1. **TITLE**

Approval of contract to support the Open Doors Youth Reengagement Program for the 2020-21 school year.

2. **PURPOSE**

The purpose of this Board action is to approve the scope of work agreement between Seattle Public Schools and Seattle Central College in support of the Open Doors Youth Reengagement Program. Open Doors is a state-wide program that provides education and services for youth, ages 16-21, who have dropped out or are not expected to graduate before the age of 21. This contract supports the current, state approved allocation for Open Doors FTE of $964.40 for 1 FTE/month. Based on the enrollment for 19-20 which averaged 50.89 FTE/month (Oct-Mar), the total of this contract is estimated to be $516,000 for the 2020-21 school year.

3. **RECOMMENDED MOTION**

I move that the School Board authorize the Superintendent to execute a contract with Seattle Central College for a total Not-To-Exceed amount of $516,000 over fiscal years 2020-21, in the form of the draft Agreement attached to the School Board Action Report, with any minor additions, deletions, and modifications deemed necessary by the Superintendent, and to take any necessary actions to implement the contract.

4. **BACKGROUND INFORMATION**

a. **Background** Seattle Public Schools’ 19-24 Strategic Plan focuses on helping students furthest from educational justice meet the Washington State graduation credit requirements and graduate ready for college and career pathways among other skills. The District’s efforts to help students get ready for college and career pathways includes GED prep and college-level coursework.

The Open Doors program was first approved by the Washington State Legislature in 2010 via House Bill 1418 which established a state-wide reengagement initiative. Open Doors seeks to offer multiple pathways for students to achieve educational success through high school completion, GED attainment, work preparation and training, and college-level coursework. The program is especially focused on mitigating barriers that
hinder engagement in the education system by providing students with support through multiple agencies. SPS has administered an Open Doors program, known as Learning Center Seattle (LCS), in partnership with Seattle Central College since 2016. LCS supports the objectives of the Open Doors program by placing students in a college setting and creating a pathway for those who are credit deficient to receive GED prep instruction with the goal of earning a GED. Students can continue at LCS after earning a GED and take college classes toward an Associate degree. The program is offered to students with no out of pocket costs. Open Doors addresses the unique needs of youth at risk for dropping out by maintaining a focus on students’ future after high school; allowing individualized academic programs; and by involving the full range of community services.

To enroll in the Open Doors program through LCS, students must a) be between the ages of 16 and 21 (as of September 1), b) not have met high school graduation requirements, and c) have been found credit deficient in accordance with WAC 392-700-035(c). Additionally, a student must have been withdrawn from their last high school and have been released from their resident district and accepted by the SPS District, if SPS is not the student’s resident district. A student retains eligibility in the program until a) the student earns a high school diploma, b) the student earns an Associate degree, or c) the student has turned 21 before September 21.

All students participating in the program are included in SPS’ total enrollment counts since they are enrolled in a District program. While the Open Doors program is similar to Running Start in that SPS students generally take classes in a college setting, Running Start is generally restricted to students in grades 11 and 12, and students who participate in Running Start are expected to pay for college entrance tests and books out of pocket and receive up to five college credits per class. The Open Doors program does not incur direct financial costs for participants and enrollment eligibility is based on age, instead of grade level, which opens the program to a broader population.

Key indicators of academic progress for the Open Doors program include: earning of high school or college credit, passing one or more high school equivalency tests, significant gains in core academic skill level, and enrollment in college courses. Over the life of the program at LCS, enrollment has increased each year and GED attainment remains steady (60-65%), higher than national averages.

For the 2018-19 school year, 136 students have participated in the LCS Open Doors program of which 61% earned a GED during the school year. For 2019-20, a total of 144 students have participated in the LCS Open Doors program. Of this number, 29 have earned a GED during the year.

Since its launch, Learning Center Seattle has:

- Served over 252 youth and young adults since the launch in July 2016
- Helped over 140 opportunity youth and young adults earn their GED certificates
- Supported six students in earning their AA/AAS degrees at the Seattle Colleges, four of who transferred to 4-year colleges and universities
Table 1 - LCS Open Doors Academic Achievement

<table>
<thead>
<tr>
<th>School year</th>
<th>Total number of students</th>
<th>Number of GEDs earned</th>
<th>Number taking college courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>119</td>
<td>51</td>
<td>41</td>
</tr>
<tr>
<td>2018-19</td>
<td>136</td>
<td>82</td>
<td>52</td>
</tr>
<tr>
<td>2019-20</td>
<td>144</td>
<td>29</td>
<td>45</td>
</tr>
</tbody>
</table>

b. **Alternatives** Do not approve this action. This is not recommended. Open Doors provides an alternative pathway for students who are credit deficient or at-risk of dropping out of school an opportunity to earn their high school diploma, GED, or an Associate Degree which increases rates of student post-secondary success in line with the 2019-24 Strategic Plan.

c. **Research** Open Doors cannot function alone but works instead as part of a larger SPS system that seeks to keep older youth engaged in planning for their future through individualized learning experiences. In fact, most students come directly from an SPS high school and have not dropped out when they enter the program highlighting the important role SPS schools play in ensuring the Open Doors program succeeds. Students who participate in Open Doors prior to dropping out are twice as likely to go back to school and finish their high school diploma. Programs like Open Doors provide students who might not graduate with their peers an opportunity to complete a degree and prepare for college and work.

5. **FISCAL IMPACT/REVENUE SOURCE**

Fiscal impact to this action is estimated to be $516,000 over the 2020-21 School Year. This estimate is based on 2019-20 enrollment in this program. This is a multi-year, continuing program. Funding to administer the LCS Open Doors program will be provided from the state directly to the District at a rate of $964.40 per FTE/month, so the District incurs no direct cost as a result of this action. The District retains seven (7) percent of the funding to cover administrative processes. Seattle Central College receives ninety-three (93) percent of the funding, paid quarterly by the District.

The standard reimbursement rates are the statewide average annual nonvocational and vocational rates as determined by OSPI. The revenue source for this motion is state basic education apportionment funding through OSPI, pursuant to WAC 392-700-165.

Expenditure: [ ] One-time [X] Annual [ ] Multi-Year [ ] N/A

Revenue: [ ] One-time [X] Annual [ ] Multi-Year [ ] N/A

6. **COMMUNITY ENGAGEMENT**

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With guidance from the District’s Community Engagement tool, this action was determined to merit the following tier of community engagement:

☐ Not applicable
☐ Tier 1: Inform
☒ Tier 2: Consult/Involve
☐ Tier 3: Collaborate

As this is re-approval of a current program authorized by OSPI and approved after public review by the Washington State legislature, our focus is on informing the public about the continuation of the program within SPS. Our emphasis has also been to work with high school counselors within SPS and program staff to promote and refer students to the program. In addition, students as well as internal and external stakeholders will be involved in subsequent program reviews in order to assess the effectiveness and need for continued program support.

The Open Doors program administrators conduct direct outreach to students who would benefit from the program through various entities such as the Reconnect to Opportunity program, The King County Re-engagement Provider network, and Bellevue College. During campus closures, program administrators and instructors have maintained contact with students and families through phone/video conferencing and email.

7. **EQUITY ANALYSIS**

The following is a summary of the analysis we did in reviewing the LCS Open Doors program using the four steps of the district’s Racial Equity Analysis Tool as part of School Board Policy #0030.

**STEP 1: Set Outcomes, Identify and Engage Stakeholders**

In consultation with the SPS Racial Equity Analysis Tool, and the SPS Strategic plan, our focus this year has been building supports within the LCS Open Doors program to help students furthest from educational justice. Our efforts this year include:

- Conducting direct outreach to students of color through the Reconnect to Opportunity program, which helps young people in King County complete high school/college and prepare for a career. The Reconnect to Opportunity program relies on peer connections to better identify students who want to re-engage in school.
- Collaborating with re-engagement partner organizations (Bellevue/Auburn/Kent school districts; Seattle Education Access) across the region through the King County Re-engagement Provider Network as part of plan to support African American males
- Partnering with Interagency Academy’s Open Doors program to provide additional socioemotional and academic resources to SPS students

**STEP 2: Engage Stakeholders in Analyzing Data**
Information and data from SPS students who participate in the Open Doors program is collected in PowerSchool and reported annually to CEDARS. This data is used to create annual reports on the effectiveness of the state’s Open Doors program.

At the District level, the CCR team reviews student outcome and enrollment data with the LCS Open Doors team on a quarterly basis to determine how best to serve students and evolve the program. Over the course of this last year, our work to revamp the program has centered on amplifying outreach to students on digital platforms as well as specifically developing processes that can be implemented across the District (and the larger King County region) to grow awareness about the program (particularly among African American males) and help more of the students in our program earn college credit.

STEP 3: Ensuring Educational and Racial Equity /Determine Benefit or Burden

Students in the LCS program have direct access to a case manager from King County’s Employment and Education Resources Division, comprehensive tutoring on-site, morning and afternoon class options, and referrals to on-campus support programs. The program also provides students of color, who are less likely to have equitable access to higher education and who make up the majority of program participants (58%), an opportunity to take classes in a college setting and work towards a postsecondary degree. Currently, our team is coordinating with ELL Programs to provide instructional support to the SPS instructors who teach multilingual students in the Open Doors program.

The program does not generate any out of pocket costs for students and is centrally located at Seattle Central near accessible light rail and bus lines. Students in the program receive an Orca Pass to support transportation costs.

In addition to testing prep and college coursework, LCS provides support including employment and social services through a case manager at King County’s Employment and Education Resources Division and access to a full-time AmeriCorps member for coordinated tutoring providing one on one academic and career prep.

STEP 4: Evaluate Success Indicators and/or Mitigation Plans

Each year, race and socioeconomic demographic information will be used in disaggregating program data to understand the impact and implications of the Open Doors program at LCS for priority populations in the District including African American males (5.3% of program students this year compared to 9.6% from 2018-19) and other students of color (58 % of program students this year vs. 60% last year). This data will be especially necessary to measure student outcomes such as attainment of a high school degree or GED and progress into postsecondary education and in-demand jobs and to ensure the program is meeting its goal of reengaging those at-risk of dropping out of the educational system.

Based on the data this year, we know that there are a smaller percentage of Black male students and students of color in the LCS program than last year. This data might correlate to fewer black male students and students of color becoming credit deficient or falling off track in their home school program.
It’s not clear right now what long-term effects the COVID-19 pandemic and school closures will have on enrollment. Comparing Spring Quarter 2019 to Spring Quarter 2020, we see that there was a more than 50% drop in the FTE count for the months of April, May, and June (72.7 avg FTE vs. 35.98 avg FTE). To support student learning during Seattle Central’s campus shutdown, multiple SPS LCS students were provided with laptops and hotspots directly from DoTS at the District. SPS students at SPS continue to require socioemotional supports during the crisis and program administrators have focused on maintaining communication with families in need.

8. **STUDENT BENEFIT**

Students in Seattle Public Schools benefit from having access to programs that enable them to earn credentials in a setting that differs from that of a comprehensive high school. The Open Doors Program at Learning Center Seattle provides an individualized approach to learning for participating students and enables them to earn a GED or Associate degree.

9. **WHY BOARD ACTION IS NECESSARY**

- [x] Amount of contract initial value or contract amendment exceeds $250,000 (Policy No. 6220)
- [ ] Amount of grant exceeds $250,000 in a single fiscal year (Policy No. 6114)
- [ ] Adopting, amending, or repealing a Board policy
- [ ] Formally accepting the completion of a public works project and closing out the contract
- [ ] Legal requirement for the School Board to take action on this matter
- [ ] Board Policy No. _____, [TITLE], provides the Board shall approve this item
- [ ] Other: ____________________________________________________________

10. **POLICY IMPLICATION**

This action is being proposed pursuant to the following policies:

- School Board Policy C54.00, Alternative Education, directs the District to provide assistance in areas such as communications, budget, or technology designed to maintain and expand effective alternative schools at all grade levels. Staff is requesting support for the Open Doors program in line with this policy.
- Per Policy No. 6220, Procurement, any contract over $250,000 must be brought to the Board for approval.
- Policy No. 2415, High School Graduation Requirements
11. **BOARD COMMITTEE RECOMMENDATION**

This motion was discussed at the Curriculum & Instruction Policy Committee meeting on August 18, 2020. The Committee reviewed the motion and moved the item forward with a recommendation for approval by the full Board.

12. **TIMELINE FOR IMPLEMENTATION**

Upon approval of this motion, the Superintendent will sign the Agreement and the District will report to OSPI that the 2020-21 Scope of Work Agreement has been approved so that we can continue to receive funding for this program.

For future years, it is planned that a board action report for the Learning Center Seattle (LCS) Open Doors program will be presented to the Board for approval triennially rather than annually. The LCS Open Doors program reports will otherwise be delivered in the annual Alternative Learning Experiences BAR that goes before the Board each Fall Quarter.

13. **ATTACHMENTS**

- Scope of Work Agreement related to the operation of an Open Doors 1418 Youth Reengagement Program between Seattle Central College and Seattle Public School District (for approval)
SCOPE OF WORK Agreement related to the operation of an Open Doors [1418] Youth Reengagement Program

Seattle Central COLLEGE
(hereinafter referred to as College)

AND

Seattle Public SCHOOL DISTRICT
(hereinafter referred to as District)

A. Purpose.

It shall be the purpose of this Scope of Work to:

1. Support the statewide youth reengagement system as defined in RCW 28A.175.100.
2. Comply with requirements outlined in WAC Chapter 392-700 to provide education opportunities for eligible students enrolled in the Learning Center Seattle Open Doors [1418] Youth Reengagement Program (hereinafter referred to as Program) operated by the College.

* NOTE: The language in this Scope of Work is based on WAC and RCW as of September 2018. The College, District and Program will comply with any WAC or RCW modifications.

B. Duration of Scope of Work.

This Scope of Work agreement will be in effect from September 1, 2020 through August 31, 2021.

The Office of Superintendent of Public Instruction’s (OSPI) will be responsible for notifying the College, District, and Program when they are required to be reapproved and of the re-approval process. The College and District are responsible for notifying OSPI if they decide to discontinue the Program. OSPI will examine a minimum of two years of data in the re-approval process.

C. Student Eligibility.

1. Pursuant to WAC 392-700-035, youth are eligible for enrolling in an Open Doors [1418] youth reengagement program when they meet the following criteria

   a. Under twenty-one (21) years of age, but at least sixteen (16) years of age, as of September 1.

   b. Has not yet met high school graduation requirements, and

   c. Has been found to be credit deficient pursuant to WAC 392-700-035(c):

      i. A student who, based on their original expected graduation date, has participated or could
have participated in up to two (2) full years of high school must have an earned to attempted credit ratio that is sixty-five (65) percent or less. (Earned credits divided by attempted credits ≤ sixty-five (65) percent); OR

ii. A student who, based on their original expected graduation date, has participated or could have participated in more than two (2) full years of high school must have an earned to attempted credit ratio that is seventy-five (75) percent or less. (Earned credits divided by attempted credits ≤ seventy-five (75) percent).

iii. If determined not to be credit deficient as outlined in WAC 392-700-035(c), has been recommended for enrollment by case managers from the Department of Social and Health Services (DSHS), the juvenile justice system, district approved school personnel, or staff from community agencies which provide educational advocacy services. Learning Center Seattle will direct any requests for exceptions to the credit eligibility measure to the office of the Chief Academic Officer.

2. Additionally, prior to enrollment in the Program, an eligible student must:

a. Have been withdrawn from their last high school, AND

b. Have been released from their resident district and accepted by the District, if the District is not the student’s resident district.

3. Students will not be enrolled in the Program by the College until the College receives confirmation of enrollment from the District. All students need completed admission packets except students who actively attended a school within the District in the last school year. If the student is not a resident of the District, a choice transfer request by their current district (Interdistrict release) is also required. The District recognizes the need to limit delay in student enrollment and will respond to inquiries within a reasonable time frame. Faauu Manu, Enrollment Services Manager, 206-252-0205, fmmanu@seattleschools.org. In the event that Ms. Manu is not available, the College will contact Joy Turner at jgturner@seattleschools.org

4. The District will not enroll new students into the District for participation in the Program during the months of July and August.

5. Once determined eligible for the Program, a student will retain eligibility, regardless of breaks in enrollment, until the student does one of the following:

a. Earns a high school diploma. NOTE: A student who earn a high school equivalency certificate retains their eligibility and may continue to participate in the Program,

b. Earns an Associate Degree, or

c. Becomes ineligible because has turned age twenty-one (21) on or before September 1 of a new school year.

D. Outreach.
The District will provide a list of students who have withdrawn from the District biannually for the purpose of Learning Center Seattle to contact parent/guardians or eligible students (over 18) and provide information regarding reengagement options. The listing will include: student name, parent/guardian name, student date of birth, home address, phone number, email address, grade, and total credits obtained.

E. Instruction.

The College will be responsible for the provision and oversight of all instruction under this Scope of Work pursuant to WAC 392-700-065 which includes the following:

All Program instruction will be designed to help students acquire high school credits, acquire at least high school skills, and be academically prepared for success in college and/or work.

All instruction will be provided in accordance with the skill level and learning needs of individual students and not the student’s chronological age or associated grade level. Therefore:

1. All Program instruction will be designed to help students acquire high school credits, acquire at least high school skills, and be academically prepared for success in college and/or work.

2. All instruction will be provided in accordance with the skill level and learning needs of individual students and not the student’s chronological age or associated grade level. Therefore:

   a. All instruction that is at the ninth (9th) grade level or higher shall generate credits that can be applied to high school diploma, and

   b. All instruction that is below the ninth (9th) grade level shall not generate high school credits but will be counted as part of the Program’s instructional programming for the purposes of calculating FTE and will be designed to prepare students for coursework that is at the ninth (9th) grade level or higher.

   c. All instruction that is at or above the 100 level is considered dual credit and must be designated with the Y code when transcribing to high school credit.

3. The Program may restrict or deny enrollment into classes if a student’s academic performance or conduct does not meet established guidelines.

4. The Program will administer standardized tests within one (1) month of enrollment or secure test results from no more than six (6) months prior to enrollment in order to determine a student’s initial math and reading level upon entering the Program. A commonly accepted standardized academic skills assessment tool will be used. All required assessments will be provided to the students free of charge. Seattle Central will use either the standardized Comprehensive Adult Student Assessment System (CASAS) or the Official GED Ready tests to assess Reading and Math skills. Students will be assessed before completion of the first 12 hours of instruction.

5. The College will provide instruction, tuition, and required academic skills assessments at no cost to the students, but may collect mandatory fees as established by the Program.
a. Consumable supplies, textbooks, and other materials that are retained by the student do not constitute tuition or a fee.

b. The Program will establish a waiver/scholarship process for qualifying students. Eligible Program students will have access to WIOA or local college funds that can help support students with needs such as transportation, food, or emergency costs related to staying in school. Additional budget has been built in to support students with costs such as books, materials, and fees at the rate of $300 per student per quarter if eligible based on income.

6. Instruction will be provided through courses approved by college, identifiable by course title, course number, quarter, number of credits, and, for vocational course, the Classification of Instructional Programs (CIP) code number assigned by OSPI to the approved Career and Technical Education (CTE) course.

7. The following instruction will be offered to all students, as appropriate for their goals, skills levels, and completion of prerequisites:

   a. Basic skills remediation courses and high school equivalency certificate preparation courses,
   b. Courses that lead to a postsecondary degree or certificate,
   c. Coursework that will lead to a high school diploma, and
   d. College and work readiness preparation coursework.

8. The College will ensure that all instruction will be provided by instructors who are employed or appointed by the College whose required credentials are established by the College.

9. Instructor to student ratio for any course open to both Program students and non-Program students will be determined by the College.

10. Instructor to student ratio for classes designed exclusively for Program students will not exceed a 1:35 ratio.

E. Case Management and Student Support.

The Program will be responsible for the provision of case management services to all enrolled students pursuant to WAC 392-700-085 which include the following:

1. Case management staff will be assigned to the College to provide accessible, consistent support to students as well as, academic advising, career guidance information, employment assistance or referrals, and referrals to DSHS.

2. The Program will maintain a case management staff to student ratio not to exceed 1:75 (one case manager FTE to seventy-five (75) enrolled students) on a full-time continuous basis throughout the school year.

3. Only the percent of each staff member’s time that is allocated to fulfilling case management responsibilities will be included in the calculation of a Program’s case management staff FTE.
4. Even though the provision of case management services will require case management staff to work in the community to meet client needs, case management staff will be primarily based at the Program’s instructional site(s).

5. The Program will ensure that case management services and instruction are integrated and coordinated, and that procedures are established that facilitate timely relevant communication about student progress.

6. All case management staff will be employed by the College, or be formally assigned to the Program through a contract. Case management staff will have at least a Bachelor’s degree in social work, counseling, education, or a related field, or at least two (2) years of experience providing case management, counseling or related direct services to at-risk individuals or sixteen to twenty-one (16-21) year old youth.

F. Award of Credit.

In accordance with RCW 28A.175.100, high school credit will be awarded for all College coursework in which Program students are enrolled, including high school equivalency certificate preparation, in accordance with the following:

1. High school credit will be awarded for Program instruction provided by the College in accordance WAC 392-700-137.

2. The District is responsible for reporting high school credits earned by Program students per OSPI regulations. College transcripts and other student records requested by the District will be provided by the College as needed to facilitate this process.

3. The District will ensure that the process for awarding high school credits under this Scope of Work agreement is implemented as part of the District’s policy regarding award of credits per WAC 180-51-050(4), (5) and (6).

G. Statewide Student Assessment.

Pursuant to WAC 392-700-152:

1. The District will work with the College to ensure that all Program students have the opportunity to participate in the statewide student assessment and understand that this assessment, or an approved alternative, is a high school graduation requirement.

2. The District will include reengagement students when calculating districtwide statistics in relation to the statewide assessments.

H. Provision of Special Education and Section 504 of the 1973 Rehabilitation Act Accommodations, and Transitional Bilingual Instructional program.

1. The District will be responsible for the provision of special education services to any Program student who qualifies for special education in accordance with all state and federal law and
2. The District will provide the same accommodations to any enrolled students under Section 504 of the 1973 Rehabilitation Act as it provides to all students of the district.

3. The resident district is responsible for the provision of services to students who are eligible for transitional bilingual services, and are otherwise qualified for participation in the program.

I. Annual School Calendar.

The following requirements will be met in relation to the school calendar:

1. The school year begins September 1 and ends August 31.

2. The College will provide the District with a calendar of school year prior to the beginning of the Program’s start date.

3. The school year calendar must meet the following criteria:
   a. The specific planned days of instruction will be identified.
   b. There must be a minimum of ten (10) instructional months.

4. The number of hours of instruction must meet the following criteria:
   a. A standard instructional day may not exceed six (6) instructional hours per day even if instruction is provided for more than six (6) hours per day.
   b. A standard instructional day may not be less than two (2) hours per day.

5. The Program’s total planned hours of instruction for the school year:
   a. Is the sum of the hours of instruction for all instructional months of the Program’s school year.
   b. Must have a minimum of one thousand (1,000) annual planned hours of instruction.

J. Reporting of Student Enrollment.

Programs will report to the District their Program enrollment using the Form P223-1418 each month on the monthly count day. Count day is defined in WAC 392-121-119. The Program will certify by signing the Form P223-1418 the accuracy of the enrollment reported. The Form P223-1418 is due to the District by the fifth (5th) business day of the month.

In accordance with WAC 392-700-160, the following criteria must be met for each student claimed by the Program for state funding on each monthly count day:

1. Meets all eligibility criteria pursuant to WAC 392-700-035 or Section C of this Letter of Intent,
2. Is enrolled in a Program, as well as, the District,

3. Meets the attendance period requirement pursuant to WAC 392-700-015(3),

4. Meets the weekly status check requirement pursuant to WAC 392-700-015(23),

5. Has not withdrawn or been dropped from the Program prior to the monthly count day,

6. Is not being claimed by a state institution pursuant to WAC 392-122-221 on the monthly count day,

7. Whose Program enrollment is not being claimed by a college for postsecondary funding,

8. Is not currently enrolled in a high school program, including Alternative Learning Experience, College in the High School or another reengagement program excluding Jobs for Washington's Graduate (JWG) program,

9. If concurrently enrolled in a Running Start, Skills Center, or JWG program, is not exceeding the full-time equivalent (FTE) limitation pursuant to WAC 392-121-136,

10. Has not exceeded the 1.0 annual average FTE (AAFTE) for the school year to include prior months’ enrollment in a high school, at a state institution, and in JWG program, and

**K. Funding and Reimbursement.**

The District and the College will receive state basic education apportionment funding through OSPI, pursuant to WAC 392-700-165 and according to the procedures set forth below:

1. Each eligible student that the requirements of Section J. can be claimed for state funding using the following FTE calculation:

   a. For college level classes (100 level and above), the student’s FTE is determined by the enrolled college credits.

      i. Fifteen (15) college credits equal 1.0 FTE.

      ii. Students enrolled in less than fifteen (15) credits will be reported as a partial FTE. The FTE reported will be calculated by dividing the number of enrolled credits by fifteen (15).

      iii. Enrollment in college classes over fifteen (15) college credits is limited to 1.0 FTE.

      iv. Enrollment in state approved vocation college level classes and taught by a certified vocation instructor can be claimed for enhanced vocational funding as a vocational FTE.

   b. For below 100 level classes,

      i. The student’s FTE is based on the Program total planned hours of instruction. Provided that the Program’s annual calendar shows at least nine hundred (900) total planned hours of instruction, a student enrolled in a below 100 level class, can be claimed as a 1.0 FTE.
ii. After claiming a student’s below 100 level class enrollment for three months, a student must show academic progress by either earning an indicator of academic progress identified in WAC 392-700-015(14) or a credential identified in WAC 392-700-015(11).

iii. Enrollment in below 100 level classes cannot be claimed for enhanced vocational funding.

2. The Program standard reimbursement rates are the statewide average annual non-vocational and vocational rates as determined by OSPI pursuant WAC 392-169-095.

3. Distribution of funding will be as follows:

   a. The District will retain seven (7) percent of the basic education allocation
   b. The College will receive ninety-three (93) percent of the basic education allocation.
   c. By October 1, the District shall provide a written schedule to the College identifying the dates that the College shall submit invoices for reimbursement to the District. Invoices will correlate to the enrollment reported monthly on the P223-1418 form submitted by the College to the District. The District shall remit payment within thirty (30) days of the receipt of an invoice, except for the final payment for the year which will be made by October 31. Payment will be contingent upon the College’s submittal of all required reports as defined in Section L.3.

4. The District may report and retain Special Education funding from OSPI for eligible students receiving special education services.

5. The Program may provide transportation for students but additional funds are not generated or provided.

6. Program students enrolled in a state-approved K-12 transitional bilingual instructional program pursuant to WAC 392-160 can be claimed by the District for bilingual enhanced funding. Funding may be retained by the district if the district is providing the services or passed through to the college if the college is providing the services.

L. Required Documentation and Reporting.

1. Student Documentation:

   a. The Program shall maintain student documentation to support eligibility as specified in Section C. and enrollment as specified in Section J.
   b. The Program shall, on behalf of the District, request school records for each student from the last school they attended.
   c. The Program shall maintain documentation of case management, student assessment, basic skills gains, attainments of credentials, earned indicator of academic progress, and award of credit.
   d. The Program will comply with all state and federal laws related to the privacy, sharing, and
retention of student records.

e. Access to all student records will be provided in accordance with the Family Educational Rights and Privacy Act (FERPA).

2. Monthly Student Reporting:

a. The District will ensure that all required Program student information is reported in the student information system; and in CEDARS in accordance with OSPI's standard procedures.

b. The District will work with the College to determine whether District or the Program staff will be responsible for performing required data entry following OSPI's standard procedures for all Reengagement Programs.

i. If the Program is responsible for data entry, the District will provide access to the student information system, as well as, training and technical assistance.

ii. If the District is responsible for data entry, the District will define the data elements the Program must provide for each student, as well as, the format and required reporting dates for the submission of data.

3. Annual Reporting:

a. The College will prepare and submit an annual performance report to the District no later than October 1st.

b. The District will review and submit the annual performance report to OSPI no later than November 1st.

c. The annual report will include the following:

i. Program's total number of students by gender, age, and race/ethnicity who were enrolled, who were dismissed by the Program, and who voluntarily withdrew.

ii. Program's total number of students by gender, age, race/ethnicity, and credential type who earned a credential as defined in WAC 392-700-015(10).

iii. Program's total number of students by gender, age, race/ethnicity, and indicator of academic progress types who attained an indicator of academic progress as defined in WAC 392-700-015(14). For high school and college credit, detail the subject area.

iv. Total number of instructional staff assigned to the Program.

M. District Administrative Responsibilities.

1. Upon OSPI’s determination that this Scope of Work contains approved standard language that delineates responsibility for all the required elements of a Reengagement Program as outlined in RCW 28A.175.100, and WAC Chapter 392-700, OSPI will assign a code to be used by the District, the College, and OSPI to exclusively identify the Program. The District will use this code in its student information system and in Comprehensive Education Data and Research System (CEDARS) to identify all students enrolled in the Program.

2. The District will work cooperatively with the College to implement this Scope of Work and to
ensure that quality reengagement services are provided in accordance with WAC 392-700.

3. The District will designate a primary contact person to work with the College in implementing this Scope of Work and to provide oversight and technical assistance.

N. Longitudinal Performance Goals.

1. Longitudinal performance data for the Program and the statewide reengagement system as a whole will be reported through the Washington’s P-20 (pre-school to post-secondary and workforce) longitudinal data system, the Education Research and Data Center (ERDC).

2. The District will work with the College to collect and report student data requested by the ERDC in order to accomplish the longitudinal follow-up of reengagement students. Specifically, the following unique identifier data points will be collected, to the extent possible, by the Program, reported by the College, and verified by the District, for each enrolled reengagement student:
   a. Full legal name.
   b. Birth date.
   c. State student identifier number (SSID).
   d. Social security number.
   e. College student identification number (SID), if applicable.

3. While Program students will be encouraged to provide the data needed for longitudinal follow-up, the Program will ensure that a student’s unwillingness or inability to provide the requested data will not be a barrier to enrollment.

O. Records.

All operations of, and accounting by, either party pertaining to this Scope of Work shall be open to the inspection of either party.

P. Indemnification.

As part of the terms of this Scope of Work, each party shall each be responsible for the consequences of any act or failure to act on the part of itself, its directors, employees, and its agents. Each party shall be responsible for its own negligence, and neither party shall indemnify or hold the other party harmless; neither party assumes responsibility to the other party for its consequences of any act or omission of any person, firm or corporation not party to this Scope of Work. In the event of fiscal recapture due to inconsistencies or misinterpretation of law, both parties agree to collaboratively address the issue or issues and seek a collaborative solution.

Q. Applicable Law.

This Scope of Work is entered into pursuant to and under authority granted by the laws of the state of Washington and any applicable federal laws. The provisions of this Scope of Work shall be construed to conform to those laws. In the event of any inconsistency in the terms of this Scope of Work, or between its terms and any applicable statue or rule, the consistency shall be resolved by giving precedence in the following order:
1. Applicable state and federal statutes and rules.

2. Statement of work herein.

3. Any other provisions of the Scope of Work, including materials incorporated by reference.

**R. No Separate Entity Created.**

No separate legal or administrative entity is intended by this Scope of Work.

**S. Amendment and Waiver.**

This approved Scope of Work may be waived, changed, modified, or amended only in writing by authorized individuals of both parties. If any provision of the Scope of Work shall be deemed in conflict with any statute or rule of law, such provision shall be modified to be in conformance with said statute or rule of law.

**T. Entire Agreement.**

This Scope of Work constitutes the entire agreement of the parties and supersedes any previous written or oral Scope of Works. Any other Scope of Work, representation, or understanding, verbal or otherwise, relating to the services of College and the District, or otherwise dealing in any manner with the subject matter of this Scope of Work, is hereby deemed to be null and void and of no force and effect whatsoever.

Scope of Work for Open Doors [1418] Youth Reengagement Program

__________________________  ___________________
District Superintendent or Designee (print name)   Signature                Date

__________________________  ___________________
College Program Administrator (print name)  Signature                Date

__________________________  ___________________
OSPI Open Doors [1418] Program Administrator (print name)
Scope of Work – College-Operated Open Doors [1418] Reengagement Program (Rev.2/2019)

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541 OSPI Assistant Superintendent (print name)
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Signature                Date