

2021 RESULTS MATTER REPORT OF  
THE PROMISE PARTNERSHIP

PROMISE  
PARTNERSHIP

Every Child, Every Step of the Way



RESULTS  
MATTER



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# EXECUTIVE SUMMARY

## Letter from The Promise Partnership Regional Council

Dear Friends,

The past two years have exposed and magnified education, health, and financial stability disparities in communities across the Promise Partnership region. As we look to build an inclusive future for children and families, it is imperative that the Promise Partnership Regional Council focuses on closing these growing gaps by achieving the equitable outcomes we care most about.

We understand that it is the collective responsibility of community and systems leaders to commit to aligning and rigorously measuring our effort to achieve results at scale. We can achieve more in partnership together than any of us can accomplish on our own.

In that spirit, we have continued to engage those most impacted by persistent inequities – students, parents, caregivers, and teachers – in purposeful ways that support identifying solutions to address their experiences. And we know there is more we can do to center the voices and leadership of those individuals and groups.

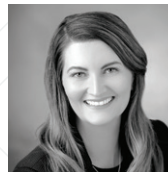
We are in a unique moment that is captured in the words of poet and activist **Sonya Renee Taylor**:

**“We will not go back to normal. Normal never was. . . . We should not long to return, my friends. We are being given the opportunity to stitch a new garment. One that fits all of humanity and nature.”**

Each of us is a weaver and can stitch this ‘new garment’ together by committing to practice deep compassion and empathy as we seek to understand the impact the pandemic has had on all of us and particularly the underserved. We know together we can achieve equity, justice, and prosperity for all.

We acknowledge and extend our deepest thanks for the very real sacrifices that students, parents, educators, health care and frontline workers, community leaders, and so many others have made, and know that our future is bright with the incredible resilience the Promise Partnership communities have already demonstrated over the past year.

Sincerely,



Crystal Low

Executive Vice President  
Zions Bancorporation

Co-Chair  
Promise Partnership Regional Council



Dr. Rich Nye

Superintendent  
Granite 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 education 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 education 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 and 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 infrastructure to ensure support, leadership, and action at multiple levels within the education system and our broader community. Our partnership includes 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 education landscape for Utah's 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](http://promiseutah.org).



## COMMUNITY ENGAGEMENT

The Promise Partnership is committed to authentically engaging community members in our work. Our community engagement is multi-pronged: grassroots community-based research and organizing, volunteer engagement, and a focus on creating pathways to leadership for BIPOC (Black, Indigenous, and people of color) youth.

### Grassroots Research & Organizing

The Promise Partnership scaled efforts to connect with and shift power to BIPOC students and community members through projects that:

Centered relationship-building with Spanish-speaking caregivers and worked to better understand how they want to engage in their children's education.

Worked to expand connections with diverse migrant communities to map and better understand their experiences.

Broadened efforts to connect with students directly to **a)** better understand and center the experiences of students of color in our partnerships' efforts to increase equity in the education system; and **b)** use art to begin conversations about mobility and its impact.

### Volunteer Engagement

Hundreds of volunteers contributed their time and energy to support students.

During Read Across America Day, 20 percent of the 5,000 donated books were Spanish or bilingual. One school received books in over twenty different languages.

In December, volunteers sorted donations at a junior high to make the resource center more inviting and items more accessible.

Throughout the school year, with a focus on creating a diverse volunteer base that mirrors the demographics of the schools where we work, we recruited hundreds of tutors and mentors to support students across the Wasatch Front.

### Utah Youth Leadership Pipeline

The Utah Youth Leadership Pipeline conducted research with 200 BIPOC youth, ages 15-24, from across the Promise Partnership region.

The research found that BIPOC youth need leaders that mirror their own racial, ethnic, and cultural identities because shared life experiences facilitate empathy and compassion and counteract the stereotypes they encounter daily.

The Promise Partnership Regional Council and many other Promise Partners are committing to turning this research into action by implementing strategies to realize leadership opportunities for BIPOC folks and creating intentional pathways to leadership for BIPOC youth.

The research also found that youth need mentors who recognize the historical and cultural barriers faced by BIPOC individuals and who can translate non-traditional experience into career development opportunities. Mentors need to be active listeners and provide structured opportunities that align with youth career expectations and goals.











# COMMUNITY REPORT CARD

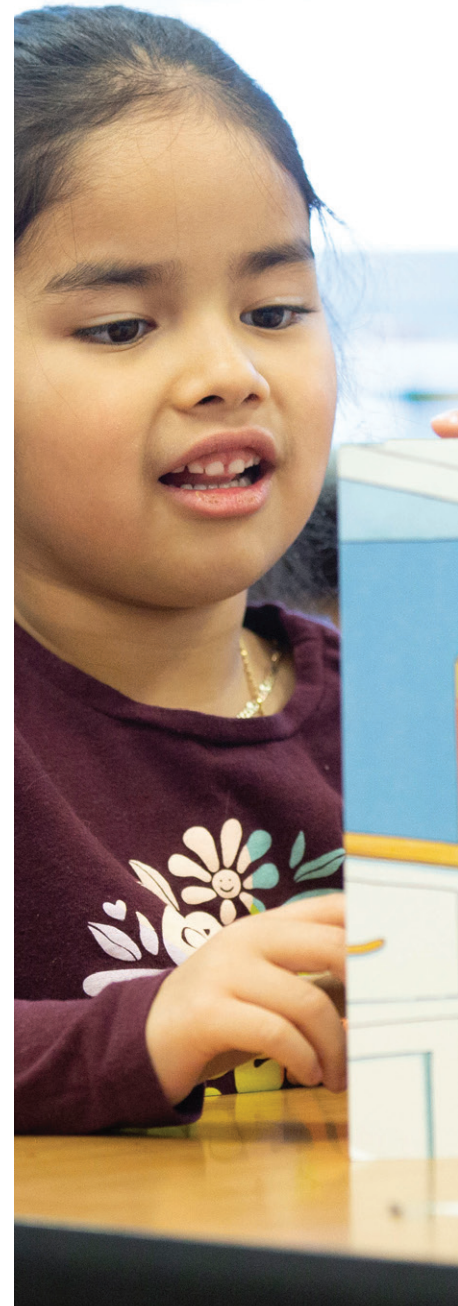
## Our Progress

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 the significant, swift, and ongoing impacts of COVID-19, the 2021-22 school year may be considered our new baseline in the future. For now, against the original baseline year, six of nine outcomes have improved at a regional level.

		BASELINE	CURRENT YEAR	CHANGE SINCE BASELINE*		
 <b>KINDERGARTEN READINESS</b>	All Students	Literacy	57%	55%	-2%	●
		Numeracy	69%	71%	2%	●
	Low-Income Students	Literacy	35%	32%	-3%	●
		Numeracy	50%	52%	2%	●
	Students of Color	Literacy	35%	34%	-1%	●
		Numeracy	50%	52%	2%	●
	English Language Learner Students	Literacy	26%	21%	-5%	●
		Numeracy	39%	35%	-4%	●
	 <b>3RD GRADE READING PROFICIENCY</b>	All Students	72%	66%	-6%	●
		Low-Income Students	59%	48%	-11%	●
Students of Color		59%	50%	-9%	●	
English Language Learner Students		49%	41%	-8%	●	
<b>8TH GRADE MATH PROFICIENCY</b>		All Students	34%	36%	2%	●
	Low-Income Students	16%	17%	1%	●	
	Students of Color	17%	17%	0%	●	
	English Language Learner Students	6%	5%	-1%	●	
 <b>HIGH SCHOOL GRADUATION</b>	All Students	85%	88%	3%	●	
	Low-Income Students	75%	80%	5%	●	
	Students of Color	78%	84%	6%	●	
	English Language Learner Students	69%	76%	7%	●	
 <b>POSTSECONDARY READINESS</b> (composite ACT score of 18+)	All Students	60%	58%	-2%	●	
	Low-Income Students	36%	33%	-3%	●	
	Students of Color	35%	35%	0%	●	
	English Language Learner Students	9%	9%	0%	●	
 <b>POSTSECONDARY COMPLETION</b>	All USHE Institutions in Region	40%	44%	4%	●	
	Salt Lake Community College	23%	26%	3%	●	
	University of Utah	60%	67%	7%	●	
	Weber State University	35%	36%	1%	●	
	<b>HEALTH</b> (adults in good, very good, or excellent health)	All Adults	87%	89%	2%	●
	Low-Income Adults	76%	81%	5%	●	
 <b>FINANCIAL STABILITY</b> (individuals with household incomes at or above 200% FPL)	All Individuals	69%	76%	7%	●	
	Individuals of Color	48%	61%	13%	●	

\* 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; by 2018 it had expanded to six. This expansion 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

% of students 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 2017-18 school year, and current year reflects 2021-22.



## 3RD GRADE READING

% proficient in reading by end of 3rd grade

Utah State Board of Education. *End of Year (EOY) Acadience Reading assessment (formerly DIBELS)*. Due to the COVID shutdown of the school system, Acadience data was only available for the Middle of Year (MOY) assessments for the 2019-20 school year. Baseline reflects 2013-14 and current year reflects 2020-21.



## 8TH GRADE MATH

% proficient in math by end of 8th grade

Utah State Board of Education. *Readiness Improvement Success Empowerment (RISE) (formerly SAGE)*. RISE is an end-of-year assessment, and due to the COVID shutdown of the school system, assessment data is not available for the school year 2019-20. Baseline reflects 2013-14 and current year reflects 2020-21.



## 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 2020-21. 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 2020-21. 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. In 2019-20, fewer students took the ACT due to COVID-19.



## 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)*. IPEDS compares institutions and IPEDS summary tables. Baseline reflects 2012-13 and current year reflects 2019-20. 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, religious service, and other situations.

Completion of certificate programs at Utah System of Technical Colleges (USTC) campuses is also a key piece of postsecondary completion. In 2020, 1,885 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 2020. This data is reported based on adults in the State of Utah. 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 individuals with household incomes at or above 200% of the federal poverty level

United Way of Salt Lake's analysis of Steven Ruggles, Sarah Flood, Ronald Goeken, Megan Schouweiler and Matthew Sobek. *IPUMS USA: Version 12.0 [dataset]*. Minneapolis, MN: IPUMS, 2022. <https://doi.org/10.18128/D010.V12.0>. Reflects the percentage of individuals in the Promise Partnership region that are at or above twice the federal poverty guideline (i.e., \$54,000 for a family of four). Due to data limitations, estimates do not include Summit County.







# ROADMAP TO SUCCESS

The Promise Partnership takes a cradle-to-career approach to improving education outcomes for youths. The reason for this is simple: children benefit from a concrete path to success. They need a continuum of uninterrupted opportunities and supports, each stage of which provides a foundation for those that follow. With a shared accountability mindset, we track the well-being of these children over time using the indicators on this roadmap.

## OUR GOALS: STUDENTS WHO ARE



KINDERGARTEN  
READY



READING ON  
GRADE LEVEL



PROFICIENT  
IN MATH

## OUR INITIATIVES:



HIGH-QUALITY  
PRESCHOOL



COMMUNITY SCHOOL  
PARTNERSHIPS



AFTERSCHOOL  
PROGRAMS

## OUR FOUNDATION:

2.1.1

Get Help. Give Help.  
United Ways of Utah



FINANCIALLY  
STABLE FAMILIES





EARNING  
CERTIFICATES  
OR DEGREES



COLLEGE- OR  
CAREER-READY



HIGH SCHOOL  
GRADUATES



WORKFORCE  
PREPAREDNESS



FAFSA  
ASSISTANCE



MENTORING &  
TUTORING



HEALTHY CHILDREN  
& FAMILIES



PROMISE  
PARTNERSHIP UTAH



# 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>9</sup> 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.<sup>10</sup>

**39,597**

low-income children ages five and under live in the Promise Partnership region.<sup>11</sup>

**13%**

return on investment for birth-to-five programs.<sup>12</sup>

**36% & 73%**

of children of color in the Promise Partnership are not proficient in numeracy and literacy when they exit kindergarten.<sup>13</sup>

### 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 preschool.<sup>14</sup>

#### Early Childhood Development

**10-20%**

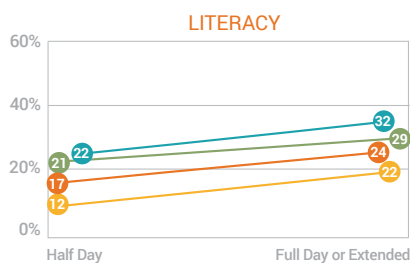
of Utah children between 0 and 8 years old are experiencing mental, emotional, developmental, and behavioral challenges.<sup>15</sup>

## BRIGHT SPOT

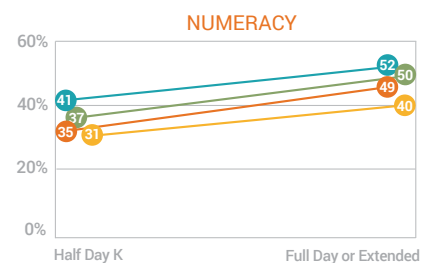
### Full-Day Kindergarten Works

Of the 46,956 children who attended kindergarten in the 2020-21 school year, approximately 12,273 had the opportunity to attend a full- or extended-day option. Full-day kindergarten provides children more time for learning and teachers more time for assessing and addressing student needs. Children in full-day kindergarten have 2- to 4-times better outcomes than their half-day peers. In 2020-21, 10% more students experiencing economic disadvantage or who have disabilities became proficient in literacy from beginning to end of year when participating in an extended-day opportunity. Additionally, 14% more students learning English and 14% of students belonging to historically underserved groups became proficient in numeracy over the year when participating in an extended-day program.<sup>16</sup>

#### Extended or Full-Day Kindergarten Students Who Became Proficient in:



- Students Learning English
- Students With Disabilities
- Students Who are Experiencing Economic Disadvantage
- Students Belonging to Historically Underserved Groups



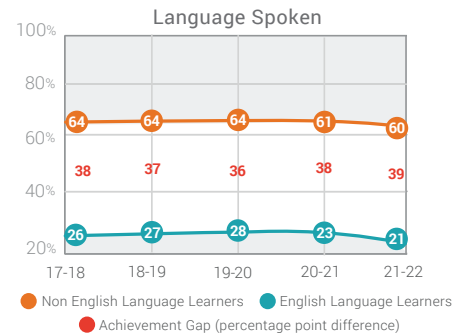
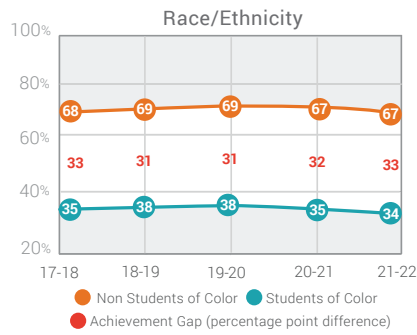
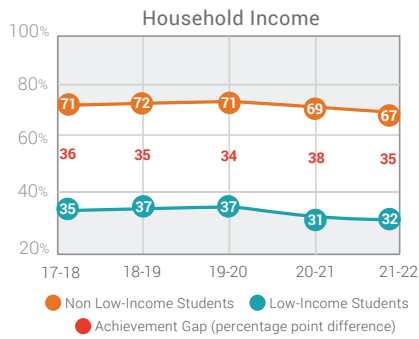


# OUTCOMES AT SCALE

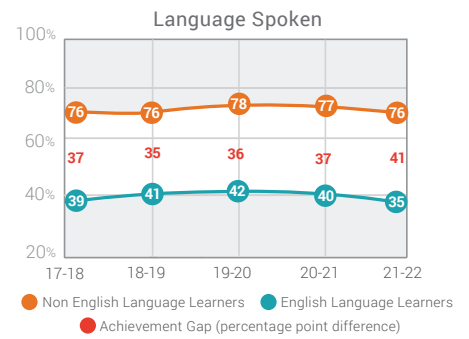
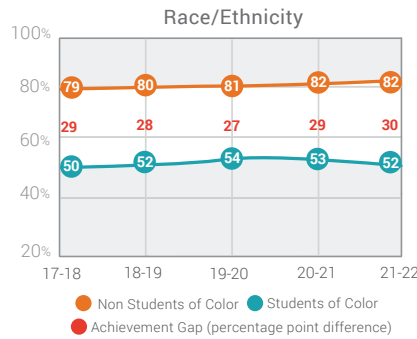
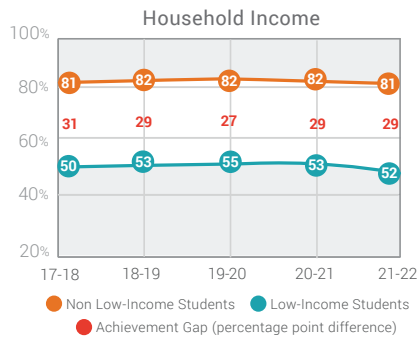
## Children with Sufficient Knowledge and Skills to Succeed in Kindergarten

### 2 of 6 Achievement Gaps Closing

#### Literacy



#### Numeracy



## ACCELERATING RESULTS



### Public Policy Success

Over the past few years, the Promise Partnership and a growing coalition have successfully advocated to invest more money in optional full-day kindergarten, increasing state funds from \$7.5 million in 2015 to \$36.7 million in 2022. This past year, we began our largest push to increase access to full-day kindergarten and make it available for every student whose family wants the option. During the 2022 legislative session, we were successful in securing \$12.2 million for full-day kindergarten. The Promise Partnership will continue its advocacy for complete implementation of full-day kindergarten by putting it into the weighted per pupil unit, so kindergarten is funded the same way as first through twelfth grade.

☞ State data shows increased outcomes for students who attend full-day kindergarten. These outcomes were four times greater prior to COVID-19 learning disruptions and two times greater even with the COVID-19 learning disruptions. ☞

— Christine Elegante,  
K-3 Literacy Specialist,  
Utah State Board of Education



# 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, 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.

Black and Latinx students are **2x**

less likely to graduate high school compared to similar white students if a student is not reading on grade level by the third grade.<sup>17</sup>

**72%**

of Utah fourth graders are above basic reading levels, and 40% are proficient according to national reading assessment data, both outpacing the national average.<sup>18</sup>

**24** percentage points:

the reading proficiency achievement gap between students of color and white third-grade Promise Partnership region students.<sup>19</sup>

### Contributing Factors

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

#### 1st Grade Reading Proficiency

**54%**

of first graders in the Promise Partnership are proficient in reading.<sup>20</sup>

#### 2nd Grade Reading Proficiency

**61%**

of second graders in the Promise Partnership are proficient in reading.<sup>21</sup>

#### Chronic Absence

**49%**

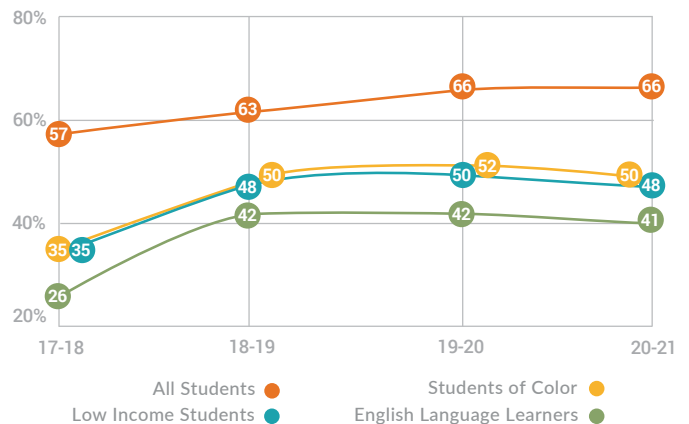
of third-grade students who are chronically absent are proficient in reading in the Promise Partnership region compared to **69%** for those who are not.<sup>22</sup>

## BRIGHT SPOT

### Progress in Literacy Proficiency

Despite the difficulties of the pandemic, students who started kindergarten in 2017-18 and were in third grade in 2020-21 have been making noticeable progress in their literacy proficiency. Students identified as English Language Learners improved from 26% proficient in kindergarten to 41% by third grade, a fifteen-percentage point increase. Students of color matched that increase with a change from 35% to 50% proficient. Among all students in the 2017 cohort, there was a more modest but welcome gain from 57% to 66%, an increase of nine percentage points in literacy proficiency. Utah's renewed commitment to and investment in improving early literacy should improve these gains even more substantially in years to come.<sup>23</sup>

### Cohort Proficiency in Reading from Kindergarten to 3rd Grade



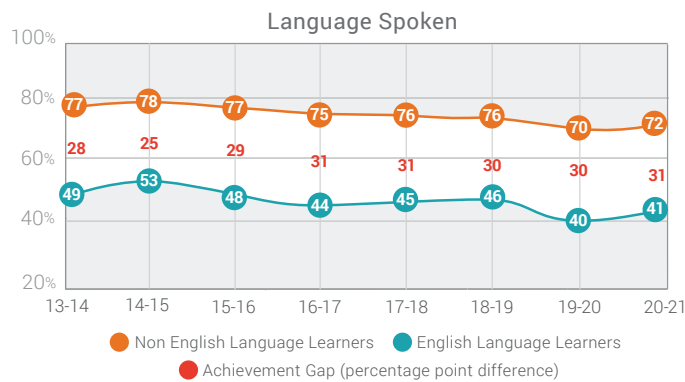
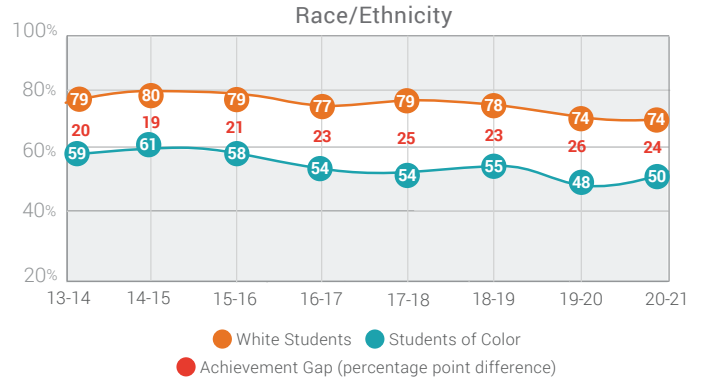
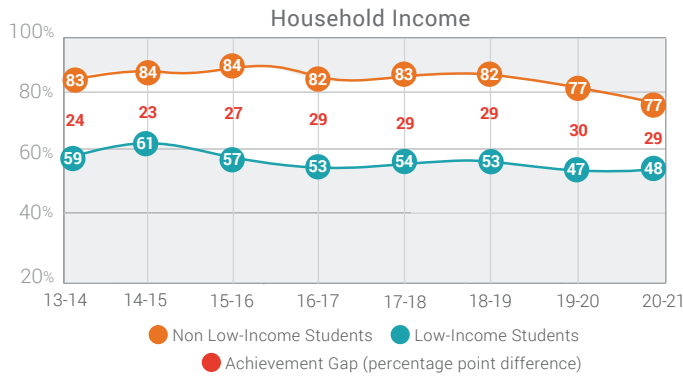
\*2019-20 reading proficiency are middle of year scores. Typically, we report end of year scores, but Acadience testing did not occur due to COVID-19.



# OUTCOMES AT SCALE

## Students Proficient in Reading by the End of 3rd Grade

### 0 of 3 Achievement Gaps Closing



\*2019-20 Reading proficiency are middle of year scores. Typically, we report end of year scores, but Acadience testing did not occur due to COVID-19.

## ACCELERATING RESULTS



### Early Literacy Bill Passes

During the 2022 legislative session, Promise Partners helped draft and lawmakers passed SB127 Early Literacy Outcomes Improvement, sponsored by Senator Millner. This bill aims to increase early literacy rates for children in kindergarten through third grade via a holistic approach – first focusing on providing teachers with essential training and ongoing job-embedded coaching from literacy experts, and then ensuring that higher education institutions are creating a pipeline of educators who understand the science of reading and are fully equipped to assist students at every level. There is also a community engagement piece of the bill focused on supporting parents and caregivers with strategies and activities that lead to at-home reading and align the bill’s resources to communities with existing cross-sector partnership infrastructure.

“Literacy is a foundational skill, and early literacy is an important benchmark. In 2019 only 49% of Utah third graders were proficient in reading. By taking a systemic approach that aligns the efforts of parents, teachers, public and higher education, and the community at large to support each student, we will achieve better results.”

– Ann Millner, Utah State Senator



## 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.<sup>24</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>25</sup> For this reason, prioritizing math education in the early years is critical.

**62%** of K-12 students in the Promise Partnership region were not proficient in math in 2019-20.<sup>26</sup>

**70%** of students in the Promise Partnership region are not proficient in math at the end of tenth grade.<sup>27</sup>

**2.1x** the rate at which Black and Latinx students are more likely to enroll in developmental classes (remedial) at Utah System of Higher Education institutions.<sup>28</sup>

#### Contributing Factors

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

##### 6th Grade Math Proficiency

**29%** of sixth graders in the Promise Partnership region are proficient in math.<sup>29</sup>

##### Chronic Absence

**14%** of sixth- through eighth-grade students in the Promise Partnership region are chronically absent.<sup>30</sup>

## BRIGHT SPOT

### Lincoln Elementary Demonstrates Improved Math Skills

Lincoln Elementary School, a Promise school in Granite School District, demonstrated significant growth in the math skills of its students across all grade levels at mid-year 2021-22, one of only two schools in the district to do so, according to Acadience math results. During a difficult year with the ongoing pandemic, student absences, and school closures, this growth was possible because of the investment in school culture that Lincoln has made over the past several years.

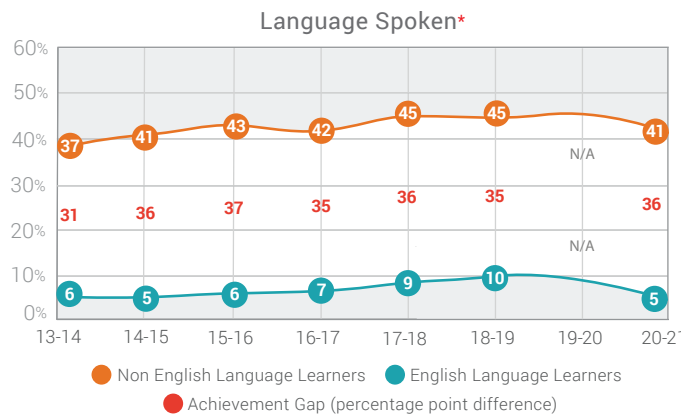
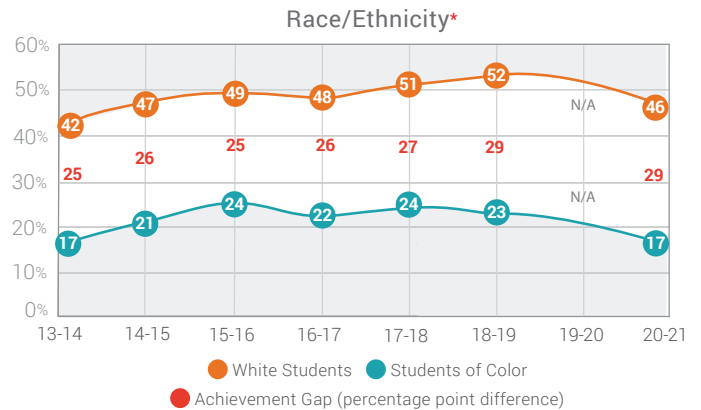
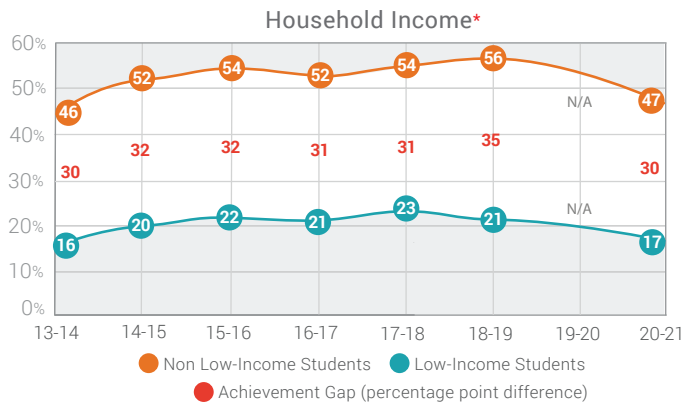
Principal Milton Collins became the administrator at Lincoln Elementary five years ago. His passionate leadership has helped Lincoln set a standard of centering students in every decision that is made, for example keeping class sizes under 25 students. He supports and trusts the school's teachers to do what they do best: teach. As a result, teacher retention is now consistently near 100 percent. Lincoln identifies students who are falling behind and provides those students with the extra support they need to get caught up. Lincoln Elementary's success demonstrates what can be achieved when school culture is prioritized.



# OUTCOMES AT SCALE

## Students Proficient in Math by the End of 8th Grade

### 0 of 3 Achievement Gaps Closing



\*Note: No RISE testing occurred during the 2019-2020 school year due to the pandemic.

## ACCELERATING RESULTS

### Engaging Parents and Volunteers to Support Math Mastery

To gain mastery in math, students often benefit from support outside of the classroom. Promise Partners focus on parent engagement and one-on-one tutoring with the goal of reinforcing and allowing time for students to practice key math concepts. For parent engagement, six Promise elementary schools have targeted priority math concepts that teachers want students to master by providing fun math games that students take home to practice with their families. Volunteers create simple and affordable game packets, with instructions in English and Spanish, and teach parents how to play the games with their students.

Demonstrations are filmed to help families unable to attend Family Math Night learn how to play the games. Additionally, Promise Partnership grassroots leader Flor Isabel hosts frequent Café con Flor events in Kearns for Spanish-speaking families to learn how to engage with their children's schools and get the support their students need to find success in math and other subjects. By layering parent engagement with high-dosage one-on-one tutoring, students benefit from a suite of support to build math mastery.



Love what you do, have passion for what you do, and you will see changes.

- Milton Collins, Principal, Granite School District





## 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.

# 5.1%

more concurrent credit hours were earned by Utah students over a year period from 2018 to 2019.<sup>31</sup>

# 8

 percentage points:

increase in Promise Partnership region graduation rate for Latinx students since 2014.<sup>32</sup>

# 4.5

 percentage points:

increase of refugee students who graduated from Promise Partnership region high schools since 2014.<sup>33</sup>

### Contributing Factors

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

#### ACT Scores

# 58%

of high school juniors in the Promise Partnership region meet the minimum for college readiness with a composite score of 18+ on the ACT.<sup>34</sup>

#### Financial Aid

# 5.6

 percentage points:

increase in Utah students who completed the Free Application for Federal Student Aid (FAFSA) in 2021-22 compared to the same time during the 2020-21 school year.<sup>35</sup>

#### Concurrent Enrollment

# 4.9

 percentage points:

increase in Utah students who participated in concurrent enrollment courses between 2018-19 and 2019-20.<sup>36</sup>

## BRIGHT SPOT

### Hillcrest High School and Savage Launch SHINE

Hillcrest High School in Canyons School District has partnered with Savage, a supply chain company in Midvale, to create the Savage Hillcrest Impact Network for Education (SHINE). Through SHINE, Savage is working with Career and Technical Education coordinator Kevin Wood and teacher Clief Castleton to develop a new Transportation Technology pathway within the Utah State Board of Education Transportation, Technology, and Logistics cluster. Courses begin in fall 2022. Between two offerings of the introductory Transportation Technology course and three offerings of another pathway course focused on drones, Mr. Castleton will have five new industry-relevant courses to teach next fall. SHINE will ensure that historically underrepresented students have access to and are offered the necessary supports to participate in this pathway and other rigorous course offerings. Savage has committed \$500,000 over the course of five years to support this and other efforts to ensure student success at Hillcrest.



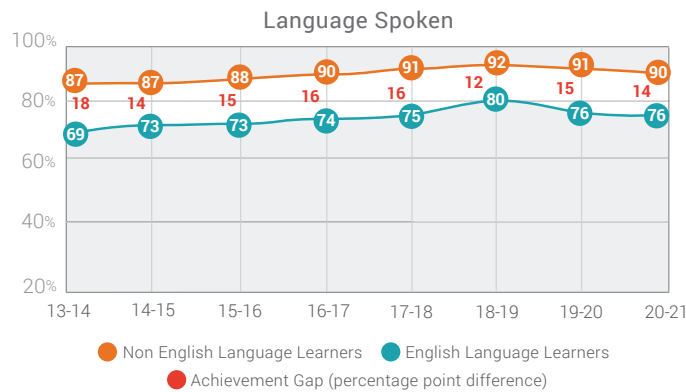
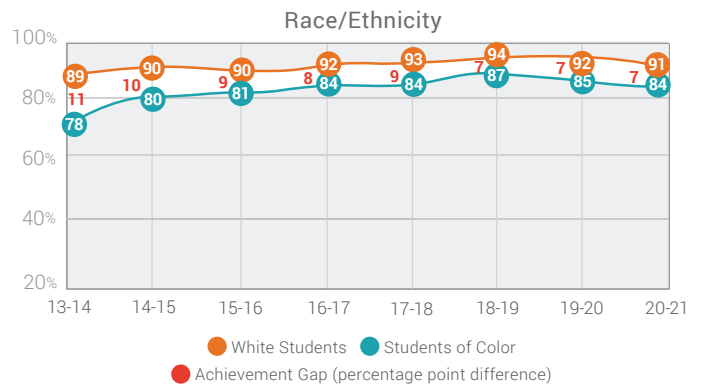
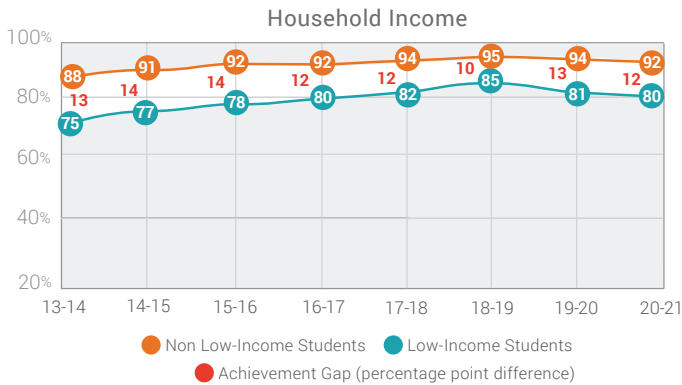
**SHINE**

Savage-Hillcrest Impact  
Network for Education

# OUTCOMES AT SCALE

## Students Graduating High School in Four Years<sup>57</sup>

### 3 of 3 Achievement Gaps Closing



## ACCELERATING RESULTS

### Supporting Undocumented Scholars

Promise Partnership grassroots leaders Mayra Cardozo and Cristina Velasquez designed the Undocuscholars Mentorship Program in collaboration with the Dream Center at the University of Utah based on community-based research that highlighted a need, previously identified by Mayra and Salvador Oregon-Torres. The program has been adopted by the Dream Center to increase access to higher education by including mentorship and promoting family and student engagement. The Undocuscholars Mentorship Program serves tenth through twelfth grade high school students in the Promise Partnership region who identify as undocumented, DACAmented, TPS Refugee, or recent arrival students, and who are interested in exploring postsecondary opportunities. Paid mentors are current college students who reflect the students being served. The program also includes community events, transportation, interpretation services, and mental health mindfulness training – all with the goal of increasing representation of Undocuscholars in higher education.

“Undocumented students face numerous barriers when pursuing higher education that their documented peers do not. With this program, we wanted to address these barriers and help make higher education more accessible to these students while providing support.”

– Cristina Velasquez,  
2021 Grassroots Leader



## 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.

**\$1M**

the difference in lifetime earnings between college and high school graduates in the state of Utah.<sup>38</sup>

**55.8%**

of Utah high school graduates enrolled in a USHE postsecondary institution within the three years of high school graduation.<sup>39</sup>

**3x**

how much more likely Utahns who do not earn a college degree are likely to live in poverty than those who earn bachelor's degrees.<sup>40</sup>

**57%**

the additional job opportunities college graduates have over non-college graduates.<sup>41</sup>

#### Contributing Factors

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

##### Returning Students

**60% | 89% | 66%**

of full-time, first-time students return for their second year at Salt Lake Community College, University of Utah, and Weber State University, respectively.<sup>42</sup>

##### Technical College Graduates

**5** percentage points:

fewer technical college graduates in 2020 compared to 2019.<sup>43</sup>

##### High School Graduation

**7** percentage points:

more English Language Learners in the Promise Partnership region are graduating high school on time compared to seven years ago.<sup>44</sup>

## BRIGHT SPOT

### Addressing Food Insecurity at Utah Colleges

The 2021 *Food Security Survey of Higher Education Students in Utah* shows that 39% of Utah college students experience food insecurity. For technical colleges, there is an even higher rate of food insecurity than for degree-granting institutions. President Darin Brush of Davis Technical College and Davis Tech's Foundation Director, Marcie Valdez, used the findings to make changes. The Foundation quickly raised money for a Student Resources Center, now located in a highly trafficked area on campus. The Center houses the food pantry, and with its no-knock, no-lock policy, stigmas related to accessing needed resources are greatly reduced.

Davis Technical College is also recognizing the need to put more resources in the hands of faculty. They are leveraging the close relationships that faculty have with students to get students in touch with needed resources like the food pantry. According to President Brush, the entire college recognizes that being able to connect students with basic needs and immediate resources is "critical for student success and retention."

“ We can move people out of poverty by getting students through to the finish line so that they can have family-sustaining wages.”

- Darin Brush, President, Davis Technical College

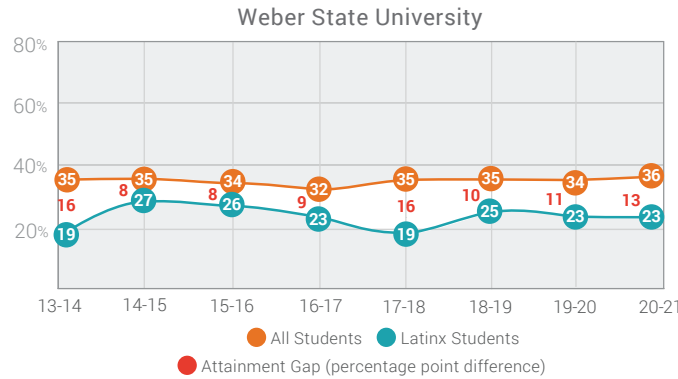
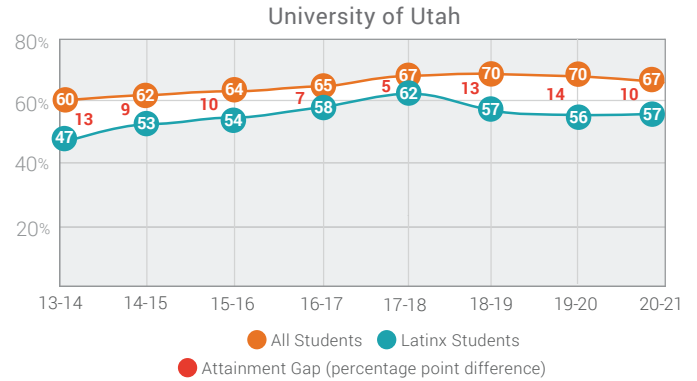
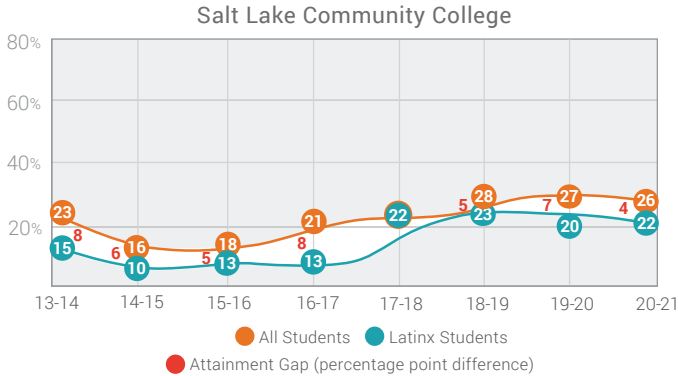




# OUTCOMES AT SCALE

College Students Graduating within 150% of Length of Program<sup>45</sup>

## 3 of 3 Attainment Gaps Closing



## ACCELERATING RESULTS

### Keys to Success

Keys to Success is a college and career readiness tool for Utah residents. Partnered with the Utah System of Higher Education and the Department of Workforce Services, Keys to Success is committed to supporting individuals in their path toward higher education or career growth.

The Adult Portal offers a robust Career Center to help users find their passion and ready themselves for the workforce. Adult learners are encouraged to start their new endeavor today. Whether they are looking to pursue postsecondary education, skill up, explore careers, or launch a job search, Keys to Success supports them every step of the way. As the State of Utah gears up their work on returnships for adults seeking to make a career change or get back into the workforce, Keys to Success will be an essential partner in promoting and elevating those opportunities.





## 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.

# 44%

of Utah’s uninsured children are Latinx, but they only make up **17%** of the total child population.<sup>46</sup>

# 27%

of low-income Salt Lake County adults are unable to get needed medical care due to the cost.<sup>47</sup>

# 13.3%

of Salt Lake County tenth graders report high depressive symptoms.<sup>48</sup>

#### Contributing Factors

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

##### Health Insurance

# 7.9%

of children in the Promise Partnership region do not have health insurance.<sup>49</sup>

##### Physical Activity

# 50%

of Utah 9th-12th graders had at least 5 days of physical activity that lasted for sixty minutes.<sup>50</sup>

##### Routine Care

# 29.7%

of people in Salt Lake County have not received routine medical care in the past year.<sup>51</sup>

## BRIGHT SPOT

### Combating Food Insecurity

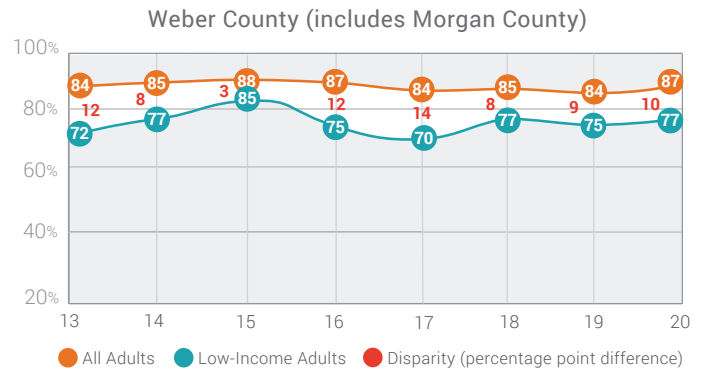
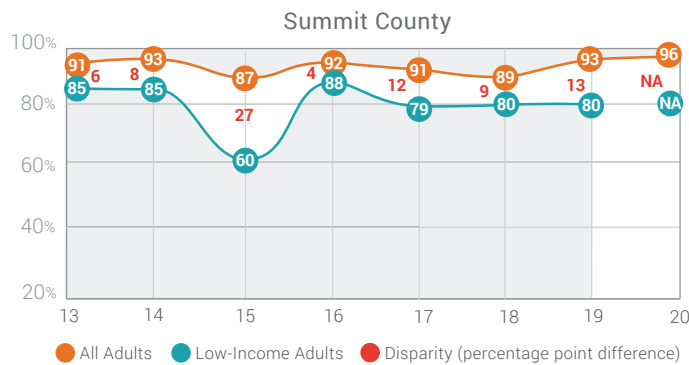
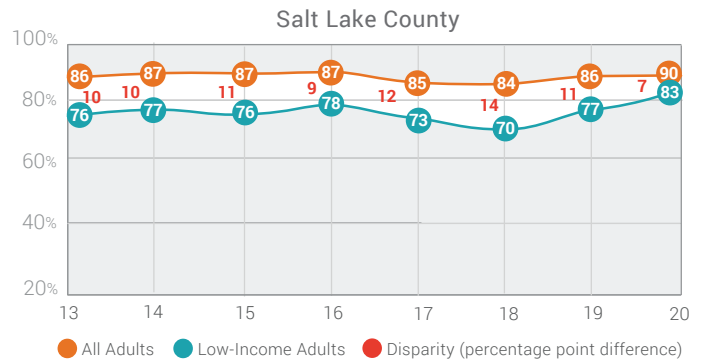
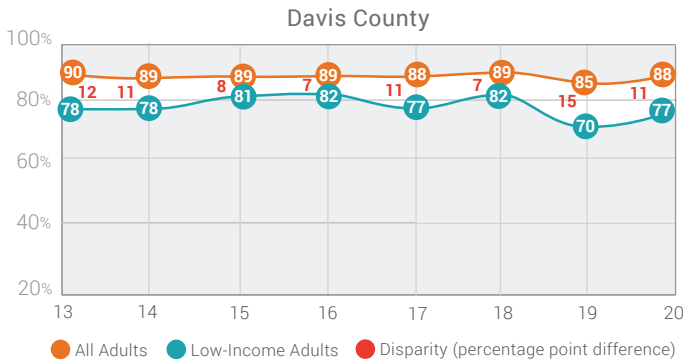
Even before the economic tumult wrought by COVID-19, approximately **54% of Granite School District students received free or reduced lunch**; providing access to food was already a priority. However, in the wake of the pandemic, the district saw the demand for healthy meals increase 300%. In response, district and community efforts to combat food insecurity among students and families intensified and evolved. Innovations have included mobile food distribution options like the Wilson Wagon at Woodrow Wilson Elementary. Volunteers and staff loaded up a van to distribute resources in the community. Additionally, in fall 2021, the Granite Education Foundation piloted a Fresh Food Program in response to requests for healthy fresh foods. The program for the first time brought nutrient-rich staples like milk, eggs, cheese, yogurt, beef, and chicken to 19 participating schools. Introducing perishable foods to school food pantries required extra hands to ensure foods were refrigerated quickly upon delivery, and dozens of Promise Partner volunteers supported the effort.



# OUTCOMES AT SCALE

## Adults in Good, Very Good, or Excellent Health<sup>52</sup>

### 3 of 4 Disparities Closing



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

## ACCELERATING RESULTS

### Closed-Loop Referrals Improve Care

In January 2021, Utah's healthcare leaders declared systemic racism a public health crisis. This statement caused organizations and institutions to look inward at their systems and the roles they play in the injustices we see in our communities, and it created momentum for collective action. Institutions recognized that they cannot address systemic racism alone; this realization has brought greater urgency to our Promise Partnership work and increased the commitment from partners to find different ways of working together to address outcomes related to social determinants of health (SDOH). For example, Promise Partners are helping lead statewide conversations around what infrastructure is needed to provide holistic support to people in the process of navigating various systems of care to meet their needs. The vision is that all Utahns can readily access and benefit from resources they need to live with health, dignity, and respect. The committee drafted a charter to guide this work and will continue to pursue opportunities to pilot this approach to closed-loop referral work with cross-sector partners in healthcare, state systems, and social care.

☞ Declaring racism a public health crisis was an imperative first step for hospitals across Utah to acknowledge and address that systemic racism has a direct correlation to health outcomes. As healthcare leaders we must move from declarations to action; understanding we need to start somewhere, we have to start now, and we must be transparent along the way. ☞

- RyLee Curtis,  
Community Engagement Director,  
University of Utah Health





## 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. The lack of affordable housing has reached a crisis point due to the lack of supply and the ongoing pandemic, which disrupted efforts to provide affordable housing and financial support to families already struggling to make ends meet.

# 43%

of renters in Utah are very low income or extremely low income.<sup>53</sup>

# 6.1%

of children in Utah are currently impacted by intergenerational poverty.<sup>54</sup>

# 21%

of Utah children may remain in poverty when they are adults.<sup>55</sup>

# 10.7%

or **121,000** people in Salt Lake County are food insecure.<sup>56</sup>

### Contributing Factors

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

#### Low-Income Children

# 34%

of children in the Promise Partnership region are economically disadvantaged.<sup>57</sup>

#### Intergenerational Poverty

# 49,000

adults in Utah are impacted by intergenerational poverty.<sup>58</sup>

#### Housing Shortage

# -41,000

shortage of affordable rental homes for extremely low-income renters.<sup>59</sup>

## BRIGHT SPOT

### Rental Assistance and Eviction Prevention

As of March 20, 2022, the State of Utah had distributed over **\$146 million in emergency rental assistance payments across the state**. Many residents in Promise Communities received funding that allowed them to stay in their rental units and keep their families stable during the pandemic. For example, in Promise Clearfield, more than **\$5 million** in rental assistance payments have been made to more than **1,200 residents** and landlords since the start of the program. Promise South Salt Lake has received over **\$4.9 million in just one zip code**. The work of the Utah Department of Workforce Services to distribute these critical funds has been supported and amplified by a number of Promise Partners including Utah 211, Utah Community Action, Open Doors, Ogden Civic Action Network, and the Utah Housing Coalition.

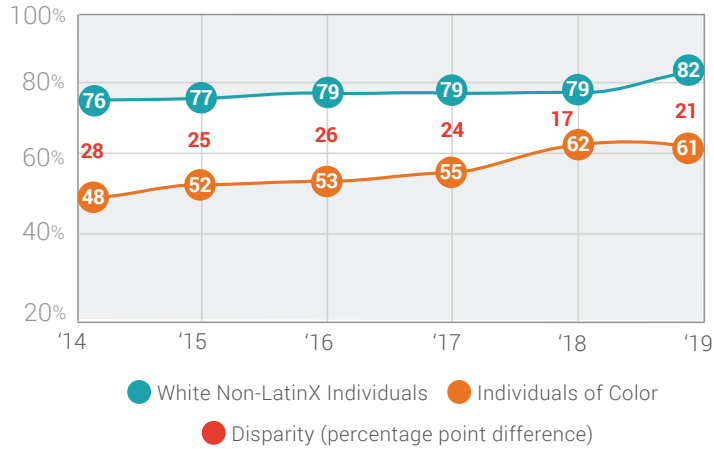


# OUTCOMES AT SCALE

## Financial Stability

(individuals with household incomes at or above 200% Federal Poverty Level)<sup>60</sup>

### 1 of 1 Disparities Closing



## ACCELERATING RESULTS

### Increasing Tax Credit Filings

In the United States, there are over **5.8 million households (20% of eligible households) who don't claim the Earned Income Tax Credit (EITC)**; that amounts to **\$7.3 billion** left on the table. In Utah, the non-participation rate in the EITC is 25%, or 57,000 households, which equals about **\$66.4 million in unclaimed credit**. Many families are anxious about dealing with the Internal Revenue Service (IRS), and many are misinformed about the IRS's role, their requirements, and what help is available. Creating more awareness around the EITC is crucial for these families; filing for credits like these can help provide financial stability. The Promise Partnership is working with Connect to Collect and Tax Help Utah to build on the trust Promise Communities have established with families in their areas and expand outreach to increase filings for tax credits.

“The ride and appointment [with Tax Help Utah] were very helpful at that time... I am in a different spot now. I will keep in mind to use it again.”

- Family from *The Road Home* who received the EITC





## 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!**

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### ADVOCATE:

**Sign up** to receive legislative action alerts and invitations to public policy efforts on topics that are important for education, health, and 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.**

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### 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. **Volunteer now** or contact [volunteer@uw.org](mailto:volunteer@uw.org)

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### GO GRASSROOTS:

Talk to other parents you know – family members, friends, colleagues, your faith community – about the importance of education and closing outcome disparities for the most heavily impacted students. Reading to young children and providing access to 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!

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### GIVE:

Direct 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. Donate at [give.uw.org](http://give.uw.org).

# PROMISE PARTNERSHIP REGIONAL COUNCIL

## COMMUNITY



**Ari Bruening**

*CEO, Envision Utah*

**Bill Crim**

*President and CEO, United Way of Salt Lake*

**Jose Enriquez**

*CEO, Latinos in Action*

**Moe Hickey**

*CEO, Voices for Utah Children\*\**

**Tim Jackson**

*CEO, United Way of Northern Utah*

**Liesl Jacobson**

*Interim Deputy Director,  
The Salt Lake City Library System*

**Allyn Kau**

*Community Member\*\**

**LeAnn Wood**

*Advocacy Vice President,  
Utah Parent Teacher Association*

## BUSINESS



**Nic Dunn**

*Director, Utah Community Builders,  
Salt Lake Chamber*

**Jay Francis**

*President and CEO, South Valley Chamber*

**James Jackson III**

*Founder and Managing Partner,  
Black Success Center*

**Crystal Low**

*Executive Vice President,  
Business Payments and Technology  
Zions Bancorporation\*\**

**Brian McCallion**

*Managing Director, Goldman Sachs*

**John Milliken**

*President, Milcom, Inc.*

**Gavin Ogami**

*Sr. Engineering Manager, Edwards Lifesciences*

**Art Tuner**

*Vice President/General Manager,  
Enterprise Rent-A-Car*

**Scott Ulbrich**

*Former Financial Advisor*

## PRE K-12 EDUCATION



**Lexi Cunningham**

*Executive Director, Utah School  
Superintendent Association*

**Sydnee Dickson**

*Superintendent, Utah State Board of Education*

**Timothy Gadson**

*Superintendent, Salt Lake City School District*

**Jill Gildea**

*Superintendent, Park City School District*

**Reid Newey**

*Superintendent, Davis School District*

**Rich Nye**

*Superintendent, Ogden School District\**

**Luke Rasmussen**

*Superintendent, Ogden School District*

**Rick Robins**

*Superintendent, Canyons School District*

**Logan Toone**

*Assistant Superintendent,  
Davis County School District*

## HIGHER EDUCATION



**Darin Brush**

*President, Davis Tech College*

**Richard Gonzalez**

*Assistant Commissioner for Access,  
Utah System of Higher Education*

**Deneece Huftalin**

*President, Salt Lake Community College*

**Brenda Kowaleski**

*Associate Provost, Weber State University*

**Shawn Newell**

*Board Member, Utah System of  
Higher Education \*\**

**Taylor Randall**

*President, University of Utah*

**Bonita Teasley**

*Director of Data, Policy, and Performance  
Innovation, Sorenson Impact Center*

**David Woolstenhulme**

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

## CIVIC



**Andrew Gruber**

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

**Marci Houseman**

*At-Large Council Member, Sandy City Council*

**Mark Shepherd**

*Mayor, Clearfield City\*\**

**Jeff Silvestrini**

*Mayor, Millcreek City*

**Marcus Stevenson**

*Mayor, Midvale City*

**Aimee Winder Newton**

*Council Member District 3, Salt Lake County*

**Cherie Wood**

*Mayor, City of South Salt Lake*

## STATE GOVERNMENT



**José Borjón**

*Head Consul of Mexico in Salt Lake City*

**Tracy Gruber**

*Executive Director, Utah Department  
of Human Services*

**Ann Millner**

*Senator, Utah State Legislature*

## PHILANTHROPIC



**Kathie Miller**

*Founder, The Mark & Kathie Miller Foundation*

**Mark Miller**

*Founder, The Mark & Kathie Miller Foundation\*\**

**Andrea Nelson**

*Senior Grants Program Officer, Daniels Fund*

# 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
- > School Success

### 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 50 partner and community schools and seven neighborhood centers.

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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.