Open Doors [1418] Enrollment Reporting
June 12, 2015 Convening Meeting

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Eligible Open Doors [1418] Student

An eligible student is one who:

- Was between age 16 and 21 on September 1st.
- Is not be enrolled in a high school program.
  - Including enrollment at comprehensive high school, ALE program, and another Open Doors [1418] program.
  - Excluding enrollment in:
    - Skill Center program or Running Start classes and accessing the Super FTE. See slide #20.
    - A Jobs for Washington Graduate program. Student is limited to be claimed by both programs no more than 1.0 FTE.

- Documentation example:
  - Enrollment packet filled out by student/parent.
  - Student transcript.

- Is a resident of the school district claiming the student’s enrollment or has a completed Choice Transfer or Inter-district Agreement into the school district. Refer to Bulletin #008-14 dated March 25, 2014.

- Documentation example:
  - www.greatschools.org/school-district-boundaries-map/
Eligible Open Doors [1418] Student

continues

• Has not graduated from high school; **AND**
• Is significantly behind in credits needed to earn a diploma.
• After determined not to be credit deficient through the credit deficient calculation:
  – Has been recommended for enrollment by:
    • Department of Social and Health Services,
    • Juvenile justice system,
    • District designated school personnel, or
    • Staff from agencies which provided educational advocacy services.
  
  **Documentation example:**
  – OSPI example form.

• Documentation of student’s credit deficiency calculation or recommendation must be completed and retained.
NEW Credit Deficiency Calculation

- At the time the student enrolls, is significantly behind in credits based on the student’s cohort graduation date compared to the student’s cohort.
  - **Cohort graduation date** is defined as the end of the 4th school year after a student first enrolls in 9th grade.
  - **Cohort** is defined as the group of district students that enter the ninth grade in the same school year.

<table>
<thead>
<tr>
<th># of Months From Student’s Cohort Graduation Date</th>
<th>Evidence of Credit Deficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>More than 24 months</td>
<td>Less than 65% earned high school credits.</td>
</tr>
<tr>
<td>Between 12 and 24 months</td>
<td>Less than 70% earned high school credits.</td>
</tr>
<tr>
<td>Less than 12 months</td>
<td>Less than 75% earned high school credits.</td>
</tr>
<tr>
<td>Pass Cohort Graduation Date by 12 months or more</td>
<td>Never met the district graduation requirements.</td>
</tr>
<tr>
<td>Never attended 9th grade</td>
<td>Zero high school credits.</td>
</tr>
</tbody>
</table>
Examples of Credit Deficiency Calculation

- **Example #1:**
  - It’s September 2015 and student wishes to enroll in an Open Doors [1418] program.
  - Student entered 9th grade September 2013.
  - His cohort graduation date would be August 2017.
  - His cohort would be the 11th grade class and would have earned 12 credits according to his district’s standards.
  - The number of months from his cohort graduation date is 23.
  - If the student had 8 earned high school credits or less, he would be credit deficient
    - \((12 \times 0.70 = 8.40)\).

- **Example #2:**
  - It’s January 2016 and student wishes to enroll in an Open Doors [1418] program.
  - Student entered 9th grade September 2012.
  - His cohort graduation date would be August 2016.
  - His cohort would be the 12th grade class and would have earned 18 credits according to his district’s standards.
  - The number of months from his cohort graduation date is 8.
  - If the student had 13 earned high school credits or less, he would be credit deficient
    - \((18 \times 0.75 = 13.50)\).

- **Documentation example:**
  - Example form will be sent out after the WAC revision is complete.
Retaining Program Eligibility

Once a student is determined to be eligible, student retains eligibility if none of the following are met:

- Dropped out, withdraws, or transferred.
- Earns a high school diploma.
- Earns an associate degree.
- Turns 21 years old before September 1st.
- Enrolls in a high school program, excluding Jobs for Washington Graduate.
Claiming Eligible Students for State Funding

Claiming students for state funding is based on the program’s enrollment on the monthly count day.

**Count day is:**
- For September, the program’s fourth instructional day.
- For the remaining months (October through August), the program’s first instructional day.
Claiming Eligible Students for State Funding continues

First requirements for claiming a student for enrollment:
- Eligible and enrolled in an approved Open Doors [1418] program.
- Has not been counted in the current school year for state funding for more than 1.0 AAFTE.
  - 1.0 AAFTE is 10 months as a 1.0 FTE.
  - Calculate AAFTE by add each monthly FTE and dividing by 10.
  - Including prior month’s enrollment in high school or institution facility.
  - Enrollment at Washington Youth Academy in Bremerton is considered a 1.0 FTE for each month.

Examples:

<table>
<thead>
<tr>
<th></th>
<th>Sep</th>
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<td>AAFTE</td>
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<td>AAFTE</td>
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Claiming Eligible Students for State Funding continues

For the first month that a student is counted, must participate on or before the count day.

- Evidence of the student’s participation in instruction, case management, academic counseling, or career counseling would meet this requirement.
- No specific amount of time is required.

For remaining months, met the following requirements in the prior month:

- Attendance period requirement,
- Weekly status check requirement, and
- For classes below 100 level, has made academic progress within the past three months of being counted.
Attendance Period Requirement

- **Definition**: At minimum, two hours of face-to-face interaction with a designated program staff for the purpose of instruction, academic counseling, career counseling, or case management.
  - Must be in person interaction.
  - Does not need to occur in a school.
  - Can be aggregated over the prior month and does not need to be in one seating.
Weekly Status Check Requirement

- **Definition**: Individual interaction between a designated program staff and a student occurring at least once every week that has at least three days of instruction.
  - Can be accomplished in person or by phone, text, email, or other synchronous digital manner.
  - Does not need to be reciprocal.
  - No specific time amount.
  - Depending on the program’s Attendance Period requirement frequency, Weekly Status Check and Attendance Period could be the same.
Documenting Attendance Period & Weekly Status Check

Documentation must be retained to support the Attendance Period and Weekly Status Check requirements and must include the following:

- Student’s name.
- Program staff involved in the communication/interaction.
- Date and time.
  - For attendance period requirement, include begin and end time.
- For weekly status check, method of delivery.
- Purpose – instruction, academic counseling, career counseling, or case management.
- Summary of communication, detailed enough to provide context.
When meeting both the Attendance Period and Weekly Status Check requirement at the same time, documentation shows that both requirements were met.

Documentation must be prepared by the person communicating with the student.

Documentation may be maintained electronically.
- However, original supporting documentation (e.g. handwritten notes) must be retained, if applicable.

Attendance Period documentation example:
- Attendance log forms (student sign in/out, instructor attendance or computer log on).
- Case management appointments documented to include starting/ending times (Important!!).

Weekly Status Check documentation example:
- Case management appointments.
- Weekly emails sent to students.
- Attendance log forms.

Examples of what programs are doing are attached to the end of this presentation for your reference.
Making Academic Progress Within Three Months of Being Counted

- For below 100 classes only, a student must have earned a credential or attained an indicator of academic progress (IAP) after being counted for three months.
  - Not 90 school days but three monthly count days.
  - If on the fourth count day, a student has not made academic progress, can continue in program but cannot be claimed for state funding.
  - Documentation must be retained to support each claimed student’s evidence of meeting this requirement.
Credentials & Indicators of Academic Progress (IAP)

- **Credentials are:**
  - High school equivalency certificate.
  - High school diploma.
  - College certificate after completion of a college program requiring at least 40 hours of instruction.
  - College degree.
  - Industry recognized certificate or licensing after completion of a program requiring at least 40 hours of instruction.

- **Indicators of academic progress (IAP) are:**
  - Earns high school or college credit.
  - Passes one or more tests/benchmarks that would satisfy the state board of education’s graduation requirements.
  - Passes one or more high school equivalency certificate measures.
  - Makes significant gain in a core academic subject based on the assessment’s tool’s determination of significant gain.
Credentials & Indicators of Academic Progress (IAP) continues

- Additional Indicators of academic progress (IAP) are:
  - Successfully completes a grade level curriculum in a core academic subject that does not earn high school or college credit.
  - Successfully completes approved college readiness course work.
  - Successfully completes job search or job retention course work.
  - Successfully completes a paid or unpaid cooperative work-based learning experience of at least 45 hours.
  - Enrolls in a college level class for the first time (limited to be claimed once per enrolled student.
  - Successfully completes an English as a Second Language (ESL) class.
  - Successfully completes an adult basic education (ABE) class.
  - Successfully completes a series of short-term industry recognized certificates equaling at least 40 hours.

- Documentation example:
  - Log of student’s IAPs supported by transcripts, high school equivalency certificate measures print out upon completion, class completion grades, copies of certificates gained, etc.
Claiming Students Continuing in the New School Year

- Students who were claimed in August and continuing in the program for September must have in the month of August:
  - Met the attendance period requirement,
  - Met the weekly status check requirement, and
  - Met the three months of academic progress requirement.

- Students previously enrolled in the program but not claimed in August, must meet the three months of academic progress requirement to be claimed for September.
  - Students who left the program after not making academic progress in the prior three months of being counted, cannot be claimed until a credential is earned and an IAP is attained.
Common Questions Regarding Claiming Student

- **Student A** after being claimed for 3 months did not make progress, but in the 4th month, the student did earn an IAP.

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<th></th>
<th>Sept</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Jan</th>
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</thead>
<tbody>
<tr>
<td>FTE Claimed on Count Day</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td>0</td>
<td>1.0</td>
</tr>
<tr>
<td>An IAP is Earned</td>
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<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

- **Student B** did not meet either the Attendance Period or the Weekly Status Check requirements in the prior month, can they be claimed for funding?
  
  No.

- If **Student B** cannot be claimed, how does this affect his academic progress requirement?

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<thead>
<tr>
<th></th>
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<tbody>
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<td>FTE Claimed on Count Day</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td>0</td>
<td>1.0</td>
</tr>
<tr>
<td>Attendance Period &amp; Weekly Status Check Requirements Met?</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>An IAP is Earned</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
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</tbody>
</table>
FTE Calculation
Below 100 Level Classes

Calculating a student’s FTE enrolled in classes below 100 level;

- FTE is based on the program’s 900 annual total planned hours of instruction.
- FTE for below 100 level class is not dependent on the student’s workload.
- Provided that a student meets the requirements to be counted and that he is enrolled in one below 100 level class, the student is counted as a 1.0 FTE.

- Documentation example:
  - Student’s class schedule.

- FTE in below 100 level classes is only claimed for non-vocational funding.
FTE Calculation
College-Level Classes

Calculating a student’s FTE enrolled in college-level classes;

- FTE is based on enrolled college credits.
  - Documentation example:
    - Student’s class schedule
- Fifteen credits equals 1.0 FTE.
- Determine each college class by dividing the class’ credits by fifteen.
- Students taking more than fifteen credits are limited to be claimed for 1.0 FTE.
- Enrollment in state-approved vocational college courses taught by a certificated instructor can be claimed for the enhanced CTE funding.
FTE Calculating Student Taking a Combination of Below 100 Level & College-Level Classes

- A student enrolled in both below 100 level classes and college-level classes could be claimed based on the below 100 level enrollment, provided the student has not been counted for more than 3 months without making academic progress.
- A student who has not made academic progress would be limited to be claimed only for their college-level classes.
- A student in a state-approved vocational college-level class could be first claimed based on the enrolled credits in this class, with the remainder based on the below 100 level class.
Super FTE

As a general rule, an Open Doors [1418] student is limited to 1.0 FTE and 1.0 AAFTE.

Exceptions:

- Skill Center – up to a combined 1.6 FTE or AAFTE.
  - Neither the Open Doors [1418] program nor Skill Center may exceed 1.0 FTE or 1.0 AAFTE.

- Running Start – up to a combined 1.2 FTE or AAFTE.
  - Neither the Open Doors [1418] program nor Running Start may exceed 1.0 FTE or 1.0 AAFTE.
  - Refer to Bulletin # 044-14 dated August 11, 2014 for additional guidance. Look for an updated bulletin this summer.
Claiming Students for Special Ed and Transitional Bilingual Instructional Program (TBIP)

- **Special Ed** - Students qualifying for Special Ed services (active IEP and current evaluation) can be claimed by a serving school district on the P223H, providing the student is receiving services. SPED funding is generated and paid to the student’s resident district.

- **TBIP** - Students qualifying for TBIP services (identified by a placement test) and receiving services can be claimed on the P223 as one headcount in the TBIP field by the serving school district. TBIP funding is generated and paid to the serving school district.

- Districts can contract with the Open Doors [1418] program to provide these services. The contract would stipulate how the program would be reimbursed for their contracted services.

- Claiming a student for SPED or TBIP is limited to the months, September through June.
Reporting Program Enrollment

- Open Doors [1418] program completes the paper P223-1418 form, certifying the accuracy of the claimable enrollment.
- P223-1418 form is forwarded to the district by September 16th for the month of September and by the 8th calendar day of remaining months.
- Districts may request back-up information to support the claimed enrollment.
- School district reviews the P223-1418, making any corrections and notifying the program, and certifying the form.
- School district reports this enrollment only in the fields provided on the electronic P223. Do not include enrollment in the upper K-12 fields.
- New for this summer, school districts report their Open Doors [1418] enrollment on a July and August P223 – not the P223S.
Records Retention

The following items must be retained and available for audit purpose.

- Student’s eligibility to enroll in an Open Doors [1418] program.
  - Student’s age on September 1st.
  - Credit deficiency calculation or recommendation to enroll.

- Student’s eligibility to be claimed for each monthly count day.
  - The paper P223-1418 form.
  - Evidence of meeting the attendance period requirement.
  - Evidence of meeting the weekly status check.
  - For below 100 level classes, evidence that the student has made academic progress after being claimed for three months.
  - For college level classes, the number of enrolled credits.
Open Doors [1418] Funding

- Open Doors [1418] programs are funded based on the school year’s Running Start rates.
- For 2014-15 school year:
  - Non-Vocational rate - $5,755.84.
  - Vocational rate - $6,097.56.

Use the following flow chart to determine a student’s qualifications to be claimed for state funding under the Open Doors [1418] rules pursuant WAC Chapter 392-700.

An eligible student is one who meets the eligibility requirements of WAC 392-700-035, has not been counted in the current school year for state funding for more than 1.0 AAFTE (total of each monthly FTE including prior enrollment in a high school, JAG or ALE program, and an institution divided by 10), and is enrolled in an approved Open Doors [1418] program. Count day is the program’s fourth instructional day for September and the first program’s instructional day for the remaining months.

Student’s First Count Day:
Did the student participate in the program on or before the count day?

For Remaining Count Days:
Answer the following questions regarding the prior month’s student’s activity.

Question #1: Did the student meet the attendance period requirement in the prior month? The attendance period requirement is defined as at minimum 2 hours of face-to-face interaction with a designated program staff for the purpose of instruction, academic counseling, career counseling, or case management aggregated over the prior month. WAC 392-700-015(3).

Question #2: Did the student meet the weekly status check requirement in the prior month? Weekly status check is defined as individual communication from a designated program staff to a student. WAC 392-700-015(3).

Question #3: Was the student enrolled in a below 100 level classes? If not, it is assumed the student is enrolled in college level classes only.

Question #4: For the past three months that the student was counted, did the student earn an indicator of academic progress pursuant WAC 392-700-015(15) or a credential pursuant WAC 392-700-015(11)?

Student can be counted.
- FTE in below 100 level classes is based on the program’s total hours of instruction. 900 program’s total hours of instruction equals 1.0 FTE. Claimable FTE is limited to non-vocational funding only.
- FTE in college level classes is based on student’s enrolled college credits. Vocational FTE can be claimed.

Student cannot be claimed.
## Examples of Documentation to Meet Weekly Status Checks and Face to Face Requirements

Source: Corrective Action Plans (CAPs) as of 6/5/15

<table>
<thead>
<tr>
<th>Program</th>
<th>Weekly Status Checks</th>
<th>Attendance Period Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bellevue College</td>
<td>Tracking document in student file</td>
<td>Student attendance verification form completed by faculty</td>
</tr>
<tr>
<td>Bethel</td>
<td>Word tracking document</td>
<td>Excel tracking document</td>
</tr>
<tr>
<td>Edmonds CC</td>
<td>College faculty fill out Google Form daily to indicate whether 1418 students attended class</td>
<td>Case Mgmt and faculty within pre-college division enter face-to-face time on Google docs</td>
</tr>
<tr>
<td>Graduation Alliance</td>
<td>Weekly status emails</td>
<td>Meet-up attendance log; Case managers transcribe information into case management system</td>
</tr>
<tr>
<td>Gravity HS/ESD113</td>
<td>File maker pro system</td>
<td>Students complete attendance verification form and teachers sign off. Student sign-in sheet is tracked and logged when students stop by office visits</td>
</tr>
<tr>
<td>Green River CC</td>
<td>Weekly emails. Students on academic caution have weekly appts</td>
<td>Student sign-in sheet is tracked and logged when students stop by office visits</td>
</tr>
<tr>
<td>Highline CC – ELL Excel</td>
<td>Tracking document in student files</td>
<td>Attendance tracked in CANVAS</td>
</tr>
<tr>
<td>Highline CC – Gateway to College</td>
<td>Gateway staff document in student charts when students attend Gateway support class and/or meet with an advisor</td>
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<tr>
<td>Highline – Learning Centers</td>
<td>Parent Link Application – calls and emails to students</td>
<td>Interaction Time Database – Students sign in/out and teachers approve exit notes</td>
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<tr>
<td>Highline – SW Youth and Family Services</td>
<td>Word tracking document</td>
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<tr>
<td>Kent</td>
<td>Weekly emails sent to students who have not attended</td>
<td>Staff take attendance with a mid-session check. Students who are no longer in class are signed out and their online profile is checked to determine sign-out time.</td>
</tr>
<tr>
<td>King County Employment and Education Resources</td>
<td>Electronic tracking system</td>
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<td>Weekly emails sent to students who have not attended</td>
<td>Attendance report</td>
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<tr>
<td>Puyallup</td>
<td>Weekly emails sent to students who have not attended</td>
<td>Attendance log</td>
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<td>Seattle</td>
<td>Excel tracking document</td>
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<tr>
<td>Spokane – Next Generation Zone</td>
<td>OneDrive tracking document. Use of TextOne system</td>
<td>Attendance log</td>
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<tr>
<td>Tacoma CC</td>
<td>Weekly emails. Monthly advising appointments documented in Advisor Dashboard system</td>
<td>Attendance log for 2 hour weekly tutoring session</td>
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<td>Student’s electronic file (ETO) system tracking</td>
<td>Attendance log</td>
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<td>Tacoma – Willie Stewart Academy</td>
<td>Tracking document in student files</td>
<td>Attendance log</td>
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<tr>
<td>Wenatchee</td>
<td>Weekly emails sent to students who have not attended</td>
<td>Attendance report</td>
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