Artwork by Bad Dog Arts and displayed at the UNP Hartland Partnership Center
While it is true that neighborhoods, regions, and localities define some communities, there are many that are not restricted by geographical boundaries. Ethnic, racial, religious, social, financial, political, educational, and technological communities transcend traditional concepts of how we define communal systems. Similarly, there are urban, rural, national, international and global communities, each one unique, and at the same time, all these communities share commonalities. These are the environments where families interact, where stories and life experiences are passed on, exchanged and evolve as new. In these communities, families share their knowledge, experiences and fears, and they establish hope.

Recently, representatives from the National League of Cities and the Department of Education visited Salt Lake City to learn more about our university-community-school partnerships that build on the collective knowledge of families and community partners. Over the course of three days, we met with the Rev. Brenda Girton-Mitchell, Director, Center for Faith-based and Neighborhood Partnerships, US Department of Education, Ken Bedell, Senior Advisor for Nonprofit Partnerships at the Center for Faith-based and Neighborhood Partnerships, US Department of Education, and Audrey Hutchinson, Program Director, National League of Cities Institute for Youth, Education and Families. During their visit, I was struck by the genuine concern and commitment that these individuals have toward supporting education and families at the neighborhood level. During one particular conversation, Rev. Brenda Girton-Mitchell shared her own story of finding her way during difficult times. She shared, “there were people who ‘spoke life into me’... they told me that I could do it... that I was smart... that I could be successful!” She invited the group to share their own stories and experiences and paths that families take as they find their way through the day-to-day journey of survival to continue their movement and focus on their futures? Indeed, we often find strength in those networks, experiences and paths that families take as they find their way through the day-to-day journey of survival to continue their movement and focus on their futures.

Over the past year, UNP has centered its partnership work on understanding education pathways. What are those networks, experiences and paths that families take as they find their way through the day-to-day journey of survival to continue their movement and focus on their futures? Indeed, we often find strength in our commitment to provide a better future for the next generation. The perspectives, the visions and the voices of community are the cornerstones of our heritage. They illuminate our dreams and reveal to us the path of our journeys.

Today is the day that we make these changes, that we forge these pathways. We do not have time to wait! The time for our families, for our children, for our communities is now. Who will you speak life into today?
Yusuf Shali was born on January 1, 1944 in the city of Kismayu in the coastal region of Somalia. He didn’t have any formal education, but he attended Islamic school at a very young age where he studied Arabic and Islamic jurisprudence. As he grew up, he was a religious teacher for many years in Somalia and taught different age groups how to memorize the Holy Qur’an and Islamic law.

In 1998, Yusuf left Somalia due to the civil war and managed to escape seeking refuge in Kenya. He lived as a refugee in Kenya with his 10 children ranging from ages 10 to 22. The standard of living in a refugee camp in Kenya was below the poverty level and the conditions in the camp were bleak and depressing. Because of financial and social issues, his kids did not attend school. He taught them religious studies at home and they received very basic secular education from their neighbor’s children.

In Kenya, the family was so poor they sometimes woke up without food in the house and had to wait in long lines for food. The United Nations distributed food in proportions based on family size. His children remembered the many fights that broke out in the food lines. His family’s energy was spent on getting the necessities of survival. They had to walk miles for water. The bathrooms were also very far from their homes. At nighttime, it was nearly impossible to go to the bathroom because the darkness engulfed the camp. After all these experiences, the family hoped to start a new life in America. This had always been his dream, his children attaining education and not living the same life he had. He knew he was dedicated enough to study and perform well in school hoping one day they would help the community here in the United States.

Yusuf was really engaged in the community here in Utah since his arrival from Kenya. He taught Islamic studies and Quran to refugee kids on weekends and volunteered teaching a Somali class at the UNP Hartland Partnership Center twice a week. He was a great role model to many refugee youth through his passion for education. He helped them develop the ability to accomplish their family and personal goals. Racism, immigration, war, and torture inhibit people’s ability to accomplish their family and personal goals. Frequently, family members become victims of mental illness and addiction.

Yusuf has touched so many hearts in Utah through his dedication; he got along with everyone regardless of their nationality, race, gender or age. He was well known for the short time he was in the states. He was a great role model to many refugee youth through his passion for education. He helped them develop the ability to accomplish their family and personal goals. Racism, immigration, war, and torture inhibit people’s ability to accomplish their family and personal goals. Frequently, family members become victims of mental illness and addiction.

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Projecting and Connecting
The Utah Community Data Project
Pamela S. Perlich, Senior Research Economist,
University of Utah Bureau of Economic and Business Research

Salt Lake City is at the forefront of the ongoing demographic, cultural, and economic transformation of Utah. As is true for the nation, we are becoming increasingly multicultural, multilingual and will eventually become a "minority-majority" population. The dynamics driving these changes originate from our increasing interconnectedness with the rest of the world, principally through markets, technology, and migrations of people.

It is widely recognized that Salt Lake City is the financial and economic epicenter of the state, as well as home to Utah State Government, The Church of Jesus Christ of Latter-Day Saints, and the University of Utah. It is perhaps less well recognized that Salt Lake City, and especially the River District, have re-emerged as a gateway for newly arriving immigrant populations.

Salt Lake City's population peaked in 1960 and declined for the next three decades until rebounding in the 2000s. This population turnaround is the result of the recent migration of relatively young ethnic minorities who subsequently have had children once they have become established in the city. Not only did the coming of immigrants reverse a thirty-year population decline in Salt Lake City, but they have also contributed to the youthfulness and diversity of the city. Over one-third (34.4 percent in 2010) of Salt Lake City's population is minority, compared to 36.3 percent nationally, and 19.6 percent for the state. Salt Lake City is on pace to match the national path of minority population shares. This trend is a generational shift that is concentrated in our youth. Half of the preschoolers in Salt Lake City are minorities and the Salt Lake School District is "minority majority." This increased ethnic diversity is coincident with rising economic inequality.

Importantly, patterns of this emerging demographic and socioeconomic diversity vary dramatically by neighborhood and community. Figure 1 shows the geographic concentration of minority populations in the River District as well as the growth in diversity across the city from 2000 to 2010. Minorities are two-thirds of the River District population, as compared to just over one-fifth in the rest of the city. And these measures do not recognize many of the new residents who are ethnic minorities that are not captured by official statistics.

A more accurate assessment of diversity emerges from the Salt Lake School District student data, which reports more than 100 languages spoken in the homes of its students. Again, the geographic distribution of this linguistic diversity is striking, with the majority of households in the River District speaking languages other than English and the rest of the city being primarily native English speakers. The increasing socioeconomic inequality in the city also varies geographically. Once again, the Salt Lake City School District data reveal the high proportion of households eligible for lunch assistance being concentrated in the River District, which are the same neighborhoods of the newly arriving residents.

The urgent need to understand these evolving conditions at small-area geographies is coupled with an ongoing dearth of detailed neighborhood-level data from national sources due to the loss of the U.S. Census long form. The Utah Community Data Project has just been launched at the University of Utah and will, when built out, provide a suite of data, profiles, community indicators, and neighborhood-focused research projects to fill this void. This work will allow us to uncover insights into our changing communities and to "democratize data." The Utah Community Data Project was highlighted in the Carpe Datum Summit, which was sponsored by the Capital City Education Alliance on April 25, 2013. While much of the technical work of the UCDP is being done by analysts at the Bureau of Business and Economic Research, it involves an ever-expanding collaboration between University and community partners.
Each One Teach One
Pathways to Higher Education at the Glendale/Mountain View Community Learning Center
Jarred Martinez, Community Learning Center Education Pathway Coordinator, University of Utah Office of Engagement

Everyone asks themselves at some point, ‘what am I going to do with my life?’ In my little wisdom, this is something continually asked and answered throughout life itself. As I think about where I am at in my own journey, much of my work is wound up in how the communities and people I come across are also answering this question, not only for themselves, but also for their families and their neighbors.

My part in this as an Education Pathway Coordinator at the Glendale/Mountain View Community Learning Center (CLC) comes through the support of the Office of Engagement from the University of Utah. In working with University Neighborhood Partners and various other organizations, I have been engaging with adults and parents about not only their children’s education, but their own as well; whether it be connecting resources like language classes, or offering advice for their studies at a college or university. But genuine support for space and people that make education and higher learning more accessible also brings to light the reality that many already know. This work goes well beyond navigating schools, applying for admission, doing scholarship essays, etc. Relationships must be built constantly, and respect for community ownership is a process for shaping a legitimate pathway for adults and youth to build on their experiences.

In a community with so many equally valuable stories, experiences and languages, there is much to learn from and with one another. To me, this is the beauty of a place like the Glendale/Mountain View CLC. It is the cultivation and recognition of the belief that education, for both adults and youth, is enriched and ultimately created by these very same parents, students, staff, teachers and community members who have been working together.

In speaking to a parent about their current classes at the University of Utah, and what comes next in order to obtain a degree, I also learn about their son in Glendale Middle School, and their concerns and hopes. Because of this, I am able to begin building a relationship with this student and others in his class. Elementary students on a tour of the CLC not only see that someone from the university works here to talk and listen to them, but learns that there are free language classes and information they can take home to their parent(s).

Getting Another Foothold in the Community
A College Lounge Opens in the Salt Lake Center for Science Education
Lisa Purcell, Teacher and lounge co-creator, Salt Lake Center for Science Education

At the Salt Lake Center for Science Education, we want college to be accessible to every student. An important piece of this is exposing students to colleges and college admissions requirements from when they arrive in 6th grade. To this end, we developed the SLCSE College Lounge. University Neighborhood Partners met with us to brainstorm our vision for the space. From there, interns worked to secure furniture, paint, and gather college information. Our goal was to have an inviting space, full of materials on college. And, they definitely succeeded in making that vision a reality. We want discussions about college to feel exciting and our new space reflects that. In addition, the space is used to hold small meetings related to college. For example, our College Counselor through the Utah College Advising Corps, Sydney Mitton, meets with students in this space. In the future we plan to host college recruiters and invite individuals to come speak about their careers.
New Partners at Partners in the Park
Ray and Harriett Gesteland, Wolf and Menius Scholarship Donors

Our experience with UNP has been both rewarding and educational for us as a family. We are honored to be a part of an organization that provides so much to our community.

It was so exciting to meet with the young scholarship recipients and some of their families. We look forward to an ongoing relationship with UNP. As a member of the scholarship selection committee I (Harriett) became aware of the talent these young people have and the hardship that many have endured to reach this level of achievement.

Promoting educational opportunities seems especially important since the world seems to be in an increasing state of chaos. It is only through education of the next generations that solutions can be found that will lead to a more compassionate worldview that can lead to solutions. We are proud to help even in this small way.
left to right: America Guadalupe Lee (Rose Park parapro), Trish Saccomano (U of U faculty), Molly Boone (Rose Park parapro) and Allison Hammons (Lincoln parapro)

2013 Community Scholar in Residence
Trish Saccomano, Early Childhood Education Cohort Leader, Department of Family and Consumer Studies

Pre-service and brand new teachers sometimes feel like they are struggling to stay alive in a strange and, to say the least, challenging environment.

As the cohort leader of the Early Childhood Education (PreK through 3rd grade) licensure program, a joint program between the Department of Family and Consumer Studies and the Urban Institute for Teacher Education, I am responsible for helping these “newbies” navigate this strange and challenging environment.

The mission statement for the Urban Institute for Teacher Education (UI TE) reads: The mission of the UITE is to prepare educators to serve urban students and educational communities in all their rich diversity. We conceive of educational diversity as the dynamic and educational communities in all their rich diversity.

We also planned and started a six week Mommy & Me program for preschool students and mothers of the Mountain View community. Each week parents and their children participated together in literacy activities and hands-on, developmentally appropriate learning stations. Mothers were given suggestions and advice on working with their preschoolers at home and at the end of every session, each child was given a take-home bag with materials and activity instructions for continued learning. Our Thursday Mommy & Me days became the highlight of our week!

I also had the chance to become actively involved in working with SLEC, the University of Utah, UNP Salt Lake City School District and other community partners to design and implement a pilot for Paraprofessional Pathways for future professional development. This is an ongoing project and I’m pleased to say that I will continue working on this project during the 2013-2014 school year, and hopefully beyond.

It was a wonderful, positive year. Thank you all so much for the opportunity to be involved with so many wonderful people and projects this year as the UNP Community Scholar in Residence. I have learned so much and have grown leaps and bounds as both a professional and a person.

The mission statement of UITE guided my work with the graduate students (12) in the Early Childhood Education cohort and my work as the Community Scholar in Residence this year. I also have a personal goal and mission for my students. That is to provide them with as many, varied, meaningful, collaborative and diverse classroom experiences as I can that will aid them in becoming outstanding classroom teachers; teachers who approach teaching issues from a social justice framework. Teachers engaged in their learning communities, successfully integrating research, teaching and partnership work into their classrooms.

Through our partnership and collaboration with UNP and the Community Learning Center and after-school programs at Mountain View Elementary, we achieved our goals—both collective and personal. Student teachers planned and implemented after-school programming that spanned 210 additional hours and included math and literacy activities, tutoring and homework help. They also helped students in the computer lab and conducted enrichment activities in cooking, art, drama and physical education while conducting research for individual action research projects.

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2013 Community Resident in Action

Sarah Munro, Community Leadership Partnership Manager and Director of Research, University Neighborhood Partners

Two-thousand-thirteen’s Community Resident in Action is Lourdes Flores. She is a true pioneer for autism awareness in Salt Lake City. When she noticed her oldest son acting irregular as a young boy, she searched everywhere to find answers. Due to Lourdes’ Hispanic heritage, pediatricians simply concluded her child was confused because of his bilingual immersion between English and Spanish. When her son turned four years old, he was finally diagnosed with Autism Spectrum Disorder—one of five types of autism. Lourdes searched diligently for information on autism and its treatments but was isolated from English-only resources.

The struggles Lourdes faced inspired her to search for ways to inform her Latino community, where 1 out of 125 children is on the autism spectrum. She knew there needed to be more information and support in Spanish. When Lourdes enrolled in the Westside Leadership Institute in 2009, she designed an autism conference in Spanish as her class project called, “Que es Autismo” (What is Autism). This was the first Spanish conference on autism in the State of Utah. More than 120 people attended the conference on April 17, 2010. The following year, she held another conference adding support groups for parents as well as house visits. Through these efforts, they more than doubled the number of participants to 260 people. In 2012, Lourdes partnered with Utah State University and helped establish their “ABC’s of Autism” workshop curriculum in Spanish ensuring the translated curriculum was culturally appropriate. In return, Utah State donated the workshop and daycare for the children of all parents who attended. That year, the program increased again serving about 290 people.

Lourdes later formalized her project under the name, "Proyecto Autismo de Utah” (Utah Autism Project). The organization received nonprofit status in 2013, and now advocates for the community by partnering with providers to donate curriculum and workshops in Spanish.

One of the biggest challenges for families in the Latino community is the lack of strong support systems. It can be daunting to attend classes or workshops without help with childcare. Additionally, there are language and financial barriers to obtaining treatment and information on autism. Proyecto Autismo breaks down these barriers and provides resources to the community.

As the organization grows, Lourdes plans to expand the monthly support groups. Currently they are held in just one location, such as West Valley or Kearns. These support groups prove immensely beneficial to parents who need someone that can relate to their experiences with autism. Lourdes will continue hosting an annual conference and the six-week family program. She is hoping to create an extensive information booklet in Spanish to distribute to her community.

Lourdes had the courage to learn how she could make a difference. Because of organizations like Proyecto Autismo, more children are diagnosed with autism at younger ages, and can receive treatment earlier. Most importantly, Lourdes is the life-blood of Proyecto Autismo. Lourdes manages almost every aspect of its existence by herself, all out of love and passion for helping parents, children, and communities understand and cope with autism.
Finally, a New Home for Hartland!
Jesse Whitchurch, Development Officer, University Neighborhood Partners

In April 2013, after years of planning, studies, and fundraising, the new UNP Hartland Partnership Center opened its doors for full-time programming. University administration, faculty, staff, and students celebrated together with community residents, non-profit organizations and government representatives at the festivities.

With the support of local and national corporations, foundations and private donors, funds were first raised to bring the building up to code were started in the fall of 2012 and were completed in the spring of 2013. The final funds for the project were generously contributed by university administration in the Spring of 2014.

Another Addition to the Hartland Family

Women’s Health Care Services Now Offered at the UNP Hartland Partnership Center

Jane Dyer, CNM, FNP, MBA, PhD, FACNM, Assistant Professor at the University of Utah College of Nursing and UNP Hartland Scholar

BirthCare HealthCare (BCHC) began offering health care to women in August at the UNP Hartland Partnership Center. BCHC is the University of Utah College of Nursing’s Nurse Midwifery and Women’s Health Nurse Practitioner faculty practice. “Actual provision of health services at Hartland is a huge step in assuring easier access to care, essential for early identification of problems and finding solutions,” says Jane Dyer, BCHC nurse midwife and UNP Hartland Scholar. At Hartland, BCHC faculty and graduate students provide care for pregnancy, birth at the University Hospital, after-birth care, family planning, annual examinations and gynecological health to women. The nurse midwives and nurse practitioners provide personalized care, spend time with the women, teach women about their health problems and finding solutions,” says Jane Dyer, BCHC faculty and graduate students provide care for pregnancy, birth at the University Hospital, after-birth care, family planning, annual examinations and gynecological health to women. The nurse midwives and nurse practitioners provide personalized care, spend time with the women, teach women about their health

Women are welcome to seek care by calling for an appointment: 801.581.4014.

Financials 2012-13

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Expenses 2012-13

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Total Partner Support 2012-13

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<td>Total Support</td>
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<td>$60,000</td>
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Thank you to our generous donors

July 1, 2012-February 28, 2014

We sincerely apologize for any names inadvertently left off this list.

Frederick R. Adler and Anne-Collypo
Natalie M. Aguayo
Sharon A. Aiken-Wisniewski
and Alan S. Wisniewski
Susan Allman
American Express
Cathy J. Anderson and Charles S. King
Jerome J. and Joanne H. Anderson
Portia Anderson
Frances M. Andrus
Christoph Atuaia
and Alison L. Asker
Anonymous Donors
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Janet J. Feher and Harvey A. Kantor
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Irenes F. Fisher and Craig Hansen
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Gasim Flores
Brenda Flynn
Cara M. and Peter F. Flynn
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Impact Report
Fall 2013
Sarah Munro, Community Leadership Partnership Manager and Director of Research, University Neighborhood Partners

Each year, University Neighborhood Partners strives to somehow quantify the impact of its partnership work. Since UNP was started in 2001, the ways in which we collect and analyze data has evolved, and continues to do so, to meet the needs of our stakeholders and partners.

While some of the impact UNP has on systems and people is easy to measure, most of it is difficult to draw neat lines around. To this end, here is an excerpt of what we like to call our “annual partnership report.” It is important to note that any and all of these examples are the result of a truly shared partnership between residents of West Salt Lake City, community non-profit organizations, U of U students, faculty, and staff, other institutions of higher education, the Salt Lake City School District, and local government—all working together to achieve jointly identified goals. These successes belong to everyone and are only milestones on our longer journey.

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

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

UNP’s ability to create meaningful, long-term connections between multiple levels of decision-makers (individuals, organizations, systems) and multiple sectors (e.g. education, health care, local decision-making, housing, employment, etc) is probably its greatest and most unique contribution. Here are a few additional recent highlights:

• More than 1,247 K-12 students were involved in UNP partnership work this year
• Created a new school paraprofessional pathway to provide educational opportunities to support student success in schools
• Almost 300 current or past participants in UNP partnership work have gone on to higher education
• Between 2002-03 and 2011-12, enrollment at the University of Utah from the UNP area (ZIP codes 84104 and 84116) increased almost 400%. Graduation rates for the same group increased by more than 360%.
• 261 residents were involved in leadership training
• 20 English and 23 Spanish-speakers graduated from the Westside Leadership Institute during the 2012-13 academic year
• Engaged more than 50% of U of U departments
• In its 4th year, and co-sponsored with the Lowell Bennion Center and Utah Campus Compact, the Engaged Faculty Institute brought together 75 faculty and administrators from across the state

With your partnership, We look forward to many great years to come!

UNP Board of Advisors
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Lourdes Flores
Juan Lopez-Guerrero
Geoff Hardies
Carolytnn Hoskins

Resident actively involved (figure below represented in thousands): 3,212
Residents indirectly involved (in thousands): 23,141
Percentage of West Salt Lake connected to UNP’s partnerships: 35%

Organizations involved (in tens): 51
Higher education institutions involved: 4
U of U Departments involved (in tens): 54
U of U Faculty involved (in tens): 62
U of U students involved (in tens): 188
Student hours (in thousands): 8,165 hours
University of Utah Departments
Academic Outreach and Continuing Education
Alumni Association
Asia Center
Bureau of Economic and Business Research
Center for Ethnic Student Affairs
Center for Public Policy and Administration
Center for Science and Mathematics Education
College of Architecture + Planning
College of Education
College of Engineering
College of Fine Arts
College of Humanities
College of Law
College of Nursing
College of Social Work
Community Clinics, Redwood Center
Custodial Services
Department of City and Metropolitan Planning
Department of Communication
Department of Education, Culture & Society
Department of Educational Leadership and Policy
Department of English
Department of Family and Consumer Studies
Department of Family & Preventive Medicine
Department of Linguistics
Department of Modern Dance
Department of Parks, Recreation and Tourism
Department of Physics & Astronomy
Department of Special Education
Division of Human Resources
Division of Occupational Therapy
Gender Studies
Honors College
International Center
J. Willard Marriott Library
Latin American Studies
LEAP Program
Lowell Bennion Community Service Center
Marriott Digital Scholarship Lab
Office for Student Equity and Diversity
Office of Admissions
Office of Outreach and Engagement
School of Medicine
Student Recruitment and High School Services
UI Temps
Undergraduate Studies
University Writing Program
Urban Institute for Teacher Education
Women’s Resource Center
Community Partners
Asian Association of Utah
Bad Dog Arts
Break-thru Soccer
Catholic Community Services
Child and Family Empowerment Services
Comunidades Unidas
Department of Workforce Services
East High School
English Skills Learning Center
Enriching Utah Coalition
Episcopal Diocese
Glendale Middle School
Glendale/Mountain View Community Learning Center
Health Access Project (HAP)
Hartland Community 4 Youth and Family
Hartland Resident Committee
Horizonte Instruction and Training Center
International Rescue Committee
Jackson Elementary School
Karen Women’s Organization
Latinos in Action
Learning Excellence Through Leadership and Education (LeLe)
Lincoln Elementary School
Mestizo Coffee House
Mestizo Institute of Culture and Art (MICA)
National Alliance on Mental Illness Utah
National Resource Center for Paraeducators
Neighborhood House
NeighborWorks Salt Lake
Northwest Middle School
Northwest Multicultural Center
Quetzalcoatl
Rose Park Elementary School
Safe Kids Coalition
Salt Lake Center for Science Education
Salt Lake City
Salt Lake City Department of Community and Economic Development
Salt Lake City Office of the Mayor
Salt Lake City Planning Department
Salt Lake City School District
Salt Lake Community College
Salt Lake Community College Community Writing Center
Salt Lake County Mayor’s Council on Diversity Affairs
Salt Lake Education Foundation
Salt Lake Film Society
Salt Lake Valley Health Department
Salt Lake City Film Center
Somos
Sorensen Multicultural Center
Sorensen Unity Center
Splore
Telemundo
TV Arteca
Utah Campus Compact
Utah Development Academy
Utah Dream Center
Utah Humanities Council
Utah Non-Profits Association
Utah State University, Department of Special Education
West High School

UNP Staff
Rosemarie Hunter
Director, Special Assistant to the President for Campus Community Partnerships,
Assistant Professor (College of Social Work)

Teresa Molina
Associate Director,
Assistant Professor (Career Line, College of Social Work)

Ahmed Mussa Ali
New American Academic Network Partnership Manager

Lul Hussein
Hartland Youth Center Parent Coordinator

Jaime Lara
Hartland Youth Center Assistant Coordinator

Abdulkhalig Mohamed
Hartland Partnership Center Manager

Jewel Morgan
Office Assistant

Sarah Munro
Community Leadership Partnership Manager and Director for Research

Bruce Neumann
Finance Manager

Mohamed Rasheed
Database Specialist, Computer Technician and Hartland Building Manager

Lenn Rodriguez
Hartland Youth Center Coordinator

Kimberly Schmit
Education Pathways Partnership Manager

Jesse Whitchurch
Development Officer

Almairda Yanagu
Community Advocate Coordinator
Partnerships

Community Capacity Building
- Bridging Borders: Thailand/Burma/Utah
- Capital City Education
- Community Mental Health/Substance Abuse
- Honors College Think Tank*
- Non-Profit Incubator
- UNP Hartland Partnership Center
- Westside Studio

Community Leadership
- Bilingual Radio
- Humanities in Focus*
- Mestizo Arts and Activism*
- New American Academic Network (NAA)
- West View Newspaper
- Westside Leadership Institute (English and Spanish)*

Education Pathways
- 2nd Cup of Coffee
- Adelante
- Ard/Clemente
- College Pathways and Lounges
- Community Advocates
- DreamKeepers
- Hartland Community 4 Youth and Family
- Glendale/Mountain View Community Learning Center
- Go Grrlz
- Latinos in Action
- Leap to the U
- Mountains and Me
- Partners in the Park
- Paraprofessional Pathways
- Project FIRST
- Sewing 101 and 201
- Utah Development Academy Soccer

Additional Community-Based Courses
- Case Management Certificate
- Community Journalism*
- Family-School Partnership*
- Immigration and Resettlement*
- Integrated Curriculum*
- Intro to Teaching*
- Transnational Feminism*

*Indicates partnership is registered as a contract class

Locations
1. UNP Administrative Office
   1050 South 900 West
2. Backman Elementary
   601 North 1500 West
3. Career Technical Center
   15-50 South 200 East
4. Glendale Park
   13-00 West 1700 South
5. Hartland Partnership Center
   13-70 West 1700 South
6. Lincoln Elementary School
   700 North 300 West
7. Mestizo Coffee House
   631 West North Temple, #700
8. Glendale/Mountain View Community Learning Center
   13-80 West 1700 South
9. NeighborWorks Salt Lake
   622 West 500 North
10. Northwest Middle School
    17-30 West 1700 North
11. North Star Elementary
    15-45 Mormon Dome West
12. Rose Park Elementary School
    11-35 West 1000 North
13. Salt Lake Center for Science Education
    14-00 West Goodwin Avenue
14. Utah Nonprofits Association
    231 East 400 South, Suite 345
15. West High School
    241 N 300 West
16. Sorenson Multicultural Center and Sorenson Unity Center
    13-83 South 900 West
17. Bryant Middle School
    40 South 800 East
18. East High School
    84-90 South 2300 East
19. University of Utah
    201 South President’s Circle
20. Salt Lake Community College
    2200 South Redwood Road

Off Map
- Bryant Middle School
  40 South 800 East
- East High School
  84-90 South 2300 East
- University of Utah
  201 South President’s Circle
- Salt Lake Community College
  4600 South Redwood Road

*Indicates partnerships are registered contract classes.