



SCHOOL BOARD ACTION REPORT

DATE: September 20, 2018
FROM: Denise Juneau, Superintendent
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Caleb Perkins, Director of College and Career Readiness,
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For Introduction: October 17, 2018
For Action: October 30, 2018

1. TITLE

Approval of Contract to Support the Open Doors Youth Reengagement Program for the 2018-19 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 state approved allocation for Open Doors FTE of \$813.51 for 1 FTE/month. Based on the enrollment for 17-18 which averaged 42.2 FTE/month, the total of this contract is estimated to be \$450,000 for the 2018-19 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 \$450,000 over fiscal years 2018/19, in the form of the draft Agreement dated 9/1/2018 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' 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. This 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.

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. More broadly, 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.

Information and data from SPS students who participate in the Open Doors program is collected in PowerSchool and reported annually via CEDARS. 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 take college 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 out of pocket. 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. From 2016-17, a total of 59 students participated in the LCS Open Doors program; 20 of whom earned their GED during this time (33% of participants). In the 2017-18 school year, 119 students participated in the LCS Open Doors program. Of this number, 51 earned a GED during the year (51% of newly enrolled participants). More than 50% of students who have earned their GED through the program are enrolled to begin college classes in Fall 2018.

- 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 an opportunity to earn their high school diploma, GED, or an Associate Degree which increases rates of student post-secondary success in line with SPS 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. 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.¹

5. FISCAL IMPACT/REVENUE SOURCE

Fiscal impact to this action will be \$450,000 over the 2018-19 School Year. This is a multi-year, continuing program.

The revenue source for this motion is state basic education apportionment funding through OSPI, pursuant to WAC 392-700-165.

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

¹ 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

As this is re-approval of a current program authorized by OSPI and approved after public review by the Washington State legislature, our focus will be on informing the public about the continuation of the program within SPS. Counselors and program staff will also continue 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.

7. EQUITY ANALYSIS

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. The Open Doors program at LCS is intentional in addressing the unique barriers faced by different groups of youth and have implemented processes and services necessary to mitigate those barriers. 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.

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% of program students) and other students of color. 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.

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.
- School Board Policy No. 2200, Equitable Access to Programs & Services which, directs the development, replication, and placement of programs and services that address systemic needs and support quality education for all students. The Open Doors program is in direct support of this policy by providing additional educational pathways for students who are at risk of not graduating.
- Per Policy No. 6220, Procurement, any contract over \$250,000 must be brought to the Board for approval.

11. BOARD COMMITTEE RECOMMENDATION

This motion was discussed at the Curriculum & Instruction Policy Committee meeting on October 5th, 2018. 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 District will report to OSPI that the 2018-19 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 (2017-2018) for Reference

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

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

7
8 AND

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10 Seattle Public SCHOOL DISTRICT
11 (hereinafter referred to as District)

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15 **A. Purpose.**

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

- 18
19 1. Support the statewide youth reengagement system as defined in RCW 28A.175.100.
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21 2. Comply with requirements outlined in WAC Chapter 392-700 to provide education
22 opportunities for eligible students enrolled in the Learning Center Seattle Open Doors
23 [1418] Youth Reengagement Program (hereinafter referred to as Program) operated by the
24 College.

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26 * **NOTE:** *The language in this Scope of Work is based on WAC and RCW as of May 2015. The College,*
27 *District and Program will comply with any WAC or RCW modifications.*

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30 **B. Duration of Scope of Work.**

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32 This Scope of Work agreement will be in effect from September 1, 2018 through August 31,
33 2019.

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

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42 **C. Student Eligibility.**

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44 1. Pursuant to WAC 392-700-035, youth are eligible for enrolling in an Open Doors [1418]
45 youth reengagement program when they meet the following criteria:
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47 a. Under twenty-one (21) years of age, but at least sixteen (16) years of age, as of
48 September 1.
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50 b. Has not yet met high school graduation requirements, and
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52 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 Michael Tolley.
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 Debra Knickerbocker at dlknickerboc@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.

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To determine eligibility for the Program, Learning Center Seattle will contact the District Career and College Readiness Counselor for District student transcripts and District student transcript information (Myrna Muto or her successor, 206-252-0744, mmuto@seattleschools.org).

D. Outreach

1. 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:

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.
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 tools will be used. All required assessments will be provided to the students free of charge.
 - a) Seattle Central will use either the standardized Comprehensive Adult Student Assessment System (CASAS) or the Official GED Ready tests to assess

148 Reading and Math skills. Students will be assessed before completion of the first
149 12 hours of instruction.
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- 152 5. The College will provide instruction, tuition, and required academic skills assessments at no
153 cost to the students, but may collect mandatory fees as established by the Program.
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 - 155 a. Consumable supplies, textbooks, and other materials that are retained by the student do not
156 constitute tuition or a fee.
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 - 158 b. The Program will establish a waiver/scholarship process for qualifying students.
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160 Eligible Program students will have access to WIOA or local college funds that can help
161 support students with needs such as transportation, food, or emergency costs related to
162 staying in school. Additional budget has been built in to support students with costs such as
163 books, materials, and fees at the rate of \$300 per student per quarter.
164
 - 165 6. Instruction will be provided through courses approved by college, identifiable by course title,
166 course number, quarter, number of credits, and, for vocational course, the Classification of
167 Instructional Programs (CIP) code number assigned by OSPI to the approved Career and
168 Technical Education (CTE) course.
169
 - 170 7. The following instruction will be offered to all students, as appropriate for their goals, skills
171 levels, and completion of prerequisites:
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 - 173 a. Basic skills remediation courses and high school equivalency certificate preparation
174 courses,
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 - 176 b. Courses that lead to a postsecondary degree or certificate,
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 - 178 c. Coursework that will lead to a high school diploma, and
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 - 180 d. College and work readiness preparation coursework.
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 - 182 8. The College will ensure that all instruction will be provided by instructors who are employed
183 or appointed by the College whose required credentials are established by the College.
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 - 185 9. Instructor to student ratio for any course open to both Program students and non-Program
186 students will be determined by the College.
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 - 188 10. Instructor to student ratio for classes designed exclusively for Program students will not
189 exceed a 1:35 ratio.
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191 **F. Case Management and Student Support.**
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193 The Program will be responsible for the provision of case management services to all enrolled
194 students pursuant to WAC 392-700-085 which include the following:
195

- 196 1. Case management staff will be assigned to the College to provide accessible, consistent
197 support to students as well as, academic advising, career guidance information,
198 employment assistance or referrals, and referrals to DSHS.
199
200 2. The Program will maintain a case management staff to student ratio not to exceed 1:75
201 (one case manager FTE to seventy-five (75) enrolled students) on a full-time continuous
202 basis throughout the school year.
203
204 3. Only the percent of each staff member's time that is allocated to fulfilling case management
205 responsibilities will be included in the calculation of a Program's case management staff
206 FTE to student ratio
207
208 4. Even though the provision of case management services will require case management
209 staff to work in the community to meet client needs, case management staff will be primarily
210 based at the Program's instructional site(s).
211
212 5. The Program will ensure that case management services and instruction are integrated and
213 coordinated, and that procedures are established that facilitate timely relevant
214 communication about student progress.
215
216 6. All case management staff will be employed by the College, or be formally assigned to the
217 Program through a contract. Case management staff will have at least a Bachelor's degree
218 in social work, counseling, education, or a related field, or at least two (2) years of
219 experience providing case management, counseling or related direct services to at-risk
220 individuals or sixteen to twenty-one (16-21) year old youth.
221
222 a. Central will contract with King County's Employment and Education Resources
223 Division for case management. Additional college navigation services will be
224 provided by Seattle Education Access once students transition into college-level
225 options.
226
227 7. The College will contract with Seattle Education Access to provide a full-time Americorps
228 position to provide coordinated tutoring to support instruction.
229
230 8. The College may provide student incentives and supports such as food and gift cards or
231 stipends for programmatic contributions (focus group participation or other avenues of
232 providing student leadership and voice).
233
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235 **G. Award of Credit.**
236

237 In accordance with RCW 28A.175.100, high school credit will be awarded for all College
238 coursework in which Program students are enrolled, including high school equivalency
239 certificate preparation, in accordance with the following:
240

- 241 1. High school credit will be awarded for Program instruction provided by the College in
242 accordance WAC 392-700-137.
243

- 244 2. The District is responsible for reporting high school credits earned by Program students per
245 OSPI regulations. College transcripts and other student records required by the District will
246 be provided by the College based on below to facilitate this process.
247
248 a. College will provide a quarterly report for students working on their GEDs with regard
249 to how credits should be reflected on their transcript based on guidance from District.
250 Credits that may be reflected on the student transcript are the following: science,
251 math, social studies, and language arts. This report will be submitted to Debra
252 Knickerbocker.
253 b. Students working at the college level will have courses reflected just as they are on
254 the college transcript (if no SPS exact match for course exists, an SPS counselor will
255 work with College to select appropriate SPS course).
256
257 3. The District will ensure that the process for awarding high school credits under this Scope of
258 Work agreement is implemented as part of the District's policy regarding award of credits
259 per WAC 180-51-050(5) and (6).
260

261 **H. Statewide Student Assessment.**

262 Pursuant to WAC 392-700-152:

- 263
264
265 1. The District will clearly communicate with the College the opportunities for state assessment
266 testing to ensure that all Program students have the opportunity to participate in the
267 statewide student assessment and understand that this assessment, or an approved
268 alternative, is a high school graduation requirement. Will Hodges serve as the District
269 contact for state assessments.
270 a. The College will submit a list of student names interested in assessment testing to
271 the District by provided deadline in order to receive assessment testing at an SPS
272 facility.
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274 2. The District will include reengagement students when calculating districtwide statistics in
275 relation to the statewide assessments
276

277 **I. Provision of Special Education and Section 504 of the 1973 Rehabilitation Act**
278 **Accommodations.**

- 279
280 1. The District is responsible for the provision of special education services to Program students
281 who qualify for special education. When a student eligible for services is identified by the
282 College, the College will contact Sherry Studley to coordinate the provision of services and
283 implementation of the student's IEP within the Program environment. The BRIDGES program
284 specialist can be reached at 206-252-0842.
285
286 2. The District will provide the same accommodations to any enrolled Program students under
287 Section 504 of the 1973 Rehabilitation Act as it provides to all students of the District. Upon
288 identification, the College will contact District Student 504 Program Coordinator to obtain a
289 Program student's 504 Plan and to coordinate accommodations. The District 504 Program
290 Coordinator can be reached at 504Coordinator@seattleschools.org .
291

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

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294 **J. Annual School Calendar.**

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

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

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

302

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

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305 a. The specific planned days of instruction will be identified.

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307 b. There must be a minimum of ten (10) instructional months.

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309 4. The number of hours of instruction must meet the following criteria:

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311 a. A standard instructional day may not exceed six (6) instructional hours per day even if
312 instruction is provided for more than six (6) hours per day.

313

314 b. A standard instructional day may not be less than two (2) hours per day.

315

316 5. The Program's total planned hours of instruction for the school year:

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318 a. Is the sum of the hours of instruction for all instructional months of the Program's school
319 year.

320

321 b. Must have a minimum of one thousand (1000) annual planned hours of instruction.

322

323 **K. Reporting of Student Enrollment.**

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

329

330 Debra Knickerbocker will be the District contact for College staff members with questions on
331 the completion of P223s. Any modifications to a p223 must be sent to Debra Knickerbocker to
332 be tracked for OSPI submission & invoice payment.

333

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

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337 1. Meets all eligibility criteria pursuant to WAC 392-700-035 or Section C of this Letter of
338 Intent,

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340 2. Is enrolled in a Program, as well as, the District,

- 341
342 3. Meets the attendance period requirement pursuant to WAC 392-700-015(3),
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344 4. Meets the weekly status check requirement pursuant to WAC 392-700-015(23),
345
346 5. Has not withdrawn or been dropped from the Program prior to the monthly count day,
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348 6. Is not being claimed by a state institution pursuant to WAC 392-122-221 on the monthly
349 count day,
350
351 7. Whose Program enrollment is not being claimed by a college for postsecondary funding,
352
353 8. Is not currently enrolled in a high school program, including Alternative Learning
354 Experience, College in the High School or another reengagement program excluding Jobs
355 for Washington's Graduate (JWG) program,
356
357 9. If concurrently enrolled in a Running Start, Skills Center, or JWG program, is not exceeding
358 the full-time equivalent (FTE) limitation pursuant to WAC 392-121-136,
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360 10. Has not exceeded the 1.0 annual average FTE (AAFTE) for the school year to include prior
361 months' enrollment in a high school, at a state institution, and in JWG program, and
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363 **L. Funding and Reimbursement.**

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365 The District and the College will receive state basic education apportionment funding through
366 OSPI, pursuant to WAC 392-700-165 and according to the procedures set forth below:
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- 368 1. Each eligible student that meets the requirements of Section K. can be claimed for state
369 funding using the following FTE calculation:
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- 371 a. For college level classes, the student's FTE is determined by the enrolled college
372 credits.
373
 - 374 i. Fifteen (15) college credits equal 1.0 FTE.
 - 375 ii. Students enrolled in less than fifteen (15) credits will be reported as a partial FTE.
376 The FTE reported will be calculated by dividing the number of enrolled credits by
377 fifteen (15).
 - 378 iii. Enrollment in college classes over fifteen (15) college credits is limited to 1.0 FTE.
 - 379 iv. Enrollment in state approved vocation college level classes and taught by a certified
380 vocation instructor can be claimed for enhanced vocational funding as a vocational
381 FTE.
 - 382 b. For below 100 level classes,
383
 - 384 i. The student's FTE is based on the Program total planned hours of instruction.
385 Provided that the Program's annual calendar shows at least nine hundred (900) total
386 planned hours of instruction, a student enrolled in a below 100 level class, can be
387 claimed as a 1.0 FTE.
388

- 389 ii. After claiming a student's below 100 level class enrollment for three months, a
390 student must show academic progress by either earning an indicator of academic
391 progress identified in WAC 392-700-015(14) or a credential identified in WAC 392-
392 700-015(11).
393 iii. Enrollment in below 100 level classes cannot be claimed for enhanced vocational
394 funding.
395
- 396 2. The Program standard reimbursement rates are the statewide average annual non-
397 vocational and vocational rates as determined by OSPI pursuant WAC 392-169-095.
398
- 399 3. Distribution of funding will be as follows:
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- 401 a. The District will retain seven (7) percent of the basic education allocation.
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- 403 b. The College will receive ninety-three (93) percent of the basic education allocation.
404
- 405 c. The College will submit invoices to the District within two (2) weeks of the P223 being
406 accepted by the District. Invoices will correlate to the enrollment reported monthly on
407 the P223-1418 form submitted by the College to the District. Invoices must be
408 submitted to the Open Doors point-of-contact Debra Knickerbocker or her successor.
409
- 410 d. The District shall remit payment within thirty (30) days of the receipt of an invoice,
411 except for the final payment for the year which will be made by October 31. Payment will
412 be contingent upon the College's submittal of all required reports as defined in Section
413 M.3.
414
- 415 4. The District may report and retain Special Education funding from OSPI for eligible students
416 receiving special education services. The College will indicate who is receiving SPS IEP
417 services on the monthly report so that SPS knows for whom to submit the additional FTE to
418 OSPI. SPS will retain the additional reimbursement for the students they are serving.
419
- 420 5. The Program may provide transportation for students but additional funds are not generated
421 or provided.
422
- 423 6. Program students enrolled in a state-approved K-12 transitional bilingual instructional
424 program pursuant to WAC 392-160 can be claimed by the District for bilingual enhanced
425 funding.
426

427 **M. Required Documentation and Reporting.**
428

- 429 1. Student Documentation:
430
- 431 a. The Program shall maintain student documentation to support eligibility as specified in
432 Section C. and enrollment as specified in Section K.
433
- 434 b. The Program shall, on behalf of the District, request school records for each student
435 from the last school they attended.
436

- 437 c. The Program shall maintain documentation of case management, student assessment,
438 basic skills gains, attainments of credentials, earned indicator of academic progress,
439 and award of credit.
440
- 441 d. The Program will comply with all state and federal laws related to the privacy, sharing,
442 and retention of student records.
443
- 444 e. Access to all student records will be provided in accordance with the Family Educational
445 Rights and Privacy Act (FERPA).
446
- 447 2. Monthly Student Reporting:
448
- 449 a. The District will ensure that all required Program student information is reported in the
450 student information system; and in CEDARS in accordance with OSPI's standard
451 procedures.
452
- 453 3. Annual Reporting:
454
- 455 a. The College will prepare and submit an annual performance report to the District no
456 later than October 1st.
457
- 458 b. The District will review and submit the annual performance report to OSPI no later than
459 November 1st.
460
- 461 c. The annual report will include the following:
462
- 463 i. Program's total number of students by gender, age, and race/ethnicity who were
464 enrolled, who were dismissed by the Program, and who voluntarily withdrew.
465
- 466 ii. Program's total number of students by gender, age, race/ethnicity, and credential type
467 who earned a credential as defined in WAC 392-700-015(10).
468
- 469 iii. Program's total number of students by gender, age, race/ethnicity, and indicator of
470 academic progress types who attained an indicator of academic progress as defined in
471 WAC 392-700-015(14). For high school and college credit, detail the subject area.
472
- 473 iv. Total number of instructional staff assigned to the Program.
474

472 **N. District Administrative Responsibilities.** 473

- 474 1. Upon OSPI's determination that this Scope of Work contains approved standard language
475 that delineates responsibility for all the required elements of a Reengagement Program as
476 outlined in RCW 28A.175.100, and WAC Chapter 392-700, OSPI will assign a code to be
477 used by the District, the College, and OSPI to exclusively identify the Program. The District
478 will use this code in its student information system and in Comprehensive Education Data
479 and Research System (CEDARS) to identify all students enrolled in the Program.
480
- 481 2. The District will work cooperatively with the College to implement this Scope of Work and to
482 ensure that quality reengagement services are provided in accordance with WAC 392-700.
483
- 484 3. The District will designate a primary contact person to work with the College in
485 implementing this Scope of Work and to provide oversight and technical assistance.

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O. 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.

P. Records.

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

Q. 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.

R. 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 statute 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.

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

537
538 **S. No Separate Entity Created.**

539
540 No separate legal or administrative entity is intended by this Scope of Work.

541
542 **T. Amendment and Waiver.**

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

548
549 **U. Entire Agreement.**

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

556
557
558 By signing below, each signatory represents that is the authority to execute this Agreement:

559
560
561 Denise Juneau
562 District Superintendent or Designee

563
564
565 _____
566 Signature Date

567
568 Dr. Sheila Edwards-Lange
569 President, Seattle Central College

570
571
572 _____
573 Signature Date

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576 _____
577 OSPI Open Doors [1418] Program Administrator (print name)

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580 _____
581 Signature Date

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OSPI Assistant Superintendent (print name)

Signature

Date

Open Doors at Learning Center Seattle Snapshot (2017-18)

Student Outcomes

Category	2016-17 Count	2016-17 Percentage	2017-18 Count	2017-18 Percentage
Students who received GED during school year	20	33%	51	51%
Students taking college classes (of those who earned a GED)	6	30%	41	59.2%

Demographics

Race	Number	Percentage
American Indian/ Alaskan Native	3	2.5%
Asian	13	10.9%
Black/African American	23	19.3%
Hispanic/Latino of any race(s)	21	17.6%
Native Hawaiian/Other or Pacific Islander	0	0.0%
White	44	37.0%
Two or More Races	15	12.6%
<i>Total</i>	<i>119</i>	<i>100%</i>

Open Doors at Learning Center Seattle Snapshot (2017-18)

Gender	Number	Percentage
Female	54	45.4%
Male	65	54.6%
<i>Total</i>	<i>119</i>	<i>100%</i>

Age	Number	Percentage
16-18	56	47.1%
19-21	63	52.9%
<i>Total</i>	<i>119</i>	<i>100%</i>