

ALE & Open Doors Comparison Chart

Alternative Learning Experience (ALE)	Open Doors Youth Reengagement Program
ALE is a course level funding model authorized under RCW 28A.232 and chapter 392-550 WAC . It can be used in any public school setting, for any student, at any time with the authorization by the local school board through board policy. There are alternative schools that use exclusively ALE courses.	Open Doors is a program. The intent of the program is to re-engage students that have been pushed or dropped out of school. Open Doors is authorized under RCW 28A.175.100 and Chapter 392-700 WAC and is a school type (R type school).
ALE has no requirement for case management.	Open Doors requires case management that is separate and in addition to instruction.
ALE has no in-person attendance requirement.	Open Doors has a minimum attendance period of two hours of face-to-face time in a month.
ALE requires a minimum of one two-way contact per week between the student and a certificated teacher.	Open Doors requires a weekly status check that does not need to be reciprocal.
ALE requires a <i>written student learning plan</i> (WSLP) that details the learning expectations for a student. The WSLP must address a variety of components for each course a student enrolls in.	Open Doors does not require a written student learning plan (WSLP) for each course. Student postsecondary goals are to be outlined in the High School & Beyond Plan (HSBP). The HSBP is the plan-of-action guiding the time the student is enrolled in the Open Doors program.
ALE is funded based on an estimate of the weekly hours a student would need to be engaged to meet the expectations of the written student learning plan (WSLP). To be claimed for apportionment, students must either (1) make satisfactory progress each month, (2) have an intervention plan within 5 days of the monthly evaluation, or (3) have a significant rewrite of their WSLP. Satisfactory progress is defined by the district in their ALE board policy.	Open Doors students are funded through competency. Students must make indicators of academic progress (IAPs) , and an IAP must be made by the fourth (4th) time a student is being claimed for apportionment. In Open Doors, the expectation is that the program will continue to serve a student who has not made an IAP and will identify and remove the barriers to their success.
Students taking ALE courses may have shared enrollment among multiple schools. The ALE FTE can be any proportion up to a 1.0 FTE.	Open Doors students are not shared with other schools, except for special education and TBIP services. For more information on this, refer to the Enrollment Reporting Handbook webpage
ALE can be used for credit recovery.	Open Doors is not designed for credit recovery nor to be used as a transition program to assist students back to a more traditional education setting.
All high school courses on a written student learning plan (WSLP) must be offered for high school credit. ALE outcomes are specifically tied to the course(s) that the WSLP is written for.	Open Doors has multiple outcomes allowable: GED-Plus attainment, high school credit, college credit, preparation for work, and preparation for postsecondary engagement.
ALE serves any student in grades K–12 that enroll in an ALE course.	Open Doors only serves youth ages 16–21 that are severely credit deficient or have other barriers to learning that may lead to dropping out. Students must be 16 years of age on or by September 1 of the school year to enroll. See student eligibility in the WAC.

This table is intended to provide an overview of the differences between ALE and Open Doors. Requirements to claim ALE enrollment are more detailed than what is reflected in this list. Please review the [Guide to Offering ALE](#) for more information. For more information on Open Doors 1418 Youth Reengagement, [see the website](#).