EDUCATION

Partnerships for Student Success Grant Program Evaluation

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Partnerships for Student Success Grant Program Evaluation

EXECUTIVE SUMMARY

The Partnerships for Student Success grant program is designed to improve educational outcomes for students who are economically disadvantaged by funding grantees to establish and strengthen community partnerships among school districts, businesses, government, and non-profit agencies. The Utah State Board of Education awarded four grants during the 2016–17 school year. Grantees included the United Way of Northern Utah, United Way of Salt Lake City (received two grants), and Weber School District. Two additional grantees were added in the 2017-18 school year: Canyons School District and a second grant for the United Way of Northern Utah. The independent evaluation for the fifth year of the program is below.

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Grant History

In 2016, Utah Senate Bill 67 created the Partnerships for Student Success Grant Program. The purpose of SB 67 is to improve educational outcomes for low-income students by funding grantees to establish and strengthen community partnerships among school districts, businesses, government, and non-profit agencies. In 2020, Utah Senate Bill 137 passed amendments to the Partnerships for Student Success Grant Program (PFSS).

This unique grant does not fund grantees to create direct services for students and their families. Rather, the grant focuses on providing funds to develop infrastructure, with support from technical assistance providers, to drive community partnerships and promote cross-organization support for students within specific high school feeder patterns. Grantees who applied for funding specified local needs to be addressed, goals for student outcomes, feeder patterns for schools, and proposed partnerships. Using and sharing data is a central aspect of the grant to strengthen the student support network. Grantees are expected to facilitate data sharing across partnering agencies.

The Utah State Board of Education (USBE) awarded four grants during the 2016–17 academic year. An additional $1,000,000 was added to the budget during the 2017 legislative session, resulting in two additional grantees

during the 2017–18 year. The 2020–21 school year was the fifth year of full implementation for the 2016–17 grantees and the fourth year of full implementation for the 2017–18 grantees.

Evaluation Report Requirement

Utah Senate Bill 67 requires that the USBE contract with the independent evaluator to annually evaluate the partnerships that received the PFSS grant and provide an annual evaluation report to the Utah Education Interim Committee. For the first three years of the grant, USBE contracted with the Utah Education Policy Center (UEPC) at the University of Utah to provide the evaluation requirements through the 2019–20 school year. During the 2019–20 school year, USBE transitioned the evaluation requirements to a USBE program evaluator. UEPC and USBE collaborated during the spring of 2020 to review the evaluation history, notify the grantees of the change, and introduce the grantees to the new evaluator.

Evaluation Requirements

Utah Code 53F-5-405 identifies the PFSS evaluation reporting requirements. The Codes states:
   (1) The state board shall annually evaluate a partnership that received a grant under this part.
   (2) The evaluation described in Subsection (1) shall:
        a.   assess implementation of a partnership, including the extent to which members of a partnership:
             i.   share data to align and improve efforts focused on student success; and
             ii. meet regularly and communicate authentically; and
        b.   assess the impact of a partnership on student outcomes using appropriate statistical evaluation methods.
   (3) Beginning in the 2020–21 school year, the state board shall:
        a.   prepare an annual written report of an evaluation conducted under this section; and
        b.   submit the report in accordance with Section 53E-1-201.
   (4) The state board may use up to 6% of money appropriated for the purposes described in this part to pay for the administrative costs incurred in implementing the Partnerships for Student Success Grant Program, including costs to conduct the evaluation described in Subsection (1).

Several tools and data sources are used to collect the information needed to provide the requirements listed in the Code. To help facilitate the grant, USBE required grantees to provide a mid-year and end-of-year report. These reports ensured the approved applications were implemented appropriately or necessary changes were documented and approved. Grantees were required to provide a partnership contact list of the organizations and individuals that formed each partnership. The contact lists were utilized to survey partners individually and assess the partners' collaboration efforts. To provide academic outcome data, the program evaluator used USBE academic data. Additionally, the program evaluator developed an evaluation worksheet, which the grantees completed with the end-of-year report.

Academic Program Measures and Program Outcomes

After evaluating the grant requirements, collaborating with the partnerships, and identifying critical areas impacting student success, USBE identified three program measures and four areas for program outcomes. Program measures were identified as primary focus areas within each partnership; these included third-grade reading, eighth-grade mathematics, and high

school graduation (Table 1). Program outcomes were identified as areas that could prepare partnerships for upcoming program measures or areas in which partnerships could have influence. Program outcomes included third-grade mathematics, eighth-grade reading, post-secondary attainment, and career readiness skills (Table 2).

Program Measure	Measurement/Tool
Third Grade Reading	• Percent of students reading at or above Acadience Benchmark • Percent of students proficient in English language arts (ELA)
Eighth Grade Mathematics	• Percent proficient in mathematics
High School Graduation	• Percent of students who graduate from high school

Table 1 PFSS Program Measures

Program Outcome	Measurement/Tool
Third Grade Mathematics	• Percent proficient in mathematics (RISE)
Eighth Grade Reading	• Percent of students proficient in English language arts (RISE)
Post-Secondary Attainment	• Percent of students who scored 18 or higher on the ACT • Percent of students who reported post-secondary enrollment
Career Readiness Skills	• Percent of successfully completed college or career readiness coursework

Table 2 PFSS Program Outcomes

COVID-19 Disclaimer

During the 2021–22 school year, schools across Utah continued to respond to the COVID-19 pandemic. Utah local education agencies (LEAs) (school districts and charter schools) were given the right to determine the best approach for their students while responding to COVID-19 protocols and concerns. Many Utah LEAs chose one of three approaches: full in-class instruction, a hybrid in-class and remote schedule, and full remote instruction. Additional COVID-19 protocols and guidelines from USBE, the Utah Legislature, and Utah Governors Herbert (2009 to January 2021) and Cox (January 2021 to present) were in place to assist schools in COVID-19 case count prevention and response.

The initial response to the COVID-19 pandemic happened at the end of the 2019–20 school year. In March, Governor Herbert closed schools for two weeks; after this time, all Utah schools implemented remote learning. End-of-year assessments were canceled. However, after one and a half school years of disrupted learning, data was needed to measure the impacts of COVID-19 on student learning. During the 2020–21 school year, LEAs were encouraged to participate as much as possible in the Utah end-of-year summative assessments, which

included the Readiness Improvement Success Empowerment (RISE), Utah Aspire Plus, and the ACT. Additionally, LEAs were encouraged to participate as much as possible in formative assessments such as Acadience. Participation was encouraged, but flexibility and understanding were provided. Testing requirements returned to pre-pandemic expectations during the 2021-22 school year.

The USBE has advised against using the 2020–21 school year data for comparisons across school years, student groups, schools, and districts. As a result, this report will only use aggregated school-level data for the 2021-22 school year. As data collection resumes, and when appropriate, comparisons will be made to better report the impact of the PFSS grant on academic outcomes.

Partnerships for Student Success

Grantees

Four grantee organizations represented five partnerships during the 2021–22 school year. United Way of Northern Utah, Weber School District, and United Salt Lake held two grants in the fifth year of their partnership implementation. Canyons School District and a second feeder pattern for United Way of Northern Utah were implementing the fourth year of the PFSS grant. During the initial year of implementation, the UEPC evaluators worked with each partnership to create logic models (Appendix A). The logic model lists all the grant's program measures and outcomes from 2017–18; grantees then identified partners, activities, and outcomes. The logic models were designed to assist the partnerships with focusing their efforts on building partnership infrastructure around each area. Grantees were encouraged to continue using their logic models during the 2021–22 school year, as many partnerships had begun producing and adapting support and resources for each measure.

Feeder Patterns

All grantees had to identify schools within a feeder pattern where their implementation effort would be applied. Each feeder pattern begins by identifying a high school and the junior high/middle and elementary schools that feed students into the next level. Three partnerships identified one junior high school/middle school, while the others identified two schools. Elementary schools ranged from three to eight per partnership, with most having three or four. All the schools belong to LEAs identified as school districts. The districts included Canyons School District, Granite School District, Ogden City School District, and Weber School District. The partnership feeder program can be found in table three below.

Grantee	High School	Feeder Schools
Canyons School District	Diamond Ridge High School	East Midvale Elementary
		Copperview Elementary
		Midvale Elementary
		Sandy Elementary
		Midvale Middle School
United Way of South Salt Lake	Cottonwood High School	James E. Moss Elementary
		Lincoln Elementary
		Woodrow Wilson Elementary
		Granite Park Junior High School
United Way of Salt Lake (Kearns)	Kearns High School	David Gourley Elementary
		South Kearns Elementary
		West Kearns Elementary
		Western Hills Elementary
		Kearns Junior High
United Way of Northern Utah	Ogden High School	James Madison Elementary
		Liberty Elementary (Formally T.O. Smith Elementary)
		Odyssey Elementary
		Polk Elementary
		Mount Ogden Jr High School
United Way of Northern Utah	Ben Lomond High	Gramercy Elementary (closed 2019)
		Mound Fort Junior High School
Weber School District	Roy High School	Freedom Elementary
		Lakeview Elementary
		Midland Elementary
		Municipal Elementary
		North Park Elementary
		Roy Elementary
		Valley View Elementary
		West Haven Elementary
		Roy Junior High School
		Sand Ridge Junior High School

Table 3 2021-22 PFSS Grantees and Feeder Schools

Partnerships

A primary purpose of the PFSS grant is to establish community partnerships to build the infrastructure necessary to promote cross-organization support for students within specific high school feeder patterns. With the help of a technical assistance provider, all grantees have developed relationships to support the activities identified in their logic models. During the 2021-22 school year, partnerships were formed by 133 individuals representing 77 unique organizations. Organizations were categorized into six types: **business** (e.g., USANA Kids Eat and Fair Credit,) **community** (e.g., Boys and Girls Club, Utah Food Bank, and International Rescue Committee,) **education**

(e.g., school district administrators and higher education institutions,) **government** (e.g., county government offices,) **health** (e.g., Eye Care for Kids and Community Nursing Service,) and **school** (e.g., schools within the feeder pattern). Grantee partnerships ranged from 14 to 79 individuals (Figure 1) and 13 to 22 unique organizations (Tables 4-7). Community organizations represented the highest number of partners (Figure 2), with 82 listings and 76 unique representatives.
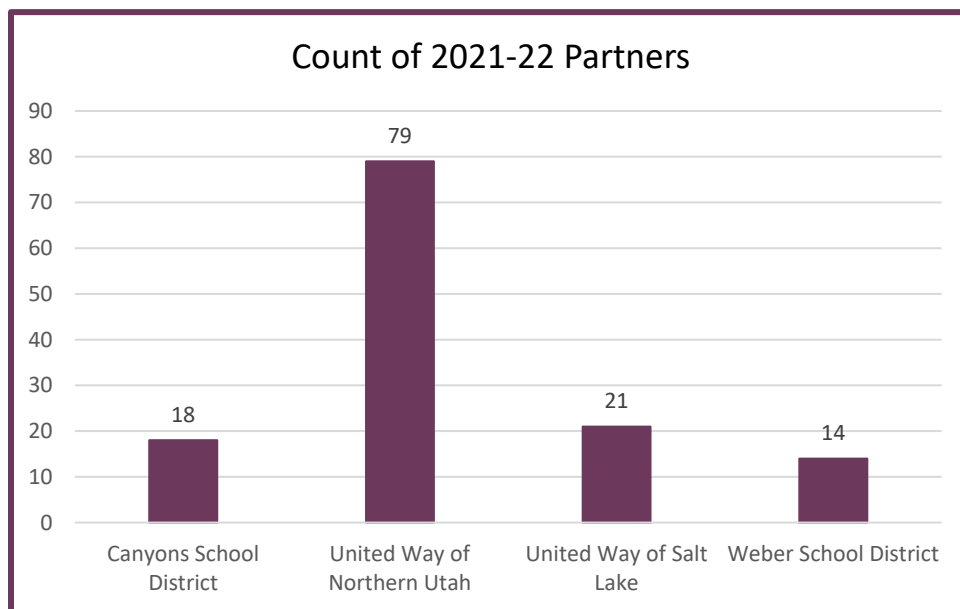
Figure 1 2021-22 PFSS Grantee Partner Count

Canyons School District	Count of Category Partners
Business	1
Community	12
Government	1
Health	4

Table 4 2021-22 PFSS Grantee Canyons School District Partnership Category List and Count

United Way of Northern Utah	Count of Category Partners
Community	55
Education	8
Health	4
Government	5
School	7

Table 5 2021-22 PFSS Grantee United Way of Northern Utah Partnership Category List and Count

United Way of Salt Lake	Count of Category Partners
Business	1
Community	13
Education	2
Government	1
Health	4

Table 6 2021-22 PFSS Grantee United Way of Salt Lake Partnership Category List and Count

Weber School District Partnership Types	Count of Category Partners
Community	2
Education	1
School	11

Table 7 2021-22 PFSS Grantee Weber School District Partnership Category List and Count
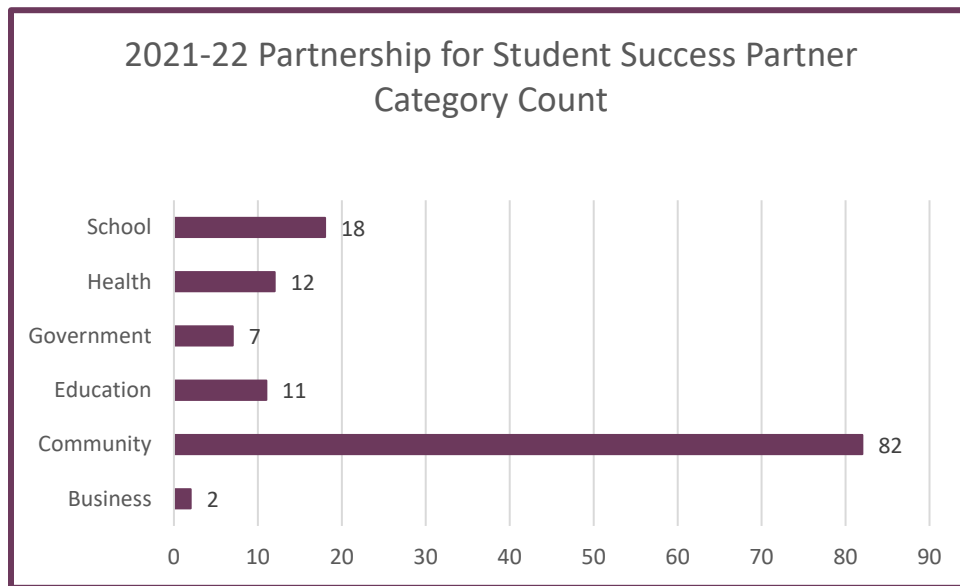
Figure 2 2021–22 PFSS Partner Category Count

Evaluation

Partner Survey

A main part of the required evaluation is to assess the implementation of a partnership, including the extent to which members of a partnership share data to align and improve efforts focused on student success, meet regularly, and communicate authentically. A survey was created in Qualtrics to assist in measuring this requirement. Twenty-two questions covered a range of topics that centered on the individuals' understanding of partnership goals, the secure sharing and use of data, and the regularity, appropriate content, and preparedness

of meetings. The survey link was sent directly to each individual provided by the grantees on their contact list. Primary grantee contacts were encouraged to notify their partners that the survey was being sent and prompt individuals to respond. In the email that distributed the survey link, recipients were informed that the grant evaluator was collecting the results and that responses were confidential. Response rates varied from 39 to 100 percent.

Organization	Number of Contacts	Number of Responses	Response Rate
Canyons School District	18	7	39%
Weber School District- Roy	14	9	64%
United Way- Salt Lake	21	21	100%
United Way- Northern Utah	79	33	42%

Table 8 2021-22 PFSS Partner Survey Response Rate

Partners replied in overwhelmingly supportive answers to all questions, which ranged in content from measuring the understanding of partnership goals to using data and the regularity, appropriate content, and preparedness of meetings. Overview summary data from the survey were shared with PFSS organizations.

Academic Outcomes

USBE and PFSS grant stakeholders identified three program measures and five program outcomes, which would be used to assess the academic outcomes. Program measures were identified as the primary areas where grantees should build infrastructure and support student outcomes. Program outcomes were areas where program measure efforts should have a trickle-down effect. For example, success with the program measure of third-grade reading should result in an increased outcome in eighth-grade reading; however, grantees may identify an implementation need between third and eighth grade. Academic outcomes are reported below. As a reminder, because of the COVID-19 pandemic, this evaluation report uses the data collected during the 2021–22 school year. The USBE has advised against comparing data against the 2020-21 school year, including student groups, schools, and districts. As a result, this report will only use aggregated school-level data, and some school-level data was unavailable. As data collection resumes, comparisons will be made to better report the impact of the PFSS grant on academic outcomes.

Program Measures Report

Third-grade Reading was measured using two data sources. The first was the percentage of students who scored at or above the benchmark on the end-of-year Acadience assessment. The second measure was the percentage of students proficient on the RISE ELA test. Overall, the average percentage of students at or above the benchmark on the third-grade end-of-year Acadience test was 55 percent. The range was 32-71 percent. The average percentage of students proficient on the third grade RISE ELA was 26 percent. The percentage range was 10–42 percent.

**United Way of South Salt Lake
3rd Grade Reading**

	James E. Moss Elementary	Lincoln Elementary	Woodrow Wilson Elementary
3rd Grade Reading on Benchmark(Acadience)	57%	57%	52%
3rd Grade ELA Proficiency (RISE)	26%	30%	42%

Figure 3 United Way of South Salt Lake Percent of Students Proficient in 3rd Grade Reading

**United Way of South Salt Lake
(Kearns)
3rd Grade Reading**

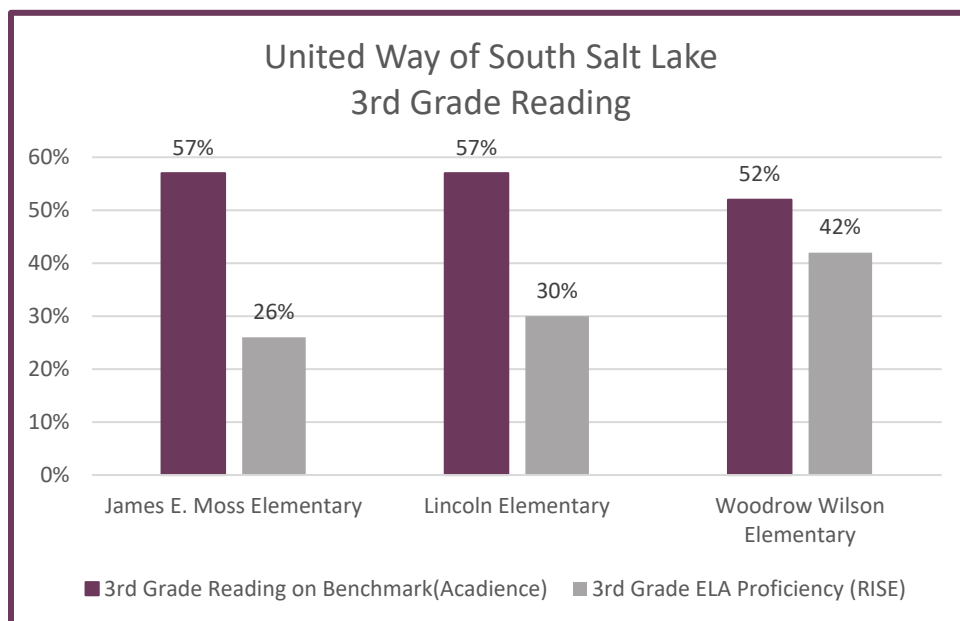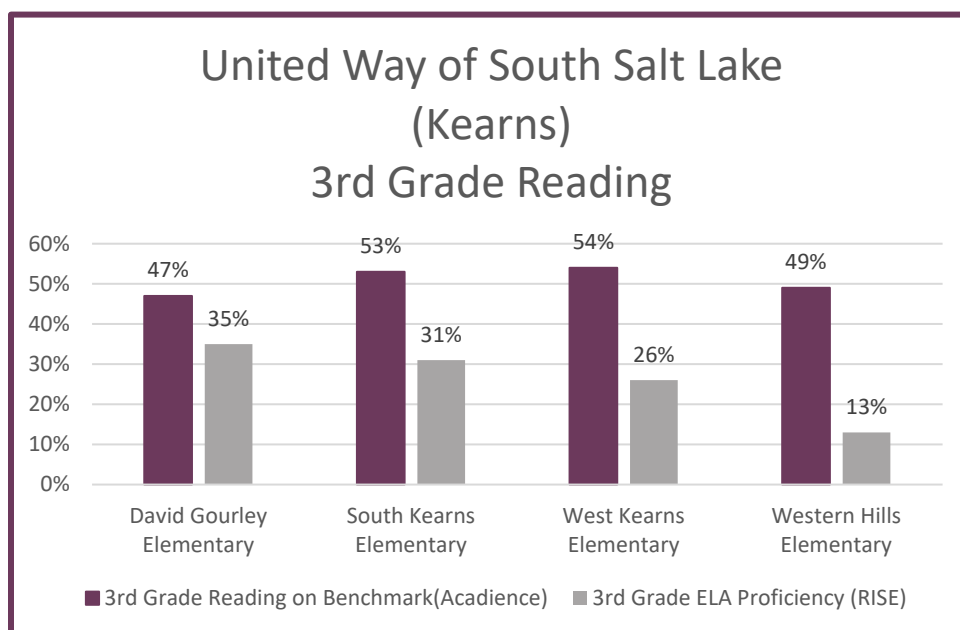|	David Gourley Elementary	South Kearns Elementary	West Kearns Elementary	Western Hills Elementary
3rd Grade Reading on Benchmark(Acadience)	47%	53%	54%	49%
3rd Grade ELA Proficiency (RISE)	35%	31%	26%	13%

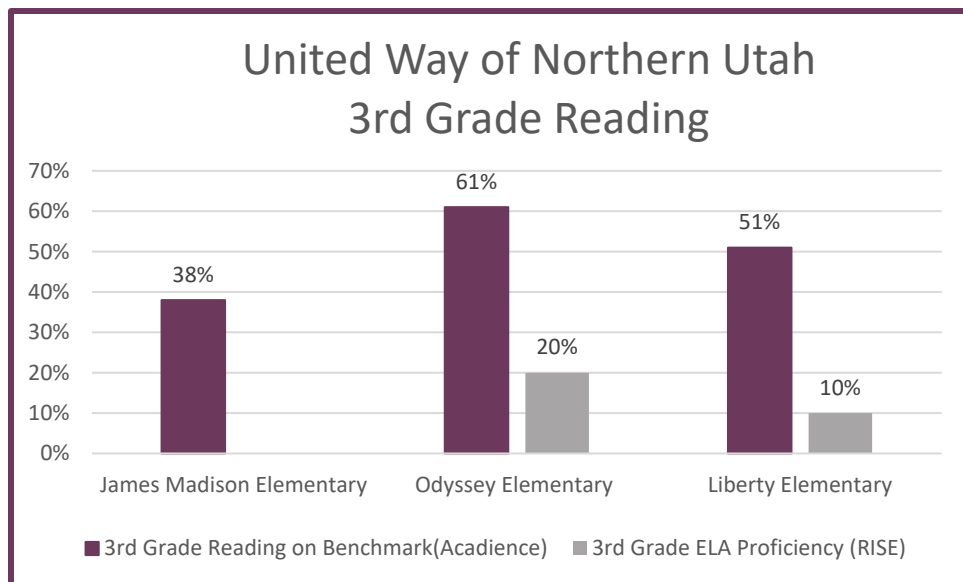*Figure 4 United Way South SL (Kearns) Percent of Students Proficient in 3rd Grade Reading*

Figure 5 United Way N. Utah Percent of Students Proficient in 3rd Grade Reading
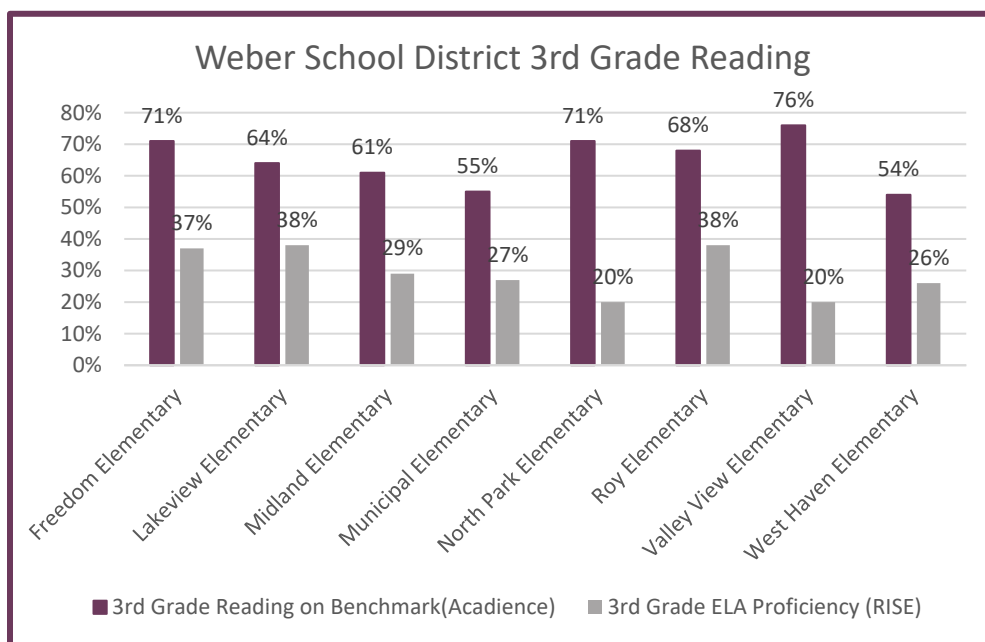

Figure 6 Weber School District Percent of Students Proficient in 3rd Grade Reading
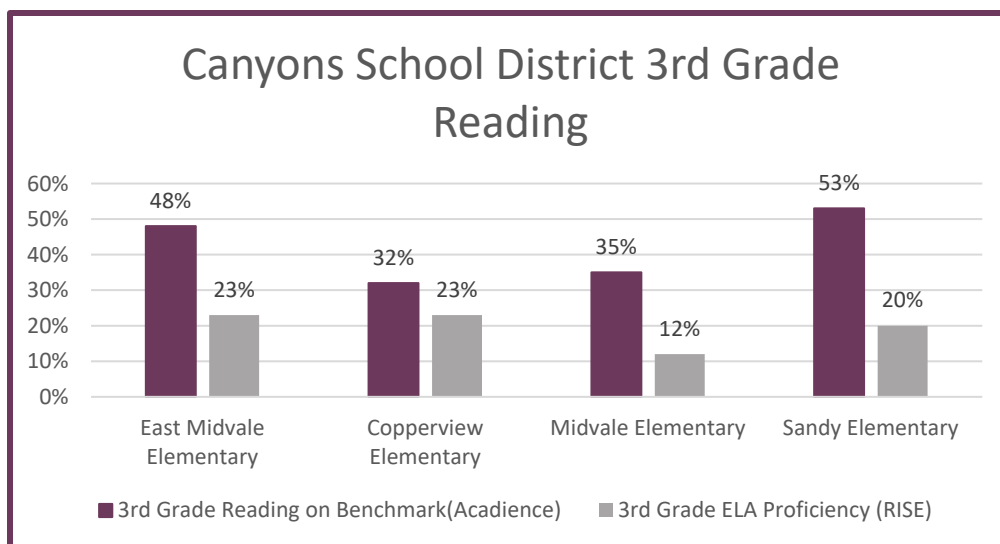
Figure 7 Canyons School District Percent of Students Proficient in 3rd Grade Reading

Eighth-Grade Mathematics was measured using the percentage of students proficient on the eighth-grade RISE math assessment. The percentage of students proficient on the eighth-grade RISE math assessment ranges between six and 11-30 percent. The overall grantee percent proficient average was 18 percent.

Figure 8 Percentage of Students Proficient on the 8th Grade RISE Math Assessment

High School Graduation is the final program measure and was gathered by calculating the percentage of students who graduated high school on time during the 2021–22 school year. The high schools in the feeder programs averaged 87 percent of students graduating high school. The graduation percentage range was 79 to 92 percent.

Percent of Students Who Graduated High School

School	Percentage
Ben Lomond High School	92%
Diamond Ridge High School	87%
Roy High School	90%
Ogden High School	96%
Kearns High School	79%
Cottonwood High School	80%

Figure 9 PFSS High School Graduation Percentage Rates

Program Outcomes Report

Third-Grade Math was measured using the percentage of students proficient on the third-grade RISE math assessment. Proficiency percentage rates range from 10-50 percent. The PFSS elementary schools' average proficiency rate on third-grade RISE math was 29 percent.

PFSS Elementary Schools 3rd Grade Math Proficiency (RISE)
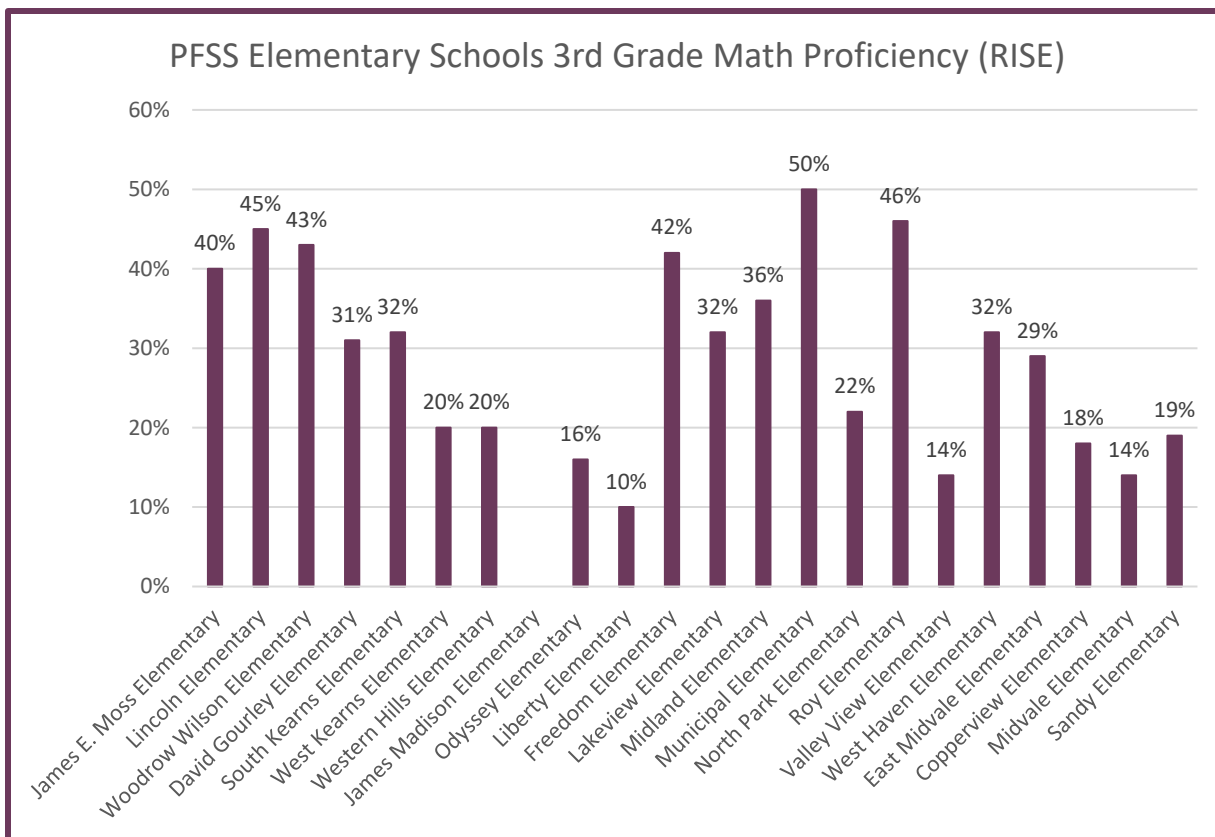
Figure 10 PFSS Percentage of Students Proficient in 3rd Grade Math

Eighth-Grade Reading was measured using the percentage of students proficient on the eighth-grade RISE ELA assessment. The percentage of students proficient on the eighth-grade RISE math assessment ranges between 14 and 38 percent. The overall grantee percent proficient average was 25 percent.
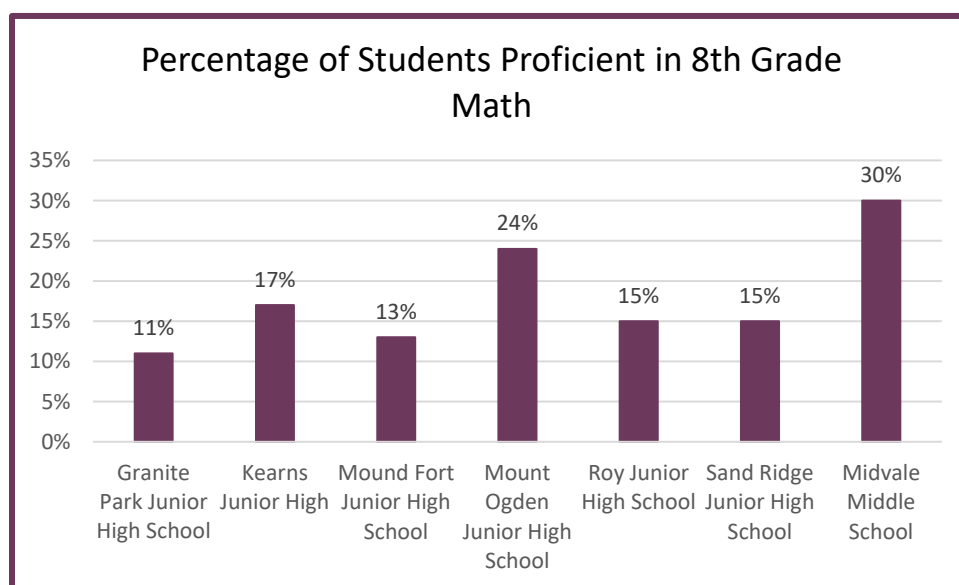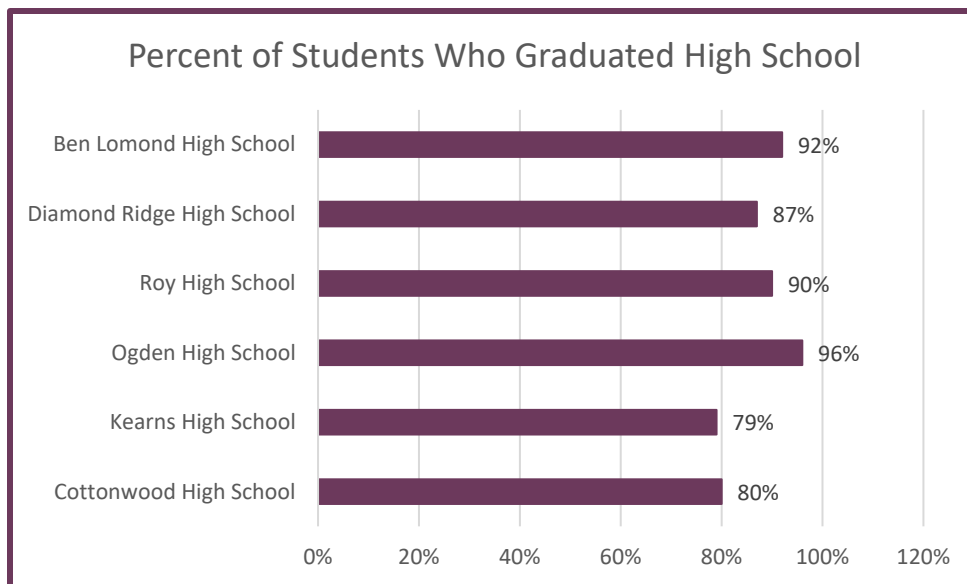
Percentage of Students Proficient in 8th Grade Reading

School	Percent
Midvale Middle School	37%
Sand Ridge Junior High School	20%
Roy Junior High School	14%
Mount Ogden Junior High School	38%
Mound Fort Junior High School	26%
Kearns Junior High	24%
Granite Park Junior High School	15%

Figure 11 Percentage of Students Proficient in 8th Grade Reading

Post-Secondary Readiness and College and Career Readiness Post-secondary readiness was measured by the percentage of students who scored 18 or 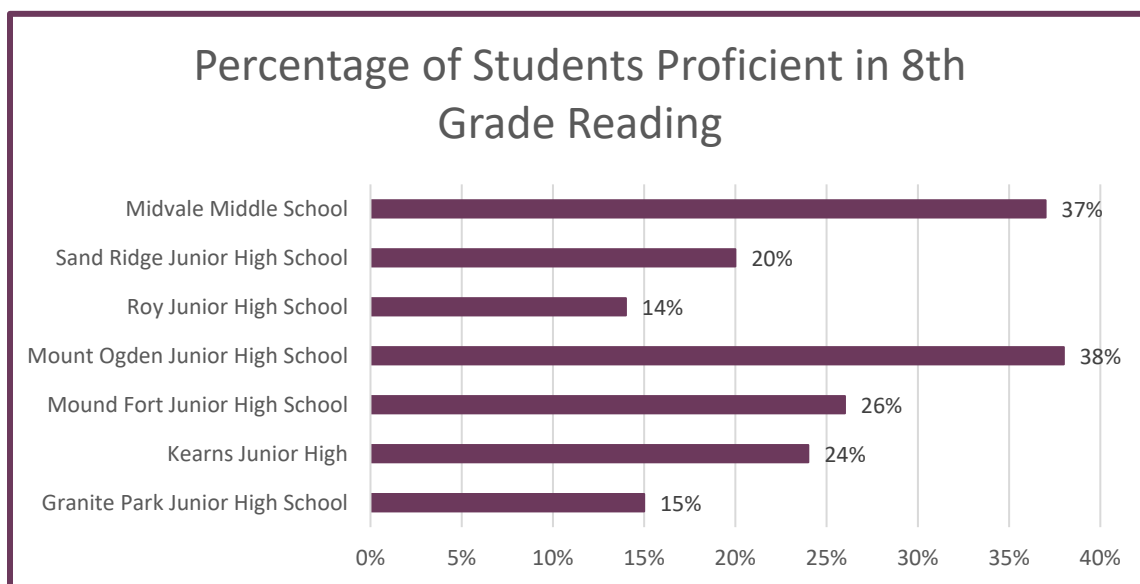higher on the ACT. PFSS grant schools averaged 52 percent of students who scored 18 or higher. The ACT 18 or higher percentage range was 35 to 52 percent. Finally, college and career readiness were measured using the percentage of successfully completed college and career readiness courses. PFSS high schools averaged 68 percent of courses completed successfully; school percentage rates ranged from 23 to 88 percent.
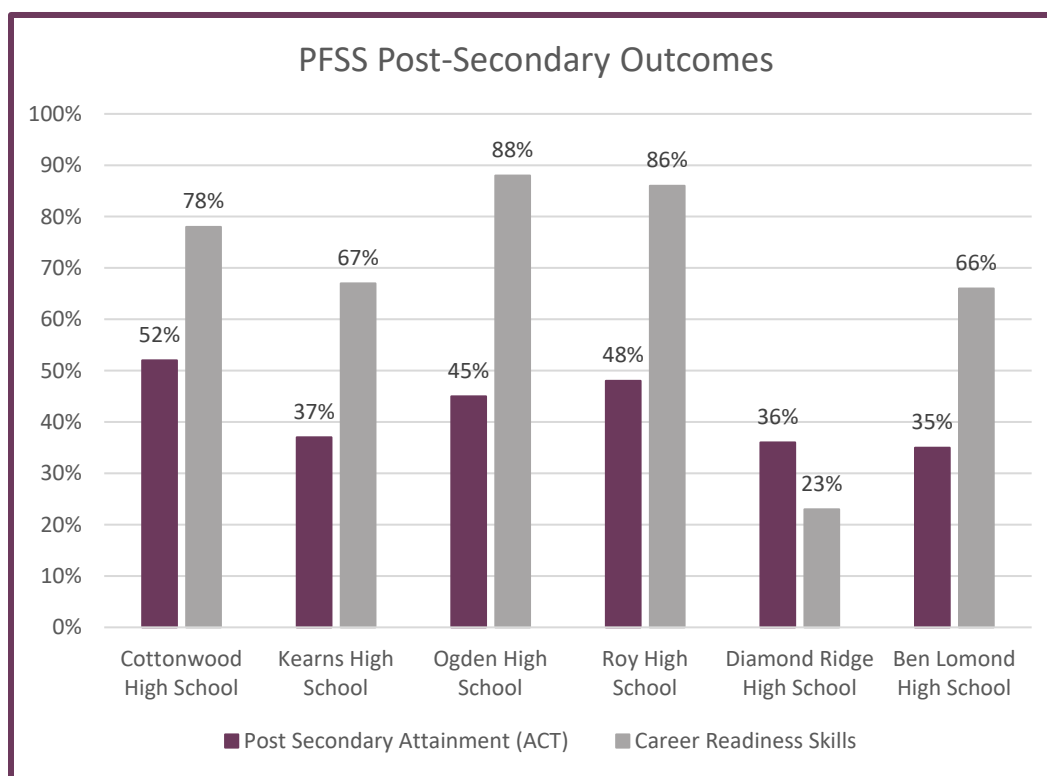

Figure 12 PFSS Post-Secondary Outcomes

Evaluation Worksheet

During focus group meetings held before the 2020–21 school year, the partners identified a need to receive better evaluation feedback. A primary concern from grantees was the time it takes to complete the required report. Unfortunately, to ensure the data being used is accurate, the reporting timeline cannot be moved. However, the program evaluator collaborated with PFSS grantees and USBE staff to develop an evaluation worksheet to address this concern. The worksheet had three purposes;
   (1) provide a way for grantees to self-assess their programs;
   (2) encourage better alignment using data collected throughout the school year to measure impacts; and
   (3) assist the evaluation by providing more details on the partnership's activities, relationships, use of data, and measuring outcomes.

Grantees completed the PFSS evaluation worksheet in May/June 2022. During the summer, the evaluation worksheets were reviewed. A focus group was held in November 2021 to review the evaluation worksheets' experience for grantees. Discussion during the meeting allowed grantees the opportunity to provide details and

seek feedback on improving the worksheet's clarity, submission, and evaluation process. The feedback will be used to make changes to the 2022–23 evaluation worksheet.

While the initial implementation of the evaluation worksheet had struggles, grantees expressed positive feedback in being able to self-evaluate the activity alignment, the authenticity of the partnership, data use, and outcome measurements. Grantees expressed a desire to continue working on developing the evaluation worksheet in future years.

Proposed Evaluation Needs

This grant aims to build infrastructure and partnerships to support students in the identified feeder pattern school. However, the grant reports require reporting on student academic data. The grant also requires partnerships to collaborate, share and review data, and communicate about school needs. Based on these requirements and the academic outcomes reported for the 2021-22 school year, the evaluator recommends that the PFSS implementation team establish a meaningful connection between the grant focus, purpose, and outcomes. This might help provide deeper partnership engagement and create a link to the partnership's academic outcomes.

Conclusion

During the 2021–22 school year, the PFSS grantees faced continuing challenges to mitigate the impact of COVID-19 on student success and partnerships, as well as the various approaches used by Utah LEAs to return to school. Individual partners completed a survey to measure the outcomes of the PFSS grant. Survey results overwhelmingly support a determination to conclude that PFSS grantees are meeting the requirements to build partnerships in which members share data to align and improve efforts focused on student success and meet regularly and communicate authentically.

Additionally, data could only be collected to report the percentage of students achieving the identified program measure or outcome. As data collection resumes in the future, the ability to measure longitudinal academic achievements related to PFSS grant programs can be established.

Finally, an evaluation worksheet was developed due to the PFSS grantee's desire to measure grant efforts sooner. Grantees continued to express that this was a beneficial requirement for their partnerships.

Evaluation Measurement	Measurement	Outcome
Grantees create authentic partnership which use data to improve student success	Partner survey	Measurement met
Academic outcomes identified in program measures and program outcomes	USBE assessment and academic data	Data reported with limitations
Grantee self-evaluation	Evaluation worksheet	Successful, but needing edits

Table 9 2020-21 PFSS Evaluation Outcomes

Appendix A. Grantee Logic Models

Logic Models were developed with the UEPC program evaluator during the first year of implementation.

Weber School District Logic Model for Roy High School Feeder Pattern (Developed with Utah Education Policy Center)

	Partners	Activities	Outcomes
Kindergarten Readiness	• Ogden-Weber Community Action Partnership • Roy Schools • United Way of Northern Utah	○ Full Day Kindergarten ○ Head Start in Roy Elementary Schools ○ Parent/Child Literacy Activities (SpEd/Inclusion)	▪ Head Start Assessment ▪ Kindergarten Enter & Exit Profiles (KEEP)
3rd Grade Math	• AmeriCorps • Boys & Girls Club of Weber-Davis • Weber School District	○ Mentoring ○ General Tutoring (school district) ○ PLC Trainings & Sessions	▪ Attendance ▪ Average Proficiency Rates ▪ End-of-level Testing
3rd Grade Reading	• AmeriCorps • Boys & Girls Club of Weber-Davis • Latinos in Action • Royals in Action • Weber School District	○ Mentoring ○ General Tutoring (school district) ○ Summer Programs ○ PLC Trainings & Sessions	▪ Attendance ▪ End-of-level Testing ▪ RISE Average Proficiency Rates ▪ Acadience
8th Grade Math	• AmeriCorps • Boys & Girls Club of Weber-Davis • Weber School District	○ Mentoring ○ General Tutoring (school district) ○ PLC Trainings & Sessions	▪ Attendance ▪ Average Proficiency Rates ▪ End-of-level Testing
8th Grade Reading	• AmeriCorps • Boys & Girls Club of Weber-Davis • Latinos in Action • Royals in Action • Weber School District	○ Mentoring ○ General Tutoring (school district) ○ STAR Tutoring ○ After School STAR Tutoring ○ After School HMK Help ○ Summer Programs ○ PLC Trainings & Sessions	▪ End-of-level Testing ▪ RISE Average Proficiency Rates ▪ Acadience
High School Graduation	• Advocate Program (WSD) • Alan & Jeanne Hall Foundation • AmeriCorps • Boys & Girls Club of Weber-Davis • Latinos in Action	○ Mentoring ○ Tutoring ○ R&R Tutoring ○ After School Programs ○ Summer Programs ○ Credit Recovery Camps ○ Junior High Classes ○ Community Services	▪ High School Graduation Rates

College Attainment	• Boys & Girls Club of Weber-Davis • Ogden-Weber Tech College • Weber State University • Weber School District	○ AP Classes ○ Concurrent Enrollment Classes ○ OWATC Classes ○ OWATC Summer Programs ○ After School and Summer Programs	▪ ACT Reports ▪ AP Enrollment
Career Readiness	• CTE • Department of Workforce Services • Ogden-Weber Tech College	○ Internships ○ OWATC Classes ○ OWATC Summer Programs	▪ CTE Reports ▪ Internship Data
Physical/Mental Health	• America's Best • Boys & Girls Club of Weber-Davis • Catholic Community Services • McKay-Dee Hospital • Midtown Community Health Center • Roy City • Roy PTA • Weber Human Services • Weber-Morgan Health	○ Food Pantry ○ Bridging the Gap ○ Glasses Screening & Classes ○ Mental Health Providers at Elementaries ○ Communities That Care (CTC) Process ○ Health & Safety Fairs ○ Resource Officers ○ Family Events	▪ CTC Data ▪ Food Pantry/CCS Data ▪ Mental Health Professional Data ▪ Student Health and Risk Prevention

Table 10 Weber School District Logic Model for Roy High School Feeder Pattern (Developed with Utah Education Policy Center)

United Way of Northern Utah Logic Model for Ogden High School Feeder Pattern (Developed with Utah Education Policy Center)

	Partners	Activities	Outcomes
Kindergarten Readiness	• Boys and Girls Club of Northern Utah • Care About Childcare • Community Members • Early Childhood Utah • Early Head Start • Head Start- Ogden Weber Community Action Partnership • Help Me Grow • Midtown Community Health Clinic • Ogden School District • Prevent Child Abuse Utah • United Way of Northern Utah • United Way of Utah County • Waterford Institue-UpStart • Weber-Morgan Health Department • Weber State University • YMCA of Northern Utah	○ Bright by Text (BBT) ○ Developmental Screening for Children 0-3 ○ Early Childhood Partnerships Coordinator ○ Preschool Enrollment ○ Welcome Baby	▪ Kindergarten Enter & Exit Profiles (KEEP) ▪ Peabody Picture Vocabulary Test (PPVT)
3rd Grade Math	• Ogden School District • United Way of Northern Utah	○ Director of Community School Partnerships ○ Family Youth Specialist (FYW) ○ Parent Ambassadors	▪ End-of-level testing
3rd Grade Reading	• Ogden School District • United Way of Northern Utah	○ Family Youth Specialist (FYW) ○ Parent Ambassadors	▪ End-of-level testing
8th Grade Math	• Ogden School District • United Way of Northern Utah • Weber State University	○ Family Youth Specialist (FYW) ○ Parent Ambassadors ○ Tutoring and Mentoring	▪ End-of-level testing
8th Grade Reading	• Ogden School District • United Way of Northern Utah • Weber State University	○ Family Youth Specialist (FYW) ○ Parent Ambassadors ○ Tutoring and Mentoring	▪ End-of-level testing

High School Graduation	• Ogden School District • United Way of Northern Utah • Weber State University	o Family Youth Specialist (FYW) o Parent Ambassadors o Tutoring and Mentoring	▪ High School Graduation Rates
College Attainment	• College of Hope • Ogden School District • United Way of Northern Utah • Weber State University • YMCA of Northern Utah	o College and Career Advocate o Dual Enrollment o GED Program o Sparpoint Navigator o Utah Bright Future Fund	▪ File from Cottages of Hope ▪ National Student Clearinghouse ▪ Utah Bright Future Fund
Physical/ Mental Health	• Ogden School District • United Way of Northern Utah	o Family Youth Specialist	▪ Student Health and Risk Prevention

Table 11 United Way of Northern Utah Logic Model for Ogden High School Feeder Pattern (Developed with Utah Education Policy Center)

United Way of Salt Lake City Logic Model for Cottonwood High School Feeder Pattern (Developed with Utah Education Policy Center)

	Partners	Activities	Outcomes
Kindergarten Readiness	• Asian Association of Utah • Catholic Community Services • Childrens Service Society • City of South Salt Lake • Granite School District • Help Me Grow • International Rescue Committee • Promise Partnership Regional Council • Utah Department of Health- Early Childhood • Voices for Utah Children	○ Early Childhood Advocacy ○ Early Childhood Comprehensive System ○ Family Engagement ○ Family Information & Resources ○ Initiative Group ○ Kindergarten Readiness Networks ○ Preschool Enrollment ○ Quality Preschool Classes ○ SSL Early Learning Network	▪ Ages and Stages Questionnaire (ASQ) ▪ Kindergarten Entry & Exit Profiles (KEEP) ▪ Preschool Enrollment
3rd Grade Math	• Asian Association of Utah • Catholic Community Services • City of South Salt Lake • Granite School District • International Rescue Committee	○ 3rd Grade Math Classes ○ After School Programs	▪ End-of-level testing ▪ Program Data
3rd Grade Reading	• AmeriCorps • Asian Association of Utah • Catholic Community Services • City of South Salt Lake • Granite School District • International Rescue Committee • Latinos in Action • Promise Partnership Regional Council • University of Utah Reading Clinic • Utah After School Network	○ 3rd Grade Reading Classes ○ After School and Summer Programs ○ Elementary Reading Network ○ Initiative Group ○ Teacher Professional Development ○ Tutoring and Mentoring	▪ Acadience ▪ End-of-level testing ▪ Program Data

8th Grade Math	• AmeriCorps • Asian Association of Utah • Catholic Community Services • City of South Salt Lake • Granite School District • International Rescue Committee • Promise Partnership Regional Council	○ 8th Grade Math Classes ○ 8th Grade Math Networks ○ After School and Summer Programs ○ Initiative Group ○ Tutoring and Mentoring	▪ End-of-level testing ▪ Program Data
8th Grade Reading	• Asian Association of Utah • Catholic Community Services • City of South Salt Lake • Granite School District • International Rescue Committee • Latinos in Action • University of Utah Reading Clinic	○ 8th Grade Reading Classes ○ After School and Summer Programs ○ Teacher Professional Development ○ Tutoring and Mentoring	▪ End-of-level testing ▪ Program Data ▪ Scholastic Reading Inventory (SRI)
High School Graduation	• AmeriCorps • Asian Association of Utah • Catholic Community Services • City of South Salt Lake • Granite School District • International Rescue Committee • Latinos in Action • Promise Partnership Regional Council	○ After School and Summer Programs ○ College Access Council ○ High School Classes ○ High School Graduation Networks ○ Initiative Group ○ Tutoring and Mentoring	▪ ACT Composit Scores ▪ FAFSA Completion ▪ High School Graduation Rate
College Attainment	• Latinos in Action • Promise Partnership Regional Council	○ Initiative Group ○ Programming with College Students	▪ College Enrollment ▪ FAFSA Completion ▪ High School Graduation Rate ▪ Program Data
Career Readiness	• Latinos in Action • Promise Partnership Regional Council	○ Initiative Group ○ LIA Leadership Conferences ○ Teacher Professional Development	▪ ACT Composit Scores ▪ Program Data

Physical/Mental Health	• City of South Salt Lake • Community Nursing Services • Intermountain Health Care • Maliheh Clinic • Midtown Community Health Center • National Alliance of Mental Health Illness • Promise Partnership Regional Council • Utah Partners for Health	o After School Programs o Immunizations and Flu Shots o Initiative Group o Mobile Medical and Glasses Services o Participate in Health Network o Provide Access to Free Health Care o Staff Trainings	▪ Health Care Statistics ▪ Immunizations and Flu Shot Numbers ▪ Insurance Enrollment ▪ Program Data ▪ Self-reported Health data ▪ Student Health and Risk Prevention

Table 12 United Way of Salt Lake City Logic Model for Cottonwood High School Feeder Pattern (Developed with Utah Education Policy Center)

United Way of Salt Lake Logic Model for Kearns High School Feeder Pattern (Developed with Utah Education Policy Center)

	Partners	Activities	Outcomes
Kindergarten Readiness	• Childrens Service Society • Granite School District • Help Me Grow • Promise Partnership Regional Council • Utah Department of Health- Early Childhood • Voices for Utah Children	o Early Childhood Advocacy o Early Childhood Comprehensive System o Family Information & Resources o Initiative Group o Kindergarten Readiness Networks o Preschool Enrollment o Quality Preschool Classes o SSL Early Learning Network	▪ Ages and Stages Questionnaire (ASQ) ▪ Kindergarten Entry & Exit Profiles (KEEP) ▪ Preschool Enrollment ▪
3rd Grade Math	• Boys and Girls Club • Granite School District • Salt Lake County Youth Services	o 3rd Grade Math Classes o After School Programs	▪ End-of-level testing ▪ Program Data
3rd Grade Reading	• AmeriCorps • Boys and Girls Club • Granite School District • Latinos in Action • Promise Partnership Regional Council • Salt Lake County Youth Services • University of Utah Reading Clinic • Utah After School Network	o 3rd Grade Reading Classes o After School and Summer Programs o Elementary Reading Network o Initiative Group o Teacher Professional Development o Tutoring and Mentoring	▪ Acadience ▪ End-of-level testing ▪ Program Data

	Partners	Programs	Data
8th Grade Math	• AmeriCorps • Boys and Girls Club • Granite School District • Promise Partnership Regional Council • Salt Lake County Youth Services	○ 8th Grade Math Classes ○ 8th Grade Math Networks ○ After School and Summer Programs ○ Initiative Group ○ Tutoring	▪ End-of-level testing ▪ Program Data
8th Grade Reading	• Granite School District • Latinos in Action • Salt Lake County Youth Services	○ 8th Grade Reading Classes ○ After School and Summer Programs ○ Tutoring and Mentoring	▪ End-of-level testing ▪ Program Data ▪ Scholastic Reading Inventory (SRI)
High School Graduation	• AAA Fair Credit • AmeriCorps • Granite School District • Latinos in Action • Promise Partnership Regional Council	○ High School Classes ○ High School Graduation Networks ○ Tutoring and Mentoring	▪ ACT Composit Scores ▪ FAFSA Completion ▪ High School Graduation Rate
College Attainment	• Latinos in Action • Promise Partnership Regional Council	○ Initiative Group ○ Programming with College Students	▪ College Enrollment ▪ FAFSA Completion ▪ High School Graduation Rate ▪ Program Data
Career Readiness	• Latinos in Action • Promise Partnership Regional Council	○ Initiative Group ○ LIA Leadership Conferences ○ Teacher Professional Development	▪ ACT Composit Scores ▪ Program Data
Physical/Mental Health	• Community Nursing Services • Salt Lake County Youth Services • Promise Partnership Regional Council • Utah Partners for Health	○ After School Programs ○ Immunizations and Flu Shots ○ Initiative Group ○ Mobile Medical and Glasses Services	▪ Health Care Statistics ▪ Immunizations and Flu Shot Numbers ▪ Self-reported Health data ▪ Student Health and Risk Prevention

Table 13 United Way of Salt Lake Logic Model for Kearns High School Feeder Pattern (Developed with Utah Education Policy Center)

Canyons School District Logic Model for Hillcrest High School Feeder Pattern (Developed with Utah Education Policy Center)

	Partners	Activities	Outcomes
Kindergarten Readiness	• Canyons School District • Canyons Education Foundation • International Rescue Committee • Larry H Miller Foundation • Midvale City • Promise Partnership Regional Council • Salt Lake County Gov • Savage Services • Utah Community Action • United Way of Salt Lake • Valley Behavioral Health	○ Family & Student Mental Health ○ Head Start ○ Health Outreach ○ High Quality Preschool ○ PAT Program ○ Parenting Classes/Education ○ Preschool in Family Learning Center ○ Refugee Services ○ Support for Critical Needs ○ Teacher Training ○ UpStart ○ Increase EL Proficiency	▪ School Attendance ▪ Brigance Scores ▪ Beginning of Year Acadience Scores ▪ Head Start Assessment ▪ Kindergarten Entry & Exit Profiles (KEEP) ▪ WIDA Scores ▪ Increase School Connectedness
3rd Grade Math	• Canyons School District • Canyons Education Foundation • International Rescue Committee • Larry H Miller Foundation • Latinos in Action • Midvale City • Promise Partnership Regional Council • Salt Lake County Gov • Savage Services • Utah Afterschool Network • United Way of Salt Lake	○ After School Programs ○ Address Chronic Absence ○ Coaching and PD ○ Evidence-based Instruction ○ Family & Student Mental Health ○ Meet Family & Student Critical Needs ○ Mentoring ○ Refugee Services ○ Summer Programs ○ Tutoring	▪ School Attendance ▪ WIDA Scores ▪ Increase School Connectedness ▪ Increase Math Proficiency
3rd Grade Reading	• Boys and Girls Club • Canyons School District • Canyons Education Foundation • International Rescue Committee • Larry H Miller Foundation • Midvale City • Promise Partnership Regional Council • Salt Lake County Gov • Savage Services • Utah Afterschool Network • United Way of Salt Lake	○ After School Programs ○ Address Chronic Absence ○ Coaching and PD ○ Evidence-based Instruction ○ Family & Student Mental Health ○ Meet Family & Student Critical Needs ○ Mentoring ○ Refugee Services ○ Summer Programs ○ Tutoring	▪ School Attendance ▪ Acadience Benchmark Scores ▪ Increase EL Proficiency ▪ WIDA Scores ▪ Increase School Connectedness

8th Grade Math	• Boys and Girls Club • Canyons School District • Canyons Education Foundation • International Rescue Committee • Larry H Miller Foundation • Midvale City • Promise Partnership Regional Council • Salt Lake County Gov • Savage Services • Utah Afterschool Network • United Way of Salt Lake	○ After School Programs ○ Address Chronic Absence ○ Coaching and PD ○ Increase EL Proficiency ○ Evidence-based Instruction ○ Family & Student Mental Health ○ Meet Family & Student Critical Needs ○ Mentoring ○ Refugee Services ○ Summer Programs ○ Tutoring	▪ School Attendance ▪ Math Inventory Scores ▪ WIDA Scores ▪ Increase Math Proficiency ▪ Increase School Connectedness
8th Grade Reading	• Boys and Girls Club • Canyons School District • Canyons Education Foundation • International Rescue Committee • Larry H Miller Foundation • Midvale City • Promise Partnership Regional Council • Salt Lake County Gov • Savage Services • Utah Afterschool Network • United Way of Salt Lake	○ Reading Lab ○ After School Programs ○ Address Chronic Absence ○ Coaching and PD ○ Evidence-based Instruction ○ Family & Student Mental Health ○ Meet Family & Student Critical Needs ○ Mentoring ○ Refugee Services ○ Summer Programs ○ Tutoring	▪ School Attendance ▪ Reading Inventory Scores ▪ Increase EL Proficiency ▪ WIDA Scores ▪ Increase School Connectedness
High School Graduation	• Boys and Girls Club • Canyons School District • Canyons Education Foundation • International Rescue Committee • Larry H Miller Foundation • Midvale City • Promise Partnership Regional Council • Salt Lake County Gov • Savage Services • Utah Afterschool Network • United Way of Salt Lake • Valley Behavioral Health	○ After School Programs ○ Address Chronic Absence ○ Coaching and PD ○ Credit Recovery ○ Increase EL Proficiency ○ Evidence-based Instruction ○ Family & Student Mental Health ○ Individualized & Scaffolded Student Supports ○ Meet Family & Student Critical Needs ○ Mentoring ○ Early Warning System ○ Refugee Services ○ Summer Programs ○ Tutoring	▪ AP & IB Course Enrollment Rates ▪ School Attendance ▪ CAYCI Survey Results ▪ Diploma Credit Counts ▪ High School Graduation Rates ▪ WIDA Scores ▪ Increase School Connectedness ▪ Increase in diverse students enrolling in high level courses

College Attainment	- Canyons School District - Canyons Education Foundation - International Rescue Committee - Larry H Miller Foundation - Latinos in Action - Midvale City - Promise Partnership Regional Council - Salt Lake County Gov - Savage Services - University of Utah College of Education - University of Utah College of Social Work - Utah Afterschool Network - United Way of Salt Lake	- Canyons District Programs - College Information Meetings - College Partnerships - Concurrent Enrollment Participation - Credit Recovery - FAFSA Support - Financial Literacy Nights - Michigan College Readiness Program - Support Campus Visits for Diverse Students - Support Conference Attendance - Support Meetings with College Mentors - UCAA Participation - Utah Futures	- College Enrollment Rates - USHE High School Feedback Report - Participation in College Remediation Courses
Career Readiness	- Boys and Girls Club - Canyons School District - Canyons Education Foundation - International Rescue Committee - Larry H Miller Foundation - Latinos in Action - Midvale City - Promise Partnership Regional Council - Salt Lake County Gov - Savage Services - University of Utah College of Education - University of Utah College of Social Work - Utah Afterschool Network - United Way of Salt Lake	- Align Family Learning Centers to Entrada - Adult Education - Coordinate with CTE Staff - CTE Attendance - Elementary Career Days	- Adult Education Enrollment Rates - CTE Course Participation - CTE Completion Rates - USHE High School Feedback Report

| Physical/Mental Health | • Boys and Girls Club
• Canyons School District
• Canyons Education Foundation
• Community Building Community
• International Rescue Committee
• Larry H Miller Foundation
• Latinos in Action
• Midvale City
• Midvale Road Home
• Playworks
• Promise Partnership Regional Council
• Salt Lake County Gov
• Savage Services
• Utah Afterschool Network
• Utah Food Bank
• Utah Health Policy Project
• Utah Division of Substance Abuse & Mental Health
• United Way of Salt Lake
• Valley Behavioral Health | o Community Health Referrals
o Increase Participation in Extracurricular Activities
o Mobile Food Bank
o Mobile Medical Clinic
o Mobile Vision Clinic
o Nutrition Education
o Playworks Coaches
o School-based Mental Health Support
o School Psychology Support
o School Social Work Support
o Weekend Food Backpack Program | ▪ CAYCI Curvey Results
▪ Mobile Food Pantry Data
▪ Mobile Medical & Vision Clinic Data
▪ Playworks Survey Results |

Table 14 Canyons School District Logic Model for Hillcrest High School Feeder Pattern (Developed with Utah Education Policy Center)

United Way of Northern Utah Logic Model for Ben Lomond High School Feeder Pattern (Developed with Utah Education Policy Center)

	Partners	Activities	Outcomes
Kindergarten Readiness	• Early Childhood Utah • Help Me Grow • OdgenCAN • Ogden School District • Parents as Teachers • United Way of Northern Utah • UpStart • YMCA of Northern Utah • Various	○ Community Liaison ○ Developmental Screenings (Children 0-3) ○ Early Learning Coalition ○ Family Youth Services ○ K-College and Career Team ○ Partnership Coordinator ○ Preschool ○ Preschool Enrollment ○ Programmer	▪ Kindergarten Enter & Exit Profiles (KEEP) ▪ Peabody Picture Vocabulary Test (PPVT)
3ʳᵈ Grade Math	• OgdenCAN • Ogden School District • United Way of Salt Lake • United Way of Northern Utah • Other Partners	○ Director of Community Partnerships ○ Family Youth Services ○ K-College and Career Team ○ Task Forces ○ Partnership Coordinator ○ Programmer	▪ RISE
3ʳᵈ Grade Reading	• OgdenCAN • Ogden School District • United Way of Salt Lake • Other Partners	○ Director of Community Partnerships ○ Family Youth Services ○ K-College and Career Team ○ Task Forces ○ Programmer	▪ RISE
8ᵗʰ Grade Math	• OgdenCAN • Ogden School District • United Way of Salt Lake • Weber State University • Other Partners	○ Director of Community Partnerships ○ Family Youth Services ○ K-College and Career Team ○ Task Forces ○ Transition Services ○ Tutoring & Mentoring ○ Programmer	▪ RISE
8ᵗʰ Grade Reading	• OgdenCAN • Ogden School District • United Way of Salt Lake • Weber State University • Other Partners	○ Director of Community Partnerships ○ Family Youth Services ○ K-College and Career Team ○ Task Forces ○ Transition Services ○ Tutoring & Mentoring ○ Programmer	▪ RISE

High School Graduation	• OgdenCAN • Ogden School District • United Way of Salt Lake • Weber State University • Other Partners	○ Credit Recover & Acceleration ○ Director of Community Partnerships ○ Family Youth Services ○ K-College and Career Team ○ Task Forces ○ Transition Services ○ Programmer	▪ High School Graduation
College Attainment	• Weber State University	○ Opportunity Youth Navigator	▪ WSU Enrollment
Career Readiness	• OgdenCAN • Ogden School District •	○ Family Youth Services ○ K-College and Career Team	▪ ACT
Physical/Mental Health	• Early Childhood Utah • Head Start • Help Me Grow • OdgenCAN • Ogden School District • Parents as Teachers • Prevent Child Abuse Utah • United Way of Northern Utah • UpStart • Weber-Morgan Health Department • YMCA of Northern Utah • Various	○ Community Liaison ○ Developmental Screenings (Children 0-3) ○ Early Learning Coalition ○ K-College and Career Team ○ Preschool ○ Preschool Enrollment ○ Programmer	▪ ASQ Development Screenings

Table 15 United Way of Northern Utah Logic Model for Ben Lomond High School Feeder Pattern (Developed with Utah Education Policy Center)