

2020 RESULTS MATTER REPORT OF
THE PROMISE PARTNERSHIP

PROMISE
PARTNERSHIP

Every Child, Every Step of the Way



RESULTS
MATTER

EXECUTIVE SUMMARY

Letter from the Promise Partnership Regional Council 2

What is the Promise Partnership 3

 COVID Response/ Stay Safe Stay Connected 4

 Community Report Card 5

 Data Definitions 6

 Roadmap to Success 8

 Kindergarten Readiness 10

 3rd Grade Reading 12

 8th Grade Math 14

 Postsecondary Readiness 16

 Postsecondary Completion 18

 Health 20

 Financial Stability 22

 What You Can Do 24

 Promise Partnership Regional Council 25

 Endnotes 26

EXECUTIVE SUMMARY

Letter from The Promise Partnership Regional Council

Dear Friends,

This past year was unprecedented. The impact of the COVID-19 pandemic was widespread, and we saw that students and families of color and families with low incomes were hit first, hit hardest, and are experiencing the slowest recovery. Combined with the national reckoning around racism, our collective understanding of how past and current choices shape the education and other systems has grown and changed how we work.

This deepening understanding caused us to rededicate ourselves to creating solutions for those who are most impacted, knowing it will benefit all.

It led us to double down on equitable community engagement in our work, seeking to involve parents, caregivers, teachers, and youth in designing strategies and being part of the decision-making process.

It pushed us to rally to meet immediate needs and take the long view for change; to shore up programs and work to change systems.

It reinforced the value of partnerships — we know we can do more together than we can do alone.

Out of great difficulty can come great opportunity, but only if we're laser focused on making changes to how things are done; we must ensure that our community is more inclusive and equitable as we move forward. Promise Partners are working together to ensure an inclusive recovery by reimagining education — pushing innovation and transformations in classroom practice, in district and state policy, and in adjacent sectors like housing and health care — so our systems work better for every family.

To every student, parent, teacher, administrator, healthcare worker, business, community member, civic leader, and anyone else who believes that equitable outcomes are possible and essential and who invests in our future every day, we thank you.

We're in this together.

Sincerely,



Kirk Aubry
President and CEO
Savage

Co-Chair
Promise Partnership Regional Council



Dr. Rich Nye
Superintendent
Ogden School District

Co-Chair
Promise Partnership Regional Council

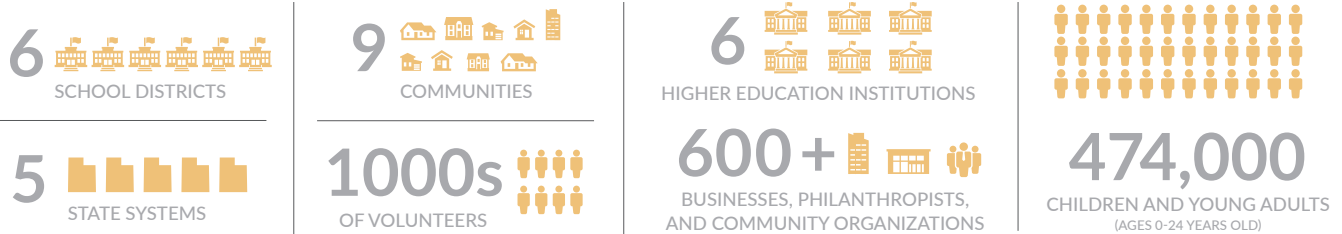


WHAT IS THE PROMISE PARTNERSHIP?

WHO WE ARE

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

PROMISE PARTNERS INCLUDE



WHAT IS COLLECTIVE IMPACT?

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

PROMISE PARTNERSHIP'S UNIQUE MULTI-TIER STRUCTURE

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

Definitions of each tier's role in helping our region's youth succeed, regardless of race, family income, or zip code, can be found in the infographic to the right. More information is available at promisearchive.org.



COVID RESPONSE

When the pandemic hit, Promise Partners stepped up. While still working together on long-term systems change, we simultaneously rallied to help meet our community's pressing immediate needs. Promise Partners worked together to design an emergency operations grant program for child care centers that helped keep hundreds of small businesses afloat and ensured quality care for thousands of families. Others worked to redesign school food delivery systems overnight so kids wouldn't go hungry. We worked to raise hundreds of thousands of dollars to help organizations that could get assistance to our undocumented community members left out of most federal and state stimulus efforts.

The examples are numerous. The lesson is that the relationship, equity, and results focus of our cradle-to-career partnership is strong, adaptive, and ready.

STAY SAFE, STAY CONNECTED

Among the powerful examples of Promise Partners rallying to keep kids and families at the center during the pandemic is an initiative called Stay Safe, Stay Connected. Designed to find, support, and reconnect students and families to school and to ongoing learning opportunities throughout the year, Stay Safe, Stay Connected:

Connected over

1,500

families with learning resources, programs, and basic needs assistance

Distributed over

1,400

laptops and Chromebooks to K-12 families without them

Equipped over

200

families with internet service

Rallied over

100

volunteers to do outreach, mentoring and tutoring for students who needed to catch up

Conducted "porch visits" with

220

students across several school districts who have been largely absent and completely disconnected from school this year

Stay Safe, Stay Connected continues into 2021, weaving together the efforts of many partners to ensure students are meaningfully reengaged in school, their families have what they need, and students can catch up academically and social-emotionally.



BRIGHT SPOT









Many of the students who attend Mount Ogden Junior High School, a Title 1 school in the Ogden School District, face economic challenges that create barriers to academic success. These barriers include not having a computer and a lack of internet access. Due to the COVID-19 pandemic, and the resulting move to online learning, it became crucial that students have both at home so that they could continue to engage in their academics. Thanks to generous donations, 10 Mount Ogden students were provided with those essentials. The nominated recipients were students who had financial need and were also

highly engaged. Here is what one of our students had to say, "It has been very helpful when my school Chromebook does not let me access websites for my assignments and for school projects. It has been helpful to be able to download my own personal files that I need and to have a Chromebook to myself. It has been especially useful since I've been remote learning. I've been able to use it to get all my online assignments and meetings done and to get in contact with school staff and teachers."

COMMUNITY REPORT CARD

Our Progress

Below are the cradle-to-career outcomes that we track as a partnership. We publish these results because we believe that through publicly shared accountability and aligned action we can do better. This table reflects data for each of the results on our Roadmap to Success since 2014, the baseline year for our multi-district regional partnership. Due to a new data agreement, baseline percentages and yearly percentages may have changed, but trends are similar. Since 2014, five of eight outcomes have improved at a regional level since we began tracking the indicator.

		BASELINE	CURRENT YEAR	CHANGE SINCE BASELINE*		
 KINDERGARTEN READINESS	All Students	Literacy	57%	57%	0%	●
		Numeracy	69%	72%	3%	●
	Low-Income Students	Literacy	35%	31%	-4%	●
		Numeracy	50%	53%	3%	●
	Students of Color	Literacy	35%	35%	0%	●
		Numeracy	50%	53%	3%	●
	English Language Learner Students	Literacy	26%	23%	-3%	●
		Numeracy	39%	40%	1%	●
 3RD GRADE READING PROFICIENCY	All Students	72%	64%	-8%	●	
	Low-Income Students	59%	47%	-12%	●	
	Students of Color	59%	48%	-11%	●	
	English Language Learner Students	49%	40%	-9%	●	
	 8TH GRADE MATH PROFICIENCY	All Students	34%	42%	8%	●
Low-Income Students	16%	21%	5%	●		
Students of Color	17%	23%	6%	●		
English Language Learner Students	6%	10%	4%	●		
 HIGH SCHOOL GRADUATION	All Students	85%	90%	5%	●	
	Low-Income Students	75%	81%	6%	●	
	Students of Color	78%	85%	7%	●	
	English Language Learner Students	69%	79%	7%	●	
	 POSTSECONDARY READINESS (composite ACT score of 18+)	All Students	60%	64%	4%	●
Low-Income Students		36%	36%	0%	●	
Students of Color		35%	40%	5%	●	
English Language Learner Students		9%	12%	3%	●	
 POSTSECONDARY COMPLETION		All USHE Institutions in Region	40%	45%	5%	●
	Salt Lake Community College	23%	27%	4%	●	
	University of Utah	60%	70%	10%	●	
	Weber State University	35%	34%	-1%	●	
	 HEALTH (adults in good, very good, or excellent health)	All Adults	87%	85%	-2%	●
Low-Income Adults		76%	75%	-1%	●	
 FINANCIAL STABILITY (students changing schools mid-year)**	All Students	20%	13%	-7%	●	
	Low-Income Students	24%	19%	-5%	●	
	Students of Color	26%	19%	-7%	●	
	English Language Learner Students	24%	18%	-6%	●	

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

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



DATA DEFINITIONS

The Promise Partnership began working together in 2014 with only three districts, and by 2018 it had expanded to six. This presents a challenge in reporting data over time. However, given that the Promise Partnership uses a contribution mindset rather than an attribution mindset, we have opted to include data from all six districts in our baseline rather than just the original three. This is what it means to hold shared accountability for outcomes.



KINDERGARTEN READINESS

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

Utah State Board of Education. *Beginning of Year Kindergarten Entry and Exit Profile (KEEP)*. Baseline reflects the 2017-2018 school year and current year reflects 2020-2021.



3RD GRADE READING

% proficient in reading by end of 3rd grade

Utah State Board of Education. *End of Year Acadience Reading assessment (formally known as DIBELS)*. Baseline reflects 2013-2014. Due to the COVID shutdown of the school system, Acadience data is only available for the Middle of Year (MOY) assessments. Current data reflect the MOY 2019-2020.



8TH GRADE MATH

% proficient in math by end of 8th grade

Utah State Board of Education. *Readiness Improvement Success Empowerment (RISE) (formally known as SAGE)*. Baseline reflects 2013-2014. RISE is an end of year assessment and due to the COVID shutdown of the school system, assessment data is not available for school year 2019-2020. Current data reflect the EOY 2018-2019.



HIGH SCHOOL GRADUATION

% high school students graduating in four years

Utah State Board of Education. *Four-Year Cohort Graduation Rates*. Baseline reflects 2013-14 and current year reflects 2019-2020. Due to a data reporting issue in one district, the low-income graduation rate in school year 2013-2014 is under-reported.



POSTSECONDARY READINESS

% graduating seniors with a composite ACT score of 18 or higher

Utah State Board of Education. *ACT Composite Score of 18 or Higher*. Baseline reflects 2013-2014 and current year reflects 2019-2020. Utah made the ACT mandatory for all high school juniors in 2014-2015, which may impact comparability over time. A student scoring 18 will get accepted into open-access colleges, but may still need remediation. In 2019-2020, fewer students took the ACT due to COVID-19.



POSTSECONDARY COMPLETION

% of college students graduating within 150% of length of program

U.S. Department of Education, National Center for Education Statistics, *Integrated Postsecondary Education Data System*. IPEDS compare institutions and IPEDS summary tables. Baseline reflects 2012-2013 and current year reflects 2019-2020. Reflects the percentage of first-time, full-time students who graduate within 150% of the published time for the program (six years for a four-year baccalaureate degree and three years for an associate degree). This is a nationally accepted measure recommended by the National Center for Education Statistics. Institutions may adjust rates to account for time off for military service, LDS missions, and other situations.

Completion of certificate programs at Utah System of Technical Colleges (USTC) campuses is also a key piece of postsecondary completion. In 2019, 1,996 students graduated with one or more certificates from Davis Technical College and Ogden-Weber Technical College, the campuses within the Promise Partnership region.



HEALTH

% of adults who rate their own health as good, very good, or excellent

Utah Department of Health's *Indicator-Based Information System for Public Health*. Health indicator report of fair/poor health. Age-adjusted rates. Baseline year reflects 2013 and current year reflects 2019. Adults from Davis, Salt Lake, Summit, and Weber (which also includes Morgan) counties. Self-rated health questions are a common survey technique in health research and have been proven to be both valid and reliable in terms of measuring overall health.



FINANCIAL STABILITY

% of students changing schools mid-year

Utah State Board of Education. *School mobility rate, all grades*. Baseline reflects 2013-2014 and current year reflects 2019-2020. Students change schools for many reasons, including planned, positive reasons; however, unplanned, negative reasons for changing schools — such as housing instability — often have detrimental effects on student performance. Though school mobility rates do not differentiate the two, it can be presumed that the relative share of planned and unplanned moves is constant over time.

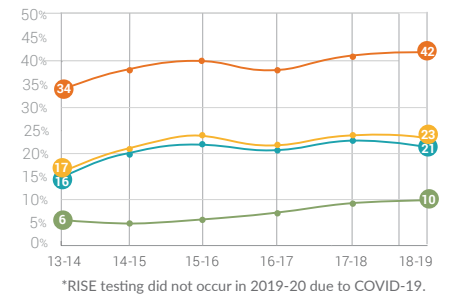


ROADMAP TO SUCCESS

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

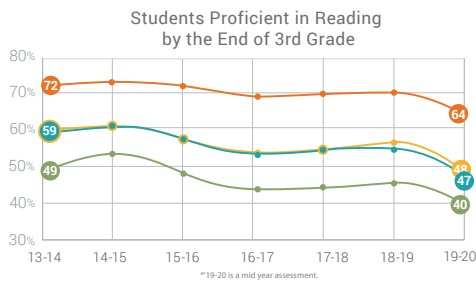
- All Students ●
- Students of Color ●
- Low-Income Students ●
- ELL Students ●

Students Proficient in Math by the End of 8th Grade



STUDENTS WHO ARE PROFICIENT IN READING IN 3RD GRADE

are more likely to graduate from high school.²



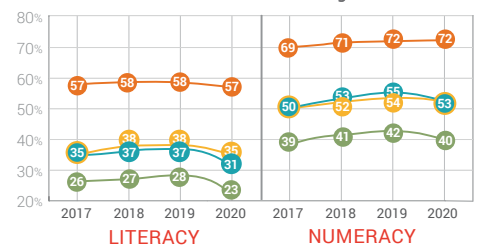
STUDENTS WHO ARE PROFICIENT IN MATH IN 8TH GRADE

are more likely to complete college and be prepared for the workforce.³

CHILDREN WHO ARE KINDERGARTEN READY

are more likely to have a foundation that supports future learning and health.¹

Children with Sufficient Knowledge and Skills to Succeed in Kindergarten*

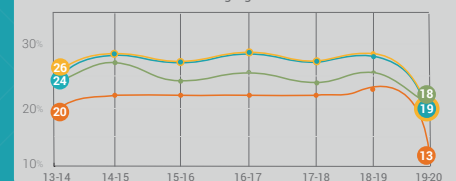


*Prior to the 2017-18 school year and an organized effort led in part by the PPRC, Utah did not have a statewide kindergarten readiness assessment.

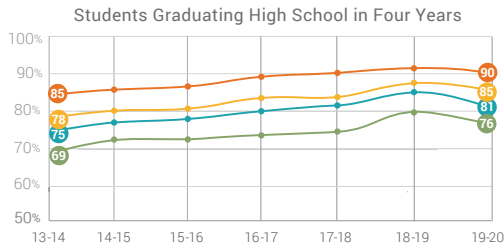
FINANCIALLY STABLE FAMILIES

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

Students Changing Schools Mid-Year



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



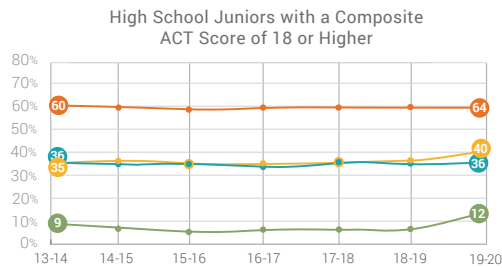
STUDENTS WHO GRADUATE HIGH SCHOOL

are less likely to experience poverty, receive public assistance, or become involved in the criminal justice system.⁴



STUDENTS WHO ARE COLLEGE AND CAREER READY

are more likely to have better employment and earnings opportunities.⁵

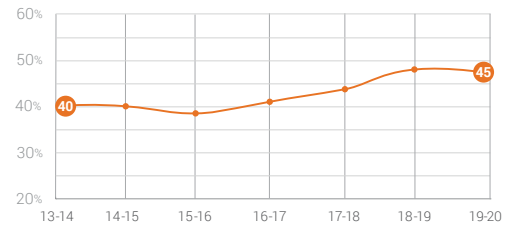


ADULTS WHO EARN CERTIFICATES OR DEGREES

are more likely to be financially stable, live longer, healthier lives, and be more civically engaged.⁶



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



CHILDREN AND FAMILIES THAT ARE HEALTHY

have better outcomes in a variety of areas, from attendance and performance in school to productivity and success in the workplace.^{8,9}



Due to space constraints, charts throughout the report have different scales to allow a close examination of group differences and changes over time.



KINDERGARTEN READINESS

All Children Enter Kindergarten Ready to Learn

Kindergarten Readiness Matters

The research is clear: focusing on the early years is the most impactful and cost-effective strategy we can use to improve long-term outcomes for low-income children.¹⁰ Investing in early childhood education significantly reduces social costs such as special education and remediation and subsequently increases the future earnings for the children involved, along with many other positive outcomes.¹⁰

45,000

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

13%

Return on Investment (ROI) for birth-to-five programs according to the most recent analysis.¹²

41%

of children of color in Utah are proficient in numeracy.

28%

of English Language Learners in Utah are proficient in literacy when they enter kindergarten.¹³

Contributing Factors

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

Preschool attendance

46%

of three- and four-year olds in the Promise Partnership region attend preschool.¹⁴

Early Childhood Development

10-20%

of Utah children could experience mental, emotional, developmental, and behavioral challenges.¹⁵

BRIGHT SPOT

5 Before 5

We launched our public education campaign, 5 Before 5 (see 5b45kids.com), and expanded it with robust media and social media strategies. This resulted in over 300 social media posts (Twitter, Instagram, and Facebook), and three television and print media spots. This campaign focuses on the 5 things kids need before they turn 5 (love, talk, read, count, and play), and is geared toward parents, helping them understand the importance of early learning and giving them easy, everyday things they can do to support their children's development. UWSL supports this effort, in collaboration with media partners (KSL), the State Board of Education, Envision Utah, Help Me Grow Utah, and other key partners. We are actively working with our partners to acquire data regarding online reach.



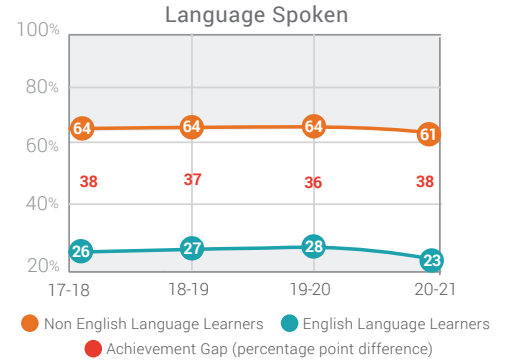
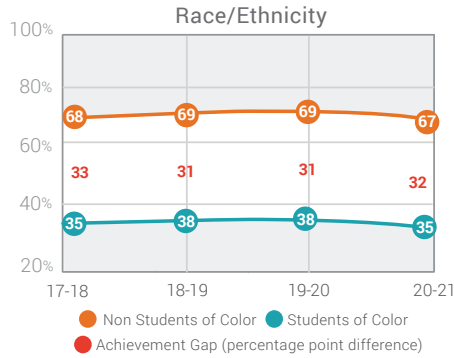
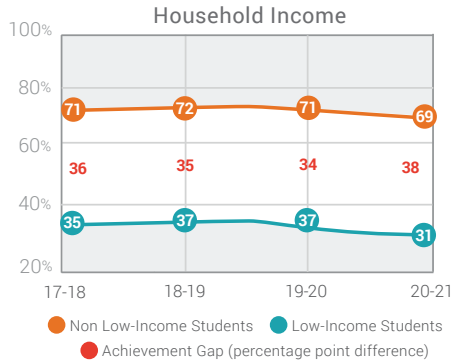
OUTCOMES AT SCALE

Children with Sufficient Knowledge and Skills to Succeed in Kindergarten

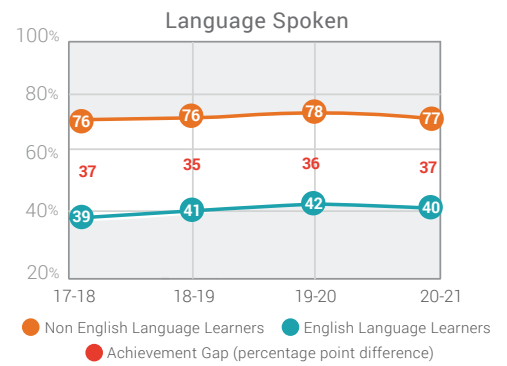
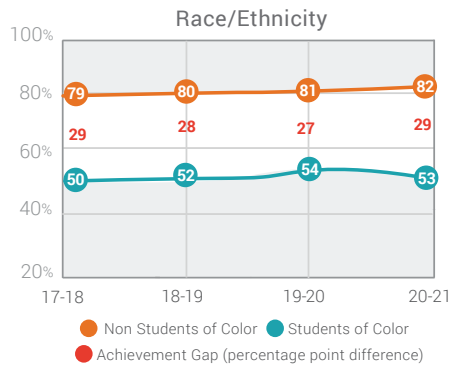
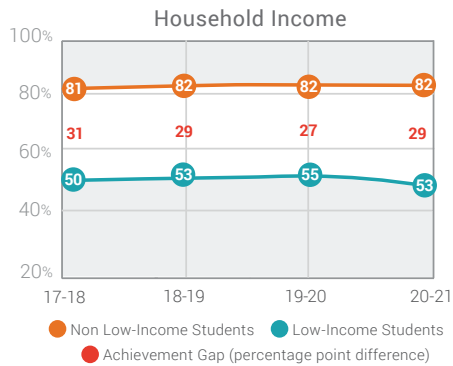
2 of 6 Achievement Gaps Closing

In 2017, Utah launched the Kindergarten Entry and Exit Profile (KEEP), Utah's first statewide kindergarten readiness assessment. The percentages below represent KEEP entry scores.

Literacy



Numeracy



PRESCHOOL INITIATIVE

Our kindergarten readiness network identified expanding preschool access and quality as the top priorities, with an emphasis on reducing barriers for low-income families and children of color in Salt Lake County. In order to do this, we identified key local issues that need to be addressed in order to gain support. These issues include the need for a mixed-delivery system, supporting parent choice, and aligning kindergarten transitions. We are currently using several short- to mid-term strategies (some highlighted below) to inform this effort and build political and social capital for a major preschool expansion.

We secured \$1M in one-time funding to support preschool demonstration initiatives (\$500k private + \$500k State). This public/private funding mix gives early childhood providers maximum flexibility to innovate and try new ways of aligning programming to ensure child/family centeredness. We are creating a process for awarding funding, plan to release the RFP by late spring, and select recipients by early summer. Recipients will pilot projects within Salt Lake County that align Local Education Authority preschool, Head Start, private preschool, and private childcare. We will support selected projects throughout the school year to aggregate lessons learned across pilot projects and identify the most effective solutions and those with the potential to scale.

“Attending these meetings makes me feel strong! I am learning. I am finding resources. I find helping hands. I am finding the right way. I always feel warm and welcome. No racism. No hate. So for me, attending these meetings is the best way to find resources, help, solutions and guidance.”

- Anobia Shahzad, Parent Leader in South Salt Lake Early Learning Network



3RD GRADE READING

All Children Read on Grade Level by 3rd Grade

3rd Grade Reading Matters

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

72%

of Utah fourth graders are above basic reading levels and **42%** are proficient according to national reading assessment data, both outpacing the national average.¹⁷

57%

of low income 1st-3rd graders are proficient in reading in Utah.¹⁶

26 percentage points:

the 2020 reading proficiency achievement gap between 3rd grade Promise Partnership region **Students of Color and white students**.¹⁸

Contributing Factors

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

First Grade Reading Proficiency

61%

of first graders in the Promise Partnership are proficient in reading.¹⁹

Second Grade Reading Proficiency

66%

of second graders in the Promise Partnership are proficient in reading.²⁰

Chronic Absence

43%

of 3rd grade students that are chronically absent are proficient in reading in the Promise Partnership region.²¹

BRIGHT SPOT

University of Utah Reading Clinic Helps Kids Succeed

University of Utah Reading Clinic is a community resource that was created by the 1999 Utah Legislature. UURC offers assessments and interventions to help struggling readers achieve grade-level proficiency in vocabulary, comprehension, and fluency. They also provide educators with professional development opportunities, preparing teachers to use Early Stepssm, Next Stepssm, and Higher Stepssm intervention models in their classrooms, ultimately helping more students succeed in reading.

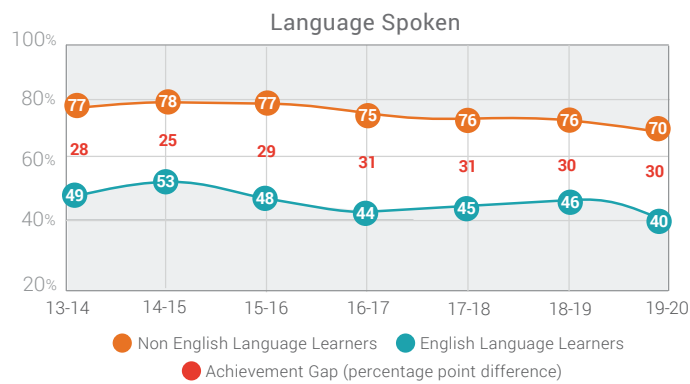
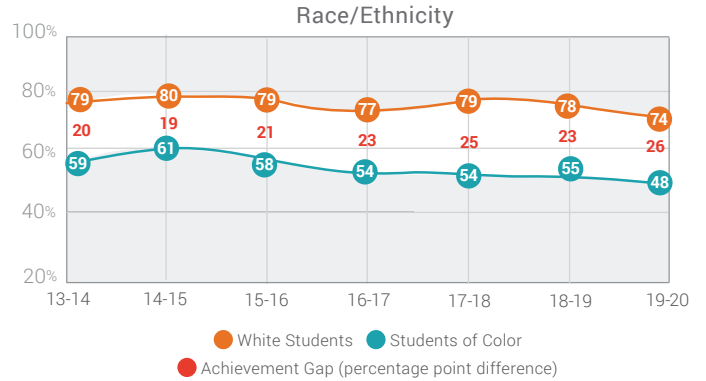
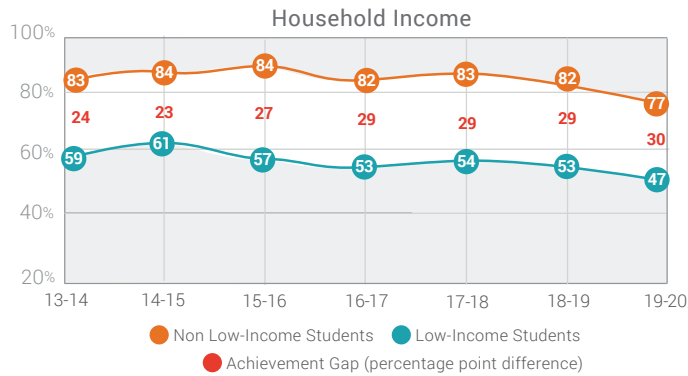
West Kearns Elementary, South Kearns Elementary, Millcreek Elementary, and Granger Elementary schools partnered with UURC during the 2020/2021 school year and saw a marked improvement in student reading engagement and ability. The need for extra tutoring was exacerbated by the move to remote learning that happened as a result of COVID-19. 67 students were identified by literacy coaches and classroom teachers as learners who would benefit from UURC services, pre-assessments were conducted, and tutoring commenced, either individually or in small groups.

Kayle was in kindergarten when COVID hit in March, 2020. A precocious, highly intelligent child whose first language is Spanish, Kayle did not fare well in a whole-class virtual learning environment. March 2021 found Kayle struggling in first grade, despite determined efforts by her family to help her become a strong reader. A UURC staff member picked her for Zoom Early Steps intervention, and after 20 sessions Kayle was reading at a strong end-first-grade level. Her teacher, Joey Brough, welcomed her back to in-person schooling in early April and was beyond thrilled at Kayle's reading and writing abilities.

OUTCOMES AT SCALE

Students Proficient in Reading by the End of 3rd Grade

0 of 3 Achievement Gaps Closing



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





8TH GRADE MATH

All Children are Proficient in Math by 8th Grade

Because of **COVID-19** and the resulting changes to the 2019-2020 school year, traditional end-of-year 8th grade math tests were not conducted. While the pandemic changed our ability to measure outcomes at scale, it did not change our core work of prioritizing math education for all Utah students. The results reported below are from the 2018-2019 school year, with the exception of chronic absence; that number is current.

8th Grade Math Matters

STEM and technology-related jobs account for one in seven jobs in Utah.²² But what does it take to get these jobs, and how do we prepare our students? To be highly qualified in STEM, students must be on track in math long before college, as far back as middle school and even elementary school.²³ For this reason, prioritizing math education in the early years is critical.

53% of Utah students were proficient in math in 2018-19.²⁴

36% of Utah students are not proficient in math at the end of 10th grade.²⁵

25% of low income first year students participating in postsecondary education enrolled in remedial math in 2019.²⁶

Contributing Factors

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

6th Grade Math Proficiency

37% of sixth graders in the Promise Partnership region are proficient in math.²⁷

Chronic Absence

7% of sixth-through eighth-grade students in the Promise Partnership region are chronically absent.²⁸

BRIGHT SPOT



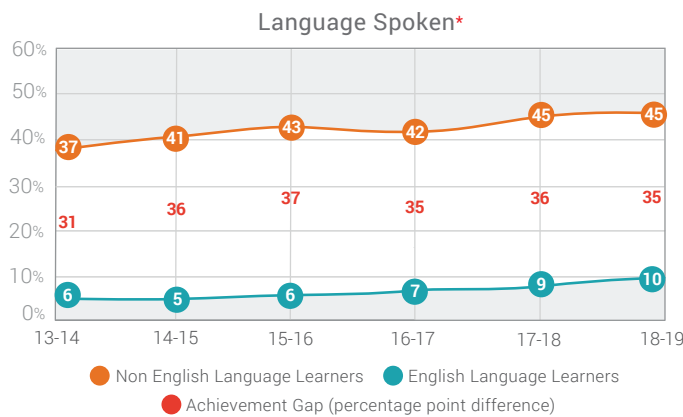
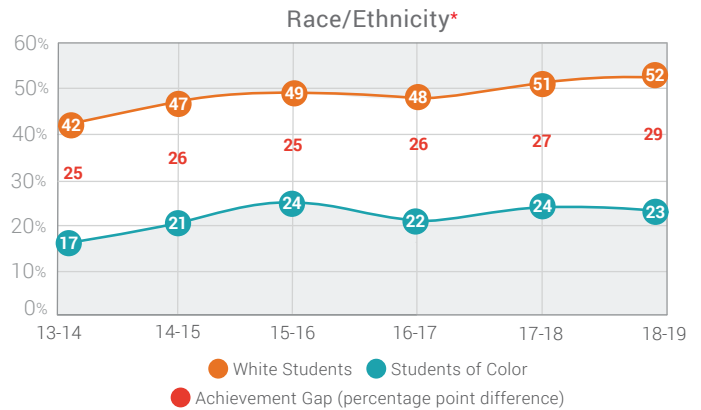
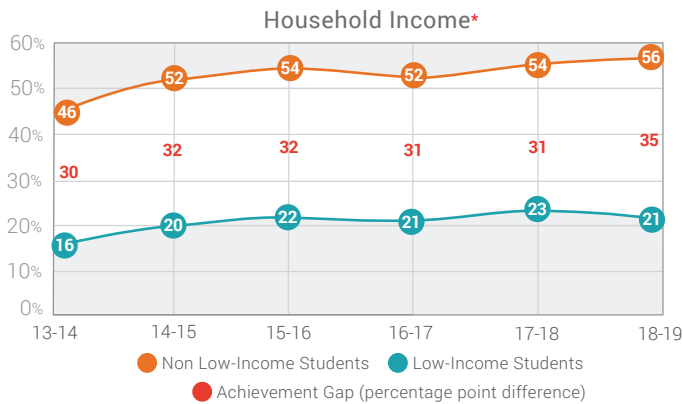
Increased Number of Students Testing at or Above Grade Level in the iReady Virtual Tutoring Program

COVID-19 presented an unexpected obstacle when it came to maintaining year-over-year improvements in 8th grade math proficiency in the PPRC region. The sudden shift to virtual learning left many students lacking critical one-on-one time with educators. In a small test targeting students earlier in their math careers to set them up for success in 8th grade, the **iReady virtual mentoring program** was introduced to all **53 Mill Creek Elementary School 3rd graders** at the beginning of the school year. Nearly 80 volunteers from **Mark Miller Subaru, Dominion Energy, Goldman Sachs, and elsewhere generously donated their time to work with students.** Students needing extra support worked with tutors each week via a video software platform. Initial diagnostic testing indicated that of those students, only four were testing at or above grade level, and 26 students were testing two or more grade levels below the national average. As we inch closer to the end of the school year, the number of students within the iReady program testing at or above grade level has tripled from four to twelve, and the number of students testing two or more grade levels below their target has decreased from 26 to 14. This net improvement demonstrates the importance and efficacy of individual tutoring, and plans are in place to scale and spread this model of tutoring.

OUTCOMES AT SCALE

Students Proficient in Math by the End of 8th Grade²⁹

0 of 3 Achievement Gaps Closing



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

Reaching out to families has been easier and they are more open to it than I thought. At first, making phone calls was hard for me. The more I have done it, the better responses I have gotten, and I am super excited now that I have more free time after school to do more ahead of time, leave my comfort zone again, and do visits. I anticipate a great response from families. Based on how parents responded to our math priorities and working with them on that, I don't see any hesitation with scheduling visits. I have seen behaviors improve in class as a result of reaching out to parents. Also, sharing goals for student growth has increased parent involvement from home.

- Hillside teacher

ACCELERATING RESULTS

Hillside Elementary Engages Parents in Math Standards

Hillside Elementary, a Promise Partnership Education Innovation Award winner, set out to identify the three or four math priority statements most essential for academic proficiency in each grade. Using three criteria, teachers worked together to create Hillside's Math Priority Statements and turn them into "I Can" statements (statements that express, from a student's perspective, the goal of each standard). The statements were then translated into Spanish and made into hallway posters to keep the priorities visible and top of mind. To help parents support their students, the statements were made into notecards and distributed, along with manipulatives and engaging math activities, to families to encourage learning outside of school.

Promise Partnership and Weber State Partner to Teach Math Best Practices

Promise Partnership has formed a new collaboration with Weber State University Mathematics Department to utilize their "8x8 Mathematics Teacher Leader Project." The project teaches educators the current best practices in mathematics instruction from the National Council of Teachers of Mathematics (NCTM) Principles to Actions Ensuring Mathematical Success for All and The 5 Practices in Practice. It includes the Eight Standards of Mathematical Practice and the Eight Mathematical Teaching Practices. Ultimately, this class is about creating classrooms where teachers experience joy teaching math concepts and students experience joy discovering math with deeper rigor and understanding. We anticipate this project giving educators not just a background in best practices but also the collaborative time to implement what they've learned in their classrooms.



POSTSECONDARY READINESS

All Students Graduate High School Ready for College or Careers

Postsecondary Readiness Matters

In today's economy, a high school diploma is no guarantee of a living wage, much less economic stability, and there are significant disparities in postsecondary readiness as measured by ACT scores. Ensuring that all students are ready for postsecondary opportunities is crucial for their future success.

11.7%

more concurrent credit hours were earned by Utah students over a year period from 2018 to 2019.²⁹

8

 percentage points:

the increase in Utah's graduation rate for Latino students since 2014.³⁰

20%

percentage point increase of mobile students who graduated from Utah high schools since 2013.³¹

Contributing Factors

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

ACT Scores

64%

of high school juniors in the Promise Partnership region meet the minimum for college readiness with a composite score of 18+ on the ACT.³²

Financial Aid

6%

fewer students in the State of Utah have completed the Free Application for Federal Student Aid (FAFSA) compared to the same time last year.³³

Early College Credit

11.4%

more students participated in concurrent enrollment courses between 2018-19 and 2019-20.³⁴

BRIGHT SPOT

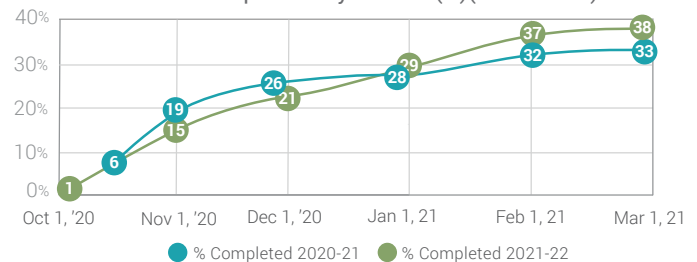
West High Outperforms State Average by 10+ Percentage Points

In the Promise Partnership Region, comprising six school districts, four-year high school graduation rates are increasing, and some racial equity gaps are narrowing. For three years UWSL has used the tools of improvement science to support boosting FAFSA completion rates via Impact and Improvement Networks (IINs).

In the midst of a public health pandemic, West High has been a bright spot in the Promise Partnership. They organized innovative approaches to improving FAFSA completion rates, assembling a College Readiness Team that included an IB Coordinator, Scholarship Coordinator, AVID Coordinator, Utah College Access Adviser, and GEAR UP Counselor. They also developed a College Readiness Canvas course that offered a step-by-step FAFSA module, and leveraged asynchronous instruction days to offer virtual FAFSA completion support using the Zoom platform.

All this paid off. West High has been a bright spot in the Promise Partnership during the 2020-21 school year, exceeding the state FAFSA completion rate average by 11 percentage points and their own completion rate for this time last year by 5 percentage points.

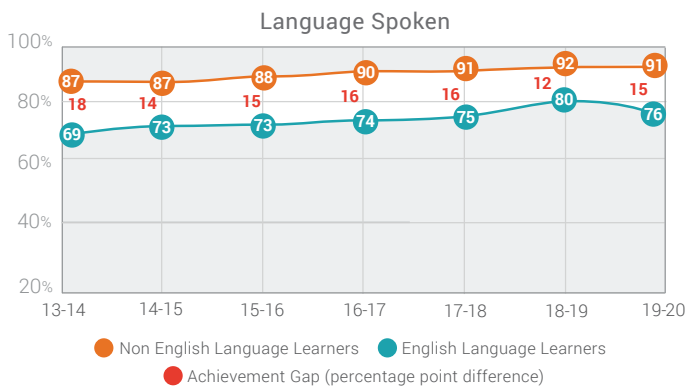
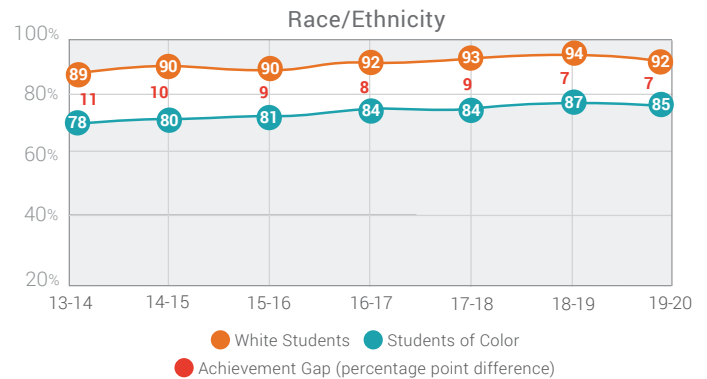
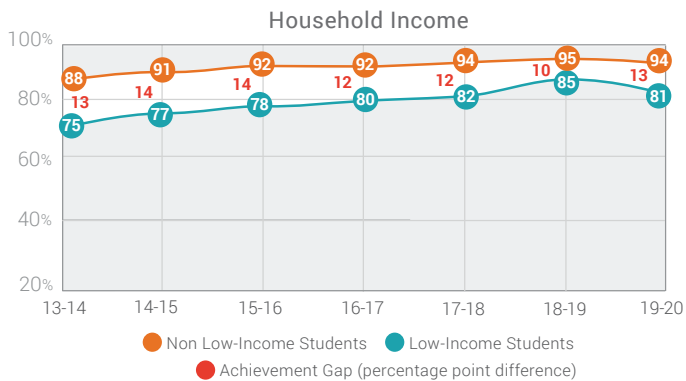
FAFSA Completion by Cohort (%) (2020-2021)



OUTCOMES AT SCALE

Students Graduating High School in Four Years⁴⁵

2 of 3 Achievement Gaps Closing



Classes at Salt Lake Center for Science Education are composed of a rich mix of learners. There are no high and low sections at SLCSE. All learners participate in rigorous courses, and it is this inclusion that is at the heart of SLCSE's success. SLCSE has a graduation rate of 100% and the demographics of their AP courses are representative of the schoolwide demographics. This kind of learning model is good for all students and crucial for breaking down systemic barriers for historically marginalized populations.

— Britnie Powell, Principal
Salt Lake Center for Science Education

ACCELERATING RESULTS

Rigorous Coursework at East High, SLCSE-Rose Park, and SLCSE-Bryant

Last year, our Promise Partnership Education Innovation Award winners included East High School and Salt Lake Center for Science Education (SLCSE) Rose Park and SLCSE Bryant Junior High. These schools are involved in providing rigorous coursework for every student. In these classrooms, because students represent various points of academic progress, there is opportunity for rigorous inquiry for all students, openness to new ideas about the validity of linear student mastery of material, and a richer learning environment that is more reflective of the “real world.”

East High School piloted their program by having all students in 9th grade take a Pre-AP English 1 course and an AP Geography course. They will be expanding their rigorous coursework into more subject areas and into 10th grade next school year. Teacher Stephanie Shelton said, “I have had multiple students tell me they would have never taken an AP class and after being enrolled, they are learning more about what they can do and have increased their academic confidence. A mom also told me she was surprised how well her daughter was doing because she never thought she would be able to be successful in AP courses, she would have to push her to pass classes in middle school and now she is getting A’s.”

SLCSE Rose Park and SLCSE Bryant Junior High have eliminated all tracking. They are inclusion-model schools; students with disabilities are mainstreamed and provided services within the general education classrooms. Their innovation is to expand their model into an elementary school to mitigate the harm often caused by early tracking.



POSTSECONDARY COMPLETION

All Adults Complete a Degree or Certificate

Postsecondary Completion Matters

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

\$400,000

the difference in lifetime earnings between college and high school graduates.³⁶

46.5%

of Utah high school graduates enrolled in a postsecondary institution within the first year of high school graduation.³⁷

22%

of people without a college degree live in poverty, compared to **6%** of those who have a bachelor's degree.³⁸

57%

the additional job opportunities college graduates have over non-college graduates.³⁹

Contributing Factors

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

Returning Students

59% | 66% | 89%

of full-time, first-time students return for their second year at Salt Lake Community College, Weber State University, and the University of Utah, respectively.⁴⁰

Utah Graduates

17%

more UTech graduates in 2019 compared to 2018.⁴¹

High school graduation

20%

more mobile students in the Promise Partnership region are graduating high school on time compared to six years ago.⁴²

BRIGHT SPOT

Weber State Becoming a Student-Ready College

Weber State University has made critical inroads to support first-year students who, in their first semester, place into developmental level courses in both English and math. The Wildcat Scholars program grew from a one-semester, first-year seminar course to a full first-year program with support from a Federal Department of Education Title 111 Strengthening Institutions Program Grant. Wildcat Scholars provides a learning community in which students who opt-in take three courses together in the first semester, including a new co-requisite English course. The course offers students college-level English credit at the same time they receive remediation and significant instructional and tutoring support. Students build a peer cohort in this model and benefit from course instructors working closely together to integrate the learning in all three classes. Wildcat Scholars students earn a first-semester average GPA of 2.65 compared to a 2.1 average for all students who place into developmental English and math (including Wildcat Scholars). For context, Satisfactory Academic Progress as defined by the Department of Education is a 2.0, and a GPA higher than 2.2 is the university's goal for first-year students.

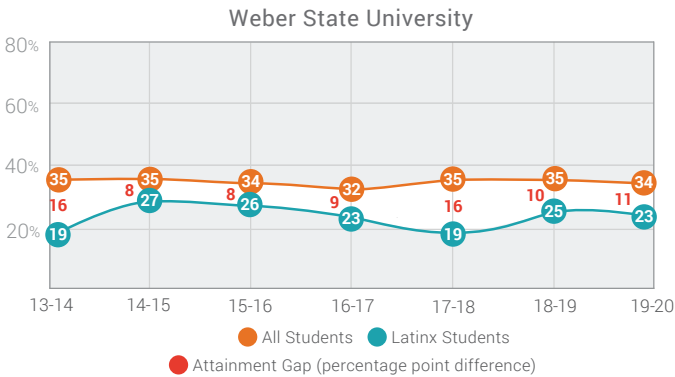
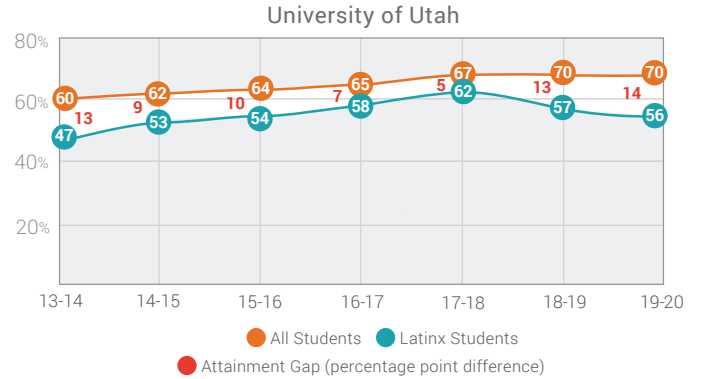
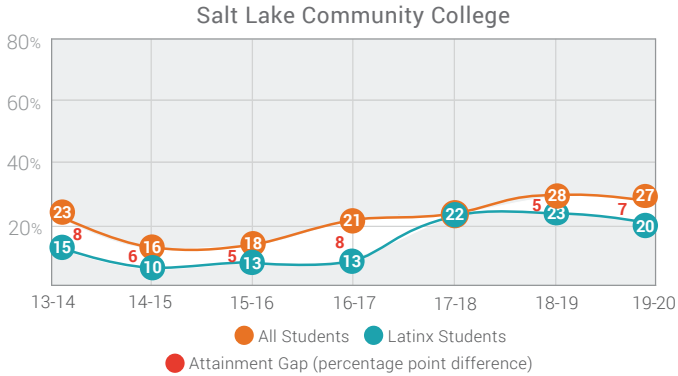
Wildcat Scholars students persist to a second semester at a rate above 75%, which is no different than the persistence rate for all first-year students. And it is higher than for students (including Wildcat Scholars) initially placed in developmental math and English, which is less than 70%. In the second semester, Wildcat Scholars can take a newly developed college-level math co-requisite course that meets their graduation math requirement and leverages math preparation from their first semester. Weber State recognizes, and is on the leading edge, of the student-ready college movement for Utah's degree-granting institutions.



OUTCOMES AT SCALE

College Students Graduating within 150% of Length of Program⁴³

2 of 3 Attainment Gaps Closing



“I was invited to join the Postsecondary Outcomes Network in fall 2020. I previously served as a mentor to high school students through the Utah System of Higher Education and one of my supervisors invited me to join. As a first-generation, immigrant, college student of color, I appreciate that the group has welcomed me and invited my contribution as an individual with valuable lived experience to contribute to our collective work focused on postsecondary readiness and completion. We have a really incredible group of cross-sector partners that are willing to center unheard voices and focus on racialized and income-based disparities among marginalized groups in the postsecondary space.”

- Obaidullah Barakzai, Student Body President, Westminster College

ACCELERATING RESULTS

Food Security & Postsecondary Completion

According to a 2018 survey from the Hope Center for College, Community, and Justice, **45% of students reported being food insecure in the preceding 30 days.** “Students historically have significant barriers to enrolling in SNAP,” said Alex Cragun, food security advocate at Utahns Against Hunger (UAH). Thanks to the Consolidated Appropriations Act of 2021, eligibility for the Supplemental Nutrition Assistance Program (SNAP, formerly known as Food Stamps) is temporarily expanded to include eligible low-income students enrolled at least half-time in an institution of higher education.

Additionally, SNAP benefits have been offered to students who qualify for work-study, even if they are not employed in a work-study position and to students who have a \$0 expected family contribution on the Free Application for Federal Student Aid. Cragun tells us, “This temporary expansion of eligibility will help many individuals who are seeking a degree or certificate. Too many college students experience hunger while in school and have to rely on the generosity of friends, family members, and community pantries to meet their needs.” As part of the Promise Partnership, Cragun has been providing this important new information to institutions of higher education, and leadership has been stepping up to ensure students are aware. For example, the Vice President for Student Affairs at Salt Lake Community College sent out an e-mail blast to all students and the University of Utah is going to post the information in their campus wide newsletter *@theU*.





HEALTH

All Adults and Children are Healthy

Health Matters

In Promise Communities, we strive to support a “culture of health,” where everyone — regardless of zip code or immigration status — has the opportunity to live a long and healthy life. Through innovative partnerships with dental and vision care providers, we are able to address basic needs while recognizing the value of health care coverage for children and their families’ ongoing health and financial security. We look for opportunities to cultivate healthier habits to last a lifetime.

44%

of Latino children represent the total child uninsured population, but they only make up **17%** of the total child population.⁴⁴

27%

of low-income Salt Lake County adults are unable to get needed medical care due to cost.⁴⁵

11.6%

of Salt Lake County 10th graders report high depressive symptoms.⁴⁶

Contributing Factors

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

Health Insurance

8%

of children in the Promise Partnership region do not have health insurance.⁴⁷

Physical Activity

50%

of Utah 9th-12th graders had at least 5 days of physical activity that lasted for sixty minutes.⁴⁸

Routine Care

30%

of people in the Promise Partnership have not received routine medical care in the past year.⁴⁹

BRIGHT SPOT

Social Determinants of Health

In 2019, at the request of leaders from healthcare and social services, we convened a partnership focused on the social determinants of health (SDOH) that will bring healthcare providers and payers more centrally into the work of the Promise Partnership. The work has continued to evolve and has required analysis of current work being done to find existing points of alignment. By engaging the healthcare, government, and social services sectors more comprehensively in our work, building broad understanding among our partners about the overlap between SDOH and our current work, and joining the Utah Department of Health in forming and leading a committee to establish shared strategies among partners to build out a statewide SDOH infrastructure — we believe in the coming year we’ll further accelerate results, reduce health disparities, and create more equitable outcomes for individuals, communities, and the systems overall.



Health Insurance

6% more Salt Lake County residents have health insurance than did in 2012.

9% more low-income people in Salt Lake County have health insurance than did in 2012.

Dental Care

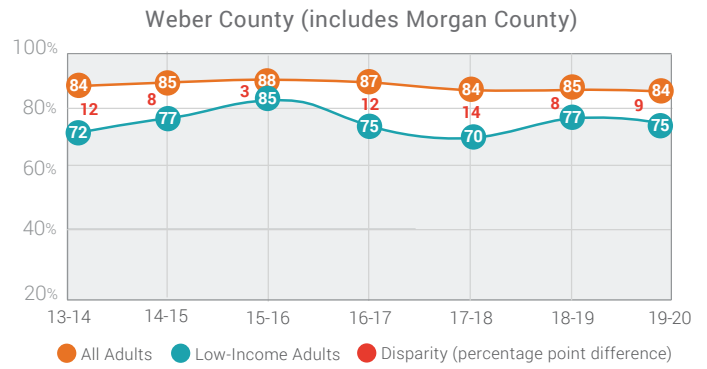
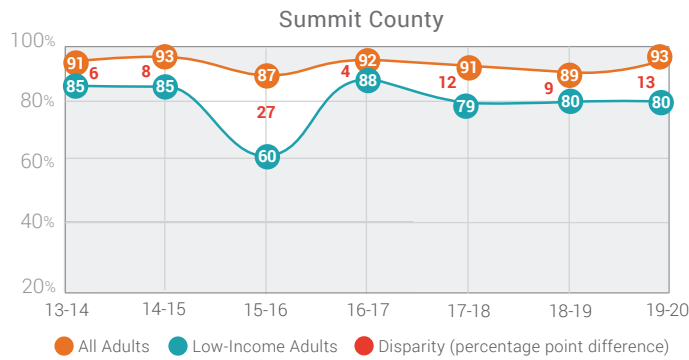
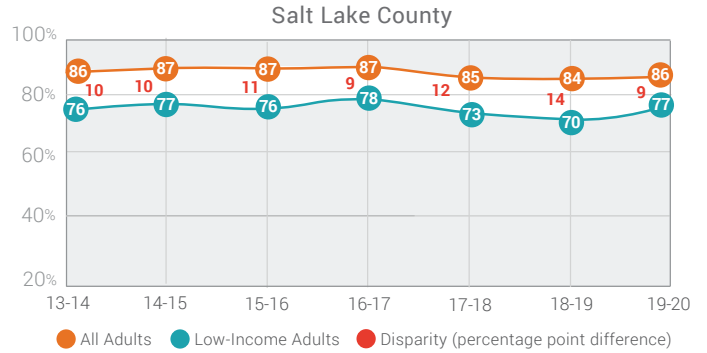
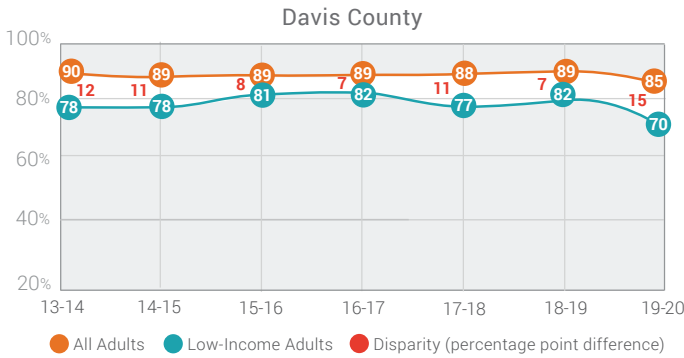
3% more people in Salt Lake County have seen a dentist in the past year compared to 2012.

13% more low-income people in South Salt Lake and Kearns have seen a dentist in the past year compared to 2012.

OUTCOMES AT SCALE

Adults in Good, Very Good, or Excellent Health

2 of 4 Disparities Closing



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

ACCELERATING RESULTS

The Promise Partnership Health Network has focused on initiatives that ensure children are healthy and receive a well-balanced diet. Before COVID-19, the network was working with schools to implement Recess Before Lunch and Smarter Lunchrooms, but shifted focus to make sure students had access to healthy foods by supplying additional fresh, canned, and healthy snacks to school pantries. The network is also working with researchers studying Universal School Meals through interviews and cost modeling to understand and help build support for this strategy to help address food security.

In addition to the focus of the Promise Partnership Health Network, United Way of Salt Lake and Utah 211 are working to partner with cities, school districts, and community organizations to reconnect students to their schools and make sure the recovery from the COVID-19 pandemic is inclusive. Stay Safe, Stay Connected is working with Salt Lake County school districts to develop plans and reach out to students and families that have been disengaged from the education environment. This project will test solutions in selected schools within the district and deploy volunteers or additional staff to connect with families and help connect them to community services like food, housing, utilities, and physical and mental health-related resources that might be needed.

“United Way of Salt Lake is poised to break through the talking and hoping and planning; they’re ready to fight the grip of poverty for thousands in our community. They have the funds and the people, both full-time and volunteer community leaders. United Way has a strong alliance with state and local government, business, and nonprofit leaders to execute our joint plan to help the intergenerational poor overcome the social determinants of poverty: lack of education, employment opportunities, health care, decent housing, transportation, and private/public mentoring and support. We are ready to go.”

-Gregory Bell, *President and CEO*
Health Hospital Association



FINANCIAL STABILITY

All Adults and Children are Financially Stable

Financial Stability Matters

Among the issues that keep families in the cycle of intergenerational poverty, housing affordability has risen to the top. At 211, the lack of affordable housing and housing needs consistently rank highest in terms of the need callers are trying to address. The lack of affordable housing has reached a crisis point due to the lack of supply and the onset of the COVID-19 pandemic, which disrupted efforts to provide affordable housing and financial support to families already struggling to make ends meet. As the year progressed, the roughly \$25 million appropriated to Utah to support rental assistance ran dry, and State and county funds were used to avoid an eviction crisis. These trends are expected to continue and worsen as the Salt Lake housing market remains active, rentals are sold, and incomes fail to keep up with housing costs, making it even more difficult to find affordable housing.

5.7%

of children in Utah are currently impacted by intergenerational poverty.⁵⁰

43%

of renters in Utah are very low income or extremely low income.⁵¹

16%

of Utah children may remain in poverty when they are adults.⁵²

10.9%

or **123k** people in Salt Lake County are food insecure.⁵³

Contributing Factors

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

Low-Income Children

36%

of children in the Promise Partnership region are economically disadvantaged.⁵⁴

Intergenerational Poverty

41,000

adults in Utah are impacted by intergenerational poverty.⁵⁵

Housing Shortage

-41,000

shortage of affordable rental homes for extremely low-income renters.⁵⁶

BRIGHT SPOT

Rental Assistance and Eviction Prevention

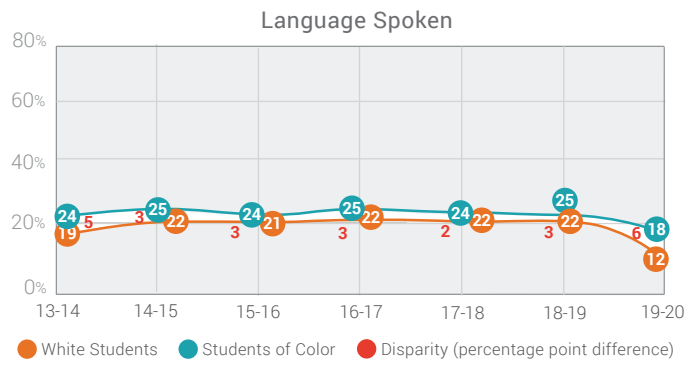
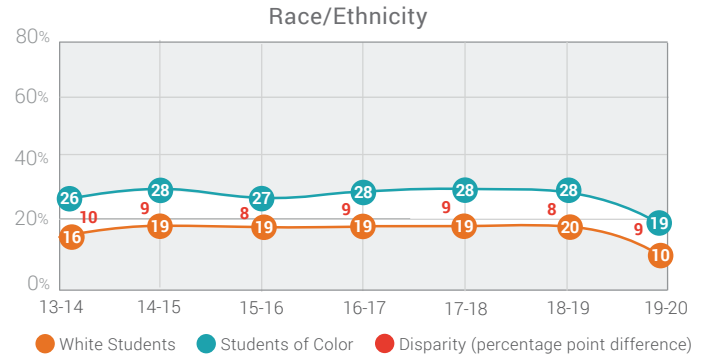
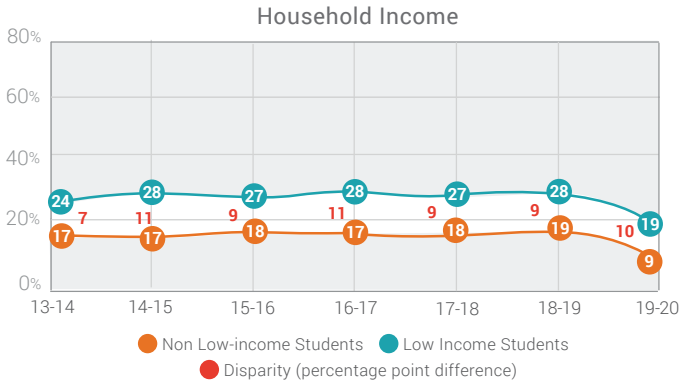
The Financial Stability Network rallied around the state and federal rental assistance and eviction prevention response to the COVID-19 pandemic. The pandemic shook the foundation of family financial stability, threatening an eviction tsunami for many who lost their jobs because of the economic downturn. When the Coronavirus Aid, Relief, and Economic Security (CARES) Act was passed in March 2020, the Network worked with 211 and housing service providers to help bring awareness to the available funds for families facing eviction. As this fund ran dry, the Network advocated to have the state supplement this fund and, ultimately, urged Utah's Congressional leaders to support the successful addition of almost 10x as many funds in the Bipartisan-Bicameral Omnibus COVID Relief Deal in December 2020. By the end of 2020, the Network had provided over 5,000 flyers and countless electronic materials to schools, nonprofit organizations, and other service providers to ensure those in need are aware of the services. The Network continues this effort, using an equity-focused lens with a particular focus on ensuring families of color receive information and services to maintain financial stability.



OUTCOMES AT SCALE

Students Changing Schools Mid-Year⁵⁷

1 of 3 Disparities Closing



WHAT YOU CAN DO

Achieving success for all children in our communities requires diverse talent, resources, and contributions. Whether you are part of a school, religious organization, business, public or nonprofit organization, or simply an individual who wants to help, **we need you!**



COVID-19 Response, Intervention, and Inclusive Recovery:

Consider contributing to support the Promise Partnership's efforts to build an equitable and inclusive recovery from COVID-19. Learn more at uw.org/for-partners/ or uw.org/for-companies/.



ADVOCATE:

Sign up to receive legislative action alerts and invitations to public policy efforts on topics that are important for education, health, family financial stability. Legislators listen to their constituents, so we need a broad range of individuals speaking with a unified message to make a difference! uw.org/get-involved/advocate

You can be a voice for change.



VOLUNTEER:

Get involved in a partnership by emailing partnership@uw.org. Or, commit eight hours a month and volunteer in schools that need support. Promise Partners provide numerous volunteer opportunities through United Way of Salt Lake that range from adopting a classroom and mock interviews with high school students to ongoing tutoring and mentoring. Volunteer as an individual, or commit your company to crucial service opportunities. [Volunteer now](#) or contact volunteer@uw.org



GO GRASSROOTS:

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



GIVE:

Commit to directing your philanthropic dollars to organizations that measure impact, work in a **Promise Partner community**, and are truly making an impact on the lives of children and families. Donate at give.uw.org.

PROMISE PARTNERSHIP REGIONAL COUNCIL

COMMUNITY



Greg Bell

*President/CEO, Utah Hospital Association***

Ari Bruening

Chief Executive Officer, Envision Utah

Bill Crim

President and CEO, United Way of Salt Lake

Moe Hickey

*Voices for Utah Children***

Tim Jackson

CEO, United Way of Northern Utah

Allyn Kau

*Community Member***

LeAnn Wood

Education Commissioner, Utah PTA

Jennifer Mayer-Glenn

*Director, University Neighborhood Partners***

BUSINESS



Kirk Aubry

*President and CEO, Savage**

Mark Bouchard

Managing Member, Pinehurst2 LLC

James Jackson

*Founder and Executive Director,
Utah Black Chamber*

Crystal Low

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

Brian McCallion

Managing Director, Goldman Sachs

Derek Miller

President & CEO, Salt Lake Chamber

John Milliken

President, Milcom, Inc.

Art Tuner

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

Scott Ulbrich

Corporate Secretary, UWSL Board of Directors

PRE K-12 EDUCATION



John Arthur

*Teacher, Meadowlark Elementary School,
Salt Lake School District*

Lexi Cunningham

*USSA Executive Director,
USBA Associate Executive Director,
Utah School Boards Association*

Sydnee Dickson

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

Jill Gildea

Superintendent, Park City School District

Larry Madden

*Interim Superintendent,
Salt Lake City School District*

Reid Newey

Superintendent, Davis School District

Rich Nye

*Superintendent, Ogden School District**

Rick Robins

Superintendent, Canyons School District

Logan Toone

*Assistant Superintendent,
Davis County School District*

HIGHER EDUCATION



Deneece Huftalin

President, Salt Lake Community College

Belinda 'Otukolo Saltiban

*Chief Inclusion & Diversity Officer,
Utah Valley University***

David Woolstenhulme

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

Allison Nicholson

*Program Manager, Sorenson Impact Center***

CIVIC



Andrew Gruber

*Executive Director
Wasatch Front Regional Council***

Robert Hale

Mayor, Midvale City

Ann Millner

Senator, Utah State Legislature

Aimee Winder Newton

Council Member District 3, Salt Lake County

Mark Shepherd

*Mayor, Clearfield City***

Jeff Silvestrini

Mayor, Millcreek City

Cherie Wood

Mayor, City of South Salt Lake

PHILANTHROPIC



Doug Elliot

Assistant Vice President, Daniels Fund

Jay Francis

President/CEO, South Valley Chamber

Kathie Miller

Founder, The Mark & Kathie Miller Foundation

Mark Miller

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

STATE GOVERNMENT



José Borjón

Head Consul of Mexico in Salt Lake City

Tracy Gruber

*Executive Director, Utah Department
of Human Services*

PROMISE PARTNERSHIP DETAILS

Networks, Communities, Schools, and Grassroots

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

Outcome-Focused Networks

Networks involve cross-sector partners working together to improve a specific, measurable outcome, and networks vary in their size and geographic coverage. Across the Promise Partnership, there are one or more networks for each of the following outcomes:

- > Kindergarten Readiness
- > 3rd Grade/Elementary Reading
- > 8th Grade Math
- > High School Graduation and Postsecondary Readiness
- > Postsecondary Completion
- > Health
- > Financial Stability
- > School Success

Partner Communities

Partner communities engage all the community service relationships and resources to achieve specific results for the entire community. There are partnerships in communities within Canyons, Davis, Granite, Ogden, Park City, and Salt Lake City school districts. These partner communities include: Bountiful, Clearfield, Kearns, Midvale, Millcreek, Ogden, Park City, Salt Lake City, and South Salt Lake.

Partner Schools and Neighborhood Centers

Partner schools and neighborhood centers integrate proven community services and academic practices in the places where families are already connected to improve education, health, and financial stability outcomes. In communities across the Promise Partnership, there are 43 partner and community schools and seven neighborhood centers.

- 1-Ounce of Prevention Fund. (2016). Babies are born learning. Retrieved from <http://www.theounce.org>.
- 2-Hernandez, D.J. (2012). Double jeopardy: How third-grade reading skills and poverty influence high school graduation. The Annie E. Casey Foundation.
- 3-Hein, V., Smerdon, B., & Sambolt, M. (2013, November). Predictors of postsecondary success. Washington, DC: College & Career Readiness & Success Center at American Institutes for Research.
- 4-Maynard, B. R., Salas-Wright, C. P., & Vaughn, M. G. (2015). High school dropouts in emerging adulthood: substance use, mental health problems, and crime. *Community Mental Health Journal*, 51(3), 289-299.
- 5-Mishel, L., Bivens, J., Gould, E., & Shierholz, H. (2012). *The state of working America*, 12th Edition. Ithaca, NY: Cornell University Press.
- 6-Vuolo, M. et al (2016). The value of educational degrees in turbulent economic times: Evidence from the youth development study. *Social Science Research*, 57: 233-252.
- 7-CDC. (2018). Healthy Kids. Successful Students. Stronger Communities. Improving Academic Achievement through Healthy Eating and Physical Activity. Retrieved from: https://www.cdc.gov/healthyyouth/health_and_academics/pdf/health-academics-ppt.pdf
- 8-Schultz, A.B., Edgington, D.W. (2007). Employee health and presenteeism: A systematic review. *Journal of Occupational Rehabilitation*. 17: 547-579.
- 9-Heckman, J.J. (2000). Invest in the very young. Ounce of Prevention Fund.. Retrieved from <https://www.theounce.org/wp-content/uploads/2017/03/HeckmanInvestInVeryYoung.pdf>.
- 10-Grunewald, R., & Rolnick, A. (2006). A proposal for achieving high returns on early childhood development. Special Studies, Early Childhood Development. Minneapolis: Federal Reserve Bank of Minneapolis.
- 11-U.S. Census Bureau's 2015-2019 American Community Survey 5-year estimates program (B17024). Low-income refers to family income below 200% of the federal poverty level. (Salt Lake, Summit, Tooele, and Weber Counties)
- 12-The Heckman Foundation. [www. https://heckmanequation.org/](http://heckmanequation.org/)
- 13-USBE Data Queries. KEEP.
- 14-U.S. Census Bureau's 2015-2010 American Community Survey 5-year estimates program (S1401). School Enrollment by Age. Represents Canyons, Davis, Granite, Ogden, Park City, and Salt Lake School District areas.
- 15-Early Childhood Mental Health in Utah. Informed Decisions. (2020). Kem C. Gardner Policy Institute. <https://gardner.utah.edu/wp-content/uploads/Child-Ment-Health-Dec2020.pdf>
- 16-USBE Reports (2019)
- 17-The Nations Report Card. (2020). State Achievement-Level Results: Utah. Retrieved from: <https://www.nationsreportcard.gov/reading/states/achievement/?grade=4>
- 18-Utah State Board of Education. End of Year DIBELS assessment. Reflects 2019-20 for Canyons, Davis, Granite, Ogden, Park City, and Salt Lake City school districts and Guadalupe School.
- 19-Utah State Board of Education. End of Year DIBELS assessment. Reflects 2019-20 for Canyons, Davis, Granite, Ogden, Park City, and Salt Lake City school districts and Guadalupe School.
- 20-Utah State Board of Education. End of Year DIBELS assessment. Reflects 2019-20 for Canyons, Davis, Granite, Ogden, Park City, and Salt Lake City school districts and Guadalupe School.
- 21-Utah State Board of Education Data Queries. Chronic Absence. Reflects 2019-2020 for Canyons, Davis, Granite, Ogden, Park City, and Salt Lake City school districts and Guadalupe School.
- 22-Gardner Policy Institute. (2019, July 30). Tch Industry Accounted for one in seven jobs in Utah in 2018, report shoes. Retrieved from: <https://gardner.utah.edu/tech-industry-accounted-for-one-in-seven-jobs-in-utah-in-2018-report-shows/>.
- 23-Rodriguez, O., Meguizao, T., & Willett, T. (2015, November). Placement tests: What do we know about efficacy and equity? Presented at Testing and Beyond: The Future of College Math Placement in California, Jack London Aquatic Center.
- 24-Utah State Board of Education (2019). RISE/SAGE Proficiency Rates.
- 25-Utah State Board of Education (2019). RISE/SAGE Proficiency Rates.
- 26-USBE DIBELS Report (2019)
- 27-Utah State Board of Education (2019). RISE/SAGE Proficiency Rates.
- 28-Utah State Board of Education Data Queries. Chronic Absence. Reflects 2019-2020.
- 29-Utah State Board of Education. (2020). 2019-20 Concurrent Enrollment Summary Data. <https://www.schools.utah.gov/file/fa66c884-3128-40a7-b755-053bf1f282a6>
- 30-Utah State Board of Education (2020). Graduation Report
- 31-Utah State Board of Education Data Queries. (2020).
- 32-Utah State Board of Education Data Queries. (2020). College Readiness.
- 33-Form Your Future FAFSA Tracker. Utah FAFSA Rates in 20-21
- 34-Utah State Board of Education. (2020). 2019-20 Concurrent Enrollment Summary Data. <https://www.schools.utah.gov/file/fa66c884-3128-40a7-b755-053bf1f282a6>
- 35-Utah State Board of Education. Four-Year Cohort Graduation Rates. Due to a data reporting issue in one district, the low-income graduation rate for school year 2013-2014 is underreported.
- 36-College Board. (2019). Education Pays 2019: The Benefits of Higher Education for Individuals and Society. <https://research.collegeboard.org/pdf/education-pays-2019-full-report.pdf>
- 37-USHE. (2019) High School Feedback Reports 2019.
- 38-Pew Research Center. (2014). The Rising Cost of Not Going to College. <https://www.pewresearch.org/social-trends/2014/02/11/the-rising-cost-of-not-going-to-college/>
- 39-Center on Education and the Workforce (2016). America's Divided Recovery: College Haves and Have-Nots. <https://cew.georgetown.edu/cew-reports/americas-divided-recovery/>
- 40-National Center for Education Statistics (2020). College Navigator. Returning rates for full-time students.
- 41-UTech. (2019) UTech Annual Report 2019.
- 42-Utah State Board of Education (2020). USBE Data Queries.
- 43-U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System. (2020). IPEDS compare institutions and IPEDS summary tables. Retrieved from <https://nces.ed.gov/ipeds/use-the-data>
- 44-Utah Children. (2019). 2019 Utah State of Children's Coverage Report. <https://www.utahchildren.org/newsroom/speaking-of-kids-blog/item/988-2019-coverage-report-100-percent-kids>
- 45-Utah Department of Health, Office of Public Health Assessment (2019). Behavioral Risk Factor Surveillance System.
- 46-Utah Department of Human Services (2019). Salt Lake County SHARP Report 2019. <https://dsamh.utah.gov/pdf/sharp/2019/Salt%20Lake%20County.pdf>
- 47-U.S. Census Bureau's 2019 American Community Survey 1-year estimate. Health Insurance Coverage Status By Age. (B27001)
- 48 Utah Department of Health, Office of Public Health Assessment (2019). YBRS.
- 49-Utah Department of Health, Office of Public Health Assessment (2019). Behavioral Risk Factor Surveillance System.
- 50-Utah Department of Health (2018). Health indicator report of fair/poor health. Age-adjusted rates. Retrieved from <http://ibis.health.utah.gov>. Adults from Davis, Salt Lake, Summit, and Weber (which also includes Morgan) counties. Low-income is below 200% of the FPL.
- 51-Utah Department of Workforce Services (2020). State of Utah: Affordable Housing Report 2020. Retrieved from https://www.utahhousing.org/uploads/2/6/4/4/26444747/2020_ut_affordablehousingreport.pdf
- 52-Intergenerational Welfare Reform Commission (2020). Utah's Ninth Annual Report on Intergenerational Poverty, Welfare Dependency and the Use of Public Assistance. <https://jobs.utah.gov/edo/intergenerational/igp20.pdf>
- 53-Feeding America. (2018). Food Insecurity in Salt Lake County. <http://map.feedingamerica.org/county/2018/overall/utah/county/salt-lake>
- 54-Utah State Board of Education. (2020). USBE Data Queries.
- 55-Intergenerational Welfare Reform Commission (2020). Utah's Ninth Annual Report on Intergenerational Poverty, Welfare Dependency and the Use of Public Assistance. <https://jobs.utah.gov/edo/intergenerational/igp20.pdf>
- 56-Utah Department of Workforce Services (2020). State of Utah: Affordable Housing Report 2020. Retrieved from https://www.utahhousing.org/uploads/2/6/4/4/26444747/2020_ut_affordablehousingreport.pdf
- 57-Utah State Board of Education. (2020). USBE Data Queries.



THANK YOU TO OUR COMMUNITY CHAMPIONS

Blue Meridian Partners
CHG Healthcare
Comcast
Daniels Fund
Dominion Energy

FJM Impact Fund
George S. & Dolores Doré
Eccles Foundation
Enterprise
Kem C. & Carolyn Gardner
Intermountain Healthcare

Larry H. & Gail Miller
Family Foundation
Mark & Kathie Miller
The Mark & Kathie
Miller Foundation
Savage

StriveTogether
UPS
WCF Insurance
Williams
Zions Bank

Thank you to all our generous donors for having the vision and commitment to help drive large-scale social change along the Wasatch Front. Learn more at uw.org/our-donors.

IF YOU WANT TO
GO FAST
GO ALONE

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

—African Proverb



United Way of Salt Lake

UW.ORG

This report reflects the work of thousands of people and hundreds of organizations. United Way of Salt Lake broadly supports the collective work of the Promise Partnership as a backbone organization.

