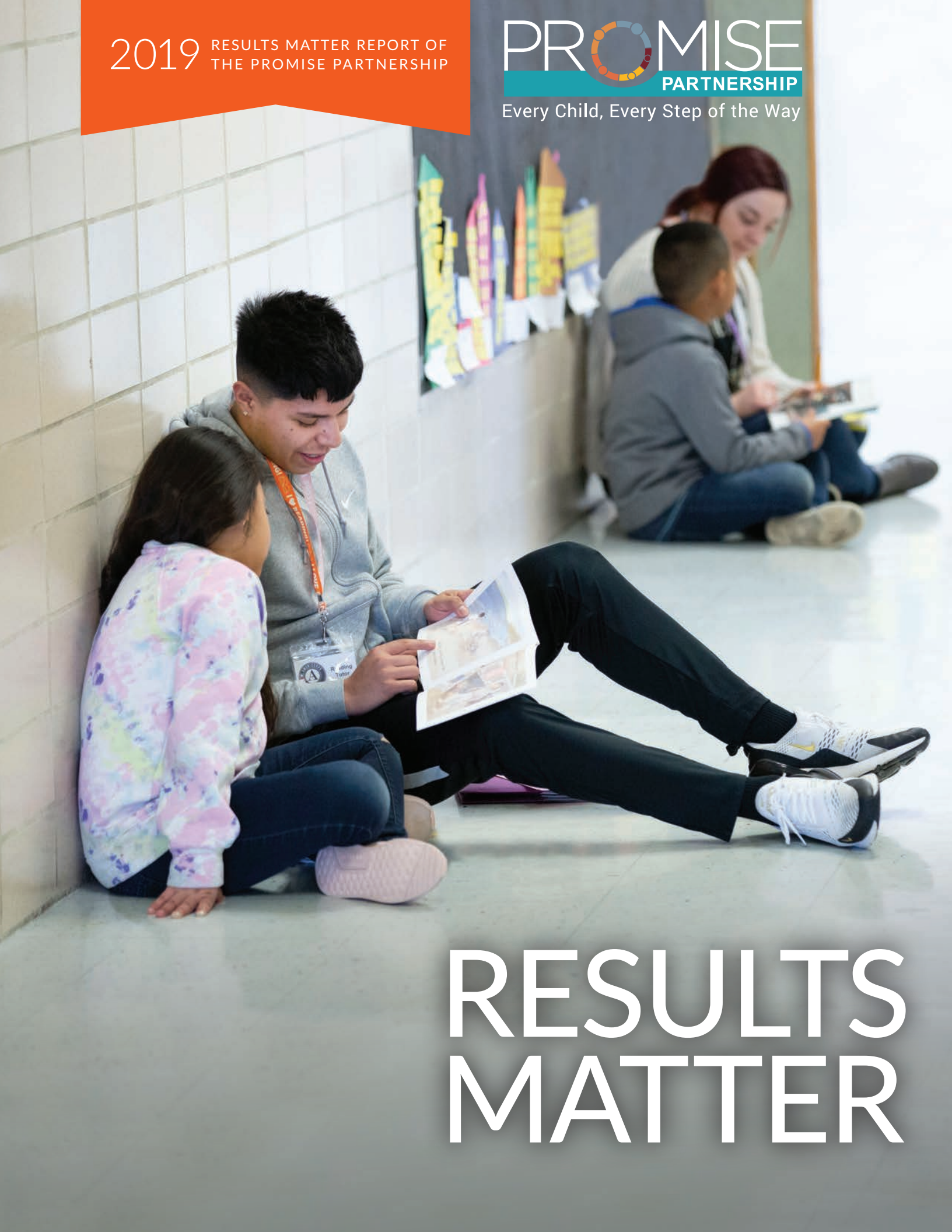


2019 RESULTS MATTER REPORT OF
THE PROMISE PARTNERSHIP

PROMISE
PARTNERSHIP

Every Child, Every Step of the Way



RESULTS MATTER

EXECUTIVE SUMMARY

<i>Letter from the Promise Partnership Regional Council</i>	2
<i>What is the Promise Partnership</i>	3
<i>Proof Point</i>	4
<i>New Data Agreement</i>	5
<i>Community Report Card</i>	6
<i>Data Definitions</i>	7

ROADMAP

<i>Roadmap to Success</i>	8
<i>Kindergarten Readiness</i>	10
<i>3rd Grade Reading</i>	12
<i>8th Grade Math</i>	14
<i>Postsecondary Readiness</i>	16
<i>Postsecondary Completion</i>	18
<i>Health</i>	20
<i>Financial Stability</i>	22
<i>What You Can Do</i>	24
<i>PPRC Council</i>	25
<i>Endnotes</i>	26

EXECUTIVE SUMMARY

Letter from The Promise Partnership Regional Council

Dear Friends,

After several years of working together, we have learned a great deal about the challenge we have taken on collectively: to reduce the disparities in education, health, and financial stability outcomes for the children and adults in our region and to increase their economic mobility.

Our commitments to kids in the Promise Partnership are unfaltering. We want to make sure all children are:

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

The charge of the Promise Partnership Regional Council (PPRC) is to bring together cross-sector teams to grapple with the barriers impeding our students and families from reaching their fullest potential in six school districts and four counties across the Wasatch Front. Having received the distinction of becoming StriveTogether's 11th Proof Point Community in early 2019, we have become even more focused on centering equity in our work than ever before. This requires us to focus on shifting systems and policies because the facts are undeniable: the status quo is not achieving the results that minoritized and economically disadvantaged students deserve. It requires us to examine our efforts with a commitment to developing interventions that incorporate the lived experience of students and families, because, ultimately, we are accountable to those most impacted by educational inequities.

As we prepare this report, we are facing a global pandemic that has interrupted and upended the lives of everyone in our community. It is likely the pandemic will exacerbate educational inequities, and the PPRC is prepared to respond as we endure the current moment and coalesce our resources to recover from it. To every student, parent, teacher, administrator, health care worker, business, community member, civic leader, and everyone else who believes that equitable outcomes are possible and essential and who invests in our future every day, we thank you. We're in this together.

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

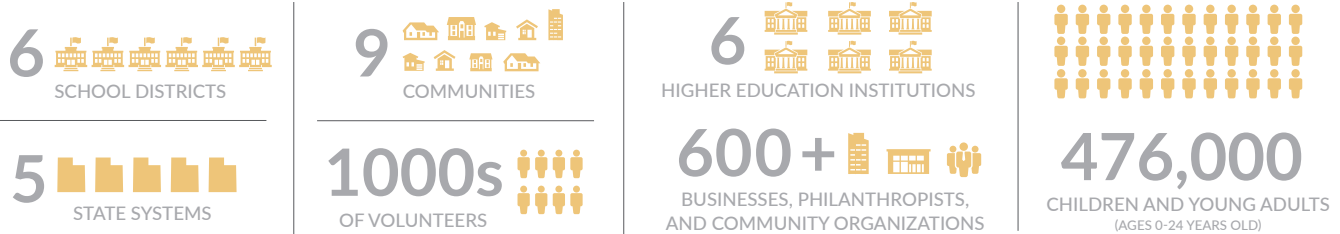


WHAT IS THE PROMISE PARTNERSHIP?

WHO WE ARE

The Promise Partnership is a public-private partnership working to transform the educational environment for Utah's kids. Promise Partners align, share, and deploy resources to reduce disparities in 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.

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 and our broader community. Our partnership includes grassroots community engagement; school, civic, and regional outcomes-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 at promiseutah.org.



PROOF POINT

UPDATE ON PROOF POINT AND NEW DATA AGREEMENT



In early 2019, the Promise Partnership became one of StriveTogether’s “Proof Point” communities. Of the almost 70 partnerships in the network, the Promise Partnership is one of the only ones to connect grassroots engagement, school partnerships, Promise¹ communities, regional networks, and a leadership council into a coherent vehicle for social change. To achieve Proof Point status, a partnership must have 60% or more of the standard cradle-to-career outcomes trending in a positive direction. The data in this Results Matter Report demonstrate that we are continuing a positive trend in at least 60% of the outcomes StriveTogether tracks.

We are grateful for the “Proof Point” designation, and we have not stopped from reaching further. In early 2020, the Promise Partnership was featured in a StriveTogether white paper on continuous improvement, and we are co-facilitating a national convening on the co-creation of community solutions. StriveTogether has an additional designation, “Systems Transformation,” which is offered to communities that are systemically and persistently closing disparity gaps and incorporating adjacent sectors. In the coming years, we will be working to achieve that distinction.

NEW DATA AGREEMENT

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

In late 2019, the Promise Partnership entered into a new data agreement that allowed access to more detailed data about the educational outcomes we work to improve. Prior to this agreement, we received data that were aggregated at the Promise Partnership level (i.e., all six districts combined) with some desegregations (e.g., income status, chronic absence, and minority status). While these data were helpful to understand the large scale of our work and some disaggregation, it was not detailed enough to understand the intricacies of inequity closer to the school and grassroots level. The new data agreement included data for previous years. Since we received data with greater detail, many of the baselines and data points for previous years changed. The changes are reflected in this report, but the outcomes are on a similar trend.

The new data agreement provides the Promise Partnership with grade-level and school-level data on all of the outcomes we track for every school in the Promise Partnership. Using these data, we can see how our work is impacting grades, schools, districts, and the Promise Partnership region as a whole. In addition, we received more detailed disaggregation that help us understand what is happening within subgroups. Below is a list of the possible disaggregation of our Promise Partnership data:

- Chronic Absence
- English Language Learner Status
- Income
- Mobility
- Refugee
- Sex
- Race and Ethnicity

In addition to a new data agreement, we have worked to strengthen connections between partners and data. United Way of Salt Lake provides access to a database called Efforts to Outcomes (ETO) for 31 afterschool programs and other community partners who serve students and their families in the Salt Lake area. In the past five years, the number of afterschool programs in ETO has roughly tripled to 31 programs. Currently, 44% of Granite students that attend afterschool are in ETO enabling partners to link afterschool data to academic data. Academic reports are one way that afterschool program staff are able to tailor interventions to students' needs. By running reports, staff can view the scores for all students whose parents have completed a waiver. They use these scores to select appropriate interventions for students in their program.

TEAM RESULTS FRAMEWORK



POPULATION OUTCOMES

Measures progress on big, north star, whole population results

- % of children kindergarten ready
- % of students proficient in 8th grade math



PARTNERSHIP HEALTH MEASURES

Measures the degree to which partnerships have the characteristics and behaviors needed to create change

- Degree to which teachers utilize effective instructional and classroom practices
- Degree to which partners involved are diverse in terms of sectors, race/ethnicity



PARTNERSHIP STRATEGY PERFORMANCE MEASURES

Measures the quantity, quality, and impact of the activities partnerships are engaged in

- % of classrooms using dyad reading with fidelity
- % of participating students with reduced or reversed summer slide



PARTNER ORGANIZATION PROGRAM MEASURES

Measures the presence and strength of collective impact behaviors and characteristics in key partner organizations

- Degree to which org is aligned to population result
- Degree to which org is focused on equity
- Degree to which org is using continuous improvement



BACKBONE PERFORMANCE MEASURES

Measures the degree to which backbone staff are utilizing Results Count, results-based facilitation, and race equity at the center approaches in their partnerships









- Meeting had population data and performance measure data present
- Degree to which the facilitator used results-based facilitation techniques
- Attendance rate
- Action commitments were reviewed

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 through publicly shared accountability and aligned action we can 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 2014, the baseline year for our multi-district regional partnership. Due to a new data agreement, baseline percentages and yearly percentages may have changed. Though the percentages have changed, trends are similar. Since 2014, four of eight outcomes have improved at a regional level since we began tracking the indicator. In the subsequent pages, you will find each outcome analyzed in greater detail.

		BASELINE	CURRENT YEAR	CHANGE SINCE BASELINE***		
	KINDERGARTEN READINESS					
	All Students	Literacy	57%	58%	1%	●
		Numeracy	69%	72%	3%	●
	Low-Income Students	Literacy	35%	37%	2%	●
		Numeracy	50%	55%	5%	●
	Students of Color	Literacy	35%	38%	3%	●
		Numeracy	50%	54%	4%	●
	English Language Learner Students	Literacy	26%	28%	2%	●
		Numeracy	39%	42%	3%	●
		3RD GRADE READING PROFICIENCY				
All Students		72%	70%	-2%	●	
Low-Income Students		59%	53%	-6%	●	
Students of Color		59%	55%	-4%	●	
English Language Learner Students		49%	46%	-3%	●	
	8TH GRADE MATH PROFICIENCY					
	All Students	34%	42%	8%	●	
	Low-Income Students	16%	21%	5%	●	
	Students of Color	17%	23%	6%	●	
	English Language Learner Students	6%	10%	4%	●	
	HIGH SCHOOL GRADUATION					
	All Students	85%	91%	6%	●	
	Low-Income Students	75%	85%	10%	●	
	Students of Color	78%	87%	9%	●	
	English Language Learner Students	69%	80%	11%	●	
	POSTSECONDARY READINESS (composite ACT score of 18+)					
	All Students	60%	59%	-1%	●	
	Low-Income Students	36%	35%	-1%	●	
	Students of Color	35%	37%	2%	●	
	English Language Learner Students	9%	8%	-1%	●	
	POSTSECONDARY COMPLETION					
	All USHE Institutions in Region	40%	47%	7%	●	
	Salt Lake Community College	23%	28%	5%	●	
	University of Utah	60%	70%	10%	●	
	Weber State University	35%	35%	0%	●	
	HEALTH (adults in good, very good, or excellent health)					
	All Adults	87%	85%	-2%	●	
	Low-Income Adults	76%	73%	-3%	●	
	FINANCIAL STABILITY (students changing schools mid-year)**					
	All Students	20%	23%	-3%	●	
	Low-Income Students	24%	28%	-4%	●	
	Students of Color	26%	28%	-2%	●	
	English Language Learner Students	24%	25%	1%	●	

* As measured by the "All" category improving.

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

***Due to rounding change in baseline may not match the difference

DATA DEFINITIONS

The Promise Partnership began working together in 2014 with only three districts, and by 2018 it had expanded to six. This presents a challenge in reporting data over time. However, given that the Promise Partnership uses a contribution mindset rather than an attribution mindset, we have opted to include data from all six districts in our baseline rather than 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. Beginning of Year Kindergarten Entry and Exit Profile (KEEP). Baseline reflects the 2017-2018 school year and current year reflects 2019-2020.



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 2013-2014 and current year reflects 2018-2019. The Promise Partnership region total includes Guadalupe School.



8TH GRADE MATH

% proficient in math by end of 8th grade

Utah State Board of Education. Readiness Improvement Success Empowerment (RISE) (formally known as SAGE). Baseline reflects 2013-14 and current year reflects 2018-19.



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 2018-19. 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 2013-2014 and current year reflects 2018-2019. 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 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 2018-2019. 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 2018. 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 2018-2019. 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.

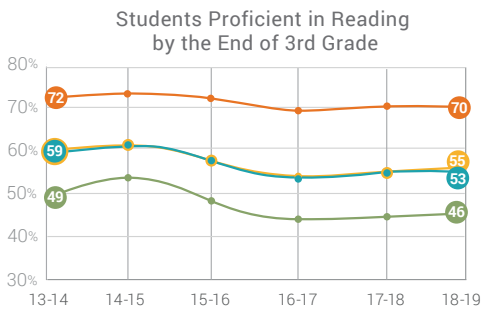
ROADMAP TO SUCCESS

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 over time using the indicators that follow.

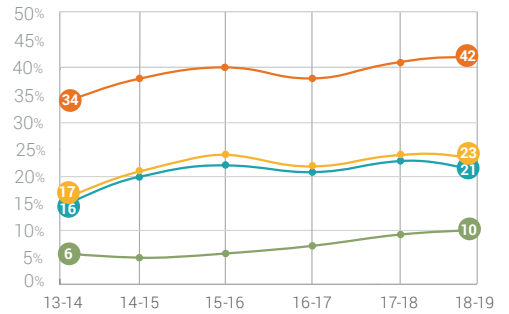
All Students ● Students of Color ●
 Low-Income Students ● ELL Students ●

STUDENTS WHO ARE PROFICIENT IN READING IN 3RD GRADE

are more likely to graduate from high school.³



Students Proficient in Math by the End of 8th Grade



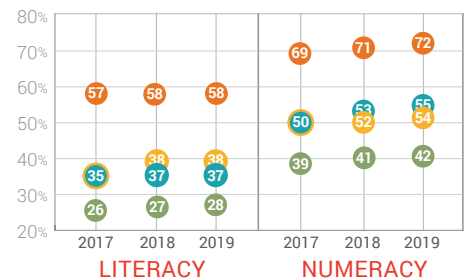
STUDENTS WHO ARE PROFICIENT IN MATH IN 8TH GRADE

are more likely to complete college and be prepared for the workforce.⁴

CHILDREN WHO ARE KINDERGARTEN READY

are more likely to have a foundation that supports future learning and health.²

Children with Sufficient Knowledge and Skills to Succeed in Kindergarten*



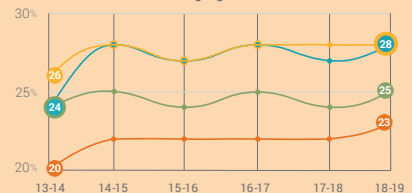
*Prior to the 2017-18 school year and an organized effort led in part by the PPRC, Utah did not have a statewide kindergarten readiness assessment.



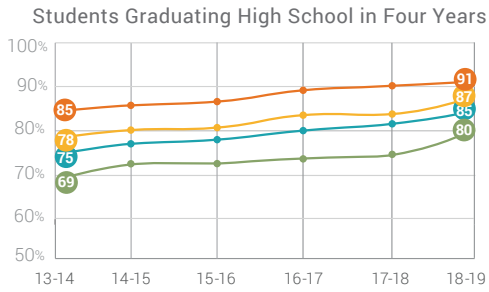
FINANCIALLY STABLE FAMILIES

have the resources needed to ensure children’s learning isn’t disrupted by things like hunger or frequent moves.

Students Changing Schools Mid-Year



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



STUDENTS WHO GRADUATE HIGH SCHOOL

are less likely to experience poverty, receive public assistance, or become involved in the criminal justice system.⁵



ADULTS WHO EARN CERTIFICATES OR DEGREES

are more likely to be financially stable, live longer, healthier lives, and be more civically engaged.⁷

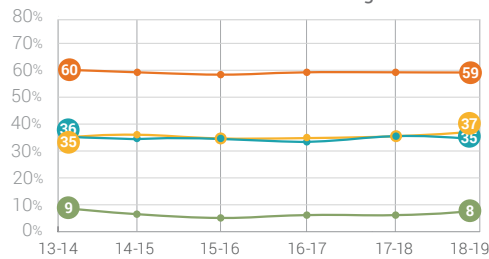


STUDENTS WHO ARE COLLEGE AND CAREER READY

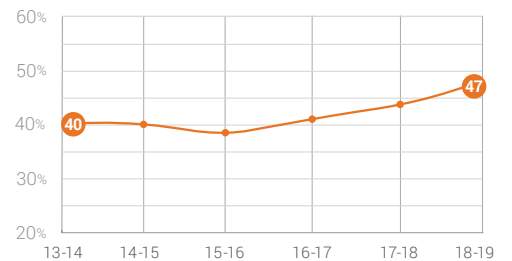
are more likely to have better employment and earnings opportunities.⁶



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



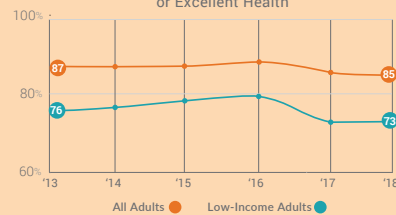
College Students Enrolled in a USHE Institution Graduating within 150% of Length of Program



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.^{8,9}

Adults Reporting Good, Very Good, or Excellent Health



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.¹⁰ Investing in early childhood education 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.¹¹

49,000

low-income children ages five and under live in the Promise Partnership region¹²

13.7%

the astonishing Return on Investment (ROI) for birth-to-five programs according to the most recent analysis¹³

49% and 48%

low-income children of color in Utah are **not** proficient in kindergarten standards by the time they enter 1st grade.¹⁴

Contributing Factors

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

Preschool attendance

44%

of three and four year olds in the Promise Partnership region attend preschool¹⁵

Early Childhood Development

14%

of zero to five year olds in the Promise Partnership region are not developmentally on track¹⁶

BRIGHT SPOT



Kindergarten Readiness Trends Upward for All Students and Low-Income Students

Thanks in part to the efforts of the PPRC, the Kindergarten Entry and Exit Profile (KEEP) was first implemented at the beginning of the 17-18 school year, representing the first standard and universal kindergarten readiness assessment in Utah. Since the introduction of the assessment, the Promise Partnership region has witnessed a three-year upward trend of KEEP literacy and numeracy scores demonstrating that students are better prepared to enter and succeed in elementary school.

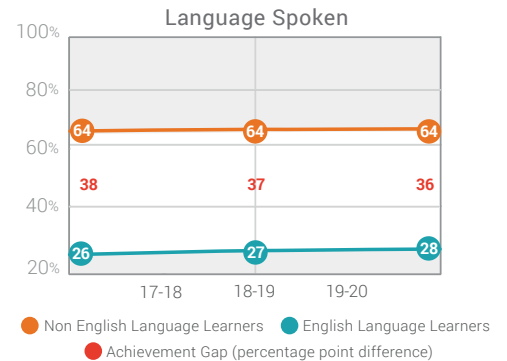
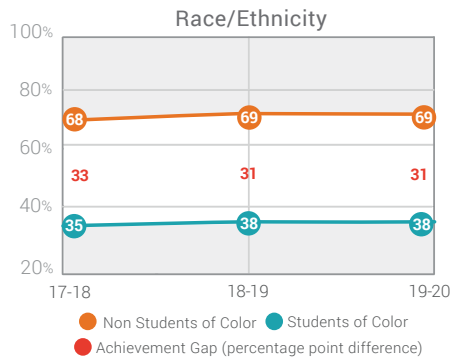
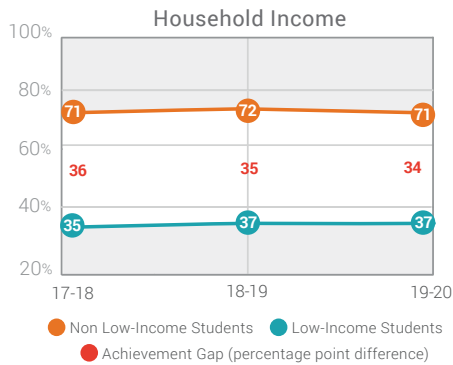
Within the three years, the percentage of low-income kindergartners with proficient scores on the KEEP increased 2 percentage points in literacy and an impressive 5 percentage points in numeracy. Disparities between low-income and non-low-income kindergartners are narrowing, and the disparity gap is closing for students of color in both numeracy and literacy. Thanks to the hard work of early educators and parents and efforts to expand and improve quality in early childhood programs, more students are entering school with the foundation they need to succeed.

OUTCOMES AT SCALE

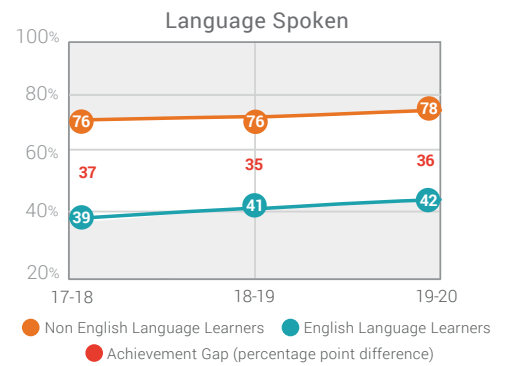
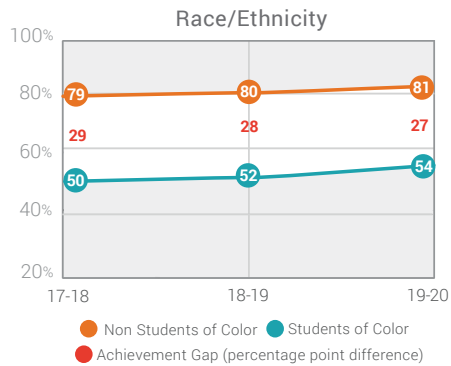
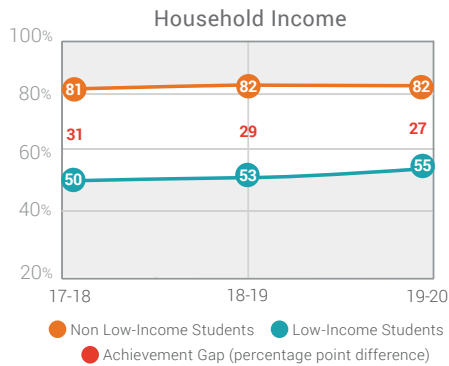
Children with Sufficient Knowledge and Skills to Succeed in Kindergarten

6 of 6 Achievement Gaps Closing

Literacy



Numeracy



ACCELERATING RESULTS

In the 2020 Utah Legislative Session, Promise Partners helped secure three victories related to early learning.

\$10 million in new ongoing funds were appropriated to the optional extended-day Kindergarten program. This is the first increase in the program since it began well over a decade ago. Representative Lowry Snow was an unwavering champion for the optional extended-day Kindergarten program and sponsored the HB99 Enhanced Kindergarten Amendments this year.

\$5 million in ongoing funds were appropriated to HB114 Early Learning Training and Assessment Amendments, which provides professional development for early education teachers and supports schools and districts in focusing on math skills in the early years.

\$3 million in ongoing funds were appropriated to high-quality preschool. This will ensure programs do not have to cut seats for children who have the highest need.

The pandemic and economic crisis may threaten these appropriations, and the Promise Partnership will work to protect these gains and continue to advocate for early learning.

"High-quality experiences early in a child's life provide the foundation for lifelong learning and success. The Promise Partnership invests time and energy to ensure that our kindergartners are ready to grow in elementary school. In the past year, the Utah Legislature has recognized the importance of these early learning experiences for students with additional funding for optional extended-day kindergarten and increasing access to high-quality preschool. The focus on early learning of the Promise Partnership and numerous leaders in Utah puts the state in a great position for future generations."

-Allison Nicholson, Program Manager of Sorenson Impact Center



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.

4x

less likely to graduate high school if a student is not reading on grade level by the 3rd grade¹⁷

40%

of Utah fourth graders are proficient readers according to national reading assessment data, outpacing the national average of 34%¹⁸

29%

the 2019 reading proficiency achievement gap between low-income and non low-income students in the Promise Partnership region¹⁹

Contributing Factors

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

First Grade Reading Proficiency

63%

of first graders in the state are proficient in reading²⁰

Second Grade Reading Proficiency

77%

of second graders in the state are proficient in reading²¹

Chronic Absence

14%

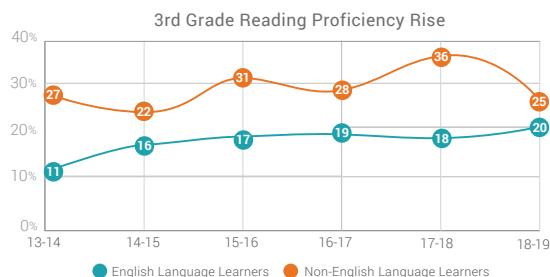
of students in the Promise Partnership region are chronically absent²²

BRIGHT SPOT

4,000 Additional Students Proficient in Promise Partnership Region

The Promise Partnership measures reading and language arts proficiency using two different metrics. Acadience (formally DIBELS) is a set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through sixth grade. The Acadience test is comprised of seven measures to function as indicators of phonetic awareness, alphabetic principles, accuracy and fluency with connected text, reading comprehension, and vocabulary. RISE, on the other hand, measures student success and growth over the years in language arts, math, and science. RISE is a summative end-of-year test. We recognize that in the Promise Partnership Region, Acadience proficiency is decreasing and RISE is increasing. These differences are due to the assessments measuring different aspects of reading, comprehension, and language arts.

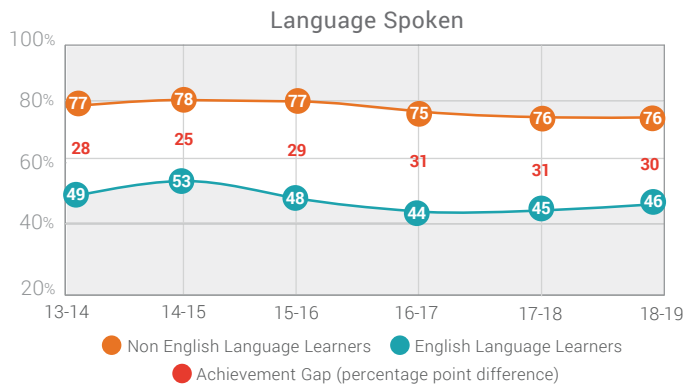
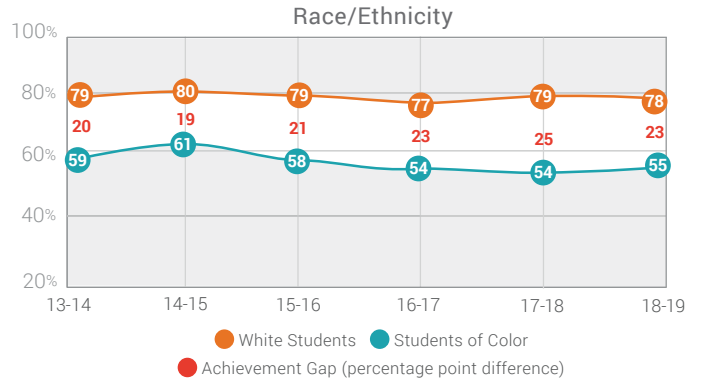
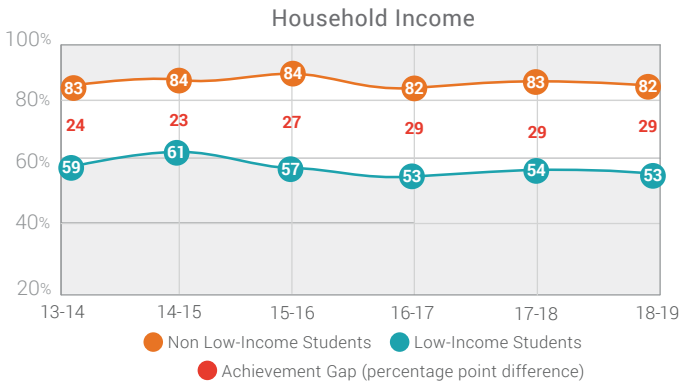
In the past year alone, third grade language arts proficiency (RISE) in the Promise Partnership has increased 2 percentage points representing almost 4,000 more students now on track. This improvement would not be possible without the dedication of hundreds of educators and the coordinated effort of the Promise Partnership Elementary Reading Network, which focused on reducing summer learning loss, spreading the practice of dyad reading, and making sure student reading materials are at the correct reading level. In South Salt Lake and Kearns, 3rd grade language arts proficiency (RISE) for English language learners has increased 9 percentage points since those partnerships started.



OUTCOMES AT SCALE

Students Proficient in Reading by the End of 3rd Grade²³

0 of 3 Achievement Gaps Closing



ACCELERATING RESULTS

Summer Reading Learning Loss and Digital Tutoring

The Elementary Reading Network is continuing its work on preventing summer learning loss, which is even more important as the Utah community faces the pandemic. The pandemic and the loss of face-to-face classroom time in the last half of Spring 2020 may have compounded summer learning loss. High-quality tutoring using technological solutions is needed in order to prevent further reading loss. The Elementary Reading Network will be focusing on ways to reach students as pandemic quarantines are lifted and we enter the summer. Afterschool providers and districts will be crucial partners. We aim to put supports in place to prevent summer learning loss in reading for all students in the Promise Partnership. Together we can reach students to ensure that students are making growth in their reading over the summer and into the new school year..

In the Promise Partnership region

323

teachers were trained in dyad reading

7

afterschool programs used dyad reading

278

parents were trained in dyad reading

"The increase in RISE data over 5 years is showing great improvement in the Promise Partnership region, even more improvement than the state. Reading is an educational foundation that every student needs to be successful in later grades. The Elementary Reading Network has been an amazing collaboration. The network has worked across sectors to improve the lives of students. The network has focused on dyad reading, ensuring students have books that meet their reading level, and summer learning loss. I look forward to future interventions of the Elementary Reading Network and working with the partners that make up the group. I applaud the network's effort to improve student learning outcomes."

-Sara Wiebke - Elementary Reading Network member, PreK-12 Literacy and Library Media Coordinator - Utah State Board of Education



8TH GRADE MATH

All Children are Proficient in Math by 8th Grade

8th Grade Math Matters

STEM and technology-related jobs account for one in seven jobs in Utah.²⁴ 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.²⁵ For this reason, prioritizing math education in the early years is critical.

53%

of Utah students were proficient in math in 2018-19²⁶

36%

of Utah students are not proficient in math at the end of 10th grade.²⁷

34%

of Latino students

and **40%** of black students

in Utah post-secondary institutions are enrolled in remedial courses²⁸

Contributing Factors

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

6th Grade Math Proficiency

37%

of sixth graders in the Promise Partnership region are proficient in math²⁹

Chronic Absence

11%

of sixth-through eighth-grade students in the Promise Partnership region are chronically absent³⁰

BRIGHT SPOT



Increased Proficiency in the Past Year in the Region and in South Salt Lake

In the Promise Partnership region, eighth grade math proficiency has been consistently improving since the partnership convened, and in the last three years proficiency increased an impressive four percentage points. This improvement is a testament to the hard work of principals, teachers, and Promise Partners who recognize that math is a critical skill for all students. In numerous other schools, eighth grade math has increased. Specifically in two Promise Partner schools, Granite Park Junior High and Kearns Junior High, there have been important gains over the last year among historically minoritized populations:

Latino **+5%**

Students of Color **+3%**

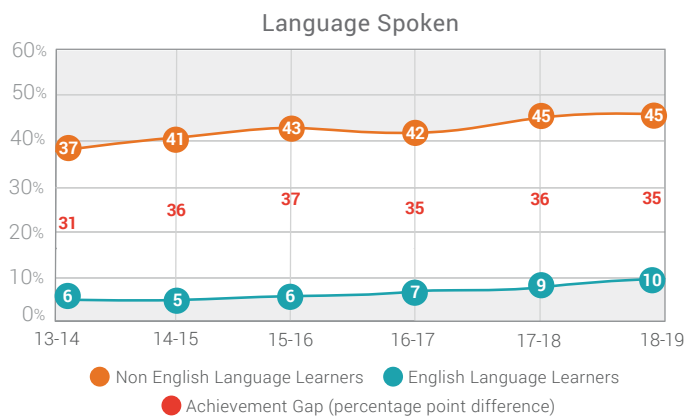
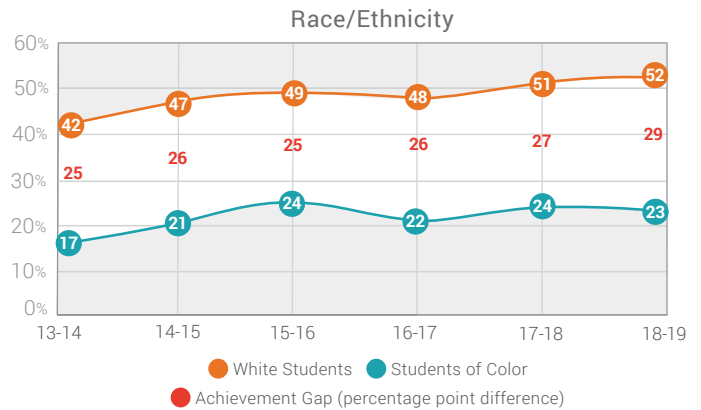
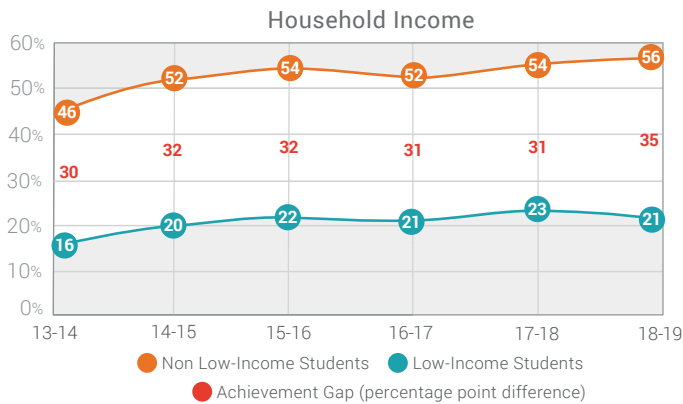
Low-income Students **+2%**

English language learners **+3%**

OUTCOMES AT SCALE

Students Proficient in Math by the End of 8th Grade³¹

0 of 3 Achievement Gaps Closing



ACCELERATING RESULTS

iReady Partnership Expands to Millcreek Elementary

In Kearns Junior High, a Promise Partner school since 2009, we have seen gains in seventh and eighth grade math proficiency. Much good work has driven this improvement, including the Eighth Grade Math Network's iReady strategy and tutoring support from the Mark Miller Subaru team.

For eighth-grade students participating in iReady combined with tutoring, we saw the results below:

- 47%** of the students participating in the iReady program demonstrated typical growth
- 36%** had greater than expected growth
- 56%** of the students increased their proficiency by two grade levels.
- 16%** of the students increased their proficiency by one grade level

The Eighth Grade Math Network has come to understand that targeting students in need of math intervention earlier may better prepare them for middle school. While iReady will continue to be used in middle grade math courses at Kearns Junior High, the team will also implement it to improve 3rd or 4th grade math at Millcreek Elementary. With the addition of iReady to the earlier grade curriculum and tutoring from the Mark Miller Subaru team, the partnership is looking to replicate the success seen at the junior high level to inform further expansion.

"Our work at Kearns Junior High has been very rewarding. The Subaru volunteers that provided tutoring along with guidance during iReady lessons enjoyed their time in the classroom. The volunteers learned a great deal during the process and are thankful to the students and teachers for letting us in the classroom. We have seen impressive improvements with our math students, but we have a lot of work to do. The Promise Partnership is a collaborative effort that can make a difference in the lives of students academically and socially. I look forward to our future work to spark an interest in math among students."

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



POSTSECONDARY READINESS

All Students Graduate High School Ready for College or Careers

Postsecondary Readiness Matters

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. Ensuring that all students are ready for postsecondary opportunities is crucial for their future success.

Seniors who complete the FAFSA are

84%

more likely to enroll immediately in post-secondary education opportunities³²

10%

the *shrinking* achievement gap in Utah's graduation rates between Latinx and white students, down from **17%** in 2013³³

10%

more low-income students in Utah graduated from high school since 2013³⁴

Contributing Factors

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

ACT Scores

59%

of high school juniors in the Promise Partnership region meet the minimum for college readiness with a composite score of 18+ on the ACT³⁵

Financial Aid

42%

of Utah students completed the Free Application for Federal Student Aid (FAFSA)—the second worst rate in the nation³⁶

Early College Credit

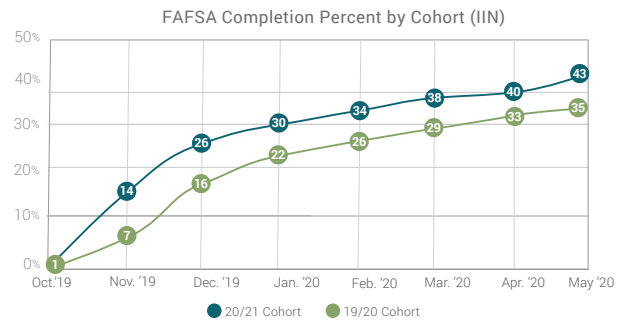
59%

of students in Utah earned college credit in an advanced course prior to high school graduation³⁷

BRIGHT SPOT

8 Percentage Points Increase in FAFSA Completions in One Year

The Promise Partnership Postsecondary Readiness Team launched a network of six high schools from Ogden, Davis, Salt Lake, and Granite school districts. These schools were selected because of both the number of students experiencing economic disadvantage and/or their low Free Application for Student Aid (FAFSA) completion rates. Each school coalesced a team of administrators, counselors, and other caring adults that were trained in continuous quality improvement methods. Over the course of six months teams were coached to identify interventions and conduct small tests of change to increase FAFSA completion. As a collective, the network of schools increased FAFSA completion rates seven percentage points from 35% to 43% within one year. In one school, where a team focused on students with free and reduced the lunch, the overall increase was 18 percentage points.

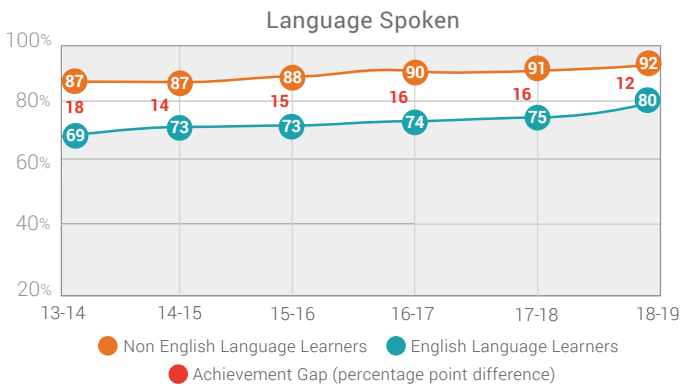
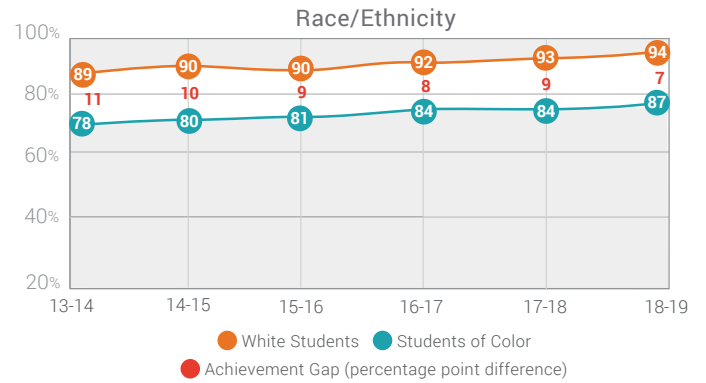
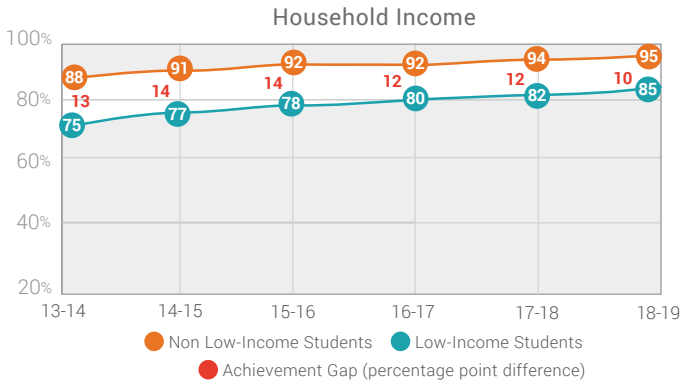


In addition, House Bill 256 was passed in the most recent legislative session, and it requires that students complete the FAFSA to be eligible for State of Utah funded financial aid such as the Regents and Utah Promise Scholarships.

OUTCOMES AT SCALE

Students Graduating High School in Four Years⁶¹

3 of 3 Achievement Gaps Closing



ACCELERATING RESULTS

Postsecondary Readiness and Parent Engagement

The Promise Partnership Postsecondary Readiness Network is interested in learning more about how parents of first-generation students are engaged with their students' college and career readiness pathway during their time in middle and high school. Research has shown that parental involvement in secondary education is the best predictor of postsecondary aspirations for first-generation students.³⁸ Knowing the important role parents and families can play in developing a college-going identity, the network is using a human-centered design approach to learn about what first-generation parents are currently experiencing. Additionally, the team wants to develop and refine an intervention that intentionally supports parental involvement in their students' experience preparing for college and career.

"As both a business leader and parent, I understand the critical importance of preparing kids in our region for college and career. The work done in the Promise Partnership College Access Impact and Improvement Network has prepared students for a better financial future in college. We have seen a seven percentage point increase in the number of FAFSA applications completed for schools that participated in the network in a year where the state average has remained stagnant. The school teams have seen the value of data-driven process improvement, and we hope to bring on a new cohort next year. It is crucial for our students to be both academically and financially prepared for college, and the Promise Partnership is addressing both of these important issues. It is humbling to be co-leading the cross-sector work happening within the PPRC to that end."

– Art Turner, Vice President & General Manager
Enterprise Holdings



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.

\$16,000

the difference in median yearly earnings between Utah college and high school graduates³⁹

49%

of Utah high school graduates attended a postsecondary institution in the first year after high school graduation⁴⁰

Individuals with at least an associate's degree are

2.5X

more likely to be employed than people without a high school diploma⁴¹

72%

of people with a college degree are employed compared to 55% who only have a high school diploma⁴²

Contributing Factors

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

Returning Students

60% | 65% | 89%

of full-time, first-time students return for their second year at Salt Lake Community College, Weber State University, and the University of Utah, respectively⁴³

One-Year Certificate Program Enrollment

42%

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 programs⁴⁴

High school graduation

10%

more low-income students in the Promise Partnership region are graduating high school on-time compared to five years ago⁴⁵

BRIGHT SPOT - *Increases in Latinos Completing College*

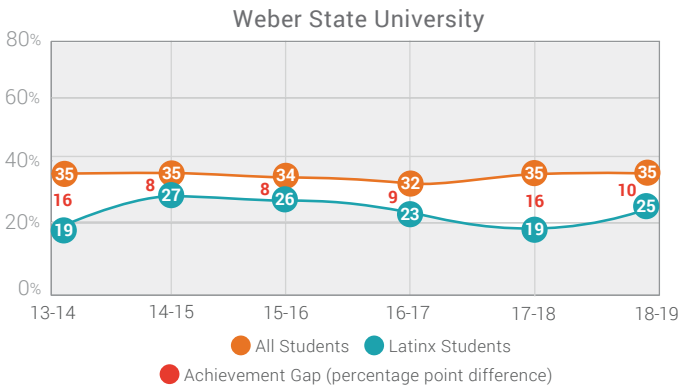
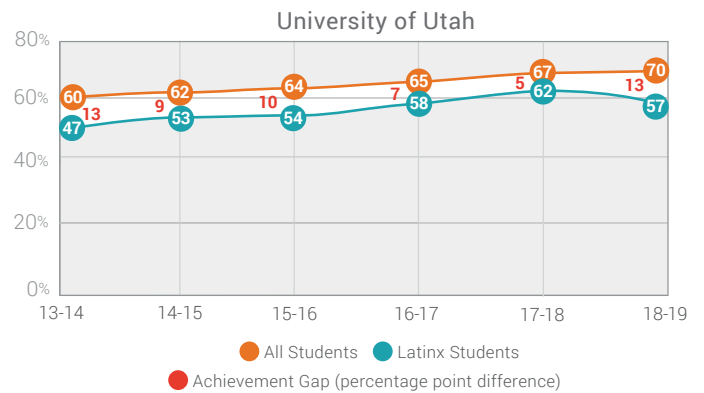
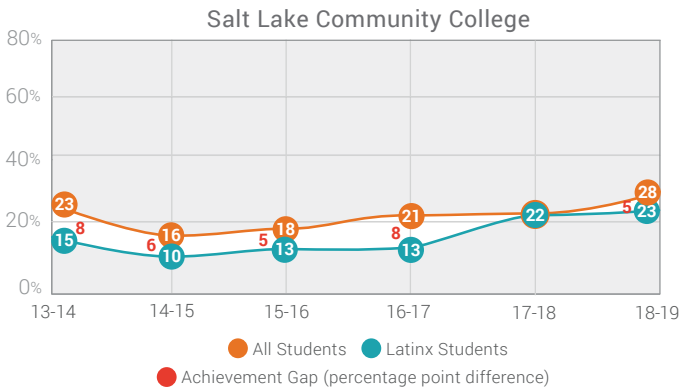


At all three of the higher education institutions in the Promise Partnership, we are seeing increased graduation rates for Latino students. Within in the past six years the college graduation rate for Latino students has increased six percentage points at Weber State University, eight percentage points at Salt Lake Community College, and 10 percentage points at University of Utah. At each institution, the achievement gap is narrowing or at least staying the same. We cannot do this work without the leadership at each institution prioritizing the education of all students including those that have traditionally been left behind. We believe that the collective effort of principals, teachers, college access advisors, staff, faculty, and higher education leaders will prepare all students including those historically underrepresented to enroll and complete college.

OUTCOMES AT SCALE

College Students Graduating within 150% of Length of Program⁶⁹

3 of 3 Achievement Gaps Closing



“Being a part of the Promise Partnership is a unique experience as it sets out to transform the educational environment. We have seen strong partnerships forged between the Utah legislature, the system of higher education, and the Promise Partnership to support the expansion of access and success in higher education. We want to ensure that these commitments continue to impact postsecondary completion, and we have been fortunate to witness the rise of completion rates for students of color at institutions involved with the Promise Partnership. This is a great outcome, and we have so much more work to do to increase postsecondary completion. I feel the Promise Partnership is positioned to support us in achieving that goal.”

—Dr. Belinda 'Otukolo Saltiban, Chief Inclusion & Diversity Officer, Utah Valley University

ACCELERATING RESULTS Adult Learners of Color

The Postsecondary Completion Network has identified a significant disparity in postsecondary completion for adults of color. Not only are our communities of color less likely to participate in postsecondary education in the five years following high school, but they are also less likely to complete a postsecondary credential when they do enroll. Our network has discovered that adult learners are most motivated to enroll in and complete postsecondary credentials when there are meaningful career pathways to which they can be connected before enrollment. We hope to work with the Department of Workforce Services and Keys to Success as they develop a new platform to replace Utah Futures by calling upon the substantial knowledge and expertise our cross-sector network including folks from the postsecondary education and workforce development sectors.



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. 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 their families’ ongoing health and financial security. We look for opportunities to cultivate healthier habits to last a lifetime.

Latino and black children in Utah are **4.5X** more likely to be uninsured than white children⁴⁷

21% of Salt Lake County low-income adults experienced four or more types of trauma during childhood⁴⁸

33% of Utah high school students report symptoms of depression⁴⁹

Contributing Factors

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

Health Insurance

9%

children in the Promise Partnership region do not have health insurance⁵⁰

Physical Activity

97%

of Utah schools do not have a comprehensive physical activity plan⁵¹

Mental Healthcare Access

66%

of Utah youth who have health insurance do not have mental health care coverage that meets their needs⁵²

BRIGHT SPOT - School Nutrition, Health Insurance, and Dental Care

The Promise Partnership has taken on many initiatives to ensure that students have access to healthy meals, and we have seen growth in these areas. In addition, overall health insurance rates have remained fairly consistent in the past year, but the Promise Partnership is seeing increases in specific communities and populations.



School Nutrition

54%

of students in the Promise Partnership Region participate in the school lunch program

6

schools in the Promise Partnership Region implemented the Smarter Lunchrooms program, and 37 staff have been trained on the program

3

schools in the Promise Partnership Region implemented the Recess Before Lunch Program

Health Insurance

4%

more Salt Lake County residents have health insurance than did between 2012–2018

4%

more low income people in Salt Lake County have health insurance than did between 2012–2018

Dental Care

23%

more people in South Salt Lake, **11%** in Millcreek, and **7%** in Kearns have seen a dentist in the past year compared to 2012–2018

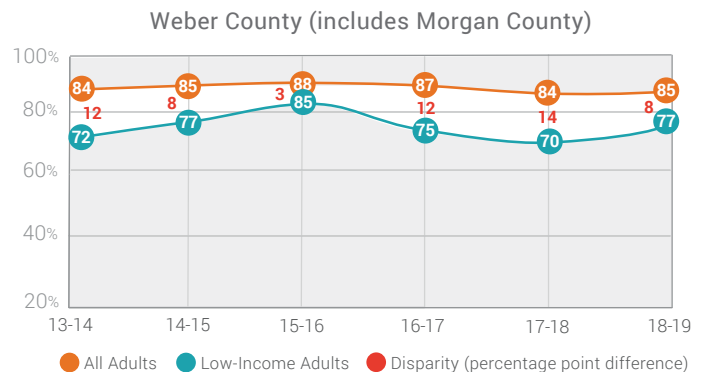
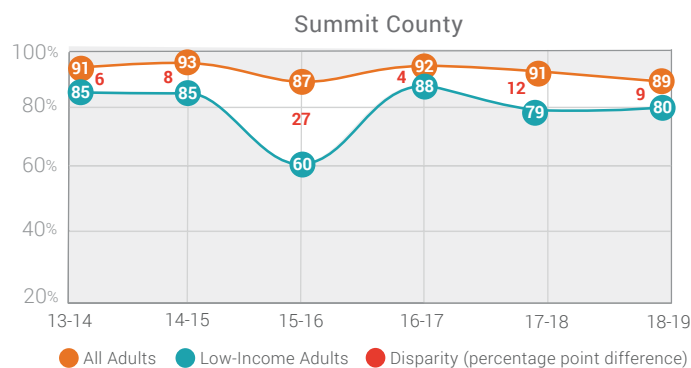
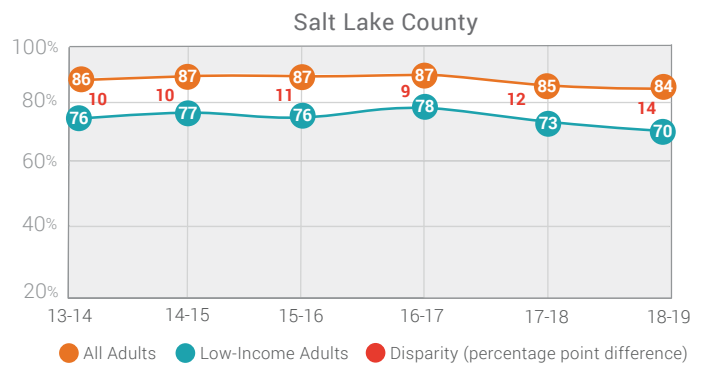
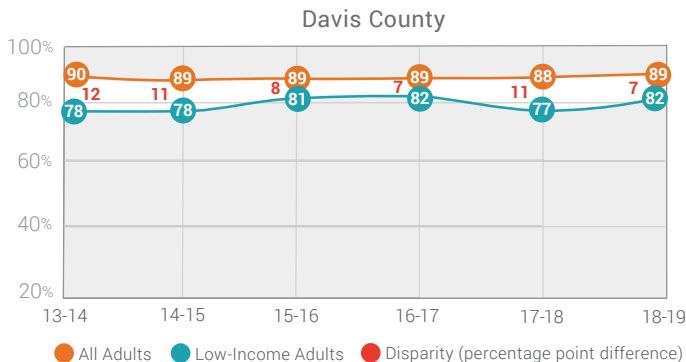
4%

more people in Davis County have seen a dentist in the past year compared to 2012–2018

OUTCOMES AT SCALE

Adults in Good, Very Good, or Excellent Health⁵³

2 of 4 Disparities Closing



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

“This past year our team sought opportunities to improve student health and nutrition. We settled on two programs to enhance the school meals experience for students—Smarter Lunchrooms and Recess Before Lunch. We designed academically-supervised research and deployed research teams to six schools. Unfortunately, the pandemic interrupted the completion of these studies. We will re-start them when possible. We look forward to identifying and spreading practices we learn are the most effective for kids to be active and make healthy food choices.”

—Gregory Bell, President and CEO, Health Hospital Association

ACCELERATING RESULTS

School Nutrition, Healthcare, and Basic Needs

The Promise Partnership Health Network has focused on initiatives that ensure children are healthy and receive a well-balanced diet. The network has been working with schools to implement the Smarter Lunchrooms Program which provides students with more nutritious food options. Additionally, the network worked to implement the Recess Before Lunch program which intends to improve students’ health and behavior. Research demonstrates that when students have recess before lunch, less food is wasted, students consume more calcium and protein, and there is a decrease in discipline referrals.

In addition to the focus of the Promise Partnership Health Network, 2-1-1 has worked to connect Utahns with the food, housing, utilities, and physical and mental health-related resources that we all require to live safe and fulfilling lives. In 2019, we convened several partnerships focused on addressing various social determinants of health. They bring healthcare more centrally into the work of the Promise Partnership. They aim to build broad understanding among our thousands of partners about the overlap between social determinants and our current work. And they focus on harnessing our collective efforts to address root causes of inequitable health outcomes, in ways that we believe will further accelerate progress toward equitable outcomes.



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 Promise families 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.⁵⁴ Similarly, at United Way's 211 information and referral office, the lack of affordable housing and housing needs consistently rank highest in terms of the need callers are trying to address.

65%

of Salt Lake County residents who rent their home are low income⁵⁵

53,861

or 6% of children in Utah are impacted by intergenerational poverty⁵⁶

16%

of Salt Lake County households sometimes or often cannot afford to eat a balanced meal⁵⁷

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 economically disadvantaged⁵⁸

Intergenerational Poverty

156,000

children in Utah currently receive public assistance and may become impacted by intergenerational poverty in the future⁵⁹

Adult Educational Attainment

25%

of adults ages 25 and over in the Promise Partnership have completed some college but have not earned a degree⁶⁰

BRIGHT SPOT - Unlawful Detainer Amendments and Mobility

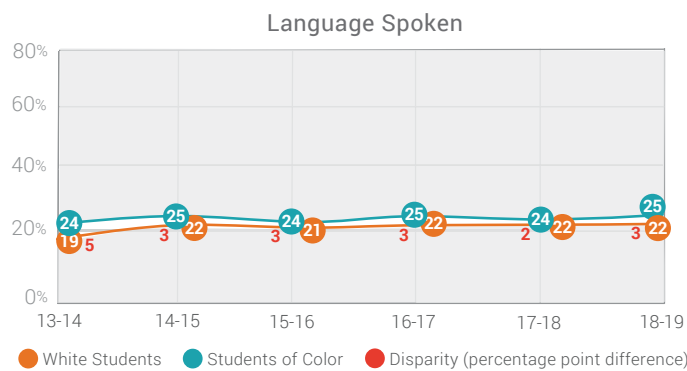
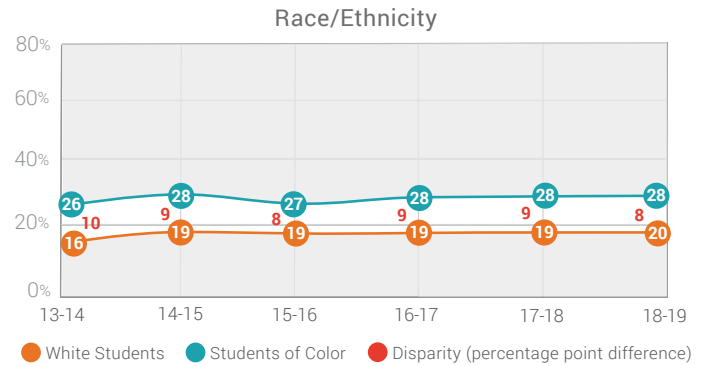
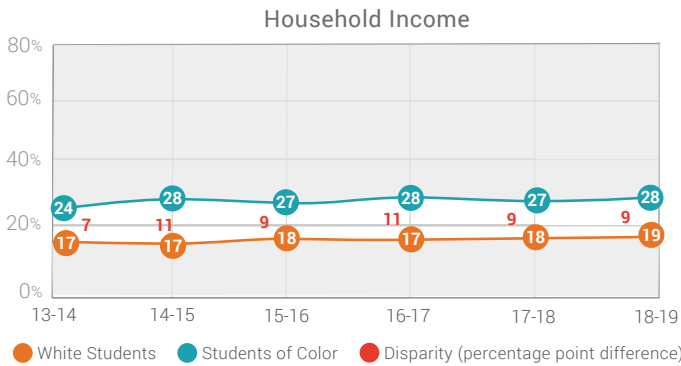
Often the mobility of students in our school system is due to unaffordable housing and jobs that do not pay a living wage. To combat housing instability, the Financial Stability Network made it a legislative priority to address housing evictions that far too often lead to families not knowing where they are going to live for the foreseeable future. In addition, evictions may lead to increased student mobility. In the 2020 legislative session, the PPRC's Financial Stability group worked with Representative Jim Dunnigan from Taylorsville and other stakeholders to pass HB462 Unlawful Detainer Amendments. The bill moved the eviction notice time from three calendar days to three business days and ensured other changes within eviction law do not harm tenants. The legislation is a move in the right direction to ensure that more families are not harmed by evictions. PPRC's Financial Stability group has additional plans to address housing instability and mobility of students.



OUTCOMES AT SCALE

Students Changing Schools Mid-Year⁴⁷

2 of 3 Disparities Closing



ACCELERATING RESULTS

211 Response to Needs

Staffed by UWSL, United Way of Northern Utah, and United Way of Utah County, 211 has a statewide reach and is Utah's only comprehensive information and referral service. While other agencies may provide referrals for specific issues, 211 is uniquely equipped to provide accurate, detailed referrals for all of an

individual's needs. In early 2020, Utah experienced an earthquake while combating the effects of COVID-19. 211 was a resource for the community that offered assistance to those impacted. 211 experienced an increase in call volume of over 30%. The Promise Partnership established a COVID Relief Fund with donations that totaled more than \$1,000,000. The fund is being distributed to partners to help the community members that have been financially impacted by COVID-19.

"We know that students whose families live in a single home throughout the year are more likely to do better in school. We have seen some closing of disparity gaps in terms of mobility. We are facing uncertain times with COVID-19, but we are working together. The Promise Partnership is convening realtor associations, business leaders, mayors, and nonprofits to ensure that families can live in a stable situation. We have seen some successes, but not enough. In the coming years, we will be working with housing authorities and employers to ensure that families have a living wage and a stable home. We believe this will contribute to decreased mobility rates for students across the Wasatch Front. We are stronger together and the Financial Stability group of the Promise Partnership is working for all families."

—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!**



COVID-19 Response, Intervention, and Inclusive Recovery:

Consider contributing to support the Promise Partnership's efforts to build an equitable and inclusive recovery from COVID-19 at promiseutah.org.



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

You can be a voice for change.



VOLUNTEER:

Get involved in a partnership by emailing 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.

PROMISE PARTNERSHIP REGIONAL COUNCIL

COMMUNITY



Greg Bell

*President/CEO, Utah Hospital Association***

Ari Bruening

Chief Executive Officer, Envision Utah

Bill Crim

President and CEO, United Way of Salt Lake

Moe Hickey

*Voices for Utah Children***

Tim Jackson

CEO, United Way of Northern Utah

LeAnn Wood

Education Commissioner, Utah PTA

Jennifer Mayer-Glenn

*Director, University Neighborhood Partners***

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***

David Woolstenhulme

Interim Commissioner of Higher Education, Utah System of Higher Education

Allison Nicholson

*Program Manager, Sorenson Impact Center***

BUSINESS



Kirk Aubry

*President and CEO, Savage**

Mark Bouchard

Managing Member, Pinehurst2 LLC

Crystal Low

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

Brian McCallion

Managing Director, Goldman Sachs

Derek Miller

President & CEO, Salt Lake Chamber

John Milliken

President, Milcom, Inc.

Gavin Ogami

Sr. Engineering Manager, Lean, Edwards Lifesciences

Greg Summerhays

President & CEO, The South Valley Chamber

Art Tuner

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

Scott Ulbrich

Financial Advisor, Baird

CIVIC



Andrew Gruber

*Executive Director, Wasatch Front Regional Council***

Robert Hale

Mayor, Midvale City

Ann Millner

Senator, Utah State Legislature

Mark Shepherd

*Mayor, Clearfield City***

Jeff Silvestrini

Mayor, Millcreek 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

Rich Nye

*Superintendent, Ogden School District**

Logan Toone

Assistant Superintendent, Davis County School District

PHILANTHROPIC



Doug Elliot

Assistant Vice President, Daniels Fund

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***

STATE GOVERNMENT



José Borjón

Head Consul of Mexico in Salt Lake City

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 43 partner and community schools and seven neighborhood centers.

¹ Promise Neighborhoods, established under the legislative authority of the Fund for the Improvement of Education Program (FIE), provide funding to support eligible entities, including (1) nonprofit organizations, which may include faith-based nonprofit organizations, (2) institutions of higher education, and (3) Indigenous tribes. The vision of the program is that all children and youth growing up in Promise Neighborhoods have access to great schools and strong systems of family and community support that will prepare them to attain an excellent education and successfully transition to college and a career. The purpose of Promise Neighborhoods is to significantly improve the educational and developmental outcomes of children and youth in our most distressed communities.²

² Ounce of Prevention Fund. (2016). Babies are born learning. Retrieved from <http://www.theounce.org>.

³ Hernandez, D.J. (2012). Double jeopardy: How third-grade reading skills and poverty influence high school graduation. The Annie E. Casey Foundation.

⁴ Hein, V., Smerdon, B., & Sambolt, M. (2013, November). Predictors of postsecondary success. Washington, DC: College & Career Readiness & Success Center at American Institutes for Research.

⁵ Maynard, B. R., Salas-Wright, C. P., & Vaughn, M. G. (2015). High school dropouts in emerging adulthood: substance use, mental health problems, and crime. *Community Mental Health Journal*, 51(3), 289-299.

⁶ Mishel, L., Bivens, J., Gould, E., & Shierholz, H. (2012). *The state of working America*, 12th Edition. Ithaca, NY: Cornell University Press.

⁷ Vuolo, M., et al (2016). The value of educational degrees in turbulent economic times: Evidence from the youth development study. *Social Science Research*, 57: 233-252.

⁸ CDC. (2018). Healthy Kids. Successful Students. Stronger Communities. Improving Academic Achievement through Healthy Eating and Physical Activity. Retrieved from: https://www.cdc.gov/healthyyouth/health_and_academics/pdf/health-academics-ppt.pdf

⁹ Schultz, A.B., Edington, D.W. (2007). Employee health and presenteeism: A systematic review. *Journal of Occupational Rehabilitation*, 17: 547-579.

¹⁰ Heckman, J. J. (2000). Invest in the very young. Ounce of Prevention Fund. Retrieved from <https://www.theounce.org/wp-content/uploads/2017/03/HeckmaninvestinVeryYoung.pdf>.

¹¹ Grunswald, R., & Rolnick, A. (2006). A proposal for achieving high returns on early childhood development. Special Studies, Early Childhood Development. Minneapolis: Federal Reserve Bank of Minneapolis.

¹² U.S. Census Bureau's 2014-2018 American Community Survey 5-year estimates program (B17024). Low-income refers to family income below 200% of the federal poverty level. (Salt Lake, Summit, Tooele, and Weber Counties)

¹³ García, J. L., Heckman, J. J., Leaf, D. E., & Prados, M. J. (2016). The life-cycle benefits of an influential early child hood program (No. w22993). National Bureau of Economic Research.

¹⁴ Utah State Board of Education. 2018-19 Utah's Keep Report. <https://www.schools.utah.gov/file/c88d030c-a577-4fab-914f-e327d3d31871>

¹⁵ U.S. Census Bureau's 2014-2018 American Community Survey 5-year estimates program (S1401). School Enrollment by Age. Represents Canyons, Davis, Granite, Ogden, Park City, and Salt Lake School District areas.

¹⁶ Utah Department of Health, Early Childhood Utah. Ages and Stages Questionnaire Enterprise Data System. Devel opmentally on track refers to children scoring in the "above cutoff" zone on the ASQ-3. Includes duplicated children. Reflects the following counties: Davis, Salt Lake, Summit, and Weber. (Below: 805; Total: 5,868).

¹⁷ Read Better Be Better (2019). Literacy and the Poverty Gap. Retrieved from: <https://www.readbetterbebetter.org/literacy-and-the-poverty-gap/>

¹⁸ The Nations Report Card. (2019). State Achievement-Level Results: Utah. Retrieved from: <https://www.nationsreportcard.gov/reading/states/achievement/?grade=4>

¹⁹ Utah State Board of Education. End of Year DIBELS assessment. Reflects 2018-19 for Canyons, Davis, Granite, Ogden, Park City, and Salt Lake City school districts and Guadalupe School.

²⁰ Utah State Board of Education. End of Year DIBELS assessment. Reflects 2018-19 for Canyons, Davis, Granite, Ogden, Park City, and Salt Lake City school districts and Guadalupe School.

²¹ Utah State Board of Education. End of Year DIBELS assessment. Reflects 2018-19 for Canyons, Davis, Granite, Ogden, Park City, and Salt Lake City school districts and Guadalupe School.

²² Utah State Board of Education Data Queries. Chronic Absence. Reflects 2018-2019 for Canyons, Davis, Granite, Ogden, Park City, and Salt Lake City school districts and Guadalupe School.

²³ Utah State Board of Education. End of Year DIBELS assessment.

²⁴ Gardner Policy Institute. (2019, July 30). Tech Industry Accounted for one in seven jobs in Utah in 2018, report shoes. Retrieved from: <https://gardner.utah.edu/tech-industry-accounted-for-one-in-seven-jobs-in-utah-in-2018-report-shoes/>.

²⁵ Rodriguez, O., Meguizao, T., & Willett, T. (2015, November). Placement tests: What do we know about efficacy and equity? Presented at Testing and Beyond: The Future of College Math Placement in California. Jack London Aquatic Center, Finkelstein, N., Fong, A., Tiffany-Morales, J., Shields, P., & Huang, M. (2012). College bound in middle school and high school? How math course sequences matter. San Francisco, CA: WestEd.

²⁶ Utah State Board of Education (2019). RISE/SAGE Proficiency Rates.

²⁷ Ibid. Curtin, J. A., & Hartley, J. (2017). Developmental Education in Utah: A Demographic Overview. Issue Brief No. 2017-6. Utah System of Higher Education.

²⁸ Utah Data Research Center (2019). Postsecondary Readiness. <https://udrc.utah.gov/UDRPC20MetricsD3DataNarrative/PostRed.html>

²⁹ Utah State Board of Education Data Gateway. SAGE assessment. Reflects 2017-2018.

³⁰ Utah State Board of Education. Chronic absenteeism, missing 10% or more school days. Reflects 2017-2018.

³¹ Utah State Board of Education. Student Assessment of Growth and Excellence (SAGE) assessment.

³² National College Access Network. (n.d.). National FAFSA Completion Rates for High School Seniors and Graduates. Retrieved from <https://collegeaccess.org/page/NationalFAFSACompletionRatesforHighSchoolSeniorsandGraduates>

³³ Utah State Board of Education. Graduation Rates. Reflects 2018-19.

³⁴ Utah State Board of Education. ACT Composite Score of 18 or Higher. Reflects 2018-2019.

³⁵ Form Your Future FAFSA Tracker. Utah FAFSA Rates in 19-20. <https://public.tableau.com/profile/bill.debaun.nationalCollegeAccessNetwork/vizhome/FormYourFutureFAFSATracker-2019-20FAFSACycleThroughAugust232019/CurrentWeekRanking>

³⁶ Utah Data Research Center. (2019). Postsecondary Readiness. <https://udrc.utah.gov/UDRPC20MetricsD3DataNarrative/PostRed.html>

³⁷ Utah State Board of Education. Four-Year Cohort Graduation Rates. Due to a data reporting issue in one district, the low-income graduation rate for school year 2013-2014 is underreported.

³⁸ McCarron, G.P., & Inkelas, K.K. (2006). The Gap between Educational Aspirations and Attainment for First-Generation College Students and the Role of Parental Involvement. *Journal of College Student Development* 47(5), 534-549. doi:10.1353/csd.2006.0059.

³⁹ Utah System of Higher Education. (2020). Postsecondary Education Propels Utah's Economy Forward. Retrieved from: https://ushe.edu/wp-content/uploads/pdf/reports/issue_brief/2020/Workforce_IB_2020.pdf

⁴⁰ Utah System of Higher Education. (2019). College Participation and Completion of Utah High School Graduates. Retrieved from: https://ushe.edu/wp-content/uploads/pdf/reports/2019_college_participation_completion_report.pdf

⁴¹ Utah System of Higher Education. (2020). Postsecondary Education Propels Utah's Economy Forward. Retrieved from: https://ushe.edu/wp-content/uploads/pdf/reports/issue_brief/2020/Workforce_IB_2020.pdf

⁴² Bureau of Labor Statistics. (2019). TED: The Economics Daily; 44.6 percent of high school dropouts and 72.3 percent of college graduates employed in August 2019. Retrieved from: <https://www.bls.gov/opub/ted/2019/44-6-percent-of-high-school-dropouts-and-72-3-percent-of-college-graduates-employed-in-august-2019.htm>

⁴³ National Center for Education Statistics (2019). College Navigator. Returning rates for part-time students: SLCC, 44 percent; the University of Utah, 5 percent; and Weber State University, 43 percent.

⁴⁴ Utah System of Technical Colleges (2019). 2018 Annual Report. Salt Lake City, UT. Reflects 2018. Reflects institutions in the Promise Partnership region.

⁴⁵ USBE Queries (2019)

⁴⁶ U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System. (2018). IPEDS compare institutions and IPEDS summary tables. Retrieved from <https://nces.ed.gov/ipeds/use-the-data>

⁴⁷ U.S. Census Bureau's 2018 American Community Survey 1-year estimate. Health Insurance Coverage Status By Age. (B27001, B27001H, B27001I). Reflects Utah. The uninsured rate for white, non-Latino children ages 0-18 is 4.1% and, 17.7% for Latino children, 20% for Black Children, and 18% for Latino and Black students combined.

⁴⁸ Utah Department of Health, Office of Public Health Assessment (2016). Behavioral Risk Factor Surveillance System, Adverse Childhood Experiences

⁴⁹ US Department of Health and Human Services. (2019). Utah Adolescent Mental Health Facts Depression symptoms among high school students (grades 9-12), 2017. Retrieved from <https://www.hhs.gov/ash/oah/facts-and-stats/national-and-state-data-sheets/adolescent-mental-health-fact-sheets/utah/index.html>

⁵⁰ U.S. Census Bureau's 2014-2018 American Community Survey 5-year estimates program (S2701). Reflects working age adults ages 0-24.

⁵¹ National Physical Activity Plan. (2018). 2018 U.S. Report Card on Physical Activity for Children and Youth. Retrieved from <https://health.gov/news-archives/blog-bayw/2018/10/how-active-are-american-youth-new-findings-from-the-2018-u-s-report-card-on-physical-activity-for-children-and-youth/index.html>

⁵² Data Resource Center for Child & Adolescent Health. (2018). 2017-2018 National Survey of Children's Health. Adequacy of insurance coverage for mental health care, age 3-17 years. Retrieved from <https://www.childhealthdata.org/browse/survey/results?q=6958&r=46>

⁵³ Utah Department of Health (2018). Health indicator report of fair/poor health. Age-adjusted rates. Retrieved from <http://ibis.health.utah.gov>. Adults from Davis, Salt Lake, Summit, and Weber (which also includes Morgan) counties. low-income is below 200% of the FPL.

⁵⁴ Utah Department of Workforce Services (2018). State of Utah: Affordable Housing Report 2018. Retrieved from <https://jobs.utah.gov/housing/reports/documents/affordablehousingreport.pdf>

⁵⁵ Ibid.

⁵⁶ Intergenerational Welfare Reform Commission (2019). Utah's Eighth Annual Report on Intergenerational Poverty, Welfare Dependency and the Use of Public Assistance - 2019. Retrieved from: <https://jobs.utah.gov/edo/intergenerational/igp19.pdf>

⁵⁷ Utahns Against Hunger (2018). Food Access Profile: Salt Lake County. Retrieved from: <https://www.uah.org/images/pdfs/doc/County%20Food%20Access%20Profiles%202019/FINAL%20Salt%20Lake%20County%20Food%20Access%20Profile%20-%206-24-2019.pdf>

⁵⁸ Utah State Board of Education (2019). Enrollment Demographics.

⁵⁹ Utah Department of Workforce Services (2018). State of Utah: Affordable Housing Report 2018. Retrieved from <https://jobs.utah.gov/housing/reports/documents/affordablehousingreport.pdf>

⁶⁰ U.S. Census Bureau's 2014-18 American Community Survey 5-year estimates program (B15002). Reflects Canyons, Davis, Granite, Ogden, Park City, and Salt Lake City school districts.

⁶¹ Utah State Board of Education. Mobility Rate. Reflects 2017-18.



LIA

DIBELS

GABRIEL

u a grave.

friend.

IF YOU WANT TO
GO FAST
GO ALONE

IF YOU WANT TO
**GO FAR GO
TOGETHER**

-African Proverb



UW.ORG

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.