startups Partners

These two partners finished out the year with us in 2021 and continue to partner with UNP on various initiatives.

Comunidad Materna en Utah provides educational workshops in the community, specialized individual mentoring and support through Doula services. CMU was founded by Mayra Sanchez, a graduate of UNP-supported Case Management and Fundamentals by Westside Leadership Institute programs.

Club Ability envisions a world where people from all backgrounds can become full and active contributors to tomorrow's society through the use of technology, especially young people, females, racial and ethnic minorities, and those with special needs.

2022 Partners: Collaborating for Nonprofit Development

In 2022, in collaboration with MPA students, each of five startup participants identified an area of nonprofit development where it needed the most support. Student groups conducted research and presented reports with a literature review, best practices, interview findings, and recommendations for growth. Below are the organizations and the area they worked on.

Multicultural Experts Socializing About Solutions (MESAS) collaboratively expands leadership amongst BIPOC young adults to accomplish equitable representation in our communities; through conscious round table discussions, celebration of cultural excellence, and creating a professional network promoting shared development and growth opportunities. In collaboration with MPA students, MESAS received developmental guidance as the organization embarks from on an evolutionary path toward becoming a standalone nonprofit.

Pacific Autism Alliance (PAA) is committed to those families and loved ones that have been blessed with lives within the autism spectrum. They incorporated as a 501(c)3 nonprofit this year. Their MPA partners focused on recommendations for nonprofit board development and fundraising guidelines.

The Hakan Group is a nonprofit startup maintaining Ecuadorean folklore through performance and visual arts, looking to become a more established entity. MPA students worked with the Hakan group to develop steps to achieve the goal of becoming a more established entity, beginning with designing a mission statement.

Escuela de Bienestar brings a multicultural focus to providing education, support, and information. MPA students presented a report and logic model to support the work to create an organization dedicated to celebrating Mexican culture in Utah through a museum.

Sow & Harvest, dedicated to the health and wellbeing of west side communities, worked with MPA students who developed action recommendations regarding how to build a strong and diverse board of directors with efficient and effective procedures

SPOTLIGHT: Giovanni Giannoni



Giovanni Giannoni is a 2018 WLI Fundamentals graduate who returned to participate in WLI Workshops last fall and WLI Startups this spring. It has been rewarding to watch him develop his leadership capacity and grow his project ideas into a nonprofit organization. As the founder of MESAS, Giovanni seeks to collaboratively expand leadership amongst BIPOC young adults to accomplish equitable representation in our communities through conscious round table discussions, celebration of cultural excellence, and creating a professional network promoting shared development and growth opportunities. He returned to our Fundamentals Spring 2022 graduation as a keynote speaker and inspired our new graduates with his leadership journey — definitely a full circle moment!

SPOTLIGHT: An Organization Blooming

For almost a decade now, LBHS has worked tirelessly to improve mental health and wellbeing in the Latinx community through peer-based, language-specific, culturally relevant education and services. Born as a project in the Westside Leadership Institute course, LBHS has grown rapidly in the past couple of years. They have built new partnerships, hired new staff, increased the organization's sustainability, and broadened its impact

Today, LBHS boasts **five offices, a full-time staff of 17, dozens of volunteers, and serves over 1400 individuals annually**. It works in six cities, has expanded its school-based work to several school districts, and hosts the national Peer Support Conference each year. LBHS is becoming increasingly well-known across the state and was honored with the Robert Wood Johnson Foundation/Community Campus Partnerships for Health national award for Health Equity in 2022.

Reflections on Priority 1 Indicators

The indicators above suggest that individuals and groups are increasing their leadership and organizational capacity through UNP-supported partnerships. At the individual level, we see significantly more participation in leadership-development and partnership opportunities than last year, reflecting the fact that many partnerships are restarting after a COVID-related pause. Through surveys, we see residents increasing leadership skills, engagement at schools, and overall sense of hope and confidence that they and their partners can advance change.

At the group level, we see evidence of organizations launching and growing, as through the examples of LBHS and MESAS. We see promising opportunities for further capacity building through Startups, as the organizations implement recommendations from this year's project. Meanwhile, our storytelling workshop identified a dynamic that may help to improve leadership development strategies in the future: the importance of a combination of *encouragement* and *opportunity*, along with resources (pay) to make that opportunity possible.

Priority 2: Education Pathways

Educational opportunities are critical for individuals to grow as people and professionals, reach their goals, and contribute to their communities. There is no one-size-fits-all educational pipeline — each person's path is different. So, UNP and our partners work to increase access to educational opportunities that are diverse, culturally responsive, equitable, and transformative.

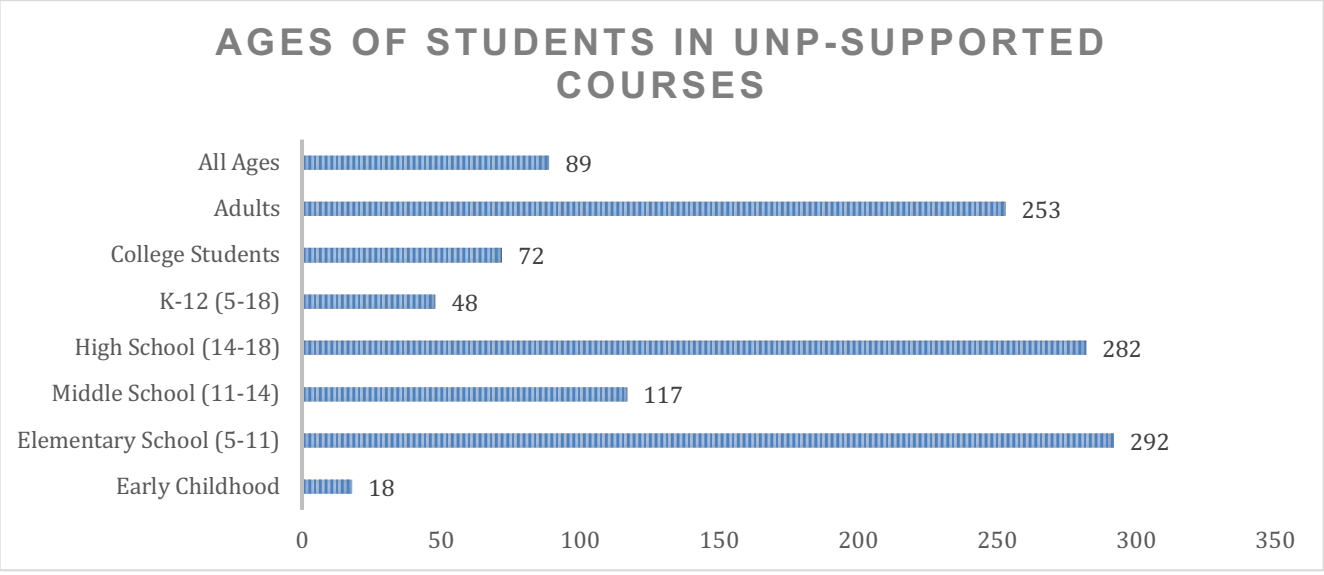
Below, we share data on participation in courses created by the partnerships we support. We celebrate partners who have passed educational milestones, report on how partnership work can encourage people to continue their educations and share the impact of UNP-supported scholarships. At the community and institutional level, we look at the overall rate of college going and completion in our neighborhoods, and how it is changing over time.

Individual Level: Educational Journeys

Participation in Courses run through UNP-Supported Partnerships

1,171
(+734 compared to 2021)

Individuals took part in classes or workshop series run through UNP-supported partnerships. These included afterschool programs, community engaged university classes, continuing education courses, and a wide array of community-based courses.



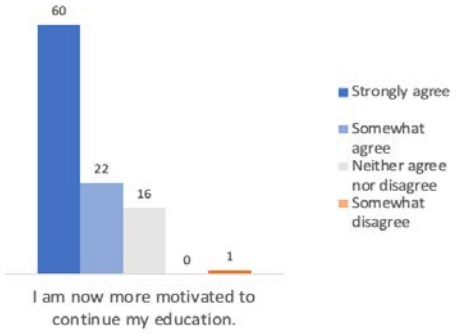
SPOTLIGHT: Grow Your Own Educators

This year we celebrated the **first graduates of Grow Your Own Educators (GYOE)**, a partnership aimed at strengthening and diversifying the teaching workforce by supporting pathways to teaching for residents. Tina Tuifua, Crystal Andrade, and Maria Garcia are west side residents and dedicated educators. For years, they have been working as paraprofessionals in the Salt Lake School District. With a tremendous amount of work, and a bit of support from GYOE, they have earned their teaching licenses and will be starting jobs as full-time teachers.



Educational Motivation

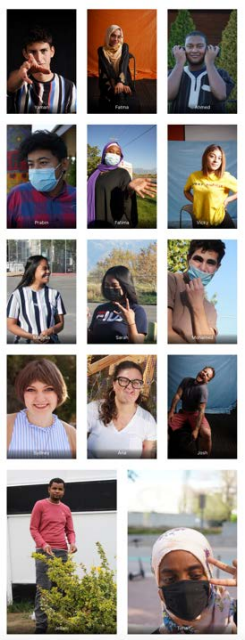
83% of all partners reported that, through their participation in UNP-supported partnerships, they were **more motivated to continue their education.**



Sample Responses:

- "I have started my master's in social work and [this] gives me the opportunity to apply what I learn in class."
- "With education and classes I have more opportunities to develop myself as an individual."
- "With Science in the Parks I definitely have a greater appreciation for the education I am working towards."
- "The teachers motivate you."
- "Due to a language barrier I am still struggling to level up myself."
- "I am currently a young mom but am still continuing my education at SLCC."
- "I have never been to school in my life and I am aging gradually so I am not planning on higher education."

SPOTLIGHT: Youth Voices



Youth Voices is a youth participatory action research (YPAR) program for high school aged youth at the UNP Hartland Partnership Center. Since 2016, Youth Voices has worked to increase educational opportunities through art, research, and prosocial activities, and by placing young people's expertise at the center of knowledge production. Participants earn 3 college credits from the U. Now the program is expanding to include additional general education college courses during high school, under the name Hartland Scholars, an opportunity rarely available to west side youth.

This year, Youth Voices participants:

- Launched a website at youthvoicesutah.com
- Researched the question, "Who makes decisions about what youth learn in schools?" and created a podcast series
- Enrolled in a community-based section of **Film 1010 at the U**, earning 3 general education credits, practicing college-level writing, and creating a short film
- Worked with an MFA student to design arts lessons based around the book STAMPED on the history of racism and anti-racism



All four seniors in Youth Voices will be attending college in the fall with scholarships from First Ascent, Larry H. Miller, and OneRefugee

Spotlight: Partnerships between Schools and Families

Family-school partnerships are critical for improving schools and ensuring educational equity in our schools. This year, several partnerships have been working to support families and schools as the work to improve education for students. For example:

The Utah Community Advocate Network launched a **parent workshop series** covering topics such as autism, mental health, and bullying. 76 parents and 13 youth attended one or more workshops, with 99% reporting that they were *valuable* or *very valuable.*

Latinos in Action (LIA), in partnership with UNP, received a $100,000 grant from the Carnegie Foundation to launch **a parent engagement initiative** in West Valley high schools. It will include classes for families as well as a family leadership group that will develop its own projects to improve schooling for young people.

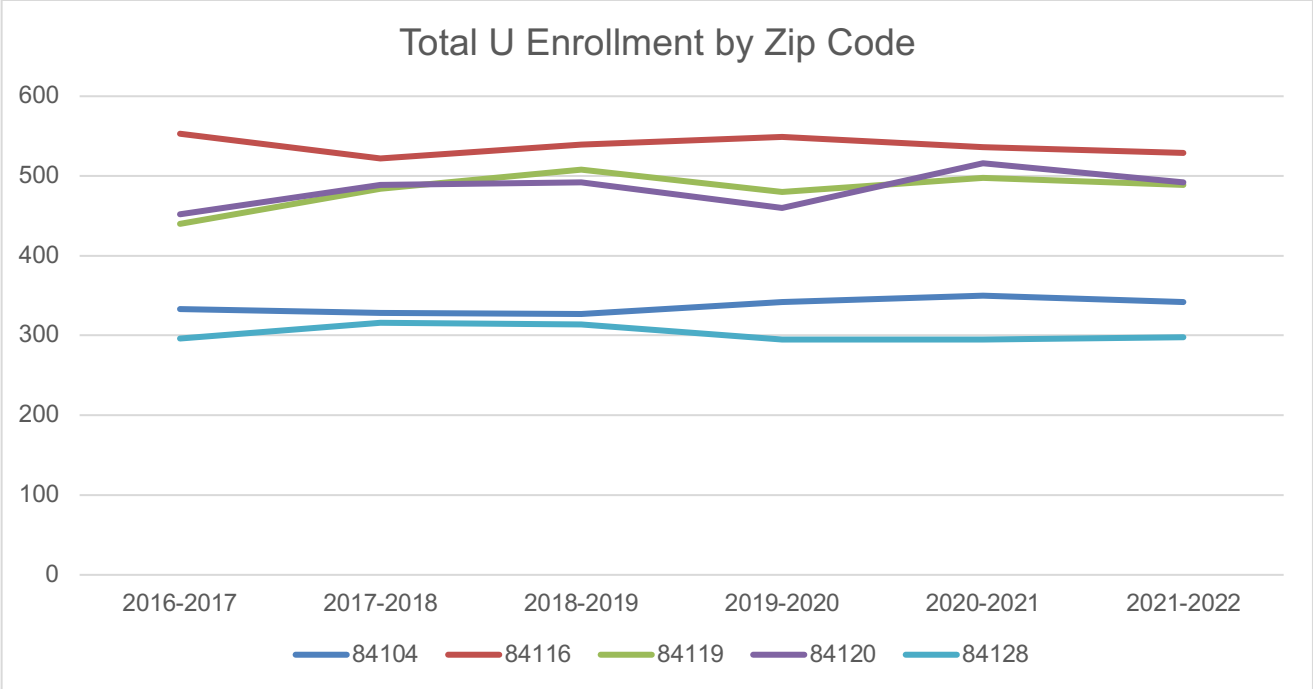
Community/Institution Level: Postsecondary Enrollment & Graduation

Enrollment and graduation numbers from 84104 and 84116 in Salt Lake City, and 84119, 84120, and 84128 in West Valley City for Summer 2021 – Spring 2022[9]

	Total Enrollment	First-Time Students	Transfers	Graduates
University of Utah	2150	239	110	589
Salt Lake Community College	4561	981	329	467

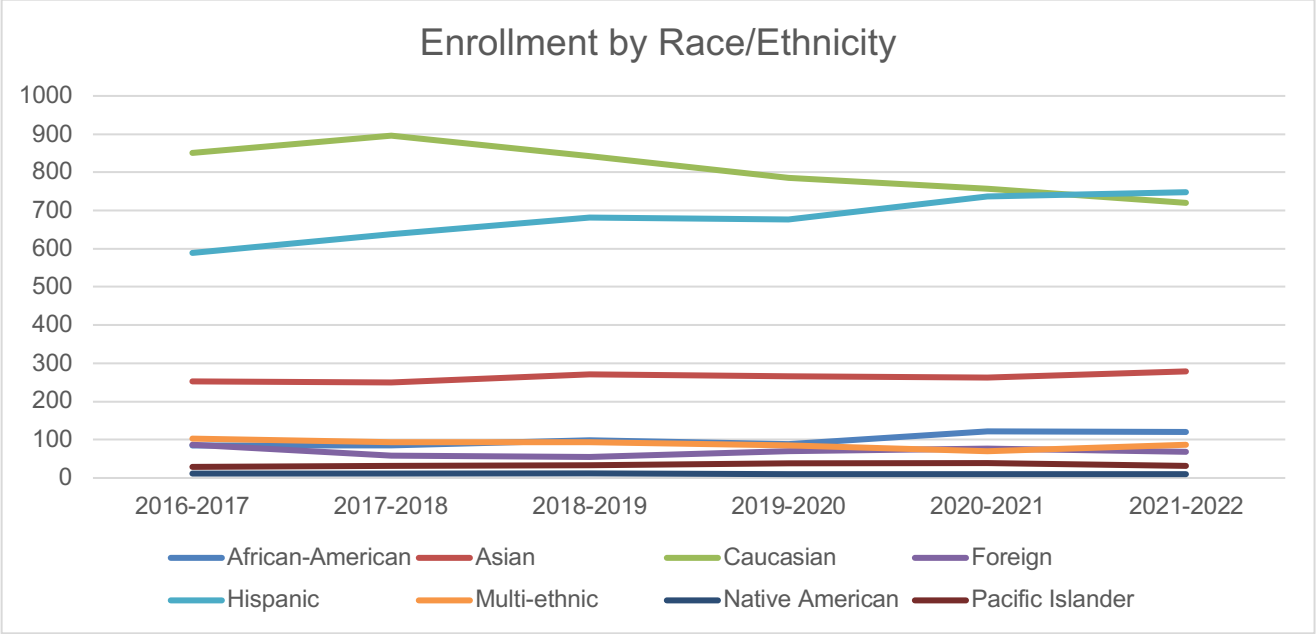
Enrollment & Graduation at the University of Utah

Total enrollment at the University of Utah from west side zip codes has been holding relatively steady over the past five years, with two west valley zip codes showing some steady growth.

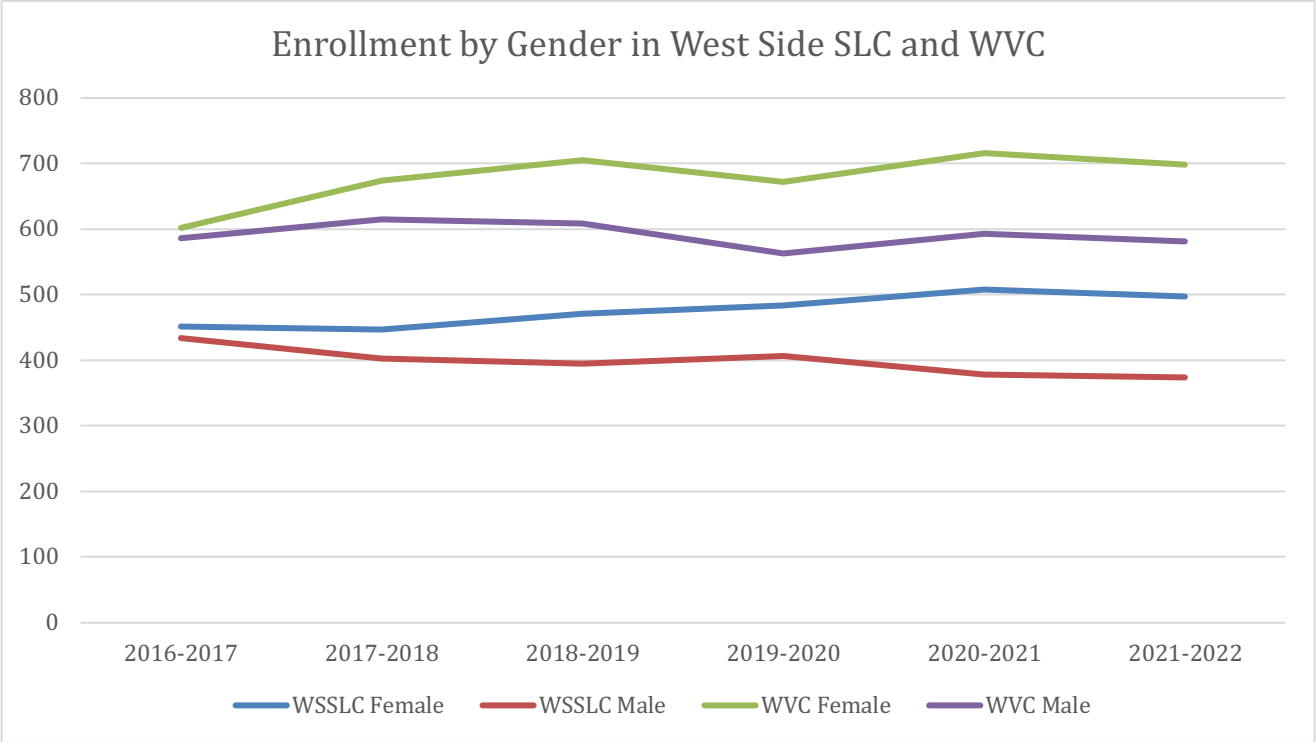


[9] This data was provided by the University of Utah and Salt Lake Community College. It includes students in degree and certificate programs, and summer data is included in the following year's count.

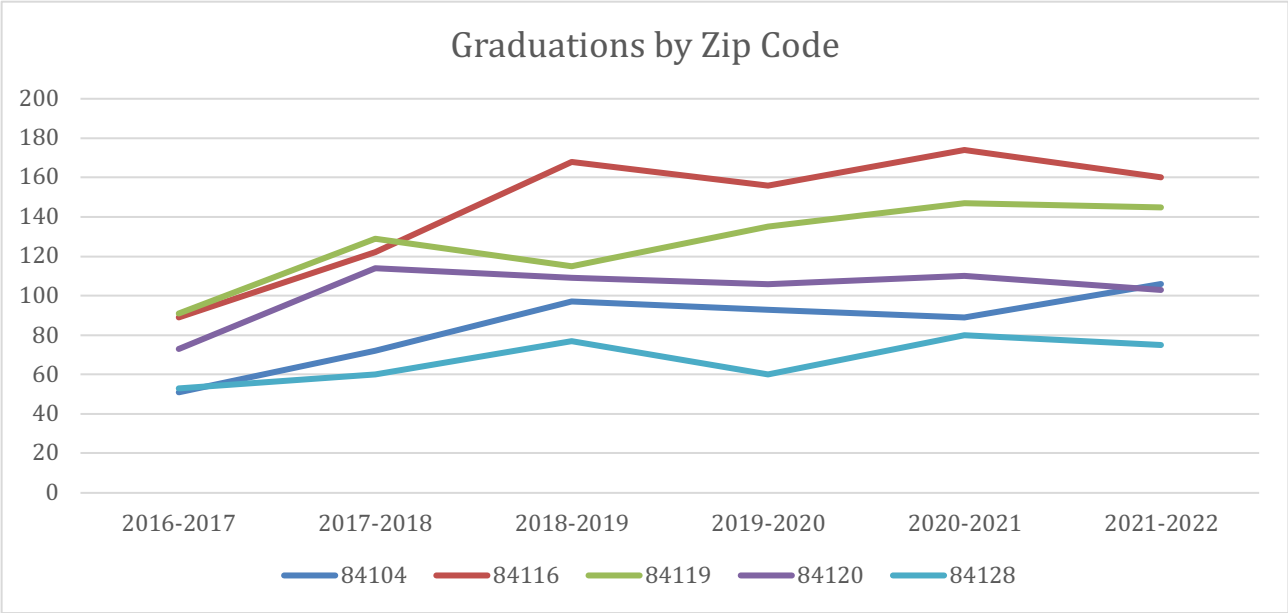
In that time, we have seen a 27% increase in the number of Hispanic/Latinx students from our zip codes attending the university, and a 41% increase in those identifying as African American. These increases are counter-balanced by decreases in west side students at the U identifying as Caucasian (-15%) and smaller decreases in those identified as Foreign-Born and Multi-Ethnic.



Steady enrollment also covers up a widening gap along gender lines. We've seen increases in women enrolling at the U, alongside decreases in men, particularly in west side Salt Lake City zip codes.

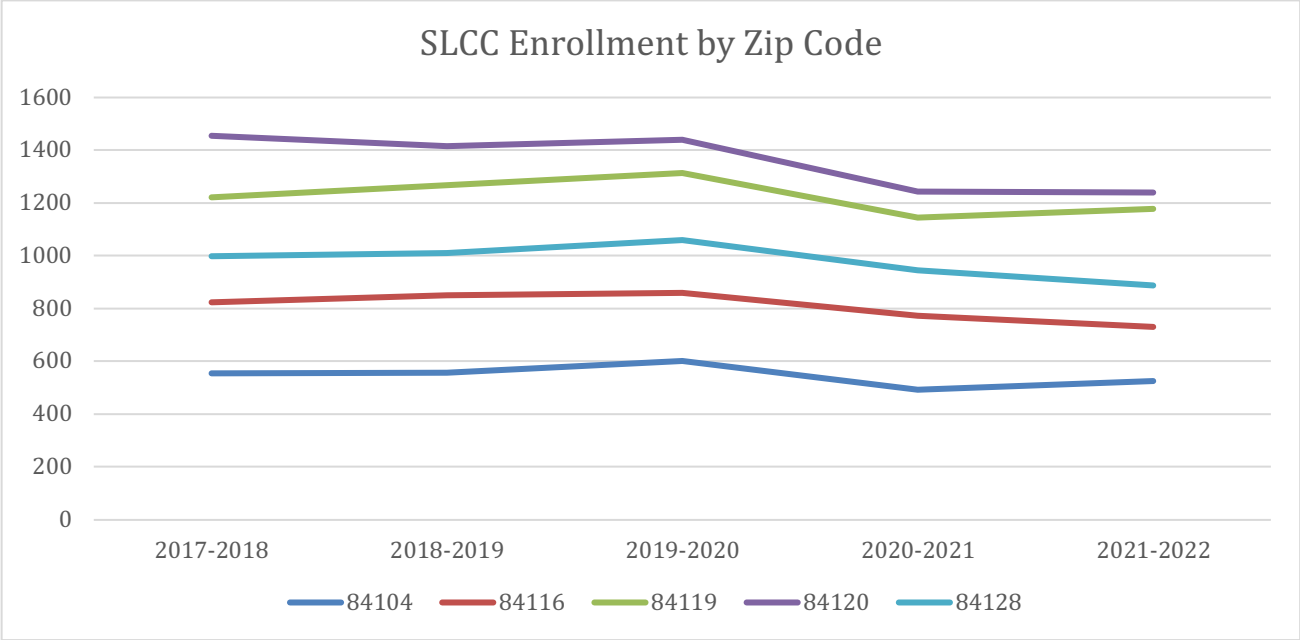


Meanwhile, the number of west side residents graduating from the U has increased over the past six years in every zip code. A couple of zip codes dipped significantly in the 2019-2020 school year, suggesting COVID-19 may have slowed graduations that semester. These largely rebounded the following year, but in 2021-2022 all but one zip code saw some reduction.

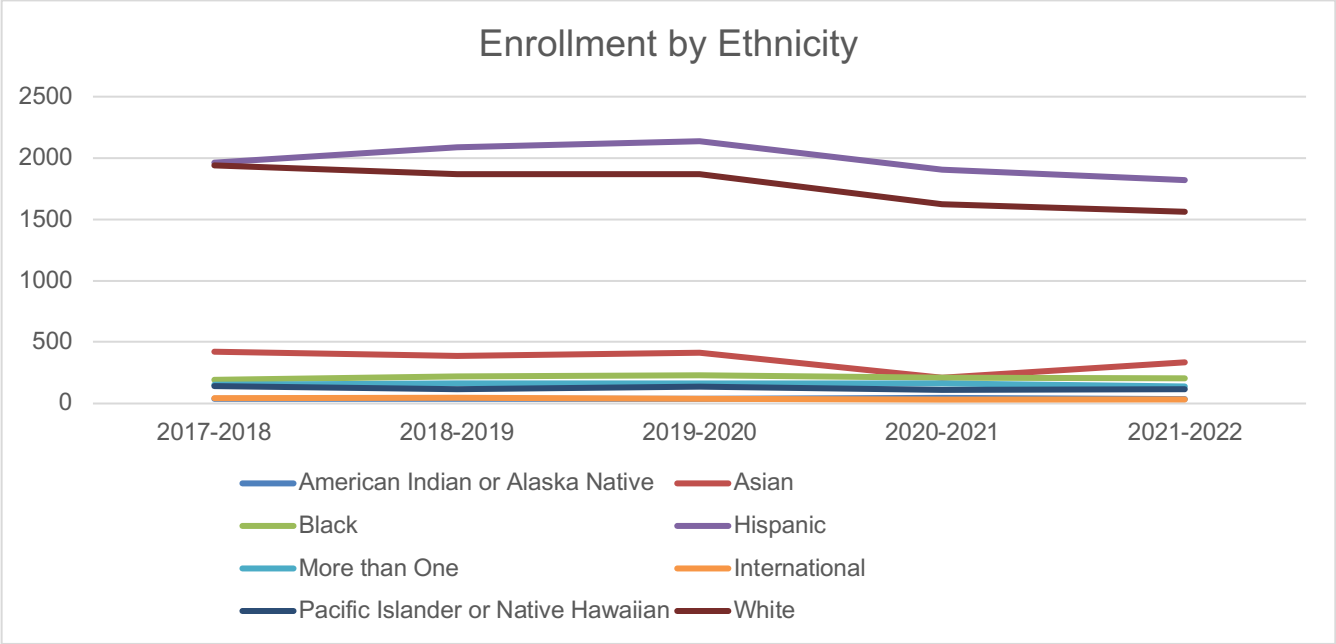


Enrollment & Graduation at Salt Lake Community College

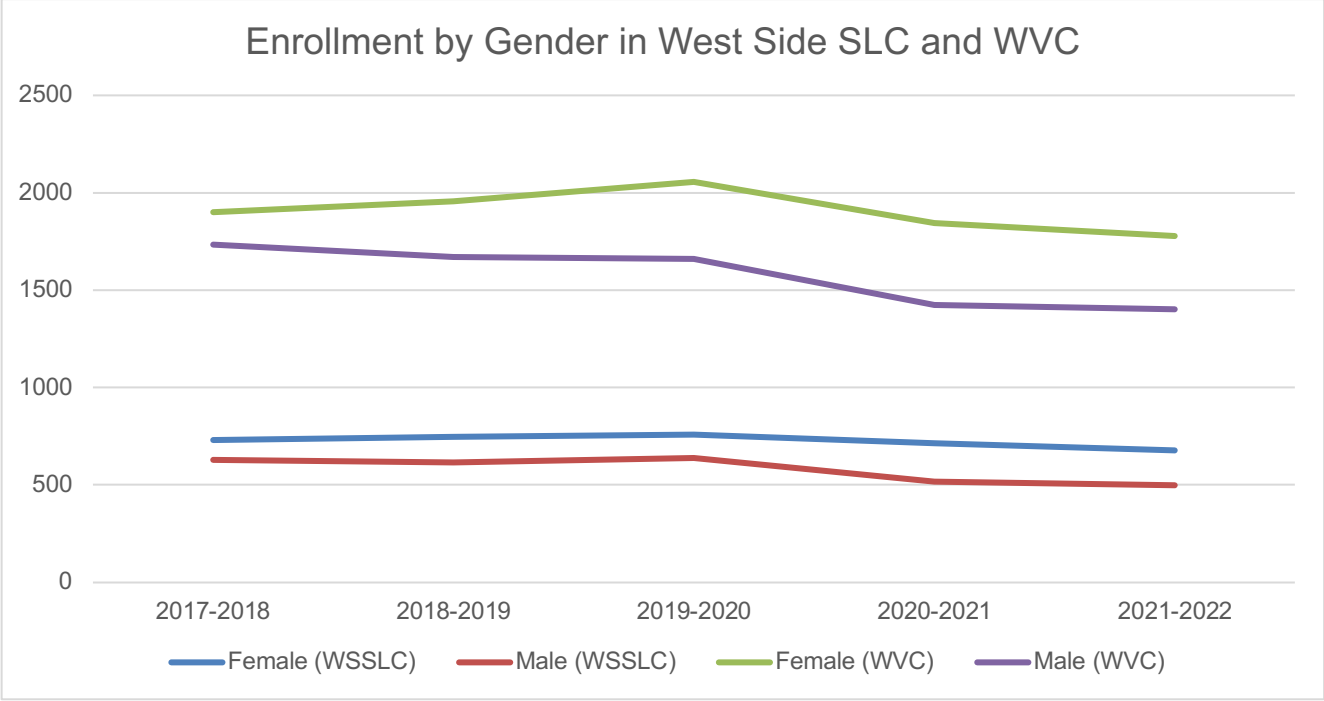
Total enrollment at Salt Lake Community College from west side zip codes has been gradually declining, about 10% over five years. This is larger decrease than the overall SLCC population, which has decreased about 4%. The largest dip is between 2019-2020 and 2020-2021, suggesting the impact of COVID-19.



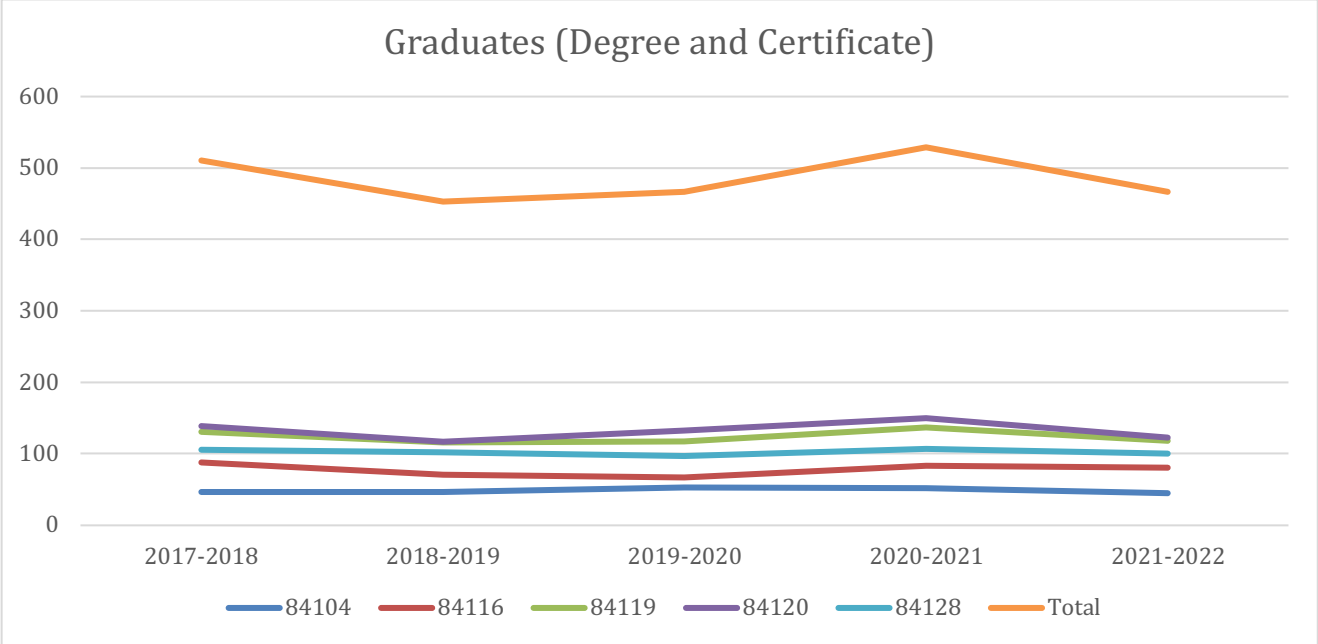
This decline appears to be shared across ethnic identifications, except for Black students, who have increased by a modest 7%.



Female students continue to attend SLCC at higher rates than males, and this difference appears to have widened over the past five years, with male students decreasing enrollment at a higher rate. In Salt Lake City zip codes, decreases were mainly among men in the first year of COVID, perhaps because of a larger number of men leaving school for work during that year.



Graduate rates have not declined as consistently, though 2020-2022 saw a decline in all west side zip codes.



Reflections on Priority 2 Indicators

The data shows a large uptick in participation in classes and workshops compared to last year, in part reflecting the restarting of several partnerships that did not run during the height of COVID. Our partners were particularly strong engaging with adults, high school students, and elementary school students, with less work being done at the middle school level and only one partnership (Head Start at the UNP Hartland Partnership Center) working with preschool students. One notably low data point is the number of university students enrolled in classes that work with our partnerships — in past years we have worked with larger numbers of community engaged learning classes and may want to focus on increasing those opportunities in the coming years.

Examples of pathway partnerships like Youth Voices and Grow Your Own Educators show success in supporting high school graduation, college enrollment, and college graduation, though we do not have a full accounting of educational milestones across partnerships. We do have a large majority of survey respondents who say that UNP-supported partnerships are motivating them to continue their educations. Meanwhile, data on overall college-going from our zip codes is mixed. Enrollment at the U is largely stable, and graduations have been steadily increasing. And SLCC enrollment and graduations are decreasing, with evidence of a COVID impact. Both institutions are showing long-term trends of widening gender gaps.

Priority 3: Interweaving for Deeper Impact

UNP is a connector. Through the partnerships we support, we build social capital that can support individual goals and collective action. Our long-term vision is not to develop a multitude of separate programs but rather an interwoven network of people, organizations, and efforts.

In our strategic plan, we committed to increasing and strengthening these connections in order for our partnerships to have more impact. That can mean bringing in new partners to a successful partnership, connecting partnerships to one another, or linking work at the grassroots level with people at a policy level. In this section, we look at, 1) how individuals are connecting to people and resources through our partnerships, 2) the overall strength and interconnectedness of the UNP network, and 3) the quality of these connections.

Individual Level: Connecting People & Resources

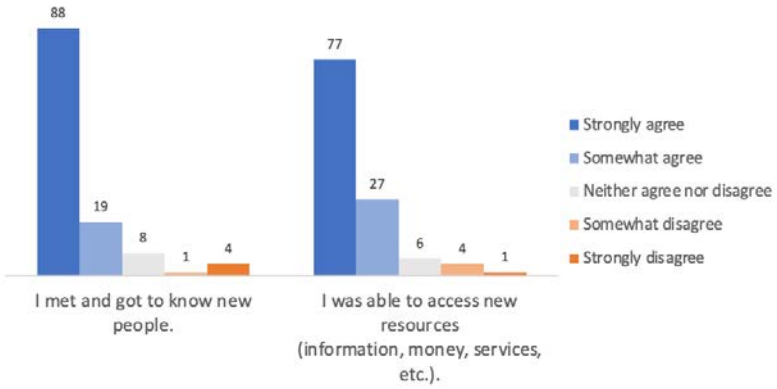
Individual Social Capital

Individuals are said to have social capital when they are in relationship with others and can draw on those relationships as a resource to reach their own goals.[10]

According to our survey...

89% of partners reported that they **met and got to know new people** through their involvement in UNP-supported partnerships.

90% of partners reported that they **accessed new resources** through their involvement in UNP-supported partnerships.



[10] De Souza Briggs, X. (1997). Social capital and the cities: Advice to change agents. *National Civic Review*, *86*(2), 111-117.

Sample Responses:

- "I got connected to new trainees and clinicians that I would not have had the opportunity to work with otherwise."
- "I got to meet more people from the west side and hear their perspective, which I really enjoyed."
- "I did meet new people who are influential in our community, change makers & visionaries. I plan to follow their lead."
- "I was hoping to meet west side residents in my class but there was only one other person that actually lived on the west side that took the class. Otherwise, the info was great."
- "We were able to access Tongan interpreter services through UNP's intern."
- "I have made wonderful new friends within the network. It has been so supportive in knowing the goals we share and find the similarities as well."
- "It is with the connections and collaborations secured through UNP spaces that we have been able to grow our capacity and programing across the state."
- "I only volunteered a couple of times and met 4 or 5 people."
- "UNP has been instrumental in facilitating connections and new collaborations, allowing us to expand our reach within the west side of Salt Lake City and Latino/Hispanic communities."
- "Listening and communicating with other people helps us grow. The support in scholarships for our children is important and giving more opportunities."
- "UNP always help us find funds to buy threads for our women's weaving activity."

Connecting People and Resources

3,031

Individuals received **direct services and supports** through UNP-supported partnerships. These resources — mental health counseling, resource navigation, rental assistance, etc. — are critical to decreasing everyday barriers residents face to reaching their goals.

SPOTLIGHT: The Hartland Welcome Center

The Hartland Walk-In Center has been officially renamed the **Hartland Welcome Center**. Esad Ferhatbegovic (MSW, 2020) was a College of Social Work intern with UNP when an assignment about organizational diversity helped them identify ableist language in the phrase "walk-in center." They recommended a change in name to be more inclusive. UNP values such insight and critical thinking, and took steps to move the name change forward.



The Welcome Center, staffed by student interns from the U College of Social Work, collaborates with community partners to support residents in reaching their goals. Visitors can drop by during open hours for support related to employment, life skills, housing, education, legal aid, and much more. **This year, our social work interns engaged with 295 different individuals**, with more coming for specific programs related to legal aid, health, and other resources.

Group/Organization Level: Breadth, Density, and Quality of Network

Breadth and Density of Network

Social capital is not only something an individual has. It is also a collective resource. When there are high levels of social capital across a community, that community is better able to organize itself, address issues together, and support the wellbeing of its members.[11]

51

Active partnerships supported by UNP
(+7 compared to 2021)

392

Partnership leads collaborating to run partnerships
(+98 compared to 2021)

65

Postsecondary departments, offices, and other units
(-1 compared to 2021)

5

Institutions of higher education
(-2 compared to 2021)

133

Community organizations & institutions
(+38 compared to 2021)

980

Connections between network nodes
(+320 compared to 2021)

2,457

Partners engaged in an ongoing way with partnerships
(+1558 compared to 2021)[12]

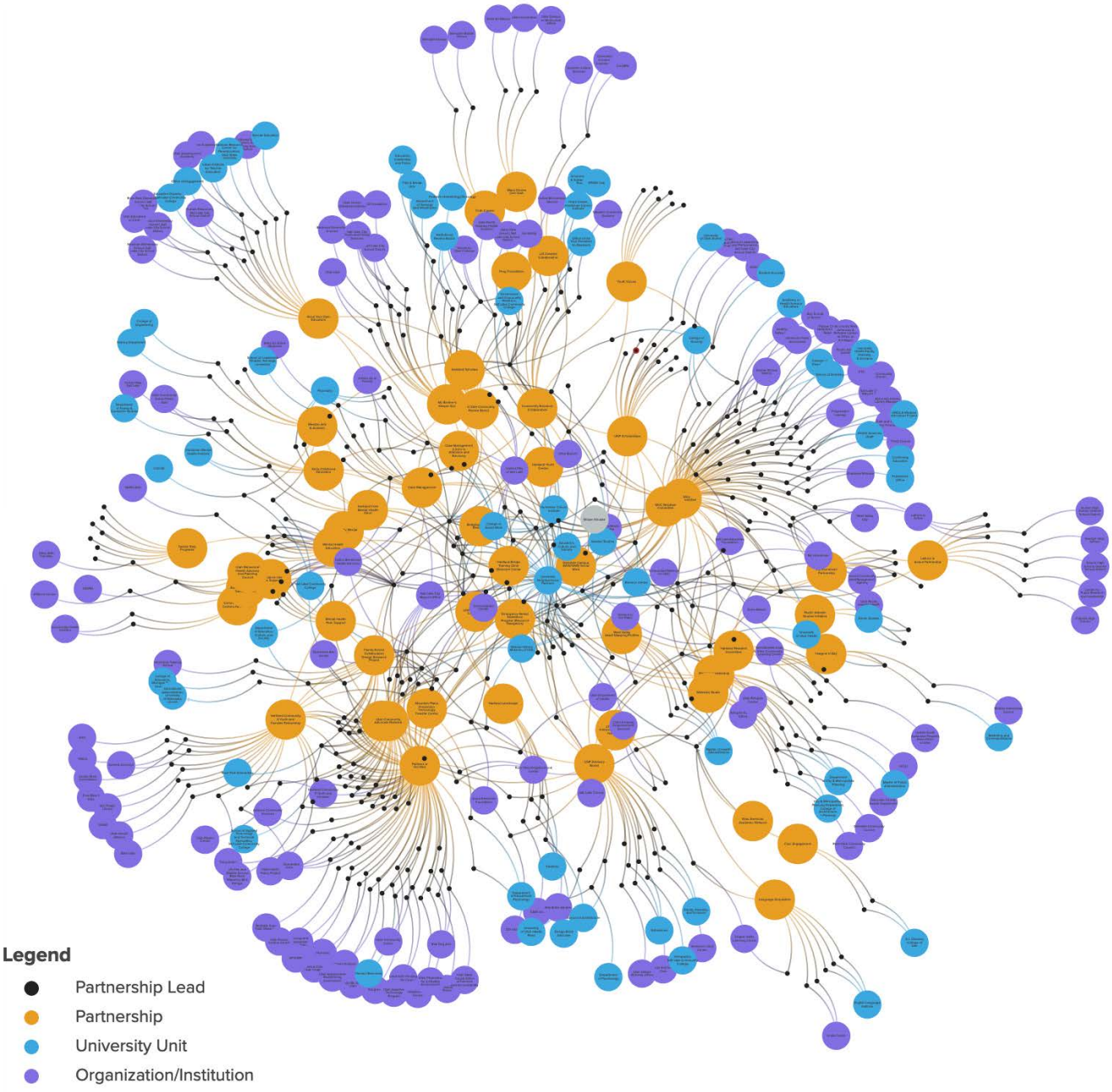
7,808

Total participation in partnership events, activities, and services
(+3388 compared to 2021)[13]

[11] Putnam, R. D. (2000). Bowling alone: America's declining social capital. In *Culture and politics* (pp. 223-234). Palgrave Macmillan, New York.
[12] May include duplicates because people are involved in multiple programs or partnerships
[13] May include duplicates because people are involved in multiple programs or partnerships

UNP Network Map 2021-2022

To explore our interactive network map, visit
https://embed.kumu.io/f435da7fc70941e1b3c6843b62517cb1#full-network-map



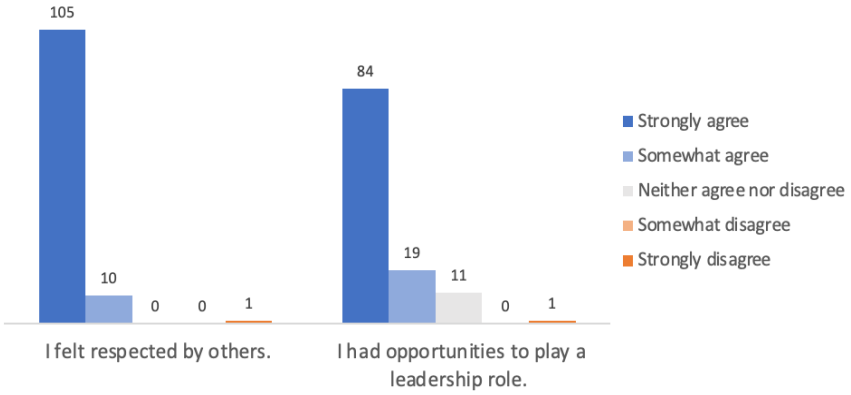
Quality of relationships

It is not enough to be simply "connected" to others. For people to successfully collaborate, relationships need to be governed by norms like mutual respect and shared leadership.

According to our survey...

99% of partners reported that they **felt respected by others** in their partnerships.

90% of partners reported that they **had opportunities to play a leadership role** in the partnerships.



Sample Responses:

- "The instructors were amazing and so were the attendees, it created a positive atmosphere."
- "I was an original Community Ambassador with UNP. I have also been chair & co-chair with program. My voice matters!"
- "I am always treated with respect and valued for my ideas."
- "They validate the ideas that are shared. During my participation in WLI I learned that you can develop projects to benefit the community and be part of a resource in the community."
- Personal interactions were always respectful and meaningful. I couldn't agree or disagree [with the leadership question] since our partnership didn't include those opportunities."
- "It is impressive that people take the time out to remember us by name and have followed up and encouraged us to speak in important issues within our community and the west side in general."
- "The students I met were very nice and trusted me to teach the children. They gave me the chance to lead a small group of children on my own."
- "I feel like everyone I work with is respectful of one another and have created a safe space for me to express myself and my ideas. I am able to lead a youth group and substance use groups which has taught me a lot about my leadership skills and what I need to improve on."
- "Everyone in the group was able to connect with one another which created respect and each of us got to present community topics as teachers."

- “Sometimes people wouldn't give each other the space to talk.”
- “Although I've never felt clearly disrespected by any members of the team, I have felt that my personal and technical experience hasn't always been taken into account to the extent of being able to fully effectuate long term decision making.”
- “Listening to the experiences of others helps a lot. Being able to serve and help others is something important to me.”
- “I feel I definitely learned a lot as a leader on running a student organization and while working with our volunteers.”



THEME FROM STORYTELLNG: Institutional Structures & Partnerships

The ways that universities and disciplines are structured can often get in the way of faculty partnering with community. Susie Porter, faculty in Gender Studies, told the story of how she struggled to combine her scholarly and community work, and how as an administrator she was able to lead in building structures to support partnerships.

“I think my journey is characterized by trying to figure out what my place is, since I was trained as a traditional historian. So, I experimented with teaching, and with research, and with trying to support community engagement through administration. I didn’t figure out the teaching — how to make teaching in community a regular part of my teaching load. I applied for three different scholarships or fellowships to pivot my research and I didn’t’ get any of those.

“That was a real turning point because I couldn’t figure out how to turn what I was doing in community into a part of my workload. So, I decided that I would continue to try and encourage community engagement but from the position of an administrator. I became the chair of Gender Studies. I built out a hire — we just ended up hiring Ana Antunes as a community engaged scholar in a tenure track position. We built the program Gender Justice Scholars. Kilo Zamora came on in Gender Studies doing a lot of community engagement, so when the research and the teaching didn’t work out for me, I kind of expanded in supporting UNP from the position of promoting hires and programming.”



UNP & West Valley City

In the biggest move to increase engagement since its founding, UNP spent this past year bringing its partnership model to neighboring West Valley City.

UNP & U of U Health

The University of Utah has committed to build a large new hospital and community education center in West Valley, which has historically low access to health care. UNP was brought in to take the lead on community engagement, based on its 20 years of experience in Salt Lake City. Together with U of U Health, UNP is working to make sure that this exciting new project is led by, and benefits, the local community. In the past year there have been over 100 meetings and events in west valley, focused on building relationships, dialoguing with community, and developing plans for the future. In addition to supporting the hospital project, UNP will be doing what it does best – building partnerships around resident-led priorities across all social determinants of health.



UNP's new work in West Valley announced at President Randall's Inauguration

UNP/WVC Steering Committee

Every month, upwards of 25 people from West Valley, the University, and other stakeholder groups gather. Each meeting features two presenters, one rooted in the local community and one from an institution, such as the university or the city. Steering committee members use the rest of their time to offer input, ask questions, and help guide the emerging partnership. They have addressed topics including workforce development, the arts, and the architecture of the new hospital, and are making sure that there is accountability to community in decision making.


Resident Committee, UNP staff, and President Randall at a working lunch

WVC Resident Committee

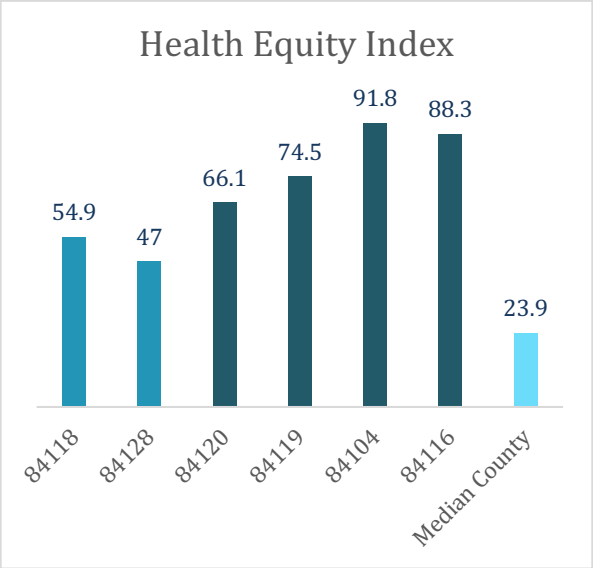
15 resident leaders, from teenagers to elders, representing diverse groups and organizations across the city, make up the Resident Committee. These leaders are working together to identify goals for themselves and their community and will help ensure that community assets and priorities are centered in all partnership areas. These founding members are already very active in the community, including some who lead grassroots organizations such as Comunidad Materna en Utah and Healthy West Valley.

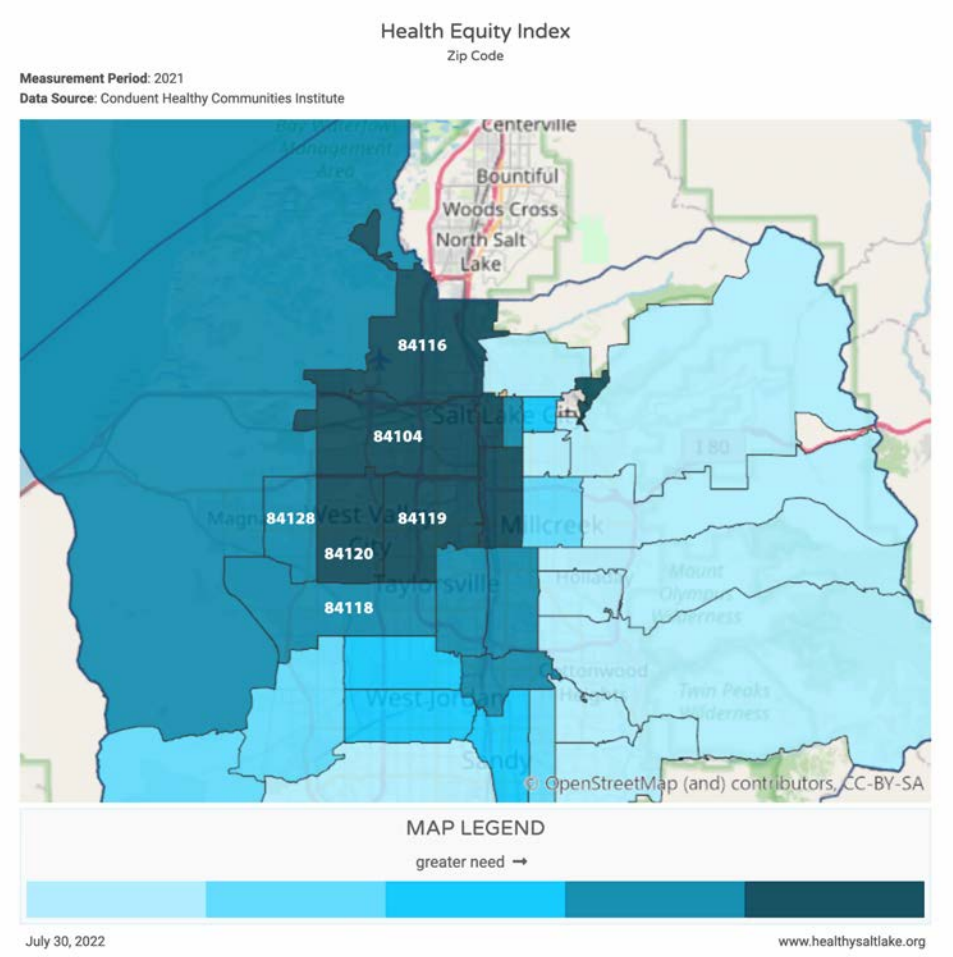
Community/Institution Level: Health & Wellbeing Indicators

Health Equity Index

The Health Equity Index estimates the probability of poor health outcomes for residents of a neighborhood. Each zip code receives a score from 0 (no risk) to 100 (high risk) based on a set of indicators related to income, employment, education, and household environment.

As you see in the chart to the right, all six of UNP's zip codes are at higher risk for poor health outcomes than the median zip code in the county, with the two in West Side SLC coming in highest. The heat map below compares zip codes across the county, with darker areas representing higher health risk.

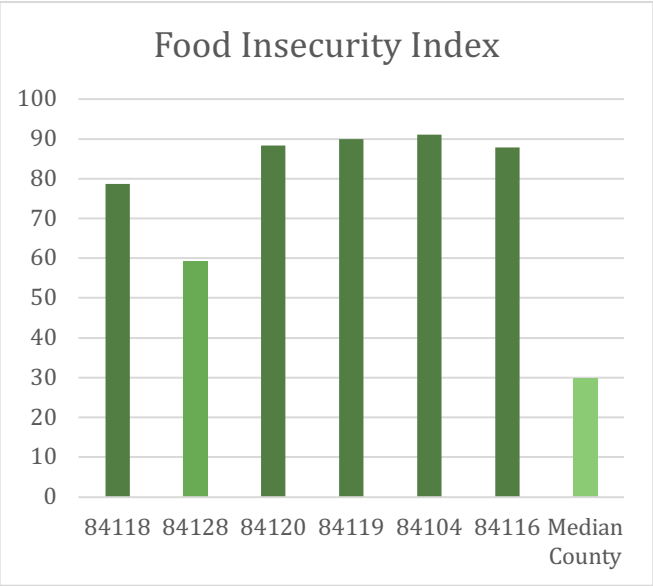


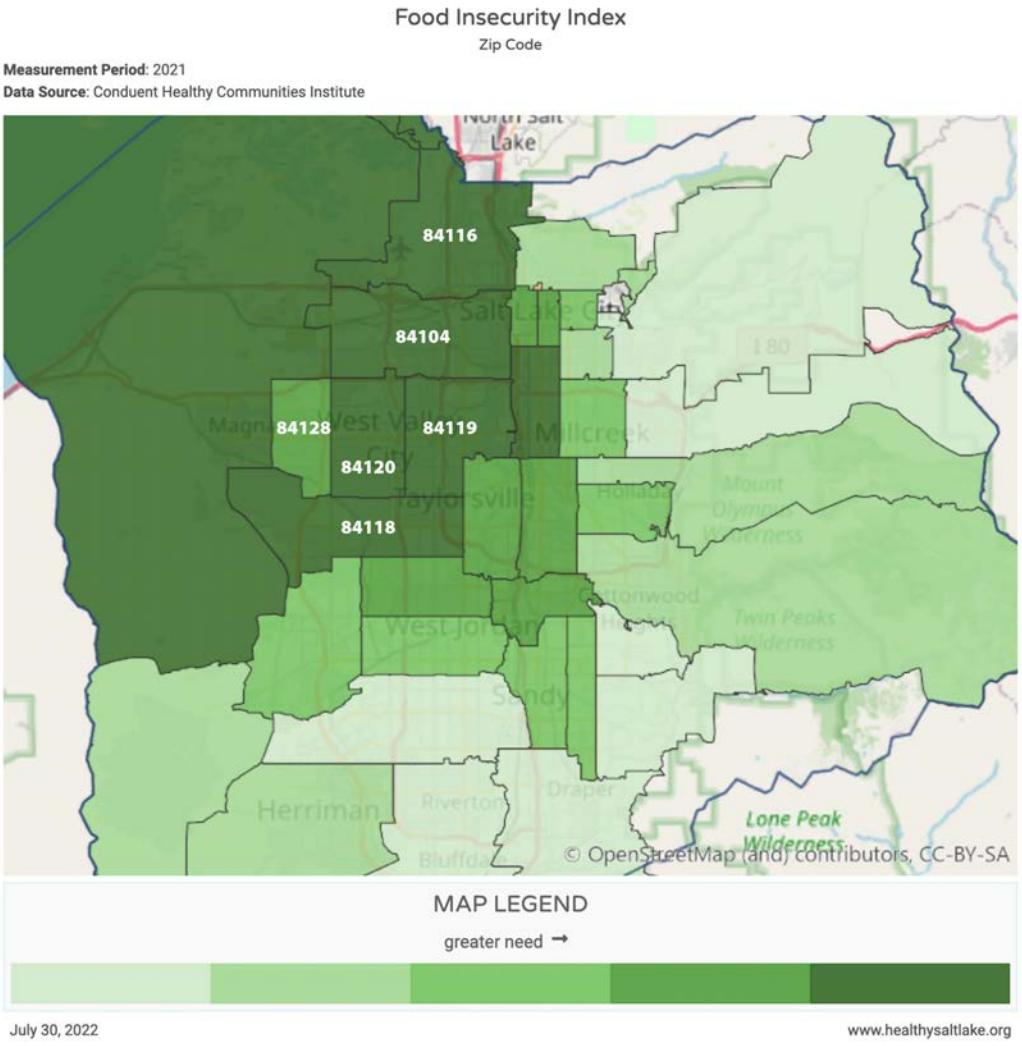


Food Insecurity Index

The Food Insecurity Index is a measure of food access correlated with economic and household hardship. Each zip code receives a score from 0 (no risk) to 100 (high risk) based on a set of indicators related to income, household environment, and wellbeing.

As you see in the chart to the right, all six of UNP's zip codes are at higher risk for poor health outcomes than the median zip code in the county, with for hovering around a score of 90. The heat map below compares zip codes across the county, with darker areas representing higher health risk.

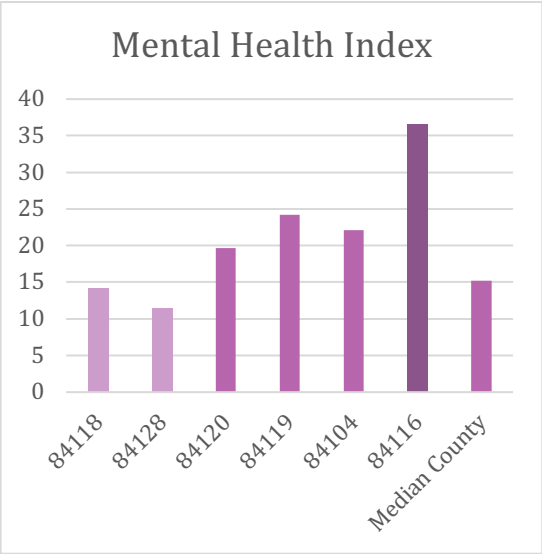


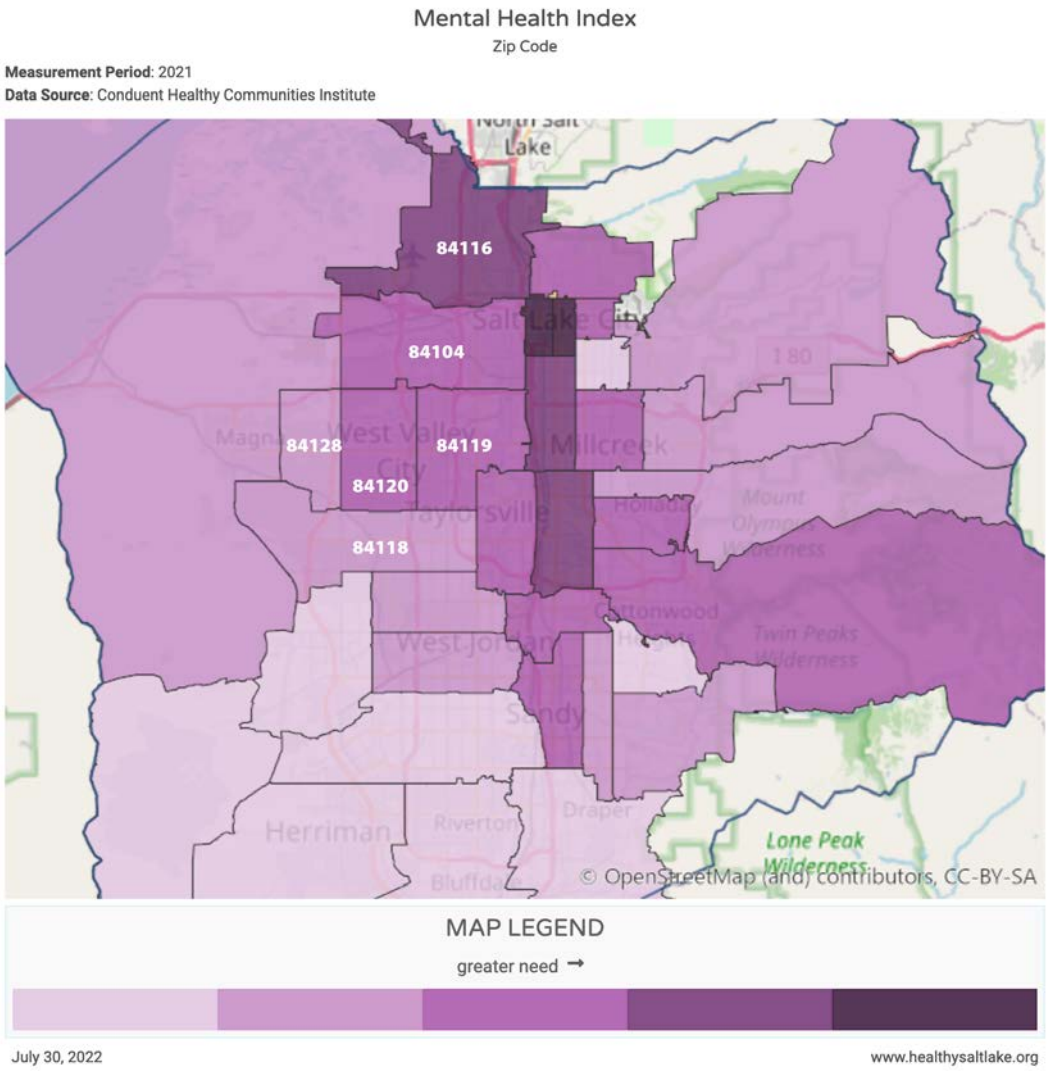


Mental Health Index

The Mental Health Index a measure of risk for poor mental health. Each zip code receives a score from 0 (no risk) to 100 (high risk) based on a set of indicators related to access to care, physical health status, transportation, employment, and household environment.

As you see in the chart to the right, four of UNP's zip codes are at higher risk for poor mental health outcomes than the median zip code in the county, 84116 (Rose Park) far higher than the others. The heat map below compares zip codes across the county, with darker areas representing higher health risk.





Health & Wellbeing Indicators[i]

Data provided by the Kem C. Gardner Policy Center at the University of Utah.
2019-2020 (combined) unless otherwise noted.

	Northwest SLC	Southwest SLC	West Side SLC (combined)	West Valley Center	West Valley West	West Valley East	West Valley (combined)	Utah State Average
Share of adults who reported fair or poor general health (as opposed to excellent, very good, or good)	17.3%	19.2%	18.9%	16.3%	14.8%	24.5%	19.3%	12.9%
Share of adults with no health insurance (defined as private coverage, Medicaid, Medicare, and other government programs). *Note: 2019 data is prior to Utah fully expanding Medicaid.*	32.2%	21.3%	26.0%	17.4%	14.0%	30.7%	21.9%	12.1%
Share of adults that have not had a routine medical checkup in the past 12 months	35.5%	33.4%	33.8%	31.0%	27.0%	34.5%	31.2%	30.7%
Share of adults that do not have a personal doctor or health care provider	34.0%	34.8%	34.0%	21.0%	25.0%	35.9%	27.5%	25.8%
Share of adults that have not seen a dentist or been to a dental clinic in the last year or more. *Note: Data is from 2018 and 2020 combined.*	51.5%	40.5%	45.0%	29.7%	34.5%	48.0%	37.4%	27.4%
Share of adults that needed to see a doctor in the last 12 months, but were unable to because of cost	15.5%	20.1%	17.8%	15.1%	13.9%	21.7%	17.3%	12.2%
Life Expectancy (serves as a measure of a population's overall health and well-being). *Note: Data is from 2016–2020 combined.*	75.2	77.7		77.7	76.7	77.2		79.7



SPOTLIGHT: New Discover Card Scholarship

Sergio Lopez-Peralta was a former recipient of a UNP scholarship as an undergraduate student on the west side. Now with Discover Financial Services, Sergio is returning to UNP as a donor partner, providing additional funding for increased scholarships and access to University resources. Sergio attended the Partners in the Park event at Jordan Park to share his experiences and to meet scholarship recipients and their families.

Reflections on Priority 3 Indicators

The data presented in this section shows a growing network engaging a larger number of people across stakeholder groups. Through this network, people surveyed are connecting with new people and accessing new resources. This suggests that UNP-supported partnerships are increasing people's individual social capital, as well as the amount of collective social capital in larger network. A community with more social capital is more prepared to take on issues that require a collective response. A part of this growth is due to the U West Valley initiative, which has led to a significant increase in the geography of UNP's partnership work.

Our storytelling workshop demonstrated a continued barrier to interweaving the University and west side partnerships: institutional structures that make it hard for faculty to integrate community engagement into their work. Leaders in the UNP network like Susie Porter are doing work to change this. Overall health, economics, and wellbeing indicators shows that residents in our neighborhoods face higher challenges across the board than the average Salt Lake County resident. That underscores the importance of doing that work. Initial health metrics are offered as a baseline. We are in the process of establishing ongoing priority metrics that can be followed over time to track changes in these indicators.

Priority 4: Engagement and Understanding

There was a time when UNP was called the university's "best kept secret." In our strategic plan, we committed to engaging and communicating more effectively with the University, west side neighborhoods, and broader audiences. We aim to increase awareness and understanding of UNP and its partners, encourage more participation and support for partnerships, and influence the work of others who could learn from UNP and its partners.

Below we look at a few indicators of this increased engagement including 1) awards and recognitions for UNP and its partners, 2) UNP's engagement in news outlets and social media, 3) publications and other products disseminated by UNP and its partners, and 4) our new partnership curriculum.

Group/Organization Level: Awards and News Coverage

Awards to UNP Partners

National Award for Health Equity Goes to the LBHS partnership



Robert Wood Johnson Foundation

CCPH

Teresa Molina and Javier Alegre of UNP and Latino Behavioral Health Services received the national **2021 Award for Health Equity** from the Robert Wood Johnson Foundation and Community Campus Partnerships for Health.

The award recognition explains, "For ten years, the Latino Behavioral Health partnership has worked to advance mental health and wellbeing among Latinx and other culturally and linguistically diverse (CLD) communities in Utah, and to end systemic inequities that deny access to culturally and linguistically responsive mental health supports.

"The partnership is rooted in principles of inclusion, access, equity, opportunity, collaboration, and the possibility of good health for all. The partnership has been at the forefront of an effort to shift the mental health paradigm in Utah from one that diagnoses and treats individual mental illnesses, to one that promotes recovery and wellbeing by addressing the individual, family, community, and institutional factors that shape mental health outcomes in communities facing marginalization."

Two Leadership Awards for Juliette Bautista, founder of Club Ability



UNP Partner Juliette Bautista — founder of nonprofit Club Ability and member of WLI Startups — was honored twice for her work on Salt Lake's west side.

In August, Juliette received a **Living Color Award** from Utah Business and Living Color Utah, which honors the individuals and organizations who are working toward a more equitable and inclusive future for our state. In October, Juliette received a **Women in Tech Award for Community Leadership** from the Women Tech Council, a national organization focused on the economic impact of women in the tech sector.

As Juliette explained to Utah Business, "In Utah, tech occupations are less diverse in terms of standard race and ethnicity groups than tech workers nationwide. Utah has 16.8 percent of jobs occupied by minorities, nationally it is 36 percent. As a Latina woman with a background in tech, I want to be involved in the solutions. That's why I love teaching coding to children—especially the seven- to 10-year-olds. They love to play video games and when they discover they are able to create their own video games and characters it's a big moment."

Dr. Susie Porter: Presidential Societal Impact Scholar



Longtime UNP partner Susie Porter was honored as one of the inaugural Presidential Social Impact Scholars by U President Taylor Randall. Porter is a Distinguished Professor in the Humanities. She serves as a country conditions expert for asylum cases, was a founder of the Westside Leadership Institute (Spanish language version), and works as an organizer with the Salt Lake City Latinx community. She served as Chair of the Gender Studies Division (2010-2020) and, since 2021, as Director of the Center for Latin American Studies.

Porter is the author of two award-winning books: *Workingwomen in Mexico City* (Arizona, 2003); and *From Angel to Office Worker: Middle-Class Identity and Female Consciousness in Mexico*, 1890-1950 (Nebraska, 2018)-both also published by El Colegio de Michoacán press. Porter is co-editor of *Orden social e identidad de género*, with María Teresa Fernández Aceves and Carmen Ramos Escandón (2006); and *Género en la encrucijada de la historia social y cultural*, with Fernández Aceves (2015).

Two UNP Faculty Partners Recognized with Bennion Center Awards

The Lowell Bennion Community Service Center at the University of Utah announced its Faculty Award winners this past spring. One of two **Distinguished Faculty Service Awards** went to **Professor Leticia Alvarez Gutiérrez**, of the Education Culture and Society Department, College of Education. Professor Alvarez Gutiérrez, a long-time UNP partner, has spent her career innovating and implementing equity-focused family-school partnerships and conducting community-based research that, in the words of one of her many community



partners, "goes far beyond the scope of her job for the betterment of our community." Her consistent excellence in advocating for engagement of culturally and linguistically diverse families in educational decision-making is particularly noteworthy.

This year's **Public Service Professor Award** winner is **Professor Ana Antunes** in the School of Cultural and Social Transformation, Gender Studies Division. Professor Antunes will be using her award to launch a program in partnership with the Sunnyvale Neighborhood Center focused "on using digital technology as a means to enhance access to medically accurate knowledge about gender and sexuality, critical media literacy skills, and public health information." Ana is the faculty lead for the Youth Voices partnership at the UNP Hartland Partnership Center, and a co-lead of the Community Research Collaborative.

UNP and Partners in the News

Community contributions reach $67M in Utah to address pandemic-related mental health crisis. July 6, 2021, Deseret News. Featuring Latino Behavioral Health Services director Javier Alegre. https://www.deseret.com/utah/2021/7/6/22562080/community-contributions-reach-67m-in-utah-to-address-pandemic-related-mental-health-crisis

How University Neighborhood Partners helps west side leaders. September 12, 2021, The Salt Lake Tribune. An article outlining UNP's approach to engaging west side communities. *https://www.sltrib.com/news/2021/09/12/how-university/*

Tribune Innovation Lab sparks ideas for Salt Lake Valley's west side. September 13, 2021. The Salt Lake Tribune. Features UNP staff members. https://www.sltrib.com/news/2021/09/13/tribune-innovation-lab/

Salt Lake City's golden age of street art in murals acknowledged by Utah Museum of Fine Arts. October 11, 2021, The Utah Review. Features a UMFA project supported through a partnership with UNP https://www.theutahreview.com/salt-lake-citys-golden-age-of-street-art-in-murals-acknowledged-by-utah-museum-of-fine-arts-new-downtown-complexes-visit-salt-lake-tour-opportunity/

Towson University joins Place Based Justice Network. October 28, 2021, Towson University Engage TU Blog. Featuring an interview with Drs. Ana Antunes and Paul Kuttner about the Community Research Collaborative.

New clinic increases access to mental health services in Utah. October 29, 2021, ABC4. Describes UNP's collaboration with University of Utah's Behavioral Health Innovation and Dissemination Center (BHIDC). https://www.abc4.com/news/new-clinic-increases-access-to-mental-health-services-in-utah/

Better late than never? Salt Lake City tackles the 'G' word: gentrification and all its perils. November 21, 2021, The Salt Lake Tribune. Includes the role that Dr. Ivis Garcia and the Westside Studio partnership are playing in studying gentrification https://www.sltrib.com/news/2021/11/21/better-late-than-never/

See the maps: Where redlining happened in Utah. December 1, 2021, The Salt Lake Tribune. Featuring UNP Director Jennifer Mayer-Glenn. https://local.sltrib.com/redline-utah/

Cada Domingo: Dr. Teresa Molina. December 5, 2021, KCPW. Spanish language interview with Dr. Molina about her work with Latino Behavioral Health Services https://www.kpcw.org/podcast/cada-domingo/2021-12-08/cada-domingo-dr-teresa-molina-december-05-2021

What people get wrong about life in West Valley City. December 13, 2021, The Salt Lake Tribune. Featuring UNP Associate Director Teresa Molina https://www.sltrib.com/news/2021/12/13/what-people-get-wrong/

University Neighborhood Partners Engaging Salt Lake City's West Side, December 14, 2021, The Daily Utah Chronicle. https://dailyutahchronicle.com/2021/12/14/university-neighborhood-partners-salt-lake-city-west-side/

West Valley students get a glimpse into their professional dreams. May 25, 2022, KSL.com. Featuring a university-school partnership just launched in West Valley City.

It's blowin' up, Part 7: Non-profit housing developer rolls out land-trust model, looking to lower the cost of ownership near N Temple. May 30, 2022, Building Salt Lake. Featuring UNP partner NeighborWorks Salt Lake and the Westside Leadership Institute partnership. https://www.buildingsaltlake.com/non-profit-housing-developer-rolls-out-land-trust-model-on-west-side-looking-to-lower-the-cost-of-ownership/

Community/Institution Level:

Communication & Knowledge Sharing

Community Voices



This year's issue of *Community Voices* shares an array of stories from our partners and partnerships, including UNP's new work in West Valley City, the launch of WLI Startups, the new Utah Community Advocate Network office, Refugee Action for Family Health, and much more. The cover of this year's issue is a collage of portraits of Glendale community leaders from the Glendale Gather Blocks art project, located at Glendale Park.

Social media and communication by the numbers

9

Blog posts and @theU articles featuring UNP and partners
(-15 compared to 2021)

1351

UNP Facebook page likes
(+71 compared to 2021)

1677

UNP Facebook page followers
(+133 compared to 2021)

215

UNP Twitter followers
(+52 compared to 2021)

638

UNP Instagram followers
(+165 compared to 2021)

141

LinkedIn followers
(+38 compared to 2021)

SPOTLIGHT: The UNP Partnership Curriculum



This year saw the first pilot of the UNP Partnership Curriculum. The goal of the curriculum is to synthesize what UNP has learned about building community partnerships and share that knowledge and skill with partners in community organizations, agencies, and other spaces.

This curriculum was initially developed by Kimberly Schmit, Kara Byrne, and Susie Porter in collaboration with UNP staff. Now, Kimberly Schmit, as UNP's Director of Community Praxis, is spearheading the project. Kimberly taught a pilot class to families and family engagement specialists at the Rose Park Neighborhood Center. She also used the curriculum to design a week-long visit and training for visitors from Gonzaga University and presented on the curriculum at DePaul University for the ABCD conference, and at the UCCEN Engaged Faculty Retreat in Moab.

Sharing scholarly and creative knowledge

Housing & Homelessness

Byrne, K. (2021). **Just practice for housing equality.** In J. L. Finn (Ed.) *The just practice framework in action: Contemporary case studies* (pp. 69-80). Oxford University Press. https://www.google.com/books/edition/The_Just_Practice_Framework_in_Action/I7wyEAAAQBAJ?hl=en&gbpv=1&dq=Just+practice+for+housing+equality.&pg=PA69&printsec=frontcover

Canham, S., Garcia, I., Jones, S., & Rose, J. (2022). **Webinar: The Impact of Decentralizing Homeless Services on Transportation and Mobility.** https://nitc.trec.pdx.edu/events/professional-development/webinar-04202022

Thriving in Place. **Thriving in Place Website.** featuring ongoing data collection about gentrification through surveys and focus groups. https://www.thrivinginplaceslc.org/what-were-hearing

Westside Studio. **Together is Better.** Anti-Displacement Mural at Three Creeks Confluence (950 1300 S, Salt Lake City, UT 84104)

Westside Studio. **Juntos es Mejor.** Anti-Displacement Mural at Dual Immersion Academy (1155 Glendale Dr, Salt Lake City, UT 84104).

Community-Based Research Methods

Antunes, A. & Kuttner, P. J. (February, 2022). ***In It Together: Creating Guidelines for University-Community Collaboration.*** Presentation at the UCCEN Engaged Faculty Retreat, Moab, UT.

Antunes, A., Cachelin, A., Fitisemanu, L., Folau, M., Hart, S., Kuttner, P., & Salcedo, A. (2022). **Establishing Principles for Community-Based Research: Story & Power in the Community Research Collaborative.** *Metropolitan Universities*, *33*(3), 52-68. https://journals.iupui.edu/index.php/muj/article/view/25819

Kuttner, P. J., & Antunes, A. (July, 2021). ***Developing guidelines for community-based research through a community-university collaborative.*** Presentation at the Place-Based Justice Network Summer Institute.

Lac, V. T., Antunes, A. C., Daniel, J., & Mackey, J. (2022). **What is the Role of Adult Facilitators in Critical Participatory Action Research? Employing Affective Labor While Navigating the Politics and the Perils Alongside Minoritized Youth Researchers**. *Educational Policy*, *36*(1), 142-168. https://journals.sagepub.com/doi/full/10.1177/08959048211059200

Gender

Antunes, A. C., & Butler, C. (2022). **Pompomed vulvas & glittered penises: exploring gender through play.** *Sex Education*, 1-9. https://www.tandfonline.com/doi/abs/10.1080/14681811.2022.2082397?journalCode=csed20

Immigration

Youth Voices. (Fall 2021) **Utah Immigration Stories.** Art exhibit displayed at Marriot Library at the University of Utah campus, exploring history Muslim migration in the state of utah.

Environmental & Food Justice

Cachelin, A., & Nicolosi, E. (2022). **Investigating critical community engaged pedagogies for transformative environmental justice education**. *Environmental Education Research*, *28*(4), 491-507.

Joyner, L., Yagüe, B., Cachelin, A., & Rose, J. (2022). **Farms and gardens everywhere but not a bite to eat? A critical geographic approach to food apartheid in Salt Lake City.** *Journal of Agriculture, Food Systems, and Community Development*, *11*(2), 1-22. https://www.foodsystemsjournal.org/index.php/fsj/article/view/1056

Education

Antunes, A. C. (2022). **The Hijab Project: Troubling Conceptions of Agency and Piety through Community-Engaged Art Making**. *Social Sciences*, *11*(2), 39. https://www.mdpi.com/2076-0760/11/2/39

Kuttner, P. J., Mayer-Glenn, J., López, G. (July, 2021). ***Community and RPP: Meaningfully engaging families in RPP work***. Presentation at the 2021 NNERP Annual Forum.

Kuttner, P. J., Yanagui, A., López, G. R., Barton, A., & Mayer-Glenn, J. (2022). **Moments of connection: Building equitable relationships between families and educators through participatory design research.** *Journal of Family Diversity in Education*, *4*(2), 141-159. https://familydiversityeducation.com/index.php/fdec/article/view/160

O'Keeffe, B. V., Tovar, J., Palestina, C., Ojeda, R. (2022). ***Recruitment and Retention of Paraeducators to Benefit Communities: Report to Salt Lake City School District.***

Youth Voices. **Youth Voices Podcast.** Podcast series featuring interviews with local leaders and education stakeholders, asking who decides what is taught in schools.https://youthvoicesutah.com/2021-2022-project/

Youth Voices. **English as a Second Language.** Short video highlighting anti-Muslim and anti-ELL attitudes in schools, created through the course Film 1010.

Youth Voices. **Youth Voices Website.** New website featuring the people, projects, and stories of the Youth Voices Youth Participatory Action Research collective.

COVID-19

D'Agostino, E. M., Haroz, E. E., Linde, S., Layer, M., Green, M., & Ko, L. K. (2022). **School-academic partnerships in support of safe return to schools during the COVID-19 pandemic**. *Pediatrics*, *149* (Supplement 2). https://publications.aap.org/pediatrics/article/149/Supplement_2/e2021054268C/183313/School-Academic-Partnerships-in-Support-of-Safe

Guernsey, L., Prescott, S., & Park, C. (2022). **A Pandemic Snapshot: Libraries' Digital Shifts and Disparities to Overcome.** *Public Library Quarterly*, 1-21. https://www.tandfonline.com/doi/abs/10.1080/01616846.2022.2073783

Community-Campus Partnerships

Schmit, K., & Garcia, E. (May, 2022). ***Using ABCD in Creating Sustainable University Neighborhood Partnerships***. Storytelling Session, ABCD Institute. Chicago, IL.

Schmit K. & **Kuttner, P. J.** (February, 2022). ***Building transformative partnerships: 20 years of lessons learned. A new interactive curriculum for all.*** Presentation at the UCCEN Engaged Faculty Retreat, Moab, UT.

Community Capacity Building

Valero, J. N., Lee, D., & Jang, H. S. (2021). **Public–Nonprofit Collaboration in Homeless Services: Are Nonprofit-Led Networks More Effective in Winning Federal Funding?** *Administration & Society*, *53*(3), 353-377.

Baende, N., Berhan, K., Walsh, E., & Valero, J. (2022). *Board development and fundraising: A report prepared for Pacific Autism Alliance (PAA).* Master of Public Administration Program, University of Utah.

King, H., Erickson, J., Coil, K., & Valero, J. (2022). ***Board development: A report prepared for Sow and Harvest.*** Master of Public Administration Program, University of Utah.

McMahan, K., Stout, S., Turner, S., & Valero, J. (2022**). *Strategic fundraising for a nonprofit startup: A report prepared for the Hakan Group***. Master of Public Administration Program, University of Utah.

Westside Leadership Institute. (2022) ***Pasifika Autism Alliance*.** Promotional video made for WLI Startups participating organization.

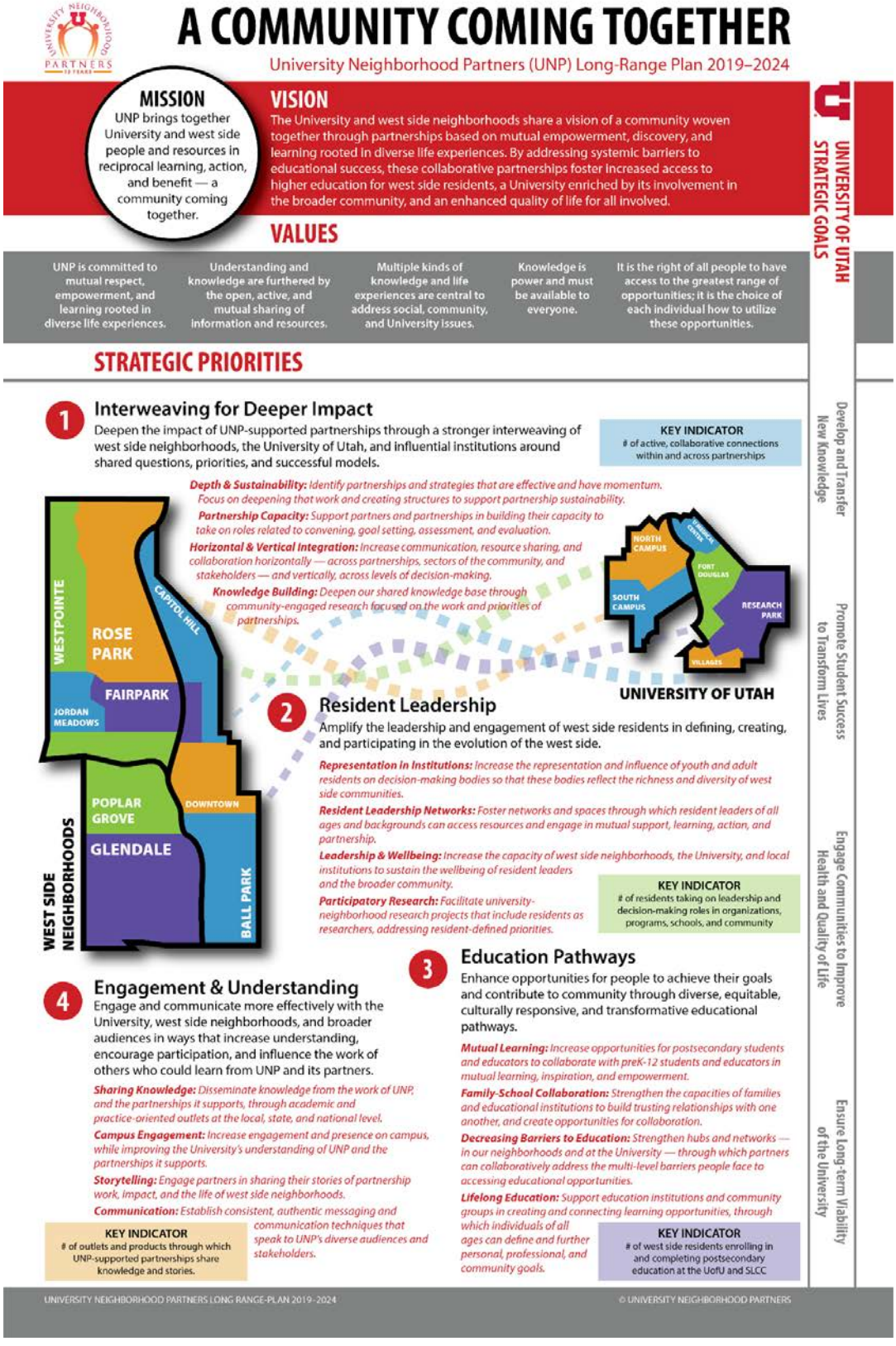
Westside Leadership Institute. (2022) ***Club Ability*.** Promotional video made for WLI Startups participating organization.

Westside Leadership Institute. (2022) ***Comunidad Materna en Utah*.** Promotional video made for WLI Startups participating organization

Reflections on Priority 4 Indicators

The indicators above show a strong year for awards, news coverage, and products from research. Because of the different timelines, many research projects represent the culmination of projects that have been running for years such as the Community Research Collaborative, while news coverage reflects a more recent increase in attention on UNP and some of its key partners, like Latino Behavioral Health Services. Some of the news coverage is tied into the growth of UNP's work in West Valley City, an initiative that has centered UNP and increased its visibility on campus and in the County. The piloting of the UNP Partnership Curriculum marks a new approach to increasing engagement and sharing knowledge with promise for growth. UNP's social media followings have increased slightly over the year, but its engagement through its own blogs and stories at the U was lower this year, suggesting the need for UNP to put resources toward that work.

Appendix A: UNP Long-Range Plan 2019–2024



Appendix B: Demographic Data

	84118 (WVC)	84128 (WVC)	84120 (WVC)	84119 (WVC)	84104 (SLC)	84116 (SLC)	Salt Lake County
Population	42,503	34,237	53,597	54,971	26,576	37,950	1,192,541
Households	11,539	8,639	14,940	17,286	7,569	11,699	400,520
Families	9,666	7,551	12,473	11,979	5,413	8,031	284,040
Avg Household Size	3.68	3.96	3.58	3	3.47	3.21	2.94
Household w/children	6,461	5,227	7,726	7,330	3,624	5,179	163,707
Gender, Race, and Ethnicity							
Female Population	21,035	17,106	26,813	26,368	12,827	18,312	594,412
Male Population	21,468	17,131	26,784	28,603	13,749	19,638	598,129
Hispanic/Latino	16,981	13,031	21,343	23,826	15,126	18,619	233,648
Non Hispanic/Latino	25,522	21,206	32,254	31,145	11,450	19,331	958,893
White	26,583	20,046	30,433	31,556	13,167	18,865	918,255
Black/African American	869	765	1,355	2,025	1,257	2,350	24,993
American Indian/Alaskan Native	674	425	596	895	451	512	11,264
Asian	1,523	2,573	3,117	3,381	1,015	2,026	56,129
Native Hawaiian/Pacific Islander	1,173	997	2,689	1,906	1,622	1,609	20,221
Some Other Race	9,811	8,031	13,045	12,859	7,554	10,492	113,703
Two or More Races	1,870	1,400	2,362	2,349	1,510	2,096	47,976
Finances and Employment							
Median Household Income	83,156	94,843	80,638	64,051	59,594	62,242	88,821
Families Below Poverty Level	612	278	1,183	1,478	779	1,308	16,655
Unemployed 16+	4.2%	3.3%	4.7%	4.4%	5.8%	4.7%	3.3%
Formal Education							
Less than 9th Grade	1,751	1,095	2,690	2,441	2,532	2,689	24,933

Some High School	2,568	1,491	3,536	3,971	2,112	1,911	40,545
High School Grad	9,082	7,588	12,008	11,114	4,796	7,150	174,455
Some College, No Degree	6,166	4,858	6,988	7,727	2,746	4,466	175,431
Associate Degree	2,421	1,868	2,908	2,947	937	2,049	68,367
Bachelor's Degree	2,727	2,660	3,862	4,445	1,847	3,913	183,156
Masters Degree	653	503	1,122	1,376	659	937	69,800
Professional Degree	133	175	175	152	136	149	17,902
Doctorate Degree	73	120	65	110	128	156	11,629

[i] More information on Utah's Small Area designations is available here: https://ibis.health.utah.gov/ibisph-view/pdf/resource/UtahSmallAreaInfo.pdf

Data Points 1-9:
Note: Age-adjusted. Data shown are for combined years unless otherwise noted.
Source: Utah Behavioral Risk Factor Surveillance System, Office of Public Health Assessment, Utah Department of Health. Retrieved Fri 5 August 2022 from the Utah Department of Health, Indicator-Based Information System for Public Health Web site: http://ibis.health.utah.gov

Data Point 10:
Note: Data shown are for combined years unless otherwise noted.
Source: Population Estimates by Age, Sex, Race, and Hispanic Origin for Counties in Utah, U.S. Bureau of the Census, IBIS Version 2019-2020. Utah Death Certificate Database, Office of Vital Records and Statistics, Utah Department of Health. Retrieved Fri 5 August 2022 from the Utah Department of Health, Indicator-Based Information System for Public Health Web site: http://ibis.health.utah.gov

Data Point 11–12:
Note: Data shown are for combined years unless otherwise noted.
Source: Estimates by the Utah Department of Health Center for Health Data and Informatics. Retrieved Fri 5 August 2022 from the Utah Department of Health, Indicator-Based Information System for Public Health Web site: http://ibis.health.utah.gov