

# COMMUNITY VOICES

University Neighborhood Partners

Volume 5, 2014-15



UNIVERSITY NEIGHBORHOOD  
PARTNERS

*Mural on the pool house in Jordan Park designed by lead artist Justin Johnson and painted with help from community members*

## Director's Note

Rosemarie Hunter, Director, University Neighborhood Partners

Creativity is a foundational element of learning. Rooted in problem solving and innovation, creativity encourages individuals to take unique and collaborative approaches to situations. As we move toward a global society with complex problems, creativity has also been linked to human capacity and resiliency. Mihaly Csikszentmihalyi opens his TED Talk with exploring the idea of "What contributes to a life worth living?" He engages the audience with thinking about how individuals who had been in war and have lost everything could still move forward and be happy. Alternatively, he points out that while a lack of basic resources can interfere with happiness, an increase in material resources did not seem to increase happiness.

My understanding of creativity and its link to resiliency became more clear to me this past August, when I was invited to speak at a conference at the Royal University of Phnom Penh (RUPP) in Cambodia on Community-Based Participatory Research (CBPR).

This workshop included a visit to Phat Sanday, a floating village in Tonlé Sap, the largest freshwater lake in Southeast Asia and a UNESCO site. The faculty of RUPP is engaged with villagers in addressing environmental issues effecting fishing in the area. During the three-hour trip to the village, we were fortunate to travel in eight passenger vans with RUPP faculty and community partners. As conversations grew we learned that the native Cambodians had lived through the Khmer Rouge period. The Khmer Rouge was the ruling party in Cambodia from 1975-1979 and during that time the party set up policies and practices that resulted in severe repression and country-wide genocide, killing nearly 2 million people in a four year period.

As we listened to tragic stories, we also somehow ended each story in laughter. Our storytellers recounted real stories of the fear and trauma that they experienced. Yet, with each recounting of the story, there also came a twist of humor. Maybe it was a trick played on the guards in an attempt to get more food or the sharing of humorous tales that families shared among themselves to find a space of escape in a life of tragedy. With fascination, we heard about how many of the stories of Cambodia are tied to this time in history.

Many of the partners from neighboring countries, such as Vietnam, Laos and Burma, quickly joined in to tell their own stories of trauma and war, all integrating the many endearing stories that were given birth during dark periods of history. Indeed, some of our travellers broke out in song and others shared the world of art and literature that flourished during these times.

Photo courtesy of Rosey Hunter



*Rosey (right) travels to a floating village in Cambodia with educators and community partners in August 2014.*

As I engage deeper into the creativity literature, it is clear

that there is a new paradigm in education. While previous generations valued intelligence and diligence, education is increasingly moving toward passion, creativity and initiative. A UNESCO report from 1996 entitled "The Treasure Within" described foundational elements of learning that are necessary for individuals and societies to thrive in the contemporary world. The report states that "each person's inner nature is unique. This is often referred to as 'human capacity', 'genius' or 'self'. Education serves to develop this and not suppress it in any way".

When I reflect on the work of UNP and the many partners and families that we have the privilege to learn and grow with, this theme of creativity and its link to resiliency is present. There are new stories of creativity and passion written daily in the neighborhoods that surround the UNP office and in the lives that make up the UNP family. We hope you find genius and self in the stories that follow.

# Radio Bilingüe

## Primera Latina Radio Pública en Salt Lake

*Leo Gutiérrez, Periodista y Founder, Radio Bilingüe*

Hace cinco años nació la idea Radio Bilingüe, la primera Estación de Radio Pública para la comunidad Latinoamericana y bilingüe de la ciudad de Salt Lake, Sus inicios fueron bastante difíciles y como todo proyecto de esta magnitud hemos tenidos altibajos.

Desde el principio el mayor reto ha sido la búsqueda de una frecuencia AM o FM a través de la Comisión Federal de Comunicaciones, pero desafortunadamente no hay frecuencias disponibles en el “espectrum” de Salt Lake. Sin embargo esto no detuvo al fundador y periodista Leonardo Gutiérrez, quien siguió adelante tocando puertas a través de frecuencias digitales o de alta definición.

Hace aproximadamente un año, una de esas puertas finalmente se abrió y con el apoyo de University Neighborhood Partners (UNP), nos dimos a la tarea de presentar el proyecto al Director General de KUER, John Greene, quien acogió el proyecto y se ha mantenido trabajando con nosotros para hacer realidad nuestro sueño.

“Necesitamos un medio social que integre todas las tradiciones latinas, incluyendo los Latinos bilingües de Utah, para fomentar la integración de las familias por medio de Radio Bilingüe,” manifestó Teresa Molina.

Radio Bilingüe quiere llevar a los hogares de nuestra

comunidad de manera profesional y amena las noticias, la música, las actividades culturales de nuestra comunidad, nacionales e internacionales; la información del clima y el tráfico. Todo esto, en los dos idiomas, para beneficio de toda la comunidad.

La Radio Pública es un medio para proteger a la sociedad de los intereses de la radio comercial y por eso Leonardo Gutiérrez se acercó con el Alcalde de la ciudad de Salt Lake, Ralph Becker, UNP y KUER en busca de apoyo para una frecuencia que permita el acceso las 24 horas del día a una programación bien seleccionada que ensanche los valores sociales de nuestras comunidades.

Hoy, Radio Bilingüe, con el apoyo de la profesora Nancy Basinger y sus alumnos de la clase de organizaciones no lucrativas de la Universidad de Utah, se ha constituido en una organización no lucrativa con un plan de trabajo y una estructura que permita una presencia bilingüe constante en Utah.

Radio Bilingüe cuenta con una Junta Directiva integrada con un miembro de la ciudad de Salt Lake, UNP, y otras organizaciones interesadas en el desarrollo pleno de este medio de comunicación colectiva. Dicha organización quiere invitar a las organizaciones de la comunidad interesadas en el desarrollo de Radio Bilingüe para que contacten a Leo Gutiérrez y colaboren para hacer una realidad que la Radio Pública otorgue una frecuencia de transmisión a Radio Bilingüe y podamos salir al aire con contenido radiofónico en los campos de salud, educación, cultura y comunidad en ambos idiomas.

# Radio Bilingüe

## First Latino Public Radio in Salt Lake

*Leo Gutierrez, Journalist and Founder, Radio Bilingual*

Five years ago an idea was born to create Radio Bilingüe, the first radio station for Latin American and bilingual communities in Salt Lake City. Its first steps were very difficult and like any other project of such a magnitude, we have had our ups and downs.

Radio Bilingüe wants to bring over the airways professional and entertaining local, national and international news, music, cultural activities, information on weather and traffic, all in English and Spanish.

From the beginning, the biggest challenge has been finding an AM or FM frequency through the Federal Communications Commission, because there are no frequencies currently available in the area. This did not stop me from knocking on doors at public radio stations all over Salt Lake City.

Approximately one a year ago one of those doors finally opened and with the support of University Neighborhood Partners (UNP), we took on the task of presenting this project to John Greene, the general manager of KUER, who welcomed the project and has continued working with us to make this dream true.

Today, Radio Bilingüe has become a nonprofit organization with help from University of Utah professor Nancy Basinger and her students. We established a work plan and a structure that allows for constant bilingual programming, and have a more clear vision of the path we can take.

Radio Bilingüe currently has a board of directors including members from the City of Salt Lake, UNP, and other organizations interested in the full development of this medium of mass communication.

I invite all organizations interested in developing public radio through Radio Bilingüe to contact me. Together, let's make radio programming in the fields of health, education, culture, and communities in both Spanish and English languages a reality.



## New American Academic Network (NAAN) helps refugees and immigrants

### **Muthana Maktouf**, NAAN participant

UNP's New American Academic Network (NAAN) program successfully helps resettled refugee populations achieve self-sufficiency by assisting their education and career at the same time. NAAN is a proactive program in achieving integration in society and other goals of resettlement programs by helping refugees depend on themselves in building their future.

Although there are limited funds available, the program is seeing successful outcomes for refugees to continue their education and find jobs in their chosen field.

NAAN is an advising network for creating a shortcut for newcomers to Utah in finding access for their education including transcript evaluation, GRE and language requirements, contact with departments, advising of finding funding resources and much more. All these are complicated steps to address for newly-arrived populations, but with NAAN a lot has been accomplished.

In addition to educational advising, NAAN is very helpful in introducing the educated resettled refugees to different support such as TOEFL and GRE tutoring classes, resume and personal statement writing and other forms of documentation, which are necessary for understanding how the educational system works.

As long as funds are available, NAAN encourages refugees in pursuing their education and starting a program by paying up to six credit hours from student coursework, and later students will be aware of finding different resources for their education.

NAAN tried to help me transfer the credits from my master's program in Malaysia to one of the schools in Utah, but it ended up clashing with credit transfer policies. Schools allow only up to 6 credit hours to be transferred, whereas I had completed 30 credit hours, making it difficult for me to start over.

Ultimately, I decided to return to my school in Malaysia to complete my degree and I graduated with a MA of political science in July 2013. With the difficult employment market, NAAN connected me with my current employer, the J.W. Marriott Library, by offering me an intern position to be trained and paid by Department of Workforce Services for the first six months. After that, my office offered me a position where I use my skill and education.

To sum up, NAAN is a very productive program that addresses refugee education needs and finds sustainable employment opportunities in order for them to be self-sufficient now and in the future.

*Muthana is an employee of the J.W. Marriott Library's Aziz S. Atiya Middle East Library.*

### **Ahmed Faiz Ahmad**, NAAN participant

I came to Utah as a refugee in 2008 with my father, mother, and younger sister. We didn't have any friends or relatives in the United States, so Utah was chosen for us. I had graduated with a degree in Civil Engineering from the University of Technology in Baghdad and my wife studied computer engineering and received a degree before coming to America, but we must earn American credentials in order to continue our careers.

A few of my friends and I were the first members of NAAN. Ahmed and Rosey introduced us to the University of Utah and paid for me to take the GRE and the TOEFL. Now I'm in my third semester at the U and my wife is starting her first semester as a full-time student.

But the idea of NAAN really came about because of my father. He is a professor in oral surgery and has a Ph.D in oral medicine, but couldn't find work better than cleaning airplanes. He and my mother and younger sister eventually relocated to Syria, where he is again working as a professor. My other siblings are still in Iraq, so we are trying to move them to Turkey because the situation in Iraq continues to become worse.

*Ahmed has completed the first three semesters toward earning a bachelor's degree in Civil Engineering, and his wife, Hadeel Maryoosh, began matriculated classes in Computer Engineering during the Fall 2014 semester.*



*Hakam Shafiq, NAAN participant*

When I was young, I always loved drawing and was obsessed with LEGOs, so architecture seemed like an ideal profession. Eventually, I earned a bachelor's degree in architecture from the International University for Science and Technology in Syria. When I arrived in Utah in January 2011, I explained to my refugee agency that I intended to continue school. I had already taken the TOEFL, and with the help of NAAN I took the GRE (though I later learned that it wasn't required by the College of Architecture + Planning). I talked to the academic advisor there and was accepted in the master's program. But because I had a foreign degree, I needed to take additional classes before I could start the program. By the time I entered the master's program I had become a resident and was able to apply for a loan, but the NAAN program was very helpful to me by covering the cost of tuition for my first two semesters.

I am most interested in architecture that is organic and environmentally-friendly and I hope to design buildings that don't tax our planet's already dwindling resources. One project I participated in at the University of Utah was the DesignBuildBLUFF program to help create a home for a family in need in Bluff, Utah. I look forward to working in the United States, and I hope to bring my family here one day.

*Hakam completed his degree in Architecture at the U in 2014 and was employed at an architecture firm in October.*



*(Above) Muthana Maktouf visits Career Services as part of a tour with other NAAN participants.*



*(Left) Ahmed Faiz Ahmad and his wife, Hadeel Maryoosh, tour the Union Building with their daughter.*

*Photos by Sarah Morton*



## (cont. from previous page) New American Academic Network (NAAN)

**Ahmed Ali**, Program Coordinator, New American Academic Network, University Neighborhood Partners

Waxaan ku soo barbaaray Jowhar, Somaliya. Waxaan wada dhalaney sagaal caruur ah. Waalidkeena waxay mar walba ay dareen xoog leh u siin jireen dhinaca waxbarashada qaasatan gabdhaha. Hooyadey waxay dugsigeeda ku baratay guriga, sababtoo ah iskuulaad ay gabdhaha wax ku bartaan majirin wakhtigaas, Abaheeyna wuxuu ahaa beer yaqaan taqusas ku soo qaatey jaamacado ku yaalo Masar, Shiinaha iyo Talyaaniga. Xataa bulshada ay ragu aadka aqoontoodu u sareeyso, Abaheey wuxuu xoog u rumeysnaa muhiimada ay leedahay madaxbanaanida iyo ammarka ee nololsho caruurtiisa, gaar ahaana gabdhihiisa. Waxaan shahaadadeeda koowad ka soo qaatey Jaamacadda Steytka Utah ee Logan, waxaana ku soo takhsusay Maamulka iyo Teknologiyada. Kadib markaan qaatey shahaadada Bachelorka sayniska iyo Artiga waxaan ku fekiray inaan wax taa ka sii wayn inaan sameyo oo noloshayda saameyn ku yeelata. Laakiin dhaqalaha aan ku sii wadan lahaa oo ahaa mid xadidan. Xalka keliya aan heystay wuxuu ahaa inaan ka shaqeeyo habeenki warshad ku taala magaalada Logan, si aan kharajk waxbarashayda isaka bixiyo.

2003 ayaan UNP uga mid noqday danjira ahaan si aan uga shaqeeyo is dhexgalka dhalinyarada asal ahaan qaxooti ku yimid si ay mujtamaca u bar-bar socdaan. Waxaan fahmay iskaashatooyinka la halmaala UNP kadibna waxaan sii helay inaan taa wax kasii badan aan qabankaro. Waxaan kaloo ogaaday inaan horumar wayn ka gaari karo kadib waxaan u kuurgalay howlaha ay shirkadu fuliso waxaan si gaarka isha ugu hayay dhinaca iskaashiga hogaanka. Waxaan u dhaba galay sidii aan u kasban lahaa xirfado dheeraad ah si aan ula shaqeeyo hogaanada kala duwan ee bulshada ka kooban tahay, saa darteed waxaan ka qaybqaatay koorsooyinka laga bixiyo Jaamacadda si aan horumar uga gaaro aqoonteyda. Kadib waxaan door biday inaan aqoon wayn ka gaaro dhinaca xirfadaha maareynta mashaariicda, waxaan ka soo sheny daryeelka caafimaadka iyo inaan wax ka bixiyo koorsooyin jaamacada ka baxa oo UNP ay qandaraas ku qaadatay.

Dhowr sano kadib, waxaan qabtay mashruuc tijaabo oo aan ka gaarnay guul wanaagsan xaga tacliinta sare iyo maareynta xirfadlayaasha ajaanibta aqoontoodu sareeyso si aay u helaan shaqo ay xirfad u leeyihiin aana u tababarnay si ay ku kasban lahaayeen. Kadib waxaan diyaar u noqday inaan tacliintayda sii wato. Waxaan ku fikeray MBA kadib markuu cunugayga dhashay, taasi aan dib u dhigay waxbarashadayda taasoo ahayn guul aniga keliya igu kooban, balse ay saameyn ku yeelan karto guud ahaan qof laaji ku aha wadankaan. Waxaan helay deeq waxbarasho ay shirkada aan u shaqeeyo igu taagereen. Inaan Soomaliya ka imaado waa nasiib daro. Waan fahamsanahay in qof kasta uusan doonayn inuu khatartaas galo, laakiin waxa halkaan ku soo gaaray waa ka wayn tahay nasiibkayga.

Growing up in Jowhar, Somalia, I was one of nine children. Both of my parents have always been passionate about education for me, my sisters and my brothers. My mother was home schooled because there were no schools for girls when she was growing up, and my father was an agronomist who attended universities in Egypt, China and Italy. Even in such a male dominant society, my father strongly believed the importance of independence and security in life for his children, especially his daughters.

I graduated from Utah State University in Logan, where I studied Management & Business Information Systems. After receiving a Bachelor of Art & Science I wanted to do something challenging that could have an impact on life. But my financial support was limited. The only options were found in working a graveyard shift at a production line to pay my tuition and books.

I have been a part of UNP since 2003, working to integrate young people with refugee backgrounds into the bigger society. I learned about the partnerships within UNP and I found there was more in me to give. I needed something more demanding so I searched the organization and set my sights on the leadership partnership. I pursued opportunities to gain experience working with different leadership within the community, where I involved courses offered at the U to enhance my credentials. Then, when I wanted to gain exposure to more complex aspects to the industry like program management professionals, I pursued a healthcare and co-teaching course that was offered by the U through UNP.

After two years, I was assigned to work on NAAN, which was a pilot project. I had very successful outcomes and helped place immigrants and refugees in employment and professional skills training. Then I was more than ready for a graduate degree. I started thinking about an MBA, but I had to postpone my education plans right after my child was born, as it was a milestone not only for me, but for an immigrant person in general. I eventually received a scholarship and my work supported half of my tuition.

Leaving Somalia was not luck. I understand that not everyone is willing to take this risk, but it isn't luck that gets me here.





*(Left) Ahmed Ali, second from left, tours campus with NAAN participants.*

*(Above and Below) Katie Wilson, International Student Advisor, leads NAAN participants on a tour of the University of Utah campus.*

*Photos by Sarah Morton*





## Painting Community

### The Jordan Park Pool House Mural

*An interview with Kate Rubalcava, M.Ed., Program Director, Community Action Partnership of Utah*

**Community Voices:** What is your personal background with UNP and the west side neighborhoods?

**Kate Rubalcava:** I was born and raised on the west side and my mom was always active in the community. In 2000 I was young, inexperienced, outspoken, and concerned about my neighborhood. My mom suggested that I share my concerns at a community forum the Mayor was hosting at the Sorenson Multicultural Center. I stood up and told the Mayor that we deserved attention. It was a pivotal moment for me. I received invitations to sit on boards and even got a job interview with the City's Urban Planning department (I didn't get the job, as I was barely qualified. But it sure was flattering!). During that time I began to realize that I wanted to live and work in my neighborhood. I had also met Irene Fisher [the founder of UNP], who offered me an AmeriCorps VISTA position. I helped out with the beginnings of many UNP programs that are still around today. I count myself as a product of UNP. It's true that when I began working there I was enrolled in classes at Salt Lake Community College, but I was a non-traditional student and it took me a long time to get through the 2-year program. But after becoming involved in UNP I began to take my education (and myself) more seriously.

**CV:** Were you part of the initial vision for the mural?

**KR:** I was a part of the project from the beginning. For fall semester 2013 I was brought in as a resident advisor for the Westside Studio to work with Urban Planning

students. The class initially focused on different aspects of Poplar Grove, including the 9 Line and the Jordan River Parkway. Then one of the other resident advisors (Dennis Faris) brought up the old pool house. The space where the pool had been has been redeveloped as a well-used skate park, but the adjacent building that housed locker rooms and other facilities remained a vacant eyesore for at least two decades.

**CV:** Did you know about the history of the pool house before you started this project?

**KR:** I swam at that pool. I remember going there as a kid.

**CV:** How did you find the funding for the project?

During the fall semester, as the Westside Studio was discussing possible projects, a grant opportunity came up at the City. Simultaneously we were discussing possible art/mural projects in the neighborhood. The grant seemed to be a natural fit for a mural. The students immediately mobilized and broke into survey teams. One student in particular, Darby Whipple, really took the lead in writing the grant proposal. Other partners were involved including Chris Peterson from the Sorenson Unity Center, UNP, and NeighborWorks Salt Lake. I was awarded the grant in December 2013.

**CV:** How were the artists selected?

**KR:** Chris, also an artist, knew several artists through a project at Glendale Middle School, including Justin Johnson, who ultimately rendered the final design. Justin has this great ability to mobilize people and produced a team of incredibly talented artists who were all phenomenal to work with. Local youth also participated in the early stages of the project by creating images of the community. Once Justin created a design, members of

Photo by Jewel Morgan



Kate poses with the lead artists in August 2014. From left to right: Mina Jamali, Justin Johnson, Kate Rubalcava, Nick Jones, Ashley Kinser.



the community provided feedback and suggestions. Patrons of the skate park were also included in the process and several were given sections of the mural to paint.

One of the best pieces of feedback I got was a text that said, "It's totally west side". This mural came from the neighborhood and I think it represents the neighborhood well.

**CV:** Who else was involved with this project?

**KR:** It was so important to us to make sure that the community was involved. I reached out to afterschool and community groups. We held open houses, attended community council meetings, we engaged with people at the Community Learning Center. We even went through a vetting process (and subsequently received approval) from the Salt Lake City Parks & Public Lands Program.

I'm proud that 150 people showed up for our community paint day. We also had help from the Fortitude Treatment Center, which houses parolees. When I met their director, Carrie Cochran she firmly stated to me that her residents were members of this community too and that they should participate. I agreed. Arrangements were made and Carrie told me later that after their first painting day, they came home and were so proud of the work they'd done. They asked to come back the next day.

**CV:** What were some of the challenges that arose, and how did you overcome them?

**KR:** The implementation of the project happened during a very busy time for me at work, which required me to juggle my responsibilities and seek approval from my boss on a regular basis. Luckily, he was very supportive. Additionally, the grant was awarded to me as a resident. This made me personally liable for the project. I had to either accept full liability or decline the funds. I knew I had support so I went to community partners and asked for help. NeighborWorks Salt Lake stepped up to serve as the fiscal agent for the mural project and UNP covered the insurance fee.

**CV:** Are there any ongoing challenges?

**KR:** Graffiti. The mural was defaced substantially in the weeks after the mural was completed. I learned that you have to cover graffiti within 24 hours. It's a time consuming process. My friends at Bad Dog Arts have helped me research graffiti resistant products and Justin and the artist team have been great about touching up the mural. Parks & Public Lands has offered their support and paint surplus. It would cost about \$1,900 a year to touch up the mural and combat the graffiti (in time and supplies). But if we were to coat the mural with a protectant, it would cost about \$2,000 and last for many



**PROJECT STATS**

Volunteers: **248**

Volunteer hours: **743.6**

Total in-kind volunteer match: **\$13,526**

Community organization in-kind donation: **\$2,000**

Grant Award: **\$8,030**

Total project cost: **\$23,526**

years. Right now we don't have the funds for either solution.

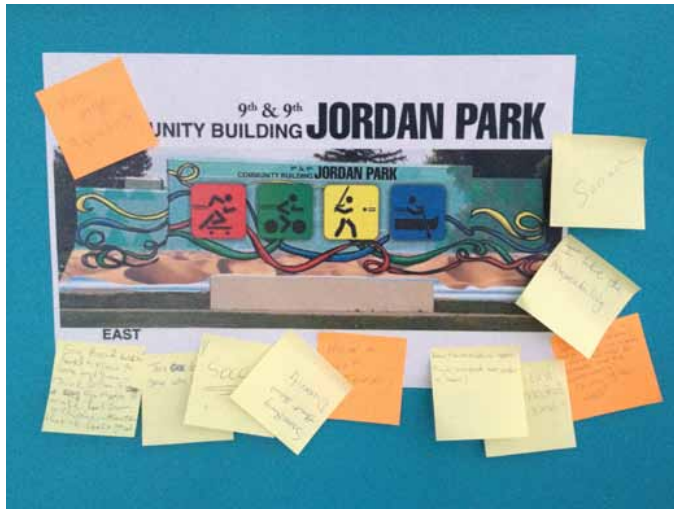
**CV:** Do you have a favorite part of the mural?

**KR:** The hand prints [on the beehive]. Mine was one of the first to go up. But my favorite moment of the project was driving past the pool house after the first coat of paint went up because it signified legitimate change. That first day of seeing those triangles was amazing. It made me cry (and thinking about it still does). That's when I knew that this project that we had worked so hard on was really happening.

**CV:** What do you think is the greatest impact from community art projects like this?

**KR:** Implementing this project was difficult for many reasons. There were so many moving parts, little challenges, and hurdles. Problem solving was a daily activity. But a valuable lesson was learned: Residents, if they have the proper support, can honestly do anything.

*Kate holds a B.A. in Political Science and a Master's Degree in Educational Leadership & Policy from the University of Utah.*



# (cont. from previous page) Paint

The

Photos by Justin Johnson, K





# ing Community

the Jordan Park Pool House Mural

Kate Rubalcava, and Van Hoover



## Perseverance Through Change

### A Survey of the Impact of TRAX Construction on North Temple Businesses

*Abdulkhaliq Mohamed, Education Pathways Partnership Manager, University Neighborhood Partners*

It can be said that the TRAX airport line on North Temple has improved transportation access to the community, it's also true that nearby businesses were negatively impacted during construction. Some were affected more than others, and independently-owned and -operated restaurants and cafes took a harder hit than chain restaurants. To complete a project for a Land Use and Transportation Planning class in the University of Utah's College of Architecture and Planning, I surveyed nine businesses located on North Temple.

During the entire construction phase, one of the owners who I surveyed reported that his restaurant served an average of 1,000 fewer customers each month, which equates to a loss of \$30,000 per month or \$360,000 in a year. This is a major loss for a locally-owned restaurant. When asked, "During construction, did your business (customers) increase or decrease?" the interviewees unanimously said their business decreased dramatically. Monthly revenue lost during the construction period ranged from 25% to 51%.

Overall, restaurants and cafes lost the most revenue during construction -- as much as 45% of their revenue compared to the previous year. In comparison, grocers/mini marts lost 37%. Locally- and privately-owned grocery stores lost more revenue than chains than because they did not have the backing of a corporation. They had to work extra hard to attract customers. An owner whose business lost 38% of regular income during construction stated, "I had to use my savings to keep my store open, otherwise I would have had to go out of business." Other local owners shared similar struggles, but corporate owned stores were affected the least.

One business owner said, "Having more support from the government during those hard times would be beneficial for our business to survive. I do not think that most people understand the great ordeal we as business owners go through when we don't have customers. If we [could] get a little support from the government it will help us stay open and not have to shut down."



## Lean Startup Cohort

### Spin-Off of the Westside Leadership Institute Offers Entrepreneurial Instruction

*Sarah Munro, Ph.D., Community Leadership Partnership Manager and Director of Research, University Neighborhood Partners*

The Lean Start-ups Cohort is a partnership between Sustainable Startups, the Sorenson Unity Center, the Community Foundation of Utah, the U of U Master of Public Administration Program, and University Neighborhood Partners.

The cohort, which began in September 2014, was designed for emerging non-profits or small businesses seeking to clarify their purpose and goals and develop a business model that will set themselves up for a sustainable future. Participants met weekly as a group for 12 weeks to work through different steps of organizational development.

The groups were facilitated by experts in organization-building from Sustainable Startups and the University of Utah, but rely heavily on peer mentorship where participants help each other solve problems and identify resources. Groups that were at earlier stages of development received additional support as requested. Gilberto Rejón Magaña worked one-on-one with Anna Solomon, a Master of Public Administration Graduate Assistant, to catch up after missing the first session.

Anna's role is to help participants think creatively, facilitate collaboration between groups, and connect them to resources. "I help them recognize that a lot of the resources they need can be found at the University of Utah," said Anna.

Gilberto shared that "Anna is very good at explaining the steps, asking me the right questions, and guiding me to be able to do this on my own. I've been doing this work for years, I just need the extra help to get organized."

At the end of the course, participants had the opportunity to present their projects to potential funding organizations. After this time, participants can continue to access space, mentorship, and connections as they build their start-ups.





# Making It Legal

## Law Students Volunteer to Teach Citizenship Classes at the UNP Hartland Partnership Center

Adam Saxby, Director, Hartland Citizenship Clinic and J.D. Candidate, 2016, University of Utah  
and Eric Ashton, J.D. Candidate, 2016, University of Utah

Every Wednesday and Friday at the UNP Hartland Partnership Center, students from University of Utah's SJ Quinney School of Law and members of the Salt Lake community hoping to get their citizenship, come together for an hour with the aim of achieving that goal. But being an American is about more than what is on the citizenship test. It is more than just reading, writing, and U.S. civics. America is about diversity, friendships, and community. Perhaps the greatest value of the class is found in this. Both students and teachers, from all religions, cultures, countries, and walks of life, come to learn from and about each other. They become friends and, by extension, they all become better citizens.

I asked some of our teachers to explain in their own words why this class is important to them:

*"The students are what keep me coming back to Hartland. These remarkable men and women come from countries where no English is spoken, and some have never even written their name before the class. Their persistence and dedication is so remarkable, and their gratitude makes it all worthwhile."*

-Hillary King, J.D. Candidate,  
University of Utah

*Volunteering at the Hartland citizenship class is an incredible opportunity to meet amazing people from all walks of life. As someone who was born a citizen of the U.S., it can be easy for me to take the rights and responsibilities of American citizenship for granted. At Hartland we work with students that come from nations that are steeped in war and poverty. They take nothing for granted. They came to America for a better life. They are earnest, kind, and hard-working. And they are people that I never would have met without the clinic. I can't think of a better way to serve the community than to help them become U. S. citizens.*

-Eric Ashton, J.D. Candidate, University of Utah



Photo courtesy of Kyaw Tun

*From left to right: Eric Ashton and Adam Saxby celebrate with Kyaw Tun and Thein Tun, who had just passed their citizenship test.*

"Give me your tired, your poor, your huddled masses yearning to breathe free..." The great American creed is that all are welcome. At the Hartland citizenship class the goal is to help individual men and woman become Americans. And that is surely a worthy goal. But the process is even more important than the result. Along the way the students and teachers help build a stronger

community through mutual respect. Along the way we learn that our differences only make us stronger. We learn that our common humanity is stronger than anything that can divide us. We strengthen our nation by welcoming these new members of our community into our family.

*"We are made for togetherness. We are made for all of the beautiful things that you and I know. We are made to tell the world that there are no outsiders. All are welcome: black, white, red, yellow, rich, poor, educated, not educated, male, female, gay, straight, all, all, all. We all belong to this family, this human family, God's family."*

— Bishop Desmond Tutu

Photo by Jewel Morgan



University of Utah faculty and staff pose with donors and recipients of 2014-2015 scholarships in June 2014.

## A Legacy of Giving

Joan and Hal Wolf, Wolf and Meritus Scholarship Donors

Inspired by our son who has been involved for many years as a donor to a scholarship program for high school students in the San Francisco area, we were trying to figure out a way to start something here in Salt Lake that would allow us to give back by supporting young people who aspired to post-secondary education. We were so fortunate to hear Dr. Rosemarie Hunter talk about UNP at a dinner hosted by the University of Utah seven years ago. We found the perfect way to provide this scholarship - through UNP. We started with one \$3,000 scholarship for a deserving student to give a little extra support in their quest for education.

Now, in 2014, we are thrilled to be part of UNP as donors to the Wolf and Meritus Scholarships. The program has grown from our first effort to five scholarships

sponsored by highly committed donors for students pursuing any post-secondary academic, vocational or technical program. These donors -- friends and colleagues -- Art and Mary Jo Broom, Denny and Barbara Crouch, Harriet and Ray Gesteland, Dixie and Bob Huefner, Cathy Cunningham and Doug Rollins, Helane and David Leta, Lynda and Gary Oderda, Susan and Dale Poulter, and Steve and Kathryn White have inspired us further to grow this scholarship program.

Why is this program important to us? We are both children of immigrant parents who, despite limited access to formal education, valued education highly and made it an important priority for our children. The opportunities we had to pursue higher education greatly influenced the course of our lives and the lives of our sons. This scholarship program was begun in grateful acknowledgment of the passion for education instilled in us so many years ago.

University Neighborhood Partners was delighted to present \$28,000 in scholarships for the 2014-2015 academic year through the generosity of our partners and donors!

**UNP/Alumni Association recipients:**

**Tina Huynh** is a first generation Vietnamese-American grad student pursuing a dual Master of Health Administration and Master of Public Health at the University of Utah.

**Enoabasi Etokidem** is a first-generation college student who immigrated from Nigeria to the United States at the age of 7 who hopes to be a pediatric oncologist.

**Isabel Aranibar** is a recent immigrant to the United States and a dedicated

student with plans to pursue a degree in the health sciences and become a surgeon.

**UNP-Wolf & Meritus recipients:**

**Erna Heremovic** is a refugee immigrant from Bosnia who aspires to become a Neonatal Infant Care Unit (NICU) nurse.

**Trisha Rhone** plans to study communication, economics, and political science and pursue a Juris Doctorate degree.

**Vanessa Robles**, a University of Utah

freshman, has been an activist within her community, volunteering with several organizations to help others and to defy stereotypes.

**Venecia Salazar De La Fuente** plans to attend Salt Lake Community College and is interested in mass communication and the media.

**Wa He Dar** is originally from Burma and lived in a refugee camp in Thailand for the first part of her life. She will be attending Salt Lake Community College and majoring in Communication.



## Service is a Lifestyle

### Community Advocates Tell Their Stories Of Helping Others Navigate School Systems

#### **Jesus Yanagui**

I started four years ago as a Community Advocate. I attended Partners in the Park events with my family and enjoyed every time I went. So I was interested in becoming a part of it and asked how. I've been to every event since then.

Growing up, I had questions and I was confused about what my long-term goals were going to be. I had not decided what was going to be my career. But one thing I did have was my aunt, who works for the University of Utah and is also a Community Advocate. I have seen her achieve and succeed in so many things, and she is who I have looked up to. I thank her and everyone who has been there for me.

My role as a Community Advocate is being the coordinator of the youth. I've learned a lot from all the kids and we've all enjoyed every Partners event we've held. I've learned and made great friends from different communities and also enjoyed seeing everyone who is there smiling, laughing, learning, and wanting to get the great information that every Partner has. Thanks to Partners in the Park, I've become interested in wanting to learn. They have made it fun and educational all at once. Now I'm in college and ready to get my career set and graduate and that's what's most important. Thank you, Partners in the Park.

*Jesus recently began attending classes at the University of Utah and hopes to graduate with a degree in Social Work.*

#### **Stephanie Barajas**

I have been a Community Advocate for three years now. At first, when I was younger, my mom would have to force me to come to Partners in the Park. But now I love helping out. Our community needs it and I am happy that I can help make a difference.



My mom was always involved in the community. She always loved helping out. And like I mentioned before, I didn't want to do it at first, but then I started building relationships with people and started seeing how happy our community is and how beneficial it is when we all come together. My boyfriend even started coming with me, and then he became involved, too. Partners in the Park is a great thing and brings families closer to learn about higher education.

When I started helping here I wanted to help out in other places, too. I started helping at Rose Park Elementary and my high school. Now that I am a student at the University of Utah, I do not want to stop volunteering. Our community is great and we are all growing together. I love when people see me out at the store and they say "Thank you" to me and wish me the best in life. That to me is the best part, and it warms my heart.

When we all come together I love seeing everyone so happy, and when we work together we can change the community in a positive way. I love that I can help make a difference. I will never stop volunteering, because of all the relationships I have built with people and my involvement in the community and I have gotten many opportunities that I would not otherwise get. Being a Community Advocate is a great opportunity for anyone and I would highly recommend it.

#### **Cecilia Hernandez**



I learned about Partners in the Park six years ago through another Community Advocate, Maria Lourdes Barajas. I had never been a volunteer before, but after Maria Lourdes invited me to attend Partners in the Park, I saw this was something I wanted to help with. Now I've seen how doing this has made a positive change in my family. I also started to volunteer with Adelante at my children's school, and now I am the Parent Liaison for Adelante at Jackson Elementary.

It brings me to tears of pride to see how being a Community Advocate has influenced my children. While visiting my sister in California, my daughter asked her, "Do you volunteer at your child's school?" When she said no, my daughter said "Well, you should. My mom volunteers at my school. It is very important."

## 2014 Community Scholar in Residence

*Sonya Alemán, Assistant Professor, Department of Communication and Faculty Coordinator, Diversity Scholars Program, Office for Equity and Diversity at the University of Utah*

For the past six years, I have served as an advisor for *Venceremos*, the University of Utah's only bilingual, Chicana/o student newspaper. This publication is dedicated to improving the "quality of life for Chicana/o communities on campus, throughout the city, state, and southwestern region of the United States," as well as a vehicle with which to "expose and oppose the negative depictions of Chicana/os which often appear in the media of the dominant culture."

In that time, I have supervised over 60 students—primarily students of color—to produce 19 issues using a practice they define as Chicana/o journalism. Advocacy is a key element of Chicana/o journalism, as contributors seek to empower their readers to think critically and engage in activities that can transform their communities. As a result, the majority of over 100,000 copies of *Venceremos* that have been published in that time have been distributed for free in Rose Park, Glendale, Fair Park, People's Freeway, West Point, Taylorsville, West Valley, and West Jordan.

Given this emphasis, I wanted to get a better sense of the impact *Venceremos* has on our readers. Did the content feel informative? Empowering? Transformative? It was with the intent of gauging *Venceremos*' impact on the residents of west side neighborhoods where *Venceremos* is primarily distributed that I applied for the UNP Community Scholar in Residence funding. Additionally, I hoped to assess how participating in the production of *Venceremos* influences the civic engagement of its contributors. A last goal was to strengthen the capacity and sustainability of *Venceremos* as both a campus and community publication, so that it could continue to publish with the same frequency and quality.

To date, the data collection with past and present *Venceremos* contributors has been the most fruitful



*Sonya Alemán, 2014 Community Scholar in Residence*

Photo by Roger Tuttle

aspect of this project. A focus group of 12 contributors and a survey of another 6 contributors revealed that their work on *Venceremos* has impacted their life in several ways. A significant finding from this data is that a large number of contributors act as mentors for youth in their families and communities, encouraging them to pursue higher education and helping them to develop a critical racial consciousness and consider this an invaluable form of activism that will have the greatest impact transforming their communities.

A mail-in paper survey was designed and printed for *Venceremos* readership. Response rate for the first round of surveys was unsuccessful. A third attempt will occur this fall and spring. A collaboration between *Venceremos* and the high school youth participating in Mestizo Arts and Activism is underway this year, as a way to strengthen the sustainability of *Venceremos*. Lastly, a surprising finding of this project has been identifying a predecessor to *Venceremos*, a Chicano student newspaper from the 1970s, a publication titled *Peldaños*. I was able to interview the student editor of this publication who shed light on the role and function of ethnically-based alternative journalism within society and its long-term impact on its contributors. I am currently conducting a content analysis of the archived copies of *Peldaños* in order to compare its content with that of *Venceremos*.



## 2014 Community Resident in Action

*Ler Wah (Saw Garroe), President, Karen Community of Utah*

Each year, University Neighborhood Partners presents the Community Resident in Action (CRIA) award to one west side resident to support their work in the neighborhoods, with a focus on engaging broader resident networks with UNP's partnership work. From June 2013 to June 2014, I worked with the Karen Community of Utah. The Karen are an indigenous people from Myanmar (also known as Burma).

The goal of my project was to strengthen Karen families by promoting self-sufficiency and independence through providing social services, workshops, creating employment and referring them to the local resources. Being president of the Karen Community of Utah, I was able to accomplish many activities throughout the year.



Photo courtesy of Rosey Hunter

*Ler Wah, 2014 Community Resident in Action*

I worked with the committee to conduct four workshops to address current community needs such as family strengthening and issues with housing, drugs, and alcohol. We provided family empowerment-based education utilizing a "Family Strengthening DVD" approved by the Mayor's Office. This workshop took place every Saturday for six weeks. The number of attendees varied between 12 and 16 every week. Overall, 14 people completed the training.

Another activity was to help community members obtain

learner permits. I provided a driver license class in the Karen language in my house two days a week, and helped the clients with interpretation at the DMV office in Draper. Of the sixteen participants who obtained learner permits, all but two have received a Utah Driver License.

The project also included a total of 60 home visits to help people with general needs. I helped needy families with reading mail, with interpretation at hospitals and schools, referred them to the bishop's food store, got involved with and resolved domestic violence, referred families to appropriate local resources, and set follow-up for those who are still in need of help due to language barriers.

A third goal was to create a Culture Preservation Group to maintain Karen culture. Three youth were elected to teach other Karen youth about our culture and dance, and will conduct a Karen literacy class from April until September every year. There will be incentives for the three trainers through the CRIA grant to compensate their time and support their activities and creativities. Two big community events, the Karen Wrist-tying Ceremony and the Karen New Year, were celebrated in 2013 and the youth played a major role in helping the events turn out successfully.

A final activity was to create sports teams and gather as many youth as possible for the purpose of health promotion. I was able to form two soccer teams, Sky and Kawthoolei United, for the purpose of reducing drug and alcohol usage. Two youth quit smoking and drinking and three reduced their smoking from five cigarettes to one cigarette per day. The CRIA grant has been utilized to help participants pay their soccer tournament registration fees and refreshments. The teams help the youth focus more on physical activity that can bring them a healthy and happy life, as well as provide them with educational tips about the negative effect of using alcohol and smoking.

I would like to give special thanks to University Neighborhood Partners for their willingness to work with our Karen community and provide assistance, especially the CRIA grant as an incentive for those who are really involved in the community and make a difference, such as the Karen Community of Utah (KCU) committee, youth leaders and other Karen youth who are actively involved in the community. UNP's support really makes a difference and brings positive results to our community. We hope to continue working with UNP in the future.

## A Bridge Between Two Worlds

### Reflections on being the UNP Hartland Partnership Center's Youth Coordinator

*Lenn Rodriguez, Youth Program Coordinator, UNP Hartland Partnership Center, University Neighborhood Partners*

For most of my life, I've struggled with my dual identity of being a Filipino and an American. In many ways, my Asian roots and my Western upbringing were at odds with each other. I remember how hard it was for me growing up and how hard it still is for me to express myself freely. I always second guess myself and question whether my voice counts.

That's why I work at the UNP Hartland Partnership Youth Center. I think in many ways we want to provide a safe place for the youth who are new to America to engage with others while respecting their various backgrounds and allowing them to hold on to their roots. Helping them find their voice, their uniqueness, their strengths, and helping them to express themselves. My position as the Youth Program Coordinator is the bridge between these two worlds. I feel like I am well-suited because I know where these youth are coming from and my hope is to be a connector to higher education.

My parents immigrated to America with big dreams. Not for themselves, but for their children. Even though they are both college graduates, they took jobs that even high school graduates qualify for just so they could provide a better life for my brother and me. I remember my father working two jobs while my mother tried to run a home business.

They worked hard to give my brother and me the best opportunities available even if it meant that all their money was going into our tuition for private school. Education was so important to them that even if it meant working twice as hard, my parents did whatever it took to send me and my

brother to Catholic school because at that time, Catholic schools provided better education and a safer learning environment than public schools.

After school enrichment programs were critical to my upbringing. I engaged in school sports, youth groups, and reading clubs to occupy my time until my parents returned from work. It was there that I learned to engage with other youth my age who come from different backgrounds. My Catholic school had a diverse population of students who came from working class or lower middle class families. I remember qualifying for free lunch while growing up. Working at Hartland seems like a natural fit because I am a child of immigrant parents.

Not many people can understand how difficult it is to leave behind everything you've ever known and come to a new place where everything is foreign and alien to

you. How do you navigate through such a place without any bearings, without the basic skills or knowledge, or without

anyone to show you the way? Your own parents are as lost as you are and are figuring things out as well. I feel like I faced similar struggles as the youth that I am employed to serve. They remind me every day how important my roots are.

This is why Hartland is so special.

***"In a gentle way, you can shake the world."  
Mahatma Gandhi***



Photo by Jewel Morgan

*Lenn relaxes outside of the UNP Hartland Partnership Center in July 2014.*





Photos by UNP staff

## UNP Board of Advisors ~ 2013-2015

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*Background art designed by Justin Johnson and painted on the Jordan Park pool house with help from other artists and community members.*



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*We sincerely apologize for any names inadvertently left off this list. If we have made an error in recognizing your gift, please contact Sarah Morton at 801/972-2863 or [sarah.morton@partners.utah.edu](mailto:sarah.morton@partners.utah.edu).*

# UNP Impact Report

Fall 2014

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

One of the most necessary roles of University Neighborhood Partners 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 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.

***The mission of University Neighborhood Partners is to bring together University and west side resources in reciprocal learning, action and benefit ...a community coming together.”***

After 11 years, the greatest impacts of UNP’s 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 Salt Lake 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.

## Partnership Quality for Academic Year 2013-2014

-> Residents/participants/partners connected to other UNP Partnerships -----	-> <b>194</b>
-> University of Utah faculty -----	-> <b>42</b>
-> Other educators (K-12 and Salt Lake Community College) -----	-> <b>74</b>
-> University of Utah students -----	-> <b>321</b>
-> West side residents directly involved -----	-> <b>2,745</b>
-> West side residents indirectly involved (e.g. attended event, recieved info) -----	-> <b>28,171</b>
-> Elementary students directly involved -----	-> <b>717</b>
-> Middle-school students directly involved -----	-> <b>1,618</b>
-> High school students directly involved -----	-> <b>487</b>

## Impact on Community/Community Change

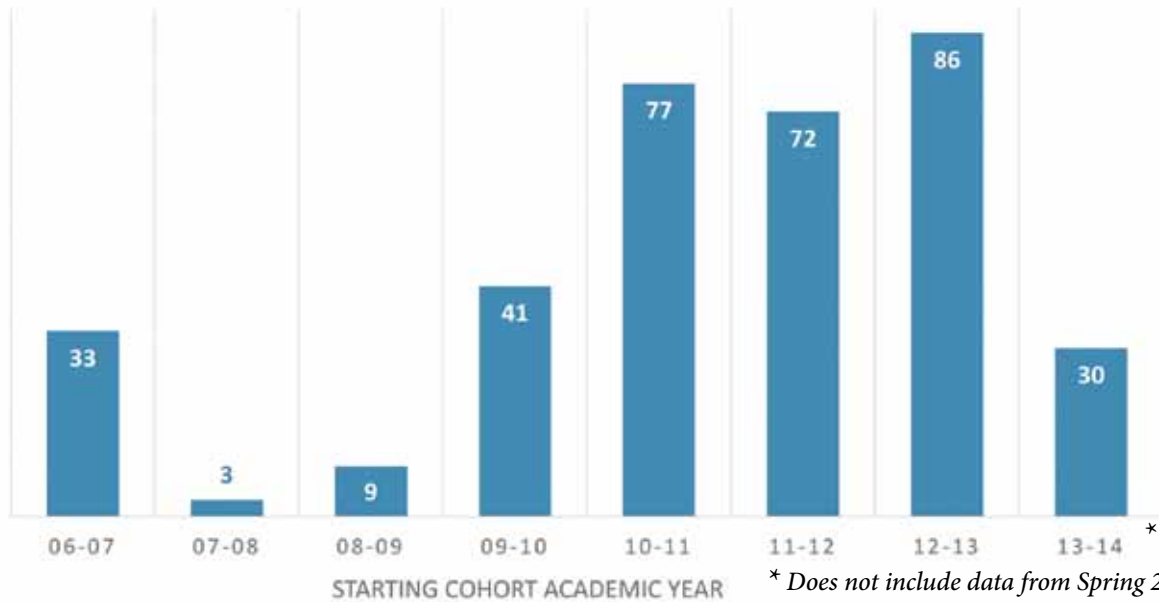
-> New jobs/income-generation opportunities created -----	-> <b>5</b>
-> New organizations/non-profits created -----	-> <b>1</b>
-> Hours spent by youth in safe spaces that build community & positive behavior -----	-> <b>76,005</b>
-> Participants involved in leadership training -----	-> <b>202</b>
-> Participants/students who became employed by partners -----	-> <b>15</b>



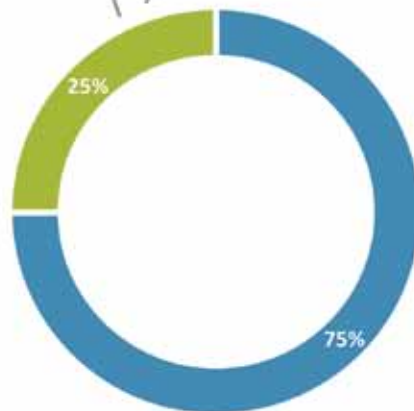
# UNP Contract Course Enrollment

## ENROLLMENT BY COHORT

Number of students starting a UNP course each Academic Year

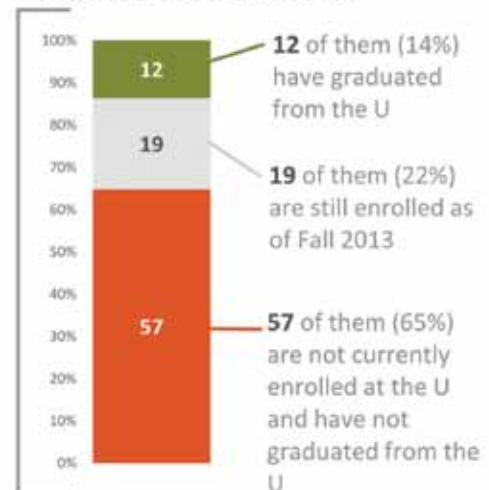


Of all the students who started in the UNP program since 2006, **25%** of them ended up as degree-seeking students at the U (88 out of 351)



## AGGREGATING ALL COHORTS

Of the 88 students who matriculated at the U:



Report on UNP enrollment was produced by Mike Martineau for the Office of Budget & Institutional Analysis at the University of Utah in February 2014.

### Fall 2013 Contract Classes (University of Utah)

EDU 1010 Intro to Teaching

HUM 1900 Humanities in Focus

FCS 2640 Integrated Curriculum

GNDR 3200 Westside Leadership Institute (Spanish)

GNDR 3200 Transnational Feminism (WLI)

UGS 3060 Youth Participatory Action Research/Mestizo Arts and Activism

UWP 3890 Under-Represented Rhetorics

POLS 3960 Westside Leadership Institute (English)

COMM 4670 Community Journalism

## UNP Partners 2013-14

### University of Utah Partners

Alumni Association  
 Center for Public Policy & Administration  
 College of Architecture + Planning  
 Dept. of City & Metropolitan Planning  
 College of Education  
 Dept. of Education, Culture & Society  
 Dept. of Educational Leadership & Policy  
 Department of Special Education  
 Urban Institute for Teacher Education  
 College of Engineering  
 College of Fine Arts  
 Department of Modern Dance  
 Department of Theatre  
 College of Health  
 Dept. of Parks, Recreation and Tourism  
 Division of Occupational Therapy  
 College of Humanities  
 Asia Center  
 Department of Communication

Department of English  
 Department of Linguistics  
 Latin American Studies  
 University Writing Center  
 College of Law  
 College of Nursing  
 College of Science  
 Center for Science and Mathematics Education  
 Department of Physics & Astronomy  
 College of Social and Behavioral Science  
 Dept. of Family and Consumer Studies  
 College of Social Work  
 David Eccles School of Business  
 Bureau of Economic and Business Research  
 Division of Human Resources  
 U Temps  
 Facilities Management  
 Custodial Services  
 Health Care  
 Redwood Health Center

J. Willard Marriott Library  
 Digital Scholarship Lab  
 Office for Global Engagement  
 International Student and Scholar Services (ISS)  
 Office for Equity and Diversity  
 Center for Ethnic Student Affairs (CESA)  
 Gender Studies Program  
 Office of Undergraduate Studies  
 Bennion Community Service Center  
 Continuing Education  
 Honors College  
 LEAP Program  
 School of Medicine  
 Dept. of Family & Preventative Medicine  
 Office of Inclusion and Outreach  
 Student Affairs  
 Career Services  
 Office of Admissions  
 Women's Resource Center

### Higher Education Partners

LDS Business College  
 Salt Lake Community College

### Community Partners

African Club  
 Asian Association of Utah  
 Autism Project/Que es Autismo  
 Backman Elementary School  
 Bad Dog Arts  
 Break-Thru Soccer Club  
 Bryant Middle School  
 Burundi Community Organization  
 Career Technical Center  
 Catholic Community Services  
 Central Valley Golf Course  
 Child and Family Empowerment Services  
 Comunidades Unidas  
 Community Advocates Group  
 Dads in Action/Papas en Accion  
 Department of Workforce Services  
 Office of Child Care  
 Office of Refugee Services  
 East High School  
 El Asadero Mexican Food  
 English Skills Learning Center  
 Enriching Utah Coalition  
 Episcopal Diocese  
 Girl Scouts  
 Glendale Middle School  
 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 Community of Utah  
 Karen Weavers  
 Karen Women's Organization  
 Latinos in Action  
 Latino Behavioral Health Services (LBHS)  
 Learning Excellence Through Leadership and Education (LeLe)  
 Lincoln Elementary Community Learning Center  
 Mestizo Coffee House  
 Mestizo Institute of Culture and Arts  
 Mountain View Elementary School  
 Mountain View/Glendale Community Learning Center  
 Mundi Project  
 National Alliance on Mental Illness Utah  
 National Resource Center for Paraeducators  
 Neighborhood House  
 NeighborWorks Salt Lake  
 Northwest Middle School Community Learning Center  
 Northwest Multi-Purpose Center  
 North Star Elementary School  
 Peer-to-peer & 12-step programs  
 Quetzalcoatl  
 Rose Park Community Learning Center  
 Safe Kids Coalition  
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Office of the Mayor  
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 Salt Lake County  
 Council on Diversity Affairs (CODA)  
 Department of Health  
 Salt Lake Education Foundation  
 Somali Community Self-Management Agency  
 Somos/Utah Hispanic Chamber of Commerce  
 Sorenson Multicultural Center  
 Sorenson Unity Center  
 South Sudanese Community Association of Utah  
 Splore  
 Telemundo  
 TV Azteca  
 Urban Arts Gallery/Brolly Arts  
 Utah Campus Compact  
 Utah Department of Health, WIC  
 Utah Development Academy  
 Utah Dream Center  
 Utah Humanities Council  
 Utah Nonprofits Association  
 Utah State University, Department of Special Education  
 Utah Support Advocates for Recovery Awareness (USARA)  
 Veterans Vocational Rehab  
 West High School  
 West View Media  
 Zions Bank



# UNP Financials 2013-14

Fiscal Year Ending 6/30/2014

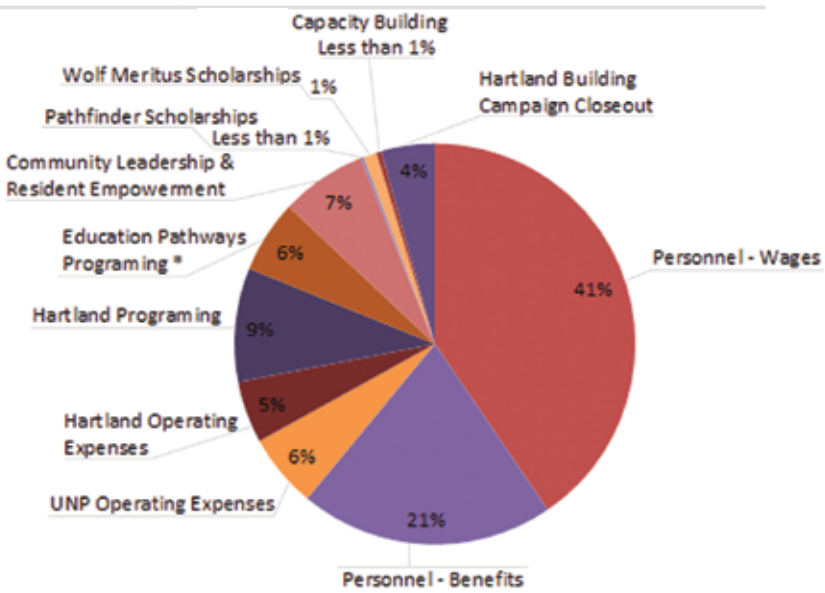
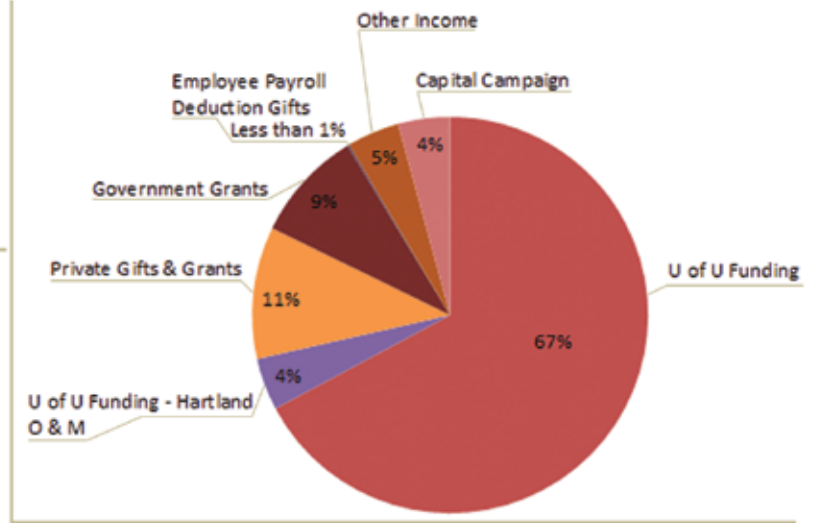
Revenues	
U of U Funding	789,761.20
U of U Funding - Hartland O & M	50,000.00
Private Gifts & Grants	126,740.22
Government Grants	106,837.78
Employee Payroll Deduction Gifts	1,811.50
Other Income	50,373.58
Capital Campaign	49,806.00
<b>Total Revenues</b>	<b>1,175,330.28</b>

Expenses	
Personnel - Wages	466,036.33
Personnel - Benefits	236,212.20
UNP Operating Expenses	68,679.86
Hartland Operating Expenses	57,374.70
Hartland Programing	105,728.52
Education Pathways Programing *	67,391.23
Community Leadership & Resident Empowerment	79,846.66
Pathfinder Scholarships	3,021.00
Wolf Meritus Scholarships	12,232.50
Capacity Building	4,764.01
Hartland Building Campaign Closeout	49,806.00
<b>Total Expenses</b>	<b>1,151,093.01</b>

**Net Income Surplus** 24,237.27

\* Includes Alumni Scholarships

Note: Fiscal year 2014 actuals are reported. Prior financial activity statements were budgeted.



Questions or comments may be directed to Bruce Neumann at 801/972-3596 or [bruce.neumann@partners.utah.edu](mailto:bruce.neumann@partners.utah.edu).

**Yes!** I want to help **University Neighborhood Partners** bring together University and west side resources in reciprocal learning, action and benefit!

Here is my gift of \$ \_\_\_\_\_ for:

- Unrestricted support - PR11937
- Education Pathways - PR16986
- Community Leadership - PR18408
- Community Capacity Building - PR18413
- Other: \_\_\_\_\_



Please list me/us in development publications as \_\_\_\_\_

This gift will be paid:

- Online** at [umarket.utah.edu/ugive](http://umarket.utah.edu/ugive) (search for UNP)
- By **enclosed check**, payable to the University of Utah
- U of U employee **payroll deduction**
- Charge** \_\_\_\_\_ to my Visa MC AmEx Disc

Acct. No. \_\_\_\_\_

Exp. Date \_\_\_\_\_ Day Phone \_\_\_\_\_

Name on card: \_\_\_\_\_

Signature: \_\_\_\_\_

Preferred email address \_\_\_\_\_

## Partnership Locations

1. **UNP Administrative Office**  
1060 South 900 West
2. Backman Elementary  
601 North 1500 West
3. Career Technical Center  
1560 South 200 East
4. Glendale Park  
1380 West 1700 South
5. **Hartland Partnership Center**  
1578 West 1700 South
6. Lincoln Elementary School  
1090 Roberta Street
7. Northwest Multipurpose Center  
1300 West 300 North
8. Jackson Elementary School  
750 West 200 North
9. Mestizo Coffee House  
631 West North Temple, #700
10. Glendale/Mountain View Community Learning Center  
1380 Navajo Street
11. NeighborWorks Salt Lake  
622 West 500 North

12. Northwest Middle School  
1730 West 1700 North
13. North Star Elementary  
1545 Morton Drive West
14. Rose Park Elementary School  
1105 West 1000 North
15. Salt Lake Center for Science Education  
1400 West Goodwin Avenue
16. Utah Nonprofits Association  
231 East 400 South, Suite 345
17. West High School  
241 N 300 West
18. Sorenson Multicultural Center and Sorenson Unity Center  
1383 South 900 West

### Off Map

- Bryant Middle School  
40 South 800 East
- East High School  
840 South 1300 East
- University of Utah  
201 South President's Circle
- Salt Lake Community College

## Partnership Areas

### Community Capacity Building

- A Capital City Education
- Community Mental Health/Substance Use
- Honors College Praxis Labs\*
- Nonprofit Incubator
- UNP Hartland Partnership Center
- Westside Studio

### Community Leadership

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

### Education Pathways

- 2nd Cup of Coffee
- Clemente
- College Pathways and Lounges
- Community Advocates
- DreamKeepers

- Hartland Community 4 Youth and Families
- Glendale/Mountain View Community Learning Center
- Go Girlz
- Latinos in Action
- Mommies and Me
- Partners in the Park
- Paraprofessional Pathways
- Teacher Recruitment Scholarship
- Sewing 101 and 201
- Westside Pathways (Adelante & Mestizo Arts & Activism)
- 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.







## University Neighborhood Partners Staff

Front row (left to right):

**Abdulkhaliq Mohamed**

*Education Pathways Partnership Manager*

**Bruce Neumann**

*Finance Manager*

**Sarah Munro**

*Community Leadership Partnership  
Manager  
and Director of Research*

**Julianne Rabb**

*Hartland Community Capacity-Building  
Partnership Manager*

Not pictured:

**Lul Hussein**

*Hartland Youth Center Parent Coordinator*

Middle row (left to right):

**Sarah Morton**

*Development Officer*

**Jewel Morgan**

*Office Assistant*

**Natasha Hansen**

*Hartland Partnership Center Manager*

**Almaida Yanagui**

*Community Advocate Coordinator*

**Teresa Molina**

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

Top row (left to right):

**Rosemarie Hunter**

*Director, Special Assistant to the President  
for Campus Community Partnerships,  
Assistant Professor (College of Social Work)*

**Ahmed Mussa Ali**

*New American Academic Network  
Partnership Manager*

**Lenn Rodriguez**

*Hartland Youth Center Coordinator*

**Mohamed Shwani**

*Database Specialist, Computer Technician  
and Hartland Building Manager*

**Helene Edelstein**

*AmeriCorps VISTA*



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*Community Voices was edited and  
designed by Sarah Morton*