



RESULTS MATTER

EXECUTIVE SUMMARY

Our Efforts Continue

TABLE OF CONTENTS

EXECUTIVE SUMMARY
Our Efforts Continue

COLLECTIVE
IMPACT APPROACH
Beyond Traditional Collaboration

PRACTICES OF COLLECTIVE
IMPACT PARTNERSHIPS
Proven Practices for Results

ROADMAP TO SUCCESS
*The Outcomes We Work
to Change*

INTERGENERATIONAL
POVERTY, FAMILY FINANCIAL
STABILITY, AND HEALTH
Factors that Affect Achievement

ORGANIZING FOR IMPACT
*Aligning Regional and
Local Efforts*

PROMISE PARTNERSHIP
REGIONAL COUNCIL
Leading Lasting Change

COLLABORATIVE
ACTION NETWORKS
*Improving Systems by
Replicating Success*

PROMISE COMMUNITIES
*Strengthening Communities
from Cradle to Career*

PARTNER AND
COMMUNITY SCHOOLS AND
NEIGHBORHOOD CENTERS
*Academic and Community
Supports Under One Roof*

OUR COMPOSITION
*Promise Partnership Regional
Council Membership*

BASELINE DATA OVERVIEW,
SOURCES, AND GLOSSARY

Since 2014, leaders from businesses, government institutions, faith groups, nonprofits, school districts, and institutions of higher education have combined efforts to achieve results for our region's children and families. We - the Promise Partnership Regional Council members - are committed to hold ourselves accountable for these results. This report outlines that commitment and continued efforts.

Our work is organized around the principles of collective impact, a rigorous framework for overcoming a community's toughest problems. We recognize the unique contributions of more than 150 Promise Partnership organizations working for better conditions for children and their families, and we applaud their willingness to continuously improve and strive beyond "business as usual."

At the outset of our efforts in 2014, we compiled, disaggregated, and analyzed education, poverty, and health data that serves as baseline by which we measure our collective progress. This data draws from six Promise Communities in Clearfield, Kearns, Midvale, Park City, South Salt Lake, and West Valley as well as Canyons, Davis, Granite and Park City School Districts.

Since 2014, our region has seen positive movement in many of our shared key areas. In other areas, however, inequalities persists and we must rally as a community to improve opportunities for all children and their families. Our Roadmap (pages 11-12) presents the progress of our shared work to you, the community. The collective impact approach is neither quick nor simple, but it is rigorous, honest, and we believe the best approach for making progress on these issues.

Our work is organized into layers in order to engage and support leaders from all sectors and at all levels.

- **Promise Partnership Regional Council** is comprised of system, sector, and civic leaders with a stake in solving these problems. Intentional effort is made to coordinate membership across all major initiatives related to this work.
- **Collaborative Action Networks** convene to maximize the impact of partners working on common outcomes.
- **Place-based Promise Partnerships** respond to the unique composition and needs of the communities where we focus.
- **Partner and community schools and neighborhood centers** provide places to launch proven programs and strategies that directly benefit children and their families.

We thank our many partners for daily contributions to this important work, and we invite you to join us to strive for even greater impact as our work continues.



Dr. Martin Bates

Superintendent
Granite School District

Founding Co-Chair
Promise Partnership Regional Council



Mark Bouchard

Senior Managing Director
CBRE

Outgoing Founding Co-Chair
Promise Partnership Regional Council



Kirk Aubry

Chairman and CEO
Savage

Incoming Co-Chair
Promise Partnership Regional Council

PROMISE PARTNERS INCLUDE

4 

SCHOOL DISTRICTS

5 

HIGHER EDUCATION INSTITUTIONS

5 

STATE SYSTEMS

150+ 

BUSINESSES, PHILANTHROPISTS
AND COMMUNITY ORGANIZATIONS


6 

COMMUNITIES



1000s

OF VOLUNTEERS



370,000

CHILDREN AND YOUNG ADULTS
(AGES 0-24 YEARS OLD)



COLLECTIVE IMPACT APPROACH

There's Something Special Happening Here

"Schools alone cannot solve all the challenges facing students and families. Lasting solutions require collaboration, and the Promise Partnership Regional Council has brought the right partners to the table to find solutions for our students. We are seeing very positive results, but there is a lot of progress we still have to make to achieve the equitable outcomes that young people deserve."

– Dr. Martin Bates, Superintendent, Granite School District
Founding Co-Chair, Promise Partnership Regional Council

BEYOND TRADITIONAL COLLABORATION

Countless individuals, programs, and organizations work to address poverty, improve health, and create educational opportunities in our region. Although great progress has been made, we know that inequalities still exist. We believe that cross-sector, outcome-focused partnerships taking action to align policies, programs, and resources are the only way to resolve inequalities and to improve results for all children.

Our collective impact approach to solving these complex social problems engages the wisdom and experience of the community through the alignment of efforts across sectors. Together, parents, teachers, students, educators, businesses, philanthropists, nonprofits, elected officials, faith-based organizations, and government agencies focus on creating strategies that benefit the entire community¹.

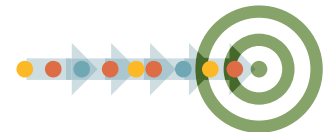
ISOLATED IMPACT



TRADITIONAL COLLABORATION



COLLECTIVE IMPACT



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 guide the way we work together. We focus on aligning goals, outcomes, data sources, and our understanding of what drives current realities. We do this to reach deeper, more rapid, and more scalable impact on shared outcomes.

PRACTICES OF COLLECTIVE IMPACT PARTNERSHIPS

The PPRC follows the proven practices for high-quality collective impact partnerships, developed in the 2011 *Stanford Social Innovation Review* and StriveTogether's Theory of Action².

Like other rigorous collective impact partnerships around the country, all PPRC stakeholders agree to follow the components of high-quality collective impact partnerships:

- ③ We establish a **common agenda** that defines the measurable outcomes to be improved within a specific geography. All partners commit to share accountability for the success of the efforts and involve all sectors of the community in meaningful ways
- ③ We make **data-driven decisions** by using baseline data to set targets, compiling, sharing, and studying new data as it becomes available. We disaggregate data as a strategy to eliminate our region's disparities and regularly update the community on progress. A continuous improvement mindset guides our work
- ③ We **actively align** our region's many resources by mapping and coordinating assets and spreading the strategies that are producing results
- ③ We **communicate continuously** using agreed-upon vocabulary to keep all partners and the public informed and engaged in the vision and work. Decisions are made on the basis of objective evidence and the best possible solution to problems, and we share responsibility for challenges and attributions of success. We recognize that trust and strong relationships are the foundations of social change
- ③ We build and support volunteer, public policy, communications, data, and partnership **backbone infrastructure** to convene, facilitate, and support partnership work.

See sources on Page 15

ORGANIZING FOR IMPACT

Social change that lasts requires work in homes, schools, neighborhoods, and key systems. The visual below illustrates how the local and regional work of multiple agencies connects to magnify the impact of efforts at each location.

PROMISE PARTNERSHIP REGION

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



LEADERSHIP

The **Promise Partnership Regional Council** consists of nearly 40 institutional leaders from multiple sectors who share accountability to improve education, health, and family financial stability outcomes for the 370,000 young people in our region. The PPRC removes barriers and advocates to test, sustain, and grow efforts that improve localized results.



SYSTEMS

Collaborative Action Networks bring together partners engaged in improving a specific outcome at a regional scale. Collaborative Action Networks are focused on Kindergarten Readiness, 3rd Grade Reading, 8th Grade Math, High School Graduation, College Access and Completion, Family Stability, and Health Access and Behaviors.



COMMUNITIES

Place-based Promise Partnerships are initiatives in specific communities with defined identities, relationships, and assets that, when intentionally aligned, impact the outcomes on our Roadmap to Success for the entire community. Current Promise Partnerships exist in Clearfield, Kearns, Midvale, Park City, South Salt Lake, and West Valley.



SCHOOLS AND NEIGHBORHOOD CENTERS

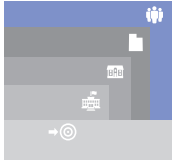
36 Partner and Community Schools and **6 Neighborhood Centers** provide places to launch proven academic supports and community services aligned with school practices, directly impacting children and their families. Canyons, Davis, Granite, and Park City School Districts as well as Guadalupe School act as hubs for these academic and community supports.



COLLECTIVE IMPACT

At each level, rigorous practices are essential to achieve results:

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



LEADERSHIP

Promise Partnership Regional Council

“As a Promise Partnership Regional Council, we are using our relationships and resources to transform the lives of children and families. Our ability to help our children be successful and move out of poverty depends on leaders and institutions, public and private, doing different work than they have done before. I have seen firsthand how the PPRC has been influential in using policy change to support our schools and our children’s multiple needs that, unmet, can become barriers to learning.”

- Senator Ann Millner

WHAT IT IS

The Promise Partnership Regional Council consists of nearly 40 leaders from the community, business, education, philanthropy, state, county, and municipal government. They are working to align systems and resources around bold, shared goals that no one 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.

WHY IT MATTERS

The PPRC is a game changer. Systemic barriers are hard to address, particularly given that they are often interrelated and political. By bringing together community leaders, and connecting them directly to partnerships working on the ground, the PPRC can create the political will and institutional endorsement to overcome our community’s most challenging systemic barriers. Using the Roadmap to Success as our guide, we have clear focus on the work we need to do to improve those outcomes, including both incremental and breakthrough changes.

COLLABORATING FOR KINDERGARTEN READINESS

During 2016, the Promise Partnership Regional Council focused our efforts on early learning outcomes with the ultimate goal of increasing kindergarten readiness rates in our region. With this shared focus, we pursued three distinct strategies to help us achieve that goal: 1) Ensure all low-income children in our region have access to high-quality preschool opportunities; 2) Increase the number of low-income infants, toddlers, and preschoolers receiving developmental screening and follow-up interventions; and 3) Work with Utah’s district superintendents to develop and pilot a statewide kindergarten readiness assessment. This allows districts and early childhood providers to identify promising practices and take them to scale. It is also designed to inform investments, support, and instruction for children before kindergarten.



PHOTO: EAST MIDVALE ELEMENTARY



SYSTEMS

Collaborative Action Networks: Improving Systems by Replicating Success

“Working in partnership with multiple state and local organizations, invested stakeholders, and hopeful schools, all focused on the same goal, we were able to pilot a program that offered regular, structured, literacy instruction and enrichment for at-risk students during the summer months. With the support of school administrators and dedicated teachers we have had great success. I know that investing this level of focus and collaboration with all the necessary partners will lead to long-term positive outcomes for our students.”

- Lisa Wisham,
Education Specialist, Utah State Office of Education
Co-Chair, Early Grade Literacy Collaborative Action Network

WHAT IT IS

Much like the saying “the whole is greater than the sum of its parts,” Collaborative Action Networks work to align multiple contributions to leverage impact and improve outcomes at a greater scale. Networks are able to identify systemic barriers, problems that can’t be solved through programming alone, and work with PPRC leaders to address these challenges. Current Promise Partnership Collaborative Action Networks strive to make improvements in the areas of kindergarten readiness, elementary literacy, health access and behaviors, and chronic absenteeism.

WHY IT MATTERS

Throughout our region, many well-meaning organizations and programs perform the same or similar services intended to improve outcomes. By convening Collaborative Action Networks, sharing expertise, resources, and data is made possible, along with sharing important lessons learned. This collective impact approach allows for the replication of success, scaling of ideas to other sites, and reduction of costly redundancies.

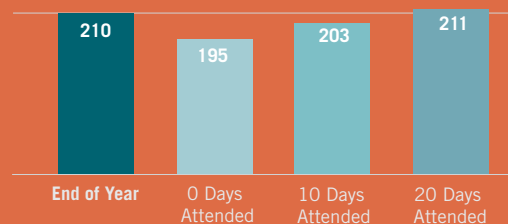
SLOWING THE “SUMMER SLIDE”

One of the major barriers to higher reading abilities is summer learning loss. Students can make significant gains during the school year only to lose academic ground while school is adjourned for summer. The Elementary Reading Network is a working group of educators who share the goal of improving reading proficiency in elementary schools, year-round.

In 2016, the Elementary Reading Network worked with teachers and partners to establish a framework for high-quality literacy instruction during summer programming. This framework for summer school instruction made it possible for students to receive 90 minutes of daily literacy instruction from a certified teacher. School staff, including teachers, administration, and community school directors were key in identifying students with low reading scores for targeted enrollment.

Since the initial results from Oquirrh Hills Elementary, the Elementary Reading Network has been able to spread these practices to six schools in South Salt Lake and West Valley City. All six schools have seen a meaningful reduction in summer learning loss. This initial success has attracted financial investment and new partners, and in 2017, the Elementary Reading Network will build on its learnings to impact summer learning loss for additional students.

Low-income Students Entering 3rd Grade Suffered No Loss in Reading Levels with 20 Days of Programming





COMMUNITIES

Strengthening Communities from Cradle to Career

“With the partnerships we’ve developed in South Salt Lake, we’ve been able to provide so many opportunities for our residents. Our vision to make sure every South Salt Lake child has the opportunity to attend and graduate from college couldn’t be accomplished on our own. It takes all the partners coming to South Salt Lake to impact the lives of children and families they don’t even know - that is making all the difference. Together, we are doing ten times more than what we could accomplish alone with just our city employees and resources.”

- Mayor Cherie Wood, City of South Salt Lake

WHAT IT IS

Starting in 2011, place-based Promise Partnerships have grown to include communities within Canyons, Davis, Granite, and Park City School Districts. These communities include:

Promise Clearfield	Park City Promise Advocates
Promise Kearns - The Future We Choose	Promise South Salt Lake
Promise Midvale	Promise West Valley

WHY IT MATTERS

At a community level, the PPRC supports locally-based work led by cities and counties. This structure enables Promise Partners to be responsive to the unique make-up and needs of each community. Developing kindergarten through 12th grade networks of services throughout schools in a community allows for a continuum of support for children and families, ensuring that services are available to a family while their children advance from kindergarten through high school graduation.

CREATING OPPORTUNITY AND IMPROVING CONDITIONS

Over the course of six years, under the leadership of Mayor Wood and the City of South Salt Lake’s Promise Department, we have built cross-sector, outcomes-focused partnerships in South Salt Lake, one of the Wasatch Front’s highest need communities. Today, 112 partners are working toward the outcomes on our Roadmap to Success, and toward outcomes related to neighborhood safety and stability. The work is built on trust, data sharing, and the alignment of resources, programming, and advocacy.

Our longest partnership with the deepest infrastructure, Promise South Salt Lake and its nearly 25,000 residents are making progress on multiple measures in all schools and across the entire community:

- In five of the six South Salt Lake schools, the rate of growth in language arts and math from 2015 to 2016 on state-mandated assessments met or exceeded state and district average growth
- At Lincoln Elementary, proficiency jumped seven percentage points in math
- During the hours of 3:00 to 6:00 P.M., when afterschool programming is available, youth gang involvement has declined 62 percent since 2007



COMMUNITY SCHOOLS AND NEIGHBORHOOD CENTERS

Academic and Community Supports

“By working together, we are developing clearer goals and better alignment so that all the partners and faculty are focusing on the same things and truly addressing our students’ needs. We are now able to build a more engaged community of young learners willing to challenge the barriers of life in order to become successful young scholars.”

- Maile Loo, Principal, Kearns High School

WHAT IT IS

Throughout the Promise Partnership Region, thirty-six partner and community schools and six neighborhood centers serve approximately 106,000 low-income children and families annually. This strategy of community change allows individuals to seek not only quality education but also before-, after-, and summer school opportunities, adult education, financial supports, and regular access to physical, dental, mental, and vision healthcare.

WHY IT MATTERS

Community schools and neighborhood centers integrate proven community services and academic practices in the places where direct impact on children and families occurs. Programs are not simply co-located in these places. Instead, staff members, known as community school directors, strive to ensure services are aligned with existing efforts and programming to reach the right populations, decrease redundancy, and maximize impact.

In June of 2015, the Coalition for Community Schools recognized the community school efforts throughout our region with a National Award for Excellence for bolstering student academic achievement, improving outcomes for families, and uniting neighborhoods.

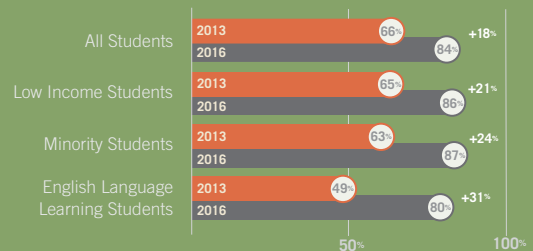
ALL IN FOR GRADUATION

Since Kearns High became a community school in 2012, the graduation rate has increased 13 percentage points, from 66 to 79 percent. This success can be attributed to the deliberate alignment of interventions and partners, including an all-hands-on-deck mentoring strategy and Next Generation Kids, the state’s data-driven strategy to curb intergenerational poverty.

Kearns High community school director monitors student attendance, behavior, and academic data to identify students facing barriers to graduation. As a community school, multiple partner organizations align efforts to support the academic mission of the school. Staff members from these organizations, alongside school staff, mentor students toward graduation and into post-secondary education opportunities. Parental involvement is key throughout the process.

Twelfth grade students are the primary focus of this strategy. Mentoring opportunities are also extended to incoming ninth grade students to preempt credit deficiency and avoid more intensive interventions closer to graduation.

Graduation Rates At Kearns High School Have Increased Over the Last Four Years



HEALTH AND FINANCIAL STABILITY

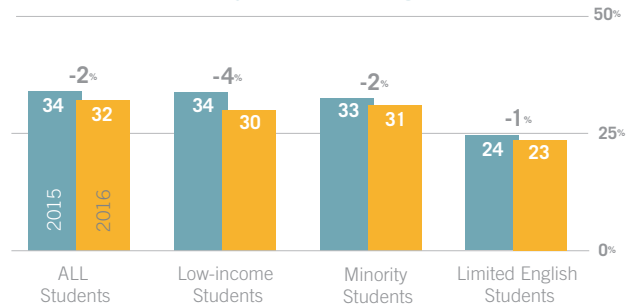
FAMILY FINANCIAL STABILITY

Children can only achieve their full learning potential when they are part of safe, connected communities and when their households can provide nutrition, housing, transportation, and quality time with caring adults. The PPRC addresses family financial stability through full-service community schools, alignment with the Intergenerational Welfare Reform Commission's efforts, and school mobility reduction strategies. (Students who transfer schools during the school year are at greater risk for academic and behavioral challenges.) Our aligned efforts are reducing school mobility in places like Promise Midvale. School mobility has been on the decline since Promise Midvale joined the PPRC in 2015, building on an already robust community school infrastructure.¹

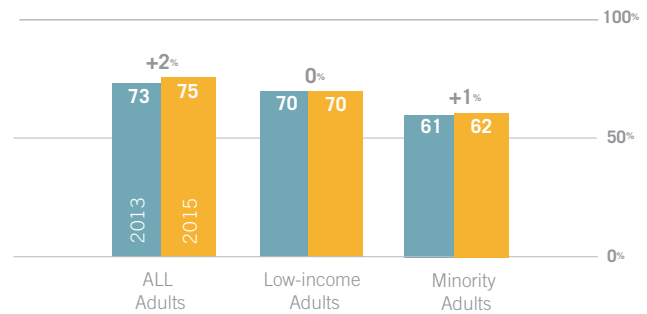
HEALTH

Children have difficulty learning when they have chronic toothaches, can't see the board, or miss days of school due to asthma or ear infections. It is also more difficult for parents to support their child's learning when they have unaddressed health problems. The PPRC works to ensure that no child misses out because their families can't find affordable health insurance or because they don't have a place to go for care.²

School Mobility is Decreasing in Midvale



The Percentage of Adults with a Regular Place for Health Care has Increased

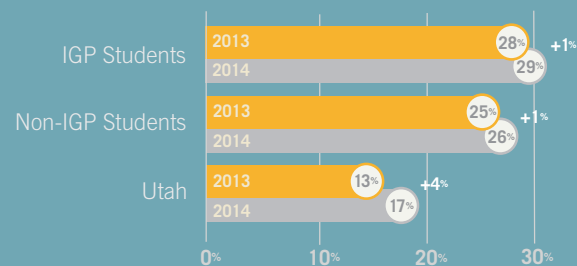


INTERGENERATIONAL POVERTY

The Intergenerational Welfare Reform Commission coordinates partners in nationally-recognized work to break the cycle of poverty. In 2014, roughly 128,800 children in Utah lived in intergenerational poverty - 38,000 of them in the PPRC region. The results on the PPRC's Roadmap to Success are aligned with the Commission's 19 indicators of childhood well-being. In Promise Kearns, Next Generation Kids is a key strategy in efforts to improve outcomes. The PPRC also aligns its work with the Commission through a focus on early childhood education and through Partnerships for Student Success, the Utah State Board of Education's grant for backbone organizations to form data-driven partnerships to improve educational outcomes for low-income children. The grant requires coordination with the Commission's five-and ten-year plan to address intergenerational poverty.

Optional Extended Day Kindergarten Participation Increases Slightly

All Kindergarten Students, School Year 2013-2014



Utah's Fifth Annual Report on Intergenerational Poverty, Welfare Dependency and the Use of Public Assistance, accessed February 1, 2017, page 29.

Sources:

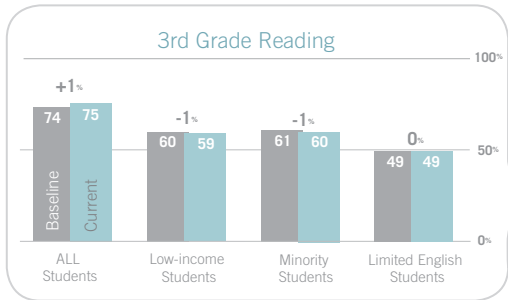
¹ Utah State Board of Education, Full School Mobility Rates - Students enrolled fewer than 160 days in the same school during the school year (Copperview, East Midvale, Midvale Elementary Schools; Midvale Middle School)

² Regular Place for Healthcare data: Responses to the question "Do you have one person you think of as your personal doctor or healthcare provider?" queried from Utah Department of Health Utah Behavioral Risk Factor Surveillance System (age-adjusted rates for Davis, Salt Lake and Summit Counties).

ROADMAP TO SUCCESS

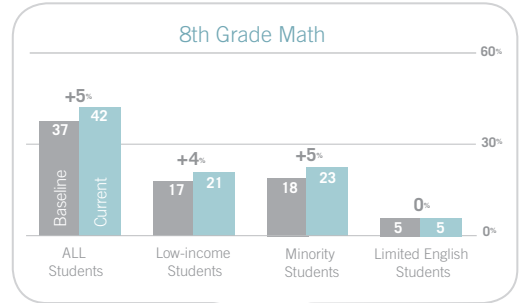
As a partnership we recognize that change takes time. Clearly as a region and as a state, we are not where we want to be when it comes to our core outcomes, but in schools and neighborhoods where we have the deepest partnership infrastructure, commitments to action, and data about what works, we are making progress most quickly (see bright spots on prior pages). We also understand that change at the scale we seek takes time - and that our rate of progression is similar, and in many instances, faster than in other communities that have embraced our rigorous approach. This knowledge only deepens our sense of urgency and our confidence that we can help every child achieve their potential.

Data Baseline Year 2014



STUDENTS WHO ARE PROFICIENT IN READING IN 3RD GRADE

are more likely to graduate from high school.⁴



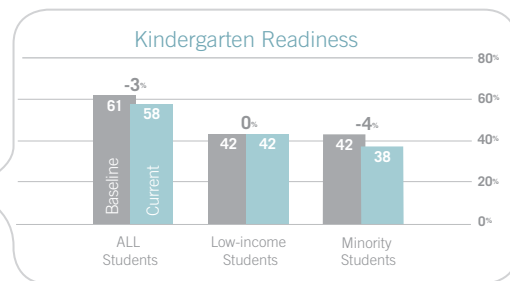
STUDENTS WHO ARE PROFICIENT IN MATH IN 8TH GRADE

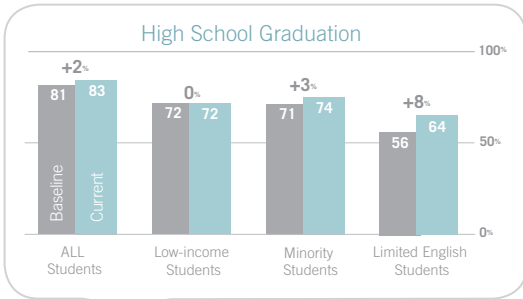
are more likely to complete college and be prepared for the workforce.⁵



CHILDREN WHO ARE KINDERGARTEN READY

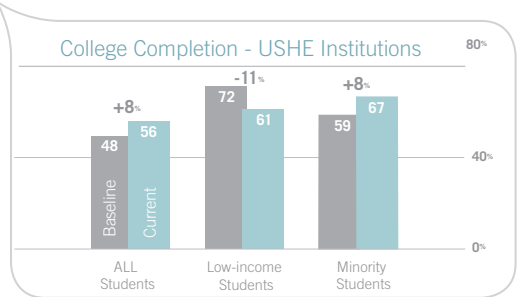
are more likely to have a foundation that supports future learning and health.^{3,7}





STUDENTS WHO GRADUATE HIGH SCHOOL

are less likely to experience poverty, receive public assistance, or become involved in the criminal justice system.^{6,*}



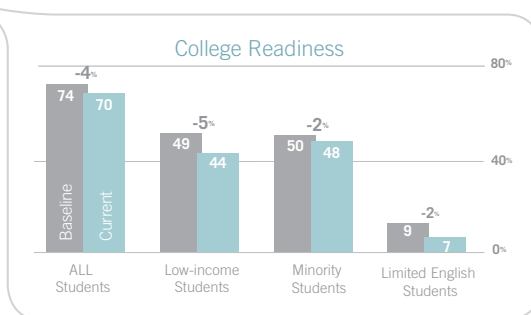
ADULTS WHO EARN 1-YEAR CERTIFICATES OR 4-YEAR DEGREES

are more likely to be financially stable, live longer, healthier lives, and be more civically engaged.^{8, 9,*}



STUDENTS WHO ARE COLLEGE AND CAREER READY

are more likely to have better employment and earnings opportunities.^{7,*}



PROMISE PARTNERSHIP REGIONAL COUNCIL MEMBERS

BUSINESS



Kirk Aubry
Chairman and CEO, Savage

Mark Bouchard
Senior Managing Director, CBRE

Kem Gardner
Chairman, Gardner Company

Dave Golden
Executive VP, Wells Fargo

Tom Love
President, Love Communications

Tom Morgan
Regional President, Zions First National Bank

John Milliken
President, Milcom, Inc.

Scott Ulbrich
Financial Advisor, Robert W. Baird

Mike Weinholtz
Executive Chairman, CHG Healthcare Services, Inc.

COMMUNITY



Bishop H. David Burton
Chair, Intergenerational Welfare Commission

Bill Crim
President and CEO, United Way of Salt Lake

Senator Ann Millner
Utah State Senate; EducationFirst

Mikelle Moore
Vice President, Community Benefit, Intermountain Healthcare

Steven Peterson
Managing Director, Welfare Department, LDS Church

Erin Trenbeath-Murray
CEO, Utah Community Action

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

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

Pamela Park
Assistant Superintendent, Davis School District

CIVIC



Mayor Benjamin McAdams
Salt Lake County

Mayor Jo Ann B. Seghini
Midvale

Mayor Mark Shepherd
Clearfield City

Commissioner Jim Smith
Davis County

Mayor Jack Thomas
Park City

Mayor Cherie Wood
City of South Salt Lake

HIGHER EDUCATION



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

Dr. Deneece Huftalin
President, Salt Lake Community College

Dr. Stephen Morgan
President, Westminster College

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

STATE GOVERNMENT



Dr. Joseph Miner
Executive Director, Utah Department of Health

Jon Pierpont
Executive Director, Department of Workforce Services

Tami Pyfer
Education Advisor, Governor Gary Herbert

Ann Williamson
Executive Director, Utah Department of Human Services

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, Grants Program, Daniels Fund

As of December 1, 2016

ROADMAP DATA DEFINITIONS

Kindergarten Readiness

Utah does not currently have a statewide measure of kindergarten readiness. For the report, each district provided its own readiness data and agreed to have it represented jointly. 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 kindergarten readiness data is a school year newer for the baseline and current years.

Canyons: 2014-15 AIMS web and 2016-17 Beginning of Year DIBELS Assessment, Kindergarten

Davis: 2014-15 and 2016-17 Beginning of Year DIBELS Assessment, Kindergarten

Granite: 2015-15 and 2016-17 Kindergarten Readiness Assessments

Park City: 2014-15 and 2016-17 Kindergarten Readiness Assessments

*Canyons and Park City introduced new kindergarten readiness assessments in Fall of 2016, which are not comparable to previous years.

3rd Grade Reading

2013-14 and 2015-16 End of Year (EOY) DIBELS assessment, Queried by Utah State Office of Education (USBE).

8th Grade Math

2013-14 and 2015-16 Student Assessment of Growth and Excellence (SAGE); Queried by Utah State Office of Education (USBE).

High School Graduation

School Year 2013-14 and 2015-16 Four Year Cohort Rates; Queried by Utah State Office of Education (USBE). * Baseline year high school graduation for low-income students is an estimate, due to reporting inconsistencies.

College Readiness

School Year 2013-14 and 2015-16 American College Test (ACT); Composite score of 18 or higher; Queried by Utah State Office of Education (USBE). * Baseline year college readiness for low-income students is an estimate, due to reporting inconsistencies.

College Completion

USHE: 2007-08 and 2009-10 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.

*Completion of certificate programs at Utah College of Applied Technology (UCAT) campuses is also a key piece of the local college completion puzzle. At campuses within the partnership region, 141 concurrently enrolled students were awarded certificates in 2014. In 2016, that number grew to 211 students. In addition, 152 students who had previously graduated from Promise Partnership school districts in 2014 and 2015 had earned post-secondary credentials by 2016.

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 2015; Table S1701. Due to limitations of the data source, families within the Park City School District boundary were not included.

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. For this report, we consider any family living below 200% FPL to be in poverty.

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

Data Sources:

¹ Crim, B. (2015). Collective impact on a national level - StriveTogether! Retrieved from <http://blog.uw.org/2015/07/29/collective-impact-on-a-national-level-strive-together/>

² Kania, J., & Kramer, M. (2011). Collective impact. Retrieved from https://ssir.org/articles/entry/collective_impact

³ Ounce of Prevention Fund. (2016). Babies are born learning. Retrieved from <http://www.theounce.org/>.

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“ We cannot seek achievement for ourselves and forget about progress and prosperity for our community... Our ambitions must be broad enough to include the aspirations and needs of others, for their sakes and for our own. ”

-Cesar Chavez



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