



Results Matter

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Watch the Systems Transformation Video



Introduction

Letter from the Promise Partnership Council

Dear Partners and Friends,

This year’s Results Matter Report tells a powerful story: when communities, schools, systems leaders, families, and young people work together with shared purpose, meaningful change is possible.

Across Utah, we see the impact of deeper collaboration and long-term investment in children and families. This report showcases the strength of partnerships improving outcomes from cradle to career. These efforts include expanded access to full-day kindergarten, building statewide momentum for early literacy, launching the REACH Initiative, and increasing support for Community Schools.

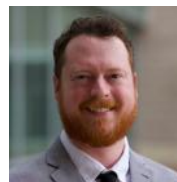
The data reminds us, even as we celebrate progress, that the success of our efforts is not guaranteed. Too many young people and families still face barriers that limit opportunity. That is why Promise Partnership Utah continues to focus not only on programs, but on transforming the systems that shape education and economic mobility. Together, we are building stronger pathways for children to succeed in school, graduate prepared for college or the next step in their career, and thrive in healthy, stable communities.

This year’s report also highlights the importance of local leadership and community voice. Whether through Promise Baby & You, Promise Student Advocates, Community Schools, or the work happening in Promise Communities across the region, we see what becomes possible when young people and families are not simply served, but engaged as partners in creating lasting solutions.

None of this work happens alone. It is made possible by educators, youth leaders, parents, nonprofit organizations, government partners, businesses, philanthropists, and community members who continue to show up with courage, persistence, and belief in Utah’s children.

Thank you for being part of this Partnership. We invite you to read this report, celebrate the progress we have made together, and recommit with us to the work ahead. The outcomes in these pages matter because Utah’s children matter. And together, we can continue building a future where every young person has the opportunity to thrive.

Sincerely,



Dakota Matherly

Director, Office of Early Childhood
Utah Department of Health and Human Services

Co-Chair
Promise Partnership Council



Sarah Reader, Ed.S.

Executive Director for Instructional Leadership
Ogden School District

Co-Chair
Promise Partnership Council

What is Promise Partnership Utah?

WHO WE ARE

Promise Partnership Utah is not a single organization. It is a cross-sector partnership open to anyone in Utah committed to joining our collective promise to young people: *together we will help each of them succeed through the milestones of childhood so that 100% of youth are on a path to economic mobility.* Promise Partnership Utah is the civic infrastructure necessary for people and organizations to work together as a single team to fulfill that promise.

PROMISE PARTNERS INCLUDE

6  School Districts*¹

4  State Systems²

7  Communities³

1,500  Volunteers⁴

6  Higher Education⁵ Institutions

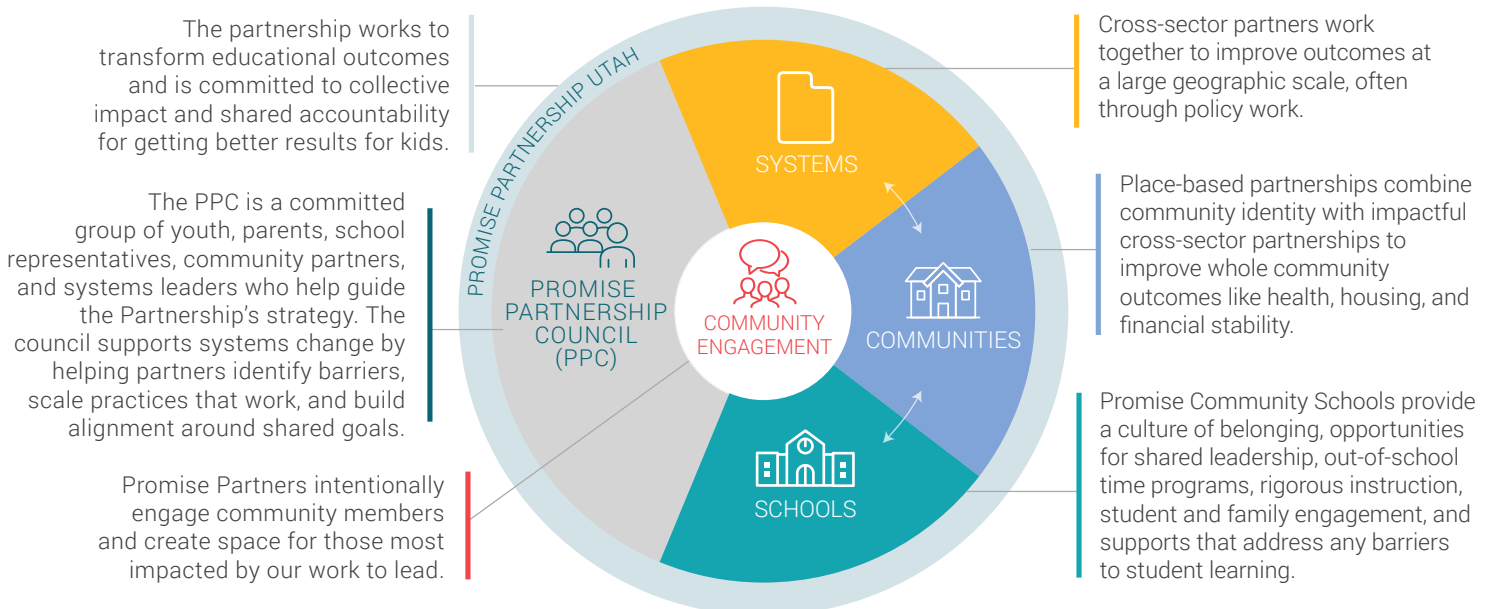
600+  Businesses, Philanthropists⁶ & Community Organizations

456,000  Children & Young Adults⁷ (Ages 0-24)

*Park City School District is included as it was an original part of Promise Partnership Utah.

PROMISE PARTNERSHIP'S UNIQUE MULTI-TIERED STRUCTURE

Promise Partnership Utah works through an interconnected structure that includes Promise Community Schools, Promise Communities, and systems work. The Promise Partnership Council helps guide the Partnership's shared strategy, while schools, communities, and statewide partners work together to create coordinated support across the cradle-to-career pipeline. Together, we ensure the support, leadership, and action necessary to transform outcomes for young people and the broader community.



Promise Partnership Council

The Promise Partnership Council (PPC) helps guide Promise Partnership Utah’s shared strategy and systems change work. PPC members bring their expertise, lived experience, and community perspective to guide how the Partnership pursues its shared objectives by addressing systemic challenges, scaling practices that work, and leveraging its influence to create alignment and political will.

The council is comprised of a dedicated group of 70-80 youth, parents, school representatives, community partners, and systems leaders. Three leadership groups within the larger PPC provide direction: the Youth Council comprised of 14-24 youth between the ages of 16 and 24 who reside within the Promise Partnership Utah region; the Collaborators comprised of 10-12 cross-community, role, and outcome representatives; and the Accelerators, comprised of 8-14 systems leaders.⁸



The PPC engages in a biannual data and strategy review process designed to ensure the Partnership surfaces, analyzes, and strategizes around any barriers to opportunity that youth and families experience and any challenges that the broader Partnership encounters. In the most recent strategy review cycle, the PPC selected two indicators for the Partnership to focus on for the next year: Early Literacy & Numeracy and Chronic Absenteeism.



Promise Partnership Council members are listed on the Partnership’s website:



BB

I am telling you, right here in Utah, I've seen some of the best work in the country. The work that's happening here right now is a model for what could change America.

*-Geoffrey Canada, Founder and President,
Harlem Children's Zone and Founder,
William Julius Wilson Institute
at Harlem Children's Zone*



ROADMAP TO SUCCESS

Promise Partnership Utah takes a cradle-to-career approach to improving 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; each stage provides a foundation for those that follow. We track the well-being of children over time using the indicators on this roadmap and share accountability across the partnership for getting better results in each area.

OUR GOALS: STUDENTS WHO ARE



KINDERGARTEN
READY



READING ON
GRADE LEVEL



PROFICIENT
IN MATH

OUR INITIATIVES:



PROMISE
BABY & YOU



HIGH-QUALITY
PRESCHOOL



PROMISE
COMMUNITY
SCHOOLS



AFTERSCHOOL
PROGRAMS

OUR FOUNDATION:

211

Powered by United Ways of Utah



FINANCIALLY
STABLE FAMILIES



HIGH SCHOOL GRADUATES



COLLEGE- OR CAREER-READY



EARNING CERTIFICATES OR DEGREES



MENTORING & TUTORING



PROMISE STUDENT ADVOCATES



WORKFORCE PREPAREDNESS



HEALTHY CHILDREN & FAMILIES



PROMISE PARTNERSHIP UTAH

Systems Work

Cross-sector partners work together to improve outcomes at a large geographic scale, often through policy work.

Promise Partnership Utah began in 2014 with only three school districts; by 2018 it grew to six. These six school districts include Canyons, Davis, Granite, Ogden, Park City,* and Salt Lake City districts. The geographic region covers Davis, Salt Lake, Summit, and Weber counties. This is the area we have designated the Promise Partnership region. *Please see page 16 for detailed data definitions and context.*

*Park City School District is included as it was an original part of Promise Partnership Utah.

In the Promise Partnership region:

5 of 8 outcomes have improved since the original baseline, and 24% of disparity gaps are closing

5 of 8 outcomes have improved since the COVID baseline, and 24% of disparity gaps are closing

	CURRENT YEAR	BASELINE	CHANGE SINCE BASELINE	COLOR	COVID BASELINE	CHANGE SINCE COVID	COLOR	CURRENT DISPARITY GAP	COMPARISON GROUP
KINDERGARTEN READINESS									
All Students	51%	56%	-5%	●	53%	-2%	●		
Low-Income Students	29%	37%	-8%	●	29%	0%	●	-35%	Middle Income and Above
Students of Color	33%	35%	-2%	●	31%	2%	●	-30%	White Students
English Language Learner Students	14%	27%	-13%	●	16%	-2%	●	-42%	Native English Speakers
3RD GRADE READING PROFICIENCY									
All Students	68%	72%	-4%	●	66%	2%	●		
Low-Income Students	49%	57%	-8%	●	48%	1%	●	-30%	Middle Income and Above
Students of Color	53%	57%	-4%	●	50%	3%	●	-25%	White Students
English Language Learner Students	35%	48%	-13%	●	41%	-6%	●	-40%	Native English Speakers
8TH GRADE MATH PROFICIENCY									
All Students	38%	34%	4%	●	36%	2%	●		
Low-Income Students	18%	16%	2%	●	17%	1%	●	-31%	Middle Income and Above
Students of Color	20%	17%	3%	●	17%	3%	●	-29%	White Students
English Language Learner Students	12%	6%	6%	●	5%	7%	●	-34%	Native English Speakers
HIGH SCHOOL GRADUATION (percentage of students who graduate in four years)									
All Students	87%	85%	2%	●	85%	2%	●		
Low-Income Students	76%	74%	2%	●	74%	2%	●	-16%	Middle Income and Above
Students of Color	81%	77%	4%	●	79%	2%	●	-10%	White Students
English Language Learner Students	75%	67%	8%	●	71%	4%	●	-14%	Native English Speakers
POSTSECONDARY READINESS (composite ACT score of 18+)									
All Students	61%	60%	1%	●	58%	3%	●		
Low-Income Students	33%	36%	-3%	●	33%	0%	●	-39%	Middle Income and Above
Students of Color	37%	35%	2%	●	35%	2%	●	-37%	White Students
English Language Learner Students	13%	9%	4%	●	9%	4%	●	-56%	Native English Speakers
POSTSECONDARY COMPLETION									
All USHE Institutions in Region	54%	42%	12%	●	46%	8%	●		
Salt Lake Community College	29%	16%	13%	●	26%	3%	●		
University of Utah	65%	62%	3%	●	67%	-2%	●		
Weber State University	53%	41%	12%	●	41%	12%	●		
HEALTH (adults in good, very good, or excellent health)									
Adults	84%	87%	-3%	●	89%	-5%	●		
Low-Income Adults	70%	77%	-7%	●	81%	-11%	●	-20%	Middle Income and Above
FINANCIAL STABILITY (individuals with household incomes at or above 200% FPL)									
All Individuals	80%	71%	9%	●	81%	-1%	●		
Individuals of Color	72%	50%	22%	●	71%	1%	●	-12%	White Individuals

Systems Work

REACH Supports Place-Based Partnership Initiatives Statewide

During the 2026 legislative session, Promise Partners were instrumental in passing SB 165, the Economic Mobility Initiative.⁹ Designed to reach more than 200,000 youth across urban, suburban, rural, and tribal communities in Utah, SB 165 establishes the Raising Expectations through Accountability, Community, and Hope (REACH) Initiative, which supports place-based partnerships across the state.

Together with local leaders and national partners, Promise Partnership Utah laid the groundwork for this legislation by hosting roundtables in seven communities across the state to deepen understanding and spark conversations about aligning to support youth from birth to workforce entry. Now the work begins to implement the REACH framework. SB 165 marks a significant milestone for expanding cross-sector collaboration, establishing shared data structures, and aligning systems statewide to improve educational and economic mobility outcomes.

“Young people in rural America are facing the same challenges as young people across the country. We often try to paint rural young people as different, but what I see is they need the same supports as kids who live in [urban areas].”

-Dreama Gentry, President & CEO, Partners for Rural Impact

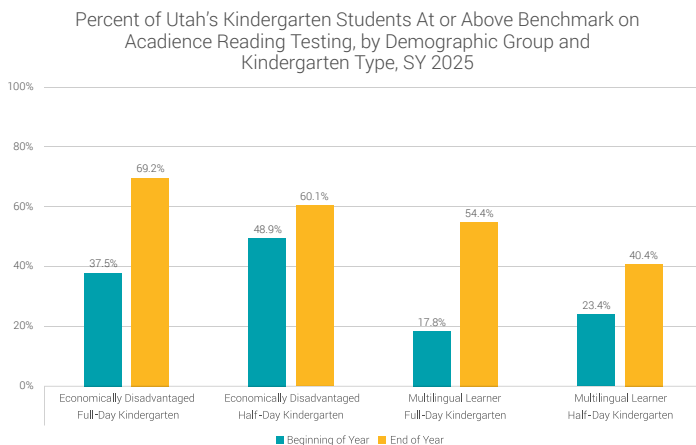
Aligning State-Level Support for Early Literacy

Utah saw significant gains in aligning systems to support early literacy this year. Promise Partners helped pass SB 241 Early Literacy—a bill that includes a \$16 million increase in state funding for early literacy programs supporting literacy training, paraprofessional development, and school performance monitoring.¹⁰ It also sets an ambitious new statewide goal: 80% of third-grade students reading on grade level by 2030. We know that early literacy proficiency builds a critical foundation for success throughout a student’s education journey, and our Partnership is committed to ensuring every Utah student has the resources they need to read and succeed.

Update on Enrollment and Impact of Full-Day Kindergarten (FDK)

In 2023, HB 477 Full-Day Kindergarten Amendments passed thanks to the advocacy of Promise Partners, ensuring every Utah family has the opportunity to enroll their child in a full-day kindergarten (FDK) classroom.¹¹ Since then, FDK enrollment has increased steadily. In 2026, 89.3% of kindergarten classes statewide were categorized as full day, with FDK enrollment in the Promise Partnership region surpassing statewide rates.¹² This means more students than ever have access to critical additional hours of high-quality instruction time.

During the 2024-2025 school year, students across the state of Utah enrolled in FDK demonstrated larger gains in reading outcomes than students in half-day kindergarten across both economically disadvantaged and multilingual learner groups, as observed in the chart. The strongest gains were observed among multilingual learners in full-day programs, whose percentage of students at or above benchmark increased by 36.6 percentage points from the beginning to the end of the year. Economically disadvantaged students in FDK also showed substantial improvement, increasing from 37.5% to 69.2% at or above benchmark.¹³ While this data alone does not establish direct causation, these findings suggest a positive association between FDK participation and reading outcomes.



Promise Communities

Promise Communities are places in Utah where local leaders, community members, and partners have committed to building systems of support for their children, from cradle to career.

Within the Promise Partnership region, there are seven Promise Communities where most students attend a Community School and/or civic leaders and cross-sector partners work in deep collaboration to improve outcomes. Two of those communities—Promise South Salt Lake and Millcreek Promise, with Granite School District—have committed to re-doubling our efforts together to dramatically improve outcomes for all youth. *Please see page 16 for detailed data definitions and context, including which schools are represented in the Report Card.*

In Promise South Salt Lake and Millcreek Promise:

5 of 8 outcomes have improved since the original baseline, and 35% of disparity gaps are closing

5 of 8 outcomes have improved since the COVID baseline, and 41% of disparity gaps are closing

	CURRENT YEAR	BASELINE	CHANGE SINCE BASELINE	COLOR	COVID BASELINE	CHANGE SINCE COVID	COLOR	CURRENT DISPARITY GAP	COMPARISON GROUP
KINDERGARTEN READINESS									
All Students	46%	48%	-2%	●	43%	3%	●		
Low-Income Students	27%	36%	-9%	●	31%	-4%	●	-38%	Middle Income and Above
Students of Color	33%	34%	-1%	●	31%	2%	●	-34%	White Students
English Language Learner Students	19%	34%	-15%	●	31%	-12%	●	-41%	Native English Speakers
3RD GRADE READING PROFICIENCY									
All Students	54%	60%	-6%	●	58%	-4%	●		
Low-Income Students	43%	50%	-7%	●	50%	-7%	●	-26%	Middle Income and Above
Students of Color	41%	50%	-9%	●	52%	-11%	●	-33%	White Students
English Language Learner Students	35%	43%	-8%	●	51%	-16%	●	-32%	Native English Speakers
8TH GRADE MATH PROFICIENCY									
All Students	26%	20%	6%	●	19%	7%	●		
Low-Income Students	18%	11%	7%	●	7%	11%	●	-24%	Middle Income and Above
Students of Color	15%	10%	5%	●	7%	8%	●	-28%	White Students
English Language Learner Students	13%	2%	11%	●	5%	8%	●	-27%	Native English Speakers
HIGH SCHOOL GRADUATION (percentage of students who graduate in four years)									
All Students	87%	87%	0%	●	86%	1%	●		
Low-Income Students	76%	75%	1%	●	76%	0%	●	-17%	Middle Income and Above
Students of Color	85%	79%	6%	●	79%	6%	●	-3%	White Students
English Language Learner Students	80%	78%	2%	●	77%	3%	●	-8%	Native English Speakers
POSTSECONDARY READINESS (composite ACT score of 18+)									
All Students	60%	59%	1%	●	63%	-3%	●		
Low-Income Students	33%	34%	-1%	●	29%	4%	●	-39%	Middle Income and Above
Students of Color	33%	32%	1%	●	30%	3%	●	-43%	White Students
English Language Learner Students	14%	6%	8%	●	7%	7%	●	-56%	Native English Speakers
POSTSECONDARY ATTAINMENT (bachelor's degree & above)									
All Individuals	49%	42%	7%	●	45%	4%	●		
Individuals of Color	36%	29%	7%	●	32%	4%	●	-18%	White Individuals
HEALTH (adults in good, very good, or excellent health)									
All Adults	85%	80%	5%	●	89%	-4%	●		
Low-Income Adults	56%	70%	-14%	●	84%	-28%	●	-41%	Middle Income and Above
FINANCIAL STABILITY (individuals with household incomes at or above 200% FPL)									
All Individuals	86%	66%	20%	●	77%	9%	●		
Individuals of Color	80%	41%	39%	●	63%	17%	●	-8%	White Individuals

Promise Communities

Promise Baby & You: A Successful First Year

The first year of Promise Baby & You was a huge success, providing parents and caregivers of children ages 0-3 with the knowledge and skills they need to support their child's development. To date, 156 families from 9 cohorts across South Salt Lake and Davis School District have graduated from the program.¹⁴ We have also contributed a total of \$75,500 in seeded funds for my529 college savings accounts to support the future education of 151 children whose families completed the program.¹⁵



Pre- and post-program survey results from all 2025 cohorts and locations reveal that Promise Baby & You participants are more likely to report feeling more confident in understanding child development, very confident in understanding child health and safety, and a large increase in familiarity with community resources after the program. 99% of respondents reported achieving the goals they had for participating in the program.¹⁶ More cohorts are taking place throughout this year, with plans underway to expand the program and offer Promise Baby & You in Moab and across the west side of Salt Lake County in the near future.

Utah Dream Fund Creates an Affordable Path to Homeownership

The Utah Dream Fund was launched as a collaboration between Promise South Salt Lake, Milcreek Promise, the Community Development Corporation of Utah (CDCU), Homium, and other partners to help more Utahns achieve the American Dream of owning a home. The initiative creates an affordable path to homeownership for first-time homebuyers by offering a second, zero-interest shared-appreciation mortgage with no monthly payment. CDCU offers housing counseling to help prepare prospective homebuyers—covering topics such as mortgage literacy, budgeting, and a HUD-certified homebuyer class. CDCU continues to provide follow-up support to homebuyers after closing. Since the program launched in December 2025, 20 families have been supported by the program statewide, and 5 families in South Salt Lake and Millcreek have received support.¹⁷

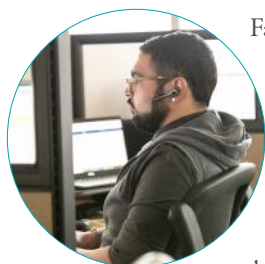
Utah Dream Fund's approach leverages the Partnership's data-driven model and strong community infrastructure. It allows cost-burdened renters to put down roots in opportunity-rich communities like South Salt Lake and Millcreek that have established cradle-to-career wraparound supports. Promise Partnership Utah also tracks health and financial stability measures for homebuyers in the program to demonstrate that helping people achieve homeownership improves other long-term outcomes in health, education, and economic mobility.

“Utah Dream Fund gives individuals and families who would otherwise be locked out of homeownership a chance—a chance at stability, safety, wealth generation. Utah Dream Fund steps in where the math doesn't work and gives people a real shot at homeownership. It fills the gap, on fair and transparent terms, and changes a household's entire trajectory.”

-Todd Reeder, CEO of Community Development Corporation of Utah

Basic Needs Service Referral Hub Supports Care Coordination for Students and Families

The Basic Needs Service Referral Hub was recently launched to support the Partnership's goal of ensuring 100% of students in South Salt Lake and West Millcreek have their basic needs met. Parents or guardians with students in the Cottonwood network (Granite School District) can fill out a form and have a trained Service Navigator from 211 Utah reach out and help them access resources like housing and utility support, food pantries, transportation, and more.



Families can opt in to the Service Referral Hub allowing identified staff from Granite School District, Promise South Salt Lake, Millcreek Promise, the Promise Partnership Utah backbone team, and the Midtown Community Health Center to have access to their case and see what needs they have, what services they've been referred to, and whether their needs were met. This helps make care coordination more efficient by reducing the number of times families are asked to repeat the same information to multiple partners who are working together on their behalf. The Basic Needs Service Referral Hub provides a shared tool to help ensure partners have the same information and can communicate about a family's history and situation so they can better serve and support them.

Promise Community Schools

Community Schools align school and community resources to support the academic success and well-being of students and families.

The results presented here reflect outcomes in schools serving some of our community's highest-need students and neighborhoods. Community Schools are intentionally implemented where barriers to academic success—including poverty, housing instability, chronic absenteeism, and unmet health and social needs—are most concentrated. In many of these schools, student mobility is also significantly higher than district averages, meaning students often enter and leave during the school year, making it more challenging for supports and interventions to reach the same students consistently over time.

These indicators should therefore be viewed not only as measures of academic performance, but also as reflections of the broader challenges students and families face. While progress on traditional cradle-to-career outcomes can be gradual, Community Schools are building the conditions that make long-term improvement possible by increasing access to essential supports, strengthening family engagement, and creating more stable, connected learning environments for students. *Please see page 16 for detailed data definitions and context, including which schools are represented in the Report Card.*

In Community Schools across the Promise Partnership region:

2 of 5 outcomes have improved since the original baseline, and 27% of disparity gaps are closing

Promise Partnership Community Schools Report Card

	CURRENT YEAR	BASELINE	CHANGE SINCE BASELINE	COLOR	CURRENT DISPARITY GAP	BASELINE DISPARITY GAP	CHANGE SINCE BASELINE	COMPARISON GROUP
KINDERGARTEN READINESS								
All Students	35%	31%	4%	●				
Low-Income Students	25%	28%	-3%	●	-23%	-13%	-10%	Middle Income and Above
Students of Color	25%	24%	1%	●	-23%	-16%	-7%	White Students
English Language Learner Students	13%	11%	2%	●	-28%	-25%	-3%	Native English Speakers
3RD GRADE READING PROFICIENCY								
All Students	50%	52%	-2%	●				
Low-Income Students	46%	50%	-4%	●	-14%	-10%	-4%	Middle Income and Above
Students of Color	42%	47%	-5%	●	-22%	-14%	-8%	White Students
English Language Learner Students	29%	43%	-14%	●	-33%	-14%	-19%	Native English Speakers
8TH GRADE MATH PROFICIENCY								
All Students	22%	26%	-4%	●				
Low-Income Students	16%	21%	-5%	●	-17%	-18%	1%	Middle Income and Above
Students of Color	14%	15%	-1%	●	-22%	-30%	8%	White Students
English Language Learner Students	10%	8%	2%	●	-21%	-29%	8%	Native English Speakers
HIGH SCHOOL GRADUATION (percentage of students who graduate in four years)								
All Students	80%	82%	-2%	●				
Low-Income Students	70%	76%	-6%	●	-18%	-9%	-9%	Middle Income and Above
Students of Color	76%	80%	-4%	●	-9%	-1%	-8%	White Students
English Language Learner Students	71%	73%	-2%	●	-12%	-10%	-2%	Native English Speakers
POSTSECONDARY READINESS (composite ACT score of 18+)								
All Students	51%	49%	2%	●				
Low-Income Students	30%	32%	-2%	●	-36%	-29%	-7%	Middle Income and Above
Students of Color	34%	35%	-1%	●	-33%	-30%	-3%	White Students
English Language Learner Students	12%	12%	0%	●	-50%	-42%	-8%	Native English Speakers

To see more data from the previous pages, scan this code



Promise Community Schools

The Power of Mentorship: Promise Student Advocates Gains Traction

The Promise Student Advocates initiative supports students in four high schools across Granite, Canyons, and Salt Lake City School Districts. Students are paired one-on-one with a caring adult mentor or “Advocate” who helps them set goals, navigate challenges in and out of the classroom, and create an individualized success plan to graduate high school on a college or career path. Promise Student Advocates aligns the efforts of many existing mentorship initiatives such as Check & Connect through Granite School District, Mentor 2.0 through Big Brothers Big Sisters Utah, and AmeriCorps-led mentoring. As of December 2025, 72 Advocates have been trained and placed in schools, and 533 students were paired with an Advocate.¹⁸

In addition to tracking academic progress, Advocates check in with students regularly, identify barriers, and connect students and families with resources to remove those barriers. Advocates build trusting relationships over time, resulting in real behavioral and academic shifts.

“The one thing I love most about this program is that I get to work with students one-on-one. I get to hear their stories, understand where they’ve come from, and build relationships with them that hopefully go long after they graduate high school. I love being a part of this program, and I love what we get to do every single day.”

-Alo, Check & Connect Mentor with Promise Student Advocates, Cottonwood High School

This is exactly what happened with Hector, a junior at Cottonwood High School. When Hector first connected with his mentor, Alo, during his freshman year, he was missing class regularly and felt disconnected from school. Each week, Alo helped Hector set goals to increase attendance, complete assignments, and follow up with teachers. This personal connection and sustained support paid off. Hector’s attendance increased from 13% to 90%, and now he’s on track to graduate with plans to attend community college.¹⁹

We know high school graduation is a key milestone on the path to future economic mobility. Promise Student Advocates ensures more students have the resources they need to reach this milestone—improving high school graduation rates at scale and strengthening our state’s future workforce.

Watch the video and read the full case study published by national partner StriveTogether:



Ogden Community Schools James Madison, Liberty, and Polk Elementary Schools have collectively doubled their K-3rd grade reading proficiency rate from a low of 29% in 2020 to 59% in 2024.²⁰

Odyssey Family Center Provides Resources for Students and Families

The Family Center at Odyssey Elementary School in Ogden School District is a community hub for students and their families. Offering on-site resources such as hygiene supplies, shower and laundry facilities, food and clothing pantry, and kitchen, it’s a place where students and families can come and meet their basic needs with ease and dignity. Last year, the Family Center served 330 people through appointments.²¹ The school also collaborates with corporate and community partners to provide vision screenings, dental services, immunization clinics, haircuts, and more. This integrated system of supports ensures students have the resources they need so they can focus on learning.



“[The Family Center] helps reduce barriers to learning and development. Having this embedded inside the elementary school helps us provide basic needs supports for our families and access to different resources. I think it just speaks to the trust you’re able to build when you’re working with families and helping them in their successes, but also in their times of need.”

-Destiny DeHerrera, Community Schools Coordinator, Odyssey Elementary School

Partnership Bright Spots

Kearns Jr. High Site Visit Builds Support and Momentum for Community Schools



In November, Kearns Jr. High hosted a Community Schools site visit, allowing attendees to see a Community School in action and gain a better understanding of the impact of this model for transforming educational outcomes. Attendees included stakeholders and partners from Granite, Alpine, and Canyons School Districts, Salt Lake County, and U.S. House Representative Ashley Matthews. The group heard from Principal Kelli Miller and Kearns Network Community Schools Coordinator Kyndal White about how the school is implementing the pillars of the Community Schools framework to create a vibrant community hub for students and families.

The site visit included a tour of the after-school program in partnership with Salt Lake County where students are served dinner and working on an ongoing project with Spy Hop that supports their core learning. Attendees also visited the food pantry and clothing closet to learn how these resources support the basic needs of the school community. Finally, the group met in the school library to hear from a student speaker, a parent, and a teacher about their positive experience being part of a Community School. This visit was a great opportunity to increase awareness and support for Community Schools and build momentum for implementing this model in more schools throughout Utah.

Uplift Midvale Empowers Youth

Started in April 2022, Uplift Midvale is a dynamic community initiative dedicated to reducing youth violence in Midvale City. As part of their leadership programming, the coalition recently added a Youth Advocate and Recruitment Intern, Kuuai Aiono, to the team. Kuuai has served as a great representative of youth in Midvale City and has helped nurture the coalition's relationship with Canyons School District. He has also supported the operation of several programs including a partnership with Teens Night Out, the Spy Hop and Midvale City Design Jam, and the Harvest Day Festival. Additionally, Kuuai supports the Midvale Youth Council which gives local youth hands-on experience with city government through service projects, leadership development, legislative visits, and City Council recognition. Uplift Midvale is a rising Promise Community, building the supportive infrastructure necessary to continue to make bold goals in support of full cradle-to-career outcomes for Midvale's youth and families.



“Uplift Midvale has shown me that community betterment is possible. Although we are still a young coalition, we have already been able to accomplish some meaningful and measurable progress, such as hiring a youth advocate, running programs that support and engage less fortunate youth, and even taking some of our government-interested youth to the Capitol to meet state representatives. All in all, I am proud of what Uplift Midvale has accomplished so far and cannot wait to see what more we can do in the future and beyond.”

-Kuuai Aiono, Youth Advocate and Recruitment Intern, Uplift Midvale

DATA DEFINITIONS

Baseline Year Definitions

Promise Partnership Utah began in 2014 with only three school districts; by 2018 it grew to six. This expansion presented a challenge in reporting data over time. However, given that Promise Partnership Utah 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.

In addition to the baseline data reported for the six school districts, we have included a COVID baseline to account for the disruption of COVID to the education system and the impact of that disruption on student learning. In total, we report on three points in time in this report: the current year, the original baseline, and the COVID baseline, with changes since the baseline calculated for each.

Geographic Definitions

We include reporting on three geographic breakdowns: Systems, Communities, and Community Schools. These breakdowns represent both the scope and the focus of Promise Partnership Utah's work.



SYSTEMS:

The "Systems" geography is defined as the entire Promise Partnership Utah region.

For all K-12 academic outcomes, the Promise Partnership Utah region includes six school districts: Canyons, Davis, Granite, Ogden, Park City,* and Salt Lake City.

For postsecondary completion outcomes, three universities in this region are included. They are Salt Lake Community College, University of Utah, and Weber State University.

For health and financial stability outcomes, the Promise Partnership Utah region is defined by counties. The counties included are Davis, Salt Lake, Summit, and Weber.

*Park City School District is included as it was an original part of Promise Partnership Utah.



COMMUNITIES:

There are seven Promise Communities, and two of them have made bold commitments to dramatically improving results over the next phase of partnership work. These two communities are South Salt Lake and Millcreek. The data in the Promise Communities Report Card reflects the South Salt Lake and Millcreek communities.

For all K-12 academic outcomes, this includes the following schools in the Cottonwood High School and Olympus High school feeder patterns: William Penn Elementary, Wilson Elementary, Moss Elementary, Lincoln Elementary, Walker Elementary, Bonneville Junior High, Granite Park Junior High, Olympus High School, and Cottonwood High School.

For the postsecondary attainment, health, and financial stability outcomes, the community geography is defined by cities. The cities included are South Salt Lake and Millcreek.



COMMUNITY SCHOOLS:

Schools included in this analysis have embraced the Community Schools model and are participating in Promise Partnership Utah.

For all K-12 academic outcomes, this includes a selection of 33 schools in the six school districts of the Promise Partnership Utah region. This cohort will continue to grow as adoption of the Community Schools model increases across the region.

This section does not include postsecondary completion/attainment, health, or financial stability outcomes. This section also does not include a COVID baseline calculation, as Partnership Community Schools work renewed in earnest in 2021, which is after our COVID baseline year of 2020-21.



Outcome Definitions



KINDERGARTEN READINESS

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

Reported for: Systems, Communities, Schools

Reported using data from the Utah State Board of Education from the Beginning of Year (BOY) Acadience Reading assessment. Systems and communities baseline reflects the 2017-18 school year, COVID baselines reflect 2020-21, Community Schools baseline reflects 2021-22, and current year reflects 2024-25. *Note: Starting in the 2023 RMR, we shifted from reporting this outcome using KEEP data to using Acadience Reading data. Baselines have been recalculated to reflect this change.*



3RD GRADE READING

% of students proficient in reading by the end of 3rd grade

Reported for: Systems, Communities, Schools

Reported using data from the Utah State Board of Education from the End of Year (EOY) Acadience Reading assessment (formerly DIBELS). Systems and communities baseline reflects the 2015-16 school year, COVID baselines reflect 2020-21, Community Schools baseline reflects 2021-22, and current year reflects 2024-25.



8TH GRADE MATH

% of students proficient in math by the end of 8th grade

Reported for: Systems, Communities, Schools

Reported using data from the Utah State Board of Education from the Readiness Improvement Success Empowerment (RISE) Math assessment (formerly SAGE). Systems and communities baseline reflects the 2013-14 school year, COVID baseline reflects 2020-21, Community Schools baseline reflects 2021-22, and current year reflects 2024-25.



HIGH SCHOOL GRADUATION

% of students graduating in four years

Reported for: Systems, Communities, Schools

Reported using data from the Utah State Board of Education based on the Federal Four-Year Cohort Graduation Rate. Systems baseline reflects 2017-18, communities baseline reflects 2017-18, COVID baseline reflects 2020-21, Community Schools baseline reflects 2021-22, and current year reflects 2024-25.



POSTSECONDARY READINESS

% of high school juniors with a Composite ACT score of 18 or higher

Reported for: Systems, Communities, Schools

Reported using data from the Utah State Board of Education that shows an ACT Composite score of 18 or higher. Baseline reflects 2013-14 school year, COVID baseline reflects 2020-21, Community Schools baseline reflects 2021-22, and current year reflects 2024-25. *Note: Utah made the ACT mandatory for all high school juniors in 2014-15, which may impact comparability over time.*



POSTSECONDARY COMPLETION

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

Reported for: Systems

Reported using data from the U.S. Department of Education, National Center for Education Statistics, and Integrated Postsecondary Education Data System (IPEDS). IPEDS compares institutions and IPEDS summary tables. Baseline reflects 2014 academic year, COVID baseline reflects 2020, and current year reflects 2024. This outcome 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 a two-year associate degree). This is a nationally accepted measure recommended by the National Center for Education Statistics. Institutions may adjust rates to account for time off for military service, religious service, and other situations.

Completion of certificate programs at Utah System of Technical Colleges (USTC) campuses is also a key piece of postsecondary completion. In the 2023-24 school year, 3,287 students completed a certificate or degree at Davis Technical College and Ogden-Weber Technical College, the campuses within the Promise Partnership region.



POSTSECONDARY ATTAINMENT

% of adults with a baccalaureate degree or more in South Salt Lake and Millcreek

Reported for: Communities

Reported using data from the U.S. Census Bureau from the 2017-2022 American Community Survey 5-Year Estimates. Educational Attainment is defined as having a Bachelor's Degree or Higher. Baseline reflects 2018, COVID baseline reflects 2020, current year reflects 2024. *Note: Data are based on a sample and are subject to sampling variability.*



HEALTH

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

Reported for: Systems, Communities

Reported using data from the Utah Department of Health's Indicator-Based Information System for Public Health, from the Health indicator report of fair/poor health. Calculated using age-adjusted rates. The baseline year reflects 2014, the COVID baseline is 2020, and the current year reflects 2024. This data is reported based on adults in the Promise Partnership Region (Davis County, Salt Lake County, Summit County, and Weber-Morgan County), as well as the cities of South Salt Lake and Millcreek. Self-rated health questions are a common survey technique in health research and have been proven to be both valid and reliable in terms of measuring overall health.



FINANCIAL STABILITY

% of individuals with household incomes at or above 200% of the federal poverty level

Reported for: Systems, Communities

Reported from Promise Partnership Utah's analysis of data published by Steven Ruggles, Sarah Flood, Ronald Goeken, Megan Schouweiler and Matthew Sobek. IPUMS USA: Version 12.0 [dataset]. Minneapolis, MN: IPUMS, 2023. <https://doi.org/10.18128/D010.V12.0>. Reflects the percentage of individuals in the Promise Partnership region that are at or above twice the federal poverty level. Due to data limitations, estimates do not include Summit County. The baseline year reflects 2014, the COVID baseline is 2020, and the current year reflects 2024.

Comparison Group Definitions

Included in each data spread is a Comparison Group section. The Comparison Groups are focused on income, race, and English language proficiency.

We recognize that the experiences of students in these groups are not a monolith and that aggregating the data in this way can obscure the unique experiences of each student and each student group.

Low Income and Middle Income & Above

For academic outcomes, low income is consistent with the Free and Reduced Lunch designation. The qualification for Free and Reduced Lunch is a family income of less than 185% of the federal poverty level. Students from families above 185% are considered Middle Income & Above for these outcomes.

For Health and Financial Stability outcomes across all regional groups, low income is defined as below 200% of the federal poverty level for families. Families above 200% are considered Middle Income & Above for these outcomes.

Students of Color and White Students

Data from the Utah State Board of Education has specific designations for racial groups. It includes Asian, Black, Latine, American Indian, Multiracial, Pacific Islander, and White. The Asian, Black, Latine, American Indian, Multiracial, and Pacific Islander racial groups have been aggregated into Students of Color.

The data sources for Postsecondary Attainment and Financial Stability also provided disaggregation by People of Color (POC) and White.

English Language Learners and Native English Speakers

Academic outcome data includes designations for English Language Learners and non-English Language Learners. There are several other terms to describe English Language Learners, including English as a Second Language (ESL) and Multi-Language Learners (MLL). We have chosen to use English Language Learner to be consistent with the language in the data source.



- ¹ Canyons, Davis, Granite, Ogden, Salt Lake, and Park City School Districts.
- ² Department of Health and Human Services, Department of Workforce Services, Utah State Board of Education, Utah System of Higher Education.
- ³ Clearfield, Kearns, Millcreek, Midvale, Ogden, Park City, Salt Lake City, South Salt Lake.
- ⁴ United Way of Salt Lake Resource Development Team.
- ⁵ Utah Valley University, University of Utah, Weber State University, Salt Lake Community College.
- ⁶ United Way of Salt Lake’s Resource Development, and Volunteer Teams; Promise Partnership Utah members.
- ⁷ U.S. Census Bureau. "Sex by Age." American Community Survey, ACS 5-Year Estimates Detailed Tables, Table B01001, Canyons, Davis, Granite, Ogden, Park City, and Salt Lake School Districts.
- ⁸ Promise Partnership Council membership records, provided by Promise Partnership Utah backbone team.
- ⁹ Utah State Legislature, SB 165: Economic Mobility Initiative (2026), <https://le.utah.gov/Session/2026/bills/introduced/SB0165.pdf>
- ¹⁰ Utah State Legislature, S.B. 241: Early Literacy (2026), <https://le.utah.gov/Session/2026/bills/enrolled/SB0241.pdf>
- ¹¹ Utah State Legislature, H.B. 477: Full-Day Kindergarten Amendments (2023), <https://le.utah.gov/~2023/bills/hbillenr/HB0477.pdf>
- ¹² Utah State Board of Education, Kindergarten Class Counts by Kindergarten Type, 2025-2026 (Enrollment/Membership Reports), column “Percent - Full Day Classes.”
- ¹³ Utah State Board of Education. Kindergarten BOY and EOY Acadience Proficiency Rates (At or Above Benchmark), 2024-2025, Utah; Data obtained by request
- ¹⁴ Promise Partnership Utah Backbone Team supporting Baby & You implementation across Salt Lake and Davis Counties
- ¹⁵ Promise Partnership Utah Backbone Team supporting Baby & You implementation across Salt Lake and Davis Counties
- ¹⁶ Pre- and post- data from surveys of Baby & You class participants across Salt Lake and Davis counties, collected and analyzed by the Promise Partnership Utah Backbone Team
- ¹⁷ Mike Chu, President & Chief Technology Officer, Homium
- ¹⁸ Promise Partnership Utah Backbone Team supporting Promise Student Advocates, sourced from schools and organizations implementing the initiative.
- ¹⁹ Performance data provided by Alo, Hector’s mentor, referenced in the published Strive Together case study.
- ²⁰ Utah State Board of Education from End of Year Acadience Reading Exam
- ²¹ Destiny DeHerrera, Community Schools Coordinator, Odyssey Elementary School



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Email partnerships@promisepartnership.org. If you or your company would like to volunteer at our Promise Community Schools or Promise Communities, email volunteer@uw.org.

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. Promise Partnership Utah, including Promise Communities, Promise Community Schools, and systems networks, is supported by a backbone team of partnership facilitators and data specialists housed at Utah's Promise.

promisepartnership.org

