EXECUTIVE SUMMARY
Letter from The Promise Partnership Regional Council

Dear Friends,

Investing in the education of our children is a down payment on Utah’s future, and while our performance may look strong at first glance, the reality of our education landscape is a bit more complicated. Utah ranks among the top 15 states for student achievement, but when looking specifically at the performance of economically disadvantaged students, Utah’s ranking drops to thirty-fifth in the nation. In addition, we rank second to last in per student spending.1

Our current approach just isn’t working for everyone, particularly low-income students and students of color. We have significant disparities that need to be addressed, but rather than working together and sharing accountability for these challenges, we too often point fingers and blame each other. We blame teachers, administrators, and the “bureaucracy.” We blame parents and kids. We blame the legislature. We create an environment where trust is undermined or destroyed, along with the possibility of working together to succeed.

The Promise Partnership Regional Council (PPRC) was created to tackle these problems. Our commitment is to build a broad and strong team to transform the educational environment for Utah kids. Our partnership spans six school districts and four counties across the Wasatch Front. It includes nine community partnerships, often led by city mayors. It goes into more than 40 schools and neighborhood centers where principals, teachers, parents, businesses, nonprofits, and community members are working together every day. And while our goal is ambitious, it’s also pretty simple. We work so that all Utah kids are:

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

This year marks the fifth year of our partnership, and we have reason to celebrate. In early 2019, the Promise Partnership was designated a “Proof Point” community, joining the ranks of only 11 collective impact communities nationwide that prove a partnership approach to education and economic mobility works!2

We’re grateful for the commitment and energy of the PPRC for this work, but primarily, we’re grateful for the incredible work you do day by day. To every parent, teacher, administrator, business, community member, civic leader, and everyone else who invests in our future every day, we thank you. We’re in this together. We welcome your ideas, your energy, and your participation.

Sincerely,

Kirk Aubry
President and CEO
Sage:
Co-Chair
Promise Partnership Regional Council

Dr. Rich Nye
Superintendent
Ogden School District:
Co-Chair
Promise Partnership Regional Council

WHAT IS THE PROMISE PARTNERSHIP?

WHO WE ARE

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

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.3

PROGRESS 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. Our partnership includes grassroots community engagement, full-service community schools, civic partnerships, outcome-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 upon request or at uw.org.

ENDNOTES

THE WORK WE DO

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

When considering the state of Utah’s education system, it is easy to look at the student body as a whole and assume we are doing just fine. After all, we rank in the top fifteen states in the country for achievement. However, hiding within our aggregated numbers are troubling disparities between student groups.

Our student body as a whole has improved over the last four years by about 2 percentage points, finishing in the high 40s in terms of the percentage of students proficient for each subject.15 However, when we measure disparities in these subjects, there is roughly a thirty percentage point gap between Caucasian students and Latinx students16, and a twenty percentage point gap between economically disadvantaged students and the Utah student body as a whole. The latter would be even wider if compared to middle and upper income students.16

Despite our country’s troubled past in dealing with social inequality, the vast majority of us wish to live in a country where the circumstances of our birth do not pre-determine the circumstances of our future.1 Yet outcomes such as academic achievement and career success can largely be predicted by a child’s zip code, race, or family income level.1 Fortunately, there are interventions we can rally around together to close these gaps. The Promise Partnership is committed to eliminating disparities in education and ensuring that every child has an equal shot at success. But we can’t do it alone. Please join us, and let us join you, in this challenging effort. Together we can transform the educational landscape for Utah students.

WE MUST FOCUS ON CLOSING DISPARITIES

IT IS NOT ENOUGH TO IMPROVE OUTCOMES IN THE AGGREGATE, WE MUST FOCUS ON CLOSING DISPARITIES
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 when we share accountability and align action publicly we do better. We pay particular attention to the socioeconomic and racial disparities that exist because eliminating gaps and achieving equitable outcomes in education is at the heart of our work.

This table reflects data for each of the results on our Roadmap to Success since the baseline year for our multi-district regional partnership. Since baseline (2014 for most indicators), four of eight outcomes have improved at a regional level, the largest scale of our partnership. * Data from within our six district region at the school and community level where collaboration is deepest, show a greater share of outcomes improving:

The Promise Partnership began working together in 2014 with only three districts and by 2017, had expanded to six. This presents a challenge in reporting data over time, particularly in terms of measuring our baseline figures. Because the Promise Partnerships use a contribution mindset rather than an attribution mindset, we have opted to include data from all six districts in our baseline year rather than just the original three.

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

DATA DEFINITIONS

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

3RD GRADE READING
% proficient in reading by end of 3rd grade
Utah State Board of Education. End of Year Acadience Reading assessment (formerly known as DBELS). Baseline reflects 2013-14 and current year reflects 2017-18. The Promise Partnership region total includes Guadalupe School.

3RD GRADE MATH
% proficient in math by end of 3rd grade

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 2017-18. Due to a data reporting issue in one district, the low-income graduation rate in school year 2013-14 is under reported.

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) compares institutions and IPEDS summary tables. Baseline reflects 2012-13 and current year reflects 2016-17. 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.

Health
% of adults who rate their own health as good, very good, or excellent
Utah Department of Health. Health Indicator Report of fair/poor health. Age-adjusted rates. Baseline reflects 2012-13 and current year reflects 2017. 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 2013-14 and current year reflects 2017-18. 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.

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) compares institutions and IPEDS summary tables. Baseline reflects 2012-13 and current year reflects 2016-17. Reflects the percentage of first-time, full-time students who graduate within 150% of the published time for the program (six years for a four-year baccalaureate degree and three years for an associate degree). This is a nationally accepted measure recommended by the National Center for Education Statistics. Institutions may adjust rates to account for time off for military service, LDS missions, and other situations.

Completion of certificate programs at Utah System of Technical Colleges (USTC) campuses is also a key piece of postsecondary completion. In 2018, 1,788 students graduated with one or more certificates from Davis Technical College and Ogden-Weber Technical College, the campuses within the Promise Partnership region.

Community Report Card
Our Progress

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The Promise Partnership takes a “cradle-to-career” approach to improve educational outcomes for youth. The reason for this is simple: for children to succeed, they need a continuum of uninterrupted opportunities and supports so each stage is leveraged by those that follow and children benefit from a concrete path to success. With a shared accountability mindset, we track the well-being of these children overtime using the indicators that follow.

**STUDENTS WHO ARE PROFICIENT IN READING IN 3RD GRADE**
are more likely to graduate from high school.16

**STUDENTS WHO ARE KINDERGARTEN READY**
are more likely to have a foundation that supports future learning and health.14

**STUDENTS WHO ARE PROFICIENT IN MATH IN 8TH GRADE**
are more likely to complete college and be prepared for the workforce.21

**CHILDREN WHO ARE KINDERGARTEN READY**
are more likely to have a foundation that supports future learning and health.14

**STUDENTS WHO GRADUATE HIGH SCHOOL**
are less likely to experience poverty, receive public assistance, or become involved in the criminal justice system.21

**ADULTS WHO EARN CERTIFICATES OR DEGREES**
are more likely to be financially stable, live longer, healthier lives, and be more civically engaged.21

**FINANCIALLY STABLE FAMILIES**
have the resources needed to ensure children’s learning isn’t disrupted by things like hunger or frequent moves.14

**STUDENTS WHO ARE COLLEGE AND CAREER READY**
are more likely to have better employment and earnings opportunities.20

**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.23,26

**HIGH SCHOOL SENIORS WITH A COMPOSITE ACT SCORE OF 18 OR HIGHER**
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.1 Investing in early childhood 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.2

48,000
low-income children ages five and under live in the Promise Partnership region3

13.7%
the astonishing return on investment (ROI) for birth-to-five programs according to the most recent analysis4

65%
of low-income children in Utah are not kindergarten ready in literacy standards when they start school5

Contributing Factors

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

Preschool attendance
43%
of three and four year olds in the Promise Partnership region attend preschool6

Early Childhood Development
70%
of zero to five year olds in the Promise Partnership region are developmentally on track7

Grassroots Fellowship Reaches New Parents

In 2018, Promise Partners focused their early childhood outreach on South Salt Lake, a city where a significant number of parents speak Spanish, French, Arabic, Nepali, Somali, Tongan, or Swahili. As part of this effort, United Way of Salt Lake launched its grassroots fellowship, a leadership development program for young adults in Promise communities. The first cohort included three young leaders from South Salt Lake who spoke Arabic, Spanish, and Somali. With these “trusted messengers,” language and cultural barriers were minimized and the grassroots team was able to double the number of early childhood screenings completed in just three months and connect with over 580 parents of young children.

BRIGHT SPOTS

Building Political Will for Early Childhood

Early childhood systems received a boost this legislative session. Promise Partners helped draft and pass two important bills: first, the creation of the Governor’s Early Childhood Commission to help improve policy decision-making. Second, a bill to align the state’s disparate school readiness efforts as well as ensuring preschools be assessed on the outcomes they produce and provide ongoing state investment in preschool. Only five years ago, preschool bills were routinely defeated in the legislature, but through Promise Partner efforts, early childhood is increasingly seen as a wise and worthwhile investment.

ACCELERATING RESULTS

In the coming year, kindergarten readiness partnerships will continue their focus on improving public understanding and strengthening the political will to invest in young children. Partnerships will also focus on systems building: from encouraging greater state investment in an aligned, high quality preschool system, to advocating for the state to expand access to optional, extended-day kindergarten, to working with health care and other systems of care to incorporate critical preventive supports and screenings for infants and toddlers. Momentum for this exciting work will build from the “grasstops” of systems leaders and from on-the-ground organizing and parent engagement as part of the grassroots fellowship program.

OUTCOMES AT SCALE
Children with Sufficient Knowledge and Skills to Succeed in Kindergarten

In 2017, Utah launched the Kindergarten Entry and Exit Profile (KEEP), Utah’s first statewide kindergarten readiness assessment. For this reason, current graphs represent only two years of data. The KEEP was developed with the help of the Promise Partnership and is an exciting step forward in building shared understanding and accountability for the school readiness of young children in the Promise Partnership region.

5 of 6 Achievement Gaps Closing

LITERACY

Race/Ethnicity

NUMERACY

Race/Ethnicity

Household Income

Language Spoken

Achievement Gap (percentage point difference)

Achievement Gap (percentage point difference)

Achievement Gap (percentage point difference)

Achievement Gap (percentage point difference)

Achievement Gap (percentage point difference)

Household Income

Language Spoken

Achievement Gap (percentage point difference)

Achievement Gap (percentage point difference)

Achievement Gap (percentage point difference)

Achievement Gap (percentage point difference)

Achievement Gap (percentage point difference)

1 Prior to the 2017-2018 school year, and an organised effort led in part by the PPRC, Utah did not have a universal kindergarten readiness assessment. For this reason there are only 2 years of data.

“The Governor’s Education Excellence Commission has long recognized the importance of early learning, and it remains a key focal point of the Utah Education Roadmap. We are thrilled about the passing of SB166, School Readiness Amendments, because it makes our current investments even stronger. The bill aligns Utah’s existing school readiness initiatives, helping families take advantage of the options available to them and improving efficiency for state agencies and early care providers. The consistent focus on early childhood in a smart and cost efficient manner is a sign of good things to come in Utah.”

– Tami Pyfer, Education Advisor to Governor Gary R. Herbert
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.

26% of children who cannot read proficiently and experience poverty for at least one year fail to graduate high school at more than six times the rate of proficient readers.

2/3 of U.S. fourth graders are not proficient readers, according to national reading assessment data.

35% of the 2018 reading proficiency achievement gap between low-income and non-low-income students in the Promise Partnership region.

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

First Grade Reading Proficiency

66% of first graders in the state are proficient in reading.

Second Grade Reading Proficiency

72% of second graders in the state are proficient in reading.

 Chronic Absence

15% of elementary students in the Promise Partnership region are chronically absent.

Contributing Factors

Outcomes at Scale

Students Proficient in Reading by the End of 3rd Grade

0 of 3 Achievement Gaps Closing

BRIGHT SPOT - Community Schools Work

Community schools (also known as community learning centers) are a unique strategy that turns typical neighborhood schools into multifaceted support centers to help low-income students and families achieve better outcomes. First, community schools deliver comprehensive wrap-around services such as on-site health, vision, and dental care, food pantries, housing support, and English language instruction for adults. Second, community schools offer extended learning opportunities to help heavily impacted students gain ground over the course of an academic year. This includes before, after, and summer programming, mentoring, credit recovery support, enrichment opportunities, and more. The final component of a community school is excellent core instruction. Because community schools work in partnership with outside agencies, faculty at community schools can receive additional professional development such as phonemic literacy instruction training and STEM instruction to better reach low-income students.

Since we launched our regional partnership in 2014, we have more than doubled the number of Promise Partnership schools (and neighborhood centers) from 18 to over 40. This is because community schools work! Despite the overall decline in elementary reading scores across the state, community schools with high rates of low-income students often outperform non-community schools with similar rates of economically disadvantaged youth. English Language Arts data from Granite School District show that community schools have continued an upward trend in proficiency rates and outscore similar, non-community schools.

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ACCELERATING RESULTS

Nothing drives students’ interest and achievement in STEM education (science, technology, engineering, and math) more forcefully than teachers who are passionate about STEM and confident in their ability to teach it. In partnership with the University of Utah (U of U), and with financial support from Women United, Promise Partnership schools were provided priority enrollment and scholarships for teacher cohorts to enroll in the U of U Building Excellence in Elementary STEM (U-BEES) program. With sixteen teachers from five partner schools participating in the 2018-19 cohort, we are creating a pipeline of high quality math teachers throughout both elementary and middle school, ensuring students are on track by 8th grade.

"So often, math and science are associated with the upper grades, forgetting that the foundation for these subjects starts in elementary school—not just the material, but also the interest, confidence, and even love of these subjects. If we do our jobs right in elementary school, we can create lifelong STEM learners. That is what the U-BEES program is all about, supporting elementary teachers in developing their instruction, making math and science both exciting and accessible in elementary school. Of course, this kind of instruction also helps heavily impacted students achieve proficiency, which is why partnering with Promise schools made so much sense for our program!"

-Jessica Cleeves, Academic Program Manager, Center for Science and Math Education

8TH GRADE MATH
All Children are Proficient in Math by 8th Grade

8th Grade Math Matters

In 2018, four of the top ten fastest growing careers in Utah were computer-based STEM jobs. 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. For this reason, prioritizing math education in the early years is critical.

When Utah students enroll in postsecondary education, fully 1/3 of them are not on-track in math requiring them to spend financial aid dollars on classes that don’t provide credit.

67% of American 8th graders were performing below grade level in math in 2017.

Students of color in Utah are overrepresented in remedial math in postsecondary institutions, with almost 20% of those enrolled being Latinx while only 10% of the student body is Latinx.

Contributing Factors

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

Sixth Grade Math Proficiency

38% of sixth graders in the Promise Partnership region are proficient in math.

Chronic Absence

10% of sixth through eighth grade students in the Promise Partnership region are chronically absent.

BRIGHT SPOT - Continuous Improvement on Every Level

In late 2017, the PPRC’s 8th grade math team began work to improve math outcomes. Championed by local business leader Mark Miller, the team first conducted a “bright spot” analysis of low-income schools demonstrating high math achievement. After learning the importance of parent involvement in math, the team adopted Kearns Jr. High and hosted parent dinners to better engage with parents.

Despite good turnout, it was clear to everyone this would not be enough. The team then began a home visitation strategy. With training from the Utah State Board of Education, the home visits pair a Kearns Jr. High teacher with a volunteer from Mark Miller Subaru. The pair visits families in their homes with the single focus of building trusting relationships. As of April 2019, they are on track to reach 100% of targeted families.

As relationships with school faculty have grown, along with PPRC members’ knowledge of math instruction, the team has also worked with Kearns Jr. High teachers to align content across grades to ensure teachers are clear where one leaves off and the other begins. The final strategy has been the adoption of iReady, an online diagnostic and math tutorial. The school is piloting an approach combining iReady and STEM problem-solving activities - both supported by volunteers from Mark Miller Subaru.

OUTCOMES AT SCALE
Students Proficient in Math by the End of 8th Grade

0 of 3 Achievement Gaps Closing

Achievement Gap (percentage point difference)
POSTSECONDARY READINESS
All Students Graduate High School Ready for College or Careers

Postsecondary Readiness Matters
We can take pride in recent increases in high school graduation rates and the decreasing race and income disparities, but there is still more we can do. 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. In Utah, white students are three to four times more likely to be college ready than their Latinx and black peers. This is an immense gap, and a troubling one. We can do better.

64% of Utah jobs will require some form of postsecondary degree or credential by 2020.

90% of high school seniors who complete the FAFSA attend college directly after high school.

55% of non-completers compared to 75% in 2018.

11% of the shrinking achievement gap in Utah’s graduation rates between Latinx and white students, down from 17% in 2013.

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

ACT Scores
59% of high school seniors in the Promise Partnership region meet the minimum for college readiness with a composite score of 18+ on the ACT.

Financial Aid
65% of Utah students do not complete the Free Application for Federal Student Aid (FAFSA)—the worst rate in the nation—which is important for accessing many scholarships and financial aid opportunities.

College Enrollment
48% of students in the Promise Partnership region are enrolled in college within one year of high school completion.

ACCELERATING RESULTS
In recent years, Cottonwood High, in partnership with Promise Partners like the Utah College Advising Corps and Utah Higher Education Assistance Authority, has successfully increased FAFSA completion rates for its students, raising the bar on what’s possible. This matters, because FAFSA addresses the driver of postsecondary readiness that is financial readiness. Promise Partners have been working to build on Cottonwood’s success by launching a multi-student, FAFSA completion network aimed at increasing rates across the entire Promise Partnership region. Rather than simply implementing the first strategy decided upon, the network will use rigorous continuous quality improvement processes, meaning each idea will be tested for impact on a short-cycle basis so learning can be immediate and powerful strategies can be developed, implemented, and scaled with efficiency.

Cottonwood High is a unique school with a remarkably diverse student body. Not everyone comes to us having had the same opportunities in life. In order to ensure all our kids get the same opportunities after high school, we have to pay attention to their unique needs and differentiate the supports we offer. That’s how we’ve been able to significantly improve graduation rates for English Language Learners.”

- Teri Roylance, Principal, Cottonwood High School
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.

$765,000
the average difference in lifetime earnings between college and high school graduates\(^\text{e}\).

26% of Utah adults have some college but no degree, the third highest rate in the nation\(^\text{e}\).

In Utah, men are 2.5X more likely to work in STEM fields than women\(^\text{e}\).

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

Returning Students
59% of full-time, first-year students return for their second year at Salt Lake Community College, Weber State University, and the University of Utah, respectively\(^d\).

One-Year Certificate Program Enrollment
32% of Davis Technical College and Ogden-Weber Technical College students are enrolled in certificate programs that are one year or less in duration, a program length correlated with much higher completion rates than longer programs\(^d\).

Full Course Load
5% of students at Salt Lake Community College, Weber State University, and the University of Utah take a full course load of at least 30 credits over the academic year, which is highly correlated with on-time completion\(^d\).

OUTCOMES AT SCALE
College Students Graduating within 150% of Length of Program\(^c\)

3 of 3 Achievement Gaps Closing

ACCELERATING RESULTS
College is one of the most promising pathways to a living wage job, but many families are not able to make the necessary sacrifice of time and money that is required to finish a degree or certificate. For them, there is new hope from the recent legislative session: modeled after Weber State’s Dream Weber Scholarship and Salt Lake Community College’s (SLCC) Promise Program, the Utah legislature passed HB260, which will build a statewide pipeline to college access and completion for students who otherwise would not attend. Sponsored by Rep. Derrin Owens, the bill was funded with $2 million in ongoing funds— not as much as we’d hoped for, but enough to provide initial college scholarships to 500 to 1,000 students (depending on the size of the scholarship).

“‘The passage of the Access Utah Promise Scholarship Program is a monumental step for Utah and the promise partnership communities. As we have seen with the success of SLCC Promise, building a statewide pipeline to college access and completion for students who have not seen college as a viable path helps build individuals, families, and communities.’

—Dr. Deneece G. Huftalin, President Salt Lake Community College

BRIGHT SPOT - Continuous Improvement on Every Level
University of Utah completion rates for first-time, full-time freshmen have been steadily increasing over the past few years, up seven percentage points for all students since 2015 and 15 percentage points for Latinx students\(^d\). Dr. Amy Bergerson, Associate Dean of Undergraduate Studies, attributes the gains to a number of efforts. First, the U has increased opportunities for first year students to participate in learning communities, a practice which provides small classes taught by faculty committed to undergraduate education, opportunities for engagement with peers, and integration across the curriculum. Participating in learning communities can boost underrepresented students’ completion rate up to nine percentage points over their non-participating peers.

Second, the Student Success Advocates, a high touch campus navigation program launched in 2013, along with Academic Advisors, use predictive analytics to identify students at-risk for not finishing and work with these students to identify a pathway to graduation. Finally, financial aid packaging is now focused on students with the most financial need, and completion scholarships are made available to students seeking additional support in their last two semesters.
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. Children will not do well in school if they have a toothache or can’t see the whiteboard. 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 families’ ongoing health and financial security. Through opportunities provided by the Affordable Care Act, Medicaid expansion, and the Immigrant Children’s Health Improvement Act, we work with our partners to cover kids and parents. In schools, we look for opportunities to cultivate healthier habits to last a lifetime.

- Latin Utah children are 3.8X more likely to be uninsured than white, non-Latinx children.
- 19% of Salt Lake County adults experienced four or more types of trauma during childhood.
- 23% of Utah children have one or more emotional, behavioral, or developmental conditions.

Contributing Factors

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

- Health Insurance: 15% of the share of adults and children, respectively, in the Promise Partnership region who do not have health insurance.
- Physical Activity: 56% of Utah children and teens do not get regular physical activity.
- Mental Healthcare Access: 64% of Utah youth with major depression have not received any mental health treatment.

BRIGHT SPOT - Big Legislative Wins

During the 2019 legislative session, the Utah State Board of Education (USBE) and other Promise Partners advocated for the passage of HB373, Student Support Amendments, with success! HB373 will infuse $26 million in ongoing funds to provide targeted mental health support and trauma-informed care to students in schools, addressing an increasingly pressing need in Utah and the Promise communities. Funds will be distributed to school districts according to a formula developed by the USBE. To qualify for funding, school districts will need to develop a plan to measurably improve student safety, student engagement, school culture, and/or academic achievement. In addition, districts must secure matching funds to help leverage the state’s investment.

ACCELERATING RESULTS

Through regular consumption of fruits and vegetables and regular physical activity during the week, children not only become healthier, but they can establish healthy habits to carry them into adulthood. The PPRC Health initiative team has been working hard to influence these behaviors. Through a Utah Cancer Action Network grant secured by Gar Healthy Utah, the team will work to apply Smarter Lunchroom strategies, such as rearranging food displays and other lunchroom norms to make healthy food readily available and more appealing. Second, through interviews with partner schools, the team is exploring scheduling recess before students sit down to eat, ensuring they get plenty of physical activity and work up an appetite for healthy food choices.
ROADMAP TO SUCCESS

FINANCIAL STABILITY
All Adults and Children are Financially Stable

Financial Stability Matters
Among the issues that keep families in the cycle of intergenerational poverty, housing affordability has risen to the top. For families in the Promise Partnership region in particular, the lack of affordable housing has reached a crisis point due to the lack of supply. These trends are expected to get worse in the future as income fails to keep up with housing costs. United Way 2-1-1 Information and Referral has identified the lack of affordable housing as the highest need of callers.

- **16,575**
  - the deficit of affordable housing units in Salt Lake County for low-income residents earning less than 30% of area median income
- **28%**
  - of adults receiving public assistance are experiencing intergenerational poverty. These adults also received public assistance as a child
- **15%**
  - of children experience food insecurity in Utah, impacting their ability to learn

Children of color in the Promise Partnership region are **3X** more likely to be poor than their white, non-Latinx peers.

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

- **35%**
  - of children in the Promise Partnership region are low income
- **55,500**
  - adults and children experience intergenerational poverty in the Promise Partnership region
- **37%**
  - of adults ages 25 and over in the Promise Partnership region lack education beyond high school

BRIGHT SPOT - Reducing Student Mobility
As part of community school partnerships, Promise Partners developed a focused strategy to reduce the number of students changing schools mid-year due to financial instability. Student mobility has a negative impact not just on the children who move, but also on their classmates and teachers who have to cope with the constant shuffling of kids. The priority for Promise Partners is to identify and address the causes of unplanned and disruptive family moves before they are forced to relocate, rather than responding afterwards. By creating a web of individuals who are in regular contact with families—teachers, social workers, community school staff, front desk workers, etc.—partners work to discover which families are at risk of moving and intervene beforehand. Once identified, families are referred to Utah Community Action for intensive case management and even emergency rental assistance. In South Salt Lake, Promise Partners have helped 52 families avoid homelessness, and in five of our six partner districts, student mobility for low-income students has decreased in the last four years, despite rising housing costs along the Wasatch Front.

ACCELERATING RESULTS
Housing instability is a critical and challenging issue to address. For this reason, the PPRC’s Financial Stability team is developing both prevention and mitigation strategies to help Promise families maintain housing. In terms of prevention, the team has recognized that unplanned moves are also detrimental to landlords and is therefore working with the Utah Apartment Association to develop win-win scenarios for both landlords and tenants. In addition, United Way 2-1-1 and AAA Fair Credit Foundation are involved to provide clear data on families’ needs and financial stability support to increase housing stability. Partners are all-too-aware that some families will still be forced to move mid-year and are therefore working to reduce the negative impact this has on children. In partnership with schools and districts, the goal is to create efficient processes which create both rapid school record transfers and support students to ensure they receive proper services at the receiving school in a timely manner.

"Most of us know that low-income students face enormous challenges in school achievement. Low-income families are more likely to change schools during the middle of the school year, often due to an unplanned move related to housing or job instability. In many Promise schools, student mobility rates are over 50%, meaning that half the students in a given classroom at the end of the year were not there when the school year started. This is difficult for the student who is forced to move, and it also impacts peer students and teachers who are constantly playing catch up for the kids who missed earlier content. The PPRC has made this issue a priority and is working hard to reduce unplanned student mobility as well as mitigate its impacts.”

—Andrew Graber, Executive Director, Wasatch Front Regional Council

OUTCOMES AT SCALE
Students Changing Schools Mid-Year
0 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!

ADVOCATE:

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

You can be a voice for change.

VOLUNTEER:

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

GO GRASSROOTS:

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

GIVE:

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

PROMISE PARTNERSHIP REGIONAL COUNCIL

COMMUNITY

Greg Bell
President/CEO, Utah Hospital Association**

Yossi Borja
Consul General of Mexico, Mexico Consulate of Utah

Bill Crim
President and CEO, United Way of Salt Lake

Tim Jackson
CEO, United Way of Northern Utah

Kris Mecham
Director of Community Support Services, The Church of Jesus Christ of Latter-day Saints

LeAnn Wood
Education Commissioner, Utah PTA

HIGHED EDUCATION

Dave Bufter
Commissioner of Higher Education, Utah System of Higher Education

Maria Franquiz
Deputy Chief Academic Officer for Faculty Development and Innovation, University of Utah**

Julie Hartley
Assistant Commissioner for Outreach and Access, Utah System of Higher Education

Deneece Huftalin
President, Salt Lake Community College

Belinda Otsutoko Salti
Chief Inclusion & Diversity Officer, Utah Valley University

Ruth Watkins
President, University of Utah**

CIVIC

Jackie Blisikowski
Mayor, Salt Lake City

Andrew Gruber
Executive Director, Wasatch Front Regional Council**

Robert Hale
Mayor, Murray City

Ann Milliner
Senator, Utah State Legislature

Jeff Silvestrini
Mayor, Millcreek City

Mark Shepherd
Mayor, Chula Vista City

Aimee Winder Newton
Council Member District 3, Salt Lake City

Cherie Wood
Mayor, City of South Salt Lake

PRE K-12 EDUCATION

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Superintendent, Granite School District

Jim Briscoe
Superintendent, Canyons School District

Lexi Cunningham
Superintendent, Salt Lake City School District**

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

Jill Glidew
Superintendent, Park City School District

Reid Newey
Superintendent, Davis School District

Rich Nye
Superintendent, Ogden School District

Jennifer Thorsnes
Director of Teaching and Learning, Utah State Board of Education

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Kathie Miller
Founder, The Mark and Kathie Miller Foundation

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

Kristie Todd
Senior VP, Donors Fund

STATE GOVERNMENT

H. David Burton
Chair, Utah Interregional Poverty Commission

Tracy Gruber
Executive Director of the Office of Child Care, Utah Department of Workforce Services

Joe Miner
Executive Director, Utah Department of Health

Jon Pierpont
Executive Director, Department of Workforce Services

Tami Pyfer
Education Advisor, Utah Governor’s Office

Ann Williamson
Executive Director, Utah Department of Human Services

APPENDIX
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
- 4th Grade Math
- High School Graduation and Postsecondary Readiness
- Postsecondary Completion
- Health
- Financial Stability
- Chronic Absence

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

- Bountiful, Clearfield, Layton, 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. Its communities across the Promise Partnership, there are 45 partner schools and six neighborhood centers.

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6 U.S. Census Bureau’s 2013-2017 American Community Survey 5-year estimates program (B17024). Reflects Canyons, Davis, Salt Lake, and Summit counties.


10 Utah Department of Workforce Services, Utah Intergenerational Welfare Reform Commission. IGP individuals are those who are: 1) born in the U.S. or who have legal permanent resident status (LPR); 2) of U.S. citizenship status or status of LPR; 3) born in another country (BCAC); 4) born outside the U.S. and are refugees; 5) born outside the U.S. and are non-citizens of U.S. and have legal permanent resident status (LPR); 6) born outside the U.S. and are international students. Retrieved from: https://jobs.utah.gov/housing/reports/documents/affordablehousingreport.pdf

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

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PHOTO: WEST KEARNS ELEMENTARY
If you want to go fast, go alone.
If you want to go far, go together.

- African Proverb

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.