



SCHOOL BOARD ACTION REPORT

DATE: June 14, 2019
FROM: Ms. Denise Juneau, Superintendent
LEAD STAFF: Diane DeBacker, Chief Academic Officer, (206) 252-0180; Kyle Kinoshita, Executive Director of Curriculum, Assessment, and Instruction, kdkinoshita@seattleschools.org, (206) 252-0050; Caleb Perkins, Director of Career and College Readiness; cbperkins@seattleschools.org, (206) 252-0062

For Introduction: June 26, 2019
For Action: July 10, 2019

1. TITLE

Approval of contract to support the Open Doors Youth Reengagement Program for the 2019-20 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 \$813.51 for 1 FTE/month. Based on the enrollment for 18-19 which averaged 53.4 FTE/month (as of May 18), the total of this contract is estimated to be \$575,000 for the 2019-20 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 \$575,000 over fiscal years 2019/20, in the form of the draft Agreement dated 5/24/2019 and 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' 18-19 District SMART Goal #3 focuses on helping students 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.

From 2017-18, a total of 119 students participated in the LCS Open Doors program. Of this number, 51 earned a GED during the year (51% of newly enrolled participants). For the 2018-19 school year, 136 students have participated in the LCS Open Doors program. To date, 63% of all current program participants have earned a GED (50% of 18-19 enrollees, to date).

Since its launch as an Open Doors 1418 youth reengagement site, Learning Center Seattle has:

- Served over 225 youth and young adults since our launch in July 2016
- Helped over 100 opportunity youth and young adults earn their GED certificates

- Supported 6 students in earning their AA/AAS degrees at the Seattle Colleges, 4 of which will be transferring to 4-year colleges and universities
- 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 18-19 District SMART Goal #3.
- 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.¹

Washington's 4-year adjusted graduation rate for the Class of 2016 was 79.1% and the 5-year adjusted rate was 82.4%. This equates to more than 2,982 students who graduated outside of the traditional 4-year window. 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.

Students who participate in reengagement programs that offer a GED-to-college approach are shown to outperform their peers who take traditional GED courses. Of those who participate in reengagement programs, 53% earn their GED and 24% continue onto college (versus 22% and 7%, respectively), when compared to their counterparts. Students in reengagement programs are more likely to take credit-bearing courses, earn occupational certificates, and make learning gains on basic skills tests.²

5. FISCAL IMPACT/REVENUE SOURCE

Fiscal impact to this action will be \$575,000 over the 2019-20 School Year. This is a multi-year, continuing program. Funding to administer the LCS Open Doors program is provided from the state directly to the District at a current rate of \$813.51 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. The College (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.

¹ Education Research and Data Center. (2019). Outcomes of the Open Doors Youth Reengagement Program. Washington Office of Financial Management. Retrieved from https://erdc.wa.gov/file/464/download?token=Sr_jmZkV

² Rutschow, E and Crary-Ross, S. (2014). Beyond the GED: Promising Models for Moving High School Dropouts to College. MDRC. Retrieved from https://www.mdrc.org/sites/default/files/Beyond_the_GED_FR_0.pdf

Expenditure: One-time Annual Multi-Year N/A

Revenue: One-time Annual Multi-Year N/A

6. **COMMUNITY ENGAGEMENT**

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, which operates in King County, and Bellevue College. Over the last year, our efforts to engage directly with students has increased as we establish processes and platforms to reach more stakeholders both through one on one contact and through online mediums.

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, we recognize that an explicit focus on racial equity is critical to the collective effort to improve education outcomes for students of color. Therefore, the Open Doors program at LCS is intentional in addressing the unique barriers faced by disadvantaged groups of youth and have implemented processes and services necessary to mitigate those barriers. Our goal is to use the Open Doors program to eliminate opportunity and achievement gaps by providing high-quality, individualized, and accessible learning that prepares students for college, career, and life.

The Open Doors program administrators conduct 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.

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 black males) and help more of the students in our program earn college credit.

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

This includes providing 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 (63%), an opportunity to take classes in a college setting and work towards a postsecondary degree.

Access to the program is available to all students regardless of racial identity and additionally does not generate any out of pocket costs for students. The LCS Open Doors program is administered at the Seattle Vocational Institute and is close to both bus and light rail routes making it accessible to students across Seattle.

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 (9.5% of program students) and other students of color (60% of program students). 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 data from 2017-18, we know that White male students in the Open Doors program attain their GED at higher rates than Black male students (62% vs. 54% of 17-18 program

participants) and that Black and Hispanic female students have the highest rate of GED attainment (75% and 72% respectively). In examining this data, we recognize there are still gaps in educational attainment that we can work to close by focusing on those furthest from educational justice.

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

Contract initial value or contract amendment exceeds \$250,000 (Policy No. 6220) (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 June 11th, 2019. The Committee reviewed the motion and moved the item forward to the full Board with a recommendation for approval.

12. TIMELINE FOR IMPLEMENTATION

Upon approval of this motion, the Superintendent will sign the Agreement and the District will report to OSPI that the 2019-20 Scope of Work Agreement has been approved so that we can continue to receive funding for this program.

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)
- Open Doors at Learning Center Seattle Snapshot (2018-2019) (for reference)

1 **SCOPE OF WORK Agreement related to the operation of**
2 **an Open Doors [1418] Youth Reengagement Program**

3
4 Seattle Central COLLEGE
5 (hereinafter referred to as College)
6

7 AND

8
9 Seattle Public SCHOOL DISTRICT
10 (hereinafter referred to as District)
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12 **A. Purpose.**

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

- 15
16 1. Support the statewide youth reengagement system as defined in RCW 28A.175.100.
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18 2. Comply with requirements outlined in WAC Chapter 392-700 to provide education
19 opportunities for eligible students enrolled in the Learning Center Seattle Open Doors [1418]
20 Youth Reengagement Program (hereinafter referred to as Program) operated by the
21 College.
22

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

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29 This Scope of Work agreement will be in effect from September 1, 2019 through August 31,
30 2020.
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32 The Office of Superintendent of Public Instruction's (OSPI) will be responsible for notifying the
33 College, District, and Program when they are required to be reapproved and of the re-approval
34 process. The College and District are responsible for notifying OSPI if they decide to
35 discontinue the Program. OSPI will examine a minimum of two years of data in the re-approval
36 process.
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39 **C. Student Eligibility.**

- 40
41 1. Pursuant to WAC 392-700-035, youth are eligible for enrolling in an Open Doors [1418]
42 youth reengagement program when they meet the following criteria
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44 a. Under twenty-one (21) years of age, but at least sixteen (16) years of age, as of
45 September 1.
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47 b. Has not yet met high school graduation requirements, and
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49 c. Has been found to be credit deficient pursuant to WAC 392-700-035(c):

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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 \leq 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 \leq 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.

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. The SPS admissions point of contact is 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

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

99 **D. Outreach.**

100
101 The District will provide a list of students who have withdrawn from the District biannually for the
102 purpose of Learning Center Seattle to contact parent/guardians or eligible students (over 18) and
103 provide information regarding reengagement options. The listing will include student name,
104 parent/guardian name, student date of birth, home address, phone number, email address, grade,
105 and total credits obtained.

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107 **E. Instruction.**

108
109 The College will be responsible for the provision and oversight of all instruction under this
110 Scope of Work pursuant to WAC 392-700-065 which includes the following

- 111
112 1. All Program instruction will be designed to help students acquire high school credits, acquire
113 at least high school skills, and be academically prepared for success in college and/or work.
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115 2. All instruction will be provided in accordance with the skill level and learning needs of
116 individual students and not the student's chronological age or associated grade level.
117 Therefore:
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119 a. All instruction that is at the ninth (9th) grade level or higher shall generate credits that can
120 be applied to high school diploma, and
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122 b. All instruction that is below the ninth (9th) grade level shall not generate high school credits
123 but will be counted as part of the Program's instructional programming for the purposes of
124 calculating FTE and will be designed to prepare students for coursework that is at the
125 ninth (9th) grade level or higher.
126
127 c. All instruction that is at or above the 100 level is considered dual credit and must be
128 designated with the Y code when transcribing to high school credit.
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130 3. The Program may restrict or deny enrollment into classes if a student's academic
131 performance or conduct does not meet established guidelines
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133 4. The Program will administer standardized tests within one (1) month of enrollment or secure
134 test results from no more than six (6) months prior to enrollment in order to determine a
135 student's initial math and reading level upon entering the Program. A commonly accepted
136 standardized academic skills assessment tool will be used. All required assessments will be
137 provided to the students free of charge. Seattle Central will use either the standardized
138 Comprehensive Adult Student Assessment System (CASAS) or the Official GED Ready
139 tests to assess Reading and Math skills. Students will be assessed before completion of the
140 first 12 hours of instruction.
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142 5. The College will provide instruction, tuition, and required academic skills assessments at no
143 cost to the students but may collect mandatory fees as established by the Program.
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145 a. Consumable supplies, textbooks, and other materials that are retained by the student do
146 not constitute tuition or a fee.
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148 b. The Program will establish a waiver/scholarship process for qualifying students.
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150 Eligible Program students will have access to WIOA or local college funds that can help
151 support students with needs such as transportation, food, or emergency costs related to
152 staying in school. Additional budget has been built in to support students with costs such
153 as books, materials, and fees at the rate of \$300 per student per quarter.
154

155 6. Instruction will be provided through courses approved by college, identifiable by course title,
156 course number, quarter, number of credits, and, for vocational course, the Classification of
157 Instructional Programs (CIP) code number assigned by OSPI to the approved Career and
158 Technical Education (CTE) course.
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160 7. The following instruction will be offered to all students, as appropriate for their goals, skills
161 levels, and completion of prerequisites:
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163 a. Basic skills remediation courses and high school equivalency certificate preparation
164 courses,
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166 b. Courses that lead to a postsecondary degree or certificate,
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168 c. Coursework that will lead to a high school diploma, and
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170 d. College and work readiness preparation coursework.
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172 8. The College will ensure that all instruction will be provided by instructors who are employed
173 or appointed by the College whose required credentials are established by the College.
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175 9. Instructor to student ratio for any course open to both Program students and non-Program
176 students will be determined by the College.
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178 10. Instructor to student ratio for classes designed exclusively for Program students will not
179 exceed a 1:35 ratio.
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181 **F. Case Management and Student Support.** 182

183 The Program will be responsible for the provision of case management services to all enrolled
184 students pursuant to WAC 392-700-085 which include the following:
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186 1. Case management staff will be assigned to the College to provide accessible, consistent
187 support to students as well as, academic advising, career guidance information, employment
188 assistance or referrals, and referrals to DSHS.
189

190 2. The Program will maintain a case management staff to student ratio not to exceed 1:75 (one
191 case manager FTE to seventy-five (75) enrolled students) on a full-time continuous basis
192 throughout the school year.
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194 3. Only the percent of each staff member's time that is allocated to fulfilling case management
195 responsibilities will be included in the calculation of a Program's case management staff FTE
196 to student ratio

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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.
 - a. Central will contract with King County’s Employment and Education Resources Division for case management. Additional college navigation services will be provided by Seattle Education Access once students transition into college-level options.
7. The College will contract with Seattle Education Access to provide a full-time Americorps position to provide coordinated tutoring to support instruction.
8. The College may provide student incentives and supports such as food and gift cards or stipends for programmatic contributions (focus group participation or other avenues of providing student leadership and voice).

G. 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.
 - a. College will provide a quarterly report for students working on their GEDs with regard to how credits should be reflected on their transcript. Credits that may be reflected on the student transcript are the following: science, math, social studies, and language arts. This report will be submitted to Joy Turner at jgturner@seattleschools.org.
 - b. Students working at the college level will have courses reflected just as they are on the college transcript.
3. The District will ensure that the process for awarding high school credits under this Scope of

246 Work agreement is implemented as part of the District's policy regarding award of credits per
247 WAC 180-51-050(4), (5) and (6).

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249 **H. Statewide Student Assessment.**

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251 Pursuant to WAC 392-700-152:

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253 1. The District will work with the College to ensure that all Program students have the
254 opportunity to participate in the statewide student assessment and understand that this
255 assessment, or an approved alternative, is a high school graduation requirement. Will
256 Hodges serves as the District contact for state assessments. The College will submit a list of
257 student names interested in assessment testing to the District by provided deadline in order
258 to receive assessment testing at an SPS facility.

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

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263 **I. Provision of Special Education and Section 504 of the 1973 Rehabilitation Act
264 Accommodations, and Transitional Bilingual Instructional program.**

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266 1. The District is responsible for the provision of special education services to Program
267 students who qualify for special education. When a student eligible for services is identified
268 by the College, the College will contact the BRIDGES Program Specialist to coordinate the
269 provision of services and implementation of the student's IEP within the Program
270 environment. The BRIDGES program specialist can be reached at 206-252-0837.

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272 2. The District will provide the same accommodations to any enrolled Program students under
273 Section 504 of the 1973 Rehabilitation Act as it provides to all students of the District. Upon
274 identification, the College will contact District Student 504 Program Coordinator to obtain a
275 Program student's 504 Plan and to coordinate accommodations. The District 504 Program
276 Coordinator can be reached at 504Coordinator@seattleschools.org.

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

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281 4. Funding for these services shall be provided for as outlined in Section L.4

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284 **J. Annual School Calendar.**

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

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

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

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293 3. The school year calendar must meet the following criteria:

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- 295 a. The specific planned days of instruction will be identified.
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297 b. There must be a minimum of ten (10) instructional months.
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299 4. The number of hours of instruction must meet the following criteria:
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301 a. A standard instructional day may not exceed six (6) instructional hours per day even if
302 instruction is provided for more than six (6) hours per day.
303
304 b. A standard instructional day may not be less than two (2) hours per day.
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306 5. The Program's total planned hours of instruction for the school year:
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308 a. Is the sum of the hours of instruction for all instructional months of the Program's school
309 year.
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311 b. Must have a minimum of one thousand (1,000) annual planned hours of instruction.
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313 **K. Reporting of Student Enrollment.** 314

315 Programs will report to the District their Program enrollment using the Form P223-1418 each
316 month on the monthly count day. Count day is defined in WAC 392-121-119. The Program will
317 certify by signing the Form P223-1418 the accuracy of the enrollment reported. The Form P223-
318 1418 is due to the District by the fifth (5th) business day of the month.
319

320 Joy Turner or her successor will be the District contact for College staff members with questions
321 on the completion of P223s. Any modifications to a P223 must be sent to Joy Turner to be
322 tracked for OSPI submission and invoice payments.
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324 In accordance with WAC 392-700-160, the following criteria must be met for each student
325 claimed by the Program for state funding on each monthly count day:
326

- 327 1. Meets all eligibility criteria pursuant to WAC 392-700-035 or Section C of this Letter of Intent,
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- 329 2. Is enrolled in a Program, as well as, the District,
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- 331 3. Meets the attendance period requirement pursuant to WAC 392-700-015(3),
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- 333 4. Meets the weekly status check requirement pursuant to WAC 392-700-015(23),
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- 335 5. Has not withdrawn or been dropped from the Program prior to the monthly count day,
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- 337 6. Is not being claimed by a state institution pursuant to WAC 392-122-221 on the monthly
338 count day,
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- 340 7. Whose Program enrollment is not being claimed by a college for postsecondary funding,
341
- 342 8. Is not currently enrolled in a high school program, including Alternative Learning Experience,
343 College in the High School or another reengagement program excluding Jobs for

344 Washington's Graduate (JWG) program,
345

346 9. If concurrently enrolled in a Running Start, Skills Center, or JWG program, is not exceeding
347 the full-time equivalent (FTE) limitation pursuant to WAC 392-121-136,
348

349 10. Has not exceeded the 1.0 annual average FTE (AAFTE) for the school year to include prior
350 months' enrollment in a high school, at a state institution, and in JWG program, and
351

352 **L. Funding and Reimbursement.**

353
354 The District and the College will receive state basic education apportionment funding through
355 OSPI, pursuant to WAC 392-700-165 and according to the procedures set forth below:
356

357 1. Each eligible student that meet the requirements of Section K can be claimed for state
358 funding using the following FTE calculation:
359

360 a. For college level classes (100 level and above), the student's FTE is determined by the
361 enrolled college credits.
362

363 i. Fifteen (15) college credits equal 1.0 FTE.
364

365 ii. Students enrolled in less than fifteen (15) credits will be reported as a partial FTE. The
366 FTE reported will be calculated by dividing the number of enrolled credits by fifteen (15).
367

368 iii. Enrollment in college classes over fifteen (15) college credits is limited to 1.0 FTE.
369

370 iv. Enrollment in state approved vocation college level classes and taught by a certified
371 vocation instructor can be claimed for enhanced vocational funding as a vocational FTE.
372

373 b. For below 100 level classes,
374

375 i. The student's FTE is based on the Program total planned hours of instruction. Provided
376 that the Program's annual calendar shows at least nine hundred (900) total
377 planned hours of instruction, a student enrolled in a below 100 level class, can be
378 claimed as a 1.0 FTE.
379

380 ii. After claiming a student's below 100 level class enrollment for three months, a
381 student must show academic progress by either earning an indicator of academic
382 progress identified in WAC 392-700-015(14) or a credential identified in WAC 392-
383 700-015(11).
384

385 iii. Enrollment in below 100 level classes cannot be claimed for enhanced vocational
386 funding.
387

388 2. The Program standard reimbursement rates are the statewide average annual non-
389 vocational and vocational rates as determined by OSPI pursuant WAC 392-169-095.
390

391 3. Distribution of funding will be as follows:
392

- 393 a. The District will retain seven (7) percent of the basic education allocation
- 394
- 395 b. The College will receive ninety-three (93) percent of the basic education allocation.
- 396
- 397 c. By October 1, the District shall provide a written schedule to the College identifying the
- 398 dates that the College shall submit invoices for reimbursement to the District. Invoices will
- 399 correlate to the enrollment reported monthly on the P223-1418 form submitted by the
- 400 College to the District. The District shall remit payment within thirty (30) days of the receipt
- 401 of an invoice, except for the final payment for the year which will be made by October 31.
- 402 Payment will be contingent upon the College's submittal of all required reports as defined
- 403 in Section L.3.
- 404
- 405 d. The District shall remit payment within thirty (30) days of the receipt of an invoice, except
- 406 for the final payment for the year which will be made by October 31. Payment will be
- 407 contingent upon the College's submittal of all required reports as defined in Section M.3.
- 408
- 409 4. The District may report and retain Special Education funding from OSPI for eligible students
- 410 receiving special education services.
- 411
- 412 5. The Program may provide transportation for students but additional funds are not generated
- 413 or provided.
- 414
- 415 6. Program students enrolled in a state-approved K-12 transitional bilingual instructional
- 416 program pursuant to WAC 392-160 can be claimed by the District for bilingual enhanced
- 417 funding. Funding may retained by the district if the district is providing the services or passed
- 418 through to the college if the college is providing the services.
- 419

420 **M. Required Documentation and Reporting.**

- 421 1. Student Documentation:
- 422
- 423 a. The Program shall maintain student documentation to support eligibility as specified in
- 424 Section C. and enrollment as specified in Section J.
- 425
- 426 b. The Program shall, on behalf of the District, request school records for each student from
- 427 the last school they attended.
- 428
- 429 c. The Program shall maintain documentation of case management, student assessment,
- 430 basic skills gains, attainments of credentials, earned indicator of academic progress, and
- 431 award of credit.
- 432
- 433 d. The Program will comply with all state and federal laws related to the privacy, sharing, and
- 434 retention of student records.
- 435
- 436 e. Access to all student records will be provided in accordance with the Family Educational
- 437 Rights and Privacy Act (FERPA).
- 438
- 439 2. Monthly Student Reporting: The District will ensure that all required Program student
- 440 information is reported in the student information system; and in CEDARS in accordance
- 441

442 with OSPI's standard procedures.

443

444

445 3. Annual Reporting:

446

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

449

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

452

453 c. The annual report will include the following:

454

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

457

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

460

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

464

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

466

467 **N. District Administrative Responsibilities.**

468

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

475

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

478

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

481

482 **O. Longitudinal Performance Goals.**

483

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

487

488 2. The District will work with the College to collect and report student data requested by the
489 ERDC in order to accomplish the longitudinal follow-up of reengagement students.
490 Specifically, the following unique identifier data points will be collected, to the extent

491 possible, by the Program, reported by the College, and verified by the District, for each
492 enrolled reengagement student:

- 493
494 a. Full legal name.
495 b. Birth date.
496 c. State student identifier number (SSID).
497 d. Social security number.
498 e. College student identification number (SID), if applicable.
499

500 3. While Program students will be encouraged to provide the data needed for longitudinal
501 follow-up, the Program will ensure that a student's unwillingness or inability to provide the
502 requested data will not be a barrier to enrollment.
503

504 **P. Records.**

505
506 All operations of, and accounting by, either party pertaining to this Scope of Work shall be open
507 to the inspection of either party.
508

509 **Q. Indemnification.**

510
511 As part of the terms of this Scope of Work, each party shall each be responsible for the
512 consequences of any act or failure to act on the part of itself, its directors, employees, and its
513 agents. Each party shall be responsible for its own negligence, and neither party shall indemnify
514 or hold the other party harmless; neither party assumes responsibility to the other party for its
515 consequences of any act or omission of any person, firm or corporation not party to this Scope
516 of Work. In the event of fiscal recapture due to inconsistencies or misinterpretation of law, both
517 parties agree to collaboratively address the issue or issues and seek a collaborative solution.
518

519 **R. Applicable Law.**

520
521 This Scope of Work is entered into pursuant to and under authority granted by the laws of the
522 state of Washington and any applicable federal laws. The provisions of this Scope of Work shall
523 be construed to conform to those laws. In the event of any inconsistency in the terms of this
524 Scope of Work, or between its terms and any applicable statute or rule, the consistency shall be
525 resolved by giving precedence in the following order:
526

- 527 1. Applicable state and federal statutes and rules.
528
529 2. Statement of work herein.
530
531 3. Any other provisions of the Scope of Work, including materials incorporated by reference.
532

533 **S. No Separate Entity Created.**

534
535 No separate legal or administrative entity is intended by this Scope of Work.
536
537

538 **T. Amendment and Waiver.**

539

540 This approved Scope of Work may be waived, changed, modified, or amended only in
541 writing by authorized individuals of both parties. If any provision of the Scope of Work shall
542 be deemed in conflict with any statute or rule of law, such provision shall be modified to be
543 in conformance with said statute or rule of law.
544

545 **U. Entire Agreement.**
546

547 This Scope of Work constitutes the entire agreement of the parties and supersedes any
548 previous written or oral Scope of Works. Any other Scope of Work, representation, or
549 understanding, verbal or otherwise, relating to the services of College and the District, or
550 otherwise dealing in any manner with the subject matter of this Scope of Work, is hereby
551 deemed to be null and void and of no force and effect whatsoever.
552

553 **Scope of Work for Open Doors [1418] Youth Reengagement Program**
554

555
556
557 District Superintendent or Designee (print name)
558

559
560
561 Signature

Date

562
563
564
565 President, Seattle Central College (print name)
566

567
568
569 Signature

Date

570
571
572
573 OSPI Open Doors [1418] Program Administrator (print name)
574

575
576
577 Signature

Date

578
579
580
581 OSPI Assistant Superintendent (print name)
582

583
584
585 Signature

Date

LCS Open Doors Enrollment, Student Outcomes, and Demographic Data (2018-19)

LCS Open Doors Enrollment Trends

Enrollment for 18-19 has averaged 53.4 FTE/month (through May). This count includes a total of 136 students who have participated in the program this year. The average monthly FTE in 2017-18 was 42.2 (highest in March). The main feeder school for the program is Garfield, though students come from as far away as the Tukwila School District. The average length of enrollment for students in the LCS Open Doors program is 252 days.

Student Outcomes

Key indicators of academic progress for the Open Doors program include earning of high school or college credit, earning of a GED, and enrollment in college courses. From 2017-18, a total of 119 students participated in the LCS Open Doors program. Of this number, 51 earned a GED during the year (51% of newly enrolled participants). For the 2018-19 school year, 136 students have participated in the LCS Open Doors program. To date, 63% of all current program participants have earned a GED (50% of 18-19 enrollees). Black and Hispanic female students have the highest rate of GED attainment (75% and 72%, respectively). White male students in the Open Doors program attain their GED at higher rates than their Black male peers (62% vs. 54% of 17-18 program participants). Since launching the LCS Open Doors program has:

- Served over 225 youth and young adults since our launch in July 2016
- Helped over a 100 opportunity youth and young adults earn their GED certificates
- Supported 6 students in earning their AA/AAS degrees at the Seattle Colleges, 4 of which will be transferring to 4-year colleges and universities

STUDENT OUTCOMES FOR LCS OPEN DOORS PARTICIPANTS

Category	2016-17	2016-17 %	2017-18	2017-18 %	2018-19	2018-19 %
Received GED during SY	20	33%	51	51%	35	50%
Taking college classes (post-GED)	6	30%	41	59.2%	52	59.7%

Demographics

To enroll in the Open Doors program, students must be between the ages of 16 and 21 (as of September 1). For 2018-19, participation by Black and Latino/Hispanic in the Open Doors program remains higher than the proportion of these subgroups in the overall school district. The table below also shows that the majority of LCS Open Doors students are 18 or older (> 97%).

DEMOGRAPHIC DATA FOR LCS OPEN DOORS PARTICIPANTS

	LCS Open Doors (2018-19)	Open Doors (State, 2017-18)	SPS District (2018-19)
Number Enrolled	136	7440	55,634
Age at Enrollment*			
16	0.0%	20.4%	23.7%
17	2.9%	28.1%	23.4%
18	34.6%	25.8%	21.8%
19	23.5%	17.0%	10.1%
20	22.8%	8.7%	1.5%
21	13.2%	-	1.0%
22	2.9%	-	0.20%
Gender			
Female	44.9%	43.7%	48.3%
Male	51.5%	56.3%	51.7
Non-Binary	0.0%	0.0%	0.0%
Race/Ethnicity			
American Indian/Alaska Native	2.2%	2.2%	0.5%
Asian	8.8%	3.9%	13.7%
Black/African	25.0%	10.4%	14.7%
Hispanic/Latino	15.4%	26.4%	12.5%
Native Hawaiian/Other Pacific Islander	0.0%	1.8%	0.4%
Multiracial	9.6%	7.3%	11.6%
White	39.0%	47.1%	46.5%
Programs			
FRL Status	25.2%	82.0%	31.2%
ELL Served/Is Bilingual	5.0%	12.1%	9.5%
Is Special Ed	15.9%	17.5%	15.6%
Is 504	9.2%	7.8%	3.5%
Homeless	12.6%	4.0%	3.8%

*District "Age at Enrollment" calculations are based on the age distribution of current 9-12th graders, where n=15,602. OSPI did not provide data on the number of 21 and 22-year-olds enrolled in Open Doors programs across the state.