

THE UTAH STATE BOARD OF EDUCATION
Report to the Education Interim
Committee

PARTNERSHIPS FOR STUDENT SUCCESS GRANT PROGRAM EVALUATION

Reporting Year 2025

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STATUTORY REQUIREMENT

U.C.A. Section 53F-5-405 requires the Utah State Board of Education (USBE) to submit a report in accordance with Section 53E-1-201, which requires an evaluation of a partnership that receives a grant to improve education outcomes for students who are low income. This year reports for the 2023-2024 school year.

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. In 2017, the Utah State Board of Education awarded four grants to the first cohort, which operated during the 2017 to 2021 school years. Grantees included the United Way of Northern Utah, the United Way of Salt Lake City (received two grants), and the Weber School District. A second cohort with two additional grantees was added during the 2018 school year, including Canyons School District and a second grant for the United Way of Northern Utah. This cohort operated from 2018 to 2022. During the 2021 and 2022 school years, new cohorts were established, including cohort three: United Way of Northern Utah, Promise Partnership Utah (received two grants), and Weber School District operating during the 2022 to 2026 school years, while cohort four, Alpine School District and United Way of Northern Utah, operating during the 2023 to 2027 school years. The evaluation for the seventh year of the program is below.

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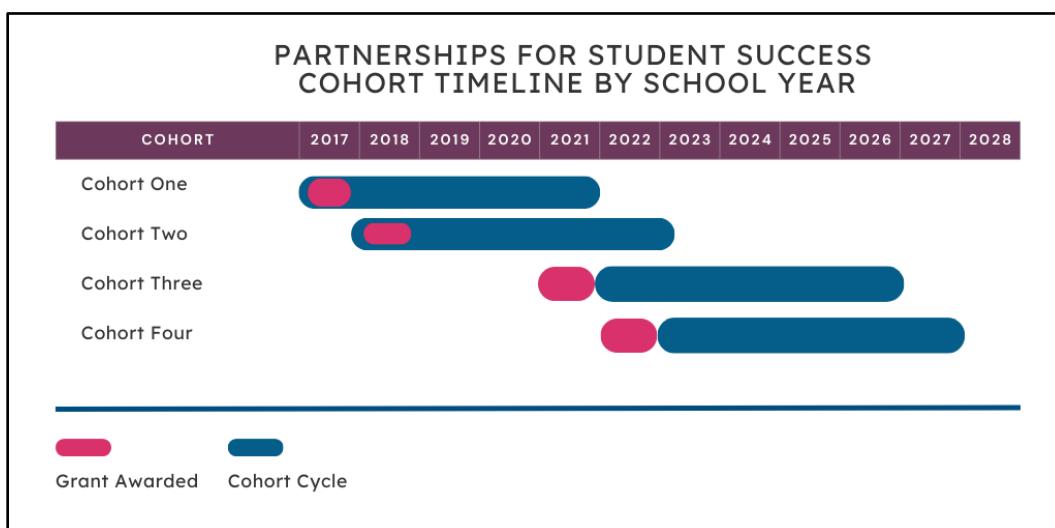
GRANT HISTORY

In 2016, [Utah Senate Bill 67](#) created the Partnerships for Student Success (PFSS) grant program. The purpose of S.B. 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 school year. An additional \$1,000,000 was added to the budget during the 2017 legislative session, resulting in a second cohort with two additional grantees during the 2017–18 school year. Cohorts one and two concluded during 2020–21 and 2021–22 school years, respectively. The 2020–21 school year was the fifth and final year of full implementation for the first cohort of grantees and the fourth year for the second cohort of grantees. The 2021–22 school year was the first year of implementation for the third cohort of grantees, and the 2022–23 school year was the first year for the fourth cohort of grantees.

Figure 1: PFSS Grant Cohort Timeline by School Year



EVALUATION REPORT REQUIREMENT

Utah Senate Bill 67 (2016) 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 Legislature's 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 Code 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 utilized to collect the information necessary to fulfill the requirements outlined in the Code. To facilitate the grant, USBE requires grantees to provide mid-year and end-of-year reports. These reports ensured the approved applications were implemented appropriately or that 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 used to survey partners individually and assess their collaboration efforts. To provide academic outcome data, the program evaluator used USBE academic data. Additionally, the program evaluator developed an evaluation worksheet and a status chart, which grantees completed with their end-of-year

reports.

ACADEMIC PROGRAM MEASURES AND PROGRAM OUTCOMES

After evaluating the grant requirements, collaborating with the grant's 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, including 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).

Table 1: PFSS Program Measures

| Program Measure | Measurement/Tool |
|---------------------------------|---|
| Third Grade Reading | <ul style="list-style-type: none">Percent of students reading at or above Acadience BenchmarkPercent of students proficient in English language arts (ELA) |
| Eighth Grade Mathematics | <ul style="list-style-type: none">Percent proficient in mathematics |
| High School Graduation | <ul style="list-style-type: none">Percent of students who graduate from high school |

Table 2: PFSS Program Outcomes

| Program Outcome | Measurement/Tool |
|----------------------------------|---|
| Third Grade Mathematics | <ul style="list-style-type: none">Percent proficient in mathematics (RISE) |
| Eighth Grade Reading | <ul style="list-style-type: none">Percent of students proficient in English language arts (RISE) |
| Post-Secondary Attainment | <ul style="list-style-type: none">Percent of students who scored 18 or higher on the ACTPercent of students who reported post-secondary enrollment |
| Career Readiness Skills | <ul style="list-style-type: none">Percent of successfully completed college or career readiness coursework |

PARTNERSHIPS FOR STUDENT SUCCESS

GRANTEES

Five grantee organizations represented seven partnerships during the 2023–24 school year. United Way of Northern Utah and Promise Partnership Utah held two grants--this was the seventh year of partnership implementation. 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 each grantee; grantees then identify partners, activities, and outcomes. The logic models were designed to help partnerships focus their efforts on building partnership infrastructure around each area.

THE FEEDER PATTERNS

All grantees must 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. Two 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 local education agencies (LEAs) identified as school districts. The districts included Alpine School District, Canyons School District, Granite School District, Ogden City School District, and Weber School District. The partnership feeder program can be found in Table 3.

Table 3: 2023-24 PFSS Grantees and Feeder Schools

| Grantee | High School | Feeder Schools |
|---|---------------------------|--|
| Alpine School District | Mountain View High School | Cherry Hill Elementary Bonneville Elementary Westmore Elementary Orem Jr. High School |
| Canyons School District | Hillcrest High School | East Midvale Elementary Copperview Elementary Midvale Elementary Sandy Elementary Midvale Middle School Union Middle School |
| United Way of South Salt Lake | Cottonwood High School | James E. Moss Elementary Lincoln Elementary Woodrow Wilson Elementary Granite Park Jr. High School |
| United Way of Salt Lake (Kearns) | Kearns High School | David Gourley Elementary South Kearns Elementary West Kearns Elementary Western Hills Elementary Kearns Jr. High School |
| United Way of Northern Utah | Ogden High School | Liberty Elementary Odyssey Elementary Polk Elementary Mount Ogden Jr. High School Mound Fort Jr. High School |
| United Way of Northern Utah | Ben Lomond High | East Ridge Elementary Heritage Elementary Bonneville Elementary Highland Jr. High School Mount Fort Jr. 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 Jr. High School Sand Ridge Jr. High School |

PARTNERSHIPS

One 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 2023-24 school year, partnerships were formed by 205 individuals representing 127 unique organizations. Organizations were categorized into: **business** (e.g., USANA Kids Eat and Fair Credit,) **education partner** (e.g., school district administrators and higher education institutions,) **feeder pattern** (e.g., representative of schools within the identified feeder pattern,) **government** (e.g., county government offices,) grantee (e.g., member of the grantee organization who supported the grant efforts,) **health** (e.g., Eye Care for Kids and Community Nursing Service,) and **non-profit** (e.g., Boys and Girls Club, Utah Food Bank, and International Rescue Committee). Grantee partnerships ranged from 13 to 106 individuals (Figure 2) and 1 to 42 unique organizations (Tables 4-8). Education, Community, and non-profit organizations represented the highest number of partners (Figure 3).

Figure 2: 2023-24 PFSS Grantee Partner Count

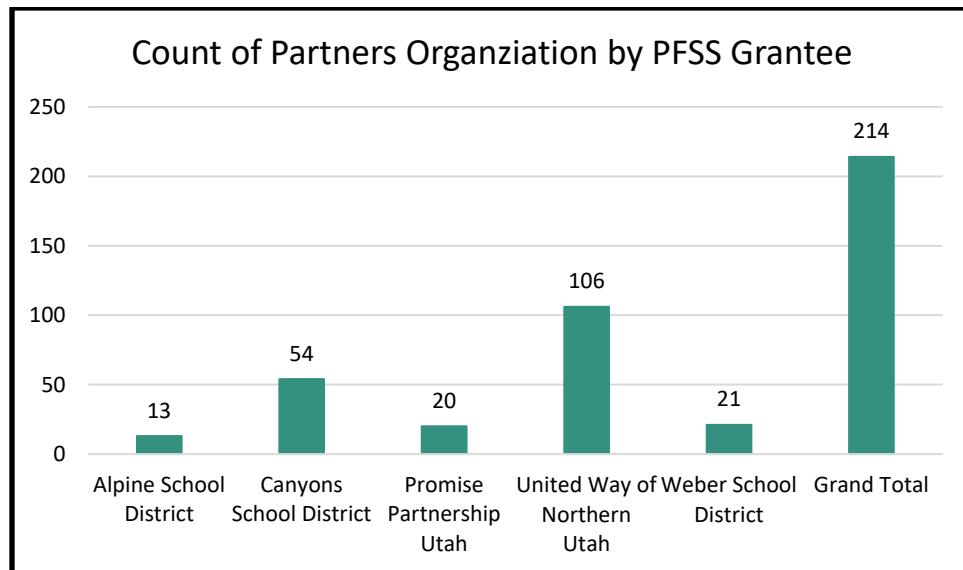


Table 4: 2023-24 PFSS Grantee Alpine School District Partnership Category List and Count

| Alpine School District | Count of Category Partner |
|------------------------|---------------------------|
| Business | 2 |
| Education Partner | 1 |
| Feeder Pattern | 2 |
| Government | 3 |
| Health | 2 |
| Nonprofit | 3 |
| Total | 13 |

Table 5: 2023-24 PFSS Grantee Canyons School District Partnership Category List and Count

| Canyons School District | Count of Category Partner |
|-------------------------|---------------------------|
| Business | 2 |
| Education Partner | 24 |
| Feeder Pattern | 16 |
| Government | 4 |
| Health | 7 |
| Nonprofit | 1 |
| Total | 54 |

Table 6: 2023-24 PFSS Grantee Promise Partnership Utah Partnership Category List and Count

| Promise Partnership Utah | Count of Category Partners |
|--------------------------|----------------------------|
| Business | 1 |
| Education Partner | 8 |
| Feeder Pattern | 1 |
| Government | 4 |
| Health | 3 |
| Nonprofit | 3 |
| Total | 20 |

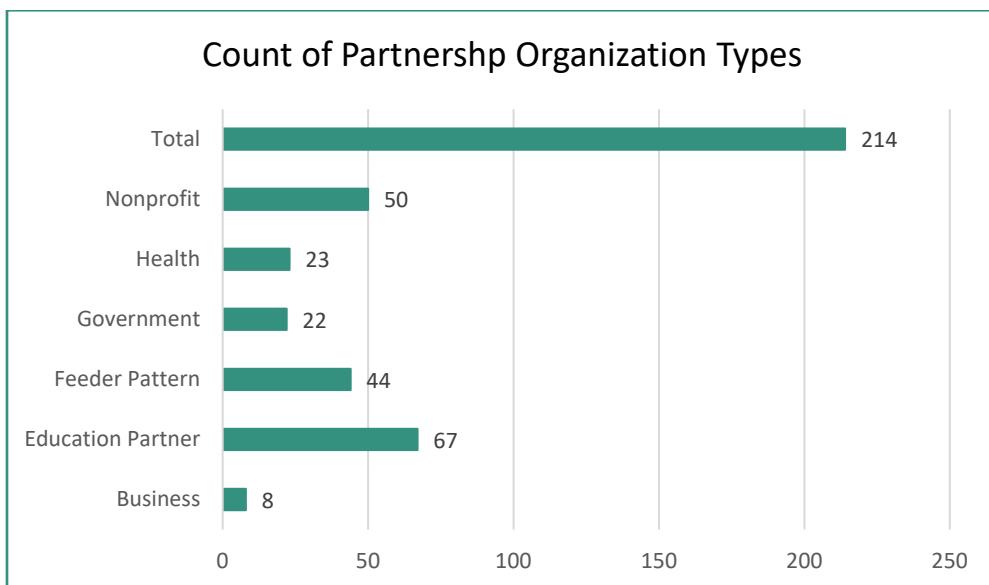
Table 7: 2023-24 PFSS Grantee United Way of Northern Utah Partnership Category List and Count

| United Way of Northern Utah | Count of Category Partners |
|-----------------------------|----------------------------|
| Business | 2 |
| Education Partner | 31 |
| Feeder Pattern | 13 |
| Government | 8 |
| Health | 10 |
| Nonprofit | 42 |
| Total | 106 |

Table 8: 2023-24 PFSS Grantee Weber School District Partnership Category List and Count

| Weber School District | Count of Category Partners |
|-----------------------|----------------------------|
| Business | 1 |
| Education Partner | 3 |
| Feeder Pattern | 12 |
| Government | 3 |
| Health | 1 |
| Nonprofit | 1 |
| Total | 21 |

Figure 3: 2023–24 PFSS Partnership Organization Type Count



EVALUATION

PARTNER SURVEY

A key part of the required evaluation is assessing the implementation of a partnership, including the extent to which members share data to align and improve efforts focused on student success, meet regularly, and communicate authentically. A survey was created in Qualtrics to help measure 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 distributing the survey link, recipients were informed that the grant evaluator would collect the results and that responses would be confidential. Response rates varied from 37 to 70 percent (Table 9).

Table 9: 2023-24 PFSS Partner Survey Response Rate

| Organization | Number of Contacts | Number of Responses | Response Rate |
|----------------------------|--------------------|---------------------|---------------|
| Alpine School District | 13 | 8 | 62% |
| Canyons School District | 54 | 20 | 37% |
| Promise Partnership Utah | 20 | 14 | 70% |
| United Way- Northern Utah | 106 | 41 | 39% |
| Weber School District- Roy | 21 | 12 | 57% |

Partners replied with overwhelmingly supportive answers to all questions, which ranged in content from measuring the understanding of partnership goals to using data and the regularity, appropriateness, and preparedness of meetings. An overview summary of the survey data was 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 in which grantees should build infrastructure and support student outcomes. Program outcomes were areas where program measures 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.

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 Readiness Improvement Success Empowerment (RISE) English Language Arts (ELA) assessment. Overall, the average percentage of students at or above the third grade end-of-year Acadience test benchmark was 51.9 percent. The range was 32.9 to 76.3 percent. The average percentage of students proficient on the third grade RISE ELA was 28.2 percent. The percentage range was 5.9 to 60.3 percent.

Figure 4: Alpine School District Mountain View High School Feeder Pattern 3rd Grade Reading Outcomes

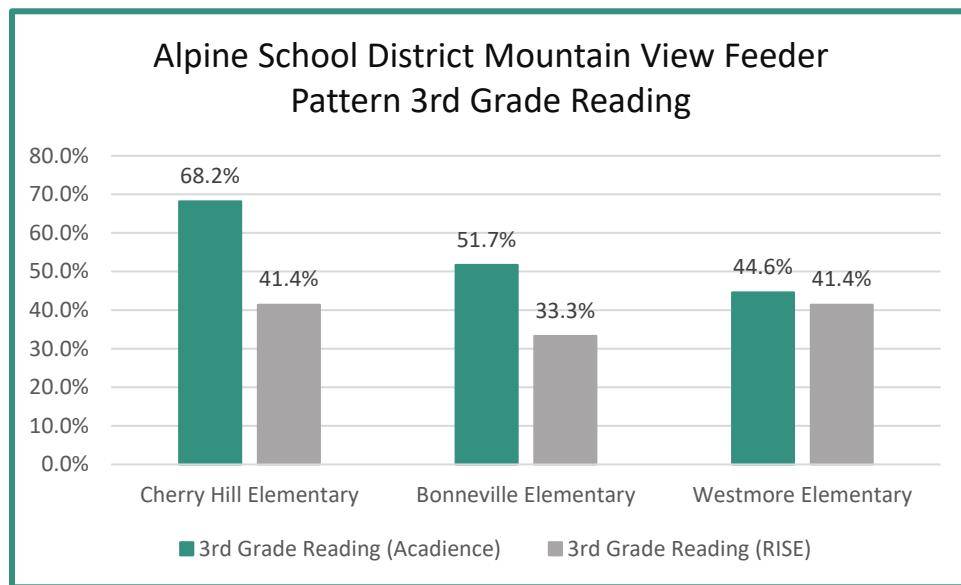


Figure 5: Canyons School District Hillcrest High School Feeder Pattern 3rd Grade Reading Outcomes

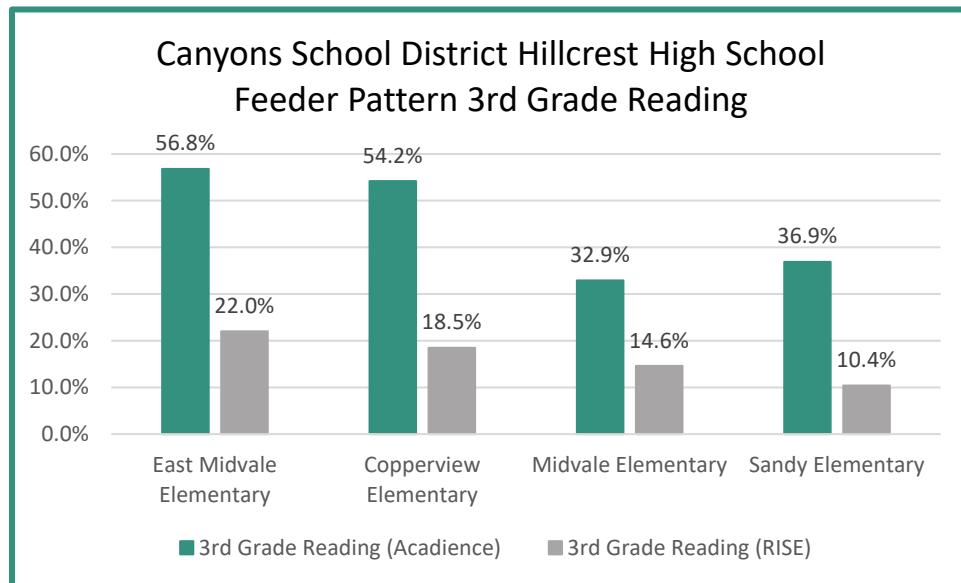


Figure 6: Promise Partnership Utah Cottonwood High School Feeder Pattern 3rd Grade Reading Outcomes

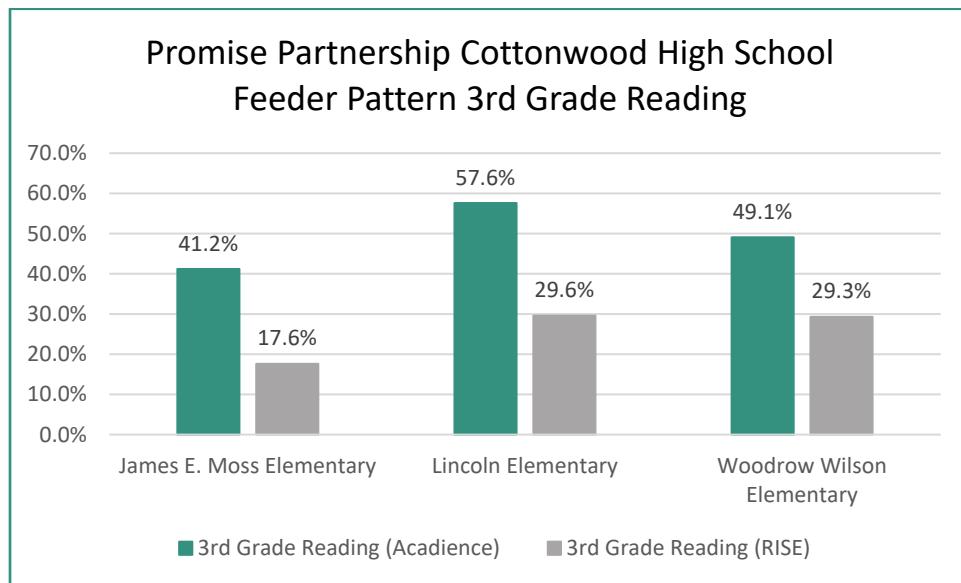


Figure 7: Promise Partnership Kearns High School Feeder Pattern 3rd Grade Reading Outcomes

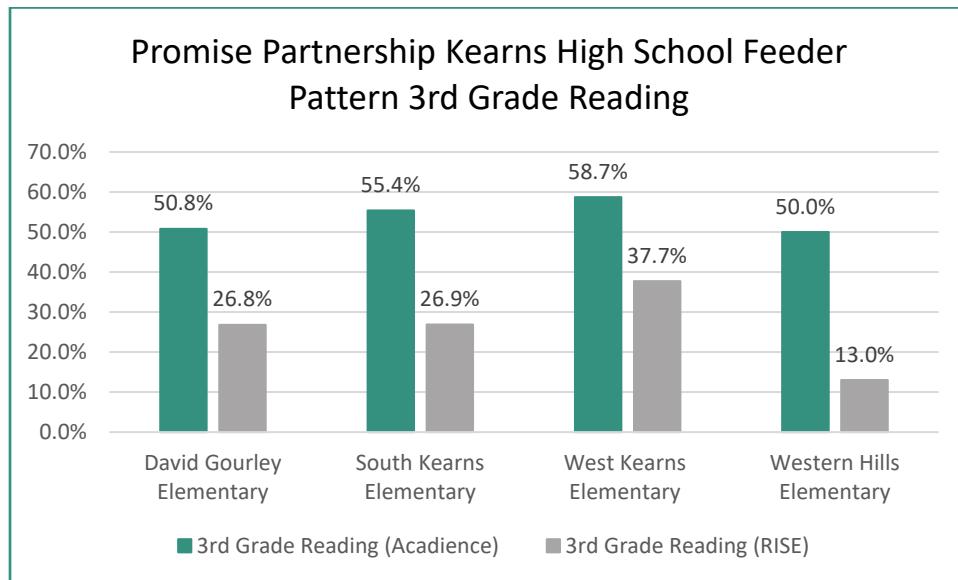


Figure 8: United Way of Northern Utah Ogden High School Feeder Pattern 3rd Grade Reading Outcomes

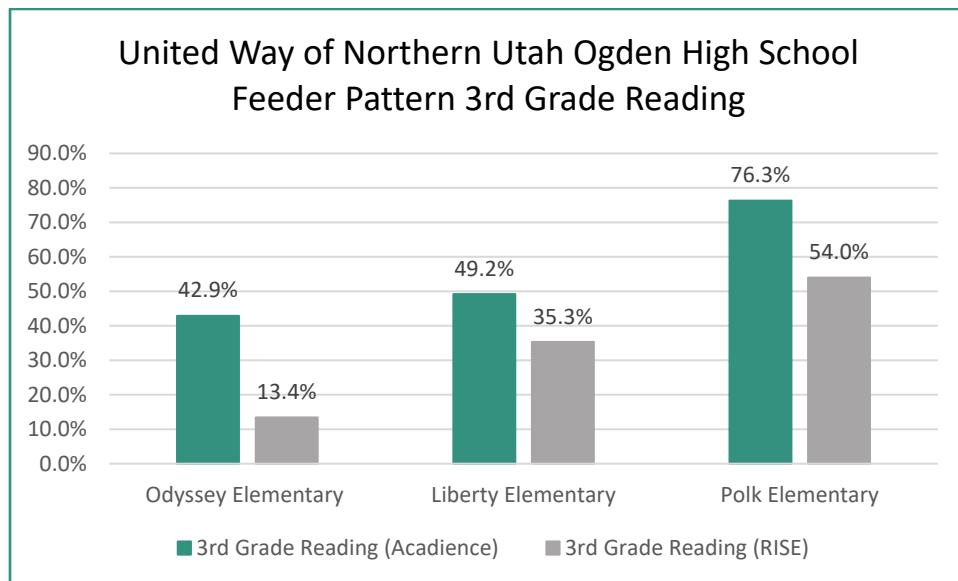


Figure 9: United Way of Northern Utah Ben Lomond Feeder Pattern 3rd Grade Reading Outcomes

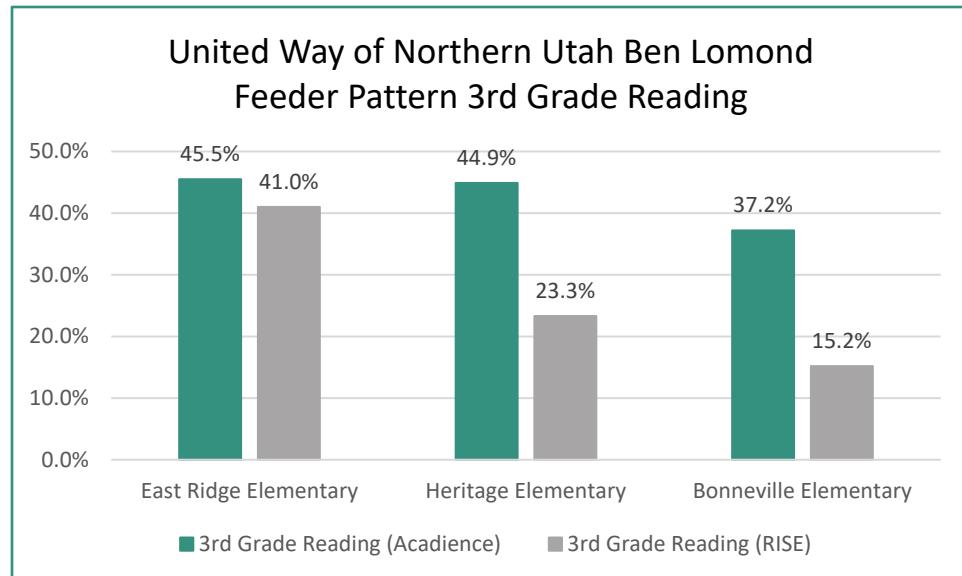
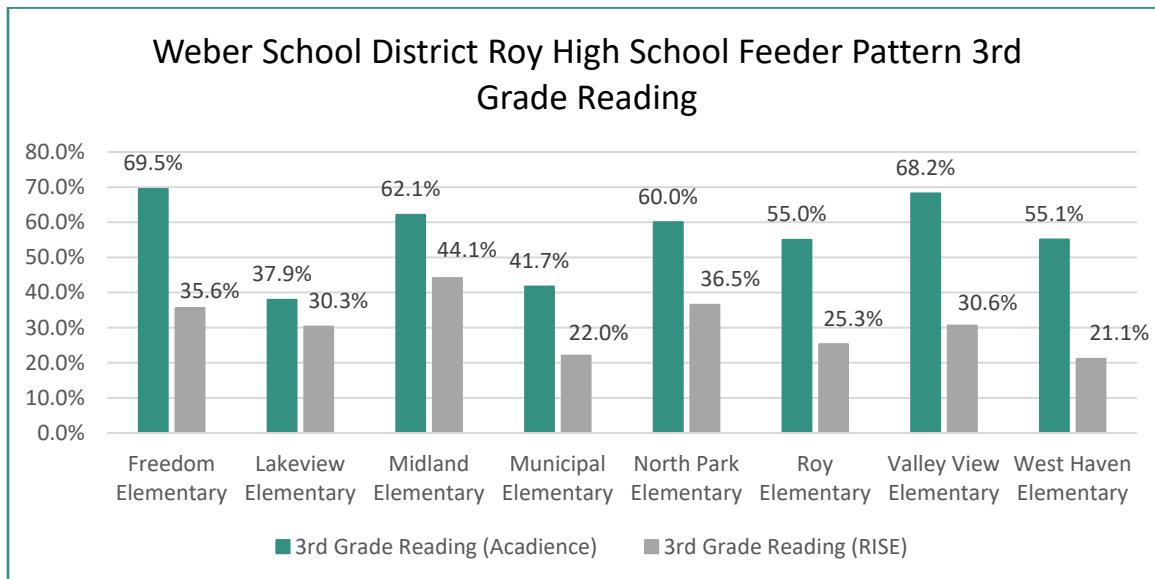
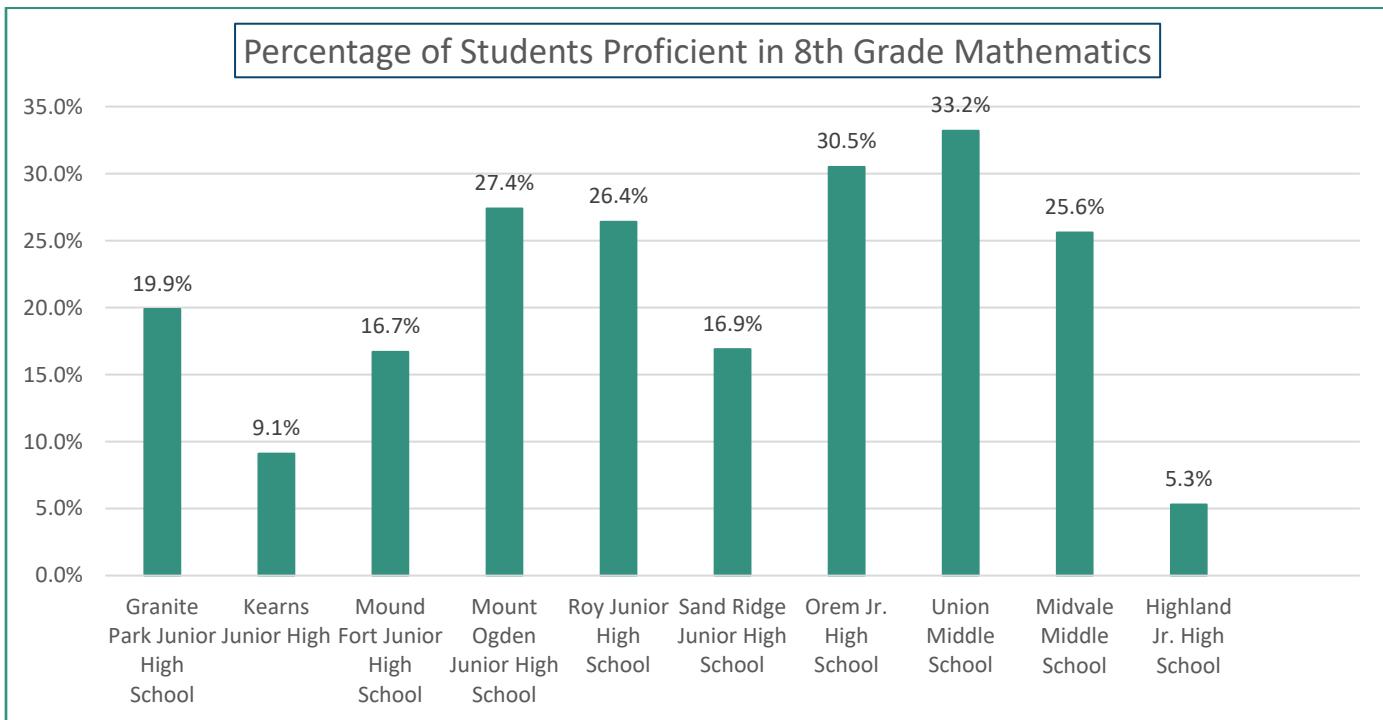


Figure 10: Weber School District Roy High School Feeder Pattern 3rd Grade Reading Outcomes



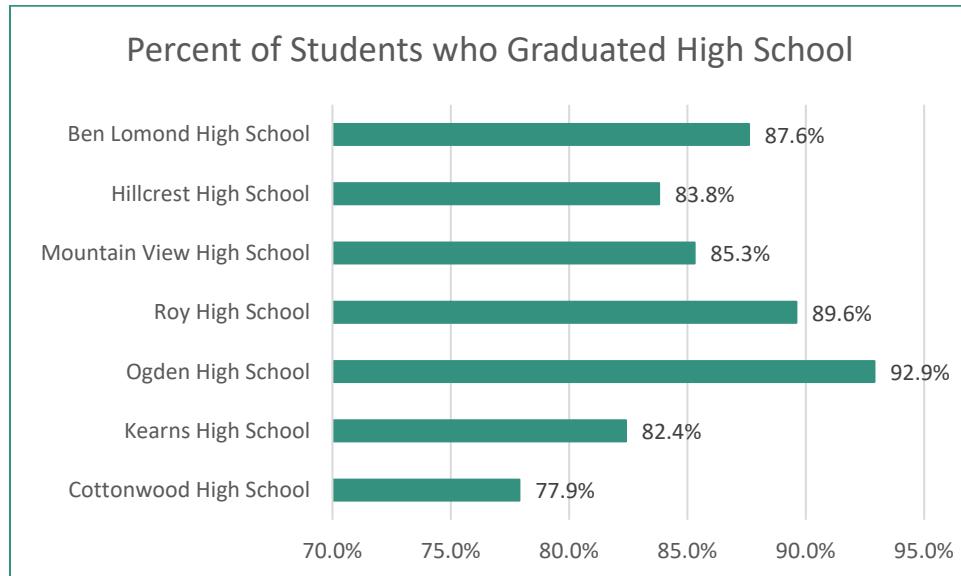
Eighth-Grade Mathematics was measured using the percentage of students proficient on the eighth-grade RISE mathematics assessment. The percentage of students proficient on the eighth grade RISE mathematics assessment ranges between 5.3 and 33.2 percent. The overall grantee percent proficient average was 21.1 percent.

Figure 11: Percentage of Students Proficient on the 8th Grade RISE Mathematics 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 2023–24 school year. The high schools in the feeder programs averaged 85.6 percent of students graduating from high school on time. The graduation percentage range was 77.9 to 92.9 percent.

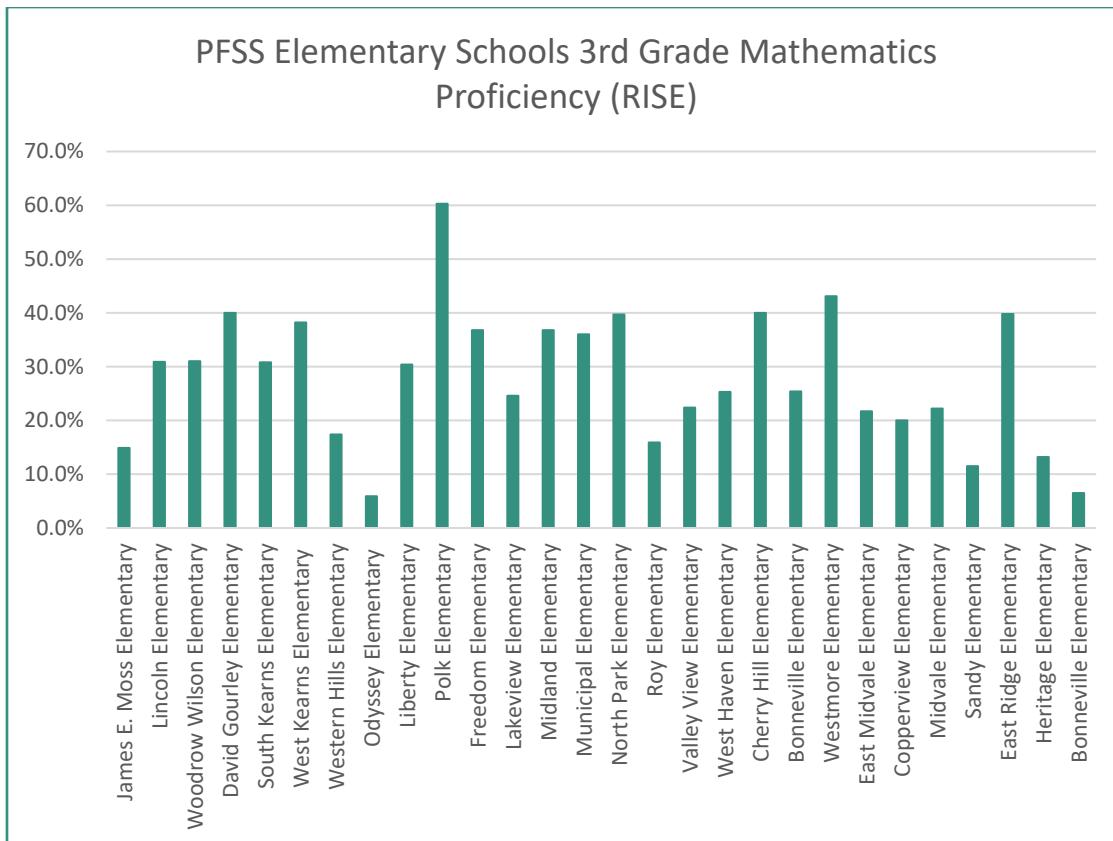
Figure 12: PFSS High School Graduation Percentage Rates



Program Outcomes Report

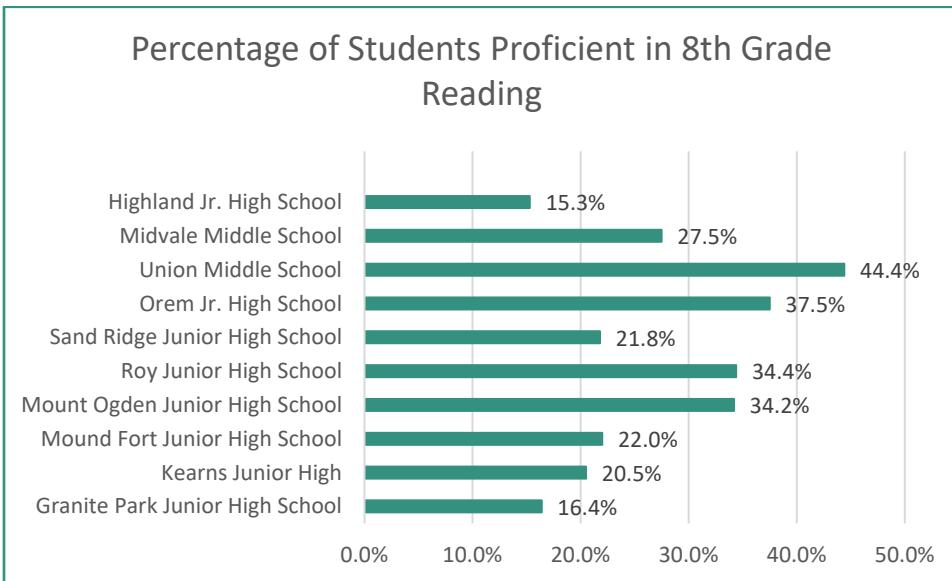
Third-Grade Mathematics was measured using the percentage of students proficient on the third grade RISE mathematics assessment. Proficiency percentage rates range from 5.9 to 60.3 percent. The PFSS elementary schools' average proficiency rate on the third grade RISE mathematics assessment was 27.9 percent.

Figure 13: PFSS Percentage of Students Proficient in 3rd Grade Mathematics



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 ELA assessment ranges between 15.3 and 44.4 percent. The overall grantee average proficiency rate was 27.4 percent.

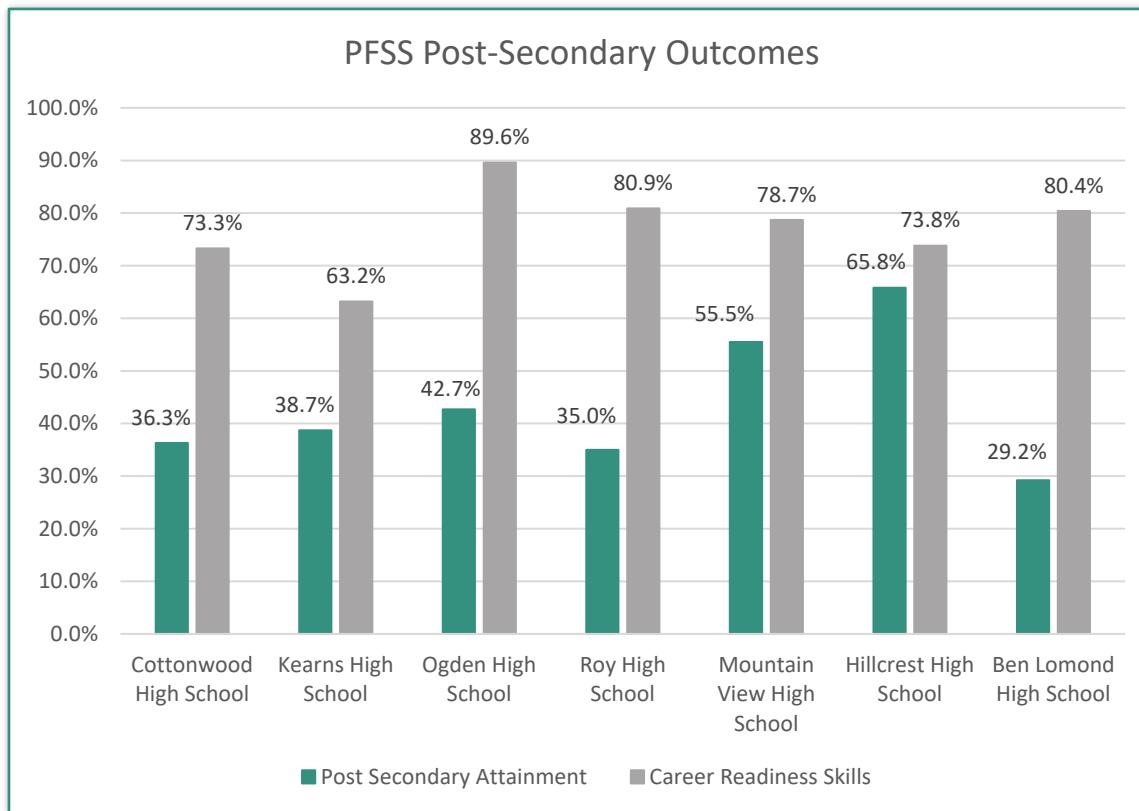
Figure 14: PFSS Percentage of Students Proficient in 8th Grade Reading



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 43.3 percent of students who scored 18 or higher. The ACT 18 or higher percentage range was 29.2 to 65.8 percent. Finally, college and career readiness were measured using the percentage of successfully completed college and career readiness courses. PFSS high schools averaged 77.1 percent of courses completed successfully; school percentage rates ranged from 63.2 to 89.6 percent.

Figure 15: 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, the reporting timeline cannot be moved to ensure the data being used is accurate. 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.

In the initial implementation years of the evaluation worksheet, grantees expressed positive feedback in self-evaluating the activity alignment, the authenticity of the partnership, data use, and outcome measurements. However, at the conclusion of the 2023-24 school year, grantees expressed that since the cohorts had been established, the evaluation worksheet no longer offered the benefit it once had. As a result, the evaluation worksheet will not be required during the 2024-25 school year.

OUTCOME STATUS

The PFSS 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 in previous reports, the evaluator introduced a new Outcomes Status Chart tool during the 2022–23 school year. The purpose of this document was to help grant organizations establish meaningful connections between the grant focus, purpose, and outcomes. With their identified partnerships, the grant organizations identified areas of focus and goals that would characterize the outcomes of the work conducted by partners. The grant organizations addressed all the grant program measures and grant project measures. Due to challenges presented during this first year of implementation, this report will only highlight the efforts made on the grant program measures (Table 5). The evaluator met with each grant organization as a thought partner and provided suggestions for moving forward into the 2023–24 school year. Grantees identified ongoing or new goals for the 2023–24 school year and reported the outputs for their goals (Table 10).

Table 10: PFSS Grant Organization Progress on Grant Program Measures

| Organization | 3rd Grade Reading Focus Area | Outcome | 8th Grade Math Focus Area | Outcome | Graduation Focus Area | Outcome |
|-----------------------------|--|--|---|---|---|------------------------------|
| Alpine School District | Increase ELA proficiency 2% | 7% Increase (Target Met) | Increase Math proficiency by 2% | 8.6% decrease (Target Met) | Increase the graduation rate by 1% | 1.1% Increase (Target Met) |
| Canyon School District | 10 % increase in Acadience performance for students who scored below the benchmark by at least one benchmark | 29.9% Increase (Target Met) | 10 % increase in Math Inventory performance for students who scored below the benchmark by at least one benchmark | 21.6% Increase (Target Met) | Improve on-track status by 20% | 23% Increase (Target Met) |
| United Way of Northern Utah | 80% of students receiving tutoring pass off four phonics levels or test out of tutoring intervention | 81% Improvement (Target Met) | 30% of students receiving five or more hours of tutoring will improve their grade in math | 34% Improvement (Target Met) | 81% of seniors in student control caseloads will graduate on time | 96.8% Graduated (Target Met) |
| Promise Partnership Utah | Provide out-of-school time programs to engage students in further support in reading | 1,400 students participated (Baseline) | Summer program increases math proficiency for participants | 79% of participants increased at least one grade level in math (Target Met) | Increase the number of students who participate in out-of-school programs | 10% Increase (Target Met) |

| Organization | 3rd Grade Reading Focus Area | Outcome | 8th Grade Math Focus Area | Outcome | Graduation Focus Area | Outcome |
|-----------------------|--|------------------------------|---|--|--|------------------------------------|
| Weber School District | Third-grade teachers will participate in eight or more hours of professional learning during the school year | 70% of teachers (Target Met) | Eight-grade teachers will participate in one hour of professional learning community per week | 100% Participation weekly (Target Met) | Increase the graduation rate above 95% | 97.3% Graduation rate (Target Met) |

CONCLUSION

During the 2023–24 school year, the PFSS grantees continued developing partnership connections and addressing the program measures and project measures identified for this grant. Individual partners completed a survey to measure the outcomes of the PFSS grant. Survey results overwhelmingly support the conclusion that PFSS grantees are meeting the requirements to build partnerships in which members share data to align and improve efforts focused on student success, meet regularly, and communicate authentically. As grant organizations, feeder pattern schools, and partnerships have resumed connections and activities, the grant continues to positively impact academic outcomes.

Table 11: PFSS Evaluation Measurements and Outcomes

| Evaluation Measurement | Measurement | Outcome |
|---|-----------------------------------|----------------------------------|
| Grantees create authentic partnerships that 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 |
| Grantee self-evaluation | Evaluation worksheet | Successful |
| Goals and data use | Outcomes Status Chart | Grant program measures reported. |

APPENDIX A. GRANTEE LOGIC MODELS

Logic Models were developed with the Utah Education Policy Center (UEPC) program evaluator during the first year of implementation.

WEBER SCHOOL DISTRICT LOGIC MODEL FOR ROY HIGH SCHOOL FEEDER PATTERN (DEVELOPED WITH UEPC)

Table 12: Weber School District Logic Model for Roy High School Feeder Pattern (Developed with UEPC)

| | Partners | Activities | Outcomes |
|-------------------------------|--|--|--|
| Kindergarten Readiness | <ul style="list-style-type: none">• Ogden-Weber Community Action Partnership• Roy Schools• United Way of Northern Utah | <ul style="list-style-type: none">○ Full Day Kindergarten○ Head Start in Roy Elementary Schools○ Parent/Child Literacy Activities (SpEd/Inclusion) | <ul style="list-style-type: none">▪ Head Start Assessment▪ Kindergarten Enter & Exit Profiles (KEEP) |
| 3rd Grade Math | <ul style="list-style-type: none">• AmeriCorps• Boys & Girls Club of Weber-Davis• Weber School District | <ul style="list-style-type: none">○ Mentoring○ General Tutoring (school district)○ PLC Trainings & Sessions | <ul style="list-style-type: none">▪ Attendance▪ Average Proficiency Rates▪ End-of-level Testing |
| 3rd Grade Reading | <ul style="list-style-type: none">• AmeriCorps• Boys & Girls Club of Weber-Davis• Latinos in Action• Royals in Action• Weber School District | <ul style="list-style-type: none">○ Mentoring○ General Tutoring (school district)○ Summer Programs○ PLC Trainings & Sessions | <ul style="list-style-type: none">▪ Attendance▪ End-of-level Testing▪ RISE Average Proficiency Rates▪ Acadience |
| 8th Grade Math | <ul style="list-style-type: none">• AmeriCorps• Boys & Girls Club of Weber-Davis• Weber School District | <ul style="list-style-type: none">○ Mentoring○ General Tutoring (school district)○ PLC Trainings & Sessions | <ul style="list-style-type: none">▪ Attendance▪ Average Proficiency Rates▪ End-of-level Testing |
| 8th Grade Reading | <ul style="list-style-type: none">• AmeriCorps• Boys & Girls Club of Weber-Davis• Latinos in Action• Royals in Action• Weber School District | <ul style="list-style-type: none">○ Mentoring○ General Tutoring (school district)○ STAR Tutoring○ After School STAR Tutoring○ After School HMK Help○ Summer Programs○ PLC Trainings & Sessions | <ul style="list-style-type: none">▪ End-of-level Testing▪ RISE Average Proficiency Rates▪ Acadience |

| | Partners | Activities | Outcomes |
|-------------------------------|--|---|---|
| High School Graduation | <ul style="list-style-type: none"> • Advocate Program (WSD) • Alan & Jeanne Hall Foundation • AmeriCorps • Boys & Girls Club of Weber-Davis • Latinos in Action | <ul style="list-style-type: none"> ○ Mentoring ○ Tutoring ○ R&R Tutoring ○ After School Programs ○ Summer Programs ○ Credit Recovery Camps ○ Junior High Classes ○ Community Services | <ul style="list-style-type: none"> ▪ High School Graduation Rates |
| College Attainment | <ul style="list-style-type: none"> • Boys & Girls Club of Weber-Davis • Ogden-Weber Tech College • Weber State University • Weber School District | <ul style="list-style-type: none"> ○ A.P. Classes ○ Concurrent Enrollment Classes ○ OWATC Classes ○ OWATC Summer Programs ○ After School and Summer Programs | <ul style="list-style-type: none"> ▪ ACT Reports ▪ A.P. Enrollment |
| Career Readiness | <ul style="list-style-type: none"> • CTE • Department of Workforce Services • Ogden-Weber Tech College | <ul style="list-style-type: none"> ○ Internships ○ OWATC Classes ○ OWATC Summer Programs | <ul style="list-style-type: none"> ▪ CTE Reports ▪ Internship Data |
| Physical/Mental Health | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> ○ 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 | <ul style="list-style-type: none"> ▪ CTC Data ▪ Food Pantry/CCS Data ▪ Mental Health Professional Data ▪ Student Health and Risk Prevention |

UNITED WAY OF NORTHERN UTAH LOGIC MODEL FOR OGDEN HIGH SCHOOL FEEDER PATTERN (DEVELOPED WITH UEPC)

Table 13: United Way of Northern Utah Logic Model for Ogden High School Feeder Pattern (Developed with UEPC)

| | Partners | Activities | Outcomes |
|------------------------|--|--|---|
| Kindergarten Readiness | <ul style="list-style-type: none"> • 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 Institute- UpStart • Weber-Morgan Health Department • Weber State University • YMCA of Northern Utah | <ul style="list-style-type: none"> ○ Bright by Text (BBT) ○ Developmental Screening for Children 0-3 ○ Early Childhood Partnerships Coordinator ○ Preschool Enrollment ○ Welcome Baby | <ul style="list-style-type: none"> ▪ Kindergarten Enter & Exit Profiles (KEEP) ▪ Peabody Picture Vocabulary Test (PPVT) |
| 3rd Grade Math | <ul style="list-style-type: none"> • Ogden School District • United Way of Northern Utah | <ul style="list-style-type: none"> ○ Director of Community School Partnerships ○ Family Youth Specialist (FYW) ○ Parent Ambassadors | <ul style="list-style-type: none"> ▪ End-of-level testing |
| 3rd Grade Reading | <ul style="list-style-type: none"> • Ogden School District • United Way of Northern Utah | <ul style="list-style-type: none"> ○ Family Youth Specialist (FYW) ○ Parent Ambassadors | <ul style="list-style-type: none"> ▪ End-of-level testing |

| | Partners | Activities | Outcomes |
|-------------------------------------|--|---|---|
| 8th Grade Math | <ul style="list-style-type: none"> • Ogden School District • United Way of Northern Utah • Weber State University | <ul style="list-style-type: none"> ○ Family Youth Specialist (FYW) ○ Parent Ambassadors ○ Tutoring and Mentoring | <ul style="list-style-type: none"> ▪ End-of-level testing |
| 8th Grade Reading | <ul style="list-style-type: none"> • Ogden School District • United Way of Northern Utah • Weber State University | <ul style="list-style-type: none"> ○ Family Youth Specialist (FYW) ○ Parent Ambassadors ○ Tutoring and Mentoring | <ul style="list-style-type: none"> ▪ End-of-level testing |
| High School Graduation | <ul style="list-style-type: none"> • Ogden School District • United Way of Northern Utah • Weber State University | <ul style="list-style-type: none"> ○ Family Youth Specialist (FYW) ○ Parent Ambassadors ○ Tutoring and Mentoring | <ul style="list-style-type: none"> ▪ High School Graduation Rates |
| College Attainment | <ul style="list-style-type: none"> • College of Hope • Ogden School District • United Way of Northern Utah • Weber State University • YMCA of Northern Utah | <ul style="list-style-type: none"> ○ College and Career Advocate ○ Dual Enrollment ○ GED Program ○ Sparpoint Navigator ○ Utah Bright Future Fund | <ul style="list-style-type: none"> ▪ File from Cottages of Hope ▪ National Student Clearinghouse ▪ Utah Bright Future Fund |
| Physical/ Mental Health | <ul style="list-style-type: none"> • Ogden School District • United Way of Northern Utah | <ul style="list-style-type: none"> ○ Family Youth Specialist | <ul style="list-style-type: none"> ▪ Student Health and Risk Prevention |

PROMISE PARTNERSHIP UTAH LOGIC MODEL FOR COTTONWOOD HIGH SCHOOL FEEDER PATTERN (DEVELOPED WITH UEPC)

Table 14: United Way of Salt Lake City Logic Model for Cottonwood High School Feeder Pattern (Developed with UEPC)

| | Partners | Activities | Outcomes |
|----------------------------------|---|---|--|
| Kindergarten Readiness | <ul style="list-style-type: none"> • Asian Association of Utah • Catholic Community Services • Children's 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 | <ul style="list-style-type: none"> ○ 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 | <ul style="list-style-type: none"> ▪ Ages and Stages Questionnaire (ASQ) ▪ Kindergarten Entry & Exit Profiles (KEEP) ▪ Preschool Enrollment |
| 3rd Grade Math | <ul style="list-style-type: none"> • Asian Association of Utah • Catholic Community Services • City of South Salt Lake • Granite School District • International Rescue Committee | <ul style="list-style-type: none"> ○ 3rd Grade Math Classes ○ After School Programs | <ul style="list-style-type: none"> ▪ End-of-level testing ▪ Program Data |

| | Partners | Activities | Outcomes |
|-------------------------------------|---|--|--|
| 3rd Grade Reading | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> ○ 3rd Grade Reading Classes ○ After School and Summer Programs ○ Elementary Reading Network ○ Initiative Group ○ Teacher Professional Development ○ Tutoring and Mentoring | <ul style="list-style-type: none"> ▪ Acadience ▪ End-of-level testing ▪ Program Data |
| 8th Grade Math | <ul style="list-style-type: none"> • AmeriCorps • Asian Association of Utah • Catholic Community Services • City of South Salt Lake • Granite School District • International Rescue Committee • Promise Partnership Regional Council | <ul style="list-style-type: none"> ○ 8th Grade Math Classes ○ 8th Grade Math Networks ○ After School and Summer Programs ○ Initiative Group ○ Tutoring and Mentoring | <ul style="list-style-type: none"> ▪ End-of-level testing ▪ Program Data |
| 8th Grade Reading | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> ○ 8th Grade Reading Classes ○ After School and Summer Programs ○ Teacher Professional Development ○ Tutoring and Mentoring | <ul style="list-style-type: none"> ▪ End-of-level testing ▪ Program Data ▪ Scholastic Reading Inventory (SRI) |

| | Partners | Activities | Outcomes |
|-------------------------------|---|---|---|
| High School Graduation | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> ○ After School and Summer Programs ○ College Access Council ○ High School Classes ○ High School Graduation Networks ○ Initiative Group ○ Tutoring and Mentoring | <ul style="list-style-type: none"> ▪ ACT Composit Scores ▪ FAFSA Completion ▪ High School Graduation Rate |
| College Attainment | <ul style="list-style-type: none"> • Latinos in Action • Promise Partnership Regional Council | <ul style="list-style-type: none"> ○ Initiative Group ○ Programming with College Students | <ul style="list-style-type: none"> ▪ College Enrollment ▪ FAFSA Completion ▪ High School Graduation Rate ▪ Program Data |
| Career Readiness | <ul style="list-style-type: none"> • Latinos in Action • Promise Partnership Regional Council | <ul style="list-style-type: none"> ○ Initiative Group ○ LIA Leadership Conferences ○ Teacher Professional Development | <ul style="list-style-type: none"> ▪ ACT Composit Scores ▪ Program Data |
| Physical/Mental Health | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> ○ After School Programs ○ Immunizations and Flu Shots ○ Initiative Group ○ Mobile Medical and Glasses Services ○ Participate in Health Network ○ Provide Access to Free Health Care ○ Staff Trainings | <ul style="list-style-type: none"> ▪ Health Care Statistics ▪ Immunizations and Flu Shot Numbers ▪ Insurance Enrollment ▪ Program Data ▪ Self-reported Health data ▪ Student Health and Risk Prevention |

PROMISE PARTNERSHIP UTAH LOGIC MODEL FOR KEARNS HIGH SCHOOL FEEDER PATTERN (DEVELOPED WITH UEPC)

Table 15: United Way of Salt Lake Logic Model for Kearns High School Feeder Pattern (Developed with UEPC)

| | Partners | Activities | Outcomes |
|-------------------------------|--|--|--|
| Kindergarten Readiness | <ul style="list-style-type: none"> • Children's Service Society • Granite School District • Help Me Grow • Promise Partnership Regional Council • Utah Department of Health- Early Childhood • Voices for Utah Children | <ul style="list-style-type: none"> ○ Early Childhood Advocacy ○ Early Childhood Comprehensive System ○ Family Information & Resources ○ Initiative Group ○ Kindergarten Readiness Networks ○ Preschool Enrollment ○ Quality Preschool Classes ○ SSL Early Learning Network | <ul style="list-style-type: none"> ▪ Ages and Stages Questionnaire (ASQ) ▪ Kindergarten Entry & Exit Profiles (KEEP) ▪ Preschool Enrollment ▪ |
| 3 rd Grade Math | <ul style="list-style-type: none"> • Boys and Girls Club • Granite School District • Salt Lake County Youth Services | <ul style="list-style-type: none"> ○ 3rd Grade Math Classes ○ After School Programs | <ul style="list-style-type: none"> ▪ End-of-level testing ▪ Program Data |
| 3 rd Grade Reading | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> ○ 3rd Grade Reading Classes ○ After School and Summer Programs ○ Elementary Reading Network ○ Initiative Group ○ Teacher Professional Development ○ Tutoring and Mentoring | <ul style="list-style-type: none"> ▪ Acadience ▪ End-of-level testing ▪ Program Data |

| | Partners | Activities | Outcomes |
|-------------------------------------|---|---|---|
| 8th Grade Math | <ul style="list-style-type: none"> • AmeriCorps • Boys and Girls Club • Granite School District • Promise Partnership Regional Council • Salt Lake County Youth Services | <ul style="list-style-type: none"> ○ 8th Grade Math Classes ○ 8th Grade Math Networks ○ After School and Summer Programs ○ Initiative Group ○ Tutoring | <ul style="list-style-type: none"> ▪ End-of-level testing ▪ Program Data |
| 8th Grade Reading | <ul style="list-style-type: none"> • Granite School District • Latinos in Action • Salt Lake County Youth Services | <ul style="list-style-type: none"> ○ 8th Grade Reading Classes ○ After School and Summer Programs ○ Tutoring and Mentoring | <ul style="list-style-type: none"> ▪ End-of-level testing ▪ Program Data ▪ Scholastic Reading Inventory (SRI) |
| High School Graduation | <ul style="list-style-type: none"> • AAA Fair Credit • AmeriCorps • Granite School District • Latinos in Action • Promise Partnership Regional Council | <ul style="list-style-type: none"> ○ High School Classes ○ High School Graduation Networks ○ Tutoring and Mentoring | <ul style="list-style-type: none"> ▪ ACT Composit Scores ▪ FAFSA Completion ▪ High School Graduation Rate |
| College Attainment | <ul style="list-style-type: none"> • Latinos in Action • Promise Partnership Regional Council | <ul style="list-style-type: none"> ○ Initiative Group ○ Programming with College Students | <ul style="list-style-type: none"> ▪ College Enrollment ▪ FAFSA Completion ▪ High School Graduation Rate ▪ Program Data |
| Career Readiness | <ul style="list-style-type: none"> • Latinos in Action • Promise Partnership Regional Council | <ul style="list-style-type: none"> ○ Initiative Group ○ LIA Leadership Conferences ○ Teacher Professional Development | <ul style="list-style-type: none"> ▪ ACT Composite Scores ▪ Program Data |
| Physical/Mental Health | <ul style="list-style-type: none"> • Community Nursing Services • Salt Lake County Youth Services • Promise Partnership Regional Council • Utah Partners for Health | <ul style="list-style-type: none"> ○ After School Programs ○ Immunizations and Flu Shots ○ Initiative Group ○ Mobile Medical and Glasses Services | <ul style="list-style-type: none"> ▪ Health Care Statistics ▪ Immunizations and Flu Shot Numbers ▪ Self-reported Health data ▪ Student Health and Risk Prevention |

CANYONS SCHOOL DISTRICT LOGIC MODEL FOR HILLCREST HIGH SCHOOL FEEDER PATTERN (DEVELOPED WITH UEPC)

Table 16: Canyons School District Logic Model for Hillcrest High School Feeder Pattern (Developed with UEPC)

| | Partners | Activities | Outcomes |
|-------------------------------|---|--|--|
| Kindergarten Readiness | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> ○ 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 E.L. Proficiency | <ul style="list-style-type: none"> ▪ School Attendance ▪ Brigance Scores ▪ Beginning of Year Acadience Scores ▪ Head Start Assessment ▪ Kindergarten Entry & Exit Profiles (KEEP) ▪ WIDA Scores ▪ Increase School Connectedness |

| | Partners | Activities | Outcomes |
|-------------------------------------|---|---|--|
| 3rd Grade Math | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> ○ 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 | <ul style="list-style-type: none"> ▪ School Attendance ▪ WIDA Scores ▪ Increase School Connectedness ▪ Increase Math Proficiency |
| 3rd Grade Reading | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> ○ 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 | <ul style="list-style-type: none"> ▪ School Attendance ▪ Acadience Benchmark Scores ▪ Increase E.L. Proficiency ▪ WIDA Scores ▪ Increase School Connectedness |

| | Partners | Activities | Outcomes |
|-------------------------------------|---|--|--|
| 8th Grade Math | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> ○ After School Programs ○ Address Chronic Absence ○ Coaching and P.D. ○ Increase E.L. Proficiency ○ Evidence-based Instruction ○ Family & Student Mental Health ○ Meet Family & Student Critical Needs ○ Mentoring ○ Refugee Services ○ Summer Programs ○ Tutoring | <ul style="list-style-type: none"> ▪ School Attendance ▪ Math Inventory Scores ▪ WIDA Scores ▪ Increase Math Proficiency ▪ Increase School Connectedness |
| 8th Grade Reading | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> ○ 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 | <ul style="list-style-type: none"> ▪ School Attendance ▪ Reading Inventory Scores ▪ Increase E.L. Proficiency ▪ WIDA Scores ▪ Increase School Connectedness |

| | Partners <ul style="list-style-type: none"> • 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 | Activities <ul style="list-style-type: none"> ○ After School Programs ○ Address Chronic Absence ○ Coaching and P.D. ○ Credit Recovery ○ Increase E.L. 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 | Outcomes <ul style="list-style-type: none"> ▪ A.P. & I.B. 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 |
|-------------------------------|---|---|---|
| High School Graduation | | | |

| | Partners <ul style="list-style-type: none"> • 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 | Activities <ul style="list-style-type: none"> ○ 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 | Outcomes <ul style="list-style-type: none"> ▪ College Enrollment Rates ▪ USHE High School Feedback Report ▪ Participation in College Remediation Courses |
|--------------------|---|---|--|
| College Attainment | | | |

| | Partners | Activities | Outcomes |
|-------------------------|--|--|--|
| Career Readiness | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> ○ Align Family Learning Centers to Entrada ○ Adult Education ○ Coordinate with CTE Staff ○ CTE Attendance ○ Elementary Career Days | <ul style="list-style-type: none"> ▪ Adult Education Enrollment Rates ▪ CTE Course Participation ▪ CTE Completion Rates ▪ USHE High School Feedback Report |

| | Partners | Activities | Outcomes |
|------------------------|--|---|--|
| Physical/Mental Health | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> ○ Community Health Referrals ○ Increase Participation in Extracurricular Activities ○ Mobile Food Bank ○ Mobile Medical Clinic ○ Mobile Vision Clinic ○ Nutrition Education ○ Playworks Coaches ○ School-based Mental Health Support ○ School Psychology Support ○ School Social Work Support ○ Weekend Food Backpack Program | <ul style="list-style-type: none"> ▪ CAYCI Curvey Results ▪ Mobile Food Pantry Data ▪ Mobile Medical & Vision Clinic Data ▪ Playworks Survey Results |

UNITED WAY OF NORTHERN UTAH LOGIC MODEL FOR BEN LOMOND HIGH SCHOOL FEEDER PATTERN (DEVELOPED WITH UEPC)

Table 17: United Way of Northern Utah Logic Model for Ben Lomond High School Feeder Pattern (Developed with UEPC)

| | Partners | Activities | Outcomes |
|-------------------------------|--|--|---|
| Kindergarten Readiness | <ul style="list-style-type: none"> • Early Childhood Utah • Help Me Grow • OdgenCAN • Ogden School District • Parents as Teachers • United Way of Northern Utah • UpStart • YMCA of Northern Utah • Various | <ul style="list-style-type: none"> ○ Community Liaison ○ Developmental Screenings (Children 0-3) ○ Early Learning Coalition ○ Family Youth Services ○ K-College and Career Team ○ Partnership Coordinator ○ Preschool ○ Preschool Enrollment ○ Programmer | <ul style="list-style-type: none"> ▪ Kindergarten Enter & Exit Profiles (KEEP) ▪ Peabody Picture Vocabulary Test (PPVT) |
| 3 rd Grade Math | <ul style="list-style-type: none"> • OgdenCAN • Ogden School District • United Way of Salt Lake • United Way of Northern Utah • Other Partners | <ul style="list-style-type: none"> ○ Director of Community Partnerships ○ Family Youth Services ○ K-College and Career Team ○ Task Forces ○ Partnership Coordinator ○ Programmer | ▪ RISE |
| 3 rd Grade Reading | <ul style="list-style-type: none"> • OgdenCAN • Ogden School District • United Way of Salt Lake • Other Partners | <ul style="list-style-type: none"> ○ Director of Community Partnerships ○ Family Youth Services ○ K-College and Career Team ○ Task Forces ○ Programmer | ▪ RISE |
| 8 th Grade Math | <ul style="list-style-type: none"> • OgdenCAN • Ogden School District • United Way of Salt Lake • Weber State University • Other Partners | <ul style="list-style-type: none"> ○ Director of Community Partnerships ○ Family Youth Services ○ K-College and Career Team ○ Task Forces ○ Transition Services ○ Tutoring & Mentoring ○ Programmer | ▪ RISE |

| | Partners | Activities | Outcomes |
|-------------------------------------|--|---|------------------------------|
| 8th Grade Reading | <ul style="list-style-type: none"> • OgdenCAN • Ogden School District • United Way of Salt Lake • Weber State University • Other Partners | <ul style="list-style-type: none"> ○ Director of Community Partnerships ○ Family Youth Services ○ K-College and Career Team ○ Task Forces ○ Transition Services ○ Tutoring & Mentoring ○ Programmer | ▪ RISE |
| High School Graduation | <ul style="list-style-type: none"> • OgdenCAN • Ogden School District • United Way of Salt Lake • Weber State University • Other Partners | <ul style="list-style-type: none"> ○ 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 | <ul style="list-style-type: none"> • Weber State University | <ul style="list-style-type: none"> ○ Opportunity Youth Navigator | ▪ WSU Enrollment |
| Career Readiness | <ul style="list-style-type: none"> • OgdenCAN • Ogden School District • | <ul style="list-style-type: none"> ○ Family Youth Services ○ K-College and Career Team | ▪ ACT |
| Physical/Mental Health | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> ○ Community Liaison ○ Developmental Screenings (Children 0-3) ○ Early Learning Coalition ○ K-College and Career Team ○ Preschool ○ Preschool Enrollment ○ Programmer | ▪ ASQ Development Screenings |

| | Partners | Activities | Outcomes |
|--|---|-------------------|-----------------|
| | <ul style="list-style-type: none">• YMCA of Northern Utah• Various | | |

ALPINE LOGIC MODEL FOR BEN LOMOND HIGH SCHOOL FEEDER PATTERN (DEVELOPED WITH UEPC)

ASD OCSP PFSS Inputs / Resources:

- **Alpine School District and ASD Foundation**
- Boys & Girls Club of Utah County
- Orem City Government and Police Department
- Business Partners:
 - Meta
 - doTerra
- Health Sector Partners:
 - Orem Community Hospital/IHC
 - Wasatch Behavioral Health
- Utah Valley University (UVU)
- United Way of Utah County
- OCSP Inputs:
 - Grant: \$369,736
 - Match: \$1,393,843

ASD OCSP PFSS Major Strategies and Activities:

Strategy One: OCSP Partnership Development – Develop a cross-sector council and community leadership council to include all 5 Schools, ASD, Lead Partners, PTAs/Parents to provide oversight and backbone infrastructure.

Strategy Two: Collaborative Planning Process- Use evidence-based four pillars

1. Integrated student supports,
2. Expanded time and learning opportunities,
3. Family and community engagement, and
4. Collaborative leadership process to guide all OSCP planning and activities.

Strategy Three: Implement Evidence-Based Programs to:

1. Propel academic learning;
2. Dynamic support for minority, ELL, and SWD students;
3. Expand parent/family engagement; and
4. Extend school-based mental health services.

Strategy Four: Coordinate and Align Services through continuous data evaluation and feeder school partnership and focused student interventions.

Strategies Five and Six: Formal Communications Mechanisms and collective data sharing on three levels continuous and ongoing.

ASD OCSP PFSS Objectives

- Third Grade ELA and Mathematics –ELA and Math Baselines 30% -Target Increase proficiency rate 7% per year for both ELA and Math–Target 65%
- Eighth Grade Mathematics: Baseline: 21% Target: Increase Students Proficient by 8% annually
- High School Graduation Rates: Baseline 79-83% for SWD and ELL students -Target 89-93% by Year 5
- Elementary schools will increase the number of students ready for kindergarten literacy by 6% per year and numeracy 4% per year – baselines 53% and 70%
- Orem Jr. will increase the number of students proficient in ELA 6% per year – Baseline 30%
- Orem Jr. will increase the number of students proficient in Math by 8% per year. Baseline 21% focus ELL/SWD
- Mountain View will increase the number of ELL students and/or students with disabilities proficient in ELA and Math by 2% annually over the 5-year grant timeline
- Mountain View will increase the number of economically disadvantaged students accessing post-secondary opportunities by 5% per year
- All students in the MVHS feeder pattern will decrease their depressive symptoms by 5% per year. Baseline: 71-86%
- All MVHS feeder pattern schools will improve on supporting students' connection & sense of belonging by increasing student activity engagement by 8-10% annually

Result: PFSS L/T Goals/Outcomes

- Kindergarten Readiness
- Reading proficiency consistent with the science of reading S.B. 127 Early Literacy Outcomes Improvement
- Grade three (3) Mathematics
- Grade eight (8) Mathematics
- High School Graduation
- Post-Secondary Education Attainment
- Physical and Mental Health
- Career Readiness