Today in Bexar County, young people’s destinies continue to be shaped by geographical, racial, ethnic, and economic divides. In the face of these divides, UP Partnership exists to ensure that all young people in Bexar County are ready for the future. Without our concerted and collective efforts, the leaders and workforce of tomorrow will not be ready.

From education, business, and philanthropic executives, to school administrators, youth development professionals, and community-based leaders, to young people themselves, UP Partnership provides leaders a unique and necessary infrastructure to drive progress at scale. To achieve our mission, all of these leaders must be working together to create more equitable and effective systems. This strategic plan summarizes how we will help drive this coordinated effort over the next three years.

Following a brief introduction to pressing challenges faced by young people in Bexar County, the plan lays out three major strategic goals for the partnership. It concludes with an overview of how your institution can be meaningfully involved. The following three goals are deeply aligned with our mission, vision, values, and theory of change:

1. **Achieve StriveTogether’s “Systems Transformation” designation:**
   We will enhance our organizational and partnership approach by attaining the ultimate designation level in StriveTogether’s Theory of Action.

2. **Advance Postsecondary Success:**
   We will strengthen Bexar County’s postsecondary pipeline by working with diverse leaders and institutional partners on focused, results-driven strategies.

3. **Align Child- and Youth-Facing Sectors:**
   We will deepen the coordination and connection across the diverse sectors that affect major cradle-to-career efforts.

Importantly, each of these goals requires that UP Partnership works as a catalyst affecting issues beyond its direct sphere of control. This extended impact is made possible through the shared commitment of our partners, board, staff, and funders.
Like many areas across Texas, our region continues to have major needs for improvement across the cradle to career pipeline. While there has been recent year-to-year growth at points throughout the pipeline, we still have lagging performance in key indicators of academic preparedness and postsecondary completion, as well as pronounced disparities by students’ race/ethnicity, gender, and socioeconomic status.

To support UP Partnership’s focus on advancing postsecondary success, we track indicators that are both reflective and predictive of progress in this domain. These measures are aligned with, but not limited to, the six cradle-to-career outcomes established by our national network, StriveTogether: 1. kindergarten readiness, 2. early grade reading, 3. middle school math, 4. high school completion, 5. postsecondary enrollment, and 6. postsecondary completion. We also track a statewide measure of “college readiness” as an important predictor of college completion, as well as select secondary indicators, including school attendance and disciplinary involvement, that indirectly affect postsecondary success via academic preparedness and social emotional well-being. Additionally, we are advancing a common measure of social-emotional well-being given its inextricable relationship with academic performance.

Table 1 below provides a snapshot of six indicators along the cradle-to-college pipeline using the two most recent years of regional data from the Texas Education Agency (TEA). Importantly, TEA has not yet publicly released the data required to calculate county-level estimates for the most recent school year. The results provided here are for the closest available approximation, the ESC Region 20. We will update the tables with our 15-district county estimate as soon as the data become available through the TEA. Overall, this snapshot shows two things: 1. a promising picture of progress with noticeable gains in middle grade math performance and college readiness, and 2. an urgent need for continued collective focus and effort.

The aggregate progress shown in Table 1 is worth celebrating and motivates us to push for further improvements. However, when we begin to disaggregate our primary indicators, including and especially college readiness and college enrollment, by race/ethnicity and geography (i.e., school district), we observe troubling patterns that reinforce UP Partnership’s priority to transform systems in order to eradicate these race-, ethnicity-, and place-based disparities. These patterns are shown in Figures 1 and 2 below, which disaggregate college readiness by students’ race/ethnicity.
Figure 1 shows the percentage of college ready high school graduates increasing across all subgroups.[i] However, what's more noteworthy are the striking differences in percentage of college ready graduates by race/ethnicity.

Figure 2 shows postsecondary enrollment trends disaggregated by the same demographic characteristics. Thankfully, we observe less pronounced racial/ethnic disparities in students’ likelihood of enrolling in college after high school. However, there is a substantive disconnect between the readiness rates shown in Figure 1 and the enrollment rates shown in Figure 2. For example, although only one-third of African-American students in the region are designated ready for college, nearly half are successfully enrolling.
Without adequate preparation, both academically and in terms of social-emotional supports, our students’ chances of successfully completing a credential after being launched into the postsecondary pipeline are greatly diminished. This reality is also reflected in significant racial and ethnic disparities in postsecondary completion across most of our Region’s higher education landscape.[ii]

These are precisely the types of disparities that UP Partnership seeks to end in our next phase of impact. Crucially, economics alone cannot explain these inequities. In a special analysis of Bexar County, Opportunity Insights, a Harvard-based policy and research institute, found that economic mobility is heavily determined by your racial and/or ethnic category, as well as where you live.[iii] The following three maps show the adult earning levels of white, African-American, and Hispanic men who grew up in low-income households in Bexar County.

Each section of these maps is a different census tract in the county. The sections that are deep red represent children who grew up in poverty and, like their parents, are struggling to make more than a very limited income. The sections that are green represent children that were able to achieve economic mobility and are now earning significantly more than their parents as compared to their peers.

**Figure 3. Economic Mobility Analysis from Opportunity Insights**

**Racial Disparities in Individual Income**

As these maps make clear, for white men of this generation (born between 1978 and 1983), economic mobility has been an uphill battle, but has been possible in many cases. The average earnings of white men who grew up in low-income households in Bexar County is $29,070. For Hispanic men of this generation, economic mobility has been even more difficult. The average earnings of Hispanic men who grew up in low-income households in Bexar County is $27,291.

For African-American men, economic mobility has been especially challenging. The average earnings of African-American who grew up in low-income households in Bexar County is $20,104, which is nearly $9,000 less than their white peers. As Table 2 shows, this same earnings gap persists when analyzing baseline earnings for men who grew up in middle-income and high-income households.
In order to grow opportunity and prosperity for all residents of Bexar County, it is vital that we collectively drive progress both on key academic indicators and on parallel domains of child and youth development.

Earlier this year, through an extensive research partnership with H-E-B, we learned how local stakeholders across Bexar County define “future readiness” and think about the indicators that measure it. This study highlighted the holistic ways San Antonio businesses, educators, parents, public servants and other community leaders think about what it means for young people to be ready for the challenges that await. The H-E-B study made it abundantly clear that focusing solely on educational attainment is not enough. We must be equally vigilant in preparing young people socially and emotionally.

Results from the student portion of H-E-B’s research, which received over 800 responses, showed key themes around young people’s struggles with fear and anxiety. It also highlighted the need to help students learn how to navigate a complex and unpredictable world. We found similar results in our own 2019 Student Success survey, which had over 1,000 student respondents. As you will see below, our plan’s inclusion of youth development in its second Strategic Priority is a direct reflection of these findings. Not surprisingly, this holistic approach is well-aligned with employer definitions of future readiness, which consistently stress the importance of social and emotional capacities.

The journey from birth to career is a very long one and, to varying levels, young people face a wide range of challenges along the way.[iv] Even the dual emphasis on academic preparedness and social emotional growth is not enough. As leaders, we must also be thinking and working across the many systems that affect young people’s lives. From health challenges, to housing issues, to juvenile and criminal justice system contact, there are a wide range of obstacles that our young people navigate. These parallel systems can also be contributors to the racial and ethnic disparities we see in the academic data. Estimates indicate that approximately 33,000 San Antonio children live in public housing[v], nearly 4,000 children are served by the Bexar County Foster Care System[vi], and over 100,000 young people in our community struggle with some form of mental health and/or substance abuse disorder.[vii] These adjacent system issues are why our plan looks beyond just the education system to include a third Strategic Priority on cross-system alignment.

### Table 2: Earning Disparities in Bexar County for Men from Different Backgrounds

<table>
<thead>
<tr>
<th></th>
<th>African-American Men</th>
<th>Hispanic Men</th>
<th>White Men</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low-income household of origin</td>
<td>$20,104</td>
<td>$27,291</td>
<td>$29,070</td>
</tr>
<tr>
<td>Middle-income household of origin</td>
<td>$25,899</td>
<td>$31,761</td>
<td>$34,659</td>
</tr>
<tr>
<td>High-income household of origin</td>
<td>$31,393</td>
<td>$36,324</td>
<td>$40,467</td>
</tr>
</tbody>
</table>


---
In order to raise greater awareness on these and other persistent challenges, UP Partnership will be strengthening its data reporting function over the next three years. In the first half of 2020, UP Partnership will relaunch its website in order to give users more direct access to these data points. In the second half of 2020 we will host our first major event on the state of educational and youth equity in Bexar County. At that event, UP Partnership will launch an annual landscape report. In this report we will track: established and innovative measures of student well-being to provide the community with a reliable assessment of how our young people are doing, systemic gaps in opportunity and investment, and suggestions for where strategic action can be leveraged. Importantly, throughout the next three years, we will continue to support targeted continuous improvement efforts on our strategic priorities, which are enabled by data-sharing agreements with school districts and community partners.[viii]

Theory of Change
We believe by achieving strategic community wide alignment, each and every young person in Bexar County will be future ready.

Mission
UP Partnership exists to ensure all young people across Bexar County are ready for the future.

Vision
UP Partnership achieves extraordinary gains in future readiness through shared commitment.

Values:
- EQUITY
- DATA DRIVEN
- COLLABORATION
- INTEGRITY
- ADVOCACY
STRATEGIC PRIORITY 1: ACHIEVE STRIVETOGETHER'S "SYSTEMS TRANSFORMATION" DESIGNATION

Across our action networks and strategic collaborations, UP Partnership is driving a portfolio of interconnected initiatives that advance more equitable systems, expand educational attainment and social emotional learning, and, ultimately, will help ensure that all young people in Bexar County are ready for the future. These initiatives aim to close some of our community’s most persistent ethnic, racial and geographic disparities in order to increase access to high-quality youth development programs [ix], high school completion, and postsecondary success.

By the year 2022, UP Partnership will become one of the first communities in the country to reach the “Systems Transformation” designation established by StriveTogether in their Theory of Action (Appendix A).[x] This next designation requires supporting gains in Bexar County’s postsecondary achievement, closing targeted racial and ethnic disparities, building bridges across child- and youth-facing systems, and involving young people, as well as their families, as partners in our efforts.

Our Board of Directors will oversee the strategic plan’s implementation by leveraging its existing structure and committees, which have a clear correspondence to the four pillars in StriveTogether’s Theory of Action. Unlike a traditional non-profit organization, UP Partnership’s Board of Directors exists to facilitate collective vision and action across educational, business, philanthropic, and community institutions. While our Board fulfills the legal and fiduciary duties of any Board of Directors, it operates primarily as a table for driving countywide results.

The four StriveTogether "Systems Transformation" pillars:

1. **Shared Community Vision:**
   - This pillar requires that: a) “multiple sectors have aligned in service of economic mobility,” and b) “youth, families, and community residents are empowered to make decisions about education and economic mobility.” These requirements directly connect with UP Partnership’s Theory of Change which says that, “by achieving strategic community-wide alignment, each and every young person will be future ready.” They also align with our organization-wide commitment to intergenerational leadership.

   *This pillar will be supported by the full Board of Directors.*

2. **Evidence-Based Decision Making:**
   - This pillar requires that “real-time data, disaggregated by race, gender and economic status, is shared across sectors in pursuit of better, more equitable results.” It is directly supported by our data department, our data sharing agreements with school districts and institutions of higher education, and by our Data Support Council, which our data department organizes with data leaders from districts and colleges across the county.

   *This pillar will be supported by the Board of Directors’ Data Committee.*
3. Collaborative Action:
This pillar requires that: a) “cross-sector partners implement concurrent strategies to advance better, more equitable outcomes,” and b) “the community organizes mobilization efforts to influence practices and policies necessary to improve outcomes.” It is supported by our cross-sector networks as well as UP Partnership’s role as an umbrella coordinating and planning body. Our networks include: Diplomás, focusing on Latinx student success; My Brother’s Keeper San Antonio, focusing on closing persistent disparities for men and boys of color; Excel Beyond the Bell, focusing on universal access to high-quality relationships and resources both in and out of school; and Our Tomorrow, focusing on ensuring that student voices are informing policy in schools and communities. Each of these networks enables multi-partner collaboration towards improved outcomes, as well as larger efforts to strengthen practices and policies.

This pillar will be supported by the Board of Directors’ Pathways Committee.

4. Investment and Sustainability:
This pillar requires that: a) “Partners sustain actions to support systems change across sectors,” b) the “Partnership recruits, engages and builds the capability of diverse staff and partners to advance equitable outcomes, cradle to career,” c) “Partners and institutions in multiple sectors adopt practices and policies that advance equitable outcomes, and d) “Public and private funding is aligned to strategies that advance equitable outcomes, and/or positive policy changes occur along multiple points on the cradle-to-career continuum.” This pillar is supported by our diverse staff and partners, special projects like the Bexar County Fiscal Map, as well as the growing policy focus of our networks. As we grow the combined advocacy capacity of our networks and Board of Directors, we will see many additional gains in our ability to activate shared agendas that improves young people’s outcomes at scale.

Personnel and major partner elements of this pillar will be supported by the Board’s Executive Committee. Policy elements of this pillar will be supported by the Board of Directors’ Policy Committee.

By aligning ourselves with this framework, UP Partnership will be able to proactively advance our mission, vision, values, and theory of change, while also becoming one of the strongest collective impact backbones in the country.
STRATEGIC PRIORITY 2: ADVANCE POSTSECONDARY SUCCESS

Through our action networks and strategic collaborations, UP Partnership is driving a portfolio of interconnected initiatives that advance more equitable systems and, in turn, expand educational attainment and enhance social-emotional learning. In so doing, we aim to close some of our community's most persistent ethnic and racial disparities.

Figure 4. UP Partnership’s Impact model with key indicators
UP Partnership's efforts to advance equitable systems are organized around three target areas: 1. achieving Bexar County's 60x30 goals; 2. growing access to high quality youth development programs that strengthen social emotional learning; and 3. increasing high school completion, with a focus on future ready graduates. Postsecondary success is our primary impact target. The other two targets are necessary supports for this larger umbrella goal. Whereas social emotional growth is foundational to postsecondary preparation, early justice system involvement has been shown to have the opposite impact and increases the likelihood of negative outcomes like future incarceration.[xi]

The charts below detail our targeted indicators, active strategies, and intended shifts. They also highlight how we are incorporating student voice and leadership into our approach. While our three priority areas will not change over the next three years, we will continue to expand our campus and district partners to reach across Bexar County. We will also keep refining our result targets and further integrate our strategies.

| Indicator 1: Increase in postsecondary success with decreases in ethnic, racial and geographic disparities. |
| Strategies: We currently work with more than 40 youth development agencies on moving this indicator. Our strategies are to: 1. Ensure that every youth-serving agency and staff member has the capacity, tools, and resources they need to integrate Developmental Assets and Relationships as part of their program frameworks, 2. Advance a citywide metric for measuring developmental relationships and social emotional competencies, 3. Increase the data and continuous-improvement capacity of youth-serving organizations and their staff, and 4. Advance a public affairs campaign engaging public and private sectors in increasing and aligning youth development investments and outcome measures. |
| Shifts: Through an integrated set of postsecondary preparation strategies, we will build more rigorous and student-centered pathways that deploy new tools, resources, stakeholders, and technologies in the work to ensure college success. In turn, these pathways will give students and families more power over their future journey, while also expanding the capabilities of relevant practitioners and systems. |
| Intergenerational Leadership: With a core commitment to college and career readiness, UP Partnership is actively working on a youth-led policy agenda to help students be socially, emotionally, and mentally prepared for higher education. |

| Indicator 2: Increased access to high-quality youth development programs across Bexar County, while decreasing ethnic, racial, and geographic disparities. |
| Strategies: We currently partner with seven school districts and multiple colleges and universities on moving this indicator. Our strategies are to: 1. Expand access to early enrollment pathways like dual credit, 2. Increase student-centered advising and supports for marginalized students, 3. Expand college and career exploration tools, such as digital badges, 4. Strengthen data reporting and capacity supports for AlamoPROMISE, 5. Deepen intentional alignment of out-of-school time programs with college readiness and enrollment strategies, and 6. Grow near peer mentorship to help students ‘To and Through’ college. |
| Shifts: Developmentally rich relationships are drivers of social emotional growth which, in turn, are key for mental and emotional health, as well as academic success.[xii] We will enhance community capacity to support social emotional learning by increasing the number and quality of ‘developmental relationships’ in students’ lives, as anchored by youth development agencies and their partners. |
| Intergenerational Leadership: Through the Developmental Relationships framework, we are strengthening adult capacity to express care, challenge growth, and share power with young people. UP Partnership will model these practices by supporting student-driven policy priorities that emerge from Our Tomorrow leaders. |
Indicator 3: Increase in high school completion and college ready graduates, with decreases in ethnic, racial and geographic disparities.

**Strategies:** Our strategies are to: 1. Provide high-quality training and coaching in whole school restorative justice through national leaders, 2. Hold a monthly Community of Practice to review trends and key skills, 3. Engage parents and community members in order to promote restorative thinking and responses, 4. Advance policy proposals that reduce personnel's reliance on punitive practices like suspension and expulsion, 5. Partner with Bexar County probation departments to increase supports for the reintegration of youth who have already been pushed out of school and become court-involved, and 6. Help grow the number of male teachers of color. [xiii]

**Shifts:** We will shift mindsets among teachers, counselors, administrators, and community members and will shift policies at the campus and district level. We will also shift the public narrative that punishment is an effective disciplinary response within school settings.

**Intergenerational Leadership:** Network leaders, both young and old, share a core commitment to ending the school-to-prison pipeline, which includes advocacy for implicit bias training and restorative justice practices.

**STRATEGIC PRIORITY 3: ALIGN CHILD-AND-YOUTH-FACING SECTORS**

As described in our ‘Advancing Equitable Systems’ strategic priority, we are currently positioned to drive collective action on a limited set of targeted results. While that is a vital contribution, it is not enough to ensure strategic community-wide alignment across Bexar County. Consequently, we must do more to realize our mission statement in its entirety. Our third strategic priority adds a broader and necessary layer to our approach.

Over the next three years, UP Partnership will advance an “Equitable Systems Agreement” to help our community commit to shared results across the diverse sectors influencing the cradle-to-career pipeline. This agreement will connect organizations both within and beyond UP Partnership’s current impact portfolio. In turn, it will help us to unify our existing efforts with parallel initiatives across the community. As a result, a broad cross-section of stakeholders will be supported to undertake new levels of coordination, towards shared results, on an ongoing basis, even beyond the target indicators that focus our networks.

In the Equitable Systems Agreement, all institutions affecting children and youth in Bexar County will be asked to denote their priority results and strategies, share relevant data, take part in one or more systems change networks, and agree to advocate for equitable outcomes. By entering into this agreement, participating institutions will join a larger community movement to ensure all young people in Bexar County are future ready. Signees will benefit from expanded awareness of each other’s efforts, will receive special access to events, data, and research, and will be better positioned to find relevant partners and coordinate strategic plans. From school districts mapping their community assets, to colleges and universities sharpening their vision for community and K12 partnerships, to non-profits looking to expand their reach and impact, this tool will strengthen our community’s ongoing capacity to create and sustain community-wide alignment.[xiv]
Through the Equitable Systems Agreement, UP Partnership will help to strengthen bridges across child- and youth-serving institutions both within and outside of the formal education system. We will help K-12 schools to strengthen their connection with early childhood institutions and institutions of higher education. We will deepen the links between the education sector and adjacent sectors like the health, foster and justice systems, each of which has an immense influence on cradle to career progression. We will also support connections between the education sector and complementary sectors like youth development and career-focused industry efforts, which can have outsized influence on social emotional development and future career success. And, most importantly, we will do this work together.

Our Equitable Systems Agreement will be supported by multiple cross-sector projects. These include:

- An annual map of fiscal investments into children and youth services across Bexar County;
- A corresponding map of service agencies and their locations;
- An analysis of college readiness and corresponding supports; and
- An annual public event for all active partners and signers of the Equitable Systems Agreement.
GETTING INVOLVED: YOUR INSTITUTION’S ROLE

If you represent an institution that directly affects young people’s outcomes in Bexar County, or one that deeply cares about those outcomes and dedicates resources in meaningful ways, then you have an important role to play in this plan’s execution. While UP Partnership will continue to play a key coordination role, our efforts will be greatly reduced without the involvement of your district, college, foundation, network, and/or agency. We are excited to partner with you in the coming years, both through our existing action networks and through our role as a countywide convener. Here are four key paths to involvement in our work:

<table>
<thead>
<tr>
<th>Involvement Pathway</th>
<th>Appropriate Partners</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Equitable Systems Agreement:</strong> Enables broad coordination and communication.</td>
<td>All child- and youth-serving institutions in Bexar County willing to leverage their efforts for countywide results. This agreement level is open to all relevant institutions.</td>
</tr>
<tr>
<td><strong>Network Compact or Member Agreement:</strong> Supports the advancement of targeted results and strategies.</td>
<td>Child-and youth-serving institutions that are active in one or more of UP Partnership’s networks (Diplomás, Excel Beyond the Bell, My Brother’s Keeper, or Our Tomorrow).</td>
</tr>
<tr>
<td><strong>Data Sharing Agreement:</strong> Improves strategy selection, landscape mapping, continuous improvement and select initiative reporting.</td>
<td>School districts and networks, youth-serving agencies, colleges and universities, foundations and government departments.</td>
</tr>
<tr>
<td><strong>Project Level Agreement:</strong> Strengthens special campus- and/or community-level initiatives.</td>
<td>School campus, districts and networks, youth-serving sites and agencies, colleges and universities, foundations and government departments. This agreement level is by invitation only.</td>
</tr>
</tbody>
</table>

Whether your institution is connecting to our work for the first time or is already connected and looking to engage further, we look forward to partnering with you as we work towards our three strategic priorities in the years ahead. Both our Board of Directors and our staff are excited about the role you have to play in ensuring that all young people in Bexar County are indeed ready for the future.
APPENDIX
Planning Context: 2017-2019

Our 2020-2022 Strategic Plan is a reflection of UP Partnership’s theory of change, designed by its Board of Directors: We believe by achieving strategic community-wide alignment, each and every young person in Bexar County will be future ready. The plan follows two years of intensive citywide engagement, which was anchored in the organization’s previous strategic plan in late 2017 and the development of our new mission statement. The past two years have bridged key conversations among our Board, partners, funders, staff, and, increasingly, youth leaders. Major events are represented in the timeline below.

2017 Priorities:

- Remove obstacles to participating in preK through 12 education;
- Expand youth access to impactful, high quality programs outside of school;
- Students graduate from high school future ready;
- Latinx and African-American students in post-secondary programs persist and successfully complete.
It is also important to note that the state’s measure of college readiness also changed, adding another condition which, when satisfied, identifies a student as “college ready.” According to TEA, a student is considered “College Ready” if they meet at least one of the following conditions before graduating: met a score standard on the TSI, SAT, and/or ACT; met criteria on AP/IB exam; earned at least 3 college credit hours in ELA or Mathematics or at least 9 hours in any subject; earned an associate’s degree. In 2018-2019, an additional condition was added: completed an OnRamps Course.

Consistent with national trends, students in our local four-year universities are more likely to graduate and complete a credential than students in two-year institutions. Among postsecondary institutions publishing graduation rates by race/ethnicity, African-American students experience the lowest graduation rates, with the percentage of African-American graduates being lower than the overall graduation rate in nearly every institution for which we have data. White students, by contrast, graduate at higher rates than the overall student body in almost all local institutions. The exception is the University of Texas at San Antonio where, among the 2013 cohort, African-American and Latinx students were more likely to graduate within 6 years (45% and 46%, respectively) than their white and Asian peers (37% and 32%, respectively).

[iii] Produced for UP Partnership.

A core sub-population that the H-E-B report called attention to is the more than 34,000 “Opportunity Youth” in our county. These are young people between the ages of 16 and 24 who are disconnected from both school and work. This is consistent with findings from parallel research being conducting by UP Partnership and The University of Texas at San Antonio. While the greatest concentration of “Opportunity Youth” is on the Southeast and Southwest sides, these disconnected youth are living in every corner of our county. Crucially, most of them have high school diplomas, but a significant percentage are never successfully connected to higher education or workforce opportunities. Taken together, the targets described in our ‘Advance Postsecondary Success’ priority should reduce the future number of young people who fall into this category.


[vi] Estimate comes from 2018 Texas Department of Family and Protective Services data found here: https://data.texas.gov/Social-Services/CPS-8-1-Foster-Care-Placements-By-Fiscal-Year-And-/sxsx-qqtg

[vii] Results based on the 2019 Meadows Mental Health Policy Institute report, Bexar County Children and Youth Rapid Behavioral Health Assessment.

[viii] We currently maintain nine data sharing agreements with local independent school districts that provide us with student-level data on over 35 indicators of student success. We also have a data sharing agreement with Alamo Colleges, and active partnerships with dozens of non-profit and philanthropic agencies.

[ix] High-quality programs are being defined as programs that measure their impact data, adhere to best practices, and are committed to shared standards for positive youth development.

[x] UP Partnership has been nationally recognized by the StriveTogether network as one of only 13 cradle-to-career organizations in the country to reach their “Proof Point” designation.


[xii] For a review of the relationship between social emotional growth and academic achievement, see Panorama Education’s 2018 report, “Social Emotional Learning & the ABCs of Student Success.”

[xiii] Research consistently shows positive gains for students of color when they are in classrooms with demographically similar teachers. For a review of the literature, see the 2017 Brookings Institution report, “The Importance of a Diverse Teaching Force.”

[xiv] This agreement will build upon the network-level compacts that many of our existing partners have already signed, as well as the core values and guidelines established by our Board of Directors.