RESULTS MATTER

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The Promise Partnership is proud to have reached the Sustaining Gateway benchmark on StriveTogether's Theory of Action, a continuum of quality benchmarks that guides partnerships around the country implementing cradle-to-career collective impact initiatives.

StriveTogether
NETWORK MEMBER
20 SUSTAINING 17

PROMISE PARTNERS INCLUDE

6 SCHOOL DISTRICTS[1]

9 COMMUNITIES[3]

6 HIGHER EDUCATION INSTITUTIONS[5]

477,000 CHILDREN AND YOUNG ADULTS (AGES 0-24 YEARS OLD)[7]

5 STATE SYSTEMS[2]

1000s OF VOLUNTEERS[4]

600+ BUSINESSES, PHILANTHROPISTS, AND COMMUNITY ORGANIZATIONS[6]
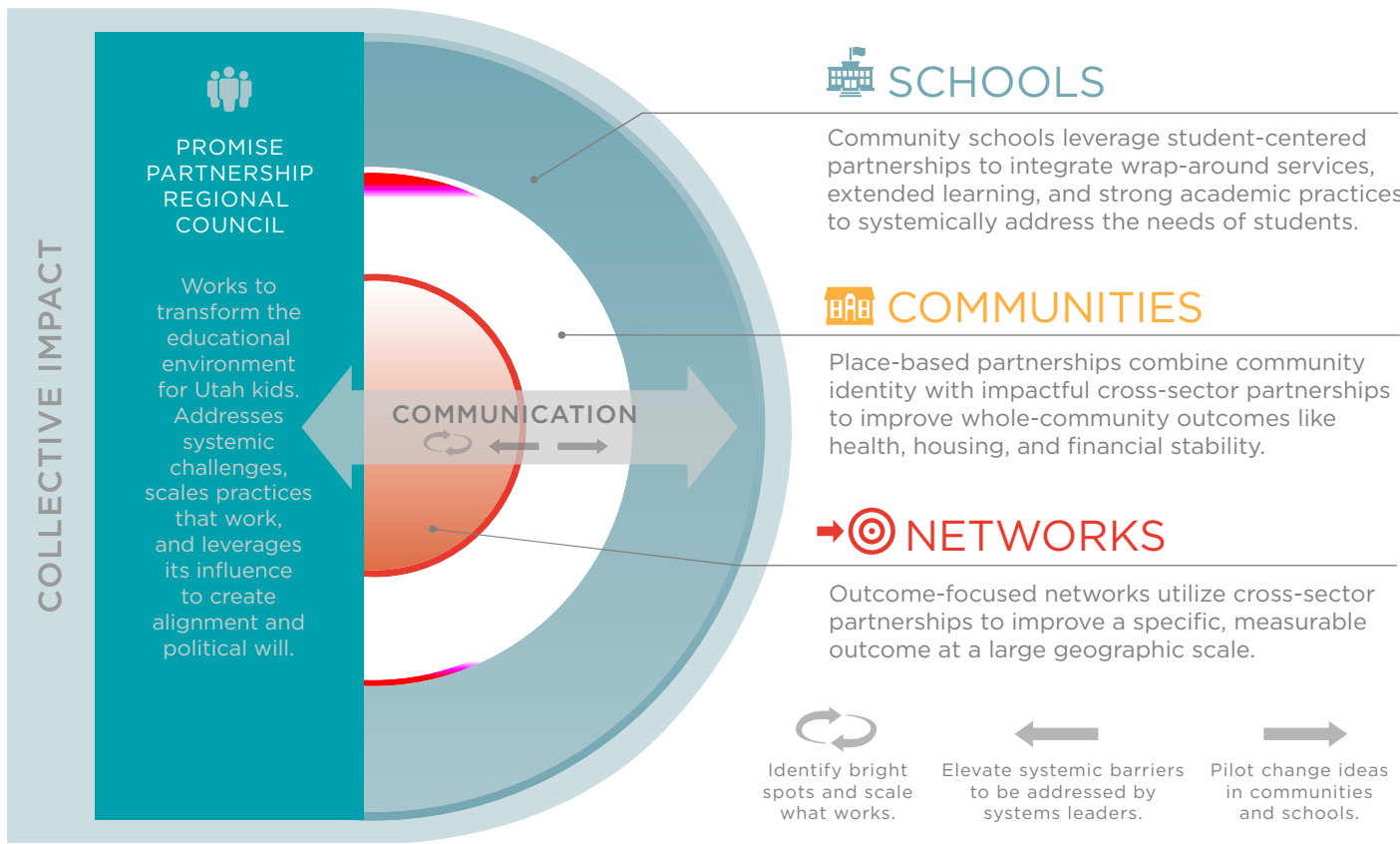
COLLECTIVE IMPACT

PROMISE PARTNERSHIP REGIONAL COUNCIL

Works to transform the educational environment for Utah kids. Addresses systemic challenges, scales practices that work, and leverages its influence to create alignment and political will.

COMMUNICATION

SCHOOLS

Community schools leverage student-centered partnerships to integrate wrap-around services, extended learning, and strong academic practices to systemically address the needs of students.

COMMUNITIES

Place-based partnerships combine community identity with impactful cross-sector partnerships to improve whole-community outcomes like health, housing, and financial stability.

NETWORKS

Outcome-focused networks utilize cross-sector partnerships to improve a specific, measurable outcome at a large geographic scale.

Identify bright spots and scale what works.

Elevate systemic barriers to be addressed by systems leaders.

Pilot change ideas in communities and schools.

PHOTO: SANDY ELEMENTARY

UTAH IN NATIONAL CONTEXT

The Results Matter Report focuses on the region in which we have formalized partnerships, namely the geographic area represented by Canyons, Davis, Granite, Ogden, Park City, and Salt Lake City school districts. Our region represents a large share of the state's population, and many of our system change efforts have an impact statewide; thus, assessing Utah's national standing on several important indicators helps give context. At first glance, these rankings (1st=best) suggest that Utah stacks up well; but a closer look at data for low-income Utahns reveals that we have much progress to make to truly have the most effective education system in the nation.

4th Grade Reading Scores[8]

	Unadjusted	Adjusted**
Utah:	226	218
Nation:	222	220
Utah's Rank:	13th	35th

8th Grade Math Scores[9]

	Unadjusted	Adjusted**
Utah:	286	278
Nation:	282	280
Utah's Rank:	15th	35th

High School Graduation Rate[10]

	All Students	Low-Income
Utah:	84.8%	76.7%
Nation:	83.2%	76.1%
Utah's Rank:	26th	23rd

Percent of Adult Population with Bachelor's Degree or Higher[11]

	All	In Poverty
Utah:	32.6%	18.0%
Nation:	31.3%	12.6%
Utah's Rank:	18th	5th

Public K-12 Revenue Per Student[12]

Utah:	$8,500
Nation:	$12,682
Utah's Rank:	49th

EXECUTIVE SUMMARY
Letter from The Promise Partnership Regional Council

Dear Friends,

Thanks for all you do to ensure that every child in Utah has the opportunity to succeed in school and life. As leaders of the Promise Partnership Regional Council (PPRC), we see firsthand both how difficult this work is and how big an impact our collective efforts can have to create lasting social change.

The PPRC is a public-private partnership working to transform the educational environment for Utah kids. We're passionate about achieving our goals that all children are:

> **Ready** for school
> **Better** in school
> **Successful** in life

Each year the PPRC publishes a "report card" of our progress. We focus on specific initiatives that increase the likelihood of a child reaching his or her potential, and each is highlighted in this report:

> Kindergarten Readiness
> 3rd Grade Reading
> 8th Grade Math
> Postsecondary Readiness/High School Completion
> Postsecondary Completion
> Health
> Financial Stability

The PPRC provides leadership and guidance on these initiatives, and PPRC members have teamed up to drive progress on each outcome. But this report is really a reflection of a much broader body of work – work that's being done by thousands of truly committed people in hundreds of organizations, six school districts, ten communities, countless schools, and dozens of government agencies and businesses that work in the Promise Partnership across our region.

The PPRC is honored and humbled to work with you. We're committed to connecting partnerships working on the ground, to hear and act on concerns, and to leverage our influence to create both political will and alignment to overcome some of the most challenging issues we face as a community.

We thank you for what you do each day. And to those of you who believe, as we do, that the work is critically important, please join us.

Kirk Aubry	Dr. Martin Bates	Dr. Rich Nye
President and CEO	*Superintendent*	*Superintendent*
Savage	Granite School District	Ogden School District
Co-Chair	*Outgoing Co-Chair*	*Incoming Co-Chair*
Promise Partnership Regional Council	Promise Partnership Regional Council	Promise Partnership Regional Council

*Nationally comparable data are not available for third grade reading.
**Adjusted scores allow for students to be compared with their demographically similar peers using factors such as age, race/ethnicity, frequency of English spoken at home, receipt of special education services, income, and status as an English language learner. A comparison of adjusted and non-adjusted scores is a good way to see the impact of these factors on young people's performance.

COLLECTIVE IMPACT APPROACH

"Hold the interest of entire populations, and get clear about what your number is...If you don't want to take on population-level work, stop using the language of collective impact, stop using the language of scale, and say, 'God love it, I just want to do good charity work.' And there is nothing wrong with good charity work, but stop conflating the language..."

– Michael McAfee, *President, PolicyLink*

BEYOND TRADITIONAL COLLABORATION

Our goal is to transform the educational environment, and we know that a disparate and unorganized set of programs, initiatives, and focus areas won't get us there. To transform whole communities, we must think beyond individual programs or services, see ourselves as a united system, and change our system to produce more equitable outcomes for children.

ISOLATED IMPACT

TRADITIONAL COLLABORATION

COLLECTIVE IMPACT

PHOTO: SOUTH KEARNS ELEMENTARY

COMMUNITY REPORT CARD
Our Progress

Our community must hold itself accountable for ensuring that every child graduates equipped for education beyond high school and is ready for a great career. We track these important outcomes to understand our progress, beginning in early childhood and including foundational components like health and financial stability that enable learning.

Our central concern is that large achievement gaps exist between low-income children, English language learners, children of color, and their peers. Eliminating these achievement gaps and achieving equity in education is our core purpose.

This table reflects data for each of the results on our *Roadmap to Success* since 2014, our baseline year. Since then, five of seven outcomes have improved.* It is important to note that because the scope and depth of our partnership has changed since the baseline year, the report card is not an evaluation of the past work of the partnership, but rather a reflection of the context we are working in today.

	BASELINE	CURRENT YEAR	CHANGE SINCE BASELINE
KINDERGARTEN READINESS			
All Students	NA	58% Literacy / 70% Numeracy	
Low-Income Students	NA	35% Literacy / 51% Numeracy	
Minority Students	NA	35% Literacy / 50% Numeracy	
English Language Learner Students	NA	26% Literacy / 40% Numeracy	
3RD GRADE READING PROFICIENCY			
All Students	72%	69%	-3% 🔴
Low-Income Students	59%	54%	-5% 🔴
Minority Students	59%	54%	-5% 🔴
English Language Learner Students	49%	44%	-5% 🔴
8TH GRADE MATH PROFICIENCY			
All Students	37%	41%	4% 🟢
Low-Income Students	18%	22%	4% 🟢
Minority Students	19%	23%	4% 🟢
English Language Learner Students	6%	6%	0% 🟡
HIGH SCHOOL GRADUATION			
All Students	80%	84%	4% 🟢
Low-Income Students	62%	73%	11% 🟢
Minority Students	71%	77%	6% 🟢
English Language Learner Students	59%	64%	5% 🟢
POSTSECONDARY READINESS (composite ACT score of 18+)			
All Students	68%	63%	-5% 🔴
Low-Income Students	44%	38%	-6% 🔴
Minority Students	42%	38%	-4% 🔴
English Language Learner Students	11%	5%	-6% 🔴
POSTSECONDARY COMPLETION			
All USHE Institutions in Region	40%	41%	1% 🟢
Salt Lake Community College	23%	21%	-2% 🟢
University of Utah	60%	65%	5% 🟢
Weber State University	35%	32%	-3% 🔴
HEALTH (adults in good, very good, or excellent health)			
All Adults	87%	88%	1% 🟢
Low-Income Adults	76%	79%	3% 🟢
FINANCIAL STABILITY (students changing schools mid-year)**			
All Students	16%	15%	-1% 🟢
Low-Income Students	19%	21%	2% 🔴
Minority Students	21%	20%	-1% 🟢
English Language Learner Students	20%	21%	1% 🔴

* As measured by the "All" category improving. Since kindergarten readiness data are not comparable over time (see explanation on next page), the count of improved outcomes is measured out of seven, not eight.

** In contrast to the other indicators, a decline in school mobility is a positive change.

DATA DEFINITIONS

The Promise Partnership began in 2014 with only three districts, and by 2017, had expanded to six. While this development is a step forward for the well-being of kids, it presents a challenge in reporting data over time. Collective impact partnerships use population-level indicators (e.g., high school graduation rates) to track the success of an entire partnership. It is impossible to look at a figure at this scale and attribute an increase or decrease to a single partner, strategy, institution, or even sector. We call this a contribution mindset, not an attribution mindset. With this in mind, we have chosen to update our baseline data to include data from all six districts, not just the original three. This is what it means to hold shared accountability for outcomes.

KINDERGARTEN READINESS
% with sufficient prerequisite knowledge and skills in literacy and numeracy to succeed in kindergarten

Utah State Board of Education. Kindergarten Entry and Exit Profile (KEEP). Data reflect entry scores for the 2017-2018 school year. Prior to the 2017-2018 school year, Utah did not have a universal kindergarten readiness assessment; instead, each district had its own. Thus, there are no comparable baseline data for kindergarten readiness.

3RD GRADE READING
% proficient in reading by end of 3rd grade

Utah State Board of Education. End of Year DIBELS assessment. Baseline reflects 2013-2014 and current year reflects 2016-2017. The Promise Partnership region total includes Guadalupe School.

8TH GRADE MATH
% proficient in math by end of 8th grade

Utah State Board of Education. Student Assessment of Growth and Excellence (SAGE) assessment. Baseline reflects 2013-2014 and current year reflects 2016-2017.

HIGH SCHOOL GRADUATION
% high school students graduating in four years

Utah State Board of Education. Four-Year Cohort Graduation Rates. Baseline reflects 2013-2014 and current year reflects 2016-2017. Due to a data reporting issue in one district, the low-income graduation rate in school year 2013-2014 is underreported.

POSTSECONDARY READINESS
% graduating seniors with a composite ACT score of 18 or higher

Utah State Board of Education. ACT Composite Score of 18 or Higher. Baseline reflects 2013-2014 and current year reflects 2016-2017. Utah made the ACT mandatory for all high school juniors in 2014-2015, which may impact comparability over time. A student scoring 18 will get accepted into open-access colleges, but they may still need remediation.

POSTSECONDARY COMPLETION
% of college students graduating within 150% of length of program

U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System. IPEDS compare institutions and IPEDS summary tables. Baseline reflects 2012-2013 and current year reflects 2015-2016. Reflects the percentage of first-time, full-time students who graduate within 150% of the published time for the program (six years for a four-year baccalaureate degree and three years for an associate degree). This is a nationally accepted measure recommended by the National Center for Education Statistics. Institutions may adjust rates to account for time off for military service, LDS missions, and other situations.

Completion of certificate programs at Utah System of Technical Colleges (USTC) campuses is also a key piece of postsecondary completion. In 2017, 1,908 students graduated with one or more certificates from Davis Technical College and Ogden-Weber Technical College, the campuses within the Promise Partnership region.

HEALTH
% of adults who rate their own health as good, very good, or excellent

Utah Department of Health's Indicator-Based Information System for Public Health. Health indicator report of fair/poor health. Age-adjusted rates. Baseline year reflects 2013 and current year reflects 2016. Adults from Davis, Salt Lake, Summit, and Weber (which also includes Morgan) counties. Self-rated health questions are a common survey technique in health research and have been proven to be both valid and reliable in terms of measuring overall health.
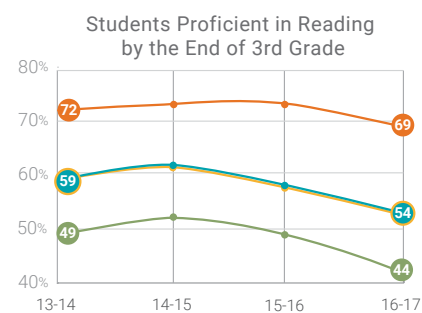
FINANCIAL STABILITY
% of students changing schools mid-year

Utah State Board of Education. School mobility rate, all grades. Baseline reflects 2013-2014 and current year reflects 2016-2017. Students change schools for many reasons, including planned, positive reasons; however, unplanned, negative reasons for changing schools - such as housing instability - often have detrimental effects on student performance. Though school mobility rates do not differentiate the two, it can be presumed that the relative share of planned and unplanned moves is constant over time.
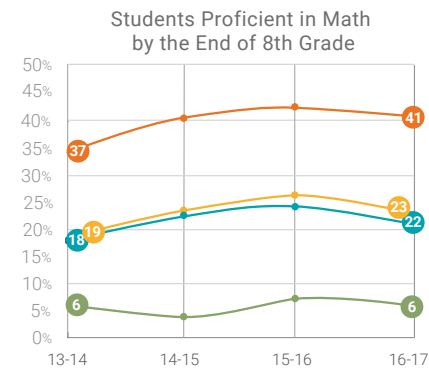
ROADMAP TO SUCCESS

Transforming the educational environment at scale will take many years. While there is still work to do to see significant gains, our work together over the last several years has demonstrated that we can succeed. Where we have the deepest partnerships, data about what works, and a commitment to addressing system barriers, we are making progress. This deepens our confidence that we can help every child achieve their potential.
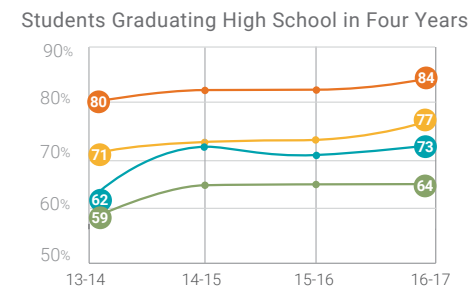
- All Students
- Low-Income Students
- Minority Students
- ELL Students

Students Proficient in Math by the End of 8th Grade

(Chart axis: 0%–50%, years 13-14, 14-15, 15-16, 16-17)
Values: 37, 41; 18, 19, 23, 22; 6, 6

Students Graduating High School in Four Years

(Chart axis: 50%–90%, years 13-14, 14-15, 15-16, 16-17)
Values: 80, 84; 71, 77; 62, 73; 59, 64

STUDENTS WHO GRADUATE HIGH SCHOOL are less likely to experience poverty, receive public assistance, or become involved in the criminal justice system.[16]

ADULTS WHO EARN CERTIFICATES OR DEGREES are more likely to be financially stable, live longer, healthier lives, and be more civically engaged.[18]

STUDENTS WHO ARE PROFICIENT IN MATH IN 8TH GRADE are more likely to complete college and be prepared for the workforce.[15]

Students Proficient in Reading by the End of 3rd Grade

(Chart axis: 40%–80%, years 13-14, 14-15, 15-16, 16-17)
Values: 72, 69; 59, 54; 49, 44

STUDENTS WHO ARE PROFICIENT IN READING IN 3RD GRADE are more likely to graduate from high school.[14]

College Students Enrolled in a USHE Institution Graduating within 150% of Length of Program

(Chart axis: 20%–60%, years 12-13, 13-14, 14-15, 15-16)
Values: 40, 41
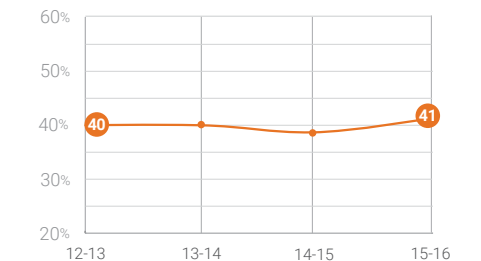
CHILDREN WHO ARE KINDERGARTEN READY are more likely to have a foundation that supports future learning and health.[13]

Children with Sufficient Knowledge and Skills to Succeed in Kindergarten*
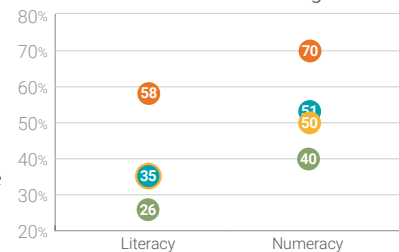
(Chart axis: 20%–80%, Literacy, Numeracy)
Literacy: 58, 35, 26; Numeracy: 70, 51, 50, 40

*Prior to the 2017-2018 school year, Utah did not have a universal kindergarten readiness assessment; thus, there are no comparable trend data for kindergarten readiness.
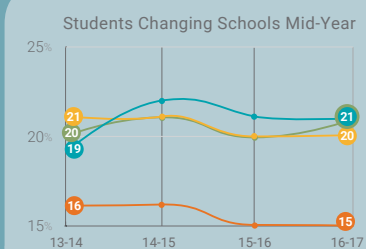
STUDENTS WHO ARE COLLEGE AND CAREER READY are more likely to have better employment and earnings opportunities.[17]

High School Seniors with a Composite ACT Score of 18 or Higher

(Chart axis: 0%–80%, years 13-14, 14-15, 15-16, 16-17)
Values: 68, 63; 44, 42, 38, 38; 11, 5
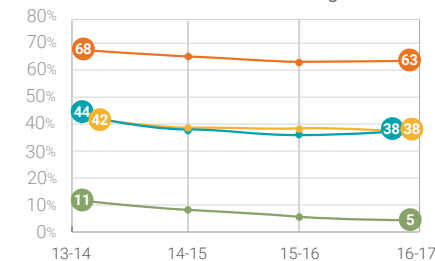
FINANCIALLY STABLE FAMILIES have the resources needed to ensure children's learning isn't disrupted by things like hunger or frequent moves.

Students Changing Schools Mid-Year

(Chart axis: 15%–25%, years 13-14, 14-15, 15-16, 16-17)
Values: 21, 20, 19, 21, 20, 16, 15

HEALTH is important for children, so they don't miss school and are ready to learn when in school, and for parents, because parents' health status, insurance, and behaviors influence their children.[19]

Adults Reporting Good, Very Good, or Excellent Health

(Chart axis: 60%–100%, years '13, '14, '15, '16)
Values: 87, 88; 76, 79
All Adults, Low-Income Adults
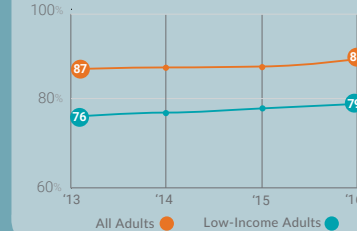
Due to space constraints, charts throughout the report have different scales to allow a close examination of group differences and changes over time.

KINDERGARTEN READINESS

All Children Enter Kindergarten Ready to Learn

Kindergarten Readiness Matters

Kindergarten-ready children are more likely to have academic success, attain higher levels of education, and secure jobs. Research also shows that entering school ready to learn can improve a low-income child's chances of financial stability enough to reach the middle class as an adult.[20] **Focusing on the early years is the most impactful and cost-effective thing we can do** to break the cycle of poverty for tens of thousands of young children in the Promise Partnership region.

51,000
low-income children ages five and under live in the Promise Partnership region[21]

90%
of a child's brain capacity develops before age five[22]

34%
of young Utah children are not read to enough at home[23]

Contributing Factors
To improve kindergarten readiness, we also must measure gains in the following factors that influence readiness:

Support for Preschool
81%
of Utah adults agree that quality early childhood education increases success in school and later in life[24]

Preschool Attendance
45%
of three and four year olds in the Promise Partnership region attend preschool[25]

Early Childhood Development
68%
of zero to five year olds in the Promise Partnership region are developmentally on track[26]

BRIGHT SPOT - *Gains in Developmental Health*

With a shared goal to improve the health of Utah's youngest children and a federal grant administered by the Utah Department of Health, partnerships in Ogden, San Juan County, and South Salt Lake are working to increase the number of children who receive developmental screenings. Screenings are the first step to intervening if a child has a developmental or health issue that needs to be addressed. When an issue or problem is identified at an early age, it is much easier to intervene successfully.

The partnerships are now implementing various strategies unique to their communities. Some of these include: home visitations, promoting helpful connection resources

like Help Me Grow Utah and 2-1-1, infusing screening promotion into family-friendly events and institutions, and creating parent ambassadors to carry the message about the importance of screenings and early brain development.

Early successes are promising: screening is up 133% in the three communities since the partnerships began in 2017, and the teams are learning from their continuous improvement efforts to scale strategies that achieve the best results in improving developmental health.[27]

OUTCOMES AT SCALE
Children with Sufficient Knowledge and Skills to Succeed in Kindergarten[28]*

Utah's universal and comparable Kindergarten Entry and Exit Profile (KEEP) replaced uncomparable, district-specific kindergarten readiness assessments at the beginning of the 2017-2018 school year. The KEEP was developed at the urging of the PPRC and is an exciting step forward in building shared understanding and accountability for the school readiness of young children in the Promise Partnership region. Baseline data show wide disparities in outcomes based on income, race, and language spoken at home.

● Literacy   ● Numeracy

Canyons School District
All Students: 79, 67
Low-Income Students: 57, 39
Minority Students: 60, 46
English Language Learner Students: 35, 22

Davis School District
All Students: 80, 68
Low-Income Students: 63, 46
Minority Students: 62, 44
English Language Learner Students: 52, 31

Granite School District
All Students: 60, 47
Low-Income Students: 47, 33
Minority Students: 45, 31
English Language Learner Students: 39, 27

Ogden School District
All Students: 50, 32
Low-Income Students: 46, 28
Minority Students: 36, 17
English Language Learner Students: 31, 10

Park City School District
All Students: 80, 72
Low-Income Students: 44, 31
Minority Students: 58, 42
English Language Learner Students: 38, 23

Salt Lake City School District
All Students: 65, 55
Low-Income Students: 49, 35
Minority Students: 53, 39
English Language Learner Students: 40, 30

Prior to the 2017-2018 school year, Utah did not have a universal kindergarten readiness assessment; thus, there are no comparable trend data for kindergarten readiness.

ACCELERATING RESULTS

In the coming year, kindergarten readiness partnerships will be working to create a shared understanding of how to foster healthy brain development in young children, much like public health campaigns that have successfully changed societal practices around seatbelt use. A small group of local partners co-applied and have been selected to participate in a learning network supported by StriveTogether and the National Institute for Children's Health Quality. The network will help accelerate results for young children from birth to age three, and the partners will share and spread the practices they identify as most successful to other areas in the Promise Partnership region. This work is being funded by Pritzker's Children Initiative. Partners are also focusing on ensuring we have better data to help us understand which early childhood programs are most effective at preparing children to be successful in school.

"We are making great strides in helping more Utah children enter kindergarten ready for school, which we know improves their likelihood of academic and career success throughout life. It is far more cost effective to invest in helping children start ahead than it is to help them catch up. With that in mind, we can ensure all children get the best start possible in life by investing in high-quality preschool programs and early childhood networks."

–Dr. Ruth Watkins, PPRC member, champion of Kindergarten Readiness Initiative Team, and President, University of Utah

3RD GRADE READING MATTERS

All Children Read on Grade Level by 3rd Grade

3rd Grade Reading Matters

Until third grade, children learn how to read. In third grade, a critical shift happens and students begin to *read to learn*. If students are still struggling with the basics of reading at this point, they are more likely to fall rapidly behind in school, and the odds of catching up are low.

26%

of children who cannot read proficiently and are poor for at least one year fail to graduate high school, more than six times the rate for proficient readers[29]

2 MONTHS' WORTH

the average amount of reading skills elementary students lose over the summer[30]

Contributing Factors

To improve third grade reading, we also must measure changes in the following factors that influence reading proficiency:

First Grade Reading Proficiency

66%

of first graders in the Promise Partnership region are proficient in reading[31]

Second Grade Reading Proficiency

68%

of second graders in the Promise Partnership region are proficient in reading[32]

Chronic Absence

14%

of kindergarten through third grade students in the Promise Partnership region are chronically absent[33]

OUTCOMES AT SCALE
Students Proficient in Reading by the End of 3rd Grade[34]

0 of 3 Disparities Closing

Income

	13-14	14-15	15-16	16-17
Non Low-Income Students	83			82
Achievement Gap	24			28
Low-Income Students	59			54

● Non Low-Income Students ● Low-Income Students
● Achievement Gap (percentage point difference)

Race/Ethnicity

	13-14	14-15	15-16	16-17
Non Minority Students	79			78
Achievement Gap	20			24
Minority Students	59			54

● Non Minority Students ● Minority Students
● Achievement Gap (percentage point difference)

Language Spoken

	13-14	14-15	15-16	16-17
Non English Language Learners	77			76
Achievement Gap	28			32
English Language Learners	49			44

● Non English Language Learners ● English Language Learners
● Achievement Gap (percentage point difference)

## BRIGHT SPOT - *Reading Gains in Just 15 Minutes a Day*

In the 2015-2016 school year, Sand Springs Elementary in Davis School District needed an in-classroom strategy to improve third grade reading scores. The third grade team collaborated with professors from Utah State University and Brigham Young University to conduct a study to explore the use of dyad reading to increase reading achievement. Sand Springs' third grade teachers paired a stronger reader with a weaker reader, and these "dyads" spent fifteen minutes every day reading out loud simultaneously with their partners. After ninety-five days, participating students' average reading score gains were two and a half times greater than those of students who did not participate.

This year, the multi-district Elementary Reading Network is spreading this simple, impactful strategy into afterschool programs at several schools. The Network will examine reading gains for participating children and compare them to reading gains for children who don't participate. With these results, along with feedback from teachers and afterschool program staff, the Elementary Reading Network will be equipped to determine if dyad reading gets results outside the classroom and if it can be scaled across our region.
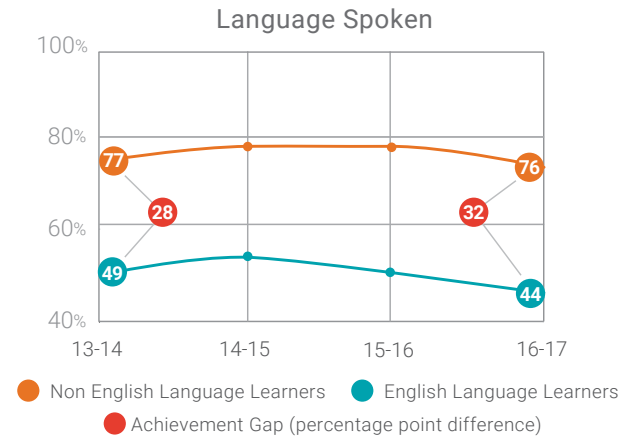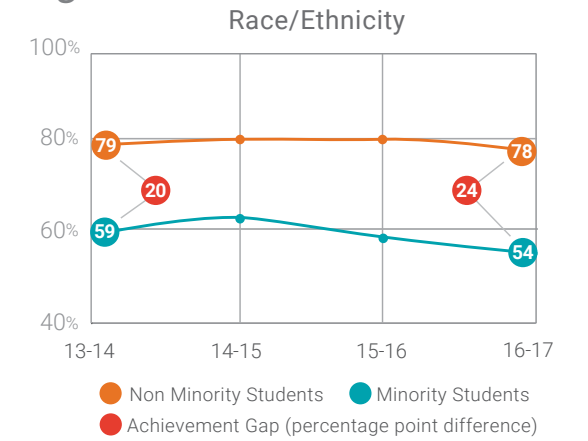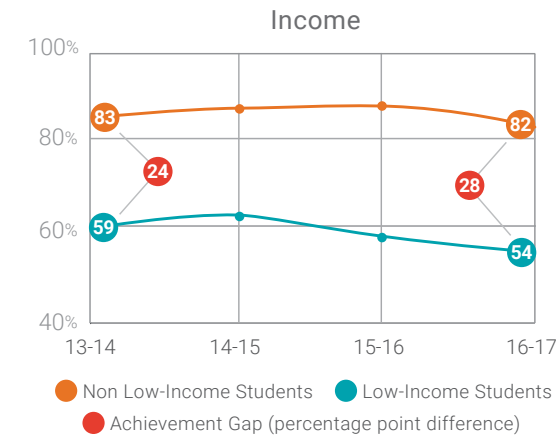
ACCELERATING RESULTS

Dr. Lexi Cunningham, Superintendent of Salt Lake City School District and leader of the Promise Partnership Regional Council's 3rd Grade Reading Initiative Team, articulates a vision for improving this outcome: "We've seen third grade reading proficiency drop in many places across our region and state this last year. Rather than feel deflated, we are re-energized to double down on state and district systems change, classroom strategies, and out-of-school reinforcements that together can help ensure that all our students are reading on track in elementary school."

"...We are re-energized to double down on state and district systems change, classroom strategies, and out-of-school reinforcements that together can help ensure that all our students are reading on track in elementary school."

–Dr. Lexi Cunningham, PPRC member, champion of 3rd Grade Reading Initiative Team, and Superintendent of Salt Lake City School District

8TH GRADE MATH

All Children are Proficient in Math by 8th Grade

8th Grade Math Matters

Students' mathematics performance in the middle grades influences high school and college course options and life opportunities. Students who are on target with grade-level standards at the end of grade eight are well positioned to participate in secondary math courses. Students that start high school with higher-level math courses have greater access to college entry and higher rates of graduation and are more likely to have higher incomes than students starting high school with lower-level math courses.[35]

Students who finish a course beyond Algebra II are

2x

more likely to complete a bachelor's degree[36]

15%

of the national computing workforce is represented by African American and Latino workers, though they make up 29 percent of the general workforce[37]

Low-income students are

2.7x

less likely to be proficient in eighth grade math than their higher-income peers[38]

Contributing Factors

To improve eighth grade math, we also must measure changes in the following factors that influence math proficiency:
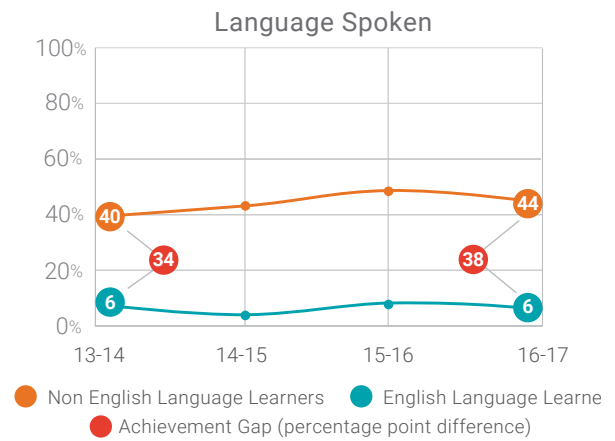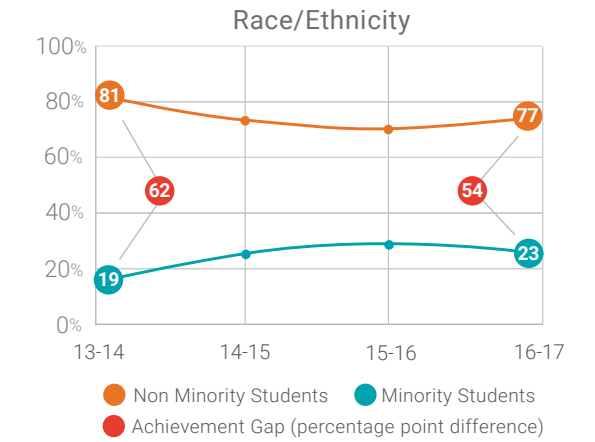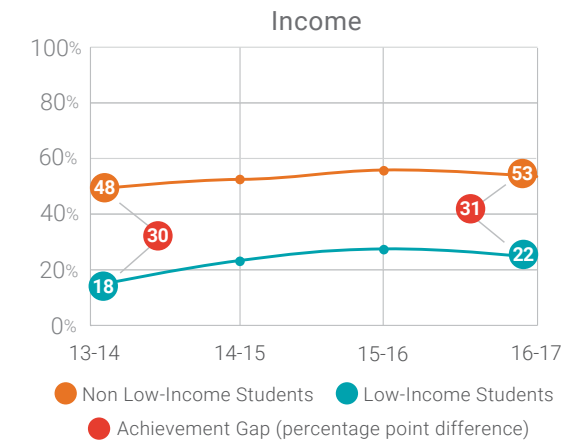
6th Grade Math Proficiency

38%

of sixth graders in the Promise Partnership region are proficient in math[39]

Chronic Absence

11%

of sixth through eighth grade students in the Promise Partnership region are chronically absent[40]

OUTCOMES AT SCALE
Students Proficient in Math by the End of 8th Grade[41]

1 of 3 Disparities Closing

Income

- Non Low-Income Students: 48 (13-14), 53 (16-17)
- Low-Income Students: 18 (13-14), 22 (16-17)
- Achievement Gap (percentage point difference): 30, 31

Race/Ethnicity

- Non Minority Students: 81 (13-14), 77 (16-17)
- Minority Students: 19 (13-14), 23 (16-17)
- Achievement Gap (percentage point difference): 62, 54

Language Spoken

- Non English Language Learners: 40 (13-14), 44 (16-17)
- English Language Learners: 6 (13-14), 6 (16-17)
- Achievement Gap (percentage point difference): 34, 38

BRIGHT SPOT - *Impressive Gains in Math*

In 2014, only 8 percent of eighth graders at Granite Park Jr. High (GPJH) were proficient in math. By 2017, 14.5 percent were meeting grade level math standards -- an 81 percent improvement in just three years. GPJH has the highest proficiency growth in Granite School District, and Principal Aaron Wilson points to several key strategies led to these impressive gains:

> School culture: School leadership has created a culture of high expectations and is the only National Demonstration School Site for AVID in the state. Every student has a caring advisory teacher they see each day, which helps create a safe, welcoming atmosphere for all students.

> Excellent teachers and teaching practice: Granite Park's committed teachers focus on the core, build their capacity to teach in instructionally sound ways, and help students measure and understand their own success.

> Community partnerships: Granite Park is a Promise Partnership community school, which means it intentionally weave together academics, afterschool programming, and basic needs support to holistically support students' stability and learning.

> Incentivizing good behavior: Students are rewarded for exemplary behavior, grades, and attendance through weekly student highlights, quarterly recognition assemblies, and other activities.

ACCELERATING RESULTS

Across the region, partnerships are bringing a continuous improvement mindset to eighth grade math. In Park City, a task force is working to deliver on the district's fifth through eighth grade math objectives. In the coming year, the group will be testing strategies to increase eighth grade math proficiency and identifying the most scalable practices. In Kearns, a cross-sector math partnership is allowing teachers across consecutive grades to align math curriculum and in-classroom practices to ensure consistency as students move up.

"As a business leader, I can attest to the importance of math skills for success in Utah's high-demand careers. That's why I'm deeply involved in an exciting partnership to help make sure every single one of our eighth graders have the math skills they need to secure living-wage jobs after school."

–Mark Miller, PPRC member, champion of 8th Grade Math Initiative Team, and Founder of The Mark and Kathie Miller Foundation

POSTSECONDARY READINESS

All Students Graduate High School Ready for College or Careers

Postsecondary Readiness Matters

Graduating high school is foundational for economic and social success, but in today's economy, most living-wage jobs require education and training beyond high school. It is imperative that every student graduates high school with the knowledge and skills they need to succeed in their chosen postsecondary path.

62%
of graduating Utah seniors are not ready for college math[42]

64%
of Utah jobs will require some form of postsecondary degree or credential by 2020[43]

Contributing Factors
To improve postsecondary readiness, we also must measure changes in the following factors that influence readiness:

ACT Scores
63%
of high school seniors in the Promise Partnership region meet the minimum for college readiness with a composite score of 18+ on the ACT[44]

Financial Aid
55%
of Utah students do not complete the Free Application for Federal Student Aid (FAFSA)—the worst rate in the nation—important for accessing many scholarships and financial aid opportunities[45]
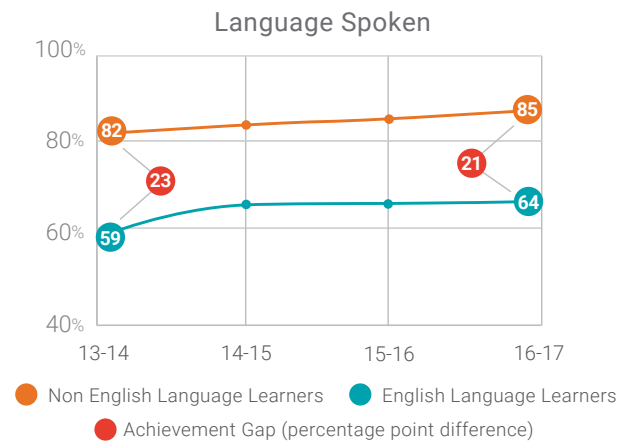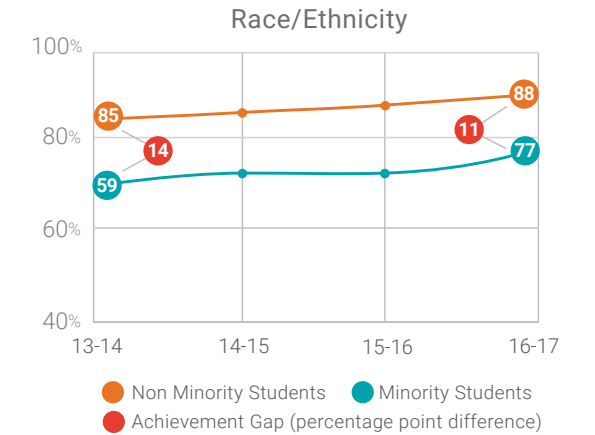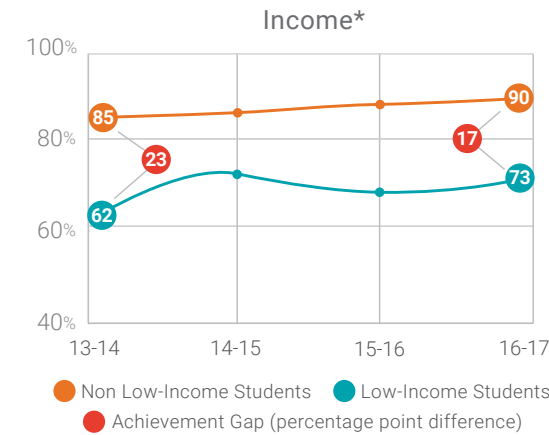
College Enrollment
45%
of students in the Promise Partnership region are enrolled in college within one year of high school completion[46]

OUTCOMES AT SCALE
Students Graduating High School in Four Years[47]

*3 of 3 Disparities Closing**

Income*

- ● Non Low-Income Students
- ● Low-Income Students
- ● Achievement Gap (percentage point difference)

Race/Ethnicity

- ● Non Minority Students
- ● Minority Students
- ● Achievement Gap (percentage point difference)

Language Spoken

- ● Non English Language Learners
- ● English Language Learners
- ● Achievement Gap (percentage point difference)

*Due to a data reporting issue in one district, the low-income graduation rate for school year 2013-2014 is underreported.

BRIGHT SPOT - *Salt Lake City Educational Alliance (formerly A Capital City Education) Focuses on Equity in Postsecondary Readiness*

Salt Lake City School District, Salt Lake Education Foundation, University of Utah/University Neighborhood Partners, Salt Lake Community College, SLC Mayor's Office, and Salt Lake City Public Library have worked together for over fifteen years to increase equity in education outcomes and increase education opportunities on Salt Lake City's west side.

Through a broad range of partnerships—including local community, education, government, and financial and industry partners—they have focused on neighborhood-based community learning centers and resources, cradle-to-career education pathways, and parent leadership and engagement. Between 2002

and 2016, enrollment of west side residents at Salt Lake Community College increased 97 percent and at the University of Utah increased 240 percent. The number of west side Latino students enrolled at the U of U jumped over 900 percent in that time. Between 2012 and 2016, Salt Lake City School District high school graduation rates for west side students increased from 59 percent to 70 percent.

The Promise Partnership is excited to begin working more closely with the Salt Lake City Education Alliance to share best practices across the Promise Partnership region and spread the tremendous work the Alliance has done to improve postsecondary readiness and access.

ACCELERATING RESULTS
Throughout the Promise Partnership, new innovations are being tested to improve high school completion and postsecondary readiness. Canyons School District, for instance, has implemented the Link Crew program to better assist students transitioning to Hillcrest High School with the goals of increasing attendance, reducing suspensions, and reducing D and F grades among ninth graders - all important drivers of on time graduation. More systemically, partnerships are working on strategies to ensure more high school students graduate with the math courses they need to be successful in college, to equip counselors to guide students in college and career decisions, and to educate parents on the myriad options available to increase their children's chances of succeeding in postsecondary education.

"There is widespread recognition in our state that individuals, families, and our local economy benefit when graduates are prepared for college and careers. It will take leadership from many sectors to fulfill the aligned education goals of the Promise Partnership, the Governor's Education Excellence Commission, and the many others who are working to ensure that every Utah child leaves our K-12 system equally equipped for life success."

–Natalie Gochnour, PPRC member, champion of Postsecondary Readiness Initiative Team, and Associate Dean of the David Eccles School of Business, University of Utah

POSTSECONDARY COMPLETION

All Adults Complete a Degree or Certificate

Postsecondary Completion Matters

Adults who earn a postsecondary credential or degree are more likely to experience social and economic stability throughout their lifetimes. Children of parents with degrees beyond high school do better in school and are more likely themselves to attend college or postsecondary training. Postsecondary success can help break the cycle of poverty.

27%
of Utah adults have some college, but no degree, the second highest rate in the nation[48]

$900,000
the average difference in median lifetime earnings between male college graduates and high school graduates[49]

24%
the share of women in Utah's STEM workforce, the worst in the nation[50]

Contributing Factors

To improve postsecondary completion, we also must measure changes in the following factors that influence completion:

Returning Students

52% | 60% | 89%
of full-time, first-year students return for their second year at Salt Lake Community College, Weber State University, and the University of Utah, respectively[51]

One-Year Certificate Program Enrollment

35%
of Davis Technical College and Ogden-Weber Technical College students are enrolled in certificate programs that are one year or less in duration, a program length correlated with much higher completion rates than longer programs[52]

Full Course Load

8% | 20% | 31%
of students at Salt Lake Community College, Weber State University, and the University of Utah take a full course load of at least 30 credits over the academic year, which is highly correlated with on-time completion[53]

BRIGHT SPOT - *A Promise to Make College a Reality*

Salt Lake Community College (SLCC) made a bold promise in 2016: to make higher education accessible to anyone who desires it. SLCC Promise is the college's commitment to help pay tuition and fees for full-time students after they exhaust federal grants.

As of March 2018, SLCC Promise had awarded a total of $1.5 million to nearly 1,200 students—many from partner communities. SLCC produces many first-generation college graduates, and for these students, a two-year degree from SLCC will often lead to a four-year degree at another institution. SLCC Promise is fast becoming a critical piece of the college completion puzzle in the Promise Partnership region by removing financial barriers and offering completion support for any Utah student looking to pursue higher education.
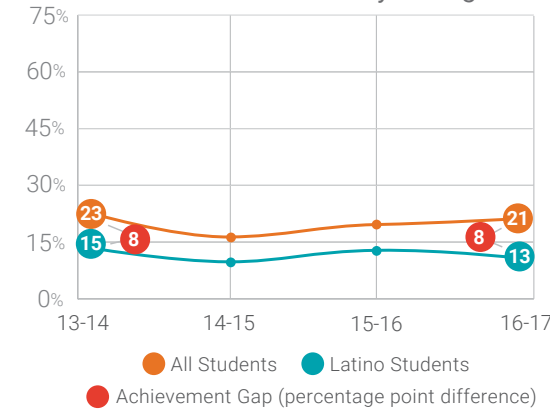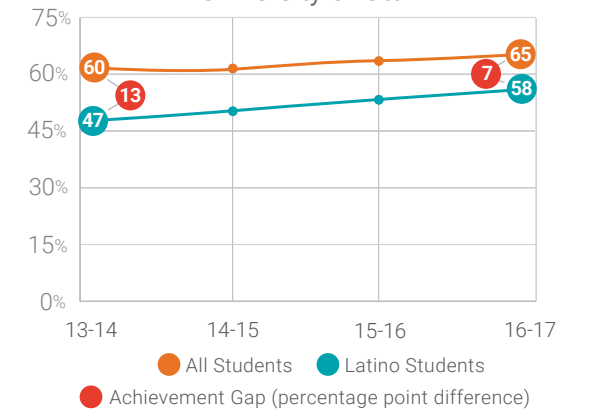
OUTCOMES AT SCALE

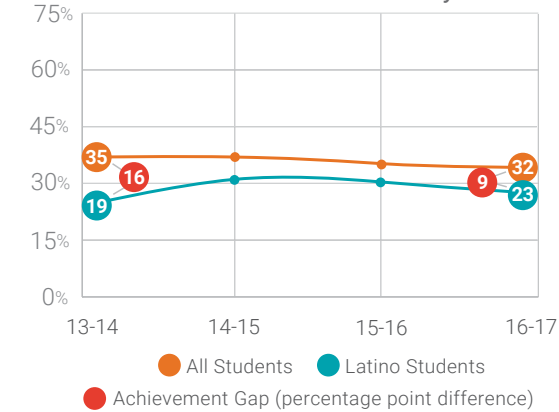College Students Graduating within 150% of Length of Program[54]

2 of 3 Disparities Closing

Salt Lake Community College

● All Students　● Latino Students
● Achievement Gap (percentage point difference)

University of Utah

● All Students　● Latino Students
● Achievement Gap (percentage point difference)

Weber State University

● All Students　● Latino Students
● Achievement Gap (percentage point difference)

ACCELERATING RESULTS

There are many things that can prevent a student from attending and completing postsecondary education. Utah's higher education institutions, businesses, and many partnerships are working to mitigate the impact of system barriers in the short term and eliminate them over the long term. The PPRC Postsecondary Completion Initiative Team, which has strong business sector leadership, is developing a fund to provide small scholarships to students close to finishing their degree but at very high risk for dropping out due to financial difficulties. Higher education institutions, government, and businesses are also aligning more intentionally to do things like jointly develop relevant internship opportunities and design curriculum that is more reflective of the skills and knowledge high-demand sectors need in their workforce.

"While there is some correlation between the circumstances of a child's birth and inequities in postsecondary education, evidence shows that significantly positive impact can and does occur frequently at the college level. We, therefore, must align our systems, businesses, programs, and efforts to ensure all people from all backgrounds have the same opportunities for college and career success."

–Randy Shumway, PPRC member, champion of Postsecondary Completion Initiative Team, and Founder and Chairman, Cicero Group

HEALTH

All Adults and Children are Healthy

Health Matters

Children have difficulty learning when they have chronic toothaches, can't see the board, or are dealing with the effects of trauma. Physical inactivity and lack of access to healthy foods also impact academic achievement.[55] It is more difficult for parents to support their child's learning when they themselves aren't in good health. Sufficient, accessible, and affordable physical, mental, and dental care, available to all ages regardless of income level or work status, is an investment in the education of Utah children.

Latino Utah children are

3 times

more likely to be uninsured than white, non-Latino children[56]

12%

of adults experienced four or more types of trauma in their childhood, which doubles the risk of heart disease and cancer and increases the likelihood of abusing alcohol by 700 percent and the risk of attempted suicide by 1,200 percents[57]

183,000

Utah children have one or more emotional, behavioral, or developmental condition[58]

Contributing Factors

To improve health, we also must measure changes in the following factors that influence health:

Health Insurance

17% | 9%

the share of adults and children, respectively, in the Promise Partnership region who do not have health insurance[59]

Physical Activity

45%

of Utah children and teens do not get regular physical activity[60]

Mental Healthcare Access

65%

of Utah youth with major depression have not received any mental health treatment[61]

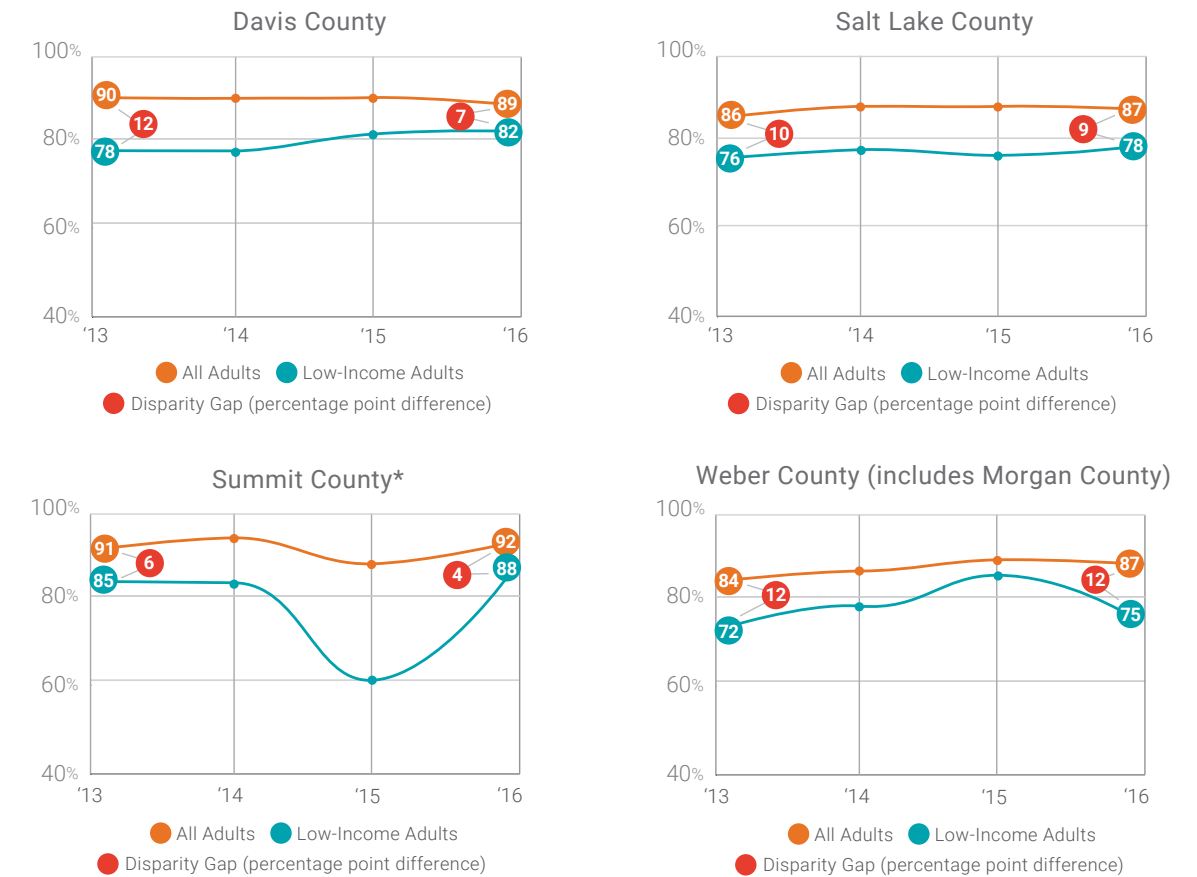### BRIGHT SPOT - *Reducing Health Disparities in Park City*

In Park City, residents and leaders alike are concerned with growing inequity between the city's predominately white, higher-income residents and its lower-income, mostly Latino residents. Health disparities are particularly stark - seven percent of the city's white population is uninsured compared to fifty-three percent of the Latino population.[62]

To address this, the Park City Promise Advocates Health Task Force developed the Health Connector Tool and distributed it at community events, through parent outreach workers in schools, and on the district's website. Available in English and Spanish, the questionnaire asks parents if they'd like someone to reach out to help them connect to health care. To date, 570 mostly Latino parents have completed it, and all have been connected to health workers who help them navigate insurance, health home, and care options for their families.

OUTCOMES AT SCALE
Adults in Good, Very Good, or Excellent Health[63]

3 of 4 Disparities Closing

Davis County

Legend: ● All Adults ● Low-Income Adults ● Disparity Gap (percentage point difference)

Salt Lake County

Legend: ● All Adults ● Low-Income Adults ● Disparity Gap (percentage point difference)

Summit County*

Legend: ● All Adults ● Low-Income Adults ● Disparity Gap (percentage point difference)

Weber County (includes Morgan County)

Legend: ● All Adults ● Low-Income Adults ● Disparity Gap (percentage point difference)

*Use caution in interpreting; the estimate is based on a small sample size.

ACCELERATING RESULTS

In the coming year, Promise Partners are amplifying efforts to increase access to care by getting families connected to health insurance. Partnerships are working to co-locate dental care in schools so students have direct access to oral healthcare they otherwise might not receive. Other partnerships are working to address mental health through innovative initiatives like infusing mindfulness practices school- or district-wide and through efforts to increase physical activity as a means to impact behavioral health.

"In a state with one of the best healthcare systems in nation, it's lamentable that unmet health needs prevent any child or adult reaching their full potential. Improving health can't be achieved by the healthcare sector alone. All elements of our community must come together to assist struggling Utah families and individuals obtain affordable healthcare. Aligning the efforts of so many charitable organizations and government agencies can seem difficult at times, but it is the only way we can create an accessible healthcare system for all Utahns."

–Greg Bell, *PPRC member, champion of Health Initiative Team, and President/CEO of Utah Hospital Association*

FINANCIAL STABILITY

All Adults and Children are Financially Stable

Financial Stability Matters

Children will only achieve their full learning potential when they are part of safe, connected communities and when their households can provide adequate nutrition, housing, transportation, and quality time with caring adults. Poverty, particularly intergenerational poverty—when two or more successive generations of a family continue in the cycle of poverty—makes it far more difficult for families to achieve stability required for children's academic success.

70%
of children born into low-income households remain low-income as adults[64]

16%
of children experience food insecurity in Utah, impacting their ability to learn[65]

3.6 times
Minority children in the Promise Partnership region are more likely to be poor than their white, non-Latino peers[66]

Contributing Factors

To improve financial stability, we also must measure changes in the following factors that influence stability:

Low-Income Children
34%
of children in the Promise Partnership region are low income[67]

Intergenerational Poverty
55,300
adults and children experience intergenerational poverty in the Promise Partnership region[68]
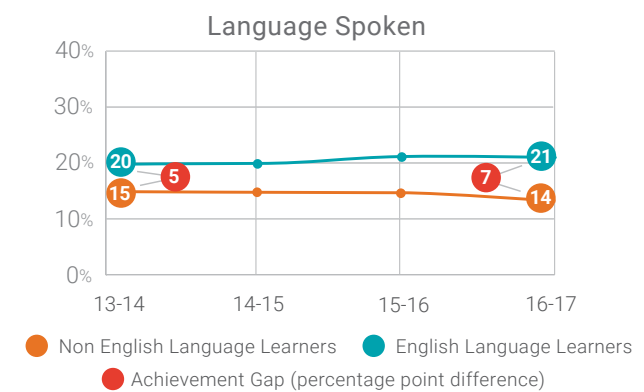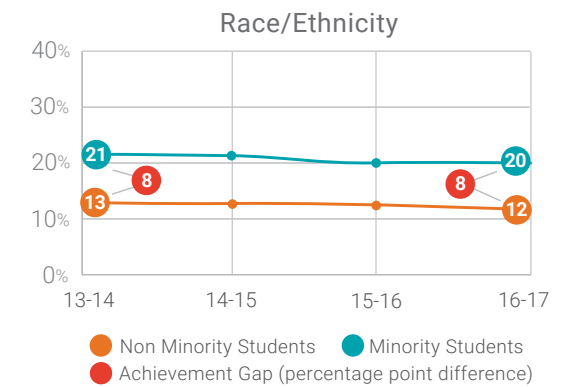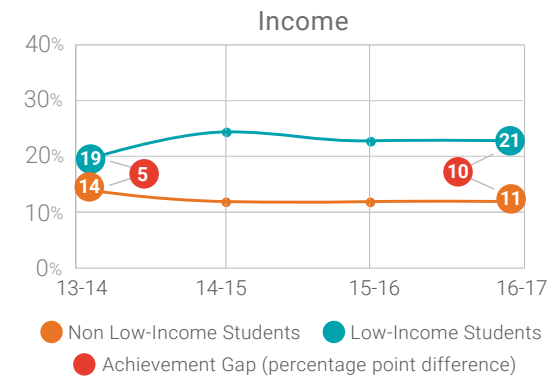
Adult Educational Attainment
33%
of adults ages 25 and over in the Promise Partnership region lack education beyond high school[69]

BRIGHT SPOT - *Gains for Students Experiencing Intergenerational Poverty*

Utah receives national recognition for its commitment to reducing intergenerational poverty (IGP). The Utah Intergenerational Welfare Reform Commission spearheads this work, and it provides a focal point for coordinating the efforts of many Promise Partners. Much of the work is occurring in schools with high rates of students experiencing IGP and around important system changes designed to create more opportunity for students and their families.

These efforts are paying off. Work to increase the accessibility of Optional Extended Day Kindergarten has resulted in a four percentage point increase in IGP students attending full-day kindergarten. The impact of intentional efforts to enroll students experiencing IGP in afterschool programs and to provide those students with basic needs supports is beginning to show: Gains in third grade reading proficiency and eighth grade math proficiency for students experiencing IGP are outpacing gains for non-IGP students statewide. The high school graduation rate for these students is also up significantly— 13 percentage points from 2013 to 2016.[70]

OUTCOMES AT SCALE
Students Changing Schools Mid-Year[71]

0 of 3 Disparities Closing

Income

- Non Low-Income Students
- Low-Income Students
- Achievement Gap (percentage point difference)

Race/Ethnicity

- Non Minority Students
- Minority Students
- Achievement Gap (percentage point difference)

Language Spoken

- Non English Language Learners
- English Language Learners
- Achievement Gap (percentage point difference)

ACCELERATING RESULTS

Children's stability is tied to their parents' stability, so a focus on addressing the systemic barriers to income and wealth through workforce development, affordable housing, adult educational attainment, transportation access, income supports, financial literacy, and asset building practices and policies is critical. In 2018, the Promise Partnership is launching a financial stability network to bring cross-sector focus and energy to address these barriers and further align work focused on reducing intergenerational poverty and improving financial stability for all families in our region.

"Utah policymakers, business leaders, and community leaders are establishing plans to help improve educational outcomes for Utah children and their parents. The outcomes contained in those plans cannot be achieved if the needs of the state's most vulnerable students are not understood and addressed."

–Dr. Sydnee Dickson, PPRC member, State Superintendent of Public Instruction at Utah State Board of Education

WHAT YOU CAN DO?

Achieving success for all children in our communities requires diverse talent, resources, and connections. Whether you are part of a school system, religious organization, business, public or nonprofit organization, or simply an individual who believes we can do better to help provide opportunities to students and their families, we need you.

ADVOCATE:

Sign up to receive legislative action alerts and invitations to public policy efforts on topics that are important for education, health, family financial stability, and other issues that affect families in our region. uw.org/get-involved/advocate

You can be a voice for change.

VOLUNTEER:

Get involved in a partnership by emailing partnership@uw.org. Or, commit yourself or your organization to eight hours a month and volunteer in schools that need support. Promise Partners provide numerous volunteer opportunities through United Way of Salt Lake that range from adopting a classroom and mock interviews with high school students to ongoing tutoring and mentoring. Volunteer as an individual, or commit your company to crucial service opportunities. uw.org/get-involved/volunteer

BECOME A COMMUNITY LEADER:

Your voice and your leadership are important for transforming our communities. Talk to other family members, friends, colleagues, and your faith communities about the importance of early childhood education. Volunteer at your local school and participate in your Parent Teacher Association or school council. Join the grassroots community members who are making their community a better place for all of us: grassroots@uw.org

GIVE:

Commit to directing your philanthropic dollars to organizations that measure impact, work in a Promise Partner community, and are truly making an impact on the lives of children and families. uw.org/donate

PROMISE PARTNERSHIP REGIONAL COUNCIL

COMMUNITY

Greg Bell
*President/CEO, Utah Hospital Association***

Bill Crim
President and CEO, United Way of Salt Lake

Tim Jackson
CEO, United Way of Northern Utah

Pat Jones
CEO, Women's Leadership Institute

Kris Mecham
Director of Community Support Services, The Church of Jesus Christ of Latter-day Saints

Locke Ettinger
Director of Health Promotion and Wellness, Intermountain Healthcare

HIGHER EDUCATION

Dave Buhler
Commissioner of Higher Education, Utah System of Higher Education

Natalie Gochnour
*Associate Dean, David Eccles School of Business, University of Utah***

Julie Hartley
*Assistant Commissioner for Outreach and Access, Utah System of Higher Education***

Deneece Huftalin
President, Salt Lake Community College

Stephen Morgan
President, Westminster College

Ruth Watkins
*President, University of Utah***

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Kirk Aubry
*President and CEO, Savage**

Mark Bouchard
Senior Managing Director, CBRE

Rick Folkerson
Executive Director of Community, Ken Garff Automotive Group

David Jordan
*Senior Partner, Stoel Rives, LLP***

Tom Love
President, Love Communications

John Milliken
President, Milcom, Inc.

Tom Morgan
Executive Vice President - Retail, Mortgage and Omni Channel Banking, Zions Bank

Randy Shumway
*Founder and Chairman, Cicero Group***

Scott Ulbrich
Financial Advisor, Baird

CIVIC

Jackie Biskupski
Mayor, Salt Lake City

Andrew Gruber
*Executive Director, Wasatch Front Regional Council***

Robert Hale
Mayor, Midvale City

Ben McAdams
Mayor, Salt Lake County

Ann Millner
Senator, Utah State Legislature

Mark Shepherd
Mayor, Clearfield City

Jim Smith
Commission Vice Chair, Davis County Commission

Cherie Wood
Mayor, City of South Salt Lake

PRE K-12 EDUCATION

Martin Bates
Superintendent, Granite School District

Jim Briscoe
Superintendent, Canyons School District

Ember Conley
Superintendent, Park City School District

Lexi Cunningham
*Superintendent, Salt Lake City School District***

Sydnee Dickson
State Superintendent of Public Instruction, Utah State Board of Education

Reid Newey
Superintendent, Davis School District

Rich Nye
*Superintendent, Ogden School District**

PHILANTHROPIC

Jay Francis
Executive VP, Corporate Affairs & Miller Family Philanthropy, Larry H. Miller Group of Companies

Kathie Miller
Founder, The Mark and Kathie Miller Foundation

Mark Miller
*Founder, The Mark and Kathie Miller Foundation***

Kristin Todd
Senior VP, Daniels Fund

STATE GOVERNMENT

H. David Burton
Chair, Utah Intergenerational Poverty Commission

Tracy Gruber
Director of the Office of Child Care, Utah Department of Workforce Services

Joe Miner
Executive Director, Utah Department of Health

Jon Pierpont
Executive Director, Department of Workforce Services

Tami Pyfer
Education Advisor, Utah Governor's Office

Ann Williamson
Executive Director, Utah Department of Human Services

PROMISE PARTNERSHIP DETAILS
Networks, Communities, and Schools

The Promise Partnership works toward results in three types of aligned partnerships: Networks, Partner Communities, and Partner Schools and Neighborhood Centers.

Networks

Networks involve cross-sector partners working together to improve a specific, measurable outcome. Networks vary in their size, geographic coverage, and maturity. Across the Promise Partnership, there are one or more networks for each of the following outcomes:

> Kindergarten Readiness
> 3rd Grade/Elementary Reading
> 8th Grade Math
> High School Graduation and Postsecondary Readiness
> Postsecondary Completion
> Health
> Financial Stability
> Chronic Absence

Partner Communities

Place-based partnerships engage local municipalities and community service resources to achieve specific results for the entire community such as improved health and financial stability. Partner communities include: Bountiful, Clearfield, Kearns, Midvale, Millcreek, Ogden, Park City, Salt Lake City, and South Salt Lake.

Partner Schools and Neighborhood Centers

Partner schools and neighborhood centers leverage student-centered partnerships to integrate wraparound services and strong academic practices in the places where families are already connected. In communities across the Promise Partnership, there are forty-three partner and community schools and seven neighborhood centers.

Data Sources:

1 Canyons, Davis, Granite, Ogden, Park City, Salt Lake City school districts.
2 Utah Department of Health, Utah Department of Workforce Services, Utah Department of Human Services, Utah State Board of Education, Utah System of Higher Education.
3 Bountiful, Clearfield, Kearns, Midvale, Millcreek, Ogden, Park City, Salt Lake City, South Salt Lake, West Valley City.
4 United Way of Salt Lake Volunteer Team.
5 Davis Technical College, Ogden-Weber Technical College, University of Utah, Westminster College, Salt Lake Community College, and Weber State University.
6 United Way of Salt Lake's Collective Impact, Resource Development, and Volunteer Teams.
7 U.S. Census Bureau's 2012-2016 American Community Survey 5-year estimates program.
8 Urban Institute. (n.d.). America's gradebook: How does your state stack up? Retrieved from http://apps.urban.org/features/naep/. Reflects 2014-2015 school year. Adjusted scores allow for students to be compared with their demographically similar peers using factors such as age, race/ethnicity, frequency of English spoken at home, receipt of special education services, income, and status as an English language learner. Nation's score is average of fifty states and D.C. Nationally comparable data are not available for third grade reading.
9 Urban Institute. (n.d.). America's gradebook: How does your state stack up? Retrieved from http://apps.urban.org/features/naep/. Reflects 2014-2015 school year. Adjusted scores allow for students to be compared with their demographically similar peers using factors such as age, race/ethnicity, frequency of English spoken at home, receipt of special education services, income, and status as an English language learner. Nation's score is average of fifty states and D.C.
10 National Center for Education Statistics. (n.d.). Table 219.46. Public high school 4-year adjusted cohort graduation rate (ACGR), by selected student characteristics and state: 2010-11 through 2014-15. Digest of Education Statistics. Retrieved from https://nces.ed.gov/programs/digest/d16/tables/dt16_219.46.asp. Reflects 2014-2015 school year.
11 U.S. Census Bureau's 2016 American Community Survey 1-year estimates program. Reflects adults ages 25 and over. Poverty refers to incomes below 100% of the federal poverty level.
12 National Education Association Research. (2017, May). Rankings and estimates: Rankings of the states 2016 and rankings of school statistics. Washington, DC: Author.
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15 Hein, V., Smerdon, B., & Sambolt, M. (2013, November). Predictors of postsecondary success. Washington, DC: College & Career Readiness & Success Center at American Institutes for Research.
16 Sum, A., Khatiwada, I., McLaughlin, J., & Palma, S. (2009, October). The consequences of dropping out of high school. Boston, MA: Center for Labor Market Studies at Northeastern University.
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18 Mitra, D. (n.d.). Pennsylvania's best investment: The social and economic benefits of public education. University Park, PA: Pennsylvania State University.
19 Lindsay, A.C., Sussner, K.M., Kim, J., & Gortmaker, S. (2006). The role of parents in preventing childhood obesity. Future Child, 16(1): 169-86. Case, A., & Paxson, C. (2002, March). Parental behavior and child health. Health Affairs, 21(2): 164-178.
20 Winship, S., Sawhill, I., & Gold, A. (2011). Pathways to the middle class. Draft paper. Presented at the November 8, 2011, Social Genome Project Conference, Brookings Institution. Cited in Isaacs, J. B. (2012). Starting school at a disadvantage: The school readiness of poor children. Washington, DC: Brookings Institution.

21 U.S. Census Bureau's 2012-2016 American Community Survey 5-year estimates program. Low-income refers to family income below 200% of the federal poverty level.
22 Early Childhood Education Degrees. (n.d.). The milestones of your little rocket scientist's development. Retrieved from https://www.early-childhood-education-degrees.com/milestones/
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66 U.S. Census Bureau's 2016 American Community Survey 1-year estimates program. Reflects Canyons, Davis, Granite, Ogden, and Salt Lake City school districts. Estimates not available for Park City school district. Poor is defined as having an annual household income below 100% of the federal poverty level. The poverty rate for white, non-Latino children ages 0-17 is 6.3% and it's 22.7% for minority children.
67 U.S. Census Bureau's 2016 American Community Survey 1-year estimates program. Reflects Canyons, Davis, Granite, Ogden, and Salt Lake City school districts. Estimates not available for Park City school district. Low income is defined as having an annual household income below 200% of the federal poverty level.
68 Utah Department of Workforce Services, Utah Intergenerational Welfare Reform Commission. IGP individuals are those using public assistance for at least 12 months as an adult and as a child. Reflects 2016 and data for zip codes in Davis, Weber, Salt Lake, and Summit counties.
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"If you want to go fast, go alone.
If you want to go far, go together."

- African Proverb

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This report reflects the work of thousands
of people and hundreds of organizations.
United Way of Salt Lake broadly supports
the collective work of the Promise
Partnership as a backbone organization.