University Neighborhood Partners Annual Evaluation Report (2018-19)

Prepared by the Utah Education Policy Center in collaboration with the UNP Leadership Team

April 2020
The Utah Education Policy Center (UEPC) is a research-based center at the University of Utah founded in the Department of Educational Leadership and Policy in 1990 and administered through the College of Education since 2007. As an integral part of the College’s commitment to improving educational access and opportunities, the purpose of the UEPC is to improve the quality of educational policies, practices, and leadership in public schools and higher education by informing and influencing educational policy and practice in Utah and the surrounding region through research, evaluation, and technical assistance.

The UEPC provides advanced and balanced research and evaluation to facilitate sound and informed decisions about educational leadership, policy and practice. We are committed to helping our clients understand whether educational policies, programs, and practices are being implemented as intended, whether they are effective and impactful, and how they might be improved.

Please visit our website for more information about the UEPC.

http://uepc.utah.edu

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Message from the Director

Two years ago, University Neighborhood Partners (UNP) started the journey with the Utah Education Policy Center (UEPC) to identify outcomes and indicators that would further tell the story of UNP’s work. How does one measure the complex story of how our partners are connected through time, multiple spaces and identities? How does one measure the depth and breadth of partnerships that center community resident identified issues and opportunities and also provide University of Utah faculty, staff and community organizations/institutions an invaluable opportunity to learn with and from community members who are often unseen and unheard. These are multifaceted questions to answer.

Overlapping the UEPC/UNP process to identify outcomes and indicators, UNP staff and the UNP Advisory Board embarked on a thorough and inclusive process to identify priorities for UNP from our three major stakeholder groups, community residents, University of Utah faculty & staff and community organizations/institutions. After hours of interviews and focus groups with over two hundred people and hours of studying what stakeholders said, the University Neighborhood Partners Long-Range Plan 2019-2024 came into being. This annual evaluation report baseline data that aligns the outcomes and indicators identified with UEPC’s guidance with the four strategic priorities from the University Neighborhood Partners Long-Range Plan 2019-2024:

- Interweaving for Deeper Impact
- Resident Leadership
- Education Pathways
- Engagement and Understanding

When I stepped into the role as Director this past year, I was excited that there was the new University Neighborhood Partners Long-Range Plan 2019-2024 ready to implement. It is my desire to find the best ways to measure our progress and make sure we are meeting the expectations the community has for UNP and the “University for Utah”. This baseline evaluation will give us an opportunity to use data as a tool to guide us to do our best work.

We hope this annual evaluation report provides an opportunity to continue conversations with our University of Utah and west side community partners about strengthening and improving our collective efforts to create a more equitable society.

Finally, a big thank you to UEPC and UNP staff who worked many hours to create this evaluation.

Sincerely,

Jenny Mayer-Glenn
Acknowledgements

The Utah Education Policy Center (UEPC) extends our sincere appreciation to the University Neighborhood Partners (UNP) team, with special thanks to Abdulkhaliq Barbaar, Jenny Mayer-Glenn, Sarah Munro, and the entire UNP Staff for their assistance with the data collection process, for providing valuable context about the organization, and for reviewing, providing feedback, and contributing to drafts of this report. Their time, insight, and collaboration has been greatly appreciated. Lastly, we would like to acknowledge Dr. Kara Byrne for her extensive evaluation support for UNP in past years, including authoring UNP’s 2017-18 Annual Report, which laid the foundation for the current efforts and served as a source of valuable information.
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Introduction

In the spirit of fostering greater civic engagement, University Neighborhood Partners (UNP) was created in 2001 by the University of Utah to explicitly build university-community partnerships focused on resident-identified issues and opportunities. UNP is located in a residential house in the Glendale neighborhood, bordering Jordan Park and the Jordan River. In 2004, UNP also opened the UNP Hartland Partnership Center housed in a three-bedroom apartment at the Hartland Apartments in Glendale (now named the Seasons at Pebble Creek). In 2012, The UNP Hartland Partnership Center was relocated to a 10,000 square foot building, adjacent to the apartment complex.

UNP serves as a convener to bring partners together to share ideas, identify common goals, and create their own initiatives. UNP is proactive in bringing together voices that have historically been unheard in the decision-making that affects these west side communities. UNP supports these partnerships by encouraging active communication, relationship building, resource sharing, and capacity building. UNP also supports and partners with residents to produce and publish community-engaged scholarship. This multi-disciplinary approach honors the wealth of resident knowledge in west side communities. The work of UNP is further illustrated by its mission, vision, and values (see sidebar).

UNP is focused on four strategic priorities, outlined in Figure 1 below. These priority areas as part of UNP’s 2019-2024 long-range plan (See Appendix A: UNP Long-Range Plan).

**University Neighborhood Partners**

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

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

**Values**
- UNP is committed to mutual respect, empowerment, and learning rooted in diverse life experiences.
- Understanding and knowledge are furthered by the open, active, and mutual sharing of information and resources.
- Multiple kinds of knowledge and life experiences are central to address social, community, and University issues.
- Knowledge is power and must be available to everyone.
- It is the right of all people to have access to the greatest range of opportunities; it is the choice of each individual how to utilize these opportunities.
In addition to the long-range plan, UNP is guided by a logic model that articulates the short-, medium-, and long-term outcomes and impacts they hope to accomplish through their various priority strategies and activities. With assistance from the Utah Education Policy Center (UEPC), UNP updated the logic model in 2019 and is also in the process of developing an evaluation plan and data collection infrastructure to track implementation of strategic priorities and progress towards outcomes (see Appendix B for a detailed description of the inputs, strategies, and outcomes). We also want to acknowledge the efforts of Dr. Kara Byrne and the Social Research Institute at the University of Utah in earlier development of the UNP evaluation framework.

Evaluation Questions

Attending to UNP’s systemic approach to engaging university and west side residents (McNall et al, 2015) and their intentional development of collaborative partnerships and networks (Gajda, 2004), the following evaluation questions will guide data collection and analysis for annual evaluation efforts. These questions were designed to be used over time (e.g., annually as part of the evaluation framework) to capture the interrelated efforts to convene and broker partnerships across strategic priority areas and the degree to which
outcomes are achieved. This first annual report provides initial evidence to questions #1 and #2. Future evaluation reports will address all five questions.

- In what ways has UNP implemented the strategies outlined in their long-range plans?
  1. Interweaving for deeper impact
  2. Amplifying resident leadership
  3. Enhancing education pathways
  4. Increasing engagement and understanding

- To what extent were the short-, medium-, and long-term outcomes achieved?

- What factors (strategies, context, investments, inputs) contributed to achieving the intended outcomes?

- What factors detracted from accomplishing the intended outcomes?

- What lessons were learned about the role of convening and brokering partnerships and networks that could be replicated or promoted?

Data Collection

Building on the strengths of UNP’s previous data collection system and considering their long-term needs, the UEPC collaborated with UNP to develop an evaluation system to collect, analyze, and report on the indicators and outcomes outlined in the UNP Logic Model. A key capacity-building component of this evaluation was to use UNP’s extant data sources, while also identifying needs for additional data and related data sources for future evaluations. The data provided in this report are intended to provide a baseline for subsequent evaluations. Below is a brief description of each data source and method of collection and analysis.

Resident Participation Data

UNP staff members provided records of community residents’ engagement and leadership of a range of community activities. These data included the total number of residents involved with activity, the date of the activity, and the type of the activity, and to which priority area the activity was aligned. The purpose of collecting this data was to establish a baseline in order to determine increases or decreases in resident leadership and engagement over time. These data also supported our analysis of the degree to which UNP was cultivating community engagement and involvement around each of their strategic priorities.

Please note that we are still in the process of developing UNP’s evaluation data collection system. As such, this report does not include all data sources that will eventually be included in the annual evaluation reports. Additional data scheduled to be collected in 2020 include stakeholder feedback surveys and focus groups.
Postsecondary Student Enrollment and Graduation Information
In collaboration with both the University of Utah and Salt Lake Community College (SLCC), UNP provided enrollment and graduation data of students who reported either a current or permanent address from the zip codes served by UNP. Enrollment data included both first-time-freshmen and students who transferred to the institution. For SLCC, graduation data included degree, associates, and certificates. The purpose of collecting this data was to document students’ postsecondary attainment, an indicator of UNP’s efforts to enhance education pathways for residents.

Partnership Information
UNP staff members provided records of UNP-supported partnerships, including the number of partner organizations within each partnership. UNP also provided the number of community residents affiliated with each partnership, and whether their involvement in the partnership was active or indirect. The purpose of collecting this data was to document UNP’s efforts to increase the number and deepen the connections and partnerships between the west side and other influential institutions.

How to Use this Report
This annual report was prepared by the UEPC in collaboration with the UNP leadership team. The report provides a summary of indicators related to the inputs and outcomes identified in UNP’s logic model associated with each of the priority areas. The main body of this report is organized around UNP’s four strategic priority areas (see Figure 1). The findings in this year’s evaluation report present the baseline from which UNP will track the implementation of its strategic plan and the progress made towards the identified outcomes in subsequent years. Where possible, we have provided data from previous years as additional context. However, the majority of results in this report includes information from only one year (2018-19 academic year). The report concludes with a summary of evidence collected as part of the new evaluation framework and a list of next steps and questions for consideration for ongoing improvement.
UNP’s long range plan aims to “deepen the impact of UNP-supported partnerships through a stronger interweaving of west side neighborhoods, the University of Utah, and influential institutions around shared questions, priorities, and successful models.” To do this, UNP is engaging in several strategies:

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

- **Partnership Quality**
  - Support partners and partnerships in building their capacity to take on roles related to convening, goal setting, assessment, and evaluation.

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

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

**UNP Inputs**

A number of inputs support UNP’s efforts to engage the above strategies, which include a mix of resources such as funding, staff, space/facilities, access to stakeholders ready to engage, and access to other university resources. These inputs, at an adequate level, make it possible for UNP to engage in their strategic priorities and make progress toward the outcomes they have identified. Below is a summary of inputs from the 2018-19 academic year related to the indicators outlined in the UNP Logic Model (see Appendix A).
Figure 3. UNP Funding

Amount of UofU funding ($ hard line funding each year) FY19

$1,141,871.17

Amount of other Public/Private foundation funding FY19

$505,909.76

Figure 4. Number of Individuals and Organizations Collaborating or Engaging with UNP

Number of University of Utah staff and faculty involved (U of U Health included)

144

Number of University of Utah departments, units, or centers

120

Number of staff from community organizations and institutions involved

315 staff
UNP’s organizational and institutional partners include a range of entities of different sizes and at different levels of the system. In some instances, these partners are entire organizations or institutions. They also include smaller departments, offices, or centers nested within larger organizations or institutions. The connection to these different organizations allows for greater capacity to develop strong networks across the system. In addition, the number of partnership locations illustrates access to space and facilities that allow for various convenings and partnership efforts to take place.

Outcomes

As indicated above, UNP is engaging in a number of strategies that are intended to result in a set of short-, medium-, and long-term outcomes. Below are two key outcomes related to Interweaving for Deeper Impact that the evaluation will be tracking over the next five years:

- Increase in connections between people, resources, and institutions, that include University, west side CBOs, and residents (social capacity) (short-term outcome)
- Density of partnership networks at hubs based on successful and sustainable models (medium-term outcome)

To measure progress toward these two outcomes, UNP is tracking the partnerships developed in different areas, including the connections and density of the partnership networks. The initial summary of evidence from 2018-19 academic year is presented below.
Density of Partnership Connections

To measure progress of partnership development, UNP is tracking the number and type of roles that various stakeholder have across different types of projects and the degree of influence that stakeholders have in terms of the number of connections and networks they develop over time. One measure of this partnership development is the way in which partners cluster around partnerships, which is an indication of the synergy among partners, tracked over time. Network Diagrams are used to illustrate how these partnerships are connected. Figure 5 shows the ways in which UNP partnerships and partners are connected. The network diagram features are also presented below.

Figure 5. Network Diagram of UNP Partnerships and Partners
**Network Diagrams** depict the strength of the networks within a group of entities. The shapes are called nodes, which represent each individual entity within the network. The lines denote a connection between entities. The position of the nodes represents their degree of centrality or distance to the greater network.

The network diagram in Figure 5 represents the strength of the network between various UNP partnerships and partners.

- **Nodes.** Each node represents either a partnership or an individual partner. These partners include community organizations, higher education entities, or residents. Nodes are color coded by the umbrella area designated to them by UNP (i.e., community leadership, community capacity and well-being, education pathways, and community-engaged scholarship). The position of the nodes represents their degree of centrality or distance to the greater network. In this case, there are a number of single nodes, or individual residents, that are currently not identified as having connections to other partners or partnerships.²

  1. **Shapes.** The shapes of the nodes represent the different partner types (e.g., community resident=square, community organization=star, higher education entity=diamond, partnership hub=circle).

  2. **Size.** The size of the nodes reflects the degree to which the partner is connected to other partnerships. It is important to note that partnerships do not change size, regardless of the number of connections.

- **Lines.** The lines between nodes of the same color indicate connections between partnerships and partners within the same umbrella area. Lines within nodes of different colors indicate connections between partnerships and partners within different umbrella areas.

As part of the effort to interweave for deeper impact, UNP is tracking the number of partnerships within the networks maps, including the connection and density between partners across sectors. Below are three partners that reflect this deeper interweaving.

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² The presence of single nodes in this network diagram indicates two opportunities moving forward. The first opportunity is to identify which individuals represent these single nodes to explore avenues for connections and networking strategies to increase integration and engagement. The second opportunity is to confirm that the data gathered for these individuals accurately represents the connections to other individuals or partners.
Latino Behavioral Health Services (LBHS). As evidenced by its spread across the diagram, LBHS is connected to a number of partnerships both within its same domain of community capacity and well-being, but also education pathways. Within community capacity and well-being, LBHS illustrates strong connections to the Bridge Training Clinic, the Walk-in Center, and the Hartland Free Mental Health Clinic. Connections within the realm of education pathways include those to Our Casa Network, Northwest Community Engagement, West High College Lounge, and SLCSE community engagement.

Figure 6. Latino Behavioral Health Services Network Hub
University of Utah College of Social Work (UUCSW). The UUCSW is a partner dispersed broadly across the network diagram, reflecting its connections with many different partnerships. It is one of a handful of partners with connections to partners and partnerships from all four umbrella areas, reflecting a unique diversity of involvement. Within its same area of education pathways, UUCSW connections include those to the Adult Education Pathways partnership, Our Casa Network, Case Management Certification Courses, and Backman Community Engagement. Within the realm of community capacity and well-being, UUCSW is connected to the Startup Incubator, Bridge Training Clinic, Hartland Free Mental Health Clinic, and LBH. UUCSW is also connected to the Resident Committee, a community leadership partnership. Lastly, UUCSW is a partner to URBAN Utah, a partner within community-engaged scholarship. It is clear that the UUCSW is an essential partner to UNP, given its wide-ranging involvement with stakeholders across community sectors.

Figure 7. University of Utah College of Social Work Network Hub
**Glendale/Mountainview Community Learning Center (GMCLC).** Similar to the UUCSW above, the Glendale/Mountainview CLC is a community partner widely connected to other partnerships from all four umbrella areas. Its partnerships within *education pathways* include those with Soccer and Youth Development, Our Casa Network, Adult Education Pathways, and Counselors in Schools. In the area of *community capacity and well-being*, they are in partnership with the Bridge Training Clinic and Disabilities and Mental Health. Within *community leadership*, they are partnered with Grow Your Own Educator. Lastly, their organization has been affiliated with community research opportunities.

Figure 8. Glendale/Mountainview Community Learning Center Network Hub
UNP is also tracking the number of partnerships with six or more partners as well as those with all three stakeholder groups involved. Figure 9 provides information about the number of the partnerships with multiple stakeholders and partners involved.

Figure 9. Partnership Makeup

- **40 Partnerships that have 6+ Partners**
- **31 Partnerships that have 3 Stakeholder Groups**
- **27 Partnerships that have 6+ Partners and 3 Stakeholder Groups**

**Future Data Collection**

Upon completion of the UNP evaluation framework and data collection system, the following additional indicators will be tracked in relation to efforts to interweave for deeper impact through annual stakeholder surveys and focus groups:

- Reports of benefits and resources from partner connections (e.g., “Did you get out of it what you wanted—meet your mission/goals, access to resources, social support?”)
- Reported increase in stakeholder influence over time
- Reported sense of efficacy based on involvement with partnerships
- Resident/staff/partner ratings of partnership quality (Partnership Quality Scale)
UNP’s long range plan aims to “amplify the leadership and engagement of west side residents in defining, creating, and participating in the evolution of the west side.” To do this, UNP is engaging in several strategies:

**Representation in Institutions**

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

**Resident Leadership Networks**

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

**Leadership & Wellbeing**

- Increase the capacity of west side neighborhoods, the University, and local institutions to sustain the wellbeing of resident leaders and the broader community.

**Participatory Research**

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

**UNP Inputs**

Several inputs support UNP’s efforts to engage the above strategies, including the number of resident- and CBO-led initiatives, access that west side residents have to postsecondary scholarships, and the access to continuing education classes that provide additional opportunities for building resident leadership. Below is a summary of inputs from the 2018-19 academic year related to the indicators outlined in the UNP Logic Model (see Appendix A).
### Number of Resident Leadership Initiatives and Involvement

#### Number of resident-led initiatives

<table>
<thead>
<tr>
<th>Number of initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>54 initiatives</strong></td>
</tr>
</tbody>
</table>

#### Number of CBO-led initiatives

<table>
<thead>
<tr>
<th>Number of initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>37</strong></td>
</tr>
</tbody>
</table>

#### Scholarships awarded

<table>
<thead>
<tr>
<th>Scholarships awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>#25</strong></td>
</tr>
<tr>
<td><strong>$39,785</strong></td>
</tr>
</tbody>
</table>

#### Number of people in Continuing Education (contract) classes

<table>
<thead>
<tr>
<th>Number of people</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>#241</strong></td>
</tr>
</tbody>
</table>
Outcomes

Below are two key outcomes related to Resident Leadership that the evaluation is tracking over the next five years:

- Increased number and type of stakeholder roles, influence, and connections over time (short-term outcome)
- Increase in the number of west-side resident-led and/or CBO-led initiatives related to UNP’s work (short-term outcome)

To measure progress toward these two outcomes, UNP is tracking partnership types and levels of involvement, including the number of residents actively involved, the number of residents indirectly involved, and the number of attendees in various events and classes. The initial summary of evidence from 2018-19 academic year is presented below, beginning with the network diagram of UNP community leaders.

Figure 11. Network Diagram of UNP Community Leaders
Partnerships with High Levels of Resident Engagement

A number of partnerships highlighted in the UNP Community Leaders Network Diagram in Figure 11 demonstrate the attempt to engage residents in a variety of leadership development efforts. Below are several examples of these types of actively engaged partnerships, illustrated in the network diagram. Please note that in some cases the network diagram does not fully represent all the possible connections that may be in place currently.

**Westside Leadership Institute.** We envision graduates to be active leaders in community building, take action for positive change, build sustainable initiatives, and increase engagement with community resources that contribute to the health and well-being of the west side. Westside Leadership redefined its purpose and created a pathway for community leaders. Now, community leaders can take Fundamentals to increase access to resources and enhance leadership capacity. Then take Workshops to strengthen support and connections that elevate leaders to decision-making opportunities. Finally, Startups provides access to advanced training, peer mentoring and coaching that builds sustainable models and structures.

- **Fundamentals by Westside Leadership Institute** increased the number of students from 17 to 48, which is a 35% increase.
- **5 Resident Leaders** attended NeighborWorks America’s Community Leadership Institute (CLI) in Houston, Texas. This was a three-day training event to strengthen and enhance the voices and skills to the community leaders.
- **Startups by Westside Leadership Institute**, such as Mentes Activas and Comunidad Materna en Utah, received their 501(c)(3) nonprofit status.

![Figure 12. Westside Leadership Institute (WLI) Network Diagram](image)
**Community Advocate Network.** The goal of Community Advocate Network is to foster and increase healthy lifestyles and family preservation. Community Advocate Network is a way of survival. The Network’s connection and support helped decrease the incarceration rate for families and increase high school graduation rate. The Network provides opportunities for individuals and families to have resources to create healthier relationships. Leaders are able to take resident-identified classes, trainings, and workshops, get exposed to mutually beneficial partnerships, and outdoor exploration programs.

- **Community Advocates:** 52
- **Youth Community Advocates:** 46

In addition to the Westside Leadership Institute and Community Advocate network, a number of community leadership hubs exist within the UNP network. Other examples include Westside Studio and Neighborhood Democracy, which appear closely related, sharing many of the same partners. Grow Your Own Educator is centralized in the network map and is connected broadly to a number of community leadership partners such as the Salt Lake City School District, Glendale/Mountainview Community Learning Center, and the Community Advocates Network. Lastly, the Resident Committee is a community leadership partnership that appears to exist without connection to the aforementioned partnerships.
Partnership Activities

UNP offers and supports a wide variety of activities with community residents and partners. These activities include a number of ongoing meetings (e.g., weekly, bi-weekly, monthly) as well as one-time events. UNP Figure 14 describes the types of activities that were recorded during the 2018-19 academic year.

Figure 14. Types of Activities by Theme

<table>
<thead>
<tr>
<th>Education</th>
<th>Health and Well-Being</th>
<th>Organization and Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accessing Higher Education Resources</td>
<td>Well-Being Stablility Health</td>
<td>Building Organizational Capacity</td>
</tr>
<tr>
<td>Adult On-going Classes</td>
<td>Well-Being Stability Employment</td>
<td>Leadership Training</td>
</tr>
<tr>
<td>Research, Publications, Conferences</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It is important to note that across activity types, there is potential for residents to take on leadership and decision-making roles in organizations, programs, schools, and community.

Figure 15. Distribution of Activities by Attendance

<table>
<thead>
<tr>
<th>Attendance</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-25</td>
<td>108</td>
</tr>
<tr>
<td>26-50</td>
<td>12</td>
</tr>
<tr>
<td>51-75</td>
<td>5</td>
</tr>
<tr>
<td>76-100</td>
<td>4</td>
</tr>
<tr>
<td>101+</td>
<td>7</td>
</tr>
</tbody>
</table>
This distribution of activities and involvement suggests that UNP’s engagement strategy targets working with small groups of community members and resident leaders to achieve their aims. Though they gain publicity through some of the larger events they support, most of their engagement is in more intimate spaces.

Future Data Collection

Upon completion of the UNP evaluation framework and data collection system, the following additional indicators will be tracked in relation to efforts to build resident leadership through annual stakeholder surveys and focus groups:

- Reports that residents have access to skills, resources, information, and access to higher education to navigate systems (Critical Hope)
- Number of resident-led initiatives led by different/diverse perspectives across stakeholder groups and backgrounds
- Reports of engaging with partners in more culturally responsive ways (e.g., multiculturally responsive service items from Startup incubator survey)
UNP’s long range plan aims to “enhance opportunities for people to achieve their goals and contribute to community through diverse, equitable, culturally responsive, and transformative educational pathways. To do this, UNP is engaging in several strategies:

<table>
<thead>
<tr>
<th>Mutual Learning</th>
<th>Family-School Collaboration</th>
<th>Decreasing Barriers to Education</th>
<th>Lifelong Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Increase opportunities for postsecondary students and educators to collaborate with pre-K-12 students and educators in mutual learning, inspiration, and empowerment.</td>
<td>• Strengthen the capacities of families and educational institutions to build trusting relationships with one another and create opportunities for collaboration.</td>
<td>• Strengthen hubs and networks – in our neighborhoods and at the University – through which partners can collaboratively address the multi-level barriers people face to accessing educational opportunities.</td>
<td>• Support education institutions and community groups in creating and connecting learning opportunities, through which individuals of all ages can define and further personal, professional, and community goals.</td>
</tr>
</tbody>
</table>

**UNP Inputs**

Several inputs support UNP’s efforts to engage in the above strategies, which include a mix of university resources such as funding, staff, commitment from faculty and leadership, and access to other university resources. These inputs are at the heart of UNP’s commitment to bringing together university and west side people and resources in reciprocal learning, action and benefit. Below is a summary of inputs from the 2018-19 academic year related to the indicators outlined in the UNP Logic Model (see Appendix A).

*Note:* We are including again here the numbers of scholarships and access to continuing education classes as they are also important inputs to building education pathways.
Figure 16. Number of Scholarships and People in Continuing Education Courses

Scholarships awarded

Number of people in Continuing Education (contract) classes

Figure 17. Number of Students Involved in Partnerships

<table>
<thead>
<tr>
<th>Student Type</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher Ed Students</td>
<td>286</td>
</tr>
<tr>
<td>High School Students</td>
<td>562</td>
</tr>
<tr>
<td>Middle Schools Students</td>
<td>587</td>
</tr>
<tr>
<td>Elementary Students</td>
<td>823</td>
</tr>
</tbody>
</table>
Outcomes

Below is the primary outcome related to Education Pathways that the evaluation is tracking over the next five years:

- People moving to and through postsecondary (long-term outcome)

To measure progress toward this outcome, UNP is tracking the number of west side residents enrolled in and completing post-secondary education from the University of Utah and Salt Lake Community College (SLCC). In addition, we are tracking the connections among partners and partnerships related to supporting education pathways. The initial summary of evidence from 2018-19 academic year is presented below.

Education Pathways Network

The education pathways network comprises the majority of connections within UNP’s partnership network. Within this umbrella area, the University of Utah College of Social Work (UUCSW) is the educational partner with the greatest number of connections to other partnerships (see Figure 7 above). Glendale/Mountainview CLC (GMCLC) is another significant network with connections to different partnership umbrella areas. Below we describe two additional partnerships within the realm of education pathways, that reflect significant partner connections.

Figure 18. Network Diagram of Education Pathways Partners and Partnerships
Mary W. Jackson Elementary (MWJ). MWJ is an elementary school in the Rose Park Neighborhood. It is a partner with the highest number of connections with the education pathways umbrella area. In addition to connections with resident leaders, it partners with organizations including Go Girlz and Girls on the Run. It is also connected to a number of University of Utah departments and centers including the College of Fine Arts, Equity and Diversity, Honors College, and the Women’s Resource Center. It is also connected to partnerships, such as Adelante and Mestizo Arts and Activism.

Adult Education Pathways (AEP). AEP is a network comprised mostly of a number of educational community organizations and higher education entities. Community organization partners include GMCLC, the Glendale Branch Public Library, Google Fiber, Hartland Partnership Center, Guadalupe School, Neighborhood House, and the English Skills Learning Center. Higher education partners include the UUCSW, the University of Utah Office of Outreach and Engagement (BEACON) and Salt Lake Community College Community Relations.
Postsecondary Enrollment and Graduation

During the 2018 – 2019 academic year, a total of 570 students from the zip codes served by UNP were enrolled at the University of Utah. The demographic breakdown of these students is listed below (see Figure 21). Of these students, 122 (70 first-time-freshman and 52 transfers) enrolled as new students. Lastly, 94 students graduated from the university during this academic year.

At Salt Lake Community College (SLCC), a total of 1479 students from target zip codes were enrolled during the 2018 – 2019 academic year. The demographic breakdown of these students is listed below (see figure ). Of these students, 404 (268 first-time-freshman and 136 transfers) enrolled as new students. This is the highest reported enrollment at SLCC from the target zip codes. 115 students graduated from SLCC during this academic year.

Figure 21. Student Demographics Enrolled in the University of Utah and Salt Lake City Community College

U of U

<table>
<thead>
<tr>
<th>Gender Unknown</th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>American Indian</th>
<th>Asian</th>
<th>Pacific Islander</th>
<th>Multiple Race</th>
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<tr>
<td>56.3%</td>
<td>4.2%</td>
<td>7.1%</td>
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<td>0.9%</td>
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<tr>
<td>43.7%</td>
<td>28.0%</td>
<td>2.5%</td>
<td>11.9%</td>
<td>0.5%</td>
<td>6.5%</td>
<td>2.7%</td>
<td>2.7%</td>
<td>5.5%</td>
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</table>

SLCC

<table>
<thead>
<tr>
<th>Female</th>
<th>Male</th>
<th>Gender Unknown</th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>American Indian</th>
<th>Asian</th>
<th>Pacific Islander</th>
<th>Multiple Race</th>
<th>Ethnicity Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td>53.3%</td>
<td>42.5%</td>
<td>4.2%</td>
<td>28.6%</td>
<td>5.1%</td>
<td>48.3%</td>
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<td>6.5%</td>
<td>2.7%</td>
<td>2.7%</td>
<td>5.5%</td>
</tr>
</tbody>
</table>

60% 40% 20% 0% 0% 20% 40% 60%
Figure 22 shows enrollment and graduation patterns for the University of Utah and SLCC. (UNP 2017-18 Annual Report).

Figure 22. Number of Students Enrolled and Graduated in the Targeted Zip Code Areas

Future Data Collection

Upon completion of the UNP evaluation framework and data collection system, the following additional indicator will be tracked in relation to efforts to build education pathways through annual stakeholder surveys and focus groups:

- Reports of family-school engagement practices
UNP’s long range plan aims to “engage and communicate more effectively with the University, west side neighborhoods, and broader audiences in ways that increase understanding, encourage participation, and influence the work of others who could learn from UNP and its partners.” To do this, UNP is engaging in several strategies:

**Sharing Knowledge**
- Disseminate knowledge from the work of UNP, and the partnerships it supports, through academic and practice-oriented outlets at the local, state, and national level.

**Campus Engagement**
- Increase engagement and presence on campus, while improving the University's understanding of UNP and the partnerships it supports.

**Storytelling**
- Engage partners in sharing their stories of partnership work, impact, and the life of west side neighborhoods.

**Communication**
- Establish consistent, authentic messaging and communication techniques that speak to UNP’s diverse audiences and stakeholders.

**UNP Inputs**

Several inputs support UNP’s efforts to engage the above strategies, which include a number of resources UNP staff and the university commitment (access to Univ. leadership and institutional resources). These inputs make it possible for UNP to engage with partners to maximize the number of outlets and products through which UNP-supported partnerships share knowledge and stories about their collective efforts. Below is a summary of inputs from the 2018-19 academic year related to the indicators outlined in the UNP Logic Model (see Appendix A).
Outcomes

As indicated above, UNP is engaging in a number of strategies that are intended to result in a set of short-, medium-, and long-term outcomes. Below is a key outcome related to Engagement and Understanding that the evaluation will be tracking over the next five years:

- Increased/new knowledge created and shared that reflects residents’ perspectives and expertise (medium-term outcome)

To measure progress toward this outcome, UNP is tracking the number of outlets and products through which UNP-supported partnerships share knowledge and stories and the number and type of new entries in UNP bibliography (e.g., conference presentations, reports, etc.). A summary of evidence from 2018-19 academic year is presented below.
Figure 24. Number Of Outlets and Products Through Which UNP-Supported Partnerships Share Knowledge and Stories

- **Blogs Posts, News Articles**: 11
- **Stories from Partners or Students (e.g., Articles in the Community Voices)**: 18
- **Peer Reviewed Journal Articles**: 13
- **Practitioner-Focused Products**: 3
- **Video/Art/Media**: 2
- **Dissertations/Theses**: 2
- **Research Reports**: 10
- **Talks/Presentations**: 13
- **Artistic & Online Product**: 1

**Future Data Collection**

Upon completion of the UNP evaluation framework and data collection system, the following additional indicator will be tracked in relation to efforts to promote engagement and understanding through annual stakeholder surveys and focus groups:

- Reports of increased/new knowledge that reflects residents' perspectives and expertise
Conclusions and Future Directions
This first annual report provides a broad picture of UNP efforts to build university-community partnerships focused on resident-identified issues and opportunities. Important baseline information was established for tracking the inputs and outcomes associated with each of the four priority areas – interweaving for deeper impact, amplifying resident leadership, enhancing education pathways, and increasing engagement and understanding. An important first step for the evaluation was to begin to document the interconnections and networks that are continuing to be developed in relation to the four priority areas. The Network Diagrams illustrate how the UNP partnerships are developing important “hubs” of connections that will be explored in future evaluation reports. In addition, the indicators of progress as illustrated by the numbers of residents actively involved, the number of organizations and institutions involved, and the access to resources and facilities will provide additional opportunities to document UNP’s impact over time.

Considerations for Ongoing Improvement
As UNP continues to partner with UEPC on the development of the evaluation framework and data collection system, we will focus on the following opportunities to further strengthen and improve our efforts to fulfill our mission of “bringing together University and west side people and resources in reciprocal learning, action, and benefit — a community coming together.”

- **Data Collection System.** Continue to develop the UNP evaluation data collection system which will include attention to definitions and shared understanding about the indicators and systems used to track progress of our inputs, strategies, and outcomes. This will require the development of common understanding and shared language across staff and ongoing use of data to understand our focus and how we are reporting our progress. A particular focus will be on gathering qualitative data to capture success stories, as well as the interconnections and intersectionalities of our collective work.

- **Evaluation Logic Model.** Continue using the logic model for data collection and improvement so that we continually revisit the ways in which our strategies are designed to achieve the desired outcomes (our theory of change). The use of the UNP logic model will be enhanced if we provide consistent, regular opportunities to give voice to others through various activities and partnerships. For example, engage in conversations about who is leading the partnerships and where the partnerships are moving and making progress toward identified outcomes. Engage in cycles of inquiry based on the logic model by reviewing evaluation findings, identifying areas for improvement or further exploration, and determining how the findings can then be used to inform ongoing data collection, analysis, and reporting.
• **Longitudinal and Narratives.** Continue to develop UNP evaluation system that will pay attention to the depth of the relationship and the impact it has created. The use of this will give us more in-depth sense of shared belongingness.

Next Steps

As we work towards finalizing the UNP evaluation system, the UEPC will continue to collaborate with UNP staff on the following:

• Design a Qualtrics system for user-friendly, real-time data collection, including information related to partnership activities.

• Develop a data dictionary in which all variables in the UNP Logic Model are operationally defined.

• Design survey and focus group protocols for the remaining indicators (outlined at the end of each findings sections above).
References


Appendix A: UNP Long-Range Plan

A COMMUNITY COMING TOGETHER

University Neighborhood Partners (UNP) Long-Range Plan 2019–2024

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

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

VALUES
Understanding and knowledge are fostered by the open, active, and mutual sharing of information and resources. Multiple kinds of knowledge and life experiences are central to address social, community, and university issues. Knowledge is power and must be available to everyone. It is the right of all people to have access to the previous range of opportunities; it is the choice of each individual how to utilize those opportunities.

STRATEGIC PRIORITIES

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

2. Resident Leadership
   - Amplify the leadership and engagement of west side residents in defining, creating, and participating in the evolution of the west side.
     - Representation in institutions: Increase the representation and influence of youth and adult residents and families making decisions that affect them.
     - Resident Leadership Networks: Foster networks and spaces through which resident leaders of all ages and backgrounds can access resources and engage in mutual support, sharing, and collaboration.
     - Leadership & Wellbeing: Increase the capacity of west side neighborhoods and the University and local institutions to sustain the well-being of resident leaders and the broader community.
     - Participatory Research: Facilitate university-west side neighborhood research projects that include residents as researchers, addressing resident-defined priorities.

3. Education Pathways
   - Enhance opportunities for people to achieve their goals and contribute to community through diverse, equitable, culturally responsive, and transformative educational pathways.
     - Mutual Learning: Increase opportunities for postsecondary students and educators to collaborate with high school students and educators in mutual learning, examination, and expansion.
     - Family-School Collaboration: Strengthen the capacities of families and educational institutions to build trusting relationships with one another and create opportunities for collaboration.
     - Increasing Barriers to Education: Strengthen ties and networks in our neighborhoods and at the University—through which partners can collaboratively address the multi-layered problems people face in accessing educational opportunities.
     - Lifelong Education: Support education institutions and community groups in creating and connecting learning opportunities, through which individuals of all ages can define and further pursue, professional, and community goals.

KEY INDICATOR
School and University: If of students taking at least two and making decisions on organizational programs, schools, and community

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Appendix B: UNP Evaluation Logic Model
Revised 4/22/2019

<table>
<thead>
<tr>
<th>Impact Areas</th>
<th>Strategic Priorities (2019-2025)</th>
<th>Inputs/Investments</th>
<th>Strategies</th>
<th>Short-Term Outcomes (e.g., 1-2 years)</th>
<th>Medium-Term Outcomes (e.g., 3-5 years)</th>
<th>Long-Term Outcomes (e.g., 6-10 years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create and strengthen educational pathways</td>
<td>Interweaving for Deeper Impact</td>
<td>UNP Staff, University of Utah Access to University faculty, students, and space University Funding</td>
<td>Build relationships based on UNP core values and organizational strategies (e.g., hiring west side residents) Convene based on resident-driven priorities: Education pathway partnerships</td>
<td>Increase in connections between people, resources, and institutions, that include Univ., west side CBOs, residents (social capacity). Increased # and type of stakeholder roles, influence, and connections over time.³</td>
<td>Increased cultural responsivity among partners (e.g., Univ., CBOs, residents). Increased in families and educators collaborating and making decisions together. Increased/new knowledge created and shared that reflects residents’ perspectives and expertise.⁴</td>
<td>Increase in residents of all ages taking on leadership and decision-making roles in program, schools, and community People moving to and through postsecondary.</td>
</tr>
<tr>
<td>Generate and disseminate knowledge</td>
<td>Resident Leadership</td>
<td>Access to space and facilities (e.g., printing, materials)</td>
<td>Community capacity and wellbeing partnerships</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amplify resident power and voice</td>
<td>Education Pathways</td>
<td>Access to university credit Scholarships for west side students</td>
<td>Community leadership partnerships</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Generate community momentum</td>
<td>Cultivate community wellbeing</td>
<td>UNP Staff, University of Utah Access to University faculty, students, and space</td>
<td>Community-engaged scholarship</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

³ Are connections growing and are there equal spread/equal saturation.
⁴ Families have critical hope and feel more prepared to navigate systems and advocate for self with a realistic sense of how to move toward positive future.
⁵ Research and practice products that result from research activities. Tapping into the researchers and expertise in the community; e.g., with researchers not affiliated with the univ.
<table>
<thead>
<tr>
<th>Impact Areas</th>
<th>Strategic Priorities (2019-2025)</th>
<th>Inputs/Investments</th>
<th>Strategies</th>
<th>Short-Term Outcomes (e.g., 1-2 years)</th>
<th>Medium-Term Outcomes (e.g., 3-5 years)</th>
<th>Long-Term Outcomes (e.g., 6-10 years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Build individual and organizational capacity</td>
<td>transformative education pathways. <strong>Engagement &amp; Understanding</strong> Engage and communicate more effectively with the university, west side neighborhoods, and broader audiences in ways that increase understanding, encourage participation, and influence the work of others who could learn from UNP and its partners</td>
<td>(access to Univ. leadership and institutional resources) <strong>Other Community Inputs</strong> Public/private foundation funding Access to neighborhood stakeholders</td>
<td>information to navigate systems.</td>
<td>based on successful and sustainable models.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Appendix C: Additional Evaluation Data on Partnerships, Activities, and Enrollment

Table 1. Partnership Makeup by Stakeholder Group and Number of Partners

<table>
<thead>
<tr>
<th>3 Stakeholder Groups</th>
<th>6+ Partners</th>
<th>6+ Partners &amp; 3 Stakeholder Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adelante</td>
<td>Adelante</td>
<td>Adelante</td>
</tr>
<tr>
<td>Backman Community Engagement</td>
<td>Adult Education Pathways</td>
<td>Backman Community Engagement</td>
</tr>
<tr>
<td>Bases y Fundamentos</td>
<td>Afterschool Youth Program</td>
<td>Bases y Fundamentos</td>
</tr>
<tr>
<td>Bridge Training Clinic</td>
<td>Backman Community Engagement</td>
<td>Bridge Training Clinic</td>
</tr>
<tr>
<td>Casa Quetzalcoalt</td>
<td>Bases y Fundamentos</td>
<td>Casa Quetzalcoalt</td>
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<tr>
<td>Clemente</td>
<td>Bridge Training Clinic</td>
<td>Clemente</td>
</tr>
<tr>
<td>Community Advocates Network</td>
<td>Casa Quetzalcoalt</td>
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</tr>
<tr>
<td>Community Resident in Action</td>
<td>Case Management Certification Course</td>
<td>Grow Your Own Educator</td>
</tr>
<tr>
<td>Early Childhood Research</td>
<td>Clemente</td>
<td>Mary Jackson Elementary</td>
</tr>
<tr>
<td>Emotional Intelligence</td>
<td>Community Advocates Network</td>
<td>Mestizo Arts and Activism</td>
</tr>
<tr>
<td>Glendale Mountain View Our Casa</td>
<td>Friendship Dinner</td>
<td>Mobile Unit for Diabetes and Hypertension Screening and Referrals</td>
</tr>
<tr>
<td>Grow Your Own Educator</td>
<td>Grow Your Own Educator</td>
<td>Multicultural Radio</td>
</tr>
<tr>
<td>Mary Jackson Elementary</td>
<td>Hartland Free Mental Health Clinic</td>
<td>Neighborhood Democracy</td>
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<td>Mestizo Arts and Activism</td>
<td>Mary Jackson Elementary</td>
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<td>Mobile Unit for Diabetes and Hypertension Screening and Referrals</td>
<td>Mestizo Arts and Activism</td>
<td>Our Casa Network</td>
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<td>Multicultural Radio</td>
<td>Mobile Unit for Diabetes and Hypertension Screening and Referrals</td>
<td>Resident Committee</td>
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<td>School Community Councils</td>
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<tr>
<td>Our Casa Network</td>
<td>Northwest Community Engagement</td>
<td>Soccer and Youth Development</td>
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<td>Resident Committee</td>
<td>Our Casa Network</td>
<td>Startup Incubator</td>
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<tr>
<td>Riley Elementary Career Week</td>
<td>Padres Fuertes, Hijos Felices</td>
<td>The Utah Network for Arts and Social Justice</td>
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<td>School Community Councils</td>
<td>Peers in Recovery Conference</td>
<td>Truth Cypher at Glendale Middle School</td>
</tr>
<tr>
<td>---------------------------</td>
<td>------------------------------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td>Soccer and Youth Development</td>
<td>Persona-a-Persona</td>
<td>URBAN Utah</td>
</tr>
<tr>
<td>Startup Incubator</td>
<td>Personal/Professional Development: NAAN, Language Acquisition, Citizenship, Employment (OJT)</td>
<td>West High College Lounge/Our Casa</td>
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<td>Progression</td>
<td>Westside Leadership Institute (WLI)</td>
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<td>Resident Committee</td>
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<td>URBAN Utah</td>
<td>Riley Elementary Career Week</td>
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<td>West High College Lounge/Our Casa</td>
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<td>Utah Behavioral Health Planning Advisory Committee</td>
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<td>West High College Lounge/Our Casa</td>
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<td>Attendance</td>
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<td>551-575</td>
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<td><strong>Grand Total</strong></td>
<td><strong>136</strong></td>
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Table 2. Distribution of Activities by Attendance Range

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Type</th>
</tr>
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<tbody>
<tr>
<td>Administration Class on Trauma Informed Classrooms</td>
<td>In-Service Training</td>
</tr>
<tr>
<td>Backman ESL Class</td>
<td>Adult On-Going Class</td>
</tr>
<tr>
<td>Backman Monthly Parent Meeting</td>
<td>Parent Engagement</td>
</tr>
<tr>
<td>Carnegie Task Force Meeting</td>
<td>Ongoing Meeting</td>
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<td>Community Advocate Network</td>
<td>Ongoing Meeting</td>
</tr>
<tr>
<td>Community Organizing Class Summer 2019</td>
<td>Higher Ed Courses Linked to UNP</td>
</tr>
<tr>
<td>Dance Program Research Project Summer 2019</td>
<td>Research</td>
</tr>
<tr>
<td>Family Engagement Advisory Committee</td>
<td>Ongoing Meeting</td>
</tr>
<tr>
<td>FCS 2640 Spring 2019</td>
<td>Contract Class</td>
</tr>
<tr>
<td>Flamboyan Fellowship Team Meeting</td>
<td>Ongoing Meeting</td>
</tr>
<tr>
<td>GYOE Cohort Meeting</td>
<td>Ongoing Meeting</td>
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<tr>
<td>GYOE Partnership Meeting</td>
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</tr>
<tr>
<td>Math 1010 Summer 2019</td>
<td>Contract Class</td>
</tr>
<tr>
<td>Mountain View Soccer Practice</td>
<td>Youth Activity</td>
</tr>
<tr>
<td>Praxis Prep Class</td>
<td>Adult On-Going Class</td>
</tr>
<tr>
<td>SCC's</td>
<td>Ongoing Meeting</td>
</tr>
<tr>
<td>Scholarship Support for High School Students</td>
<td>Linking to Higher Ed. Resources</td>
</tr>
<tr>
<td>Six River Cleanups</td>
<td>Youth Activity</td>
</tr>
<tr>
<td>SLCC Writing Class Placements Fall 2018</td>
<td>Higher Ed Courses Linked to UNP</td>
</tr>
<tr>
<td>SLCSD Paraeducator Pilot Trainings</td>
<td>In-Service Training</td>
</tr>
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Table 3. Activities without Counts (Labeled ‘Ongoing’)
### Activity Name

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Type</th>
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</thead>
<tbody>
<tr>
<td>Stages of Leadership Team Meeting</td>
<td>Ongoing Meeting</td>
</tr>
<tr>
<td>Student Support from Our CASA Coordinator</td>
<td>Accessing Higher Ed Resources</td>
</tr>
<tr>
<td>Trauma Informed Classrooms Course 2018-2019</td>
<td>Contract Class</td>
</tr>
<tr>
<td>Trauma Informed Classrooms Course 2019-2020</td>
<td>Contract Class</td>
</tr>
<tr>
<td>U Family Engagement Placements</td>
<td>Higher Ed Courses Linked to UNP</td>
</tr>
<tr>
<td>U Family Engagement Placements Fall 2019</td>
<td>Higher Ed Courses Linked to UNP</td>
</tr>
<tr>
<td>U Family Engagement Placements Fall 2019</td>
<td>Higher Ed Courses Linked to UNP</td>
</tr>
<tr>
<td>U Family Engagement Placements Fall 2019</td>
<td>Higher Ed Courses Linked to UNP</td>
</tr>
<tr>
<td>UITE &amp; Backman Professional Development School Trainings</td>
<td>In-Service Training</td>
</tr>
<tr>
<td>URBAN UT Partnership Meeting</td>
<td>Ongoing Meeting</td>
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<tr>
<td>West High Our CASA Partnership Meeting</td>
<td>Ongoing Meeting</td>
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### Table 4. U of U and SLCC Enrollment and Graduation

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<td>121</td>
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<td>122</td>
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<td>U of U graduation</td>
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<td>SLCC enrollment*</td>
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<td>293</td>
<td>404</td>
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<tr>
<td>SLCC graduation**</td>
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<td>97</td>
<td>77</td>
<td>114</td>
<td>149</td>
<td>115</td>
</tr>
</tbody>
</table>

* First time freshman & transfers (unduplicated) who reported either a current or a permanent address in UNP ZIP codes.
** Includes degree, associates, & certificates