

# EDUCATIONAL IN



THE UTAH STATE BOARD OF EDUCATION

Report to the State of Utah  
Education Interim  
Committee

## Partnerships for Student Success Grant Program Evaluation

School Year 2020-21

Reporting Year 2022

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## 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 fourth year of the program is below.

## 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 grant is unique because it does not provide funding for grantees to create direct services for students and their families. The grant, instead, 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 network of student support. 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 fourth year of full implementation for the 2016–17 grantees and the third 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 upcoming 2020–21 school year evaluation requirements to a newly hired 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 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 being implemented appropriately or necessary changes were documented and approved. Grantees were also 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 this year, which the grantees completed.

## 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
<b>Third Grade Reading</b>	<ul style="list-style-type: none"> <li>• Percent of students reading at or above Acadience Benchmark</li> <li>• Percent of students proficient in English language arts (ELA)</li> </ul>
<b>Eighth Grade Mathematics</b>	<ul style="list-style-type: none"> <li>• Percent proficient in mathematics</li> </ul>
<b>High School Graduation</b>	<ul style="list-style-type: none"> <li>• Percent of students who graduate from high school</li> </ul>

Table 1 2020-21 PFSS Program Measures

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

Table 2 2020-21 PFSS Program Outcomes

### COVID-19 Disclaimer

During the 2020–21 school year, schools across Utah began the year in various ways in response to the COVID-19 pandemic. Utah local education agencies (LEAs) (schools 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.

**This evaluation report uses the data collected during the 2020–21 school year. However, the academic data reported should be interpreted with extreme caution. 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. As data collection resumes, 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 2020–21 school year. United Way of Northern Utah, Weber School District, and United Salt Lake, which held two grants, were in the fourth year of their partnership implementation. Canyons School District and a second feeder pattern for United Way of Northern Utah were implementing the third 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 2020–21 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 of the 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 of 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
<b>Canyons School District</b>	Diamond Ridge High School	East Midvale Elementary
		Copperview Elementary
		Midvale Elementary
		Sandy Elementary
		Midvale Middle School
<b>United Way of South Salt Lake</b>	Cottonwood High School	James E. Moss Elementary
		Lincoln Elementary
		Woodrow Wilson Elementary
		Granite Park Junior High School
<b>United Way of Salt Lake (Kearns)</b>	Kearns High School	David Gourley Elementary
		South Kearns Elementary
		West Kearns Elementary
		Western Hills Elementary
		Kearns Junior High
<b>United Way of Northern Utah</b>	Ogden High School	James Madison Elementary
		Liberty Elementary (Formally T.O. Smith Elementary)
		Polk Elementary
		Mount Ogden Junior High School
<b>United Way of Northern Utah</b>	Ben Lomond High	Gramercy Elementary (closed 2019)
		Mound Fort Junior High School
<b>Weber School District</b>	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 2022-21 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 2020-21 school year, partnerships were formed by 213 individuals representing 124 unique organizations. Organizations were categorized into six types: **business** (e.g., Comcast, Real Salt Lake (RLS) Foundation, and Larry H Miller Foundation,) **community** (e.g., Boys and Girls Club, Utah Food Bank, and Community Building Community,) **education** (e.g., school district administrators and higher education institutions,) **government** (e.g., Department of Workforce Services, Juvenile Court, and 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 13 to 92 individuals (Figure 1) and 13 to 65 unique organizations (Table 4). Community organizations represented the highest number of partners, with 42 unique representatives (Figure 2).

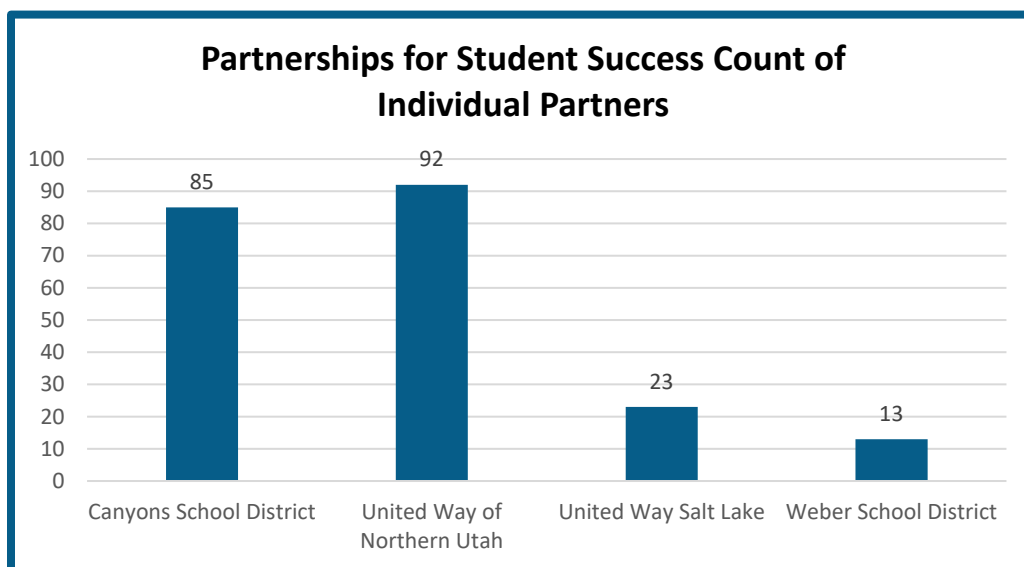


Figure 1 2020-21 PFSS Grantee Partner Count

<b>Canyons School District Partnership Types</b>	<b>Count of Category Partners</b>
Business	4
Community	21
Education	13
Government	16
Health	5
School	6

*Table 4 2020-21 PFSS Grantee Canyons School District Partnership Category List and Count*

<b>United Way of Northern Utah Partnership Types</b>	<b>Count of Category Partners</b>
Community	8
Education	4
Health	1
School	10

*Table 5 2020-21 PFSS Grantee United Way of Northern Utah Partnership Category List and Count*

<b>United Way of Salt Lake Partnership Types</b>	<b>Count of Category Partners</b>
Business	1
Community	13
Education	3
Government	2
Health	4

*Table 6 2020-21 PFSS Grantee United Way of Salt Lake Partnership Category List and Count*

<b>Weber School District Partnership Types</b>	<b>Count of Category Partners</b>
School	13

*Table 7 2020-21 PFSS Grantee Weber School District Partnership Category List and Count*

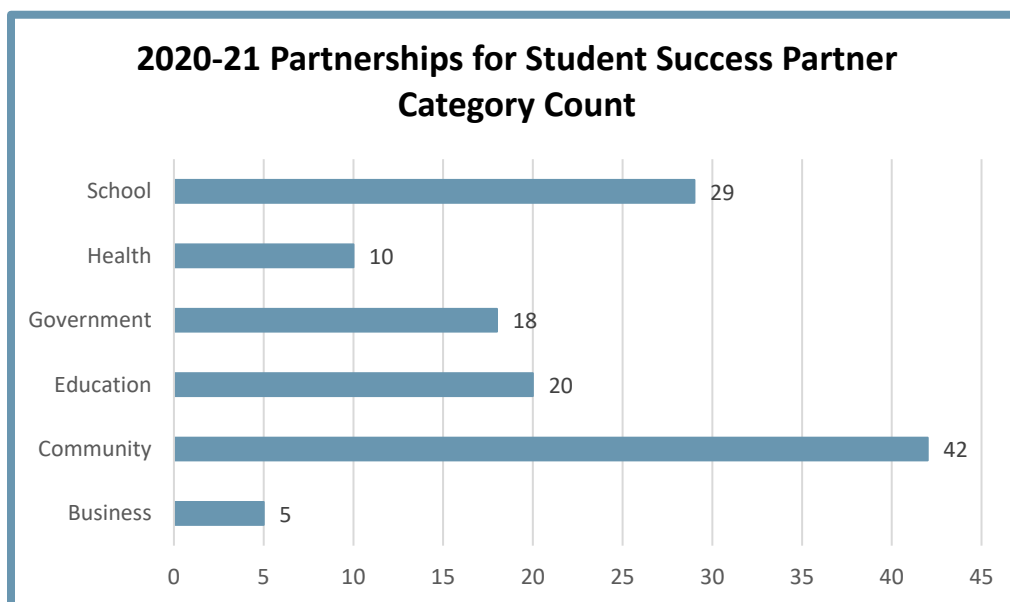


Figure 2 2020–21 PFSS Partner Category Count

## Evaluation

### Partner Survey

A main part of the required evaluation is to assess 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 14 to 70 percent.

Organization	Number of Contacts	Number of Responses	Response Rate
<b>Canyons School District</b>	79	21	27%
<b>Weber School District- Roy</b>	10	7	70%
<b>United Way- Salt Lake</b>	23	14	14%
<b>United Way- Northern Utah</b>	92	24	26%

Table 8 2020-21 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 the use of data, and the regularity, appropriate content, and preparedness of meetings. In November 2021, a focus group meeting was held to review the changes made to the evaluation process. At this meeting, a report was provided summarizing the survey results for each question by the grantee. The summary report is provided in Appendix B.

## 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 2020–21 school year. However, the academic data reported should be interpreted with extreme caution. 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, 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 30 percent. The range was 17–50 percent. The average percentage of students proficient on the third grade RISE ELA was 24 percent. The percentage range was 7–68 percent.

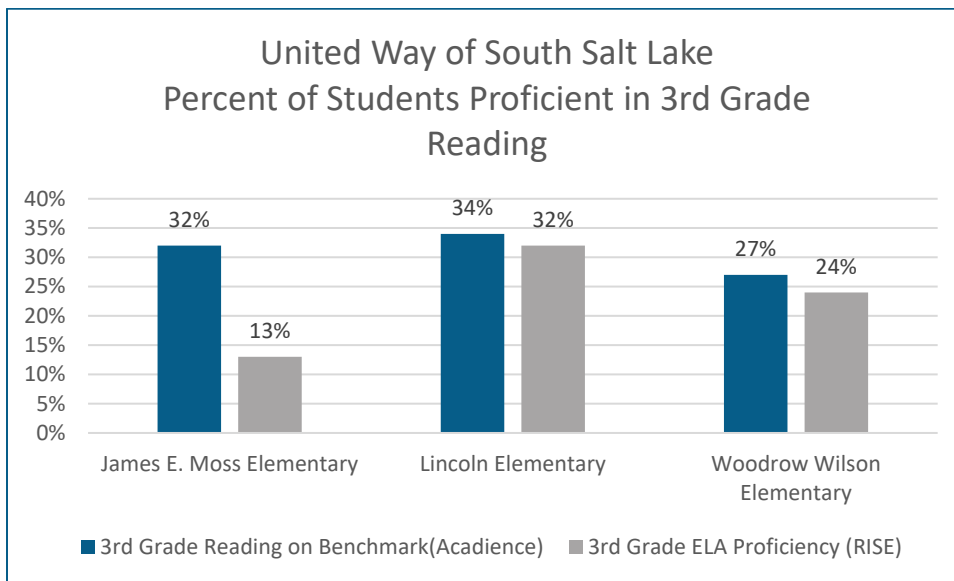


Figure 3 United Way of South Salt Lake Percent of Students Proficient in 3rd Grade Reading

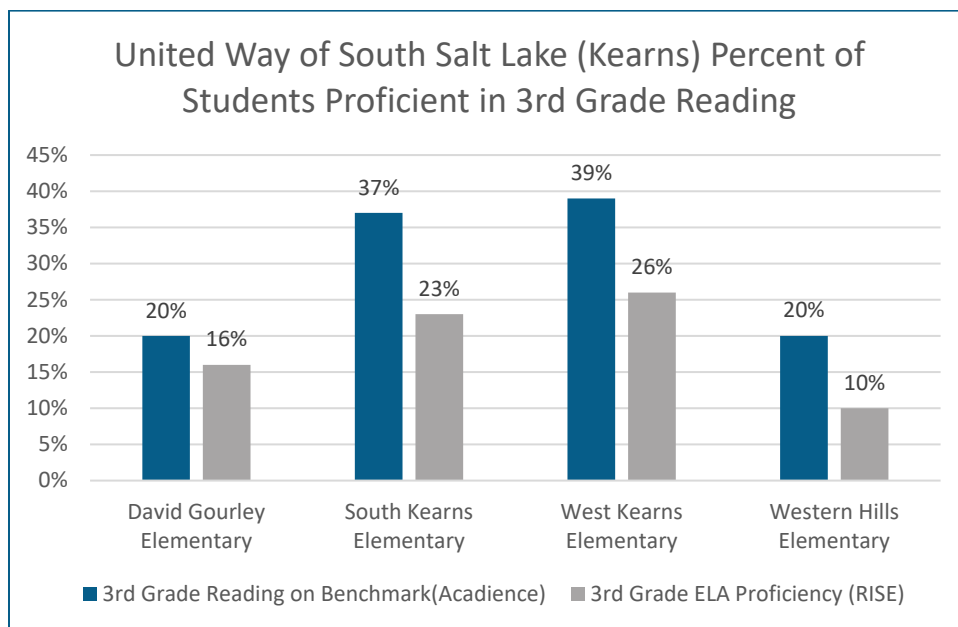


Figure 4 United Way South SL (Kearns) Percent of Students Proficient in 3rd Grade Reading

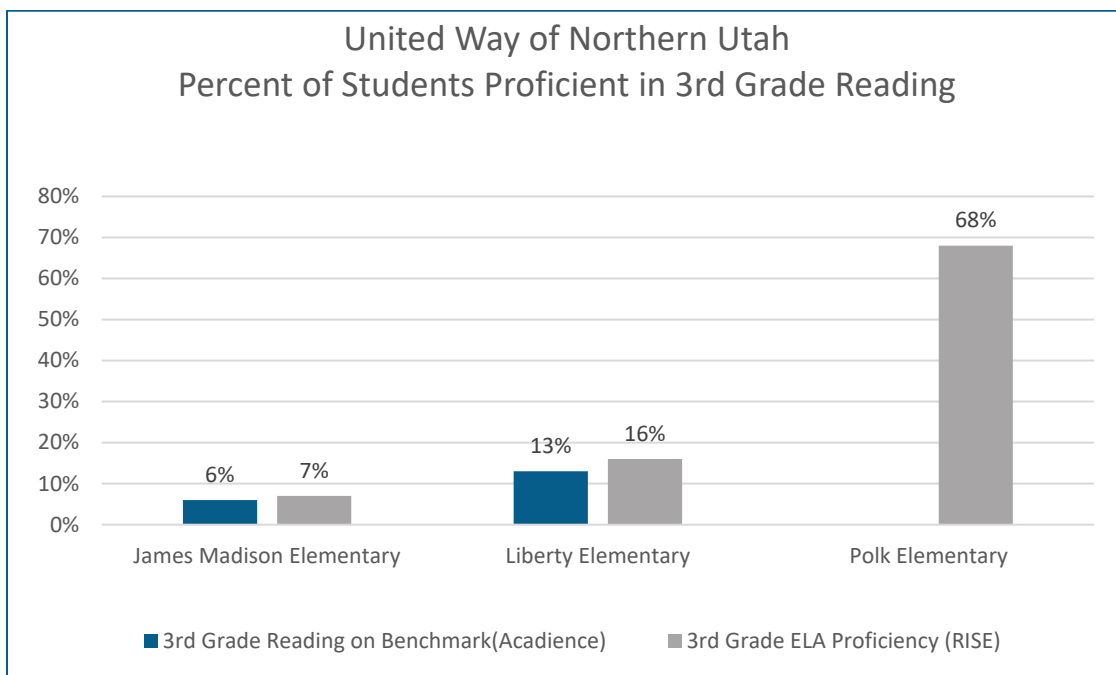


Figure 5 United Way N. Utah Percent of Students Proficient in 3rd Grade Reading

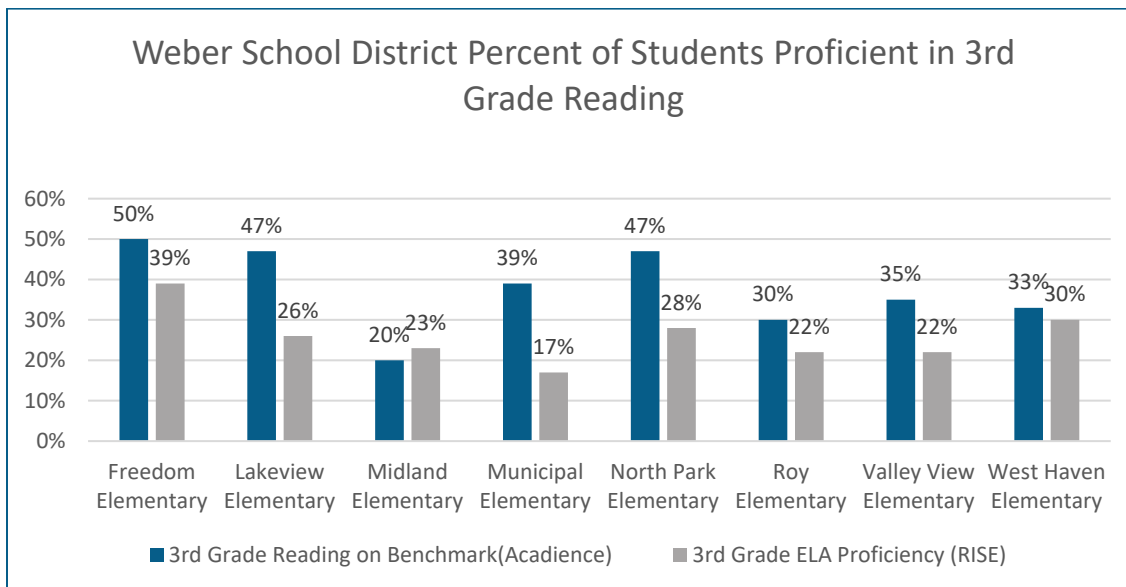


Figure 6 Weber School District Percent of Students Proficient in 3rd Grade Reading

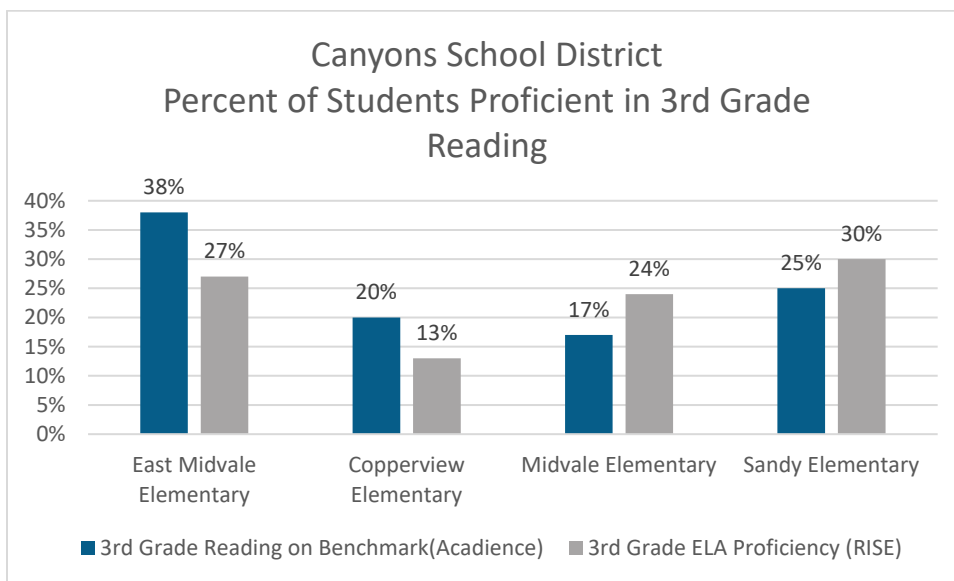


Figure 7 Canyons School District Percent of Students Proficient in 3rd Grade Reading

*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 29 percent. The overall grantee percent proficient average was 18 percent.

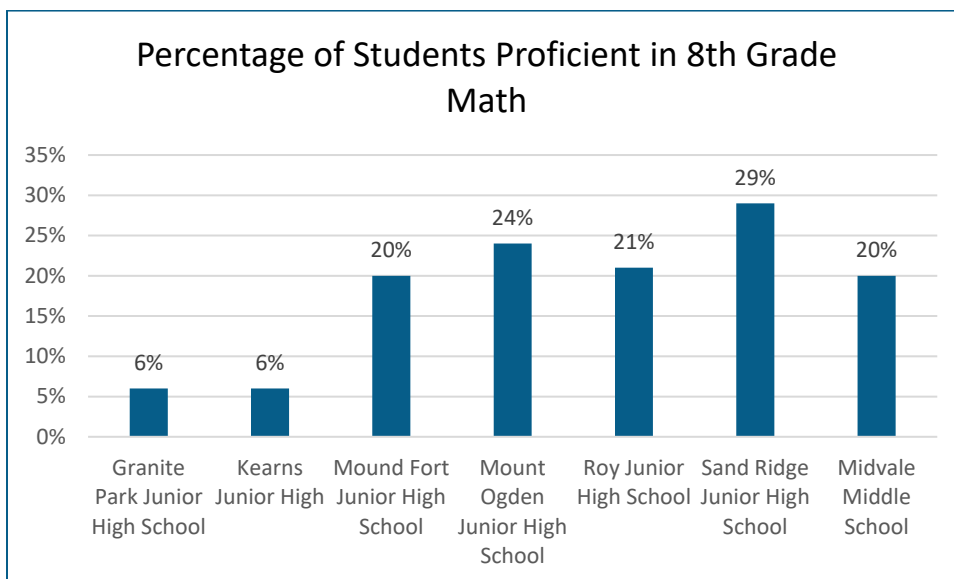


Figure 8 Percentage of Students Proficient on the 8th Grade RISE Math Assessment

*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 2020–21 school year. The high schools in the feeder programs averaged 86 percent of students graduating high school. The graduation percentage range was 79 to 96 percent.

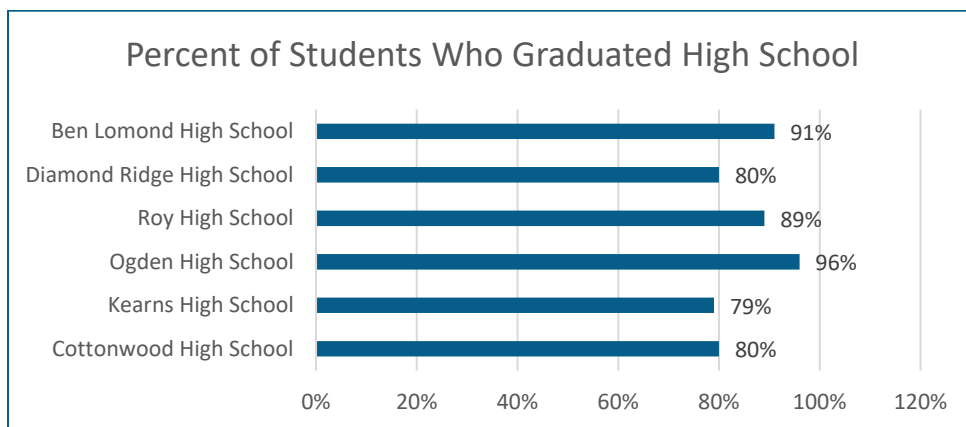


Figure 9 PFSS High School Graduation Percentage Rates

### 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 two to 57 percent. The PFSS elementary schools' average proficiency rate on third grade RISE math was 24 percent.



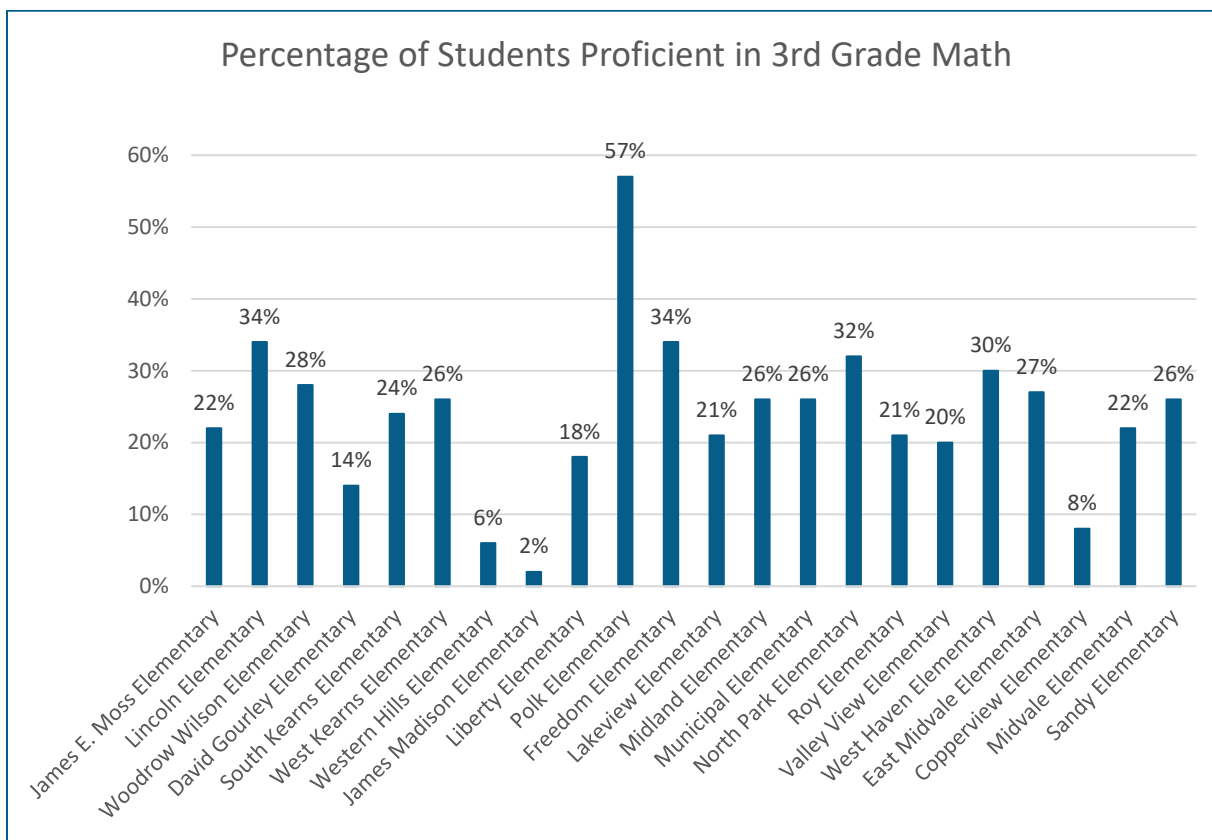


Figure 10 PFSS Percentage of Students Proficient in 3rd Grade Math

*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 18 and 38 percent. The overall grantee percent proficient average was 25 percent.

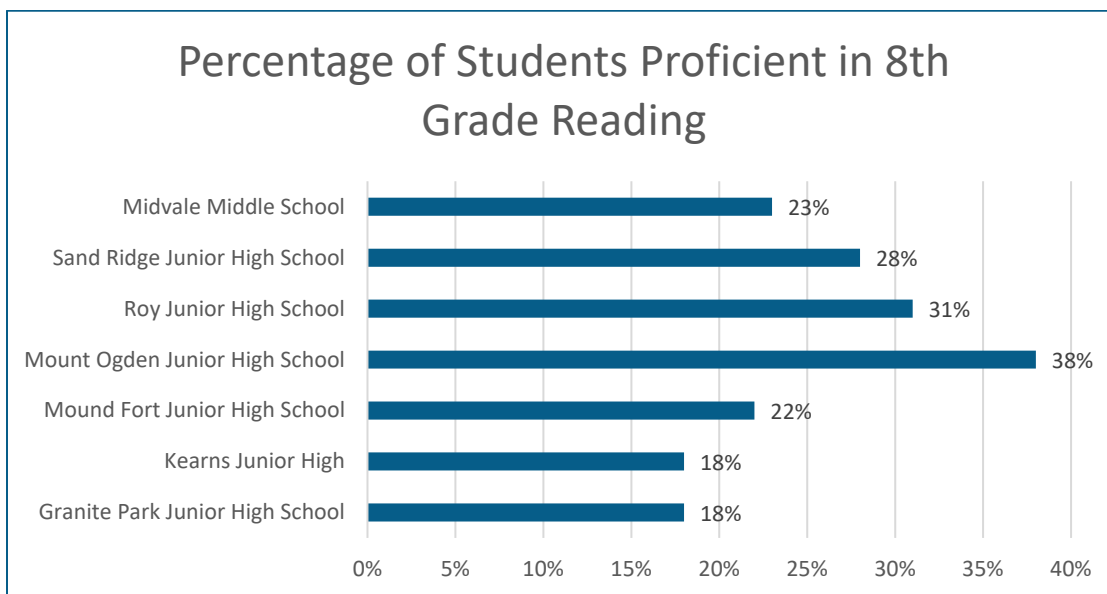


Figure 11 Percentage of Students Proficient in 8th Grade Reading

*Post-Secondary Readiness, Enrollment, 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 39 percent of students who scored 18 or higher. The ACT 18 or higher percentage range was 20 to 46 percent. Post-secondary enrollment is measured by the percentage of students who reported enrolling in a higher education institution. PFSS grant schools averaged 30 percent post-secondary enrollments, ranging from 14 to 42 percent. Finally, college and career readiness were measured using the percentage of successfully completed college and career readiness courses. PFSS high schools averaged 67 percent of courses completed successfully; school percentage rates ranged from 11 to 88 percent.

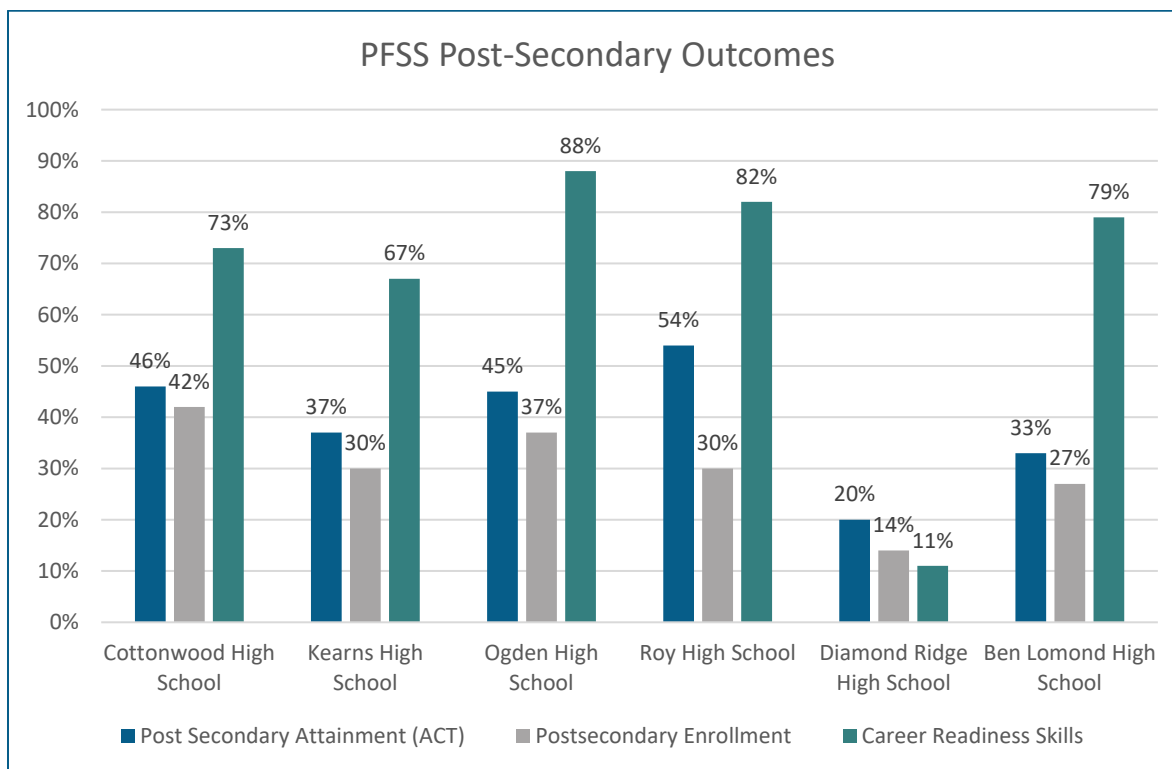


Figure 12 PFSS Post-Secondary Outcomes

## 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 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 first version of the PFSS evaluation worksheet in May/June 2021 using text box replies to a Qualtrics survey. During the summer, the evaluation worksheets were reviewed. When reviewing the initial responses, several challenges were identified. First, grantees had trouble in submitting the worksheets due to Qualtrics text box limitations.

Second, there was confusion about some of the requirements and questions. Finally, grantees responded in varying ways that made aligning responses to the grant a challenge. As a result, in November 2021, a focus group was held to review the evaluation worksheets' experience for grantees. Discussion during the meeting allowed for 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 2021–22 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.

## Conclusion

During the 2020–21 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, with the flexibility granted during the school year assessments, 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 academic achievements related to PFSS grant programs should be restored.

Finally, an evaluation worksheet was developed due to the PFSS grantee's desire to measure grant efforts sooner. While the initial use of the worksheets experienced some challenges, the experience benefited grantees, and changes will be made for future use.

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

<b>High School Graduation</b>	<ul style="list-style-type: none"> <li>• Advocate Program (WSD)</li> <li>• Alan &amp; Jeanne Hall Foundation</li> <li>• AmeriCorps</li> <li>• Boys &amp; Girls Club of Weber-Davis</li> <li>• Latinos in Action</li> </ul>	<ul style="list-style-type: none"> <li>○ Mentoring</li> <li>○ Tutoring</li> <li>○ R&amp;R Tutoring</li> <li>○ After School Programs</li> <li>○ Summer Programs</li> <li>○ Credit Recovery Camps</li> <li>○ Junior High Classes</li> <li>○ Community Services</li> </ul>	<ul style="list-style-type: none"> <li>▪ High School Graduation Rates</li> </ul>
<b>College Attainment</b>	<ul style="list-style-type: none"> <li>• Boys &amp; Girls Club of Weber-Davis</li> <li>• Ogden-Weber Tech College</li> <li>• Weber State University</li> <li>• Weber School District</li> </ul>	<ul style="list-style-type: none"> <li>○ AP Classes</li> <li>○ Concurrent Enrollment Classes</li> <li>○ OWATC Classes</li> <li>○ OWATC Summer Programs</li> <li>○ After School and Summer Programs</li> </ul>	<ul style="list-style-type: none"> <li>▪ ACT Reports</li> <li>▪ AP Enrollment</li> </ul>
<b>Career Readiness</b>	<ul style="list-style-type: none"> <li>• CTE</li> <li>• Department of Workforce Services</li> <li>• Ogden-Weber Tech College</li> </ul>	<ul style="list-style-type: none"> <li>○ Internships</li> <li>○ OWATC Classes</li> <li>○ OWATC Summer Programs</li> </ul>	<ul style="list-style-type: none"> <li>▪ CTE Reports</li> <li>▪ Internship Data</li> </ul>
<b>Physical/Mental Health</b>	<ul style="list-style-type: none"> <li>• America’s Best</li> <li>• Boys &amp; Girls Club of Weber-Davis</li> <li>• Catholic Community Services</li> <li>• McKay-Dee Hospital</li> <li>• Midtown Community Health Center</li> <li>• Roy City</li> <li>• Roy PTA</li> <li>• Weber Human Services</li> <li>• Weber-Morgan Health</li> </ul>	<ul style="list-style-type: none"> <li>○ Food Pantry</li> <li>○ Bridging the Gap</li> <li>○ Glasses Screening &amp; Classes</li> <li>○ Mental Health Providers at Elementaries</li> <li>○ Communities That Care (CTC) Process</li> <li>○ Health &amp; Safety Fairs</li> <li>○ Resource Officers</li> <li>○ Family Events</li> </ul>	<ul style="list-style-type: none"> <li>▪ CTC Data</li> <li>▪ Food Pantry/CCS Data</li> <li>▪ Mental Health Professional Data</li> <li>▪ Student Health and Risk Prevention</li> </ul>

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)**

	<b>Partners</b>	<b>Activities</b>	<b>Outcomes</b>
<b>Kindergarten Readiness</b>	<ul style="list-style-type: none"> <li>• Boys and Girls Club of Northern Utah</li> <li>• Care About Childcare</li> <li>• Community Members</li> <li>• Early Childhood Utah</li> <li>• Early Head Start</li> <li>• Head Start- Ogden Weber Community Action Partnership</li> <li>• Help Me Grow</li> <li>• Midtown Community Health Clinic</li> <li>• Ogden School District</li> <li>• Prevent Child Abuse Utah</li> <li>• United Way of Northern Utah</li> <li>• United Way of Utah County</li> <li>• Waterford Institute- UpStart</li> <li>• Weber-Morgan Health Department</li> <li>• Weber State University</li> <li>• YMCA of Northern Utah</li> </ul>	<ul style="list-style-type: none"> <li>○ Bright by Text (BBT)</li> <li>○ Developmental Screening for Children 0-3</li> <li>○ Early Childhood Partnerships Coordinator</li> <li>○ Preschool Enrollment</li> <li>○ Welcome Baby</li> </ul>	<ul style="list-style-type: none"> <li>▪ Kindergarten Enter &amp; Exit Profiles (KEEP)</li> <li>▪ Peabody Picture Vocabulary Test (PPVT)</li> </ul>
<b>3<sup>rd</sup> Grade Math</b>	<ul style="list-style-type: none"> <li>• Ogden School District</li> <li>• United Way of Northern Utah</li> </ul>	<ul style="list-style-type: none"> <li>○ Director of Community School Partnerships</li> <li>○ Family Youth Specialist (FYW)</li> <li>○ Parent Ambassadors</li> </ul>	<ul style="list-style-type: none"> <li>▪ End-of-level testing</li> </ul>
<b>3<sup>rd</sup> Grade Reading</b>	<ul style="list-style-type: none"> <li>• Ogden School District</li> <li>• United Way of Northern Utah</li> </ul>	<ul style="list-style-type: none"> <li>○ Family Youth Specialist (FYW)</li> <li>○ Parent Ambassadors</li> </ul>	<ul style="list-style-type: none"> <li>▪ End-of-level testing</li> </ul>

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

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)**

	<b>Partners</b>	<b>Activities</b>	<b>Outcomes</b>
<b>Kindergarten Readiness</b>	<ul style="list-style-type: none"> <li>• Asian Association of Utah</li> <li>• Catholic Community Services</li> <li>• Childrens Service Society</li> <li>• City of South Salt Lake</li> <li>• Granite School District</li> <li>• Help Me Grow</li> <li>• International Rescue Committee</li> <li>• Promise Partnership Regional Council</li> <li>• Utah Department of Health- Early Childhood</li> <li>• Voices for Utah Children</li> </ul>	<ul style="list-style-type: none"> <li>○ Early Childhood Advocacy</li> <li>○ Early Childhood Comprehensive System</li> <li>○ Family Engagement</li> <li>○ Family Information &amp; Resources</li> <li>○ Initiative Group</li> <li>○ Kindergarten Readiness Networks</li> <li>○ Preschool Enrollment</li> <li>○ Quality Preschool Classes</li> <li>○ SSL Early Learning Network</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ages and Stages Questionnaire (ASQ)</li> <li>▪ Kindergarten Entry &amp; Exit Profiles (KEEP)</li> <li>▪ Preschool Enrollment</li> </ul>
<b>3<sup>rd</sup> Grade Math</b>	<ul style="list-style-type: none"> <li>• Asian Association of Utah</li> <li>• Catholic Community Services</li> <li>• City of South Salt Lake</li> <li>• Granite School District</li> <li>• International Rescue Committee</li> </ul>	<ul style="list-style-type: none"> <li>○ 3<sup>rd</sup> Grade Math Classes</li> <li>○ After School Programs</li> </ul>	<ul style="list-style-type: none"> <li>▪ End-of-level testing</li> <li>▪ Program Data</li> </ul>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>3<sup>rd</sup> Grade Reading</b></p>	<ul style="list-style-type: none"> <li>• AmeriCorps</li> <li>• Asian Association of Utah</li> <li>• Catholic Community Services</li> <li>• City of South Salt Lake</li> <li>• Granite School District</li> <li>• International Rescue Committee</li> <li>• Latinos in Action</li> <li>• Promise Partnership Regional Council</li> <li>• University of Utah Reading Clinic</li> <li>• Utah After School Network</li> </ul>	<ul style="list-style-type: none"> <li>○ 3<sup>rd</sup> Grade Reading Classes</li> <li>○ After School and Summer Programs</li> <li>○ Elementary Reading Network</li> <li>○ Initiative Group</li> <li>○ Teacher Professional Development</li> <li>○ Tutoring and Mentoring</li> </ul>	<ul style="list-style-type: none"> <li>▪ Acadience</li> <li>▪ End-of-level testing</li> <li>▪ Program Data</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>8<sup>th</sup> Grade Math</b></p>	<ul style="list-style-type: none"> <li>• AmeriCorps</li> <li>• Asian Association of Utah</li> <li>• Catholic Community Services</li> <li>• City of South Salt Lake</li> <li>• Granite School District</li> <li>• International Rescue Committee</li> <li>• Promise Partnership Regional Council</li> </ul>	<ul style="list-style-type: none"> <li>○ 8<sup>th</sup> Grade Math Classes</li> <li>○ 8<sup>th</sup> Grade Math Networks</li> <li>○ After School and Summer Programs</li> <li>○ Initiative Group</li> <li>○ Tutoring and Mentoring</li> </ul>	<ul style="list-style-type: none"> <li>▪ End-of-level testing</li> <li>▪ Program Data</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>8<sup>th</sup> Grade Reading</b></p>	<ul style="list-style-type: none"> <li>• Asian Association of Utah</li> <li>• Catholic Community Services</li> <li>• City of South Salt Lake</li> <li>• Granite School District</li> <li>• International Rescue Committee</li> <li>• Latinos in Action</li> <li>• University of Utah Reading Clinic</li> </ul>	<ul style="list-style-type: none"> <li>○ 8<sup>th</sup> Grade Reading Classes</li> <li>○ After School and Summer Programs</li> <li>○ Teacher Professional Development</li> <li>○ Tutoring and Mentoring</li> </ul>	<ul style="list-style-type: none"> <li>▪ End-of-level testing</li> <li>▪ Program Data</li> <li>▪ Scholastic Reading Inventory (SRI)</li> </ul>

<b>High School Graduation</b>	<ul style="list-style-type: none"> <li>• AmeriCorps</li> <li>• Asian Association of Utah</li> <li>• Catholic Community Services</li> <li>• City of South Salt Lake</li> <li>• Granite School District</li> <li>• International Rescue Committee</li> <li>• Latinos in Action</li> <li>• Promise Partnership Regional Council</li> </ul>	<ul style="list-style-type: none"> <li>○ After School and Summer Programs</li> <li>○ College Access Council</li> <li>○ High School Classes</li> <li>○ High School Graduation Networks</li> <li>○ Initiative Group</li> <li>○ Tutoring and Mentoring</li> </ul>	<ul style="list-style-type: none"> <li>▪ ACT Composit Scores</li> <li>▪ FAFSA Completion</li> <li>▪ High School Graduation Rate</li> </ul>
<b>College Attainment</b>	<ul style="list-style-type: none"> <li>• Latinos in Action</li> <li>• Promise Partnership Regional Council</li> </ul>	<ul style="list-style-type: none"> <li>○ Initiative Group</li> <li>○ Programming with College Students</li> </ul>	<ul style="list-style-type: none"> <li>▪ College Enrollment</li> <li>▪ FAFSA Completion</li> <li>▪ High School Graduation Rate</li> <li>▪ Program Data</li> </ul>
<b>Career Readiness</b>	<ul style="list-style-type: none"> <li>• Latinos in Action</li> <li>• Promise Partnership Regional Council</li> </ul>	<ul style="list-style-type: none"> <li>○ Initiative Group</li> <li>○ LIA Leadership Conferences</li> <li>○ Teacher Professional Development</li> </ul>	<ul style="list-style-type: none"> <li>▪ ACT Composit Scores</li> <li>▪ Program Data</li> </ul>
<b>Physical/Mental Health</b>	<ul style="list-style-type: none"> <li>• City of South Salt Lake</li> <li>• Community Nursing Services</li> <li>• Intermountain Health Care</li> <li>• Maliheh Clinic</li> <li>• Midtown Community Health Center</li> <li>• National Alliance of Mental Health Illness</li> <li>• Promise Partnership Regional Council</li> <li>• Utah Partners for Health</li> </ul>	<ul style="list-style-type: none"> <li>○ After School Programs</li> <li>○ Immunizations and Flu Shots</li> <li>○ Initiative Group</li> <li>○ Mobile Medical and Glasses Services</li> <li>○ Participate in Health Network</li> <li>○ Provide Access to Free Health Care</li> <li>○ Staff Trainings</li> </ul>	<ul style="list-style-type: none"> <li>▪ Health Care Statistics</li> <li>▪ Immunizations and Flu Shot Numbers</li> <li>▪ Insurance Enrollment</li> <li>▪ Program Data</li> <li>▪ Self-reported Health data</li> <li>▪ Student Health and Risk Prevention</li> </ul>

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)**

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

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

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)**

	<b>Partners</b>	<b>Activities</b>	<b>Outcomes</b>
<b>Kindergarten Readiness</b>	<ul style="list-style-type: none"> <li>• Canyons School District</li> <li>• Canyons Education Foundation</li> <li>• International Rescue Committee</li> <li>• Larry H Miller Foundation</li> <li>• Midvale City</li> <li>• Promise Partnership Regional Council</li> <li>• Salt Lake County Gov</li> <li>• Savage Services</li> <li>• Utah Community Action</li> <li>• United Way of Salt Lake</li> <li>• Valley Behavioral Health</li> </ul>	<ul style="list-style-type: none"> <li>○ Family &amp; Student Mental Health</li> <li>○ Head Start</li> <li>○ Health Outreach</li> <li>○ High Quality Preschool</li> <li>○ PAT Program</li> <li>○ Parenting Classes/Education</li> <li>○ Preschool in Family Learning Center</li> <li>○ Refugee Services</li> <li>○ Support for Critical Needs</li> <li>○ Teacher Training</li> <li>○ UpStart</li> <li>○ Increase EL Proficiency</li> </ul>	<ul style="list-style-type: none"> <li>▪ School Attendance</li> <li>▪ Brigance Scores</li> <li>▪ Beginning of Year Acadience Scores</li> <li>▪ Head Start Assessment</li> <li>▪ Kindergarten Entry &amp; Exit Profiles (KEEP)</li> <li>▪ WIDA Scores</li> <li>▪ Increase School Connectedness</li> </ul>

<p style="text-align: center;"><b>3<sup>rd</sup> Grade Math</b></p>	<ul style="list-style-type: none"> <li>• Canyons School District</li> <li>• Canyons Education Foundation</li> <li>• International Rescue Committee</li> <li>• Larry H Miller Foundation</li> <li>• Latinos in Action</li> <li>• Midvale City</li> <li>• Promise Partnership Regional Council</li> <li>• Salt Lake County Gov</li> <li>• Savage Services</li> <li>• Utah Afterschool Network</li> <li>• United Way of Salt Lake</li> </ul>	<ul style="list-style-type: none"> <li>○ After School Programs</li> <li>○ Address Chronic Absence</li> <li>○ Coaching and PD</li> <li>○ Evidence-based Instruction</li> <li>○ Family &amp; Student Mental Health</li> <li>○ Meet Family &amp; Student Critical Needs</li> <li>○ Mentoring</li> <li>○ Refugee Services</li> <li>○ Summer Programs</li> <li>○ Tutoring</li> </ul>	<ul style="list-style-type: none"> <li>▪ School Attendance</li> <li>▪ WIDA Scores</li> <li>▪ Increase School Connectedness</li> <li>▪ Increase Math Proficiency</li> </ul>
<p style="text-align: center;"><b>3<sup>rd</sup> Grade Reading</b></p>	<ul style="list-style-type: none"> <li>• Boys and Grils Club</li> <li>• Canyons School District</li> <li>• Canyons Education Foundation</li> <li>• International Rescue Committee</li> <li>• Larry H Miller Foundation</li> <li>• Midvale City</li> <li>• Promise Partnership Regional Council</li> <li>• Salt Lake County Gov</li> <li>• Savage Services</li> <li>• Utah Afterschool Network</li> <li>• United Way of Salt Lake</li> </ul>	<ul style="list-style-type: none"> <li>○ After School Programs</li> <li>○ Address Chronic Absence</li> <li>○ Coaching and PD</li> <li>○ Evidence-based Instruction</li> <li>○ Family &amp; Student Mental Health</li> <li>○ Meet Family &amp; Student Critical Needs</li> <li>○ Mentoring</li> <li>○ Refugee Services</li> <li>○ Summer Programs</li> <li>○ Tutoring</li> </ul>	<ul style="list-style-type: none"> <li>▪ School Attendance</li> <li>▪ Acadience Benchmark Scores</li> <li>▪ Increase EL Proficiency</li> <li>▪ WIDA Scores</li> <li>▪ Increase School Connectedness</li> </ul>

<p style="text-align: center;"><b>8<sup>th</sup> Grade Math</b></p>	<ul style="list-style-type: none"> <li>• Boys and Grils Club</li> <li>• Canyons School District</li> <li>• Canyons Education Foundation</li> <li>• International Rescue Committee</li> <li>• Larry H Miller Foundation</li> <li>• Midvale City</li> <li>• Promise Partnership Regional Council</li> <li>• Salt Lake County Gov</li> <li>• Savage Services</li> <li>• Utah Afterschool Network</li> <li>• United Way of Salt Lake</li> </ul>	<ul style="list-style-type: none"> <li>○ After School Programs</li> <li>○ Address Chronic Absence</li> <li>○ Coaching and PD</li> <li>○ Increase EL Proficiency</li> <li>○ Evidence-based Instruction</li> <li>○ Family &amp; Student Mental Health</li> <li>○ Meet Family &amp; Student Critical Needs</li> <li>○ Mentoring</li> <li>○ Refugee Services</li> <li>○ Summer Programs</li> <li>○ Tutoring</li> </ul>	<ul style="list-style-type: none"> <li>▪ School Attendance</li> <li>▪ Math Inventory Scores</li> <li>▪ WIDA Scores</li> <li>▪ Increase Math Proficiency</li> <li>▪ Increase School Connectedness</li> </ul>
<p style="text-align: center;"><b>8<sup>th</sup> Grade Reading</b></p>	<ul style="list-style-type: none"> <li>• Boys and Grils Club</li> <li>• Canyons School District</li> <li>• Canyons Education Foundation</li> <li>• International Rescue Committee</li> <li>• Larry H Miller Foundation</li> <li>• Midvale City</li> <li>• Promise Partnership Regional Council</li> <li>• Salt Lake County Gov</li> <li>• Savage Services</li> <li>• Utah Afterschool Network</li> <li>• United Way of Salt Lake</li> </ul>	<ul style="list-style-type: none"> <li>○ Reading Lab</li> <li>○ After School Programs</li> <li>○ Address Chronic Absence</li> <li>○ Coaching and PD</li> <li>○ Evidence-based Instruction</li> <li>○ Family &amp; Student Mental Health</li> <li>○ Meet Family &amp; Student Critical Needs</li> <li>○ Mentoring</li> <li>○ Refugee Services</li> <li>○ Summer Programs</li> <li>○ Tutoring</li> </ul>	<ul style="list-style-type: none"> <li>▪ School Attendance</li> <li>▪ Reading Inventory Scores</li> <li>▪ Increase EL Proficiency</li> <li>▪ WIDA Scores</li> <li>▪ Increase School Connectedness</li> </ul>



<b>High School Graduation</b>	<ul style="list-style-type: none"> <li>• Boys and Grils Club</li> <li>• Canyons School District</li> <li>• Canyons Education Foundation</li> <li>• International Rescue Committee</li> <li>• Larry H Miller Foundation</li> <li>• Midvale City</li> <li>• Promise Partnership Regional Council</li> <li>• Salt Lake County Gov</li> <li>• Savage Services</li> <li>• Utah Afterschool Network</li> <li>• United Way of Salt Lake</li> <li>• Valley Behavioral Health</li> </ul>	<ul style="list-style-type: none"> <li>○ After School Programs</li> <li>○ Address Chronic Absence</li> <li>○ Coaching and PD</li> <li>○ Credit Recovery</li> <li>○ Increase EL Proficiency</li> <li>○ Evidence-based Instruction</li> <li>○ Family &amp; Student Mental Health</li> <li>○ Individualized &amp; Scaffolded Student Supports</li> <li>○ Meet Family &amp; Student Critical Needs</li> <li>○ Mentoring</li> <li>○ Early Warning System</li> <li>○ Refugee Services</li> <li>○ Summer Programs</li> <li>○ Tutoring</li> </ul>	<ul style="list-style-type: none"> <li>▪ AP &amp; IB Course Enrollment Rates</li> <li>▪ School Attendance</li> <li>▪ CAYCI Survey Results</li> <li>▪ Diploma Credit Counts</li> <li>▪ High School Graduation Rates</li> <li>▪ WIDA Scores</li> <li>▪ Increase School Connectedness</li> <li>▪ Increase in diverse students enrolling in high level courses</li> </ul>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>College Attainment</b></p>	<ul style="list-style-type: none"> <li>• Canyons School District</li> <li>• Canyons Education Foundation</li> <li>• International Rescue Committee</li> <li>• Larry H Miller Foundation</li> <li>• Latinos in Action</li> <li>• Midvale City</li> <li>• Promise Partnership Regional Council</li> <li>• Salt Lake County Gov</li> <li>• Savage Services</li> <li>• University of Utah College of Education</li> <li>• University of Utah College of Social Work</li> <li>• Utah Afterschool Network</li> <li>• United Way of Salt Lake</li> </ul>	<ul style="list-style-type: none"> <li>○ Canyons District Programs</li> <li>○ College Information Meetings</li> <li>○ College Partnerships</li> <li>○ Concurrent Enrollment Participation</li> <li>○ Credit Recovery</li> <li>○ FAFSA Support</li> <li>○ Financial Literacy Nights</li> <li>○ Michigan College Readiness Program</li> <li>○ Support Campus Visits for Diverse Students</li> <li>○ Support Conference Attendance</li> <li>○ Support Meetings with College Mentors</li> <li>○ UCAA Participation</li> <li>○ Utah Futures</li> </ul>	<ul style="list-style-type: none"> <li>▪ College Enrollment Rates</li> <li>▪ USHE High School Feedback Report</li> <li>▪ Participation in College Remediation Courses</li> </ul>
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<b>Career Readiness</b>	<ul style="list-style-type: none"> <li>• Boys and Grils Club</li> <li>• Canyons School District</li> <li>• Canyons Education Foundation</li> <li>• International Rescue Committee</li> <li>• Larry H Miller Foundation</li> <li>• Latinos in Action</li> <li>• Midvale City</li> <li>• Promise Partnership Regional Council</li> <li>• Salt Lake County Gov</li> <li>• Savage Services</li> <li>• University of Utah College of Education</li> <li>• University of Utah College of Social Work</li> <li>• Utah Afterschool Network</li> <li>• United Way of Salt Lake</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>○ Align Family Learning Centers to Entrada</li> <li>○ Adult Education</li> <li>○ Coordinate with CTE Staff</li> <li>○ CTE Attendance</li> <li>○ Elementary Career Days</li> </ul>	<ul style="list-style-type: none"> <li>▪ Adult Educatoin Enrollment Rates</li> <li>▪ CTE Course Participation</li> <li>▪ CTE Completion Rates</li> <li>▪ USHE High School Feedback Report</li> </ul>
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<b>Physical/Mental Health</b>	<ul style="list-style-type: none"> <li>• Boys and Grils Club</li> <li>• Canyons School District</li> <li>• Canyons Education Foundation</li> <li>• Community Building Community</li> <li>• International Rescue Committee</li> <li>• Larry H Miller Foundation</li> <li>• Latinos in Action</li> <li>• Midvale City</li> <li>• Midvale Road Home</li> <li>• Playworks</li> <li>• Promise Partnership Regional Council</li> <li>• Salt Lake County Gov</li> <li>• Savage Services</li> <li>• Utah Afterschool Network</li> <li>• Utah Food Bank</li> <li>• Utah Health Policy Project</li> <li>• Utah Division of Substance Abuse &amp; Mental Health</li> <li>• United Way of Salt Lake</li> <li>• Valley Behavioral Health</li> </ul>	<ul style="list-style-type: none"> <li>○ Community Health Referrals</li> <li>○ Increase Participation in Extracurricular Activities</li> <li>○ Mobile Food Bank</li> <li>○ Mobile Medical Clinic</li> <li>○ Mobile Vision Clinic</li> <li>○ Nutrition Education</li> <li>○ Playworks Coaches</li> <li>○ School-based Mental Health Support</li> <li>○ School Psychology Support</li> <li>○ School Social Work Support</li> <li>○ Weekend Food Backpack Program</li> </ul>	<ul style="list-style-type: none"> <li>▪ CAYCI Curvey Results</li> <li>▪ Mobile Food Pantry Data</li> <li>▪ Mobile Medical &amp; Vision Clinic Data</li> <li>▪ Playworks Survey Results</li> </ul>
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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)**

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

<p><b>8<sup>th</sup> Grade Reading</b></p>	<ul style="list-style-type: none"> <li>● OgdenCAN</li> <li>● Ogden School District</li> <li>● United Way of Salt Lake</li> <li>● Weber State University</li> <li>● Other Partners</li> </ul>	<ul style="list-style-type: none"> <li>○ Director of Community Partnerships</li> <li>○ Family Youth Services</li> <li>○ K-College and Career Team</li> <li>○ Task Forces</li> <li>○ Transition Services</li> <li>○ Tutoring &amp; Mentoring</li> <li>○ Programmer</li> </ul>	<ul style="list-style-type: none"> <li>▪ RISE</li> </ul>
<p><b>High School Graduation</b></p>	<ul style="list-style-type: none"> <li>● OgdenCAN</li> <li>● Ogden School District</li> <li>● United Way of Salt Lake</li> <li>● Weber State University</li> <li>● Other Partners</li> </ul>	<ul style="list-style-type: none"> <li>○ Credit Recover &amp; Acceleration</li> <li>○ Director of Community Partnerships</li> <li>○ Family Youth Services</li> <li>○ K-College and Career Team</li> <li>○ Task Forces</li> <li>○ Transition Services</li> <li>○ Programmer</li> </ul>	<ul style="list-style-type: none"> <li>▪ High School Graduation</li> </ul>
<p><b>College Attainment</b></p>	<ul style="list-style-type: none"> <li>● Weber State University</li> </ul>	<ul style="list-style-type: none"> <li>○ Opportunity Youth Navigator</li> </ul>	<ul style="list-style-type: none"> <li>▪ WSU Enrollment</li> </ul>
<p><b>Career Readiness</b></p>	<ul style="list-style-type: none"> <li>● OgdenCAN</li> <li>● Ogden School District</li> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>○ Family Youth Services</li> <li>○ K-College and Career Team</li> </ul>	<ul style="list-style-type: none"> <li>▪ ACT</li> </ul>

<b>Physical/Mental Health</b>	<ul style="list-style-type: none"> <li>● Early Childhood Utah</li> <li>● Head Start</li> <li>● Help Me Grow</li> <li>● OdgenCAN</li> <li>● Ogden School District</li> <li>● Parents as Teachers</li> <li>● Prevent Child Abuse Utah</li> <li>● United Way of Northern Utah</li> <li>● UpStart</li> <li>● Weber-Morgan Health Department</li> <li>● YMCA of Northern Utah</li> <li>● Various</li> </ul>	<ul style="list-style-type: none"> <li>○ Community Liasion</li> <li>○ Developmental Screenings (Children 0-3)</li> <li>○ Early Learning Coalition</li> <li>○ K-College and Career Team</li> <li>○ Preschool</li> <li>○ Preschool Enrollment</li> <li>○ Programmer</li> </ul>	<ul style="list-style-type: none"> <li>■ ASQ Development Screenings</li> </ul>
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Table 15 United Way of Northern Utah Logic Model for Ben Lomond High School Feeder Pattern (Developed with Utah Education Policy Center)

## Appendix B. Partner Survey Results

### Partnerships for Student Success Grant (PFSS) Partner Survey Results

Organizations participating in the PFSS grant provided a contact list for partnering organizations participating in the partnership with them. All contacts listed were sent an email explaining the purpose of the survey and provided a Qualtrics link to the partner survey on May 20, 2021. The survey also indicated that identifiable information in responses would be kept confidential. Contacts were asked to respond no later than June 4, 2021. Respondents were asked to rate (Strongly Agree, Agree, Disagree, or Strongly Disagree) to what extent they agreed with the statement provided.

Organization	Number of Contacts	Number of Responses	Response Rate
<b>Canyons School District</b>	79	21	27%
<b>Weber School District (Roy)</b>	10	7	70%
<b>United Way–Salt Lake</b>	23	14	14%
<b>United Way–Northern Utah</b>	92	24	26%

Q1. Partners within the Partnership hold meetings regularly.

Partnership Grantee:	Count
<b>Canyons School District</b>	<b>21</b>
Strongly Agree	4
Agree	15
Disagree	2
<b>United Way Northern Utah</b>	<b>24</b>
Strongly Agree	16
Agree	7
Strongly Disagree	1
<b>United Way Salt Lake</b>	<b>14</b>
Strongly Agree	5
Agree	8
Disagree	1
<b>Weber School District- Roy</b>	<b>7</b>
Strongly Agree	3
Agree	3
Disagree	1



Q2. Meetings are scheduled so that critical partners can attend.

Partnership Grantee:	Count
<b>Canyons School District</b>	<b>21</b>
Strongly Agree	6
Agree	13
Disagree	1
Strongly Disagree	1
<b>United Way Northern Utah</b>	<b>24</b>
Strongly Agree	15
Agree	9
<b>United Way Salt Lake</b>	<b>14</b>
Strongly Agree	5
Agree	9
<b>Weber School District- Roy</b>	<b>7</b>
Strongly Agree	2
Agree	4
Disagree	1

Q3. If the need for a meeting arises, the majority of partners make appropriate accommodations.

Partnership Grantee:	Count
<b>Canyons School District</b>	<b>21</b>
Strongly Agree	5
Agree	16
<b>United Way Northern Utah</b>	<b>24</b>
Strongly Agree	12
Agree	12
<b>United Way Salt Lake</b>	<b>14</b>
Strongly Agree	4
Agree	8
Disagree	2
<b>Weber School District- Roy</b>	<b>7</b>
Strongly Agree	3
Agree	4

Q4. Meeting agendas are provided in advance.

Partnership Grantee:	Count
<b>Canyons School District</b>	<b>21</b>
Strongly Agree	4
Agree	14
Disagree	2
Strongly Disagree	1
<b>United Way Northern Utah</b>	<b>24</b>
Strongly Agree	14
Agree	10
<b>United Way Salt Lake</b>	<b>14</b>
Strongly Agree	7
Agree	6
Disagree	1
<b>Weber School District- Roy</b>	<b>7</b>
Strongly Agree	2
Agree	4
Disagree	1

Q5. Meeting materials are easy to access.

Partnership Grantee:	Count
<b>Canyons School District</b>	<b>21</b>
Strongly Agree	6
Agree	14
Disagree	1
<b>United Way Northern Utah</b>	<b>24</b>
Strongly Agree	14
Agree	10
<b>United Way Salt Lake</b>	<b>14</b>
Strongly Agree	6
Agree	7
Disagree	1
<b>Weber School District- Roy</b>	<b>7</b>
Strongly Agree	2
Agree	5
<b>Grand Total</b>	<b>66</b>

Q6. Meetings are facilitated properly, the agenda is followed, and discussions are beneficial.

Partnership Grantee:	Count
<b>Canyons School District</b>	<b>21</b>
Strongly Agree	6
Agree	14
Strongly Disagree	1
<b>United Way Northern Utah</b>	<b>24</b>
Strongly Agree	13
Agree	11
<b>United Way Salt Lake</b>	<b>14</b>
Strongly Agree	5
Agree	9
<b>Weber School District- Roy</b>	<b>7</b>
Strongly Agree	2
Agree	5

Q7. Action items are clearly identified and assigned.

Partnership Grantee:	Count
<b>Canyons School District</b>	<b>21</b>
Strongly Agree	5
Agree	15
Disagree	1
<b>United Way Northern Utah</b>	<b>24</b>
Strongly Agree	13
Agree	11
<b>United Way Salt Lake</b>	<b>14</b>
Strongly Agree	2
Agree	11
Disagree	1
<b>Weber School District- Roy</b>	<b>7</b>
Strongly Agree	2
Agree	5

Q8. Partners complete assigned items on time.

Partnership Grantee:	Count
<b>Canyons School District</b>	<b>21</b>
Strongly Agree	3
Agree	16
Disagree	2

<b>United Way Northern Utah</b>	<b>24</b>
No Response	1
Strongly Agree	5
Agree	18
<b>United Way Salt Lake</b>	<b>14</b>
Strongly Agree	4
Agree	8
Disagree	2
<b>Weber School District- Roy</b>	<b>7</b>
Strongly Agree	1
Agree	6

Q10. Communication is maintained outside of meeting times, partners typically respond to communication efforts (email, phone calls, messages) within 48 hours.

<b>Partnership Grantee:</b>	<b>Count</b>
<b>Canyons School District</b>	<b>21</b>
Strongly Agree	4
Agree	13
Disagree	4
<b>United Way Northern Utah</b>	<b>24</b>
Strongly Agree	11
Agree	12
Disagree	1
<b>United Way Salt Lake</b>	<b>14</b>
Strongly Agree	4
Agree	8
Disagree	2
<b>Weber School District- Roy</b>	<b>7</b>
Strongly Agree	3
Agree	4

Q11. Please use the space below to share additional information or comments about your Partnership's meetings and communication.

<b>Partnership Grantee:</b>	<b>Count</b>
<b>Canyons School District</b>	<b>21</b>
Strongly Agree	4
Agree	15
Disagree	2

<b>United Way Northern Utah</b>	<b>24</b>
Strongly Agree	8
Agree	16
<b>United Way Salt Lake</b>	<b>14</b>
Strongly Agree	6
Agree	7
Disagree	1
<b>Weber School District- Roy</b>	<b>7</b>
Strongly Agree	1
Agree	5
Disagree	1

Q12. The Partnership reviews data at the majority of our meetings.

<b>Partnership Grantee:</b>	<b>Count</b>
<b>Canyons School District</b>	<b>21</b>
No Response	4
Strongly Agree	6
Agree	11
<b>United Way Northern Utah</b>	<b>24</b>
Strongly Agree	5
Agree	17
Disagree	2
<b>United Way Salt Lake</b>	<b>14</b>
Strongly Agree	2
Agree	10
Disagree	2
<b>Weber School District- Roy</b>	<b>7</b>
Strongly Agree	4
Agree	3

Q13. Data is used to make decisions.

<b>Partnership Grantee:</b>	<b>Count</b>
<b>Canyons School District</b>	<b>21</b>
No Response	3
Strongly Agree	5
Agree	11
Disagree	2
<b>United Way Northern Utah</b>	<b>24</b>

Strongly Agree	7
Agree	16
Disagree	1
<b>United Way Salt Lake</b>	<b>14</b>
Strongly Agree	5
Agree	8
Disagree	1
<b>Weber School District- Roy</b>	<b>7</b>
Strongly Agree	4
Agree	3

Q14. Partners are aware of which data they are responsible for providing.

<b>Partnership Grantee:</b>	<b>Count</b>
<b>Canyons School District</b>	<b>21</b>
No Response	3
Strongly Agree	3
Agree	13
Disagree	2
<b>United Way Northern Utah</b>	<b>24</b>
Strongly Agree	5
Agree	18
Disagree	1
<b>United Way Salt Lake</b>	<b>14</b>
Strongly Agree	2
Agree	10
Disagree	2
<b>Weber School District- Roy</b>	<b>7</b>
Strongly Agree	4
Agree	3

Q15. Partners provide their data on time.

<b>Partnership Grantee:</b>	<b>Count</b>
<b>Canyons School District</b>	<b>21</b>
No Response	3
Strongly Agree	3
Agree	13
Disagree	2
<b>United Way Northern Utah</b>	<b>24</b>

Strongly Agree	4
Agree	19
Disagree	1
<b>United Way Salt Lake</b>	<b>14</b>
Strongly Agree	2
Agree	11
Disagree	1
<b>Weber School District- Roy</b>	<b>7</b>
Strongly Agree	4
Agree	3

Q16. Data used by the Partnership is easy to access.

<b>Partnership Grantee:</b>	<b>Count</b>
<b>Canyons School District</b>	<b>21</b>
No Response	3
Strongly Agree	1
Agree	16
Disagree	1
<b>United Way Northern Utah</b>	<b>24</b>
Strongly Agree	6
Agree	13
Disagree	5
<b>United Way Salt Lake</b>	<b>14</b>
Strongly Agree	1
Agree	9
Disagree	4
<b>Weber School District- Roy</b>	<b>7</b>
Strongly Agree	4
Agree	2
Disagree	1

Q17. Data used by the Partnership is shared in a secure manner.

<b>Partnership Grantee:</b>	<b>Count</b>
<b>Canyons School District</b>	<b>21</b>
No Response	3
Strongly Agree	3
Agree	15
<b>United Way Northern Utah</b>	<b>24</b>

No Response	1
Strongly Agree	11
Agree	12
<b>United Way Salt Lake</b>	<b>14</b>
Strongly Agree	4
Agree	10
<b>Weber School District- Roy</b>	<b>7</b>
Strongly Agree	5
Agree	2

Q18. Student-level data used by the Partnership is protected appropriately.

<b>Partnership Grantee:</b>	<b>Count</b>
<b>Canyons School District</b>	<b>21</b>
No Response	3
Strongly Agree	7
Agree	11
<b>United Way Northern Utah</b>	<b>24</b>
No Response	1
Strongly Agree	13
Agree	10
<b>United Way Salt Lake</b>	<b>14</b>
Strongly Agree	8
Agree	6
<b>Weber School District- Roy</b>	<b>7</b>
Strongly Agree	6
Agree	1

Q19. Data used by the Partnership is appropriate to measure program goals.

<b>Partnership Grantee:</b>	<b>Count</b>
<b>Canyons School District</b>	<b>21</b>
No Response	3
Strongly Agree	6
Agree	11
Disagree	1
<b>United Way Northern Utah</b>	<b>24</b>
Strongly Agree	9
Agree	14
Disagree	1



<b>United Way Salt Lake</b>	<b>14</b>
Strongly Agree	2
Agree	12
<b>Weber School District- Roy</b>	<b>7</b>
Strongly Agree	3
Agree	4

Q20. I know the goal(s) of my Partnership.

<b>Partnership Grantee:</b>	<b>Count</b>
<b>Canyons School District</b>	<b>21</b>
No Response	4
Strongly Agree	6
Agree	11
<b>United Way Northern Utah</b>	<b>24</b>
Strongly Agree	8
Agree	15
Disagree	1
<b>United Way Salt Lake</b>	<b>14</b>
Strongly Agree	4
Agree	10
<b>Weber School District- Roy</b>	<b>7</b>
Strongly Agree	3
Agree	4

Q21. The Partnership uses formative data to monitor goal progress.

<b>Partnership Grantee:</b>	<b>Count</b>
<b>Canyons School District</b>	<b>21</b>
No Response	3
Strongly Agree	5
Agree	12
Disagree	1
<b>United Way Northern Utah</b>	<b>24</b>
Strongly Agree	6
Agree	18
<b>United Way Salt Lake</b>	<b>14</b>
Strongly Agree	4
Agree	8
Disagree	2

<b>Weber School District- Roy</b>	<b>7</b>
Strongly Agree	3
Agree	4

Q22. The Partnership uses summative data to measure goal outcomes.

<b>Partnership Grantee:</b>	<b>Count</b>
<b>Canyons School District</b>	<b>21</b>
No Response	4
Strongly Agree	5
Agree	12
<b>United Way Northern Utah</b>	<b>24</b>
Strongly Agree	9
Agree	15
<b>United Way Salt Lake</b>	<b>14</b>
Strongly Agree	3
Agree	9
Disagree	2
<b>Weber School District- Roy</b>	<b>7</b>
Strongly Agree	4
Agree	3

## Appendix C. 2020–21 PFSS Evaluation Worksheet

### Evaluation Worksheet Instructions

Use the Evaluation Worksheet to describe practices implemented during the reporting year to support the identified component's attainment. Partnerships should reference their Logic Model to structure their description and respond to all elements (bullets) within each focus area.

Provide a rating of the degree to which each description contains all of the necessary information related to the component being implemented within the Partnership:

1= Inadequate, the Partnership does not address any feature of the component,

2= Barely adequate, the Partnership incorporates some of the features of the component, and

3= Good, the Partnership identifies how most features of the component are utilized in their program,

4= Exemplary, the Partnership identifies how all of the component's features are utilized in their program.

### Focus Areas

- Kindergarten readiness
- Grade 3 mathematics and reading proficiency
- Grade 8 mathematics and reading proficiency
- High school graduation
- Post-secondary educational attainment
- Physical and mental health
- Development of career skills and readiness

## Evaluation Worksheet

The description of the component is: 1= Inadequate, 2= Barely Adequate, 3= Good, and 4= Exemplary

Domains	Grant Component	Partnership Description	Partnership Self-Rating
<b>Section A: Activities</b>	Describe the activities and work your Partnership completed this year related to each bullet and sub-bullet. Remember to highlight effort from each of your logic model's focus area components.		
A1 Activities	<b>Activities progress towards the Partnership's goals and Initiatives.</b> <ul style="list-style-type: none"> <li>• Describe the goals and evidence-based initiatives and interventions implemented during the school year for each focus area.</li> </ul>		
A2 Activities	<b>Alignment</b> <ul style="list-style-type: none"> <li>• <b>Describe how the Partnerships goals and initiatives for each focus area coordinate and align services to:</b> <ul style="list-style-type: none"> <li>○ Students attending schools within an eligible school feeder pattern.</li> <li>○ The families and communities of students within an LEA school feeder pattern.</li> </ul> </li> </ul>		
<b>Section B: Partnerships</b>	One evaluation requirement is to report on how the partners within each Partnership work together to improve student outcomes. In this section, reply to each bullet and sub-bullet with as much detail as necessary to describe the Partnership.		
B1 Partnerships	<b>Partnership Involvement</b>		

	<ul style="list-style-type: none"> <li>Describe how partners in the feeder pattern are providing program services being implemented for each focus area based on the needs assessment.</li> </ul>		
<p>B2 Partnerships</p>	<p><b>Partnership Alignment</b></p> <ul style="list-style-type: none"> <li>Describe how the Partnership aligns with the five- and ten-year plans to address intergenerational poverty described in Section 35A-9-303 and the School Turnaround Plan (if targeted schools in the school feeder pattern are Turnaround Schools based on Section 53A-1-1206).</li> </ul>		
<p>B3 Partnerships</p>	<p><b>Partnership Structure</b></p> <ul style="list-style-type: none"> <li>Describe the frequency of meetings and communication between partners in the feeder pattern for each focus area.             <ul style="list-style-type: none"> <li>Describe how participant roles are defined and assigned.</li> <li>Describe how meeting information, such as agenda and meeting</li> </ul> </li> </ul>		

	minutes, are distributed and action items are followed up on or implemented.		
B4 Partnerships	<p><b>Partnership Technical Assistant</b></p> <ul style="list-style-type: none"> <li>Describe the role and responsibilities of the Technical Assistant(s) within the Partnership.</li> </ul>		
<b>Section C:Data</b>	Utilizing high-quality formative and summative data throughout the implementation process is critical to ensuring Partnership efforts and improving student outcomes. In this section, respond to each bullet and sub-bullet to accurately reflect your Partnership use of data for each logic model focus area. Include as much detail as necessary to accurately reflect your efforts.		
C1 Data	<p><b>Partnership Data Commitment</b></p> <ul style="list-style-type: none"> <li>Describe how the organization manages and maintains data systems from partnerships that inform program decisions, share information, and collaborate with the third-party evaluator(s) and annual reporting requirements.</li> </ul>		
C2 Data	<p><b>Partnership Data Sharing</b></p> <ul style="list-style-type: none"> <li>Describe how data is shared with partners in the feeder pattern.                             <ul style="list-style-type: none"> <li>If data used contains student-level personal identifiable information</li> </ul> </li> </ul>		

	(PII), describe how, when sharing data PII is protected.		
C3 Data	<p><b>Outcome Data</b></p> <ul style="list-style-type: none"> <li>Describe how intended outcomes for each focus area are being measured.</li> <li>What data is used to measure outcomes for each focus area?</li> </ul>		
C4 Data	<p><b>Monitoring Data</b></p> <ul style="list-style-type: none"> <li>Describe what data is used to monitor the progress of goals, initiatives, and interventions throughout the school year for each focus area.</li> </ul>		
C5 Data	<p><b>Technical Assistant Data</b></p> <ul style="list-style-type: none"> <li>Describe what role the Technical Assistant(s) take in managing data. Include details for data sharing, monitoring, and measuring outcomes.</li> </ul>		
<b>Section D: Outcomes</b>	Reply to the bullets to provide information on how each of your logic model’s focus areas to address the identified outcome areas. Include as much detail as necessary to accurately reflect your efforts.		
D1 Outcomes	<p><b>Educational Outcomes</b></p> <ul style="list-style-type: none"> <li>Explain how the cross-sector partnerships for each focus area are improving educational</li> </ul>		

	outcomes for students from low-income backgrounds.		
D2 Outcomes	<p><b>Outcome Effectiveness</b></p> <ul style="list-style-type: none"> <li>Describe how the organization has assessed program quality and effectiveness for changes as needed?</li> </ul>		