



# RESULTS MATTER



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# EXECUTIVE SUMMARY

## Letter from The Promise Partnership Regional Council

Dear Friends,

Investing in the education of our children is a down payment on Utah's future, and while our performance may look strong at first glance, the reality of our education landscape is a bit more complicated. Utah ranks among the top 15 states for student achievement<sup>1</sup>, but when looking specifically at the performance of economically disadvantaged students<sup>2</sup>, Utah's ranking drops to thirty-fifth in the nation. In addition, we rank second to last in per student spending.<sup>3</sup>

Our current approach just isn't working for everyone, particularly low-income students and students of color. We have significant disparities that need to be addressed, but rather than working together and sharing accountability for these challenges, we too often point fingers and blame each other. We blame teachers, administrators, and the "bureaucracy." We blame parents and kids. We blame the legislature. We create an environment where trust is undermined or destroyed, along with the possibility of working together to succeed.

The Promise Partnership Regional Council (PPRC) was created to tackle these problems. Our commitment is to build a broad and strong team to transform the educational environment for Utah kids. Our partnership spans six school districts and four counties across the Wasatch Front. It includes nine community partnerships, often led by city mayors. It goes into more than 40 schools and neighborhood centers where principals, teachers, parents, businesses, nonprofits, and community members are working together every day. And while our goal is ambitious, it's also pretty simple. We work so that all Utah kids are:

1. **Ready for school**
2. **Better in school**
3. **Successful in life**

This year marks the fifth year of our partnership, and we have reason to celebrate. In early 2019, the Promise Partnership was designated a "Proof Point" community, joining the ranks of only 11 collective impact communities nationwide that prove a partnership approach to education and economic mobility works!

We're grateful for the commitment and energy of the PPRC for this work, but primarily, we're grateful for the incredible work you do each day. To every parent, teacher, administrator, business, community member, civic leader, and everyone else who invests in our future every day, we thank you. We're in this together. We welcome your ideas, your energy, and your participation.

Sincerely,



**Kirk Aubry**  
President and CEO  
Savage  
Co-Chair  
Promise Partnership Regional Council



**Dr. Rich Nye**  
Superintendent  
Ogden School District  
Co-Chair  
Promise Partnership Regional Council

# WHAT IS THE PROMISE PARTNERSHIP?

## WHO WE ARE

The Promise Partnership is a public-private partnership working to transform the educational environment for Utah kids. Promise Partners align, share, and deploy resources to improve the following outcomes: 1) kindergarten readiness, 2) third grade reading, 3) eighth grade math, 4) high school graduation, 5) postsecondary readiness, 6) postsecondary completion, 7) health, and 8) financial stability.

## PROMISE PARTNERS INCLUDE



## WHAT IS COLLECTIVE IMPACT?

Our goal is to transform the educational environment, and we know that an unorganized set of programs, initiatives, collaboratives, and focus areas won't get us there. To transform whole communities, we must think beyond individual programs or services and see ourselves as a united group sharing accountability for community-wide results. This is what it means to engage in rigorous collective impact.<sup>11</sup>

## PROMISE PARTNERSHIP'S UNIQUE MULTI-TIER STRUCTURE

Achieving community-wide change is a difficult undertaking, and many change efforts fail because they do not have the necessary support at every "level." For this reason, the Promise Partnership has built a multi-tiered structure to ensure support, leadership, and action at multiple levels within the education system. Our partnership includes grassroots community engagement, full-service community schools, civic partnerships, outcome-focused networks, and a regional council made up of leaders across the Wasatch Front. By coordinating action, communication, and influence across these levels, we believe we have the necessary ingredients to transform the educational landscape for Utah kids.

Definitions of each tier's role in helping our region's youth succeed, regardless of race, family income, or zip code, can be found in the infographic to the right. More information is available upon request or at [uw.org](http://uw.org).

## PROMISE PARTNERSHIP

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.



### PROMISE PARTNERSHIP REGIONAL COUNCIL



#### NETWORKS

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



#### COMMUNITIES

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



#### 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.



#### GRASSROOTS ENGAGEMENT



# PROOF POINT

PROMISE PARTNERSHIP ACHIEVES PROOF POINT



The Promise Partnership is one of sixty-eight collective impact partnerships across the country involved in the StriveTogether™ network, a national group of partnerships working to equitably improve educational outcomes for heavily impacted youth. Through this network, the Promise Partnership enjoys ongoing support and coaching around a rigorous standard of excellence for this work.<sup>12</sup> In early 2019, StriveTogether awarded the Promise Partnership one of its highest designations within the network, “Proof Point.” Of the sixty-eight partnerships in the network, only eleven have received this designation; and of these, the Promise Partnership is the only one to connect grassroots engagement, community schools, promise communities, outcomes-focused networks, and regional leadership into a coherent vehicle for social change.

To achieve Proof Point, a partnership must have 60% or more of the standard cradle-to-career outcomes trending in the right direction at the time of assessment and must show maturity in a number of qualitative measures. For example, a partnership must demonstrate:

- > The use of student-level data to narrow disparities based on race, ethnicity, and income
- > Collaboration with community organizations to make data-informed decisions to impact change
- > Successful public policy work to improve outcomes for children in the region and state
- > Consistent, high-quality collaboration for all organizations in the partnership
- > Leveraging existing financial investments to impact change
- > Building the capability of backbone staff and partners to understand what’s working and what’s not, pivot our approaches based on data and community voice, and rally around big outcomes that we could never achieve on our own
- > Consistent completion of action commitments to change results for our region

We are honored and excited to achieve Proof Point and are ready for the next chapter of our work!  
We are grateful to every member of the Promise Partnership who has made this possible.

## THE WORK WE DO

IT IS NOT ENOUGH TO IMPROVE OUTCOMES IN THE AGGREGATE, WE MUST FOCUS ON CLOSING DISPARITIES

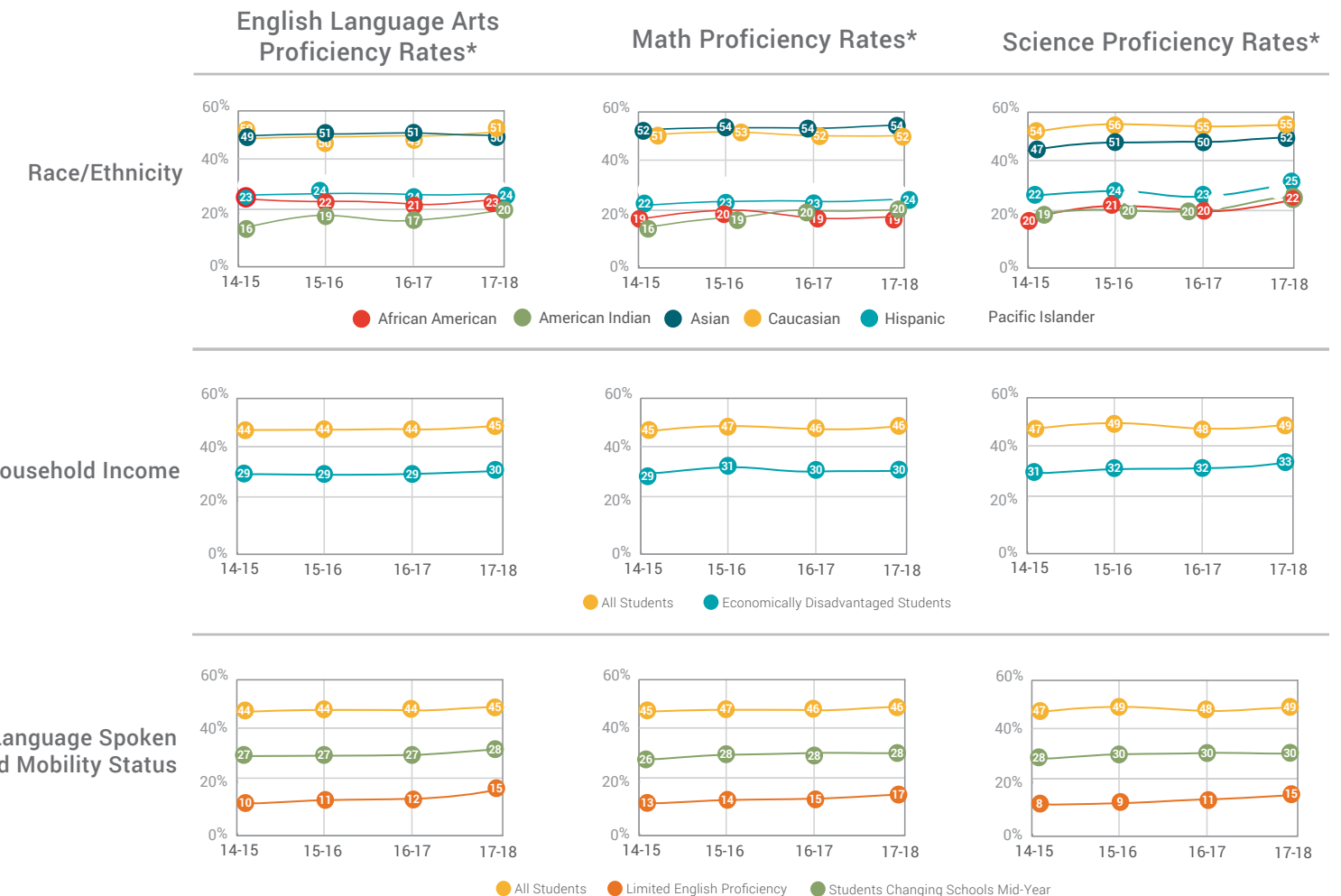
When considering the state of Utah’s education system, it is easy to look at the student body as a whole and assume we are doing just fine. After all, we rank in the top fifteen states in the country for achievement. However, hiding within our aggregated numbers are troubling disparities between student groups.

Our student body as a whole has improved over the last four years by about 2 percentage points, finishing in the high 40s in terms of the percentage of students proficient for each subject.<sup>13</sup> However, when we measure disparities in these subjects, there is roughly a thirty percentage point gap between Caucasian students and Latinx students<sup>14</sup>, and a twenty percentage point gap between economically disadvantaged students and the Utah student body as a whole. The latter would be even wider if compared to middle and upper income students.<sup>15</sup>

Despite our country’s troubled past in dealing with social inequality, the vast majority of us wish to live in a country where the circumstances of our birth do not pre-determine the circumstances of our future.<sup>16</sup> Yet outcomes such as academic achievement and career success can largely be predicted by a child’s zip code, race, or family income level.<sup>17</sup> Fortunately, there are interventions we can rally around together to close these gaps. The Promise Partnership is committed to eliminating disparities in education and ensuring that every child has an equal shot at success. But we can’t do it alone. Please join us, and let us join you, in this challenging effort. Together we can transform the educational landscape for Utah students.

*"In our efforts to improve student learning, we must focus on individual student outcomes and use this information to gauge the overall effectiveness of our education system. Our statewide achievement data indicate that we still have much work to do to address proficiency gaps for students living in poverty, students with disabilities, and students of color. Each of our students deserves the opportunity to achieve the American dream, and it is our collective responsibility to ensure we set the conditions for that to happen."*

– Dr. Sydnee Dickson  
State Superintendent  
for Public Instruction, Utah  
State Board of Education



\*Utah State Board of Education Data Gateway. SAGE Assessment. Reflects 2014-15 to 2017-18











# COMMUNITY REPORT CARD

## Our Progress

Below are the cradle-to-career outcomes that we track as a partnership. We publish these results because we believe that when we share accountability and align action publicly we do better. We pay particular attention to the socioeconomic and racial disparities that exist because eliminating gaps and achieving equitable outcomes in education is at the heart of our work.

This table reflects data for each of the results on our Roadmap to Success since the baseline year for our multi-district regional partnership. Since baseline (2014 for most indicators), four of eight outcomes have improved at a regional level, the largest scale of our partnership.\* Data from within our six district region at the school and community level where collaboration is deepest, show a greater share of outcomes improving.

		BASELINE	CURRENT YEAR	CHANGE SINCE BASELINE
	<b>KINDERGARTEN READINESS</b>			
All Students	Literacy	58%	58%	0% ●
	Numeracy	70%	71%	1% ●
Low-Income Students	Literacy	35%	35%	0% ●
	Numeracy	51%	52%	1% ●
Students of Color	Literacy	35%	36%	1% ●
	Numeracy	50%	50%	0% ●
English Language Learner Students	Literacy	26%	26%	0% ●
	Numeracy	40%	40%	0% ●
	<b>3RD GRADE READING PROFICIENCY</b>			
All Students		72%	66%	-6% ●
Low-Income Students		59%	49%	-10% ●
Students of Color		59%	47%	-12% ●
English Language Learner Students		49%	37%	-12% ●
	<b>8TH GRADE MATH PROFICIENCY</b>			
All Students		37%	42%	5% ●
Low-Income Students		18%	22%	4% ●
Students of Color		19%	23%	4% ●
English Language Learner Students		6%	10%	4% ●
	<b>HIGH SCHOOL GRADUATION</b>			
All Students		80%	90%	10% ●
Low-Income Students		62%	81%	19% ●
Students of Color		71%	82%	11% ●
English Language Learner Students		59%	71%	12% ●
	<b>POSTSECONDARY READINESS (composite ACT score of 18+)</b>			
All Students		68%	59%	-9% ●
Low-Income Students		44%	35%	-9% ●
Students of Color		42%	34%	-8% ●
English Language Learner Students		11%	8%	-3% ●
	<b>POSTSECONDARY COMPLETION</b>			
All USHE Institutions in Region		40%	44%	4% ●
Salt Lake Community College		23%	22%	-1% ●
University of Utah		60%	67%	7% ●
Weber State University		35%	34%	-1% ●
	<b>HEALTH (adults in good, very good, or excellent health)</b>			
All Adults		87%	86%	-1% ●
Low-Income Adults		76%	73%	-3% ●
	<b>FINANCIAL STABILITY (students changing schools mid-year)**</b>			
All Students		16%	17%	1% ●
Low-Income Students		19%	23%	4% ●
Students of Color		21%	23%	2% ●
English Language Learner Students		20%	21%	1% ●

\* As measured by the "All" category improving.

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

## DATA DEFINITIONS

The Promise Partnership began working together in 2014 with only three districts and by 2017, had expanded to six. This presents a challenge in reporting data over time, particularly in terms of measuring our baseline figures. Because the Promise Partnerships use a contribution mindset rather than an attribution mindset, we have opted to include data from all six districts in our baseline year rather than just the original three.



### KINDERGARTEN READINESS

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

Utah State Board of Education. Beginning of Year Kindergarten Entry and Exit Profile (KEEP). Baseline reflects 2017-18 and current year reflects 2018-19.



### 3RD GRADE READING

% proficient in reading by end of 3rd grade

Utah State Board of Education. End of Year Acadience Reading assessment (formally known as DIBELS). Baseline reflects 2013-14 and current year reflects 2017-18. 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 2013-14 and current year reflects 2017-18.



### HIGH SCHOOL GRADUATION

% high school students graduating in four years

Utah State Board of Education. Four-Year Cohort Graduation Rates. Baseline reflects 2013-14 and current year reflects 2017-18. Due to a data reporting issue in one district, the low-income graduation rate in school year 2013-14 is under reported.



### 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 2013-14 and current year reflects 2017-18. Utah made the ACT mandatory for all high school juniors in 2014-15, 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 2012-13 and current year reflects 2016-17. 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 2018, 1,788 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 2017. 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

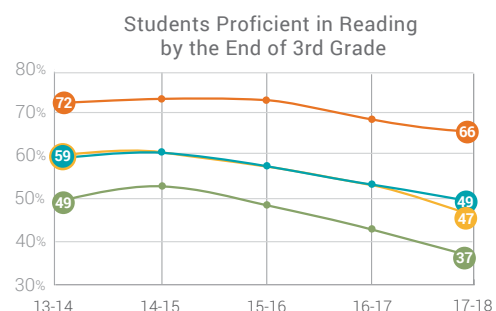
% of students changing schools mid-year

Utah State Board of Education. School mobility rate, all grades. Baseline reflects 2013-14 and current year reflects 2017-18. 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

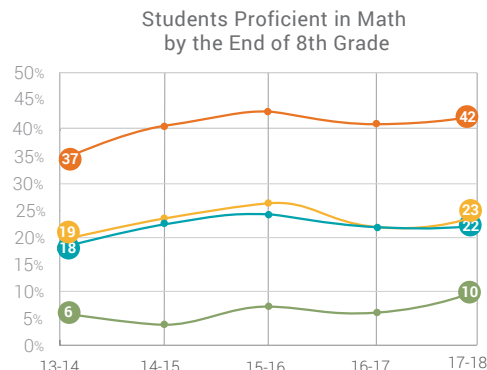
The Promise Partnership takes a “cradle-to-career” approach to improve educational outcomes for youth. The reason for this is simple: for children to succeed, they need a continuum of uninterrupted opportunities and supports so each stage is leveraged by those that follow and children benefit from a concrete path to success. With a shared accountability mindset, we track the well-being of these children overtime using the indicators that follow.

All Students ● Students of Color ●  
 Low-Income Students ● ELL Students ●

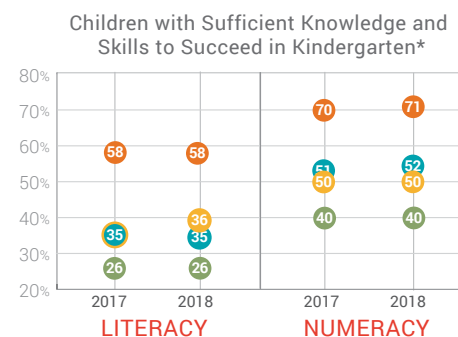


**STUDENTS WHO ARE PROFICIENT IN READING IN 3RD GRADE** are more likely to graduate from high school.<sup>19</sup>

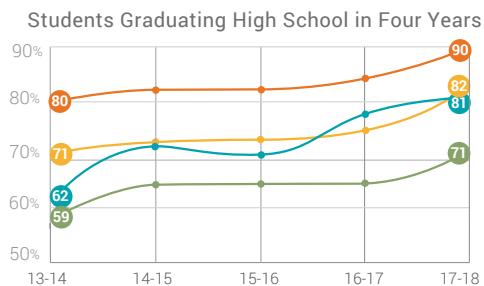
**CHILDREN WHO ARE KINDERGARTEN READY** are more likely to have a foundation that supports future learning and health.<sup>18</sup>



**STUDENTS WHO ARE PROFICIENT IN MATH IN 8TH GRADE** are more likely to complete college and be prepared for the workforce.<sup>20</sup>

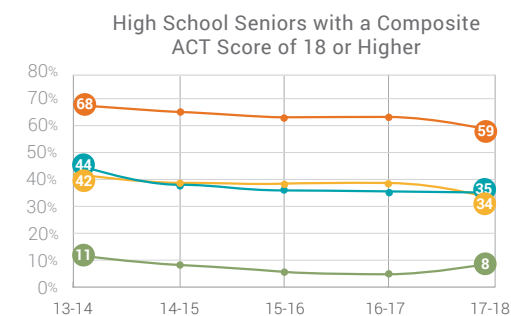


\*Prior to the 2017-2018 school year, Utah did not have a universal kindergarten readiness assessment. For this reason there are only 2 years of data.

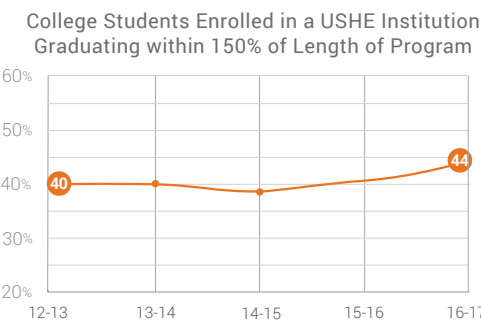


**STUDENTS WHO GRADUATE HIGH SCHOOL** are less likely to experience poverty, receive public assistance, or become involved in the criminal justice system.<sup>21</sup>

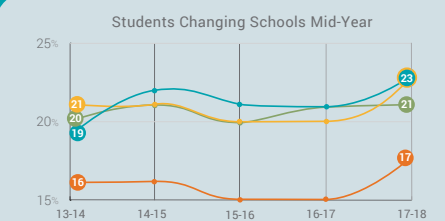
**STUDENTS WHO ARE COLLEGE AND CAREER READY** are more likely to have better employment and earnings opportunities.<sup>22</sup>



**ADULTS WHO EARN CERTIFICATES OR DEGREES** are more likely to be financially stable, live longer, healthier lives, and be more civically engaged.<sup>23</sup>



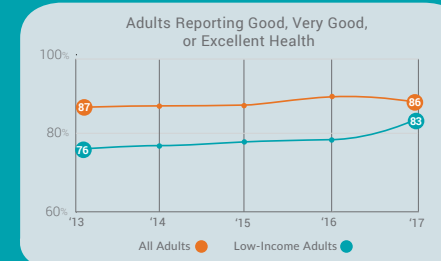
**FINANCIALLY STABLE FAMILIES** have the resources needed to ensure children's learning isn't disrupted by things like hunger or frequent moves.<sup>24</sup>



Unlike other indicators, a low mobility rate or decline in school mobility is a positive change.



**CHILDREN AND FAMILIES THAT ARE HEALTHY** have better outcomes in a variety of areas, from attendance and performance in school to productivity and success in the workplace.<sup>25,26</sup>



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

The research is clear: focusing on the early years is the most impactful and cost-effective strategy we can use to improve long-term outcomes for low-income children.<sup>27</sup> Investing in early childhood significantly reduces social costs such as special education and remediation and subsequently increases the future earnings for the children involved, along with many other positive outcomes.<sup>28</sup>

**48,000**

low-income children ages five and under live in the Promise Partnership region<sup>29</sup>

**13.7%**

the astonishing Return on Investment (ROI) for birth-to-five programs according to the most recent analysis<sup>30</sup>

**65%**

of low-income children in Utah are **not** kindergarten ready in literacy standards when they start school<sup>31</sup>

### Contributing Factors

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

Preschool attendance

**43%**

of three and four year olds in the Promise Partnership region attend preschool<sup>32</sup>

Early Childhood Development

**70%**

of zero to five year olds in the Promise Partnership region are developmentally on track<sup>33</sup>

### BRIGHT SPOTS



#### Grassroots Fellowship Reaches New Parents

In 2018, Promise Partners focused their early childhood outreach on South Salt Lake, a city where a significant number of parents speak Spanish, French, Arabic, Nepali, Somali, Tongan, or Swahili. As part of this effort, United Way of Salt Lake launched its grassroots fellowship, a leadership development program for young adults in Promise communities. The first cohort included three young leaders from South Salt Lake who spoke Arabic, Spanish, and Somali. With these “trusted messengers,” language and cultural barriers were minimized and the grassroots team was able to **double the number of early childhood screenings completed in just three months** and connect with over 500 parents of young children.



#### Building Political Will for Early Childhood

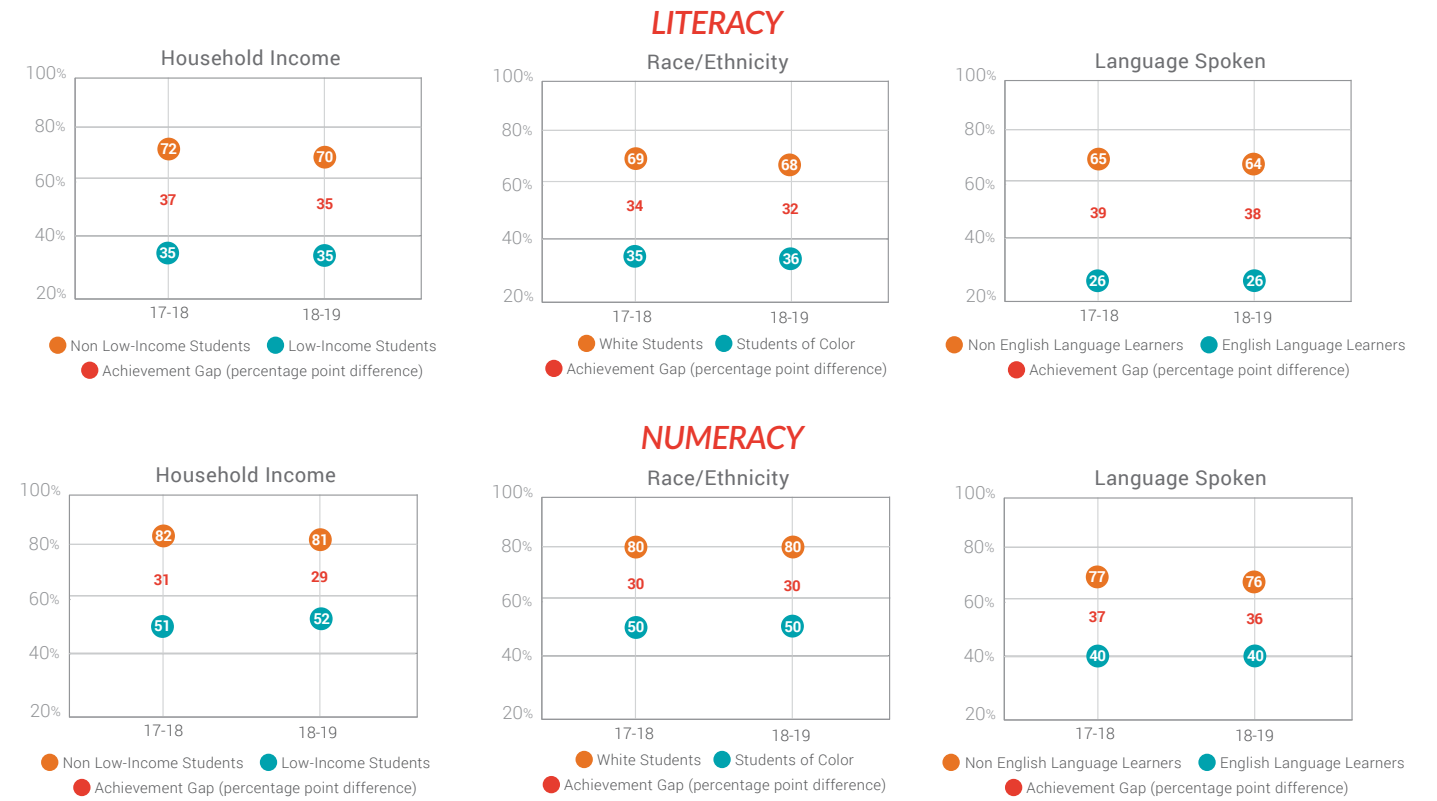
Early childhood systems received a boost this legislative session. Promise Partners helped draft and pass two important bills: first, the creation of the Governor's Early Childhood Commission to help improve policy decision-making. Second, a bill to align the state's disparate school readiness efforts as well as ensuring preschools be assessed on the outcomes they produce and provide ongoing state investment in preschool. Only five years ago, preschool bills were routinely defeated in the legislature, but through Promise Partner efforts, early childhood is increasingly seen as a wise and worthwhile investment.

## OUTCOMES AT SCALE

Children with Sufficient Knowledge and Skills to Succeed in Kindergarten<sup>34</sup>

In 2017, Utah launched the Kindergarten Entry and Exit Profile (KEEP), Utah's first statewide kindergarten readiness assessment. For this reason, current graphs represent only two years of data. The KEEP was developed with the help of the Promise Partnership and is an exciting step forward in building shared understanding and accountability for the school readiness of young children in the Promise Partnership region.

### 5 of 6 Achievement Gaps Closing



\*Prior to the 2017-2018 school year, and an organized effort led in part by the PPRC, Utah did not have a universal kindergarten readiness assessment. For this reason there are only 2 years of data.

### ACCELERATING RESULTS

In the coming year, kindergarten readiness partnerships will continue their focus on improving public understanding and strengthening the political will to invest in young children. Partnerships will also focus on systems building: from encouraging greater state investment in an aligned, high quality preschool system, to advocating for the state to expand access to optional, extended-day kindergarten, to working with health care and other systems of care to incorporate critical preventive supports and screenings for infants and toddlers. Momentum for this exciting work will build from the “grasstops” of systems leaders and from on-the-ground organizing and parent engagement as part of the grassroots fellowship program.

*"The Governor's Education Excellence Commission has long recognized the importance of early learning, and it remains a key focal point of the Utah Education Roadmap. We are thrilled about the passing of SB166, School Readiness Amendments, because it makes our current investments even stronger. The bill aligns Utah's existing school readiness initiatives, helping families take advantage of the options available to them and improving efficiency for state agencies and early care providers. The consistent focus on early childhood in a smart and cost efficient manner is a sign of good things to come in Utah."*

-Tami Pyfer, Education Advisor to Governor Gary R. Herbert





## 3RD GRADE READING

All Children Read on Grade Level by 3rd Grade

### 3rd Grade Reading Matters

In the early grades, children are busy learning to identify letters and string them into words, but then in third grade a critical shift happens: students start reading to learn and understand more complicated material. But if third graders are still struggling with the basics of reading, they will likely fall behind. This is why elementary reading is so critical.

26%

of children who cannot read proficiently and experience poverty for at least one year fail to graduate high school at more than six times the rate of proficient readers<sup>35</sup>

2/3

of U.S. fourth graders are not proficient readers, according to national reading assessment data<sup>36</sup>

35%

the 2018 reading proficiency achievement gap between low-income and non low-income students in the Promise Partnership region<sup>37</sup>

### Contributing Factors

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

#### First Grade Reading Proficiency

66%

of first graders in the state are proficient in reading<sup>38</sup>

#### Second Grade Reading Proficiency

72%

of second graders in the state are proficient in reading<sup>39</sup>

#### Chronic Absence

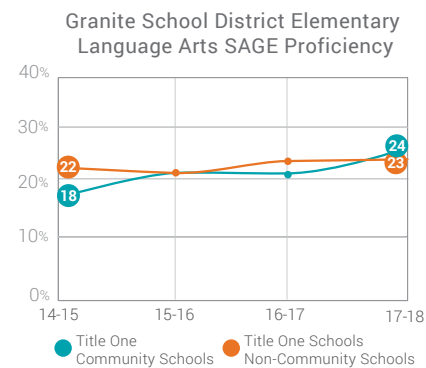
15%

of elementary students in the Promise Partnership region are chronically absent<sup>40</sup>

## BRIGHT SPOT - Community Schools Work

Community schools (also known as community learning centers) are a unique strategy that turns typical neighborhood schools into multifaceted support centers to help low-income students and families achieve better outcomes. First, community schools deliver comprehensive wrap-around services such as on-site health, vision, and dental care, food pantries, housing support, and English language instruction for adults. Second, community schools offer *extended learning opportunities* to help heavily impacted students gain ground over the course of an academic year. This includes before, after, and summer programming, mentoring, credit recovery support, enrichment opportunities, and more. The final component of a community school is *excellent core instruction*. Because community schools work in partnership with outside agencies, faculty at community schools can receive additional professional development such as phonemic literacy instruction training and STEM instruction to better reach low-income students.

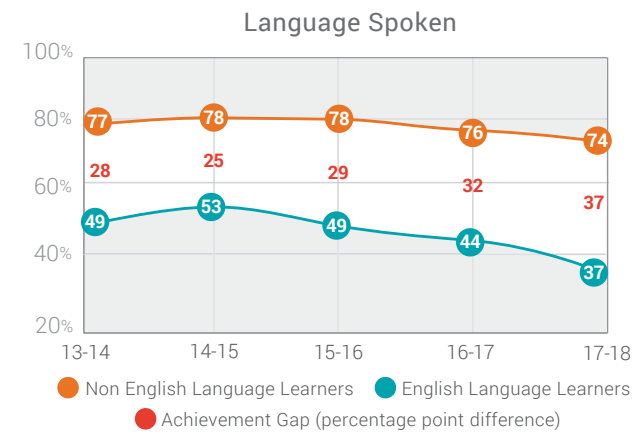
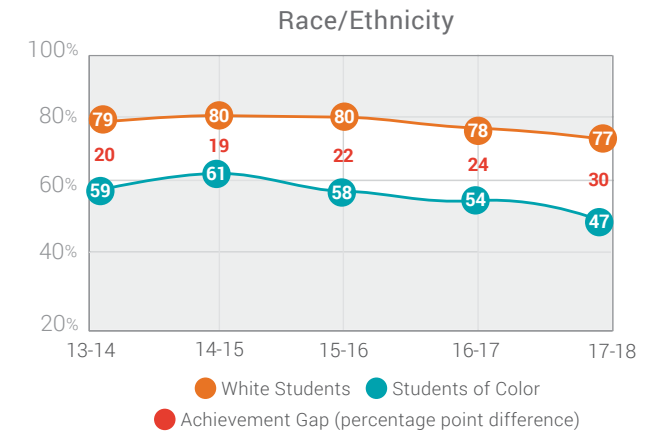
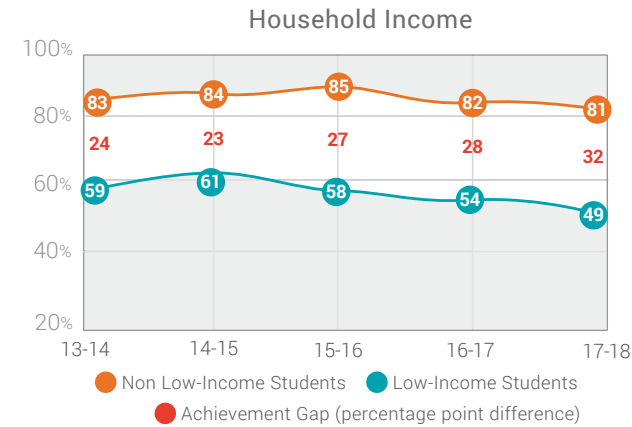
Since we launched our regional partnership in 2014, we have more than doubled the number of Promise Partnership schools (and neighborhood centers) from 18 to over 40. This is because *community schools work!* Despite the overall decline in elementary reading scores across the state, community schools with high rates of low-income students often outperform non-community schools with similar rates of economically disadvantaged youth. English Language Arts data from Granite School District show that community schools have continued an upward trend in proficiency rates and outscore similar, non-community schools.



## OUTCOMES AT SCALE

Students Proficient in Reading by the End of 3rd Grade<sup>34</sup>

### 0 of 3 Achievement Gaps Closing



Our data show that we have not made sufficient progress on the critically important measure of reading on grade level in the early years. Success will involve efforts in and beyond the classrooms – in homes, communities, businesses, and more. Collective Impact offers the path to do something different to dramatically improve outcomes for our youngest students."

-John Milliken, President and CEO, MILCOM, Inc.

### ACCELERATING RESULTS

At every level—the Utah State Board of Education, school districts, individual schools, and Promise Partners, there is growing concern about the statewide decline in elementary literacy rates. Analysis of the DIBELS data suggests that some portion of the decline is the result of improvements in data collection methods, and 3rd grade SAGE Language Arts data shows improvement over time. Yet this does not change the fact that we have significant challenges that must be addressed. In our efforts to improve, we start with bright spots and positive exceptions to be used as insights for replication and scaling.

- > **Community schools work.** See page 12 for details.
- > **Start small and target interventions to specific facets of the problem.** Promise Partners have had remarkable success addressing summer reading loss for low-income students. By incorporating literacy instruction into summer programs, students experienced minimal reading loss, and in some cases made reading gains.
- > **Align efforts wherever possible.** Afterschool programs in

Promise Partner schools have adopted “dyad reading,” a practice used in classrooms to improve reading for both struggling and proficient readers.

- > **Support teacher development and training through innovative partnerships.** Granger Community School was able to improve literacy outcomes by offering year-round support for teacher development from the University of Utah Reading Clinic.
- > **Continuous improvement processes matter.** When a program is new and being implemented by multiple providers, looking weekly at data and using it to center group conversations about implementation can result in early course corrections.
- > **Consider multiple indicators.** In addition to DIBELS, Promise Partners track 3rd grade SAGE Language Arts scores. We have seen tremendous growth in the percent of students proficient. From 2013-14 to 2017-18, the percent of 3rd graders that are proficient on the SAGE Language Arts assessment increased 6 percentage points, from 43% to 49%.<sup>42</sup>



## 8TH GRADE MATH

All Children are Proficient in Math by 8th Grade

### 8th Grade Math Matters

In 2018, four of the top ten fastest growing careers in Utah were computer-based STEM jobs.<sup>43</sup> But what does it take to get these jobs, and how do we prepare our students? To be highly qualified in STEM, students must be on track in math long before college, as far back as middle school and even elementary school.<sup>44</sup> For this reason, prioritizing math education in the early years is critical.

When Utah students enroll in postsecondary education, fully

**1/3**

of them are not on-track in math requiring them to spend financial aid dollars on classes that don't provide credit<sup>45</sup>

**67%**

of American 8th graders were performing below grade level in math in 2017<sup>46</sup>

Students of color in Utah are overrepresented in remedial math in postsecondary institutions, with

almost **20%** of those enrolled being Latinx while only **10%** of the student body is Latinx<sup>47</sup>

### Contributing Factors

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

Sixth Grade Math Proficiency

**38%**

of sixth graders in the Promise Partnership region are proficient in math<sup>48</sup>

Chronic Absence

**10%**

of sixth through eighth grade students in the Promise Partnership region are chronically absent<sup>49</sup>

### BRIGHT SPOT - Continuous Improvement on Every Level



In late 2017, the PPRC's 8th grade math team began work to improve math outcomes. Championed by local business leader Mark Miller, the team first conducted a "bright spot" analysis of low-income schools demonstrating high math achievement. After learning the importance of parent involvement in math, the team adopted Kearns Jr. High and hosted parent dinners to better engage with parents. Despite good turnout, it was clear to everyone this would not be enough. The team then began a home visitation strategy. With training from the Utah State Board of Education, the home visits pair a Kearns Jr. High teacher with a volunteer from Mark Miller Subaru. The pair visits families in their homes with the single focus of building trusting relationships. As of April 2019, they are on track to reach 100% of targeted families.

As relationships with school faculty have grown, along with PPRC members' knowledge of math instruction, the team has also worked with Kearns Jr. High teachers to align content across grades to ensure teachers are clear where one leaves off and the other begins. The final strategy has been the adoption of iReady, an online diagnostic and math tutorial. The school is piloting an approach combining iReady and STEM problem-solving activities - both supported by volunteers from Mark Miller Subaru.

## OUTCOMES AT SCALE

Students Proficient in Math by the End of 8th Grade<sup>50</sup>

### 0 of 3 Achievement Gaps Closing



### ACCELERATING RESULTS

Nothing drives students' interest and achievement in STEM education (science, technology, engineering, and math) more forcefully than teachers who are passionate about STEM and confident in their ability to teach it. In partnership with the University of Utah (U of U), and with financial support from Women United, Promise Partnership schools were provided priority enrollment and scholarships for teacher cohorts to enroll in the U of U Building Excellence in Elementary STEM (U-BEES) program. With sixteen teachers from five partner schools participating in the 2018-19 cohort, we are creating a pipeline of high quality math teachers throughout both elementary and middle school, ensuring students are on track by 8th grade.

"So often, math and science are associated with the upper grades, forgetting that the foundation for these subjects starts in elementary school—not just the material, but also the interest, confidence, and even love of these subjects. If we do our jobs right in elementary school, we can create lifelong STEM learners. That is what the U-BEES program is all about, supporting elementary teachers in developing their instruction, making math and science both exciting and accessible in elementary school. Of course, this kind of instruction also helps heavily impacted students achieve proficiency, which is why partnering with Promise schools made so much sense for our program!"

-Jessica Cleaves, Academic Program Manager, Center for Science and Math Education





## POSTSECONDARY READINESS

All Students Graduate High School Ready for College or Careers

### Postsecondary Readiness Matters

We can take pride in recent increases in high school graduation rates and the decreasing race and income disparities, but there is still more we can do. In today's economy, a high school diploma is no guarantee of a living wage, much less economic stability, and there are significant disparities in postsecondary readiness as measured by ACT scores. In Utah, white students are three to four times more likely to be college ready than their Latinx and black peers.<sup>51</sup> This is an immense gap, and a troubling one. We can do better.

**64%**  
of Utah jobs will require some form of postsecondary degree or credential by 2020<sup>52</sup>

Nationally **90%** of high school seniors who complete the FAFSA attend college directly after high school, compared to **55%** of non-completers<sup>53</sup>

**11%**  
the shrinking achievement gap in Utah's graduation rates between Latinx and white students, down from **17%** in 2013<sup>54</sup>

### Contributing Factors

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

ACT Scores  
**59%**  
of high school seniors in the Promise Partnership region meet the minimum for college readiness with a composite score of 18+ on the ACT<sup>55</sup>

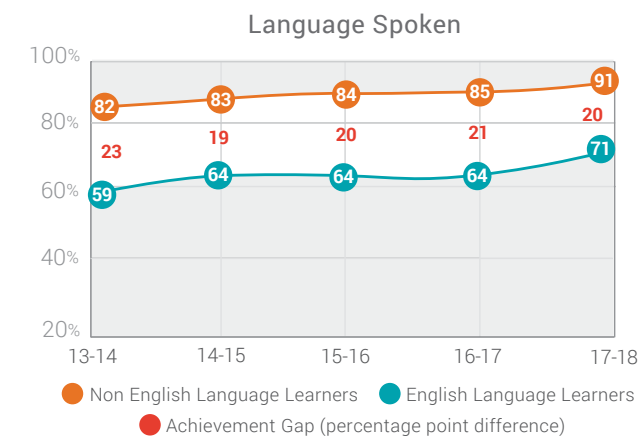
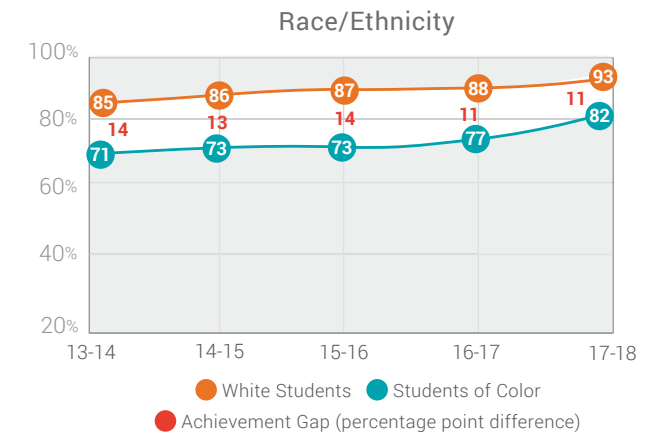
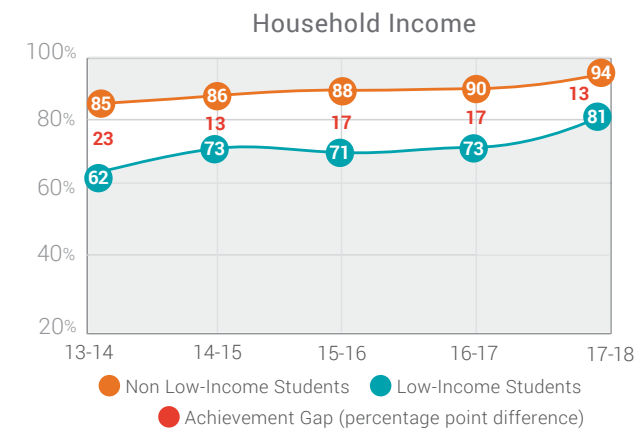
Financial Aid  
**65%**  
of Utah students do not complete the Free Application for Federal Student Aid (FAFSA)—the worst rate in the nation—which is important for accessing many scholarships and financial aid opportunities<sup>56</sup>

College Enrollment  
**48%**  
of students in the Promise Partnership region are enrolled in college within one year of high school completion<sup>57</sup>

## OUTCOMES AT SCALE

Students Graduating High School in Four Years<sup>61</sup>

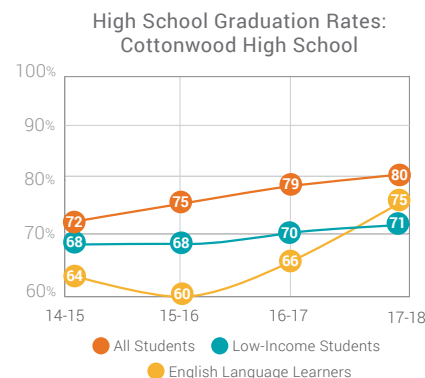
### 3 of 3 Achievement Gaps Closing



## BRIGHT SPOTS

### Cottonwood High Closes Gaps in Graduation Rates

Cottonwood High has one of the highest percentages of refugee students of any high school in the state. For the student body as a whole, graduation rates rose from 75% in 2014 to 80% in 2018. For English Language Learners (ELL), the increase is even more impressive: from 65% in 2014 to 75% in 2018.<sup>58</sup> Cottonwood High outperformed most other schools in the district, despite being more impacted by poverty. School leaders attribute their success to improved data collection, summer credit recovery initiatives, and ensuring social workers, counselors, and college access advisors used an early warning system to identify and support students at risk.



### Dramatic College Enrollment Increases

Part of post secondary readiness is being prepared for the financial investment of college and beginning the enrollment process. Since our baseline, we have seen exciting increases in this area. In just the past year, college enrollment at USHE institutions increased 2.2 percentage points, and since 2013, has increased 9.8 percentage points, or almost 17,000 students.<sup>59</sup> Over the same time period, college enrollment of Latinx students increased 43 percentage points and 14 percentage points for females.<sup>60</sup>

### ACCELERATING RESULTS

In recent years, Cottonwood High, in partnership with Promise Partners like the Utah College Advising Corps and Utah Higher Education Assistance Authority, has successfully increased FAFSA completion rates for its students, raising the bar on what's possible. This matters, because FAFSA addresses the driver of postsecondary readiness that is financial readiness. Promise Partners have been working to build on Cottonwood's success by launching a multidistrict, FAFSA completion network aimed at increasing rates across the entire Promise Partnership region. Rather than simply implementing the first strategy decided upon, the network will use rigorous continuous quality improvement processes, meaning each idea will be tested for impact on a short-cycle basis so learning can be immediate and powerful strategies can be developed, implemented, and scaled with efficiency.

*Cottonwood High is a unique school with a remarkably diverse student body. Not everyone comes to us having had the same opportunities in life. In order to ensure all our kids get the same opportunities after high school, we have to pay attention to their unique needs and differentiate the supports we offer. That's how we've been able to significantly improve graduation rates for English Language Learners."*

—Terri Roylance, Principal, Cottonwood High School



## POSTSECONDARY COMPLETION

All Adults Complete a Degree or Certificate

### Postsecondary Completion Matters

Most living-wage jobs require education and training beyond high school. Though it is important, a high school diploma is not enough to break the cycle of intergenerational poverty. It is imperative that every student graduates high school with the knowledge, skills, and financial resources they need to succeed in their chosen postsecondary path.

**\$765,000**

the average difference in lifetime earnings between college and high school graduates<sup>62</sup>

**26%**

of Utah adults have some college but no degree, the third highest rate in the nation<sup>63</sup>

In Utah, men are **2.5X**

more likely to work in STEM fields than women<sup>64</sup>

### Contributing Factors

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

#### Returning Students

**59% | 65% | 90%**

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<sup>65</sup>

#### One-Year Certificate Program Enrollment

**32%**

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<sup>66</sup>

#### Full Course Load

**5% | 28% | 40%**

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<sup>67</sup>

## BRIGHT SPOT - Continuous Improvement on Every Level



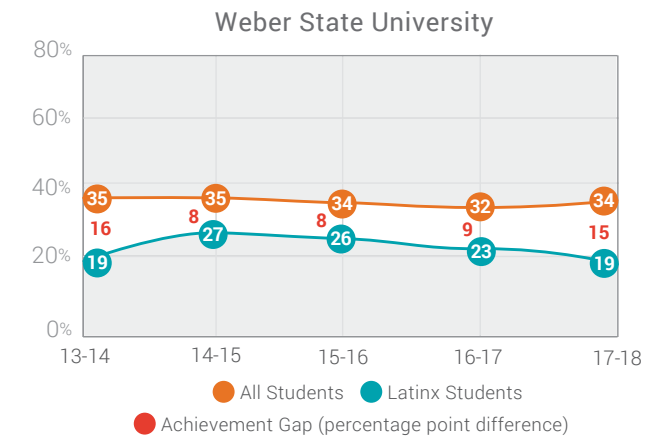
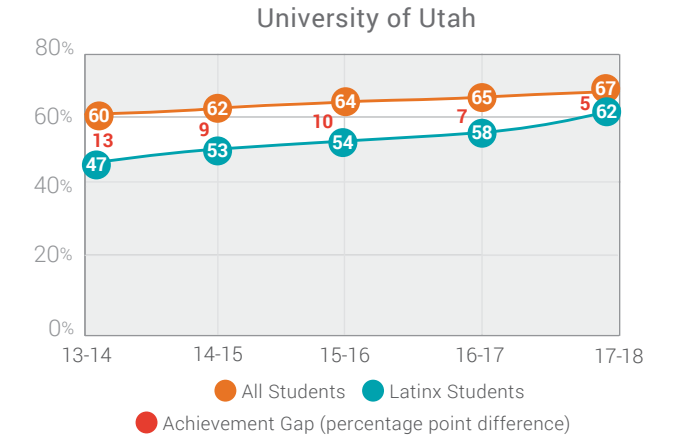
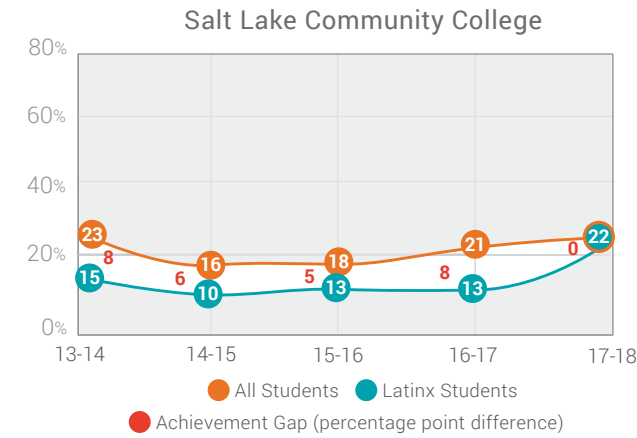
University of Utah completion rates for first-time, full-time freshmen have been steadily increasing over the past few years, up seven percentage points for all students since 2013 and 15 percentage points for Latinx students!<sup>68</sup> Dr. Amy Bergerson, Associate Dean of Undergraduate Studies, attributes the gains to a number of efforts. First, the U has increased opportunities for first year students to participate in learning communities, a practice which provides small classes taught by faculty committed to undergraduate education, opportunities for engagement with peers, and integration across the curriculum. Participating in learning communities can boost underrepresented students' completion rate up to nine percentage points over their non-participating peers.

Second, the Student Success Advocates, a high touch campus navigation program launched in 2013, along with Academic Advisors, use predictive analytics to identify students at-risk for not finishing and work with these students to identify a pathway to graduation. Finally, financial aid packaging is now focused on students with the most financial need, and completion scholarships are made available to students seeking additional support in their last two semesters.

## OUTCOMES AT SCALE

College Students Graduating within 150% of Length of Program<sup>69</sup>

### 3 of 3 Achievement Gaps Closing



### ACCELERATING RESULTS

College is one of the most promising pathways to a living wage job, but many families are not able to make the necessary sacrifice of time and money that is required to finish a degree or certificate. For them, there is new hope from the recent legislative session: modeled after Weber State's Dream Weber Scholarship and Salt Lake Community College's (SLCC) Promise Program, the Utah legislature passed HB260, which will build a statewide pipeline to college access and completion for students who otherwise would not attend. Sponsored by Rep. Derrin Owens, the bill was funded with \$2 million in ongoing funds— not as much as we'd hoped for, but enough to provide initial college scholarships to 500 to 1,000 students (depending on the size of the scholarship).

*"The passage of the Access Utah Promise Scholarship Program is a monumental step for Utah and the Promise Partnership communities. As we have seen with the success of SLCC Promise, building a statewide pipeline to college access and completion for students who have not seen college as a viable path helps build individuals, families, and communities."*

—Dr. Denece G. Huftalin,  
President Salt Lake Community College





# HEALTH

All Adults and Children are Healthy

## Health Matters

In Promise communities, we strive to support a “culture of health,” where everyone—regardless of zip code or immigration status—has the opportunity to live a long and healthy life. Children will not do well in school if they have a toothache or can’t see the whiteboard. Through innovative partnerships with dental and vision care providers, we are able to address basic needs while recognizing the value of health care coverage for children and families’ ongoing health and financial security. Through opportunities provided by the Affordable Care Act, Medicaid expansion, and the Immigrant Children’s Health Improvement Act, we work with our partners to cover kids and parents. In schools, we look for opportunities to cultivate healthier habits to last a lifetime.

Latinx children are **3.8X** more likely to be uninsured than white, non-Latinx children<sup>70</sup>

**19%** of Salt Lake County adults experienced four or more types of trauma during childhood<sup>71</sup>

**23%** of Utah children have one or more emotional, behavioral, or developmental conditions<sup>72</sup>

### Contributing Factors

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

Health Insurance  
**15% | 9%**

the share of adults and children, respectively, in the Promise Partnership region who do not have health insurance<sup>73</sup>

Physical Activity  
**56%**

of Utah children and teens do not get regular physical activity<sup>74</sup>

Mental Healthcare Access  
**64%**

of Utah youth with major depression have not received any mental health treatment<sup>75</sup>

## BRIGHT SPOT - Big Legislative Wins

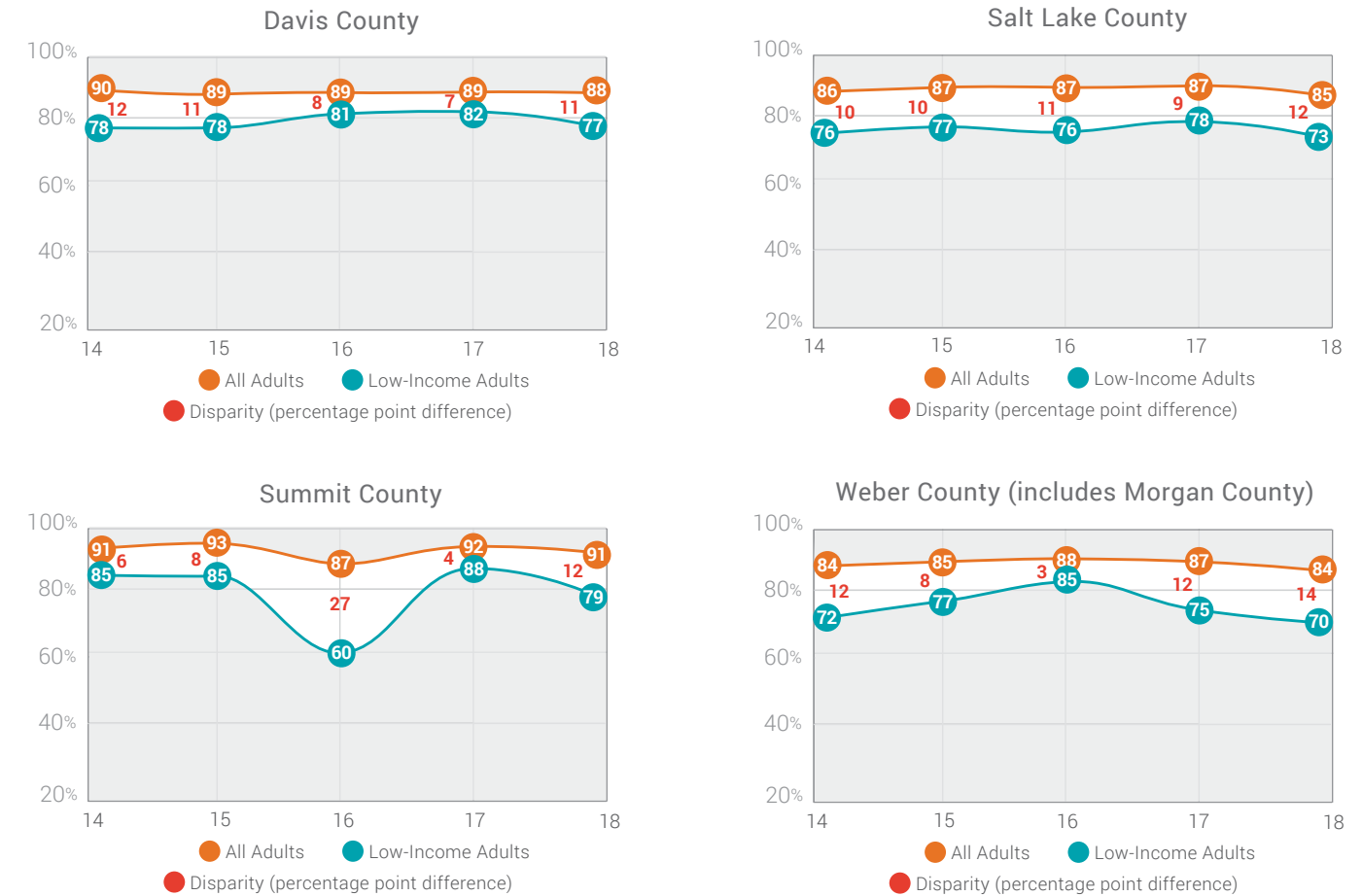


During the 2019 legislative session, the Utah State Board of Education (USB) and other Promise Partners advocated for the passage of HB373, Student Support Amendments, with success! HB373 will infuse \$26 million in ongoing funds to provide targeted mental health support and trauma-informed care to students in schools, addressing an increasingly pressing need in Utah and the Promise communities. Funds will be distributed to school districts according to a formula developed by the USB. To qualify for funding, school districts will need to develop a plan to measurably improve student safety, student engagement, school culture, and/or academic achievement. In addition, districts must secure matching funds to help leverage the state’s investment.

## OUTCOMES AT SCALE

Adults in Good, Very Good, or Excellent Health<sup>76</sup>

### 1 of 4 Disparities Closing



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

*"Mental health matters, plain and simple. When we think about supplemental supports students need to thrive, we think about things like academic support or, at most, healthcare and basic needs. But mental health is just as critical, and yet it doesn't get enough attention in public education. We've seen firsthand in Park City just how devastating it can be for kids who do not get the help they need; and we've seen the benefits of providing that support in our students' well-being and academic performance. It takes a virtuous cycle of supports for kids to succeed, so we're elated about HB373 and the legislature's investment in mental health."*

-Dr. Ben Belnap, Associate Superintendent of Student Wellness, Park City School District



### ACCELERATING RESULTS

Through regular consumption of fruits and vegetables and regular physical activity during the week, children not only become healthier, but they can establish healthy habits to carry them into adulthood. The PPRC Health initiative team has been working hard to influence these behaviors. Through a Utah Cancer Action Network grant secured by Get Healthy Utah, the team will work to apply Smarter Lunchroom strategies, such as rearranging food displays and other lunchroom norms to make healthy food readily available and more appealing. Second, through interviews with partner schools, the team is exploring scheduling recess *before* students sit down to eat, ensuring they get plenty of physical activity and work up an appetite for healthy food choices.



## FINANCIAL STABILITY

All Adults and Children are Financially Stable

### Financial Stability Matters

Among the issues that keep families in the cycle of intergenerational poverty, housing affordability has risen to the top. For families in the Promise Partnership region in particular, the lack of affordable housing has reached a crisis point due to the lack of supply. These trends are expected to get worse in the future as income fails to keep up with housing costs. United Way 2-1-1 Information and Referral has identified the lack of affordable housing as the highest need of callers.

**16,575**

the deficit of affordable housing units in Salt Lake County for low-income residents earning less than 30% of area median income<sup>79</sup>

**28%**

of adults receiving public assistance are experiencing intergenerational poverty. These adults also received public assistance as a child<sup>80</sup>

**15%**

of children experience food insecurity in Utah, impacting their ability to learn<sup>81</sup>

Children of color in the Promise Partnership region

are **3X**

more likely to be poor than their white, non-Latinx peers<sup>82</sup>

### Contributing Factors

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

Low-Income Children

**35%**

of children in the Promise Partnership region are low income<sup>83</sup>

Intergenerational Poverty

**55,500**

adults and children experience intergenerational poverty in the Promise Partnership region<sup>84</sup>

Adult Educational Attainment

**37%**

of adults ages 25 and over in the Promise Partnership region lack education beyond high school<sup>85</sup>

### BRIGHT SPOT - Reducing Student Mobility



As part of community school partnerships, Promise Partners developed a focused strategy to reduce the number of students changing schools mid-year due to financial instability. Student mobility has a negative impact not just on the children who move, but also on their classmates and teachers who have to cope with the constant shuffling of kids. The priority for Promise Partners is to identify and address the causes of unplanned and disruptive family moves *before* they are forced to relocate, rather than responding afterwards. By creating a web of individuals who are in regular contact with families—teachers, social workers, community school staff, front desk workers, etc.—partners work to discover which families are at risk of moving and intervene beforehand. Once identified, families are referred to Utah Community Action for intensive case management and even emergency rental assistance. In South Salt Lake, Promise Partners have helped 52 families avoid homelessness, and in five of our six partner districts, student mobility for low-income students has *decreased* in the last four years, despite rising housing costs along the Wasatch Front.<sup>84</sup>

## OUTCOMES AT SCALE

Students Changing Schools Mid-Year<sup>87</sup>

0 of 3 Disparities Closing



### ACCELERATING RESULTS

Housing instability is a critical and challenging issue to address. For this reason, the PPRC's Financial Stability team is developing both prevention and mitigation strategies to help Promise families maintain housing. In terms of prevention, the team has recognized that unplanned moves are also detrimental to landlords and is therefore working with the Utah Apartment Association to develop win-win scenarios for both landlords and tenants. In addition, United Way 2-1-1 and AAA Fair Credit Foundation are involved to

provide clear data on families' needs and financial stability support to increase housing stability. Partners are all-too-aware that some families will still be forced to move mid year and are therefore working to reduce the negative impact this has on children. In partnership with schools and districts, the goal is to create efficient processes which create both rapid school record transfers and support students to ensure they receive proper services at the receiving school in a timely manner.

*"Most of us know that low-income students face enormous challenges in school achievement. Low-income families are more likely to change schools during the middle of the school year, often due to an unplanned move related to housing or job instability. In many Promise schools, student mobility rates are over 50%, meaning that half the students in a given classroom at the end of the year were not there when the school year started. This is difficult for the student who is forced to move, and it also impacts peer students and teachers who are constantly playing catch up for the kids who missed earlier content. The PPRC has made this issue a priority and is working hard to reduce unplanned student mobility as well as mitigate its impacts."*

—Andrew Gruber, Executive Director, Wasatch Front Regional Council



# WHAT YOU CAN DO?

Achieving success for all children in our communities requires diverse talent, resources, and contributions. Whether you are part of a school, religious organization, business, public or nonprofit organization, or simply an individual who wants to help, **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. Legislators listen to their constituents, so we need a broad range of individuals speaking with a unified message to make a difference! [uw.org/get-involved/advocate](http://uw.org/get-involved/advocate)

**You can be a voice for change.**



## VOLUNTEER:

Get involved in a partnership by emailing [partnership@uw.org](mailto:partnership@uw.org). Or, commit 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.



## GO GRASSROOTS:

Talk to other parents you know—family members, friends, colleagues, your faith community—about the importance of educational outcomes and closing disparities for the most heavily impacted students! Reading to young children, high-quality early childhood opportunities, summer programs that maintain student learning, and STEM activities starting in elementary school are all great ways to help kids succeed. Spread the word!



## 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.

# APPENDIX

## PROMISE PARTNERSHIP REGIONAL COUNCIL

### COMMUNITY



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

**José V. Borjón**  
Consul General of Mexico, Mexican Consulate of Utah

**Bill Crim**  
President and CEO, United Way of Salt Lake

**Tim Jackson**  
CEO, United Way of Northern Utah

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

**LeAnn Wood**  
Education Commissioner, Utah PTA

### BUSINESS



**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.

**Crystal Low**  
Executive Vice President Business Payments and Technology, Zions Bank

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

**Art Tuner**  
Vice President/General Manager, Enterprise Holdings

**Scott Ulbrich**  
Financial Advisor, Baird

### HIGHER EDUCATION



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

**Maria Franquiz**  
Deputy Chief Academic Officer for Faculty Development and Innovation, University of Utah\*\*

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

**Deneece Huftalin**  
President, Salt Lake Community College

**Belinda 'Otukolo Saltiban**  
Chief Inclusion & Diversity Officer, Utah Valley University\*\*

**Ruth Watkins**  
President, University of Utah\*\*

### CIVIC



**Jackie Biskupski**  
Mayor, Salt Lake City

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

**Robert Hale**  
Mayor, Midvale City

**Ann Millner**  
Senator, Utah State Legislature

**Jeff Silvestrini**  
Mayor, Millcreek City

**Mark Shepherd**  
Mayor, Clearfield City

**Aimee Winder Newton**  
Council Member District 3, Salt Lake County

**Cherie Wood**  
Mayor, City of South Salt Lake

### PRE K-12 EDUCATION



**Martin Bates**  
Superintendent, Granite School District

**Jim Briscoe**  
Superintendent, Canyons School District

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

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

**Jill Gildea**  
Superintendent, Park City School District

**Reid Newey**  
Superintendent, Davis School District

**Rich Nye**  
Superintendent, Ogden School District\*

**Jennifer Thronsdon**  
Director of Teaching and Learning, Utah State Board of Education

### 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, Schools, and Grassroots

The Promise Partnership combines grassroots engagement, community schools, civic partnerships, outcome-focused networks, and the Promise Partnership Regional Council. Below is a complete list:

#### Outcome-Focused Networks

Networks involve cross-sector partners working together to improve a specific, measurable outcome, and networks vary in their size and geographic coverage. 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

Partner communities engage all the community service relationships and resources to achieve specific results for the entire community. There are partnerships in communities within Canyons, Davis, Granite, Ogden, Park City, and Salt Lake City school districts. These 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 integrate proven community services and academic practices in the places where families are already connected to improve education, health, and financial stability outcomes. In communities across the Promise Partnership, there are 45 partner schools and six neighborhood centers.

<sup>1</sup> National Assessment of Educational Progress (2017). *The Nation's Report Card*. Retrieved from <https://nces.ed.gov/nationsreportcard>.

<sup>2</sup> Ibid.

<sup>3</sup> National Education Association (2017). *Rankings of the States 2017 and Estimates of School Statistics 2018*. Retrieved from [http://www.nea.org/assets/docs/180413-Rankings\\_And\\_Estimates\\_Report\\_2018.pdf](http://www.nea.org/assets/docs/180413-Rankings_And_Estimates_Report_2018.pdf).

<sup>4</sup> Canyons, Davis, Granite, Ogden, Park City, and Salt Lake City School Districts.

<sup>5</sup> Utah Department of Health, Utah Department of Workforce Services, Utah Department of Human Services, Utah State Board of Education, Utah System of Higher Education.

<sup>6</sup> Bountiful, Clearfield, Kearns, Midvale, Millcreek, Ogden, Park City, Salt Lake City, South Salt Lake

<sup>7</sup> United Way of Salt Lake's Volunteer Team.

<sup>8</sup> Davis Technical College, Ogden-Weber Technical College, University of Utah, Westminster College, Salt Lake Community College, and Weber State University.

<sup>9</sup> United Way of Salt Lake's Collective Impact, Resource Development, and Volunteer Teams.

<sup>10</sup> U.S. Census Bureau's 2013-2017 American Community Survey 5-year estimates program. (6 district)

<sup>11</sup> Edmondson, J., and Hecht, B. (2014). Defining Quality Collective Impact. *Stanford Social Innovation Review*. Retrieved from: [https://ssir.org/articles/entry/defining\\_quality\\_collective\\_impact#](https://ssir.org/articles/entry/defining_quality_collective_impact#).

<sup>12</sup> [www.strivetogether.org](http://www.strivetogether.org).

<sup>13</sup> Utah State Board of Education Data Gateway. SAGE assessment. Reflects 2017-2018.

<sup>14</sup> Latinx is used purposefully to disrupt traditional conceptions of gender. We use it instead of Latino/a or Latin@. See Salinas Jr, C., & Lozano, A. (2017). Mapping and recontextualizing the evolution of the term Latinx: An environmental scanning in higher education. *Journal of Latinos and Education*, 1-14.

<sup>15</sup> Utah State Board of Education Data Gateway. SAGE assessment. Reflects 2017-2018.

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<sup>83</sup> U.S. Census Bureau's 2013-17 American Community Survey 5-year estimates program (B17024). Reflects Canyons, Davis, Granite, Ogden, Park City, and Salt Lake City school districts. low-income is defined as having an annual household income below 200% of the federal poverty level.

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<sup>85</sup> U.S. Census Bureau's 2013-17 American Community Survey 5-year estimates program (B15002). Reflects Canyons, Davis, Granite, Ogden, Park City, and Salt Lake City school districts.

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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.