Partnerships for Student Success
Fast Facts (June 2020)

In collaboration with the Utah State Board of Education (USBE), the Utah Education Policy Center (UEPC) conducted an external evaluation of the Partnerships for Student Success grant program, created by Utah Senate Bill 67 (2016).

The USBE administered the Partnerships for Student Success grant to six organizations during the 2018-19 school year. The purpose of this grant 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. The intended outcomes of this grant include:

- Kindergarten readiness
- Grade 3 mathematics
- Grade 3 reading proficiency
- Grade 8 mathematics
- Grade 8 reading proficiency
- High school graduation
- Postsecondary education attainment
- Physical and mental health
- Career readiness skills

This grant is unique in that it does not provide funding for grantees to create direct services for students and their families. Instead, it provides funds to create infrastructure, with support from technical assistance providers, to drive community partnerships and promote cross-organization support for students within specific high school feeder patterns.

This Evaluation Highlight provides key findings from the Year Two 2018-19 Evaluation Report, released by the UEPC in May 2020.

Collaboration Among Partners

Most respondents (between 90% and 100%) agreed or strongly agreed that partners were working well together to improve student outcomes.

Overall, 93% of respondents agreed or strongly agreed that partners aligned efforts to promote student success, and 95% agreed or strongly agreed that partners had a high level of commitment to improve student outcomes.

Did your organization strengthen previous initiatives, implement new initiatives, or change policies or practices to promote student success during the 2018-19 academic year?

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Percentage</th>
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<tr>
<td>Yes. We strengthened previously existing initiatives.</td>
<td>87%</td>
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<tr>
<td>Yes. We implemented new initiatives.</td>
<td>69%</td>
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<tr>
<td>Yes. We changed policies or practices.</td>
<td>50%</td>
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Progress Towards Intended Outcomes

North Park Elementary (Weber School District) increased Third Grade Math Proficiency by 26% from 20% in 2017/18 to 46% in 2018/19.

East Midvale Elementary (Canyons School District) increased Third Grade Reading Proficiency of students who are economically disadvantaged by 31% from 10% in 2017/18 to 41% in 2018/19.

Granite Park Junior High (United Way of Salt Lake City/Granite School District) increased overall Eighth Grade Math proficiency by 5% from 14% in 2017/18 to 19% in 2018/19.

Mount Ogden Junior High (United Way of Northern Utah, Ogden School District) increased overall Eight Grade Reading proficiency by 10% from 36% in 2017/18 to 46% in 2018/19.

Grantee and Partner Reactions

We have built a strong, functioning network of partners. We all align our efforts to the needs of our students and families.
- Partner comment from survey

Our partnerships have deeply influenced how our school functions and supports the community and families. With this partnership our school has been able to assist hundreds in the community to benefit their health, emotional and social wellness, basic needs, and aligned resources.
- Partner comment from survey

Mostly just being able to have lots of people at the table. I believe we are in the beginning phases, but there has been good discussions and collaboration. I think sending the message to our partners that we need their help and that they are part of the solution has been imperative to our growth as a community school
- Partner comment from survey

Information in this evaluation brief is taken from the Year 2 Evaluation Report by the Utah Education Policy Center. Data sources: partner survey and student education data. This brief uses data made available through a data sharing agreement between the USBE and the UEPC. The views expressed are those of the authors and are not necessarily the USBE’s or endorsed by the USBE.

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