

# COMMUNITY VOICES

University Neighborhood Partners

Volume 3, 2012



Artwork courtesy of Ruby Chacón  
Displayed at TRAX station on North Temple and 900 West in Salt Lake City



## DIRECTOR'S REFLECTIONS

Rosemarie Hunter, Director, University Neighborhood Partners

### Shared Community

*How many roads must a  
man walk down  
Before you call him a man?  
How many seas must a white  
dove sail  
Before she sleeps in the sand?  
Yes, how many times must  
the cannon balls fly  
Before they're forever banned?  
The answer my friend is  
blowin' in the wind  
The answer is blowin' in the wind.*



Rosey Hunter  
Illustration by Lizette Yanagui

### Blowin In The Wind, Bob Dylan

The small styrofoam containers with white rice and chicken curry are a welcomed break. I still haven't mastered how to remove the very small, seemingly microscopic rubber bands that serve as closure for the small plastic bags that hold the pungent yellow curry. There are more, even smaller bags with soup and fish paste. I think everything in Southeast Asia must come with fish paste and chili of some kind. A quarter of a tissue for a napkin and I am in heaven...and very content (more accurately shocked and relieved) that we made it through the first morning of training with the community at the Ban Mai Noi Soi Refugee Camp outside of Mae Hong Song in Thailand. ...and yes, that is Bob Dylan playing the background...

By now you are no doubt wondering if you have picked up the correct publication and if so, what does the above passage have to do with University Neighborhood Partners. Indeed, I would say in some ways it is at the heart of who we are and what we do. My relationship with communities living in refugee camps in Thailand began in Salt Lake City in 2007. As I, along with other staff and partners, met new arriving families from the Thai/Burma border, we began to develop individual and family relationships, and at the same time, we became more and more aware of how little we knew about how and why people were seeking refuge in Salt Lake City and the broader U.S. Since that time, several faculty, students and community partners have traveled to the Thai/Burma border to do short-term summer training programs. In

partnership with the International Rescue Committee (IRC), we developed a *Train the Trainer* series of workshops on a variety of community-identified topics (i.e. mental health, substance abuse, and health care). The workshops have provided new learning for the local community of educators, social service providers, faculty, and students as well as the camp communities abroad. This example could be with almost any group of people and I think it would be the same—we are constantly learning that our local experience is deeply interconnected with the global experience.

Unlike the homogeneous stereotype of Utah, the neighborhoods where UNP focuses its efforts provide a rich tapestry of diversity and unique cultural markers. The population of these west side neighborhoods is much richer in diverse ethnicities than is Salt Lake City as a whole. For instance, 74.5% of the City's Latina/o residents live on the west side. Sixty-three percent of the population of the UNP area is from a minority ethnicity, compared to 24.9% of Salt Lake City as a whole. In addition, these neighborhoods are expected to grow at a faster rate than the rest of the city. In this edition of *Community Voices*, you will read stories of how westside communities are growing. Understanding and sharing this information is crucial to the future of the families who live here—and to all of us. We are each intrinsically tied to each other. The success of our futures demands that we develop thoughtful dialogues and deep relationships. You will also read about Mayor Ralph Becker's *A Capital City Education*, and find out how you can play a role in developing educational pathways for Salt Lake City's youth and families. Finally, you will read individual stories of challenge and success and may find that you can relate to these experiences because they are closely connected to your own story.

My colleagues and I go to Thailand each year because our local relationships have taken us global. As we continue these relationships, we realize that often the issues that we deal with locally are more similar than different to the issues that families and communities deal with everywhere. They share the same hopes and dreams for their children's future, regardless of the language they speak, their political affiliation, or the country they live in. We increasingly recognize that the physical world and its divisions become smaller as our community relationships and partnerships expand and grow.

## WORKING FOR EMPLOYMENT

Greg Hughes, Recruitment Coordinator, University of Utah Division of Human Resources

University Neighborhood Partners (UNP) has partnered with University of Utah's Division of Human Resources in providing Hartland residents with help in finding jobs. From January through the summer of 2012, the Employment program assisted 64 residents of Hartland and the surrounding community. Five clients were hired into long-term jobs and are continuing to work at the University of Utah and six individuals were hired for temporary summer jobs at the University. In addition to those who were hired, 12 clients interviewed for positions and were considered for future openings.



While 17% of program participants were hired, many of the other participants gained valuable experience and skills that will help them with future opportunities. A number of participants had little or no interviewing experience, no resume, no experience with an online application process, and little understanding of the U.S. employment process. The partnership between UNP and HR addressed these issues in the most effective way possible—through personalized outreach and customized help to meet each person's specific needs. Each participant gained something to help them in their future efforts to secure suitable employment.

These results were the product of a highly collaborative effort between engaged people who invested themselves in getting personal with participating Hartland/community residents. University hiring managers met individually with Hartland residents to

explain in detail what they were looking for and how to be successful on the job. University of Utah graduate students in both Occupational Therapy and Social Work programs assisted their clients in interview preparation and transportation, sometimes accompanying them on TRAX to their interviews.

UNP staff member Kimberly Schmit helped coordinate the Monday evening employment workshops, which covered resume development, interview preparation, and job interview skills. University HR intern Santa Rai helped develop and deliver the training and provided unique insights on job interviewing skills, drawing from his personal experience. These workshops also provided participants with the opportunity to meet individually with university hiring managers and schedule job interviews.

Thursday Morning Workshops offered additional assistance and individual attention on areas of interest, including the University of Utah's online job application process. A number of university graduate students provided assistance in coordinating and delivering these workshops, and demonstrated exceptional interpersonal communications skills in working one on one with their clients. Additional support in identifying clients and delivering these workshops was provided by staff from community and government agencies such as Catholic Community Services and DWS.





A CHANGE OF MIND

Almaida Yanagui, Community Advocate Coordinator,  
University Neighborhood Partners

I grew up in a family where hard labor was the only way of survival, sustainability meant a roof over your head and food on the table. Conversations of education were not a part of our daily lives. As I started a family of my own and became a mother of five, like any parent, I wanted them to have what I never had—a secure home, two parents in their lives, an education, a chance to go to college. Yet our dreams are not always those of our children. I had conversations with my children about the importance of an education, but it was not enough. My oldest daughter would come home from school commenting on how much she hated school and teachers, often showing her emotions with tears and sharing the unpleasant experiences she had at school that day. Because of my beliefs of teachers being right at all times, I would tell her, “If you would do what you are suppose to do in class, teachers would leave you alone.”



Alma’s children in 2005 (above) and 2013 (below).



Photo by Fernando Castro

My story with UNP began in the fall of 2005; I attended my first Advocate Training provided by *United for Kids*. I learned how to navigate the school system and my rights as a parent within it, among other resourceful topics. It was a very difficult, eye-opening process for me. I cried myself to sleep the night after learning about my rights as a parent. Had I known before, that no one has the right to make our children feel unsafe in school, my daughter’s story would have been different. I failed to protect my child because I didn’t know any better. I realized that I needed to educate myself in order to better support my children in their own individual education. I must add, I have traveled a long way into the path of the education of my family and others in the community as well as my own. I cannot change the bad experiences that my children have had in the past as far as school goes, but I will make sure that those bad experiences do not continue to happen. Supporting other parents and making sure that their voices are heard is fundamental for a positive change in the education of our children.

I will be the first to obtain a degree in my family but I will not be the last. At UNP I have learned to share the desire of wanting something better in life. Something that can only be obtained through education, the confidence and knowledge needed to succeed and be successful in meeting your professional goals. Over the summer I obtained my GED, I am now enrolled at SLCC working on my Associate’s Degree in Social Work. Because the meaning of sustainability has changed for me, this is only the beginning of my goals for the future.

COMMUNITY BUILDING  
BY EXAMPLE

*Mountain View/Glendale Community Learning Center’s Parent Leader, Gilberto Rejón Magaña, speaks about Community*

*Gilberto Rejón Magaña, Community Advocate*

The word “community” means so much to me personally. I remember living in a place that really meant just that; coming together, sharing all...space, ideas, action, successes, celebrations and learning. All this took place in a space in the center of my village, and all of this is happening in this great land that I consider my second home.

Although I did not get a formal education, like most around me, I feel blessed and I am happy to be accepted to celebrate and be part of the something as meaningful as a Community Learning Center in the neighborhood where I live, Glendale.

As active parent volunteers in our public schools, we can do so much to help achieve goals and dreams. My plea to every parent in my community and beyond is to join me in the participation of support to make our children productive citizens, to give them the support in the most important part of their life...their education.

My name is Gilberto Rejón Magaña and I love my community.

*The Mountain View/Glendale Community Learning Center’s new space will open in Summer 2013.*

*Mountain View/Glendale Community Learning Center Statement of Possibility*

We invite all to the table with open hands to participate in an ongoing community dialogue. This dialogue honors diversity and sees individuals as resources. With these resources, we are a community where every individual is valued and all have the opportunity to succeed.



*Mountain View/Glendale Community Learning Center Ammenities*

- 5 Kindergarten Classes
- 4 Early Childhood Classes
- Parent Lounge
- Medical Clinic
- Dental Room
- Optometry Room
- Mental Health
- Community Classrooms
- Demonstration Kitchen
- College Access Lounge







# A CAPITAL CITY EDUCATION

## *Cultivating a College, Career, and Civic-Ready Environment in Salt Lake City*

### A CAPITAL CITY EDUCATION

#### *Cultivating a College, Career, and Civic-Ready Environment in Salt Lake City*

*By Judith Oki, Joanne Milner, Cynthia Talbot-Holz, Rosemarie Hunter*

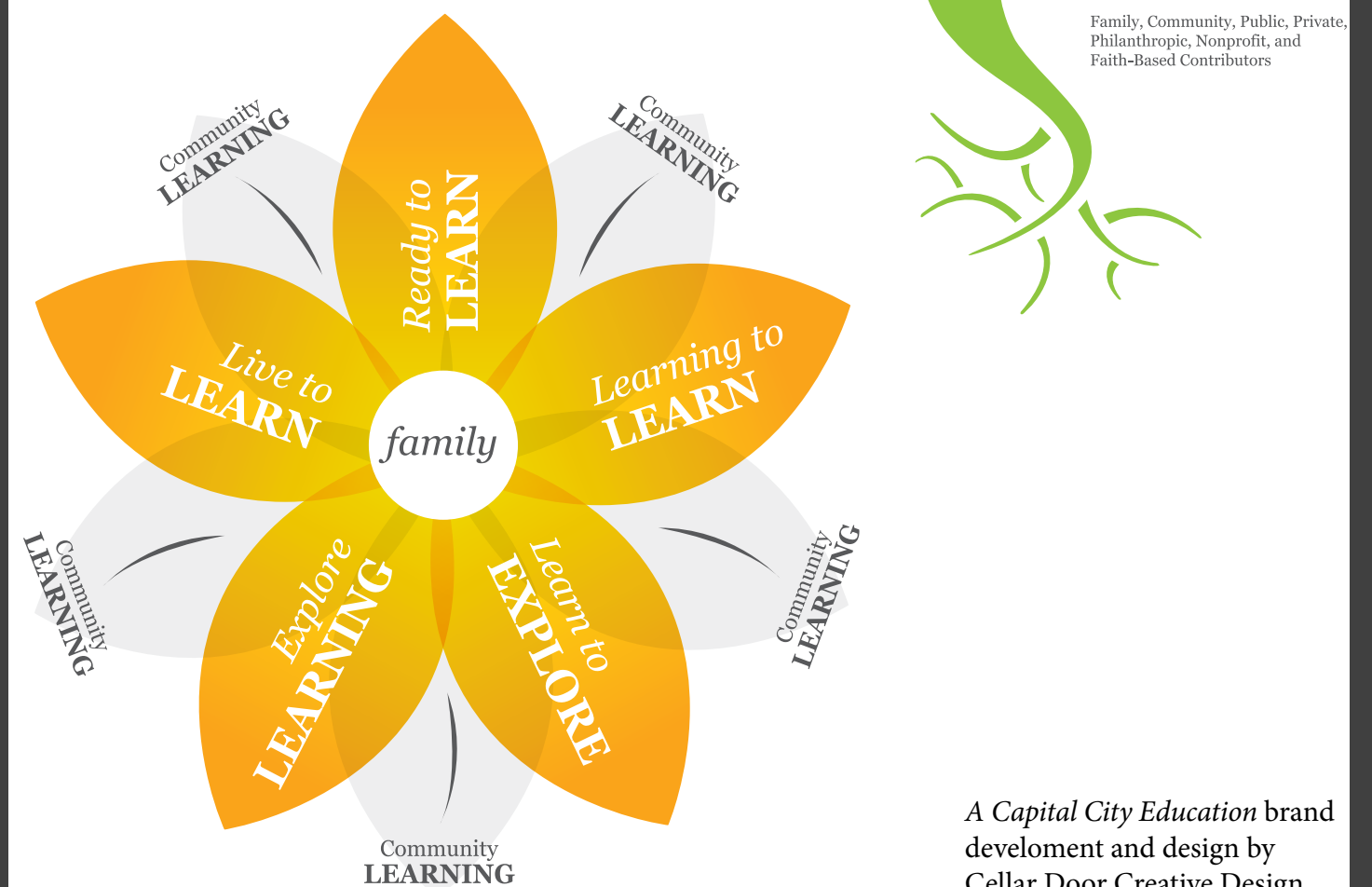
Following a year of coalition building, Mayor Ralph Becker, along with members of the Cultivation Alliance, (Salt Lake City Superintendent McKell Withers and the Salt Lake School District; and University Neighborhood Partners, University of Utah) unveiled A Capital City Education: Cultivating a College, Career and Civic-Ready Environment in Salt Lake City, in late September, 2012.

At the beginning of his first term, Mayor Becker made a commitment to education, especially early childhood education. This initial commitment has grown into an alliance among key leaders, educators, and families across the city. A *Capital City Education* and its citywide, multi-sector partners are working to cultivate an environment where youth and families have clear educational pathways and the support they need to achieve their educational goals.

Within a framework that centers the family, A *Capital City Education* begins with pre-natal care and values parents as the child's first teacher. A *Capital City Education* supports families through all stages of learning, focusing on what is needed at each level in order to provide for college readiness, life-long learning, and community engagement. It is represented as a flower, with the family at the center, and petals representing the stages of learning. A strong stem of braided public and private resources are nurtured in the soil of family, community, government, philanthropic, and business investments. All members of the City can be active in cultivating and benefiting from A *Capital City Education*. As providers and consumers of education and related services; (employers, employees and community members)

we all benefit from a city that values education and is committed to creating a strong learning environment. A *Capital City Education* is focused on identifying the leadership, workforce, and civic engagement skills needed to sustain and grow a livable city and state. As 2013 moves forward, you will see opportunities to get involved and to think about what you personally can contribute to the success of this movement. Think about your own educational goals, your family and the families around you. Assess your work place and identify how it can contribute to creating multiple pathways that support and nurture each stage/petal. Get busy, and engage your friends and family to develop action plans that demonstrate their commitment to a shared value of education as a cornerstone of a healthy and thriving community.

### CULTIVATION MODEL



*A Capital City Education brand  
development and design by  
Cellar Door Creative Design*





## SPLORE

*Abdulkhaliq Mohamed, Partnership Manager, University Neighborhood Partners*

The EVOLVE project was created through a partnership between UNP-Hartland and SPLORE, a community agency that focuses on accessible outdoor adventures for all. The goals of this project are to help teens from diverse backgrounds to develop leadership skills and confidence, to foster a connection with the outdoors and the natural world, and to provide access to outdoor-oriented career opportunities. In 2012-2013, up to 45 teens will participate in activities such as rock climbing, cross-country skiing, snowshoeing, canoeing, and hiking. In addition, social work and occupational therapy students from the University of Utah will lead activities throughout the week focusing on how to be effective leaders and how to prepare for employment.

This is SPLORE's second year partnering with Hartland. Last year, many teens participated in a similar program. On the first outdoor rock climbing activity of the year, one student explained that he was nervous to climb. On his first attempt, he climbed part way. Just a little while later, he tried again and climbed higher. The next week, he conquered his fears and finished the whole climb! Just like this student learning to climb, Splore hopes to help students recognize how overcoming these challenges in outdoor activities relates to leadership skills in other environments, like employment.

At the end of each term, participants "graduate" from the program by inviting friends and family to join in outdoor activities. Students have the opportunity to show the skills they've learned as well as teach family and friends these same skills.

Eric Bonin, Splore's Salt Lake Program Manager, said that the Evolve project is "an opportunity for the participants to experience what it might be like to be in charge." Along with having the chance to lead a trip, the students will have the opportunity to learn about different communication, leadership, learning, and teaching styles. We have put together a great curriculum for the participants. We're excited to see them grow through the process and lead their friends and family during graduation and beyond."







## MATT BRADLEY

*Professor, cyclist, activist, friend and ally, Matt Bradley died on March 20, 2012.*

*Martha Bradley, Associate Vice President Academic Affairs, University of Utah*

I watched Matt Bradley lead a session with a group of young people last year and the overwhelming sensation I felt was love. Matt helped students find their voice, articulate their personal power, and believe they could use their lives to evoke social change. He demanded their complete effort, their honesty and courage, and he expected nothing less out of himself. He gave generously and abundantly of his heart. One of his favorite quotes by Che Guevara was, "the true revolutionary is inspired by immense feelings of love." He lived by this code.

We talk about how much we learn by doing, but as Matt's friend, his aunt, his colleague, his ally, I also learned from watching Matt do. I came to believe by watching his model that anything is possible. He helped us



imagine a world without boundaries, without limits. I cannot imagine a world without Matt in it, and I see his influence in the faces of the army of advocates he left in his wake. While he will be remembered for his career as a teacher, as a documentary filmmaker, as a biker, he also left an incredibly personal impact. He changed countless lives.

The respect the University of Utah, his colleagues and students had for Matt Bradley's work as a teacher was demonstrated through the Equity and Diversity Award, the Distinguished Honors Professor Award, the Community Engaged Faculty Fellowship and Community Scholar in Residence awards from University Neighborhood Partners. In 2010, Matt received a special recognition from ACLU of Utah, "For Fostering Freedom." In 2007-2008, Matt was the Lowell Bennion Public Service Professor.

It is impossible to make sense out of Matt's tragic death, but it is possible to remember what he did, and importantly how he did it. Matt brought incredible humility to his work and helped us laugh, and let us cry, and always, always made us believe we could find better ways of being together in the world. He dealt with incredible hardship in his last year in his struggle with cancer and the death of his mother but handled both with tremendous grace and courage. He modeled courage, integrity and compassion. It was the greatest privilege to work with him, and feel his open and generous heart and to become part of the family he inspired everywhere he went. Matt Bradley was a remarkable human being, a man who put others before himself and modeled the world he hoped for with the life that he had.





## Community Driven Mental Health and Substance Abuse Partnership

*Teresa Molina, Associate Director, University Neighborhood Partners*

UNP has partnered with NAMI Utah and community organizations to raise awareness and empower the community on mental health and substance abuse issues. This partnership developed out of a social work framework of person in environment, as well as a social justice approach that outlines the importance of history, context, meaning, power and possibilities (Finn & Jacobson, 2003) in social work practice. Working within these frameworks developed in UNP an understanding of the need to communicate in people's native language to understand and share information and perspectives, as well as nurture idiosyncratic solutions to succeed. NAMI Utah and 12-step programs have strong structural and functional features to sustain this in respectful and innovative ways. These two programs are the main partners in what we call the Community Driven Mental Health/Substance Abuse Partnership.

UNP's community work has led to an understanding of what matters to west side SLC residents, where these issues are, and how they affect the community. For example, poverty and historic trauma are frequent in poor, immigrant, and refugee background populations. Racism, immigration, war, and torture tamper people's ability to accomplish their family and personal goals, including education, health, and material wellbeing. Frequently, family members fall victim to mental illness and addiction. These are main concerns in the West Side community. This partnership has proven successful in addressing these concerns. Children in particular suffer greatly when mental illness and addiction strike their families. This partnership is one community tool to address this.

These efforts are finding their way into the Arabic

community, thanks to the efforts of NAMI Utah outreach programs and summer 2012 UNP social work interns (see cross-culture connections at [www.partners.utah.edu](http://www.partners.utah.edu)). Partnering with other agencies and community members in these communities will strengthen future efforts.

Within the Latino community, Spanish speaking Westside Leadership Institute graduates have conducted projects addressing youth depression, suicide prevention, and sharing hope with families affected by these issues. These efforts are now more strategically coordinated through the NAMI Utah Latino Taskforce, helping agencies and communities find pathways to success in overcoming mental illness and addiction. Healthy families mean stronger families. Providing families with tools to understand social, psychological and genetic factors affecting mental health and addictions is a first step. Next steps are shaped with participant leadership and contributions. Community levels of involvement are naturally strong because this approach empowers them to solve pressing issues in their families. This also provides avenues to reach help, advocate, and connect with institutional professional resources.

Both Spanish and Arabic speaking efforts will continue this year, by opening discussions with other West Side resident communities, as well as University of Utah College of Social Work and College of Nursing faculty and interns at the UNP Hartland Partnership Center.

*Finn, J. & Jacobson, M. (2003). Just practice: A social justice approach to social work practice. Peosta: Eddie Bowers Publishing.*

## مەنئالان لە تاریکی دەترسێ ، گەورەکان لە رووناکیی !

مەنئالان گەورەکان بە پەرمانەتو نەق سەفەود تەنجام ددەن. بۆیە نەبەدەن تەنجامی گەورەکانیش لە تەستۆ بکەن و، دان بە خەڵەق مۆشەندە دەبن ، خەزەشەکان لە دەردوودەو. تەو بارێ و کەسە بەشەکان لا خۆشە کە لە خەزەشە گراودو بە پەرمانەتو خەڵکەود تەنجام ددەن.

بە گۆری مەنئالان خەزەشە لە رووناکی بەو لە تاریکی دەترسێ، خەزەشە لە رووناکی لەشەو دەترسێ!

مەنئالان شەشەکان نەبە پەشەود لە تاریکی و ، کەسە بەشەکان نەبە لە تاریکی، بۆیە بەردوودەو خەزەشە لە رووناکی!

تەبە تەبەشەشە زوور کەشە زوور رووناکی لە نامۆزەشە گەورە مەنئالاندا سەرف ددەن . بەردوودەو فەزەشە

دەگەشە کە لە تاریکی تەترسێ، بەلام تەبە دوو تەودەندێ کات سەرف دەگەشە بۆ تەودێ بە کەورەکان بێن لە رووناکی مەترسێ!

بەلکەشەو داوا بەردوودەو تەبە بۆ شەفەقەت. خۆی لە خۆی داوا بە کە بۆ تەودێ کەورەکان لە تاریکی ددەن .

کەسەکانان لە رووناکی تەنجام بەدەن ، گەورەکانان لە پەشت بەردوودەو تەگەن.

دەگەشە لە تاریکی ددەن بۆ مۆشەندەود، تاوانەکان و کۆمەڵگەکانیش خەزە لە تاریکی ددەن بۆ تەنجامەکانی گەورەکان .

مەنئالاندا سەرف داوا خەزەشە لە تاریکی ودرەشە. بۆیەشەکان بە کەورەشە بۆ تەودێ شەویشە بۆ بەکات بە رووناکی و نەبەشەکان.

مەنئالان خەزەشە لە رووناکی، لە رووناکی سەبە، لە خەزەشە گراودە. بەلام هەندەکان لە کەورەکان خەزەشە

لەشەود، لە تاریکی، لە رووناکی رەشە، لە زووری داخراود!

زۆرێد لە کەورەکان، چونکە پەرمانەتو مەنئالان لە نەبەشە بۆیە خەزە لە تاریکی و تەنئەبەشە، بەلام

بەشە کەسە بەک سەود لە کەورەکان کە مەنئالان لە نەبەشە و، خەزە لە رووناکی و نەبەشەشە ددەن !

## But the elders like darkness...

*Mohamed Rasheed, University Neighborhood Partners*

Children function with innocence and pure intentions, therefore they take the responsibility of their deeds and they admit their faults. They like going outside and they love those games that are done in an open atmosphere in order for others to see them.

To sum up, children enjoy lightness and they are afraid of darkness, they love daylight and are afraid of night.

Children don't have something to hide in the darkness, and they do not have a game to play in the darkness—that's why they always love the hours of daylight.

We spend a lot of time of our time advising our children. We always teach them not to be afraid of darkness. But now, we spend twice as much of that time telling the elders not to be afraid of light!

Our continuous demand for transparency is a demand for the mature people to exit darkness, to play their games in the light, and not to function behind the curtains!

Thieves like the darkness in order to hide. Criminals also like darkness to conduct their works.

Thus, in order to prevent the felons from taking advantage of darkness; we need to have electricity to lighten our nighttime.

Children like daytime, lightness, white color, and open atmosphere, but some of the elders like nighttime, darkness, black color, and sealed rooms.

Most of the elders, because they have lost the innocence of their childhood, like darkness and loneliness. Some elders, because they still have their childhood inside them, treasure light and interaction with people.





## WESTSIDE STUDIO PAINTS THE TOWN

By Liz Gray, *Westside Studio Student*

The University of Utah's City and Metropolitan Planning Department, in conjunction with community partners, local stakeholders, and Salt Lake City, will conduct research and implement projects that will foster a stronger sense of community in neighborhoods along the Jordan River. In association with this effort, the spring 2012 *Westside Studio* class completed a public art project resulting in the installation of street banners and created a resource guide for community identity-building techniques.

Over the past year, UNP, NeighborWorks Salt Lake, and Salt Lake City's Community and Economic Development

Department have been discussing the idea of the west side communities as a larger "River District." To start the discussion within the community on this new identifier, the Westside Studio reached out to school-aged children on the west side through an art contest for street banners. To connect with this younger demographic, the Studio partnered with schools, after-school programs, and community organizations to distribute entry forms throughout the community. Various community partners, community members, local artists, and city officials were brought together as a judging panel to select the winners. The Studio actively worked within the west side community and beyond to raise project funding and gather prizes for the children. The 10 winning designs were printed on large vinyl street banners and hung from the street lights on California Avenue and 800 South between I-15 and the Jordan

River, and on the corner of 800 South and 900 West. To celebrate the culmination of the work, a community celebration was held at the Sorenson Unity Center where the entries were displayed and prizes were awarded to the winners. The Studio hopes the banners spark discussion about the "River District" concept.

To further the initiative of establishing a community identity for the "River District" and other areas, a new community resource was created; a recipe book for building community identity. The goal of *Recipes for Building Your Community Identity* (available upon request) is to provide a guide that illustrates potential community identity-building activities and techniques.

The ideas presented are divided into four main categories and present a "recipe" for creating an event or program, as well as a case study illustrating the idea.

However, the included ideas are just a starting point, and the book aims to inspire the general public and local partners to develop more possibilities for their communities. Feedback cards are included to solicit and incorporate community input, as well as encourage collaboration and creativity. Consequently, the book is designed to be a "living tool" and continually grow as more ideas are added. The possibilities are endless and a strong community identity is within reach!

The Westside Studio's contribution to the existing work completed by the community partners and local organizations will hopefully be an asset for the community and serve as a catalyst for future efforts in building community identity along the Jordan River and throughout Salt Lake City.



## OUR FIRST TEACHERS

### *The Voices of Families on the Teaching Profession*

Mary Burbank, 2012 Community Scholar in Residence



Like many communities across the nation, Salt Lake City has experienced dramatic shifts in the composition of its population. Increases in ethnic, cultural, and linguistic diversity are among the dynamic opportunities before us.

Because education systems must acknowledge and learn from families and their influence on young people, the Families, Intercollegiate Routes to Studying Teaching (FIRST) project was created to embrace the role of family influence on the decision to enter the teaching profession. As a 2011-2012 Scholar in Residence effort, project FIRST was designed to and continues to specifically define, recognize, and celebrate family knowledge as a critical factor influencing the decision to seek careers in teaching.

During the 2011-2012 academic year, the families of students enrolled in the Teacher Recruitment Scholarship program through the University of Utah, Salt Lake Community College, and five local school districts met to examine families' perspectives on the decision to become teachers. As a community-based network of families, participants in FIRST examined the influence of their families' experiences in schools and identified how their children will shape the future of the teaching profession.

Our discussions defined the role families play in building pathways to the teaching profession. Families also shared ideas on how they support their children's decisions to become teachers. They showcased a collective vision for the type of educators their children will become.

Project findings specifically highlighted the values families place on educators who care deeply about all students in classrooms. Our FIRST families encouraged the idea that all teachers must believe in and celebrate the richness of diversity in each student's life. Families cited their children's potential, as future teachers, to reach out to students in k-12 classrooms in ways that

mirror their own life histories and goals for the future.

Sharing the message on the value of the teaching profession was a notable outcome of project FIRST. Family participants committed to serve as future ambassadors to other families to support and diversify the pool of future teachers. A series of family events is scheduled for the spring of 2013 to further conversations on the impact of families as the first teachers of those who enter the profession.



## SAY HELLO TO EVERYONE

Elizabeth Montoya, 2012 Community Resident in Action

I started as a volunteer at Mountain View Elementary School in 2005 as a way of contributing to the school and to be close to my kids. Joel Arvizo, UNP partnership manager and professor, met me as a student taking his EDU1010 class in 2010. This was a class he taught for University of Utah students and community members. I was surprised when I learned that my work at Mountain View would be acknowledged with the UNP Community Resident in Action (CRIA) award.

My goal as CRIA was to connect community—this includes everyone. I found people who were willing to pass out fliers, not only to people who speak their language, but to any adult who needed to know what was going on at the school. We have giving and receiving activities, we put together a Utah Food Bank activity with a yard sale that would help fund some of the Community Learning Center activities. I know now that you don't need to know the language to speak with a parent or a student.



(continued on page 17)

(continued from page 16)

You smile to them, and you invite them to share *Pastries for Parents*, and have strawberries for the first time in their life. I wanted other parents like Rosalía, and María to do the same, so yesterday, I watched them lead a meeting. It is a matter of dar para recibir. They paid me for 6 hours gave an extra six hours. Tengo muy presente las palabras del presidente Kennedy: "No preguntes lo que tu país puede hacer por ti, sino lo que tú puedes hacer por el país. Cuando me hice ciudadana, recuerdo muy claramente que el senador Bob Bennett dijo, no seas un ciudadano más, ve y ayuda, involúcrate en la comunidad. ¿Como te vas a involucrar? Siendo voluntario, involúcrate en la escuela, involúcrate en la educación de tus hijos.

I have learned how to help everyone to get involved. In our meeting yesterday we asked people to introduce themselves and say something positive about the person sitting next to them—something they respect about that person. We focus on unity and education. We are here to make something positive happen in school for our children. We had 25 attendees and we do this every week. It is called "Good Morning, Mothers." Our main ideas are safety, communication, college readiness, and relationships. Say hello to everyone, no matter how they dress and what language they speak.



## NURSE MIDWIFE JANE DYER SELECTED AS 2013 HARTLAND SCHOLAR

By Katie Sbrier, Communications Manager, University of Utah College of Nursing



Jane Dyer CNM, FNP, MBA, PhD, FACNM, Assistant Professor at the University of Utah College of Nursing, has been selected as the University Neighborhood Partners (UNP) 2013 Hartland Scholar. The award comes with a \$10,000 grant to enhance Dyer's research within the community at UNP's Hartland Partnership Center.

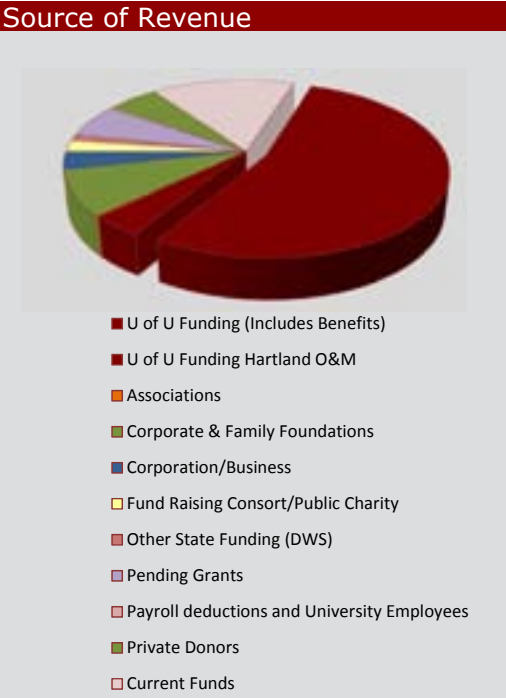
"It is an honor to be named the UNP Hartland Scholar, to have the confidence of the UNP family and to continue to learn from the west side community," said Dyer, whose program of research focuses on the impact of positive and negative health behaviors on the reproductive health outcomes of immigrant and refugee women." Equal partnership between University students and faculty—especially in the Health Sciences—and community members will support innovative research that will positively impact the health of the community. The award provides me with the support and resources to, ultimately, make a daily difference in people's lives."

For more than a decade, Dyer served as the director of the U's Nurse Midwifery and Women's Health Nurse Practitioner Program, helping to both achieve and maintain its position in the top 10 of nurse midwifery programs in the nation. She has practiced full-scope midwifery for more than 30 years and is a nurse-midwife in the BirthCare HealthCare faculty practice. With funding from the Health Resources Services Administration, Dyer helped incorporate simulation and technology for midwifery education at the U, and assured that students have cross-cultural experiences within immigrant and refugee communities. "As a two-time graduate of our College of Nursing, longtime member of our faculty and strong advocate for underserved women in our community, Jane advances all aspects of our mission: research, education and practice," said Dean Maureen R. Keefe, RN, PhD, FAAN. "Her selection as the Hartland Scholar is a well-deserved honor and excellent recognition of her contributions to our community."

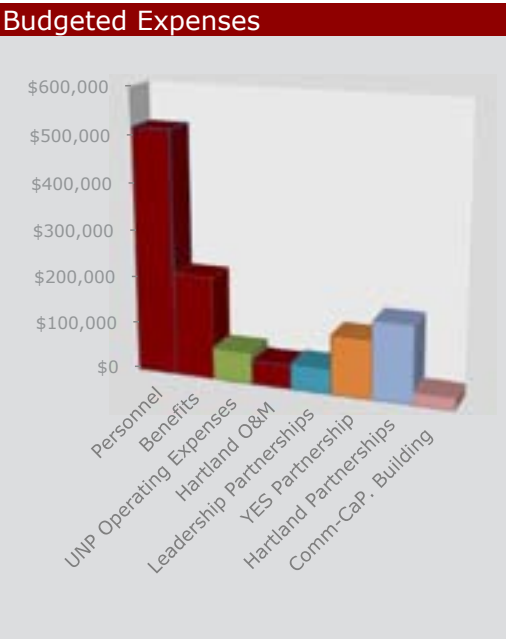


FINANCIALS 2012-13

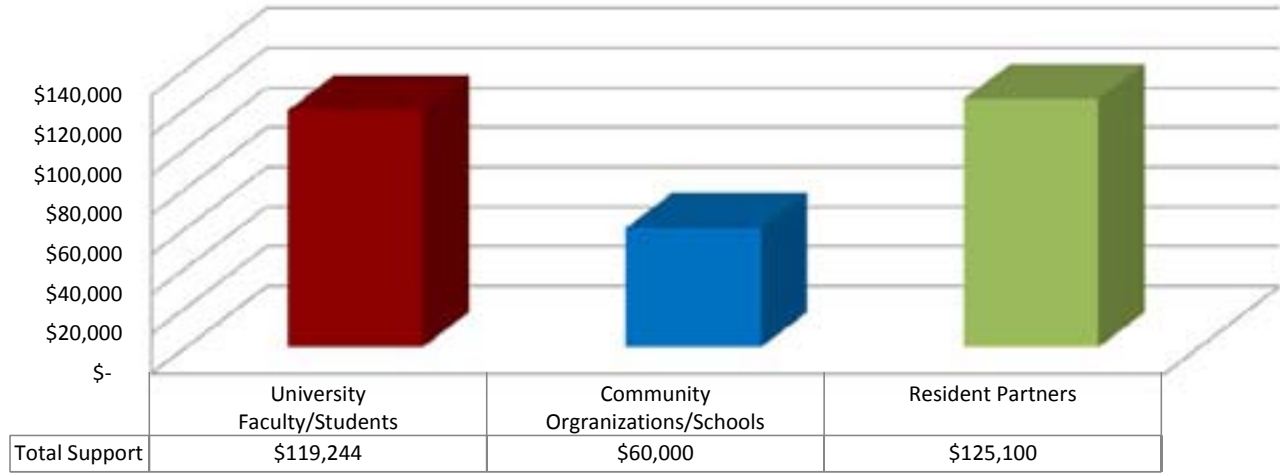
Revenue	2012-13
U of U Funding (Includes Benefits)	\$669,049
U of U Funding Hartland O&M	\$50,000
Associations	\$2,793
Corporate & Family Foundations	\$106,500
Corporation/Business	\$41,750
Fund Raising Consort/Public Charity	\$26,863
Other State Funding (DWS)	\$15,000
Pending Grants	\$75,000
Payroll deductions and University Employees	\$4,745
Private Donors	\$66,821
Current Funds	\$184,478
Total	\$1,242,999



Expenses	2012-13
Personnel	\$517,898
Benefits	\$216,335
UNP Operating Expenses	\$67,400
Hartland O&M	\$50,000
Leadership Partnerships	\$54,250
YES Partnership	\$125,000
Hartland Partnerships	\$164,750
Comm-CaP. Building	\$25,630
Total	\$1,221,263



Revenue Less Expenses	2012-13
	\$21,736



University of Utah Departments

Academic Outreach and Continuing Education  
Alumni Association  
Center for Ethnic Student Affairs  
Center for Public Policy and Administration  
Center for Science and Mathematics Education  
College of Architecture + Planning  
College of Education  
College of Engineering  
College of Fine Arts  
College of Law  
College of Nursing  
College of Social Work  
Community Clinics, Redwood Center  
Custodial Services  
Department of City and Metropolitan Planning  
Department of Communication  
Department of Education, Culture & Society  
Department of Educational Leadership and Policy  
Department of English  
Department of Family and Consumer Studies  
Department of Family & Preventative Medicine  
Department of Linguistics  
Department of Modern Dance  
Department of Parks, Recreation and Tourism  
Department of Physics & Astronomy  
Department of Special Education  
Division of Human Resources  
Division of Occupational Therapy  
Gender Studies  
Honors College  
International Center  
J. Willard Marriott Library  
LEAP Program  
Lowell Bennion Community Service Center  
Marriott Digital Scholarship Lab  
New Student Orientation  
Office of Admissions  
Office of Engagement  
Project FIRST  
School of Medicine  
Student Recruitment and High School Services  
U Temps  
Undergraduate Studies  
University Writing Program  
Urban Institute for Teacher Education  
Women's Resource Center

Community Partners

Asian Association of Utah  
Bad Dog Arts  
Because He First Loved Us  
Catholic Community Services  
Child and Family Empowerment Services

Comunidades Unidas  
Department of Workforce Services , Office of Refugee Services  
East High School  
English Skills Learning Center  
Enriching Utah Coalition  
Episcopal Diocese  
Health Access Project (HAP)  
Hartland Resident Committee  
Horizonte Instruction and Training Center  
International Rescue Committee  
Jackson Elementary School  
Karen Women's Organization  
KUTV Channel 2  
Latinas Adelante  
Latinos in Action  
Mestizo Coffee House  
Mestizo Institute of Culture and Art (MICA)  
Mountain View/Glendale Community Learning Center  
National Alliance on Mental Illness Utah  
National Resource for Paraeducators  
Neighborhood House  
NeighborWorks Salt Lake  
Northwest Middle School  
Palmer Court  
Parkview Elementary School  
Riley Elementary School  
Rose Park Community Learning Center  
Safe Kids Coalition  
Salt Lake Center for Science Education  
Salt Lake City  
Salt Lake City Department of Community and Economic Development  
Salt Lake City Office of the Mayor  
Salt Lake City Planning Department  
Salt Lake City School District  
Salt Lake Community College  
Salt Lake Community College Community Writing Center  
Salt Lake County Mayor's Council on Diversity Affairs  
Salt Lake Education Foundation  
Salt Lake Film Society  
Salt Lake Valley Health Department  
Salt Lake City Film Center  
Somos  
Sorenson Computer Center  
Sorenson Unity Center  
Splore  
Telemundo  
TV Azteca  
Utah Campus Compact  
Utah Dream Center  
Utah Humanities Council  
Utah Non-Profits Association  
West High School



# THANK YOU TO THESE GENEROUS DONORS

*Fiscal year 2012 (July 1, 2011-June 30, 2012)*

*The Westside Leadership Institute [a UNP partnership between NeighborWorks Salt Lake and the University of Utah’s Center for Public Policy and Administration] is a model for leveraging the resources of a broad community to achieve real change in west side neighborhoods and in Salt Lake City as a whole. I wish we could encourage this kind of grassroots leadership training everywhere. The WLI helped change my attitude and led to my current job representing the neighborhood as a member of the Salt Lake City Council.*

*Kyle LaMalfa, Chair, Salt Lake City Council*

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CURRENT UNP PARTNERSHIPS

PARTNERSHIPS

Community Capacity Building

- Capital City Education
- Community Mental Health/Substance Abuse
- Hartland Partnership Center
- New American Communities Honors College Think Tank
- Non-profit Incubator
- Westside Studio

Community Leadership

- Humanities in Focus
- Mestizo Arts and Activism
- New American Academic Network (NAAN)
- West View Newspaper
- Westside Leadership Institute

Education Pathways

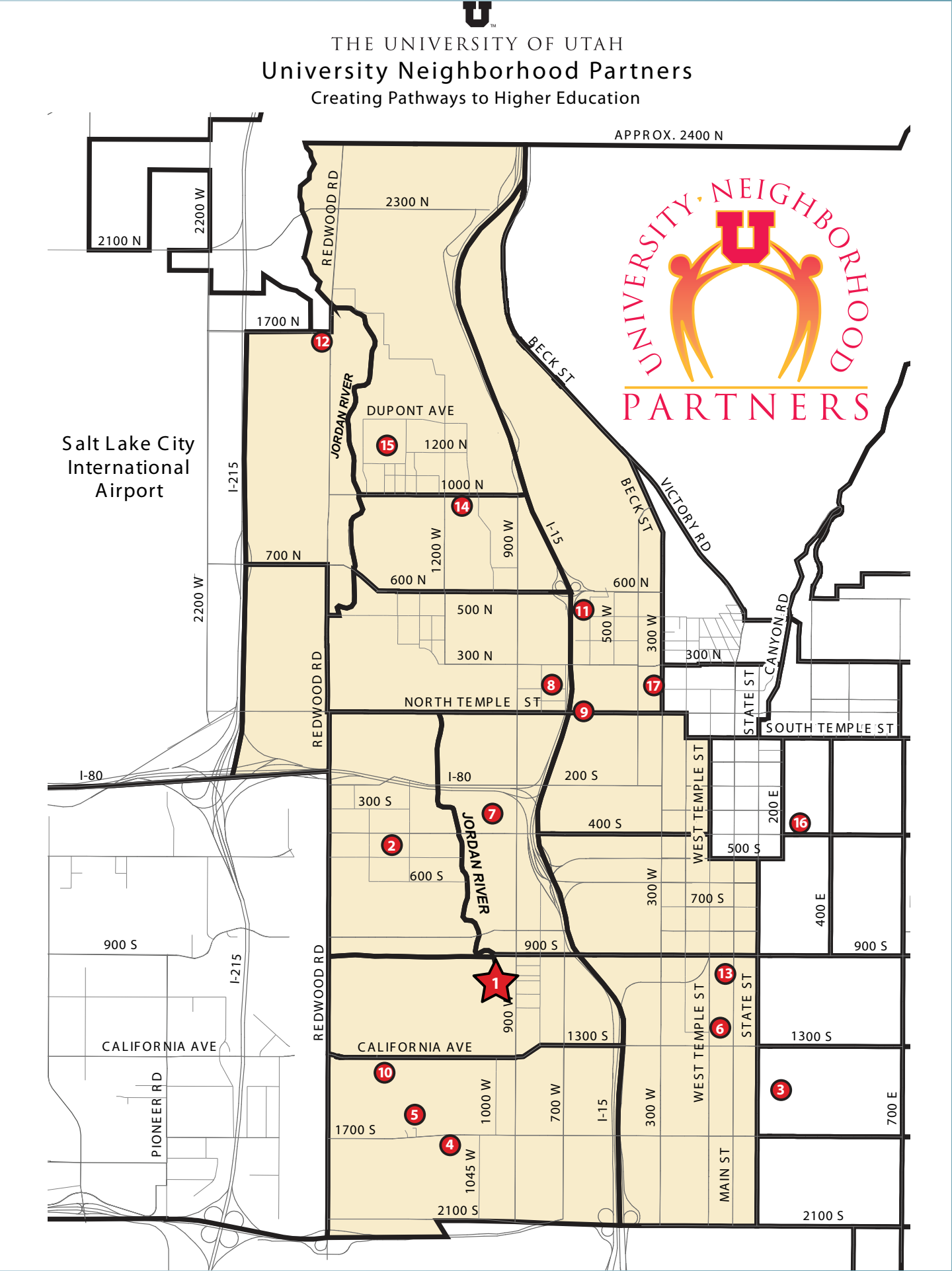
- 2nd Cup of Coffee
- Academic Consulting
- Adelante
- Adult Education Pathway
- Afterschool Partnership
- Avid
- College Access Lounge
- Community Advocates
- Connecting U Days
- Dad’s in Action/Papas in Acción
- DreamKeepers
- Early Childhood Summer Program
- Family School Partnership
- Go Girlz
- Health Education Partnership
- Intro to Teaching
- Leap to the U
- Mommies and Me
- Mountain View Glendale Community Learning Center
- Partners in the Park
- Utah Development Academy

LOCATIONS

1. **UNP Administrative Offices**  
1060 South 900 West
2. **Boys & Girls Clubs of Greater Salt Lake: Lied Club**  
464 South Concord
3. **Career Technical Center**  
1560 South 200 East
4. **Glendale Park**  
1380 West 1700 South
5. **Hartland Partnership Center**  
1578 West 1700 South
6. **Horizonte Instruction and Training Center**  
1234 Main Street
7. **IDAs & AAA Fair Credit**  
340 South Goshen Street
8. **Jackson Elementary School**  
750 West 200 North
9. **Mestizo Coffee House**  
631 West North Temple, #700
10. **Mountain View / Glendale Community Learning Center**  
1380 Navajo Street
11. **NeighborWorks Salt Lake**  
622 West 500 North
12. **Northwest Middle School**  
1730 West 1700 North
13. **Palmer Court**  
999 South Main Street
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

Off Map

- **Bryant Middle School**  
40 South 800 East
- **East High School**  
840 South 1300 East
- **Utah Nonprofit Association**  
400 South 231 East
- **University of Utah**  
201 South President’s Circle
- **Salt Lake Community College**  
4600 South Redwood Road





*WESTSIDE*  
Olivia Bernal Villalpando

*The skate park at Jordan Park is flooded  
with water from last night's rain.  
The sun pierces through a clouded sky.  
A man screams at the ground.*

*A spike-haired boy carries three bags of shoes.  
An old lady carries an empty grocery bag.*

*At northwest swimming pool, the kids play  
loudly in the water, calling out, "Merco!"  
"Polo!"*

Artwork courtesy of Ruby Chacón



*At Super Savers, a small green sedan  
with a black bumper exits the parking lot.  
The words, cool, is spelled with bumper stickers  
on the back of the car.  
The car was, indeed, cool.*

*In West Point park five teenage boys  
cruise their lowrider bikes.*

*Two ducks swim in the pond near  
the apartments just off Redwood Road.*

*The science academy next to the golf course  
is full of dust, no one has cleaned it  
through the summer  
and it has been under renovations.*



*In a front yard of a small house  
on 900 West, children, with their parents,  
watch birds in a bird bath.*

*People wait outside El Burrito Burrito Cafe  
near Chubby's.*

*A neighborhood house displays  
a garden full of gnomes.*

*On the sidewalk rests a book  
titled, "Don't Touch My Cover."*

*Welcome to the Westside.  
This is my home.*



  
THE  
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OF UTAH

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