

# RESULTS MATTER



# EXECUTIVE SUMMARY

## *Our Collaboration Continues*

### TABLE OF CONTENTS

**EXECUTIVE SUMMARY**  
*Our Collaboration Continues*

**OUR APPROACH**  
*Why We're Working  
Together Differently*

**OUR ROADMAP**  
*The Outcomes We  
Work to Change*

**OUR PROGRESS**  
*2015-16 Community  
Report Card*

**OUR APPROACH  
IN ACTION**  
*Our Collaborative Action  
Networks & Communities*

**POVERTY IN THE PROMISE  
PARTNERSHIP REGION**

**OUR COMPOSITION**  
*How We are Organized  
for Impact*

**OUR REPORT  
SUBCOMMITTEE**

Last year, we – the businesses, government institutions, faith groups, nonprofits, school districts, and institutions of higher education that comprise the Promise Partnership Regional Council – told you about our early efforts to align resources to achieve results for all of our region's children. This report is a continuation of our story.

This report demonstrates how we are working together and achieving results. It celebrates the changes that are possible when we strengthen connections that focus on a measurable outcome. It calls attention to where we still have work to do. It asks you to join us.

This publication includes a report card reflecting the shared work of six communities and four school districts serving 370,700 students in our region. Our report card reflects gains in the following areas:

- Kindergarten readiness is up 2 percentage points for low-income students and one percentage point for minority students.
- 3rd grade reading is up 5 percentage points for English Language Learners.
- 8th grade math is up 3 percentage points for all students, as well as low-income and minority students.
- High school graduation is up 8 percentage points for English Language Learners, 3 percentage points for minority students, and 2 percentage points for all students.

Our Report Card also reveals areas where inequities persist and where we must continue to rally as a community to improve opportunities for our children:

- The percentage of individuals with a regular place for medical care is unchanged.
- The percentage of English Language Learners and minority students ready for college is down.
- The percentage of all and minority third graders reading on grade level is unchanged.
- Opportunity gaps for English Language Learners, low-income students and students of color are glaring and, in some cases, growing.

You will also read about local successes in schools and communities and about some of the amazing individuals who live in our region. You will hear about our collaborative action networks, which join the public and private sectors to focus on increasing the number of students who start kindergarten ready to learn, improving early grade literacy, preparing more students to enter college, and decreasing the number of students switching schools mid-year. You will learn about five vibrant communities or “place-based” partnerships – Clearfield, Kearns, Park City, South Salt Lake, and West Valley City – and the addition of a new, equally vibrant community partnership in Midvale. This work is new, and while we aim eventually to engage in aligned efforts in more communities, these communities help us confirm the impact of working together in a new way.

As a community, we have vast resources. We know that we cannot achieve the results that our children deserve without uniting around a shared vision, identifying what gets results for kids, communicating authentically, bringing new voices to the conversation, and refocusing our priorities around shared goals. We thank you for what you do each day and invite you join us in continuing to strive for even greater impact.



**Dr. Martin Bates**

*Superintendent*  
Granite School District

*Founding Co-Chair*  
Promise Partnership Regional Council



**Mark Bouchard**

*Senior Managing Director*  
CBRE

*Founding Co-Chair*  
Promise Partnership Regional Council



*This report celebrates  
the changes that are  
possible when we  
strengthen connections  
that focus on a  
measurable outcome.*

# OUR APPROACH

## There's Something Special Happening Here

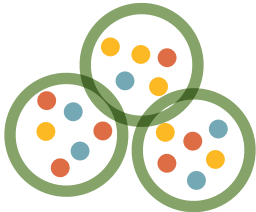
*"At my first meeting of the Promise Partnership Regional Council, I could tell that something special was happening. As I work within the partnership and see the types of support for our students, that feeling has grown. I commend those who serve on the Promise Partnership Regional Council for their dedication to improving the quality of public education in the Salt Lake Region. I am excited to be part of a team that is committed to action."*

- Dr. Jim Briscoe, Superintendent, Canyons School District

### ISOLATED IMPACT



### TRADITIONAL COLLABORATION



### COLLECTIVE IMPACT



### MORE THAN TRADITIONAL COLLABORATION

Countless individuals, programs and organizations work in our region to address poverty, improve health and create educational opportunities. Our public and private investments in this work are massive, yet inequities persist. Despite many individually successful efforts, we have a long way to go to achieve the results we want.

In 2011, an article in the *Stanford Social Innovation Review* pointed out that complex social problems cannot be solved by single programs, organizations or sectors working alone. They suggested that traditional collaboration is inadequate, if we want to achieve results for everyone. They used the term "Collective Impact" to describe a new way of working together.

Rigorous Collective Impact partnerships bring parents, students, educators, businesses, philanthropists, nonprofits, elected officials and government agencies together to align efforts, resources, policies and programs. They commit to reaching all children, even those facing entrenched poverty and other complex barriers. They put a set of outcomes at the center of their work, agree to time-bound goals and track progress consistently.

Data is used as a "flashlight" to identify successes and areas for improvement. Partners create an information sharing infrastructure to target the right interventions to the right students at the right times. They foster candid communication. And lastly, they recognize successes are due to the power of working together, not to the singular contributions of any one program or group.

As some of Utah's most influential leaders, we have committed to this new way of working together, and our Collective Impact partnership is acknowledged as one of the most comprehensive and rigorous in the country.<sup>1</sup>

### WHAT IS ALIGNMENT?

In our partnership, alignment is more than simply collaborating or working alongside one another. It is an ongoing commitment that relies on the rigorous application of a "continuous improvement" mindset that uses data to change the way we work together. We focus on aligning goals, outcomes, data sources and our understandings of what drives current realities. We do this to reach deeper, more rapid, more scalable impact on shared outcomes.

## WE ARE WORKING IN HIGH POTENTIAL AREAS

The aligned actions of the Promise Partnership Regional Council impact approximately 370,700 children, students and young adults between the ages of 0 and 24 in Canyons, Davis, Granite and Park City School Districts. Within this four school-district region:

- 48,500 (or 13%) of us are uninsured. In some communities, the rate is as high as 24%.
- 136,750 (or 37%) of us live poverty. In some communities, the rate is as high as 73%.
- 48,400 (or 13%) of us live in single-parent households. In some communities, the rate is as high as 35%.<sup>2</sup>
- 38,750 school-aged children (or 22%) are experiencing or are at risk of experiencing intergenerational poverty. In some of our regional schools, as many as one in four children are experiencing or are at risk of experiencing intergenerational poverty.<sup>3</sup>

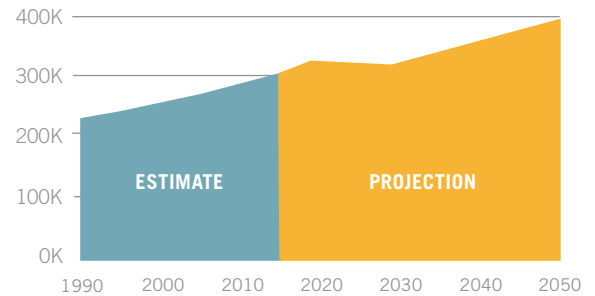
## OUR REGION IS ALSO GROWING IN NEW WAYS

The Governor’s Office of Management and Budget (GOMB) projects that our region’s population could reach 1.6 million by 2020 and 2.2 million by 2050. This population growth will include growth in our school aged population (although not at the same rate we have seen in recent years). More young people could mean rising preK-12 and higher education enrollments and opportunities for new kinds of investment in education.

Also embedded in our population growth is a shift in ethnic and racial makeup of our region, state and country. In Utah, one in five individuals are non-white, according to the 2010 Census, and, as shown in the graphic, Salt Lake City is projected to have 41% of its population as minorities in just 25 years. The changing demographics of our preK-12 and postsecondary students matter for how we organize to meet educational outcomes, given the persistent achievement gaps between white and minority populations.

## School Age (5-17) Population

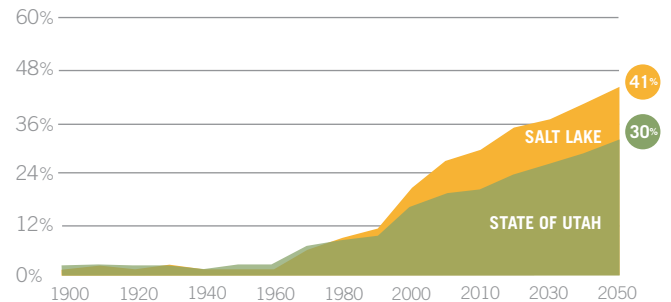
For Davis, Salt Lake, and Summit Counties



Governor's Office of Management and Budget

## Minority Share of the Population

United States, State of Utah, Salt Lake County



Perlich (2008)

*The changing demographics of our preK-12 and postsecondary students matter for how we organize to meet educational outcomes, given the persistent achievement gaps between white and non-white populations.*

<sup>1</sup> In September 2015, Harvard Business School published *Business Aligning for Students: The Promise of Collective Impact* and featured the Collective Impact work happening in the Promise Partnership region as its key example of rigorous Collective Impact that is beginning to produce results.

<sup>2</sup> 2014 American Community Survey, 5-year Estimates

<sup>3</sup> For definitions of intergenerational poverty, see the Intergenerational Poverty Mitigation Act and the first annual Report on Intergenerational Poverty (2012).

# ORGANIZING FOR IMPACT

Improving education, health and family financial stability outcomes for everyone in a community requires work in homes, in schools, in neighborhoods and across our larger region. The visual below describes how the local and regional work of multiple agencies connects to magnify the impact of work at each location.

The Promise Partnership Regional Council – and its associated collaborative action networks and place-based Promise Partnerships – supports work in communities and schools by enabling communication, spreading innovations across local efforts, breaking down barriers to work and facilitating appropriate data access.

Schools and communities support the PPRC by providing places to launch proven policies and strategies, and also by engaging community members to design interventions.

At every level, we are bringing together key stakeholders across sectors to champion and execute on work related to our shared outcomes over time.

## PROMISE PARTNERSHIP REGION

Aligning the regional and local efforts of Utah's key systems



### LEADERSHIP – PROMISE PARTNERSHIP REGIONAL COUNCIL

**What It Is:** A group of system LEADERS from multiple sectors who share accountability and align activities and resources to achieve specific results for all individuals at a regional scale.

**Why It Matters:** The intentional alignment of policies, practices and resources across systems is necessary for change to occur and be sustained at SCALE. This requires institutional leadership and commitment to system change. The PPRC can initiate, accelerate and help sustain change efforts at the school, neighborhood and regional levels.



### STATE / SYSTEM / REGION

Collaborative Action Networks

**What It Is:** Collaborative Action Networks bring together partners from multiple sectors (e.g. government, business, education, nonprofit) to improve a specific outcome at a regional scale. Current Promise Partnership Collaborative Action Networks include kindergarten readiness, elementary literacy, school mobility and college access.

**Why It Matters:** No single agency or sector can significantly improve outcomes for children and families at scale. Using Collaborative Action Networks, partners from across sectors can design comprehensive strategies that leverage the programs, resources and expertise of everyone at the table.



### COMMUNITY / NEIGHBORHOOD

Promise Communities (South Salt Lake, Kearns, West Valley, Park City, Clearfield, Midvale)

**What It Is:** Cross-sector alignment of efforts within a defined community to achieve specific results for all children AND transform the community.

**Why It Matters:** Concentrations of poverty occur in specific communities with defined identities, relationships, assets and systems which must be aligned to transform the entire community.



### SCHOOL

Community Schools (23 schools in Granite, Canyons, Davis, and Park City School Districts)

**What It Is:** Integration of community services and academic supports within a school or neighborhood center AND alignment of those supports to the instructional practices of the school.

**Why It Matters:** This is where direct impact on children and families occurs.



### COLLECTIVE IMPACT

**What It Is:** The framework or set of practices that are essential within any model at any level to achieve results.

- Shared accountability for whole population results
- Shared data & continuous improvement process
- Mutually-reinforcing activities
- Constant communication
- Backbone support

# COLLECTIVE IMPACT IN ACTION

## *A New Way of Solving Old Problems*

Together, we can solve complex social problems and help every child succeed - if we break down our siloed systems. Our success requires there be rigor in language and in the application of the practices of Collective Impact.

The practices below summarize the behaviors of a high-quality approach to Collective Impact. They are informed from our own experiences working together and from StriveTogether's Theory of Action and from the authors of the Collective Impact framework.

*Collective Impact is about overcoming the siloed systems and practices that have been ingrained over decades.*

### **Common Agenda - The partnership**

- ✓ At the outset, establishes measurable outcomes that will guide work
- ✓ Forms with a commitment to a defined geography or population, in its entirety
- ✓ Shares accountability for every child's success
- ✓ Is cross-sector and includes school systems, religious institutions, non-profits, businesses, government agencies, community organizations, parents, students and volunteers
- ✓ Involves the community in the work

### **Data-Driven Decision Making - The partnership**

- ✓ Makes decisions because they will impact the measurable outcomes defined in the common agenda
- ✓ Collects baseline data on the chosen outcomes and publicizes it
- ✓ Uses the baseline and other information to set targets
- ✓ Regularly updates the community on progress
- ✓ Embraces the mindset and rigorous practice of continuous improvement
- ✓ As appropriate or required, secures data-sharing agreements before sharing information
- ✓ Disaggregates data and works to eliminate disparities

### **Mutually-Reinforcing Alignment - The partnership**

- ✓ Identifies and connects existing assets
- ✓ Has individual participants who allocate and align resources to support every child's success
- ✓ Spreads high-impact practices to reach all children
- ✓ Prioritizes innovation, results and the needs of children over "business as usual"

### **Constant Communication - The partnership**

- ✓ Recognizes that trust and strong relationships are the foundation of Collective Impact
- ✓ Communicates a common, consistent message
- ✓ Shares responsibility for challenges and attributions of successes
- ✓ Closely coordinates when explaining work and outcomes to investors, partners and the broader community

### **Backbone Infrastructure - The partnership**

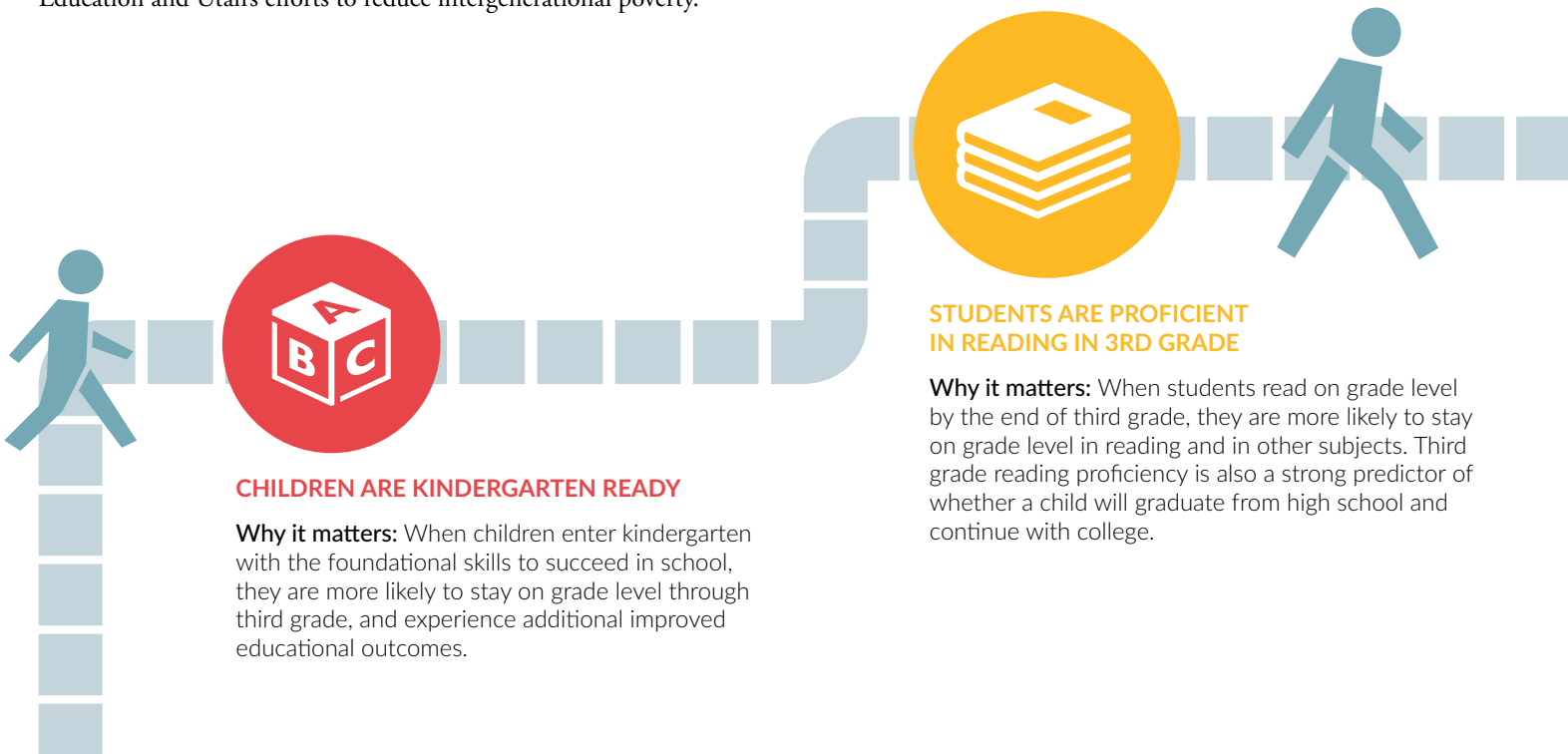
- ✓ Defines and adequately staffs the work of convening, facilitating and supporting the partnership

## OUR ROADMAP AND OUTCOMES

In the spring of 2013, we endorsed a set of outcomes for students in the Promise Partnership Region. Within each outcome, we measure and align our work to influence one or more indicators of success.

The Governor's Education Excellence Commission and the State of Utah have developed an overall PACE plan with specific metrics to measure Utah's progress. (PACE refers to the following: Prepare Young Learners, Access for All Students, Complete Certificates and Degrees and Economic Success.) Our "Roadmap" begins with those goals and adds goals related to health and poverty, given their effects with education. The goals on the roadmap are aligned to the goals outlined by Prosperity 2020, EducationFirst, the Legislature's Education Task Force, the Office of the Commissioner of Higher Education and Utah's efforts to reduce intergenerational poverty.

*The Promise Partnership Roadmap starts with the State's key goals for education and adds health and financial stability goals to ensure that children are able to achieve their full potentials.*



### CHILDREN ARE KINDERGARTEN READY

**Why it matters:** When children enter kindergarten with the foundational skills to succeed in school, they are more likely to stay on grade level through third grade, and experience additional improved educational outcomes.

### STUDENTS ARE PROFICIENT IN READING IN 3RD GRADE

**Why it matters:** When students read on grade level by the end of third grade, they are more likely to stay on grade level in reading and in other subjects. Third grade reading proficiency is also a strong predictor of whether a child will graduate from high school and continue with college.

## THE BUILDING BLOCKS FOR SUCCESS



### CHILDREN AND FAMILIES ARE HEALTHY

**Why it matters:** Children who have access to affordable health insurance and regular healthcare – including dental and mental health services – throughout their lifetime are more likely to attend school regularly, and more likely to focus. In turn, healthy adults are better able to support the children in their lives.





### STUDENTS ARE PROFICIENT IN MATH IN 8TH GRADE

**Why it matters:** Eighth grade is a critical year for students, as they prepare to begin high school. Proficiency in middle school math is an important predictor of high school achievement, college completion and preparedness for the workforce.



### STUDENTS GRADUATE FROM HIGH SCHOOL COLLEGE AND CAREER READY

**Why it matters:** High school dropouts earn less than their peers who earn a diploma. Moreover, dropouts are more likely to apply for and receive public assistance than graduates of high school. Finally, high school dropouts comprise a disproportionate percentage of the nation's prison and death row inmates.



### STUDENTS COMPLETE COLLEGE 1-year certificate to 4-year degree

**Why it matters:** By 2020, more than 60% of jobs will require some form of college, whether a one-year industry-recognized credential or two- or four-year degree. College graduates live longer, lead healthier more stable lives and tend to give back more to their communities.



### CHILDREN AND FAMILIES ARE FINANCIALLY STABLE









**Why it matters:** Children from families that are financially stable – with secure housing, safe and engaged neighborhoods, and reliable employment – can focus on developing positive social relationships and succeeding in school.

# OUR PROGRESS

## 2015-16 Community Report Card

Our community report card exists to focus attention and spur action. It shows the trend for our results. Data is shown for the Promise Partnership Region (Canyons School District, Granite School District, Davis School District and Park City School District) and – where available – is disaggregated to show opportunity gaps.

Promise Partnerships at the school and community levels have been in place since 2011, and are showing exciting results as described starting on page 11 of this report. This regional data reflects one year of Collective Impact work at the regional level. To achieve systemic change for the 370,700 young people in our region will require a long term commitment from all of us.

	SY2013-2014 (BASELINE) <sup>4</sup>	SY2014-2015 CURRENT YEAR	CHANGE SINCE BASELINE
 <b>KINDERGARTEN READINESS</b>			
All Students	61%	61%	0% →
Low Income Students	42%	44%	2% ↑
Minority Students	42%	43%	1% ↑
 <b>3RD GRADE READING PROFICIENCY</b>			
All Students	74%	74%	0% →
Low Income Students	60%	61%	1% ↑
Minority Students	61%	61%	0% →
English Language Learner Students	49%	54%	5% ↑
 <b>8TH GRADE MATH PROFICIENCY</b>			
All Students	37%	40%	3% ↑
Low Income Students	17%	20%	3% ↑
Minority Students	18%	21%	3% ↑
English Language Learner Students	5%	6%	1% ↑
 <b>HIGH SCHOOL GRADUATION</b>			
All Students	81%	83%	2% ↑
Low Income Students	72%	74%	2% ↑
Minority Students	71%	74%	3% ↑
English Language Learner Students	56%	64%	8% ↑
 <b>COLLEGE READINESS (ACT)</b>			
All Students	74%	74%	0% →
Low Income Students	52%	58%	6% ↑
Minority Students	51%	50%	-1% ↓
English Language Learner Students	12%	9%	-3% ↓
 <b>COLLEGE COMPLETION</b>			
All Students	48%	50%	2% ↑
 <b>REGULAR PLACE FOR HEALTHCARE</b>			
All Families	73%	73%	0% →
Low Income Families	59%	55%	-4% ↓
Minority Families	66%	62%	-4% ↓
 <b>FAMILIES LIVING IN POVERTY</b> (At 200% of Federal Poverty Level or Higher) (2013 and 2014)			
All Families	24%	22%	-2% ↓

<sup>4</sup> By design, other reports, including EducationFirst's Prosperity Through Education, the PACE School Report Cards, and Utah's Fourth Annual Report on Intergenerational Poverty, publish data on similar outcomes, measured in the same or in similar ways. You will notice that the percentages associated with the same outcomes in different reports may not match. This is most often due to the geography being measured. For the purposes of the Promise Partnership Regional Council work, we report data for our region, rather than for the full state (Prosperity Through Education and The Governor's Education Plan) or for a single district or school (PACE Report Cards) or for a specific population (the Fourth Annual Report on Intergenerational Poverty).

# BASELINE DATA OVERVIEW AND EXPLANATION<sup>5</sup>

*“Data enables us to better understand our successes and informs where we should target our resources. It highlights our challenges and inequities, and it creates the urgency to address them. In short, it enables us to address the needs of our entire community. What is special about Collective Impact is that it puts data in the center of the conversation.”*

- Brad Smith, State Superintendent of Public Instruction, Utah State Office of Education



## KINDERGARTEN READINESS

Utah does not currently have a statewide measure of kindergarten readiness. Each school district determines its own measure of readiness. We support the implementation of a uniform, statewide, research-based measure of kindergarten readiness that would inform ongoing support and instruction for children before kindergarten and throughout elementary school. For this report, in winter 2015, each district provided its own readiness data (and may update their reporting if additional data becomes available).

- Canyons: School Year 2014-15 and 2015-16 Beginning of Year (BOY) DIBELS Assessment, Kindergarten
- Davis: School Year 2014-15 and 2015-16 Beginning of Year (BOY) DIBELS Assessment, Kindergarten
- Granite: Kindergarten Readiness Assessment
- Park City: Modified Essential Preschool Skills Assessment (EPS)

Kindergarten readiness assessments are given at the beginning of the school year, while our other core outcomes are generally calculated at the end of the year. Because of these differences in timing, the baseline year for kindergarten readiness data is SY2014-2015 (not SY2013-2014). The current year is SY2015-2016 (not SY2014-2015).



## 3RD GRADE READING

2013-14 and 2014-15 End of Year (EOY) DIBELS assessment, Queried and reported by Utah State Office of Education (USOE). Throughout this report, we use both SAGE and DIBELS, because we hold ourselves accountable to student proficiency as measured by both data sources.



## 8TH GRADE MATH

School Year 2013-14 and 2014-15 Student Assessment of Growth and Excellence (SAGE). Queried and reported by Utah State Office of Education (USOE)



## HIGH SCHOOL GRADUATION

School Year 2013-14 and 2014-15 Four Year Cohort Rates for available subgroups and geographies



## COLLEGE READINESS

School Year 2013-14 and 2014-15 American College Test (ACT); Composite score of 18 or higher, which is aligned with the Governor's PACE report. Queried and reported by Utah State Office of Education (USOE)



## COLLEGE COMPLETION

2006-07 and 2007-08 First-Time Students from Utah System of Higher Education institutions who registered as graduating from a Canyons, Davis, Granite, or Park City School District high school. 2006-2007 First-Time completions include graduations through 2013-2014 graduations and was prepared 9/30/2015. 2007-2008 completions include graduations through 2014-2015 graduations and was prepared 11/10/2015.

This data set only includes students who complete degrees or certificates at USHE member schools. It does not include students who complete degrees out of state or at private colleges in-state or students who complete certificates through the Utah College of Applied Technology, either while still enrolled in high school or after graduating high school. We support the development of a measure of college completion that captures students who graduate from all of our state's institutions and that allows us to disaggregate data and target interventions.



## REGULAR PLACE FOR HEALTHCARE

Access to a personal doctor or healthcare provider. Queried and reported by Utah Department of Health, Utah Behavioral Risk Factor Surveillance System (Crude Rates of Non-Adjusted Rates for Davis, Salt Lake, Summit Counties), Question: Do you have one person you think of as your personal doctor or healthcare provider?



## FAMILIES LIVING IN POVERTY

American Community Survey – 1-Year Estimates, 2013 and 2014. Due to limitations of the data source, the data set includes Canyons, Davis and Granite School Districts. Families within the Park City School District boundary were not included.

<sup>5</sup> Canyons School District joined our partnership in 2015. In this year's Report Card, we have updated the data from our baseline year to include Canyons, so as to make the baseline data comparable to the current year's data. As a result, the data in Baseline Report's report card does not match the data here.

# OUR APPROACH IN ACTION

## Collaborative Action Networks & Communities

We believe that the transformative change that we seek requires commitment from all sectors, each accountable to the success of all of our children. One of our key strategies is the support of cross-sector collaborative action networks, each focused on an outcome from our Community Report Card and of locally organized collaborative action. The following pages describe the progress being made in these action networks, which are at different stages and, as a result, are seeing results at different levels of success. This signals the dynamic nature of Collective Impact Partnerships.



### GOAL: ALL CHILDREN ARE KINDERGARTEN READY

**Early learning matters:** The most rapid period of human brain development occurs between birth and age five. This development provides the foundation that supports future learning and health.<sup>6</sup> Because investments in high-quality early childhood have significant effects on children's life outcomes, especially for low-income children, we are committed to aligning data, resources and work to support the needs of our youngest children.

**A different way of working:** We recognize that children are more likely to succeed when parents are supported from the birth of their child, know what resources their children need, and high-quality early childhood programs are accessible and used.

In 2015, the Early Learning Network focused on screening children and linking them to necessary resources using the Ages and Stages Questionnaire (ASQ), a parent-completed, developmental and social-emotional screener. We are now developing an assessment that will help us understand and support how youth-serving organizations use the screener to connect children to resources.

In 2016, we will increase the number of children who receive developmental screening and are then linked to resources to support their needs. We will also continue to expand access to high-quality preschool.

**The difference we're making:** In June 2013, building on an existing collective impact partnership and research conducted by Voices for Utah Children and Granite School District on the District's high-quality preschool program, we announced the creation of the country's first-ever pay for success program designed to expand access to early childhood education for at-risk children in Utah. Pay for Success, or a "Social Impact Bond," is an innovative financing approach that leverages private investment to support high-impact social programs.

In October 2015, we announced that both the preschool intervention and the financing were proven successful. The investment deal, in which Goldman Sachs and J.B. Pritzker committed \$7 million dollars, will benefit up to 3,700 children over multiple years and save state and local government millions of additional dollars. Of the 595 low-income three- and four-year-olds who attended high-quality preschool financed by the social impact bond (SIB) in the 2013-14 school year, 110 of the four-year-olds were identified at the highest risk for school failure, and would, without high-quality preschool enter school at the same delayed level. This increases the probability of them being delayed academically and potentially assigned to special education during their academic years. This does not directly imply that the children in the highest risk group will be assigned to special education, in kindergarten or at any other age, only that they are at a very high risk of special education assignment.

**Results showed that of those 110 students identified as at risk, only one used special education services in kindergarten.** Total savings calculated for year one alone are \$281,550.

*"Putting kids on the path to success turns out to not only be the right thing to do, but also the fiscally responsible thing to do. These results show that the Pay for Success model implemented through high-quality Collective Impact partnerships creates an opportunity to put taxpayer dollars towards what actually works, rather than following an outdated recipe that we once thought or hoped would work."*

- Salt Lake County Mayor Ben McAdams

## GOAL: ALL STUDENTS READ ON GRADE LEVEL IN THIRD GRADE

**Elementary literacy matters:** In 2013, just weeks before starting the first grade, Abukar (\*name changed) arrived in the U.S. from a refugee camp in South Africa, having fled his home country of Somalia. Abukar started the first grade in a Promise Partnership school. Very shy, he was faced with adapting to a new language, culture, country, community and home. When it came time to take the beginning of year literacy assessment, Abukar placed well below grade level benchmark.

Through the coordinated and committed efforts of teachers and other partners in his school and community, Abukar is today a confident, outgoing third grader. Abukar, who loves reading, math and playing soccer, notes that: “learning makes me happy because it makes you smarter.”



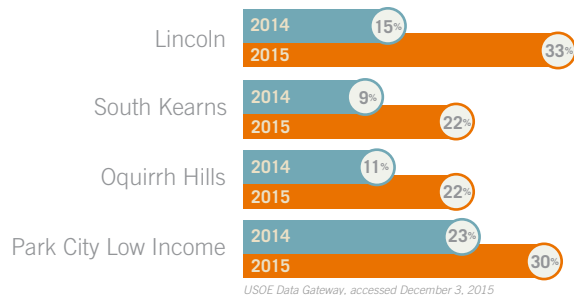
At the beginning of the 2015-2016 school year, when Abukar took his beginning of year DIBELS assessment, he read on grade level.

When students read on grade level by the end of third grade, they are more likely to stay on track in school. Third grade reading proficiency is also among the strongest predictors of whether a child will graduate from high school and continue on to college.<sup>7</sup> However, at the end of the 2014-2015 school year, only two in three low income third graders in our region were reading on grade level. We can do better.

**A different way of working:** Among the key factors influencing students’ reading proficiency is their access to high quality summer opportunities.<sup>8</sup> In 2015, our Elementary Reading Network built, identified and convened high quality summer learning programs. In the summer of 2016, demonstration sites will work with certified teachers and out-of-school time professionals to provide targeted children with academic support and much-needed social, emotional and enrichment activities.

**The difference we’re making:** In 2011, we launched six Promise communities within the Granite, Davis and Park City School Districts. In multiple schools, we are seeing results at scale. This most recent year, students demonstrated tremendous growth in literacy. In Granite School District, South Kearns saw a 13 percentage point increase and Lincoln saw a 18 percentage points. These schools outpaced growth on the state level (two percentage points) and Granite School District as a whole (one percentage point). In Park City School District, where we focus on early grade achievement for low-income students, we saw a seven percentage point increase. (Statewide, growth for low-income third graders was only 1.4%.) Thanks goes to exceptional instruction, school and district leadership and partner alignment.

### 3rd Grade SAGE English Language Arts Percentage of Students Proficient



<sup>6</sup> Ounce of Prevention, <http://www.theounce.org/> (accessed November 17, 2015)

<sup>7</sup> Annie E. Casey Foundation, "Double Jeopardy: How Third-Grade Reading Skills and Poverty Influence High School Graduation" (2012), 4; <http://gradelevelreading.net/wp-content/uploads/2012/01/Double-Jeopardy-Report-030812-for-web1.pdf>

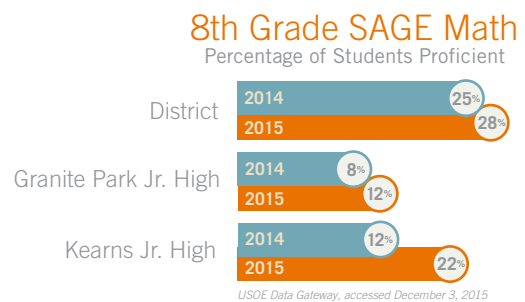
<sup>8</sup> Alexander et al, 2007, [http://www.summerlearning.org/?page=know\\_the\\_facts](http://www.summerlearning.org/?page=know_the_facts)

## GOAL: ALL STUDENTS ARE PROFICIENT IN EIGHTH GRADE MATH

**Middle grade numeracy matters:** Eighth grade math achievement is a strong predictor of overall high school achievement and college completion.<sup>8</sup> Introductory algebra is a “gatekeeper” subject, which strongly correlates to college and career success. Interest and achievement in middle grade math helps prepare students for future studies in Science, Technology, Engineering and Math (STEM) fields, where jobs are expected to grow over the next decade. Unfortunately, as noted by Prosperity2020, many students who express strong interest in math and science in elementary school begin to lose interest in middle school. This is especially true of girls.<sup>10</sup>

**A different way of working:** As noted above, while our regional partnership began in 2014, we did not start collaborative work related to all of the outcomes at that time. So, while we have not organized a regional collaborative action network focused on eighth-grade math, Collective Impact partnerships are active at Granite Park Junior High in South Salt Lake and Kearns Junior High School in Kearns.

**The difference we’re making:** Since 2011, Promise Partnerships have existed in six communities within Granite, Davis, and Park City School Districts. Particularly in schools such as Kearns Junior High and Granite Park Junior High in Granite School District, where we have deep partnership infrastructure and where we have worked together over multiple years, we are seeing community-level results on multiple outcomes. This most recent year, for example, Kearns Junior High and Granite Park Junior High both saw increases in math proficiency scores on SAGE. Granite Park increased the percent of 8th graders proficient in math by four percentage points, and Kearns Junior High increased proficiency by 10 percentage points. Both of these schools outpaced growth in Granite School District as a whole (three percentage points).



## GOAL: STUDENTS DO NOT CHANGE SCHOOL MID-YEAR

**School mobility matters:** Students who transfer schools frequently during the school year are at greater risk for academic and behavioral problems.<sup>11</sup> They can end up as much as a year behind their peers and are at greater risk for dropping out of school. “The need to reduce high mobility in schools is great,” says Cheri Jacobson, Homeless Education Liaison from Granite School District, “because every time a student changes school they can lose up to six months of learning.”

**A different way of working:** While we continue to learn about why students in our region transfer schools so often, our School Mobility collaborative action network is tracking data and aligning resources to better serve highly mobile populations and to reduce the numbers of mobile students in our region.

**The difference we’re making:** For the Millers (\*name changed) a South Salt Lake family, affordable housing and good jobs were far from the children’s schools. The parents knew that moving schools mid-year can negatively impact academic achievement, but some days, getting everyone to school seemed impossible. The Miller’s four children were struggling academically.

Early warning data, a trusting relationship and a strong Collective Impact partnership allowed Granite Park Junior High staff to identify the family’s needs early on and to connect them to Promise Partner Salt Lake Community Action Program for assessment and intensive case management. The Millers moved into an apartment closer to their children’s South Salt Lake schools. The family is stabilizing, and the children are attending class regularly (in the same schools in which they began the year). The Millers, the schools and SLCAP continue to use data and communication to monitor the family’s progress.

## GOAL: ALL STUDENTS ARE READY FOR COLLEGE AND COMPLETE A DEGREE/CREDENTIAL

**Degree attainment matters:** Asma and Anisa recently graduated from Granite Park Jr. High and started at Cottonwood High School. The twin sisters are from one of the hundreds of families who came to Salt Lake as refugees. From a young age, they were determined to speak English fluently without an accent. Through the coordinated efforts of Big Brothers Big Sisters mentors and ESL supports in school, they have won dozens of medals for academic achievement and talk proudly about future plans. “I was born in the U.S., but my parents tell me stories of some of the things they faced living in Somalia. I feel so lucky to live here and have so many great opportunities,” said Asma.



Having achieved their goal of English fluency, Asma and Anisa are no longer enrolled in ESL in high school. They have set their sights on a new goal: admission to the University of Utah and preparation for careers in Medicine. Recently they decided they wanted to “open the eyes of other people” and become Big Brothers Big Sisters mentors themselves. Earlier this year, the sisters met their “Littles,” both first graders in South Salt Lake.

By 2020, 66% of Utah jobs will require a postsecondary certificate or degree.<sup>12</sup> We focus on college completion because our economy demands it. The Provo-Orem/Ogden-Clearfield/Salt Lake City areas are among the top ten U.S. metropolitan areas with adults that have some college, but no degree.<sup>13</sup> Since too many of our students graduate high school ill-prepared for college-level coursework,<sup>14</sup> we also focus on college and career readiness. As early as preschool, students know, regardless of their circumstances, they can achieve anything.

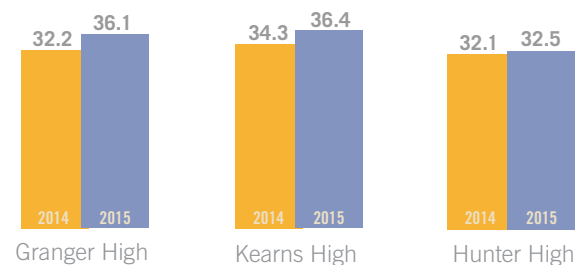
**A different way of working together:** Three Collective Impact partnerships support these outcomes.

- Our local college access network launched in 2014 to increase FAFSA completion rates across the eight high schools in Granite School District, with a focus on the schools with the highest rates of poverty. School and district staff, non-profit providers and government agencies have identified factors that impact FAFSA completion and developed action plans. We track progress using data that is available as often as weekly.
- With support from the Utah System of Higher Education, the statewide College Access Network of Utah (CANU) will focus in the year ahead on improving college readiness, access and completion, specifically for underserved, low-income, first generation and historically underrepresented student populations.
- An emerging Pathway to Careers collaboration focuses on helping Latino/Latina youth and refugee youth set paths from high school graduation to postsecondary education and onto stable careers.

**The difference we are making:** As of November 20, 2015, FAFSA completion rates have increased by six percent across Granite School District, with 1470 FAFSA applications completed by the eight high schools. Six of the eight schools saw an increase in FAFSA completion from 2014 to 2015. The three schools with the highest rate of low-income students in Granite School District (Granger High, Kearns High, and Hunter High) saw an increase in FAFSA completion as well.<sup>15</sup>

### % of Students Completing FAFSA Applications<sup>16</sup>

For High Schools with Highest Free-Reduced Lunch Rate in Granite School District



<sup>9</sup> The Forgotten Middle (2008), 2.

<sup>10</sup> Prosperity2020, “Prosperity Through Education” (2015), 24-25

<sup>11</sup> Marisa de la Torre, Julia Gwynne. Changing Schools: A Look at Student Mobility Trends in Chicago Public Schools Since 1995, Consortium on Chicago School Research at the University of Chicago Urban Education Institute, January 2009.

<sup>12</sup> Utah System of Higher Education, “HigherEd2020” Report (2011), 5.

<sup>13</sup> Utah System of Higher Education High School Feedback Report, Utah Graduating Class of 2014, College Performance Measures (USHE Students only)

<sup>14</sup> According to USHE’s 2015 High School Feedback Report, 34% of high school class of 2015 graduates enrolled in a remedial math class in college, and nine percent enrolled in a remedial English class. Remedial coursework in college results in time, effort, and resources spent on non-credit granting classes.

<sup>15</sup> Federal Student Aid, an Office of the U.S. Department of Education, <https://studentaid.ed.gov/sa/about/data-center/student/application-volume/fafsa-completion-high-school>, accessed 11/30/2015

<sup>16</sup> Data is for graduating class of School Year 2013-14 and School Year 2014-15, respectively, and covers the period beginning in January (when applications opens) through November (when this publication went to print). The FAFSA application is open for 18 months, from January of a student’s planned graduation year through June of the year following.

## **+** GOAL: CHILDREN AND FAMILIES ARE HEALTHY

**Health matters:** Children who have access to affordable health insurance and regular health care – including dental, vision and mental health services – are more likely to attend school regularly and to learn.<sup>17</sup> When adults successfully access the health care system for themselves, they also do so more consistently for their children.<sup>18</sup>

**A different way of working:** Still, many families in Utah see a doctor only when treatment is expensive and health problems are already affecting the family.<sup>19</sup> In 2015, Promise Partners:

- Launched a mobile vision van for students who fail school vision screenings. Over 650 students and family members received free eye exams and glasses between January and October 2015.
- Continued to send mobile health clinics to community schools, serving 678 people between January and October.<sup>20</sup> This service allows access to health care for families not eligible for health insurance.
- Formed a partnership to increase health insurance enrollment for families in parts of our region. Enrollment specialists work in our community schools to increase health insurance enrollment and re-enrollment. We saw 3,437 individuals between January and November.<sup>21</sup>
- Began to build a “no wrong door” system of health care referrals, to improve access to quality physical, behavioral and dental health care. Accordingly, in the year ahead, we will support efforts by Division of Substance Abuse and Mental Health to determine how to implement regular behavioral health screenings, which could help us identify more people in need of behavioral healthcare.
- Launched a cross-sector partnership focused on dental access. (See the text box below for details.)
- Supported efforts led by Salt Lake County to integrate behavioral health into the action plans that address the outcomes on our Roadmap, since behavioral health can impact physical health, family financial stability and educational success.



**The difference we're making:** The Promise Partnership region has seen growth in the percent of the adults that have health insurance, from 85.6% in 2013 to 87.5% in 2014.<sup>22</sup>



### ACCESS TO DENTAL CARE

Ana Rivera (\*name changed) is a single mother of three. No one in her family has a regular place for dental care. Recently, two family members were suffering from pain and swollen gums. Ana had no options for their care. So when the Promise dental partnership ran an after-hours dental clinic at her child's school, Ana was first in line.

Ana's family is not alone. In 2014, 61.5% of Medicaid children in Utah did not visit a dentist.<sup>23</sup> Our Collective Impact dental partnership offers low-income families after-hours, school-based dental services (and referrals and vouchers to dental clinics meet ongoing needs). The partnership not only creates a place for an initial visit, but also bridges access to a permanent dental home. We have served more than 804 individuals in our after-hours clinics this year and connected 200 people with affordable clinics.

*"I am grateful for the help that we received with coordinating appointments and looking for dentists to take care of our needs. It was a great help since during this time my daughter and I were starting to feel pain from our teeth. Hopefully this work is able to help many more people."*

- Ana Rivera



## OUTCOME: CHILDREN AND FAMILIES ARE FINANCIALLY STABLE

**Poverty matters:** Poverty's negative impact on student performance is well-established. Children from financially stable families – with secure housing, reliable employment, sufficient wages, and safe and engaged neighborhoods – are more likely to succeed in school.<sup>24</sup> On the other hand there is a strong relationship between a school's average standardized test scores and the percentage of students in that school eligible to receive free or reduced-price lunch, a measure of financial instability.<sup>25</sup>

While our region is experiencing economic growth, poverty remains pervasive. As noted in our Report Card, in 2014, 22.1% of individuals met the federal standard of poverty.

The Utah Legislature, with the support and leadership of the Intergenerational Welfare Reform Commission, has established a focus on intergenerational poverty in our State and region. Consistent with previous years, the Fourth Annual Report on Intergenerational Poverty notes that nearly one in three (31%) of Utah's children are at risk of remaining in poverty as they become adults, and that they are more likely to experience poor academic outcomes. Forty-five of the 100 schools with the largest number of students experiencing or at risk of experiencing intergenerational poverty are in the PPRC region. Of the 175,118 K-12 students in the PPRC region, more than one in five (38,750) currently live in or are at risk of living in poverty as they become adults.<sup>26</sup>

**A different way of working together:** With the direction of the Intergenerational Welfare Reform Commission, we are committed to coordinating resources to address the conditions that create intergenerational poverty in order to use resources efficiently and effectively and to avoid duplication across systems.



### UTAH'S FOURTH ANNUAL REPORT ON INTERGENERATIONAL POVERTY

Despite low unemployment rate and strong, diverse job growth, 31 percent of Utah's child population remain at risk for remaining in poverty as adults. This reality led to the adoption of Utah's Intergenerational Poverty Mitigation Act, whose primary goal is to measurably reduce the incidence of Utah children experiencing intergenerational poverty and welfare dependency as they become adults. The Act requires the Department of Workforce Services to release an annual report, so that programs and policies serving families in intergenerational poverty are driven by data.

Published in 2015, Utah's Fourth Annual Report on Intergenerational Poverty, Welfare Dependency and the Use of Public Assistance provides an update on the status of families experiencing intergenerational poverty, with particular emphasis on children. The extensive research and analysis reflects a collaborative effort among the state agencies to determine how issues like childhood abuse and neglect and educational outcomes correlate with entrenched poverty. The work that is taking place in Utah communities to address the needs of these children living in or at risk of intergenerational poverty is also truly collaborative. (See page 18 for a description of the Next Generation Kids pilot program in Kearns.)

Next, partners will take this data into the local communities throughout Utah, aligning different levels of government, the private sector and nonprofit organizations.

<sup>17</sup> Department of Workforce Services, "Utah Intergenerational Welfare Reform Commission Annual Report," 2015, page 33). <https://jobs.utah.gov/edo/intergenerational/igp15.pdf>

<sup>18</sup> Voices for Utah Children, "A Two-Generation Strategy: Healthy Parents & Healthy Kids," 2014, <http://www.utahchildren.org/images/pdfs/2014/HealthIssueBrief.pdf>

<sup>19</sup> Department of Workforce Services, "Utah Intergenerational Welfare Reform Commission Annual Report" (2015), 34, graph. <https://jobs.utah.gov/edo/intergenerational/igp15.pdf>

<sup>20</sup> Utah Partners for Health Quarterly Reports submitted to United Way of Salt Lake, January 1, 2015 through October 31, 2015.

<sup>21</sup> Take Care Utah Quarterly Reports submitted to United Way of Salt Lake

<sup>22</sup> Utah Behavioral Risk Factor Surveillance System, Office of Public Health Assessment, Utah Department of Health, accessed November 3, 2015

<sup>23</sup> 61.5% represents those with Medicaid insurance who did not visit a dentist, despite being eligible to do so. It motivates us to address the barriers that exist for the thousands of children who have coverage to see a dentist and yet do not. This number also reveals an inadequacy of our data ecosystem. While there are thousands of children in the region and in the state who do not have Medicaid insurance, unfortunately, there is no data source in Utah about the number of children overall in the region (or in the state) who do not see a dentist regularly.

<sup>24</sup> Voices for Children, "Intergenerational Poverty: Kids & Communities, (2014), 17

<sup>25</sup> Students living in four-person households earning between \$31,525 and \$44,863 are eligible for reduced-price lunch; those earning \$31,525 or below are eligible for free lunch

<sup>26</sup> The Utah Intergenerational Welfare Reform Commission has put forward recommendations (see page 58 of the Fourth Annual Report on Intergenerational Poverty) focused on elementary schools serving 10% or more students from the intergenerational poverty child cohort.

## PROMISE SOUTH SALT LAKE

**A different way of working together:** Promise South Salt Lake launched formally in 2012 to align the activities of all partners around the success and wellbeing of South Salt Lake's young people and their families. Schools, businesses, colleges and the city itself want every child to have the opportunity to attend and to graduate from college, every resident to have a safe, clean home and neighborhood and everyone to have the opportunity be healthy and to prosper. Through cross-sector councils focused on jobs, the economy, health, education, community, housing and neighborhood engagement, we identify shared goals, align evidence-based strategies around those goals and use data and community voice to track our progress. Our goals consider the work that is being done in other high achieving communities, but are created with South Salt Lake children, families, residents, and seniors in mind.

**The difference we are making:** Today, our longest partnership with deepest infrastructure, Promise South Salt Lake and its nearly 25,000 residents are making progress on multiple measures in its schools and across its communities, under the leadership of Mayor Cherie Wood.

- South Salt Lake's high schoolers attend Cottonwood High School, where we have had a Collective Impact partnership since 2013. Since 2013, the graduation rate for low-income students has increased from 58% to 68% and for English Language Learners from 48% to 64%.
- Based on preliminary data, the percentage of seniors completing at least one college application as part of the Utah System of Higher Education's College Application Week (a statewide initiative) went from 40% in 2013 to 85% in 2015.
- Gang involvement for South Salt Lake youth is on the decline. The percentage of youth involved in gangs decreased from 25.6% in 2007 to 9.7% in 2013 (the most recent year for which community specific data is available), according to the Student Health and Risk Prevention Report.



### SUCCESS IN SOUTH SALT LAKE

Young people who are part of Collective Impact partnerships find support at school, in community centers, and throughout their communities. Several years ago, Leann Vasquez (\*name changed) was a high school sophomore, struggling academically. She connected with a neighborhood center in South Salt Lake (the Columbus Community Recreation Center), where she had support to succeed in her classes and ultimately graduate.

Today, Leann is a first year student at Salt Lake Community College, pursuing a degree in Forensic Science and Criminal Justice. Recently, after volunteering for several years at the same neighborhood center where she received help earlier in her life, she secured employment as a Prevention Specialist in the afterschool program at Roosevelt Elementary School. She is now impacting youth in the programs that helped shape her.

*Young people who are part of Collective Impact partnerships find support at school, in community centers and throughout their communities.*

# THE FUTURE WE CHOOSE IN KEARNS (PROMISE KEARNS)

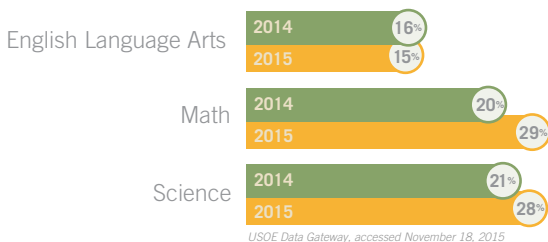
**A different way of working together:** At a community level, the PPRC supports locally-based work led by Salt Lake County. The Future We Choose focuses on healthy people, healthy places and expanded opportunities. Over the past year, community input has informed the work of sub-committees to identify key outcome areas.

Included in this initiative is an effort led by the Department of Workforce Services that evolves from its efforts to meet the requirements of the Intergenerational Poverty Mitigation Act, passed by the Utah Legislature in 2012. Next Generation Kids is located in one community where families that are caught in multi-generational cycles of poverty live and work. (Kearns Junior High is a hub of activity.) It is a two-generational approach, in which parents and children are served simultaneously. The programs help parents with high school and post-secondary education, financial planning, food and nutritional support, as well as job training and employment. It also meets their children's needs, sharing data with schools, providing access to high-quality pre-school and early learning, providing extensive supports for reading and literacy and offering supportive family coaches. The goal is to stabilize families so that the basic needs of children can be met, ultimately breaking intergenerational cycles of poverty by working with entire families.

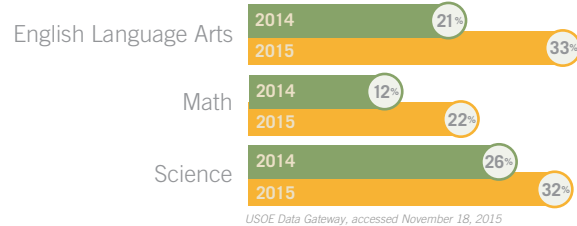
**The difference we are making:** Collective Impact partnerships have operated in Kearns schools for many years. At Kearns Junior High as early as 2007 and Oquirrh Hills as early as 2010 (and more recently at South Kearns and Kearns High, where the graduation rate moved from 71% in the 2013-14 school year to 79% in the 2014-15 school year), partners, parents and students have worked together to align data, resources, and strategies around the health, well-being and academic success of students. With more than four years of partnership infrastructure, Kearns Junior High is making progress on multiple measures. This year:

- Kearns Junior High's school grade, released annually by the Utah State Office of Education and based on student achievement and academic growth, went from a C to a B.
- The percentage of 8th graders proficient in math rose from 10 percent to 22 percent during the most recent school year, as measured by SAGE. (Growth statewide was five percentage points.)
- Kearns Junior had the highest growth of any junior high school in Granite School District on eighth grade language arts, seventh and eighth grade math, and seventh and eighth grade science.
- On the Scholastic Reading Inventory, a key literacy assessment given to secondary students, more than 1 in 3 students (35%) saw more than a year's amount of growth – in just one year.

## Kearns Jr. High 7th Grade SAGE Growth

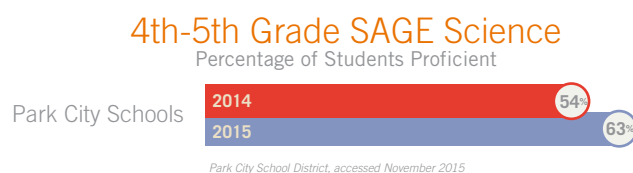


## Kearns Jr. High 8th Grade SAGE Growth



## PROMISE PARK CITY

**A different way of working together:** With a unique economy fueled largely by tourism, Park City has equally unique demographics. The majority of jobs are in recreation, entertainment, accommodation and food services, so, while unemployment in Park City is quite low and average income and home values are high, Park City has a sizeable population near the poverty line. Approximately one in five children live in families that make less than \$31,000 a year (for a family of four). Disturbingly, this economic divide largely reflects the ethnic makeup of Park City, with Latino children and families representing the lowest wage earners.



Promise Park City exists to address this inequality. Under the leadership of Park City School District, we brought together a committed set of partners from Park City's seven public schools, our community foundation, the healthcare community, business sector, and youth and family services organizations. Partners focus their work on aligning health outcomes, improving access to early education, and integrating out-of-school time programming with the school day.

**The difference we are making:** A focus in Park City is early grade proficiency. When students at our four elementary schools took state-mandated assessments at the end of the 2013-2014 school year, 54% of fourth and fifth graders were proficient in science. At the end of the 2014-2015 school year, 63% were proficient. While we still have work to do to help all of our students achieve proficiency, this success shows what can be achieved when we work together.

## PROMISE MIDVALE

**A different way of working together:** In the 2011-2012 school year, Canyons launched a community school effort in four Title 1 elementary schools (Midvale, East Midvale, Copperview and Sandy). What followed was steady improvement in several areas of student success, including attendance, behavior referrals, and parent involvement.

In 2015, Canyons School District and the City of Midvale joined the Promise Partnership region and established a place-based partnership: Promise Midvale. With the support of Canyons District and each of the elementary, middle, and high school principals serving Midvale students, we will work together to develop a feeder pattern support network with an all-too-rare five-school strategic plan focusing on student transitions, attendance, high school graduation and community engagement.

## PROMISE CLEARFIELD

**A different way of working together:** Since the Promise Clearfield partnership began in 2011, schools, school district and community partners have engaged thousands of students and families.

Much of this work happens at the Davis Community Learning Center. Located at Wasatch Elementary, it is a hub for the neighborhood and district. Community members can learn English, earn high school equivalency, prepare for citizenship examinations, practice computer skills, take drivers' licenses exams and learn about home ownership. The center also creates a coordinated set of opportunities geared to preparing children for kindergarten.

**The difference we are making:** This year, we decreased absences by 30% among the highest risk students at Wasatch Elementary and saw significant classroom behavioral improvements among students participating in on-site counseling. Moreover, this year, our partnership expands to Holt Elementary, where we are working with partners to tutoring, health and other out-of-school time programs with the academic day.

A photograph of two children, a girl and a boy, sitting at a desk in a classroom. The girl is in the background, wearing a grey shirt and a patterned tie, smiling with her hand on her chin. The boy is in the foreground, wearing a red shirt, also smiling. A teal text box is overlaid on the left side of the image. In the bottom left corner, there is a keyboard and a yellow pencil on the desk.

*In 2015, Canyons School District and Midvale City joined the Promise Partnership region and established a new place-based partnership: Promise Midvale. In 2016, we will develop a feeder pattern support network.*

# PROMISE PARTNERSHIP REGIONAL COUNCIL

As of December 1, 2015

## COMMUNITY



**H. David Burton**  
Chair, Intergenerational Welfare Commission

**Bill Crim**  
President and CEO, United Way of Salt Lake; member, Intergenerational Poverty Advisory Committee

**Justin Jones**  
Executive Director, Prosperity2020

**Senator Ann Millner**  
Senator, Utah State Senate; EducationFirst

**Mikelle Moore**  
Vice President, Community Benefit, Intermountain Healthcare

**Steven Peterson**  
Managing Director, Welfare Department, LDS Church

## HIGHER EDUCATION



**Dr. David L. Buhler**  
Commissioner, Utah System of Higher Education

**Robert Brems**  
President, Utah College of Applied Technology

**Dr. Denece Huftalin**  
President, Salt Lake Community College

**Stephen Morgan**  
President, Westminster College

**Dr. Sandi Pershing**  
Assistant VP, Continuing Education, University of Utah

**David R. Woolstenhulme**  
Executive Vice President, Utah State University

## BUSINESS



**Kirk Aubry**  
President and CEO, Savage

**Mark Bouchard**  
Senior Managing Director, CBRE

**Kem Gardner**  
Chairman, Gardner Company

**Dave Golden**  
Executive VP, Wells Fargo

**Micheal Dunn**  
Executive Vice President, Questar Corp; President, Questar Pipeline

**Tom Morgan**  
Executive Vice President, Zions Bank

**John Milliken**  
President, Milcom, Inc.

**Scott Ulbrich**  
Financial Advisor, Robert W. Baird

**Mike Weinholtz**  
Executive Chairman, CHG Healthcare Services, Inc.

## PRE K-12 EDUCATION



**Dr. Martin Bates**  
Superintendent, Granite School District

**Dr. Jim Briscoe**  
Superintendent, Canyons School District

**Dr. Ember Conley**  
Superintendent, Park City School District

**Pamela Park**  
Assistant Superintendent, Davis School District

**Brad C. Smith**  
State Superintendent of Public Instruction; Utah State Office of Education; member, Intergenerational Poverty Commission

## PHILANTHROPIC



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

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

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

**Kristin Todd**  
Senior VP, Scholarship Program, Daniels Fund

## STATE GOVERNMENT



**Dr. Joseph Miner**  
Executive Director, Utah Department of Health; member, Intergenerational Poverty Commission

**Jon Pierpont**  
Executive Director, Department of Workforce Services; member, Intergenerational Poverty Commission

**Tami Pyfer**  
Education Advisor, Governor Gary Herbert

**Ann Williamson**  
Executive Director, Department of Human Services; member, Intergenerational Poverty Commission

## CIVIC



**Benjamin McAdams**  
Mayor, Salt Lake County

**JoAnn Seghini**  
Mayor, Midvale

**Jack Thomas**  
Mayor, Park City

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

## RESULTS REPORT SUBCOMMITTEE

We could not have produced this report without assistance from numerous individuals and agencies. Thank you first to the members of the Results Report Committee, a subcommittee of the Promise Partnership Regional Council.

### BACKBONE SUPPORT

**Danya S. Pastuszek**  
*Senior Director, Learning & Analytics  
United Way of Salt Lake*

### CO-CONVENERS

**Dr. Logan Toone**  
*Assessment Director, Davis School District*

**Dr. Rob Averett**  
*Director of Assessment, Granite School District*

**Karen Crompton**  
*Director of Human Services, Salt Lake County*

### COMMUNITY

**Dr. Nancy Winemiller Basinger**  
*President & CEO, Big Brothers Big Sisters of Utah*

**Justin Jones**  
*Vice President of Public Policy and  
Communications, Salt Lake Chamber of  
Commerce; Executive Director Prosperity 2020*

**Blair Hodson**  
*Communications Manager, Salt Lake Community  
Action Program (SLCAP)*

**Andres Calderon**  
*Database Administrator, Salt Lake Community  
Action Program (SLCAP)*

**Stephanie Stokes, MPH**  
*Research Associate, Strategic Planning & Research,  
Intermountain Healthcare*

### CIVIC

**Kelly Riding**  
*Education Coordinator, Salt Lake County*

**Kari Cutler**  
*Director of Promise South Salt Lake,  
City of South Salt Lake*

### PRE K-12 EDUCATION

**Dr. Hal L. Sanderson**  
*Director of Research and Assessment,  
Canyons School District*

**Karen Sterling**  
*Director of Student Advocacy and Access,  
Canyons School District*

**Caitlin O'Connor**  
*Educational Statistician/Data Specialist,  
Park City School District*

**Dr. Rebecca Donaldson**  
*ESEA Federal Programs Coordinator,  
Utah State Office of Education*

**Dr. Randy Raphael**  
*Utah State Office of Education*

**Brenda Van Gorder**  
*Director, Preschool Services, Granite School District*

**Karen Robinson**  
*Associate Director, Granite School*

**Judy Petersen**  
*Director of College & Career Readiness Services,  
Granite School District*

### HIGHER EDUCATION

**Jennifer Seltzer Stitt**  
*Director of Community Relations, Salt Lake  
Community College*

**Robert Brems**  
*President, Utah College of Applied Technology*

**Dr. Sandi Pershing**  
*Assistant Vice President of Continuing  
Education, University of Utah*

**Allison Nicholson**  
*Research Associate, Utah Education Policy Center*

**Annalisa Holcombe**  
*Assistant Provost for Integrative & Community  
Based Learning, Westminster College*

**Dr. Julie Hartley**  
*Assistant Commissioner, Outreach & Access,  
Utah System of Higher Education*

### STATE GOVERNMENT

**Dr. Navina Forsythe**  
*Director, Office of Public Health Assessment,  
Department of Health*

**Jacqueline Chamberlain**  
*State Education Liaison,  
Department of Human Services*

**Tracy Gruber, JD**  
*Senior Advisor of the Intergenerational Poverty  
Initiative, Department of Workforce Services*

**Carrie Mayne**  
*WRA Director and Chief Economist, Department  
of Workforce Services*

"As a company, we've encouraged our team members to volunteer and have offered paid time off for them to work in credit-recovery classes with ninth graders who fail core courses. The number of ninth graders completing their core courses has increased significantly. We believe that the Regional Council has made a huge impact by deepening our understanding of how Collective Impact partnership puts data and student input at the center of strategic decisions. This partnership works better because of its focus on measurable outcomes, use of data to make decisions and experimentation to drive continuous improvement."

- Kirk Aubry, President and CEO, Savage

## OTHER PROMISE PARTNERS

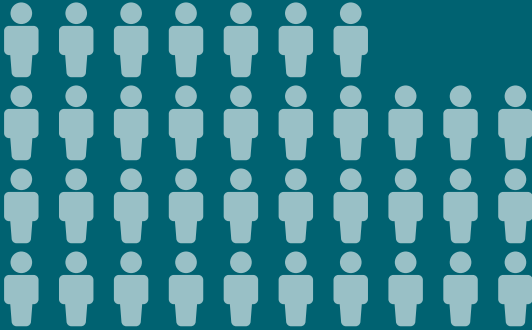
**4**   
SCHOOL DISTRICTS

**5**   
HIGHER EDUCATION INSTITUTIONS

**5**   
STATE SYSTEMS

**6**   
COMMUNITIES

**150+**   
BUSINESSES, PHILANTHROPISTS  
AND COMMUNITY ORGANIZATIONS



  
**1000s**  
OF VOLUNTEERS

**370,700**  
STUDENTS

Thank you also to Aaron Brough from Utah State Office of Education, Jason Stevenson and Veronica Parra from Utah Health Policy Project, Kurt Micka from Utah Partners for Health, Jessie Oyler and Adriana Lopez from Health Access Project, Jared Haines from Utah College of Applied Technology, Sheila Anderson from Weber State University, Kim Miller from Woodrow Wilson Elementary, and Justin Nuckles from Department of Health who provided data, content, and expertise. Finally, thank you to Chris Bray, Bill Crim, Rebecca Dutson, Chris Ellis, Korey Klein, Becky Eisinger Land, Stephanie Linton, Scott McLeod, Caroline Moreno, Matt Quigley, Jonathan Neller-moe, Danya Pastuszek, and Matthew Smith, who provided additional support for this publication. Please contact Danya Pastuszek, Senior Director, Analytics & Learning, United Way of Salt Lake at [danya@uw.org](mailto:danya@uw.org) or 801-613-5567 with questions about this report.

Technical assistance was provided by StriveTogether. Design and layout was provided by LOVE Communications. Printing was donated by The Church of Jesus Christ of Latter-day Saints.

Finally, this report draws upon, supports, and would not be possible without several other complementary reports, dashboards, and publically available datasets including: Department of Workforce Services Fourth Annual Report on Intergenerational Poverty, Utah Department of Health's Indicator-Based Information System for Public Health, Voices for Utah Children's 2015 Kids Count Report: Measures of Child Well-Being in Utah, EducationFirst's Prosperity Through Education, the Governor's 10 Year Education Plan, the Governor's PACE School Report Cards, Utah State Office of Education's Utah Comprehensive Accountability System, Office of the Commissioner of Higher Education's HigherEdUtah2020.



## GLOSSARY OF TERMS

**ACT (American College Testing):** a college entrance exam that all students in Utah take during their junior year.

**Backbone:** A person or organization that convenes, facilitates, and supports a Collective Impact process and partnership; a principle of Collective Impact.

**Baseline:** An initial data set gathered at the start of a partnership that will be used later to provide a comparison for assessing improvement on community level (Source: StriveTogether’s Theory of Action).

**Baseline Report:** A publication authorized yearly by a group of Collective Impact partners who want to collectively draw attention to the urgent needs in targeted communities, to publicly share accountability for improving a set of outcomes, and to describe a different way of working together.

**Certificate:** An official credential, often requiring less than two years of instruction, issued to a student by a campus registrar documenting that the student has completed a program or a predefined subset of a program. Certificates may prepare a student for entry into specified employment and may be in rapid response to business and industry. Certificates may be designed toward the subsequent completion of an associate’s or bachelor’s degree (Adapted in part from: UCAT Policy 200.4.3).

**Collaborative Action Network:** A group of people from education, business, government, and the community who organize around a community level outcome and use a continuous improvement process to develop an action plan with strategies to improve that outcome (Source: StriveTogether’s Theory of Action).

**Collective Impact:** A rigorous set of practices used at the neighborhood, community, and state/regional level to achieve results for whole populations. In Collective Impact partnerships, individuals share accountability for current realities and for future results; share data and commit to continuously improving the way that they work; work together to design mutually-reinforcing activities; communicate openly and consistently; and invest in backbone infrastructure.

**College Completion:** The attainment of a certificate or degree from a post secondary-institution that is anywhere from less than a year to four or more years in length.

**Community School:** A community school is both a place and a set of partnerships between the school and other community resources. Its integrated focus on academics, health and social services, youth and community development and community engagement leads to improved student learning, stronger families and healthier communities. (Source: The Coalition for Community Schools)

**Cradle-to-Career:** Supporting children from birth through career to ensure their success.

**DIBELS (Dynamic Indicators of Basic Early Literacy Skills):** An assessment of early literacy skills. It is given to students in kindergarten through grade 6, three times a year.

**English Language Learner:** A student who speaks a language other than English at home.

**Family Financial Stability:** Having sufficient income to meet one’s basic needs and to plan for, and accomplish, long-term financial goals. Within our work, Department of Workforce Services is the expert on family financial stability and measures the domain in multiple ways. In this report, as we continue to evolve how we work as a Collective Impact partnership to address family financial stability, we measure the domain by the number and percentage of students living in poverty in the schools where we work.

**Federal Poverty Level:** The two factors that determine if a family falls under the federal poverty level (FPL) are family size and household income. In order to determine what poverty threshold a family falls under, the ratio of income to poverty must be calculated by taking their income and dividing it by the threshold amount. See the table below for an example using a 4-person household, where the federal poverty level (100% FPL) is \$24,250.

50% FPL	100% FPL	150% FPL	185% FPL	200% FPL
\$12,125	\$24,250	\$36,375	\$44,863	\$48,500

## GLOSSARY OF TERMS

**Free Application for Federal Student Aid (FAFSA):** The FAFSA form is used to determine the financial contribution that a family is expected to make to attending a postsecondary institution. The information that families provide on FAFSA forms is used to determine student's eligibility for student grants (including Federal Pell Grants), work study programs, and loans.

**Intergenerational Poverty:** Poverty in which two or more successive generations of a family continue in the cycle of poverty and government dependence. Intergenerational poverty is different from situational poverty, which is generally caused by a sudden crisis or loss and often temporary. Families living in intergenerational poverty often face significant barriers to move out of poverty. (Source: Utah Department of Workforce Services).

**Kindergarten Readiness Assessment:** Utah lacks a statewide readiness assessment, so we report readiness with a different measure for each district. Kindergarten readiness assessments provide information to close the readiness gap at kindergarten entry, inform early elementary instruction, and identify effective policies, interventions, and investments for young children.

**Living in Poverty:** In this report, living in poverty is defined as students who are enrolled in the Free or Reduced Lunch program or individuals that are below 185% of the federal poverty line (FPL).

**Minority:** Individuals who do not identify as white or Caucasian.

**Neighborhood Center:** Located in schools, apartment complexes, and community centers, neighborhood centers are the hubs of the communities they serve. As of December 2015, there were 25 neighborhood centers in the Promise Partnership Region - ten in South Salt Lake, four in Kearns, one in West Valley, two in Clearfield, four in Park City, and four in Midvale.

**Outcome:** In this report, result is synonymous with outcome. It refers to an aspiration we have for an entire population or school, neighborhood,

or regional-level community, not to data on participants associated with a particular program or organization. We chose our results because they are substantially similar to the results measured by PPRC member organizations, and because they are proven to be key drivers of young people's success.

**Promise Partnership:** A cross-sector group of individuals and organizations that align their work in neighborhoods where opportunity gaps are most persistent. Partners use data, community input, and research on what works to commit to a shared vision, address challenges and develop lasting solutions.

**Promise Partnership Regional Council (PPRC):** A group of CEO-level leaders from the business, education, philanthropy, state, county and municipal government, and the community who are working to align systems, resources, and community efforts around bold, shared goals that no single organization or sector can achieve alone. The PPRC is guided by the vision that all children, regardless of their circumstances, are healthy, successful in school through college, and ultimately have a career that provides financial stability for themselves and their families.

**Regular Place for Health Care:** a clinic or doctor's office that is regularly accessible and where patients receive preventative and acute care and are connected to more services as needed.

**Result:** (see outcome)

**SAGE (Student Assessment of Growth and Excellence):** Utah's state-mandated, computer adaptive assessment that is aligned to the state's core standards. Tests are administered in grades 3 through 11 in English, Math and Writing and in grades 4 through 11 in science.

**School Mobility:** In this report, students are considered mobile if they are enrolled less than 160 days in the same school (Source: Utah State Office of Education)



Gg have is  
had has him  
Hh  
Mm Nn Oo Pp Qq Rr  
on  
Ss Tt Uu Vv Ww Xx Yy Zz  
see the up

Na  
1  
2 ham  
3 jam  
4 yam  
5 ram  
6 Sam

Community School

Black and White Rabbits  
ABC

“ 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 dozens of organizations.  
UWSL broadly supports this collective work as a backbone organization