CONTENTS

GREETINGS FROM UNP’S DIRECTOR  2
UNP LONG-RANGE PLAN  3
NEW WLI PATHWAYS  4
THE WESTSIDE COALITION & TOOLKITS FOR RESIDENTS  5
BUILDING DEEPER KNOWLEDGE SYSTEMS  6 - 7
INCUBATING PARTNERSHIPS  8
THE HARTLAND RESIDENT COMMITTEE IN ACTION  9
BRIDGING UNIVERSITY & COMMUNITY WELLBEING  10
PARTNERING WITH FACULTY FOR DEEPER YOUTH ENGAGEMENT  11
PARENTS SHARING POWER IN SALT LAKE CITY SCHOOLS  12 - 13
GROWING OUR OWN TEACHERS  14 - 15
UNP & THE UNIVERSITY FOR UTAH from President Ruth Watkins  16
A FOCUS ON HUMANITY  17
BELONGING IN UTAH SCHOOLS  18 - 19
PARTNERSHIPS  20
PARTNERSHIPS MAP  21
PARTNERS  22 - 23
FY19 FUNDERS & DONORS  24
HARTLAND EDUCATION PATHWAYS INITIATIVE  25
UNP ADVISORY BOARD  26
FINANCIAL REPORT  27
ABOUT THE COVER  Back

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Hello Dear Friends:

I want to share with you how we are working towards the future. UNP is 17 years old and we have a new plan that was created with input from over 200 people from west side neighborhoods, the University, and local organizations and institutions. The UNP Long-Range Plan 2019 – 2024 (see page 3) is our north star for the coming years.

The four strategic priorities clearly support UNP’s core mission and goals and call for UNP to adapt and respond to dynamic changes taking place in west side neighborhoods, at the University, and in the country at large. The strategic priorities help us systematize UNP’s approach to convening and building partnership capacity to improve our community and remove barriers to higher education.

We are implementing what you have asked. We have aligned outcomes and indicators to the four strategic priorities and we are working with the Utah Education Policy Center to establish a baseline from which we can measure our growth. Our goals are your goals. And as we continue this work together, we will do what is most important, we will be human together, listen to each other, laugh together, and continue to learn together.

Hola Queridos Amigos:

Quiero compartir con ustedes como estamos trabajando hacia el futuro. UNP tiene 17 años y tenemos un nuevo plan que fue creado con el aporte de más de 200 personas de los vecindarios del lado oeste, la Universidad y organizaciones e instituciones locales. El plan de largo plazo de UNP 2019 - 2024 (abajo) es nuestra estrella del norte para los próximos años.

Las cuatro prioridades estratégicas claramente respaldan la misión y los objetivos centrales de UNP y exigen que UNP se adapte y responda a los cambios dinámicos que tienen lugar en los vecindarios del lado oeste, en la Universidad y en todo el país. Las prioridades estratégicas nos ayudan a sistematizar el enfoque de UNP para convocar y desarrollar la capacidad de asociación para mejorar nuestra comunidad y eliminar las barreras a la educación superior.

Estamos implementando lo que ha pedido. Hemos alineado los resultados y los indicadores con las cuatro prioridades estratégicas y estamos trabajando con el Centro de Política Educativa de Utah para establecer una línea de base a partir de la cual podamos crecer. Nuestros objetivos son tus objetivos. Y a medida que continuamos este trabajo juntos haremos lo más importante, seremos humanos juntos, nos escucharemos, reiremos juntos y continuaremos aprendiendo juntos.

**PLAN DE LARGO ALCANCE DE UNP 2019-2024**

1. **Entrelazar para un impacto más profundo** - Profundizar el impacto de las asociaciones respaldadas por el UNP a través de un entrelazamiento más fuerte de los vecindarios del lado oeste, la Universidad de Utah e instituciones influyentes en torno a cuestiones compartidas, prioridades y modelos exitosos.

2. **Liderazgo comunitario** - Ampliar el liderazgo y la participación de los residentes del lado oeste en la definición, creación y participación en la evolución del lado oeste.

3. **Rutas educativas** - Mejorar las oportunidades para que las personas alcancen sus objetivos y contribuir a la comunidad a través de rutas educativas diversas, equitativas, culturalmente receptivas y transformadoras.

4. **Compromiso y comprensión** - Interactuar y comunicar de manera más efectiva con la Universidad, los vecindarios del lado oeste y audiencias más amplias de manera que aumente la comprensión, fomente la participación e influya en el trabajo de otros que podrían aprender de UNP y sus socios.
Interweaving for Deeper Impact

1. Depth & Sustainability: Identify partnerships and strategies that are effective and have momentum. Focus on deepening that work and creating structures to support partnership sustainability.

2. Partnership Capacity: Support partners and partnerships in building their capacity to take on roles related to convening, goal setting, assessment, and evaluation.

3. Horizontal & Vertical Integration: Increase communication, resource sharing, and collaboration horizontally — across partnerships, sectors of the community, and stakeholders — and vertically, across levels of decision-making.

4. Knowledge Building: Deepen our shared knowledge base through community-engaged research focused on the work and priorities of partnerships.

Resident Leadership

5. Representation in Institutions: Increase the representation and influence of youth and adult residents on decision-making bodies so that these bodies reflect the richness and diversity of west side communities.

6. Resident Leadership Networks: Foster networks and spaces through which resident leaders of all ages and backgrounds can access resources and engage in mutual support, learning, action, and partnership.

7. Leadership & Wellbeing: Increase the capacity of west side neighborhoods, the University, and local institutions to sustain the wellbeing of resident leaders and the broader community.

8. Participatory Research: Facilitate university-neighborhood research projects that include residents as researchers, addressing resident-defined priorities.

Education Pathways

9. Mutual Learning: Increase opportunities for postsecondary students and educators to collaborate with pre-K-12 students and educators in mutual learning, inspiration, and empowerment.

10. Family-School Collaboration: Strengthen the capacities of families and educational institutions to build trusting relationships with one another, and create opportunities for collaboration.

11. Decreasing Barriers to Education: Strengthen hubs and networks — in our neighborhoods and at the University — through which partners can collaboratively address the multi-level barriers people face to accessing educational opportunities.

12. Lifelong Education: Support education institutions and community groups in creating and connecting learning opportunities, through which individuals of all ages can define and further personal, professional, and community goals.

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.
While coupling rich diversity with community action, UNP has created a network of support from various partnerships all around Salt Lake City. The depth and strength of all these partnerships is vital to the sustainability of the programs they offer on the west side. The Westside Leadership Institute (WLI), which is a resident leadership program, is a collaboration with NeighborWorks Salt Lake, the Salt Lake City School District, and multiple departments at the University of Utah (City and Metropolitan Planning, Social Work, Gender Studies, Public Affairs, and Political Science). For over 15 years, WLI has empowered more than 500 residents on the west side of Salt Lake City to take the lead in affecting positive change in their neighborhoods. To meet the needs and diversity of Salt Lake, WLI has developed leadership courses in English and Spanish, and is now in the process of developing classes in Samoan. WLI is pleased to share their collaborative efforts to make leadership classes accessible and available to all our community members.

To tap into the unlimited potential of the Latinx community on the west side, WLI has developed a culturally responsive leadership class in Spanish. The class has been offered for the past four years. It is geared towards meeting the language and cultural needs of its students while maintaining unity with its English class counterpart. A common phrase in Spanish is, “se hace el camino al andar” (“The path is made by walking it”). The class truly helps students make the path by walking as students are given the tools to create and implement a group or individual project to better their community. As the participants create the path by walking, the path forward becomes clearer. One graduate of WLI shared that, “This experience has helped me realize that I am able to continue my studies and improve my life.” WLI is designed to empower participants to address community issues, which open doors to new opportunities and pave the way for others to follow. Developing WLI-Spanish has paved the way for the up-and-coming development of WLI-Samoan.

Working with the Sāmoana Integrated Language Initiative (S.A.I.L.I.), UNP has been able to provide community-based language classes for Pacific Islander communities on the west side. Taught every Tuesday night by Marilyn Figel-Griffin (known lovingly as Auntie Kuki) these classes provide opportunities for anyone to learn the Samoan language. However, it has a special focus on those Samoans living in the diaspora to connect back to their cultural roots and teach their children, many of whose first language is English and have never set foot on the home islands. ‘So'o le fau ma le fau (in working together we can accomplish great things) seems to be echoed as WLI-Samoan is being created. The excitement from every generation in Auntie Kuki’s class fuels motivation to remember the Samoan culture and apply it to our modern lives. As mentioned in the proverb above, NeighborWorks Salt Lake, UNP, and WLI are continuing to open doors for underrepresented groups to help them develop their ideas and action plans for the west side. As a collective, Salt Lake City will be able to experience change at a very personal level for all of these residents.

UNP’s Samoan language classes help to preserve community member’s cultural heritage, while WLI’s bi-lingual leadership classes are designed to meet the community’s unique cultural needs. The partnerships of UNP and the WLI are working to build strong foundational pathways that will foster a strong connection of leadership and culture. Stay tuned as the Westside Leadership Institute and its partners unveil further pathways to make a difference in our community.
The Westside Coalition is a social welfare organization that advocates for residents living on the west side of Salt Lake City. The Coalition fights for health, safety, and quality of life for its residents. Comprised of six community councils, the Westside Coalition includes; Westpointe, Jordan Meadows, Rose Park, Poplar Grove, Glendale, and Fairpark. The Coalition was newly reinstated as of September 2018 with the vision of creating one united voice among the community councils after significant efforts with the Public Market at the State Fairpark.

While the Public Market was the impetus and springboard for the reinstatement of the Coalition, the organization has gone on to deal with a broad array of issues. One of the central efforts of the Coalition is to increase their reach and visibility throughout the community. They are focused on engaging west side residents with issues that directly affect them and their lives. Too often elected officials and individuals in positions of leadership make decisions for entire communities without seeking the input of the people living within their boundaries. This has occurred time and time again with the west side of Salt Lake City. The Coalition is working to change this narrative by engaging residents civically in their communities and becoming active voters in the elections of public officials that have direct influences on their neighborhood.

In combination with this effort, the Coalition is issue-driven and focuses on the most immediate projects that could impact west side residents. They are proactive in finding and identifying projects that are impactful and do not just wait for things to come along. This helps to deter the continued industrialization of the west side. They work to obtain media coverage so that community members can be aware of potential projects that could impact their neighborhoods. The Public Market is an example of the Westside Coalition fighting for economic justice so that residents are given the same opportunities as their neighbors to the east.

In May 2019, a report was compiled that outlined and identified a number of different organizations located on the west side with whom the Coalition could work. This information can be used as a tool for partnership. The Coalition will determine areas in which it needs improvement and partner with organizations with assets in those areas. It is our hope that the Westside Coalition and local organizations will be seen as a resource toolkit for residents to use to accomplish neighborhood-identified goals, changes, and improvements.
Vertical & Horizontal Integration

BUILDING DEEPER KNOWLEDGE SYSTEMS

By Cori Groth, Abdulkhaliq Barbaar, Jennifer Mayer-Glenn, and Matthew Pecsok

In 2018, UNP took stock of its work over the previous 15 years by celebrating partner and partnership accomplishments. UNP also looked ahead to the future by engaging west side residents and university stakeholders in the creation of a new long-range strategic plan. In the midst of it all, UNP also recognized the need to update evaluation systems in order to engage in continuous inquiry and improvement to fulfill its mission of adapting and evolving to meet community and university priorities, demonstrating impact, and responding to needs. As a result, UNP reached out to the Utah Education Policy Center (UEPC) at the University of Utah to partner in developing a comprehensive evaluation system that could support the implementation of the UNP Long-Range Plan (see page 3) and provide ongoing information for UNP to engage in continuous inquiry and improvement in telling the story of its impact over time.

Consistent with UNP's mission, this partnership combines strengths and expertise to enhance the complex work of university-community engagement, as well as providing evidence and insight into one of the University of Utah's strategic goals of engaging communities to enhance health and quality of life.

As an independent, non-partisan research center, the UEPC is part of the U of U’s College of Education. It bridges research, policy, and practice for Utah public schools and higher education. This partnership is an opportunity to expand its mission to bridge research, policy, and practice and to increase educational equity, excellence, access, and opportunities. The effort to collect, manage, and organize data on UNP activities, partnerships, outcomes, and impact can be used for ongoing partnership development, leveraging resources, and partnership improvement and planning. The UEPC brings to the table expertise in evaluation and data management, with background in evaluating programs and strategies similar to UNP's.

The process for revitalizing the evaluation system began with a review of UNP's existing Theory of Change model, as well as goals, indicators, and databases to determine the strengths of the previous system and identified needs for data collection and reporting in the future. We collaborated on developing a new logic model that identifies the inputs, strategies, short- and medium-term outcomes, and long-term impacts for each of UNP's impact areas.

Developing the logic model was an intensive process, taking place over several months that required in-depth collaboration with the UNP staff. The outcome is a framework and roadmap for developing a comprehensive evaluation system that will increase UNP's capacity for ongoing learning and improvement to help implement its long-range strategic plan.

Once the logic model was completed, the UEPC facilitated the second stage of evaluation system development by incorporating the strengths of the previous data collection system and considering long-term needs, then creating a new system that will be used to collect, analyze, and report on the indicators and outcomes outlined in Logic Model. The UEPC has designed a solution that leverages the resources of UNP, while utilizing a slightly more complex information technology solution.

Now that we are in the final stretch, UNP and the UEPC are collaborating to compile an annual evaluation report based on the new logic model and strategic long-range plan. Similar to previous years, an annual report will present the evidence gathered throughout the year regarding how UNP convenes partners and supports community-engaged initiatives, as well as highlight the outcomes and important work of engaging communities to enhance health and quality of life.

We are excited about the opportunities the new evaluation system will offer UNP and invite you to join us on this learning journey!
## UNP Logic Model with Indicators (excerpt)

<table>
<thead>
<tr>
<th>Impact Areas</th>
<th>Strategic Priorities</th>
<th>Inputs &amp; Investments</th>
<th>Strategies</th>
<th>Short-Term Outcomes (1-2 years)</th>
<th>Medium-Term Outcomes (3-5 years)</th>
<th>Long-Term Outcomes (6-10 years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create and strengthen educational pathways.</td>
<td>Interweaving for Deeper Impact</td>
<td>UNP Staff &lt;br&gt; University of Utah &lt;br&gt; Access to University faculty, students, and space; &lt;br&gt; University funding; &lt;br&gt; Partner funding and in-kind (time, resources, materials, staff, etc.); &lt;br&gt; Access to space and facilities (e.g., printing, materials); &lt;br&gt; Access to university credit; &lt;br&gt; Scholarships for west side students; &lt;br&gt; University commitment (access to University leadership and institutional resources).</td>
<td>Build relationships based on UNP core values and organizational strategies (e.g., hiring westside residents). Convene based on resident-driven priorities: Education Pathways partnerships; Community Capacity &amp; Wellbeing partnerships; Community Leadership partnerships; Community-Engaged Scholarship.</td>
<td>Increase in connections between people, resources, and institutions, that include University, west side community based organizations (CBO), and residents (social capacity). Increased # and type of stakeholder roles, influence, and connections over time. Increased # of west side resident-led and/or CBO-led initiatives related to UNP’s work. Critical Hope. Residents have access to skills, resources, and information to navigate systems. Increase in UNP supported partnerships/projects that include resident leaders that reflect diverse perspectives. Increase in UNP supported partnerships/projects that include resident leaders that reflect diverse perspectives. Critical Hope.</td>
<td>Increase cultural responsibility among partners (e.g., University, CBOs, residents). Increase in families and educators collaborating and making decisions together. Increased # of west side resident-led and/or CBO-led initiatives related to UNP’s work. Increase in UNP supported partnerships/projects that include resident leaders that reflect diverse perspectives. Critical Hope. People moving to and through post-secondary education. Increase in capacity and commitment of University, west side organizations, and residents to make connections between people, resources, and institutions (institutional capacity).</td>
<td></td>
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INCUBATING PARTNERSHIPS

By Rachel Black

I began working with UNP’s Startup Incubator (Incubator) as an MPA student in fall 2018 with Stephany Murguia, Dr. Jesus Valero, and Saolo Betham. My research studied ways to expand the resources of the Incubator for emerging organizations in the community. I am now working to implement more supports for the Incubator participants. Following are highlights of the work of the Incubator.

During 2019, some exciting partnerships have been created to further support Incubator participants. University of Utah Advanced Writing professor, Nancy Jensen, has recruited her students to assist emerging organizations with their work. The students have spent many hours finding and applying for grants and consulting with the organizations on future projects. Master of Public Administration Program Director & Professor, Dr. Sharon Mastracci, has committed her support by providing funding for a graduate assistant to work part time in the Incubator. Dr. Mastracci is partnering with the Incubator because of her passion for the important work that community-based nonprofits do.

Griffith-Yates Philanthropy founder, Georgina Griffith-Yates, also partners with the Incubator. Georgina’s team donated their time and services to developing the new branding, marketing, and logo for the Westside Leadership Institute and its connected partnerships, as well as one of the Incubator’s participants, Comunidad Materna en Utah. If you stop by the Incubator in the UNP Hartland Partnership Center, you will find a new name and logo on the window – Startups by Westside Leadership Institute.

This fall, the Incubator also sponsored emerging organizations’ attendance to the Utah Nonprofit Association Conference at the Utah Cultural Celebration Center in West Valley. There were keynote speakers, breakout sessions, and opportunities to make connections and collaborate with others in the community. This was a very positive experience for the Incubator organizations to become connected with the larger nonprofit community.

There are currently seven organizations flourishing in the Incubator. The newest is the Somali Bantus of Utah, led by local resident Abdikadir Eftin. Abdikadir is a law student at the University of Utah. He and a team of like-minded, passionate Somali Bantus worked diligently to receive their 501(c)3 nonprofit status recently. Their mission is to provide programming and support for Somali Bantus teens through after school programming, weekend seminars, and mentorship. This fall, they took teens to visit college campuses and are now helping them with university and college admission applications and completing the FAFSA form.

The work of the organizations in the Incubator is incredibly valuable to west side communities. These emerging organizations provide a plethora of services, including: exercise classes for Latinos with Alzheimer’s; art education classes from Mexico; sports for Pacific Island teens; doula services and postpartum support for Latinx mothers; and a weaving group for individuals from the Karen Community of southeast Myanmar (which is open to the public).

I feel very fortunate to work with these amazing, talented, and service-oriented individuals. They are finding ways to come together to address community-identified needs and to make a difference in the lives of people they serve.

In 2020, we will be introducing new Workshops and Fundamentals by the Westside Leadership Institute to Incubator organizations, and look forward to seeing the great work they perform in the community.
In the Spring of 2019, after completing the Westside Leadership Institute, members of the Hartland Resident Committee (RC) came together to create a plan to redefine the purpose and structure of the committee. We launched a process to spotlight the RC’s role at the UNP Hartland Partnership Center (Hartland) and in the community. In order to amplify our leadership and engagement, the plan that we came up with was a combination of two models that will be implemented in two phases. The first phase focuses on personal and professional development that will include workshops and trainings every month on specific topics that will enhance the community. The second phase will be taking what we’ve learned and putting it into action in various UNP partnerships.

As leaders, we understand the importance of engaging west side residents in meaningful ways and fostering leadership opportunities for residents is critical to this engagement. It is our responsibility to bring the voice of the resident to the table, and our top priority is the wellbeing of the community. The Hartland Resident Committee matters because we bring our expertise, firsthand experience, and diverse backgrounds that are invaluable resources in partnerships. We believe that the more residents we have in decision-making bodies the better off the community is.

The RC is an example of community coming together with neighborhood partners to share ideas and resources with each other. We are looking forward to working with people from other communities and helping bring everyone together. Contributing to the RC helps our community connect to west side resources. We want people to know that the Hartland Resident Committee is for all of us. We invite and welcome anyone that is invested in promoting the wellbeing of west side communities to join, because we want to hear their voices. We are community organizers who will uplift the interests of the west side residents.

RESIDENT COMMITTEE MODELS

1. Leadership Skills Building
   This model will build on existing knowledge and develop specific leadership skills identified by the RC. Primarily, developing and building on existing leadership skills to strengthen community leaders and help them to accomplish their work in the community.

2. Hartland Steering Committee Hub
   RC members will represent the “resident” perspective and be integrated into steering committees at Hartland and be a direct part of partnership development and decision-making. RC members will then hold meetings in which members will share partnership updates, developments, etc. with other members and connect their work with other communities.
Community Voices

Leadership & Wellbeing

BRIDGING UNIVERSITY & COMMUNITY WELLBEING: A Focus on Youth & Families

By the UNP Hartland Staff

There is some exciting energy building with a family engagement partnership between the Hartland Youth Center and the Hartland Bridge Training Clinic (UNP and the U of U’s College of Social Work). This partnership is focused on home visits to families in the Hartland neighborhood from a team of social workers and Youth Center staff, increasing trusting relationships and student support.

Relationship building begins with the youth in both the formal school setting and after school in the Hartland Youth Center. The intention is to strengthen the bridge between those spaces by increasing trust, deepening connections, and committing fully to support youth and families in their education pathways and wellness. Home visits are not just for the “problems” but a way to show up and let families know we care about them, that their children are safe, and that we are deeply committed to their priorities.

When asked about the importance of building relationships with families, Abdullah “Tuna” Mberwa, Youth Center Coordinator, shared that, “Home visits are the key to building trust. And trust is everything. I’m not just here for the short term, I’m not a stranger, and I’m committed to the whole family. Through home visits I’ve been able to build trust with parents so they can feel comfortable to talk with us about anything they need, like employment and how to talk with teachers. Once the kids see me at their homes, and that their parents trust me, they start opening up about things they need, like how to help their parents understand the letters and instructions teachers are sending home, and what homework they are struggling with.”

The family engagement plans are ambitious and a top priority in our education pathways and community wellness efforts at Hartland. So far, outcomes include increased use of the Hartland Walk-In Center for social service navigation, connection to Hartland’s Head Start classroom, successful employment searches, and increased understanding between parents and teachers in the schools.

According to Jarred Martinez, Education Pathways Partnership Manager, “All of these pieces have been able to come together in a way that they’ve never been before.” He continues, “It’s more than UNP running a youth center, it’s about pathways into education, and what happens after. Tuna and Jasmine (Youth Center coordinators) are educators with deep connections in our community and this is also part of their education pathway. Their connections allow for other work to happen, beyond just offering after school activities in the youth center. They represent the UNP model, and our role, in regards to young folks here.”

We are grateful for the dedicated efforts of Tuna and Jasmine in the Hartland Youth Center, as well as the social work practicum team, literally meeting families “where they are at.”
PARTNERING WITH FACULTY FOR DEEPER YOUTH ENGAGEMENT

By Ana Antunes

My name is Ana Antunes. I am an Assistant Professor & Lecturer in Gender Studies and a Youth Engagement & Leadership Coordinator working with University Neighborhood Partners. I am originally from Rio de Janeiro, Brazil, but I have lived in Salt Lake City since 2006. For most of my academic career, my focus has been on strength-based community work that promotes change through arts-based, university-community partnerships.

In partnership with Jarred Martinez and Paul Kuttner at UNP, I am working to develop stronger and more critically engaged partnerships between west side communities and the University of Utah.

Working with young people is a passion, so when I was given the opportunity to work with youth at the UNP Hartland Partnership Center (Hartland), I was excited. Along with Saia Langi and Jeilani Athman, I am one of the co-facilitators of Youth Voices, a participatory action research-based program for high school students. This year, the Youth Voices collective is looking at issues of safety in school and challenging ideas of safe spaces. In its fifth year, Youth Voices is now a well-established partnership and we are working to build a stronger connection between the work the collective is doing at Hartland and on the main campus.

Every spring I teach Community-Engaged Learning classes on campus. In one of those classes, Girls’ Lives, students work in partnership with the Women’s Resource Center on a program called Go Girlz, a program for those who identify as female that has historically created a strong pathway for young women of color to the University of Utah. This is the first year that Go Girlz is being offered during the school year at Hartland. As an educator, I place great value in helping college students see communities like the ones surrounding Hartland as full of knowledge and strength. When college students become involved with programs such as Go Girlz, which gives them the chance to meaningfully engage with other young people, they shed deficit-based perceptions they might have of what the west side is like. For the young women participating in Go Girlz, the program provides access to knowledge produced on campus and information on how to continue their educational journey in college.

Finally, to me the most important thing about the work I am a part of at Hartland is the commitment to the fact that building bridges between the University and the community is reciprocal. That is, it is about creating pathways for youth in the community to attend the University but also about creating ways for college students to recognize the intrinsic value of the communities outside the University of Utah campus.
If you attended parent-teacher conferences at a west side school this past fall, you may have been handed a small comic book about School Community Councils (SCC). That comic — and the parent leaders who handed them out — are part of a community-based research project working to increase family voice in school decision making.

The Family-School Collaboration Design Research Project is a partnership between the University of Utah College of Education, Salt Lake City School District, University Neighborhood Partners, and the Community Advocate Network, an intergenerational group of west side resident leaders. Over the past few years, we held a series of “design circles” that brought west side parents and educators together in the same room to design new approaches to family-school collaboration.

One product the group designed is a comic booklet that families can use to recruit other families to join School Community Councils. The comic — designed by parents and drawn by former UNP staff member Sarah Morton Taggart — informs families about SCCs and their rights to have their voices heard. It’s being piloted at three schools this year. Ten parent-researchers are using the comic to engage families, invite them to join their schools’ SCCs, and then support them once they are at the meetings.

We asked some of the parent-researchers to reflect back on their experience in the design circles.

“Design Circles has been a great experience for me. I have had the opportunity to meet researchers and learn from their experiences. This has helped me to understand that in a research project, although there are different points of view, each opinion is important. The information is important, the data that can be collected are important; we must take into account all the details. It is very interesting. I enjoy and learn a lot in each meeting.”

~ Laura Hernández

“Design Círculos ha sido una gran experiencia para mí. He tenido la oportunidad de conocer investigadores y aprender de sus experiencias. Esto me ha ayudado a comprender que en una investigación aunque se tengan diferentes puntos de vista, cada opinión es importante, la información es importante, los datos que se puedan recopilar son importantes; debemos tomar en cuenta todos los detalles. Es muy interesante, disfruto y aprendo mucho en cada reunión.”

~ Gilberto Rejon Magaña
“It has been very impressive for me to see how the Circle Design project helped my fellow Community Advocates and I feel more confident in our abilities as leaders in our community. It makes me very happy to know that our efforts as a team of researchers will help us improve our children’s futures.”

~ Cristina González

“Design Circles has been a great experience for me. I have had the opportunity to meet researchers and learn from their experiences. This has helped me to understand that in a research project, although there are different points of view, each opinion is important. The information is important, the data that can be collected are important; we must take into account all the details. It is very interesting. I enjoy and learn a lot in each meeting.”

~ Noreida Garza

“Me siento muy afortunada de haber participado en un proyecto como Diseño de Círculos. En este proyecto pudimos aprender que nuestra voz cuenta, que juntos podemos hacer un cambio en nuestra comunidad, y que nuestros hijos tienen el derecho a una educación mejor y un mejor trato en las escuelas. También, aprendí lo importante que es asistir al School Community Council ya que es en donde se toman decisiones importantes. Crear el comic y ver como los Padres de familia se admiraban que hubiera sido creado por padres de familia — para mi fue muy bonito. Y fue una manera muy fácil de explicar lo que es el SCC, ya que los cuentos son situaciones con las que algunos padres nos podemos indentificar. A las personas que crearon este proyecto: gracias por su tiempo, información, y dedicación. Unidos podemos crear el cambio.”

~ Viviana Montaño

“I feel very fortunate to have participated in the Design Circles project. There we could learn that our voices count, that together we can make a change to our community, and that our children have the right to a better education and better treatment in the schools. I also learned how important it is to attend the School Community Council since that is where important decisions are made. To create this comic and see that parents admire the comic because it was created by parents — for me it was very beautiful. And it is a very easy way to explain what an SCC is, since the stories in it are situations that some parents can identify with. To the people who created this project, thank you for your time, information, and dedication. United we can create change.”

~ Laura Hernández

Community Advocates and co-researchers Noni, Monica, Cristina, Sarah, and Laura join parents from Northwest Middle School.
Jacque Tovar has been a paraeducator in Salt Lake City’s Title 1 schools for over 20 years. As a youth, Jacque struggled in school. She and her parents — a Mexican immigrant father and a white mother — were forced to move year after year into new school boundaries. Today, Jacque works tirelessly on behalf of students, particularly those with emotional, behavioral, and learning disabilities. In 2018, this commitment earned her Utah’s Marilyn Likins Paraeducator of the Year award. Jacque has long dreamt of earning her teaching license. But, despite multiple attempts to return to college, obstacles have always delayed her plans.

In 2018, Jacque joined Grow Your Own Educators (GYOE). GYOE supports pathways to teaching for local community members and paraeducators in Salt Lake’s Title 1 schools. In the midst of a state-wide teacher shortage, and with a teacher workforce that does not represent the diversity of our communities, GYOE believes that some of our best future teachers are already in the schools. We have so many paraeducators, teacher’s aides, afterschool coordinators, and parent volunteers doing the hard work of teaching our youth. Yet, like Jacque, they often face significant barriers to getting their license. That’s why Jacque joined GYOE’s first cohort of paraeducators working toward teacher licensure.

Jacque: I take a lot of pride in the fact that I’m a part of this. The paraeducators accepted into this program are primarily educators of color that are already working in Title 1 schools. We have various experiences and levels of education, but our commonality is our drive to become teachers within our own communities.

Since joining the cohort, Jacque has re-enrolled at Salt Lake Community College to finish her associate’s degree. She has been a strong leader in the partnership. She is co-chair of the planning committee, which includes representatives from all the partner institutions. She is also an assistant teacher for a series of paraeducator trainings that the partnership launched.

Jacque: I like that we’re all in it together and that we support each other. A lot of us didn’t know what to do next, or if we could do it. In the cohort we feel supported, and that support system is crucial. We are working together to navigate the educational system so we can all give back to our communities by becoming licensed teachers. And we want to support parents within our communities to join this pathway by becoming paraeducators and working in their community schools.

During the first year, 12 members of our paraeducator cohort completed 35 college courses for a total of 105 credits. Meanwhile, 40 paraeducators took part in our pilot training series (co-taught by Jacque). Eighty-eight percent report that they have already used what they’ve learned in their day-to-day work.
GYOE is a district-community-higher education partnership that includes UNP, the University of Utah College of Education (Department of Special Education & Urban Institute for Teacher Education); Salt Lake Community College (Family & Human Studies Program & Community Relations); the Salt Lake City School District, Salt Lake Education Foundation, the Salt Lake City Mayor’s Office, and the National Resource Center for Paraeducators. The program is focused initially in Salt Lake City, with plans to grow based on the pilot efforts.
Every summer, University Neighborhood Partners hosts its Partners in the Park Kickoff in Jordan Park to celebrate our collaboration with Salt Lake City’s west side communities.

It is one of the highlights of the summer for me, as I get an opportunity to meet community members, students receiving scholarships, and generous partners who are ensuring cost is not a barrier for students who want to attend the U.

Over the past decade, University Neighborhood Partners (UNP) and its supporters have done incredible work to give more students access to the U—raising more than $300,000 and awarding 122 scholarships. Many of the students who have received this financial support will be future leaders in their communities and serve as models of how a college education makes a lifetime difference.

I like to say that we are not just the University of Utah, but the University for Utah. What I mean by that is we have a responsibility, as Utah’s flagship university, to serve and engage with our communities.

We are committed to working to sustain and build healthy, resilient, diverse, and inclusive neighborhoods. UNP is instrumental in this partnership, working to solve problems and advance opportunities in our west side communities.

Community engagement is one of the university’s core values and UNP is a leader in our efforts. UNP describes itself as a “convener,” bringing stakeholders together to share ideas, identify common goals, and create initiatives—with neighborhood residents in the lead, directing approaches and decisions. It truly is a reciprocal effort—bringing students and the community to our campus and providing a meaningful path for our campus to engage with and provide resources in the community.

I am grateful for the work all of you are doing—our UNP team, our stakeholders, our students. We are a university and a community on the rise. This is an incredibly exciting time for us, and I am glad to have you as our partners.
In 2005, University of Utah professor Jeff Metcalf joined other local educators to teach the Venture Course in the Humanities, a Clemente course for adults with limited financial means and no previous college access. The students in the course were from diverse backgrounds and Metcalf found that many of them had incredible stories to share about their lives. These stories included living with homelessness, refugee backgrounds, domestic violence, and more. He felt so strongly that these stories needed to be told and found himself promising the students he would find a way to do that. His idea was to share the stories through film - the students liked the idea.

Having no experience of his own in filmmaking, Metcalf connected with TV and documentary producer and fellow professor Craig Wirth, sharing this idea that he had become so passionate about. Together they planned the course and received a one-time grant from the Jarvis and Constance Doctorow Family Foundation to help fund it. In 2006, with additional support from what was then the University of Utah’s Department of Humanities and Utah Humanities, they offered the first Humanities in Focus (HIF) class.

That first cohort of students came from the previous year’s Venture course and was taught in the media lab on Salt Lake Community College’s south campus. Working in small groups, the students chose their film topics and began the hands-on learning experience of how to turn those stories into short films. In later years, the class moved to the Digital Scholarship Lab at the Marriott Library on the University of Utah’s campus and began to offer screenings in the library’s Gould Auditorium. Students continued to be recruited through the Venture Course, but were also connected through the Westside Leadership Institute (WLI) and the community.

University Neighborhood Partners understands how powerful storytelling is, and was able to support the course in a few ways in those early years. We awarded HIF a diversity grant to fund the purchase of equipment and supported some WLI graduates to be co-teachers. We also used our role as conveners to build partnerships. Sarah Munro, who was UNP’s Associate Director at the time, collaborated with both Sylvia Torti and Martha Bradley, who were each Deans of the Honors College. The college had identified UNP as a key partner for its “Honors Think Tanks.” UNP pitched the idea for, “Creating Community through Documentary Filmmaking: Honoring Voice in a Diverse Community,” and the college agreed. Torti’s son, who was attending the college at the time, took and loved the class himself, offering a firsthand student perspective. With that success, UNP advocated for HIF to be an ongoing course through the Honor’s College.

Now, nearly fifteen years after the original idea, HIF is offered to degree-seeking students through the Honors College and to community residents, who receive 6-credit hours from the University upon completion of the course. The students work together through the year-long course where they learn the ins and outs of documentary filmmaking and ultimately create their films. The syllabus guides students through everything from the operation of a camera, to editing, software tools, lighting techniques, script writing, and more. The class culminates with a film screening for the public.

Documentaries produced have confronted topics such as drug addiction, surviving gun violence, escaping an FLDS polygamist group, and crossing the U.S.-Mexico border as a child. Some documentaries have featured organizations like The Inn Between and The Empress Theater, while some have been featured in film festivals like Sundance and Martha’s Vineyard Film Festival, and on local news reports.

The class, which is taught in English and Spanish, received Centro Cívico Mexicano’s 2018 Ignacio Zaragoza Outstanding Achievement award for recognition of its work promoting and increasing educational access for Utah’s Latinx community.

To date, more than 75 documentaries have been made through HIF. Many have been made by west side residents who often learn about the course through UNP partnerships. The stories told are often about deeply personal experiences, many related to social justice issues. There was even one film made about University Neighborhood Partners!

You can watch many of the films online via YouTube by typing “Humanities in Focus” in the search box.
Three members of the U’s University Neighborhood Partners (UNP) team recently returned from Washington D.C. where they presented their work for the Flamboyan Foundation’s National Family Engagement Fellowship. Jennifer Mayer-Glenn, director of UNP and special assistant to the president for campus-community partnerships, and Paul Kuttner, associate director of UNP, have been members of the four-person Utah fellowship team for nearly two years. The group has already completed a community needs assessment, piloted a test strategy and developed a strategic plan that aims to advance equity through family engagement at schools throughout the state. They were joined in D.C. by Almaida Yanagui, a community organizer at UNP and advisor to the team, whose story is featured in a video that Flamboyan has produced about the team’s work.

“What we’ve learned throughout our research and the work that we do is that many of our families don’t view schools as places where they are truly welcomed, listened to and valued,” said Mayer-Glenn. “We know that family engagement is a key factor in the success of students and schools in Utah, but there are significant barriers to ensuring all parents and students are engaged.”

Their pilot initiative involved workshops for schools on how to create more welcoming environments and engage in reciprocal, equitable relationships with families. Their vision is that all families in Utah will experience schools as spaces of belonging where they are welcomed and valued, can build relationships and learn with educators, and where their engagement has a positive impact on students and the school.

“We are now launching the Belonging Schools Initiative (BSI),” said Kuttner. “We’re looking to partner with district leaders to guide them through developing their own unique plan to improve family engagement in their schools. We’re also developing an online family engagement hub where anyone can go to find resources, examples, and tools to continue this work. And we’re convening a state-wide family engagement collaborative with diverse representation from schools of all grade levels, parent-led organizations, and both private and nonprofit partners.”

In addition to Mayer-Glenn and Kuttner, the Utah fellowship team includes Sheryl Ellsworth, the family/community engagement specialist at the Utah State Board of Education, and Jadee Talbot, the associate director of community centers for the Granite School District. There are four other Flamboyan family engagement cohorts located in Atlanta, Memphis, Dallas, and Milwaukee.

“It was a privilege to be selected for the Flamboyan Fellowship,” said Mayer-Glenn. “There aren’t very many opportunities to increase knowledge of current family engagement research and best practices and to learn from others doing similar work. Most importantly, it pushed us to learn directly from families in Utah. Our learning over the past two years has been significant and we hope it will have a lasting impact on family engagement practices in Utah.”

Throughout the next year, the team and its advisory board—made up of local families, teachers, administrators, and other stakeholders—will begin convening partners from around the state, identifying funds, and connecting with districts interested in the Belonging Schools Initiative pilot.
Strategies for Family Engagement

1. PILOT A BELONGING SCHOOLS DESIGN PROGRAM

We will launch a pilot program to guide district leaders through the process of developing local plans that advance educational equity through family engagement. Family engagement coaches will offer resources, technical assistance, and seed funding to districts as they:

- Develop local teams made up of diverse stakeholders;
- Listen to their local communities;
- Network with and learn from other districts; and
- Create a plan to improve family engagement in the district.

2. DEVELOP AN ONLINE FAMILY ENGAGEMENT NETWORK HUB

We will develop an online hub to host a growing library of resources, tools, and stories related to equity-based family engagement across Utah. We will engage educators, families, and community members from across Utah in contributing to the site. When necessary, we will work with partners to develop needed resources. Key resources on the site can include:

- Helpful frameworks and best practices;
- Stories of success and struggle from around the state;
- An evolving, crowd-sourced vision for family engagement in Utah;
- Tools to evaluate and assess family engagement;
- Videos from family engagement “influencers”; and
- Ways to network with peers from around the state.

3. CONVENE A STATE-WIDE FAMILY ENGAGEMENT COLLABORATIVE

We will bring together a collaborative group of stakeholders to guide the Belonging Schools Initiative through its initial launch and ongoing research-based evolution. The collaborative will have diverse representation from:

- Public preK-12 and higher education systems;
- Grassroots community-based and parent-led organizations; and
- Private and non-profit partners.
PARTNERSHIPS

Current Partnerships
Located Off the Map

UNIVERSITY OF UTAH
LOWER CAMPUS
Urban Research Based Action Network (URBAN)

DEPARTMENT OF CITY & METROPOLITAN PLANNING
Westside Studio

COLLEGE OF SOCIAL WORK
Case Management Certificate Course

CONTINUING EDUCATION & COMMUNITY ENGAGEMENT PATHS

GARDNER COMMONS
Pacific Islander Studies Initiative

OTHER OFF MAP LOCATIONS

AA HISPANIC DISTRICT 12
12-Step Program Meetings

AA INTERGROUP CENTRAL OFFICE
12-Step Program Meetings

LATINO BEHAVIORAL HEALTH SERVICES
Bases y Fundamentos
Certified Peer Support Specialist Training
Emotional Intelligence
Familia a Familia
Mental Health First Aid
Peer to Peer (Awareness, Education, Empowerment, and Recovery)
Progression
QPR - Question Persuade Refer
SOSA Support Group (Spanish)
Unidos por la Recuperacion Support Group Recovery Mentorship

NAMI UTAH
Family to Family
Basics
Peer to Peer (Awareness, Education, Empowerment, and Recovery)
Progression

USARA
Peer to Peer (Awareness, Education, Empowerment, and Recovery)

Current Partnership Locations
MAP KEY

1. UNP HARTLAND PARTNERSHIP CENTER
   - Adult Education
   - Bridge Training Clinic
   - Bridging Borders: Thailand
   - Case Management Certificate Course
   - Citizenship
   - CPBAR for Integrative Wellbeing
   - Dance & Theatre Program
   - Early Childhood Education
   - Early Development Health (URLEND)
   - Go Girlz
   - Grow Your Own Educators
   - Hartland Arts Jam
   - Hartland Community 4 Youth & Families
   - Hartland Education Pathways Initiative
   - Hartland Free Mental Health Clinic
   - Hartland Spring Festival
   - Hartland Youth Center
   - Integrative Health
   - Karen Education Pathways Language Acquisition (ESL Classes)
   - Mobile Medical Clinic
   - MSW Clinical Licensure Study Group
   - New American Academic Network
   - Our CASA College Lounge Network
   - Parents Learning with Kids
   - Resident Committee
   - Samoan Language Class
   - Startup Incubator
   - Trauma Informed Schools
   - Walk-In Center
   - Westside Youth Sports Institute
   - WLI Startup
   - Youth Sports
   - Youth Voices

2. UNP HOUSE
   - Community Advocate Network
   - Utah Education Alliance
   - Youth Community Advocates

3. BACKMAN ELEMENTARY SCHOOL
   - Our CASA College Lounge Network

4. CONSTITUTION PARK
   - Partners in the Park
   - Science in the Parks

5. EQUITABLE HOUSING & LIVABILITY INSTITUTE (EHLI)
   - Community Design Innovation Hub

6. ESCALANTE ELEMENTARY SCHOOL
   - Family-School Collaboration Design Research Project

7. GLENDALE LIBRARY
   - Citizenship
   - Community Leadership in Education Course
   - Truth Cypher
   - Utah Education Alliance
   - West View Teen Newsroom

8. GLENDALE-MOUNTAIN VIEW COMMUNITY LEARNING CAMPUS
   - 104Youth/Gendale in Action
   - Family-School Collaboration Design Research Project
   - Our CASA College Lounge Network
   - Westside Leadership Institute

9. HORIZONTE INSTRUCTION & TRAINING CENTER
   - Healthy Schools Health Families

10. JORDAN PARK
    - Partners in the Park
    - Science in the Parks

11. MARMALADE LIBRARY
    - Casa Quetzalcoatl & Imaginemos

12. MARY W. JACKSON ELEMENTARY SCHOOL
    - Mestizo Arts & Activism Collective

13. MOUNTAIN VIEW ELEMENTARY SCHOOL
    - Hartland Community 4 Youth & Families

14. NEIGHBORWORKS SALT LAKE
    - Westside Coalition
    - Westside Leadership Institute

15. NORTHWEST MIDDLE SCHOOL
    - Family-School Collaboration Design Research Project
    - Grow Your Own Educators
    - Our CASA College Lounge Network

16. NORTHWEST RECREATION CENTER
    - Neighborhood Democracy

17. RIVERSIDE PARK
    - Partners in the Park
    - Science in the Parks

18. ROSE PARK NEIGHBORHOOD CENTER
    - Casa Quetzalcoatl & Imaginemos

19. SALT LAKE CENTER FOR SCIENCE EDUCATION
    - Family-School Collaboration Design Research Project
    - Our CASA College Lounge Network

20. SHERWOOD PARK
    - Partners in the Park
    - Science in the Parks

21. USARA
    - Partners in the Park
    - Science in the Parks

22. UTAH STATE BOARD OF EDUCATION
    - Belonging Schools Initiative

23. WEST HIGH SCHOOL
    - Our CASA College Lounge Network

24. WESTPOINTE PARK
    - Partners in the Park
    - Science in the Parks
PARTNERS

July 1, 2018 - June 30, 2019

234 RESIDENT LEADERS

COMMUNITY PARTNERS
Addiction Technology Transfer Center Network
Mountain Plains ATTC
Al-Huda Islamic Center
Alliance Community Services
Allies with Families
American Heart Association
Artes de México en Utah
Association for Utah Community Health (AUCH)
Bad Dog Arts
Ballet Folklórico Las Américas
Bridging Borders
Burundi Community of Utah
Casa Quetzalcoatl
Catholic Community Services of Utah
Center for Documentary Expression and Art
Centro de la Familia de Utah
Child and Family Empowerment Services, LLC
The Cole Project
Comunidad Materna en Utah
Community Advocate Network
Community Development Corporation of Utah
Comunidades Unidas
Enriching Utah Coalition
Congolesan Christian Leaders
Congolesan Community of Utah
Consulado de México en Salt Lake City
La Ventanilla de Salud
Semanas Latinoamericanas de Salud
DDI Vantage
Early Head Start
Early Intervention
Disability Law Center
English Skills Learning Center
Equitable Housing & Livability Institute
Flamboyan Foundation
Fortis College
Student Nurses’ Association
Good Samaritan Foundation Utah
Rose Park Neighborhood Center
Granite School District
GreenTREES Yoga
The Green Urban Lunch Box
Guadalupe School
Hartland Community 4 Youth & Families
Hartland Resident Committee
Hser Ner Moo Welcome Center
Inclusion Center for Community and Justice
Intermountain Healthcare
Intermountain Medical Center
International Rescue Committee
Jayhawks
Jordan River Commission
Karen Community of Utah
KUAA Radio 99.9FM
Latino Behavioral Health Services
Latinos in Action
Mentes Activas Utah
Mesopotamian Community of Utah
Mestizo Arts & Activism Collective
Mestizo Institute of Culture & Arts
Molina Healthcare
MOSAIC Inter-Faith Ministries
Multi-Sports, Health & Development
National Alliance on Mental Illness – Utah
National Association of Social Workers-Utah Chapter
National Resource Center for Paraeducators
Neighborhood House
NeighborWorks Salt Lake
ONERefugee
Pacific Heritage Academy
PIK2AR (Pacific Islander Knowledge 2 Action Resources)
Planned Parenthood Association of Utah
Poplar Grove Neighborhood Alliance
Prevent Child Abuse Utah
Public Lands Interpretive Association
Pushing Ahead
Refugee & Immigrant Center
Asian Association of Utah
Rape Recovery Center
Royal Outreach Foundation
SALT LAKE CITY
Mayor’s Office
Police Department
Redevelopment Agency
Parks & Public Lands
Planning Division
Public Library System
Glendale Branch
Main Branch
Marmalade Branch
Salt Lake City Arts Council
Sustainability
SLC Green Team
Waste & Recycling
Transportation
Youth & Family
Sorenson Community Campus
Multi-Cultural Center
Unity Center
Youth City

SALT LAKE CITY SCHOOL DISTRICT
Backman Elementary School
Bryant Middle School
East High School
Escalante Elementary School
Glendale Middle School
Glendale/Mountain View Community Learning Campus
Horizonte Instruction and Training Center
Human Resource Services
Mary W. Jackson Elementary School
Meadowlark Elementary School
Mountain View Elementary School
Northwest Middle School
Office of Family School Collaboration
Riley Elementary School
Rose Park Community School Learning Center
Rose Park Elementary School
Salt Lake Center for Science Education
Salt Lake Education Foundation
Special Education and 504 West High School

SALT LAKE COUNTY
Health Department
Lead Safe Housing
Northwest Community Center
Northwest Recreation Center
Mayor’s Office of Diversity & Inclusion School LAND Trust
Somali Bajuni Community of Utah
Somali Bantus of Utah
Somali Community Self-Management Agency
Southern Utah Wilderness Alliance
South Valley Services
Spy Hop

STATE OF UTAH
Department of Health
Office of Health Disparities
Utah Oral Health Program
Department of Human Services
Substance Abuse & Mental Health
Utah Behavioral Health Planning & Advisory Council
Department of Workforce Services
Refugee Services
Utah Refugee Education and Training Center
Division of Arts & Museums
Utah Courts
Utah State Board of Education
Utah Tobacco Prevention and Control Program
Sugar Space Foundation
Telemundo
Tracy Aviary
Truth Cypher
United South Sudanese People’s Association in the State of Utah
URLEND (Utah Regional Leadership Education for Neurodevelopmental Disabilities)
USARA (Utah Support Advocates for Recovery Awareness)
U.S. Fish & Wildlife Service
Bear River Migratory Bird Refuge
Utah Community Action
Early Head Start
Head Start
HEAT Program
Utah Clean Energy
Empower SLC Solar
Utah Film Center
Utah Food Bank Kids Café
Utah Health Policy Project (UHPP)
Take Care Utah
Utah Humanities
Utah Nonprofits Association
Utah Parent Center
Utah Partners for Health
Utah Physicians for a Healthy Environment
Utah Pride Center
Wasatch Community Gardens
Westside Coalition
Fairpark Community Council
Glendale Community Council
Jordan Meadows Community Council
Polar Grove Community Council
Rose Park Community Council
Westpointe Community Council
West High School PTA
West View Media
Workers Compensation Fund
YWCA

UNIVERSITY OF UTAH PARTNERS
Office of the President
Admissions
Alumni Association
Athletics
Men’s Soccer Team
Women’s Soccer Team
Bennion Center
Community Engaged Scholars

Student Programs
Campus-Community Food Justice Research Team
College of Architecture + Planning City & Metropolitan Planning
College of Education Education, Culture, & Society Educational Leadership & Policy Educational Psychology Special Education
Urban Institute for Teacher Education
Utah Education Policy Center
College of Fine Arts ArtsBridge Beverly Taylor Sorenson Arts Learning Program School of Dance
College of Health Interpreter Services Occupational and Recreational Therapies
Utah Poison Control Center
University Neuropsychiatric Institute
College of Humanities Asia Center Latin American Studies Linguistics Middle East Center Writing & Rhetoric Studies
College of Science Center for Science and Mathematics Education
College of Social & Behavioral Science Family & Consumer Studies Master of Public Administration Political Science
College of Social Work Bridge Training Clinic Case Management Certificate Program Center for Research on Migration and Refugee Integration Practicum & Field Education继续教育与社区关系
English Language Institute Professional Education Youth Education
Institutional Advancement Office of Development J. Willard Marriott Library Kingsbury Hall - Utah Presents KUER 90.1 – NPR Utah Natural History Museum of Utah Office of Engagement

Beacon Scholars
DREAM Center
Office of Equity and Diversity Diversity Scholars Pacific Islander Studies Initiative
Office for Global Engagement
Office of Undergraduate Studies
Red Butte Garden
School of Medicine
Family & Preventative Medicine Graduate Medical Education Inclusion & Outreach Public Health Psychiatry

School for Cultural and Social Transformation Ethnic Studies Gender Studies
S.J. Quinney College of Law Pro Bono Initiative
Student Affairs TRIO Programs
Sustainability Office
University Marketing & Communications

University of Utah Health
Redwood Clinic South Main Clinic Sugarhouse Clinic

Utah Muesum of Fine Arts
Women’s Resource Center
Go Girlz

ADDITIONAL POST-SECONDARY EDUCATION PARTNERS
Salt Lake Community College
Academic Advising Community Relations
Community Writing Center
Education Department
Thayne Center for Service & Learning
TRIO Programs
ETS College Bound
Office of Diversity and Multicultural Affairs
PACE Scholarship Program
Utah State University
Center for Persons with Disabilities Department of Social Work Department of Special Education and Rehabilitation
USU Extension
University of Washington
College of Education
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We apologize for any inadvertent omissions. Please contact a.finlayson@partners.utah.edu with corrections or inquiries.
The University of Utah holds as one of its core strategies to “engage communities to improve health and quality of life.” This commitment elevates the values of University Neighborhood Partners, whose mission is to bring together University and west side people and resources in reciprocal learning, action and benefit – a community coming together. UNP carries out the work of building partnerships to increase educational success and access to higher education for the most rapidly diversifying neighborhoods in Utah. Our vision is to weave together the University and west side neighborhoods into a shared community where everyone, regardless of background, has access to educational and life opportunities.

Invest in the Hartland Education Pathways Initiative with your financial support. Donations will be matched 1:1 by a generous challenge grant from the Scott & Betsy Thornton Family Foundation. Call 801-972-2863 or email a.finlayson@partners.utah.edu with questionss and to donate to the initiative.
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West Side Resident & Advisor, PACE Scholarship Program, Salt Lake Community College

Ken Perko  
Associate Director of Youth & Family Services, Salt Lake City

Gilberto Rejón Magaña  
West Side Resident & Founding Director, Hartland Community 4 Youth & Families

Nimo Samatar  
West Side Resident & Program Manager, YouthCity

Lisia Satini  
West Side Resident

Randal Serr  
Multicultural Community Relations Specialist, SelectHealth

Brett Steadman  
Program Manager, Northwest Community Center

Christine Tuifua  
West Side Resident & Paraprofessional, Glendale Middle School

Jen Wilson  
Community Programs Manager, Office of Health Equity & Inclusion, University of Utah

Andi Witzczak  
Associate Director for Community Engaged Learning, Bennion Center, University of Utah
FINANCIAL REPORT
July 1, 2018 - June 30, 2019

REVENUE FY19

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Funding + Benefits</td>
<td>1,180,253</td>
<td>73%</td>
</tr>
<tr>
<td>Private Donors</td>
<td>122,383</td>
<td>8%</td>
</tr>
<tr>
<td>Foundations</td>
<td>281,164</td>
<td>17%</td>
</tr>
<tr>
<td>Corporations &amp; Businesses</td>
<td>43,500</td>
<td>3%</td>
</tr>
<tr>
<td>Government - City &amp; State</td>
<td>60,916</td>
<td>4%</td>
</tr>
<tr>
<td>Other</td>
<td>55,304</td>
<td>3%</td>
</tr>
<tr>
<td>Transfers In/Out</td>
<td>(133,595)</td>
<td>-8%</td>
</tr>
<tr>
<td><strong>Total Revenue:</strong></td>
<td><strong>1,609,925</strong></td>
<td></td>
</tr>
</tbody>
</table>

EXPENSES FY19

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel &amp; Benefits</td>
<td>1,068,503</td>
<td>71%</td>
</tr>
<tr>
<td>Fundraising Expenses</td>
<td>9,912</td>
<td>1%</td>
</tr>
<tr>
<td>UNP Operating Expenses</td>
<td>118,979</td>
<td>8%</td>
</tr>
<tr>
<td>Community Scholar in Residence &amp; Community Resident in Action</td>
<td>5,202</td>
<td>0%</td>
</tr>
<tr>
<td>Community Capacity &amp; Wellbeing</td>
<td>65,004</td>
<td>4%</td>
</tr>
<tr>
<td>Education Pathways</td>
<td>202,636</td>
<td>13%</td>
</tr>
<tr>
<td>Community Leadership</td>
<td>43,970</td>
<td>3%</td>
</tr>
<tr>
<td>**Total Expenses: **</td>
<td><strong>1,514,206</strong></td>
<td></td>
</tr>
</tbody>
</table>

Note: Excess revenue is earmarked for ongoing community projects, including the development of sustainable landscaping at the UNP Hartland Partnership Center, the American Dream Ideas Challenge, and Education Pathways partnerships.

Wintertime along the Jordan River Trail in Glendale.
ABOUT THE COVER

“As a daughter of an Indigenous and Mexican immigrant family, it is important for me to support my family and our people by sharing our experiences and not letting our voice be unheard and our stories left in the shadows. From my side, I’d like to pay a tribute to my family and our Zapoteco people who have shaped the person I am today. The lady who you see in the mural happens to be my mother, Haydee: someone who is very special to me, but who also represents and is part of the many different women in our family. She is wearing a reboso burning copal which our people use to cleanse spaces and bring in new opportunities, it reads “No olvides, no perdones, no mueras” which translates to “don’t forget, don’t forgive and don’t die.” Surrounding her are the monarch butterflies which represent migration and new beginnings, and the cempasuchil which we use to remember those we have lost, yet including the maiz which is representing the life and continuity.” ~ Itzel Nava, Undergraduate at the U of U

This past summer, a group of 10 youth artists came together for six weeks to participate in the ‘justice-memory-activism’ art residency. Facilitated by lead artists Lily Havey and Ruby Chacón, youth engaged in a variety of dialogues, reflections, and other creative processes that ultimately led to the creation of the mural shown on the cover. The mural was unveiled at Sugar Space Arts Warehouse, with a celebratory gathering of partners, community, and families that honored the power of youth sharing their voices. These youth voices represent a wide range of ages, races, and gender identities sharing snapshots into the deep experiences, love, and struggles that collectively brought the mural to life. The focal point of the mural is a bold and wise reminder to not forget where we come from, and of the people that we would choose to fight for. This was included among the many themes explored throughout the creative process, and provided rich learning experiences and story-sharing amongst the group.

Though the project and mural have been completed, the future of where the mural will travel is still being explored. The youth artists have all agreed that the mural should remain accessible for viewing in west side communities and will likely spend some time at West High School and Salt Lake Community College.

Stay updated on this project and other youth opportunities by visiting the University Neighborhood Partners website and blog, or contact Jarred Martinez directly at jarred.martinez@partners.utah.edu.

When viewing this painting you see seven people’s values and voices, this is all created through the space given to us, that allowed our artistic juices to flow and friendships to grow. We incorporated things that were passed down to us or things we wish to fight for to create the change we want to see. We value the communities where we come from and the people who we came from.” ~ Guadalupe Zamora, youth artist

Partners for the Justice-Memory-Activism community-based residency include the Center for Documentary Expression and Arts, Mestizo Institute for Culture & Arts, Mestizo Arts & Activism Collective, Sugar Space Arts Warehouse, and University Neighborhood Partners. Funding was provided by Utah Humanities, Salt Lake County’s Zoo Arts & Parks, the Utah Division of Arts & Museums, and the Salt Lake City Arts Council. Photos courtesy of Kent Miles Photography.