Improvement Planning
Open Doors Youth Reengagement

Purpose

This document offers examples that may assist in Open Doors Youth Reengagement program improvement efforts. It is a prework tool for developing an improvement plan.

Open Doors "1418" Youth Reengagement serves as a dropout reengagement program (or school). Programs may be identified by their district or by the state to receive resources and funding. Open Doors programs can also apply for grants to support improvement activities.

Toward change and improvement

The sections of this document support early thinking about data-driven change and improvement efforts. It prompts programs to consider, reflect, review, and envision possibilities.

This is a prework tool specifically made for Open Doors improvement planning. Use it to consider, reflect, review, and envision potential changes (improvements) to your program.

Prework	Formulate	Improvement Plan
• **Consider** • **Reflect** • **Review** • **Envision**	• Goals • Theory of Action • Metrics	• Draft • Document • Collaborate • Submit

Planning for Impact

The following four sections assist in planning for change in an Open Doors Youth Reengagement program.

1. Guiding Questions
2. Strategies and Approaches
3. Resources and Grants
4. Templates and Tools

Washington Office of Superintendent of
PUBLIC INSTRUCTION

Work with OSPI

Significant changes to an Open Doors program, such as adding, reducing, or changing partners or pathways, must be approved by OSPI's Open Doors Program Supervisor. See the [Getting Started Toolkit](#) for how to submit program change and approval requests.

Guiding Questions

Consider the following categories and questions. They may assist you in identifying areas for program improvement.

Partnerships and branching

- How many formal partners are offering Open Doors Youth Reengagement programs in the district?
- What pathways (GED, diploma, college, and career) are offered by Open Doors program partners in your area?
- If your Open Doors program does not partner with outside entities such as community colleges, skill centers, ESDs, or community-based partners, why is that?
- How robust and consistent are the connections between the Open Doors partners, service providers, and pathways? What might improve the sense of community across all partnerships in the district?
- Are students experiencing low-barrier referrals among and between the variety of program branches? Is it easy for students to pivot into other pathways or Open Doors sites?
- Are new Open Doors partnerships needed to meet student needs and requests? What partnerships or program areas could be pursued to benefit students?

Special Education and Section 504

The resident district is responsible for the provision of special education services for students eligible for special education and for the provision of accommodations, aids, and services for students under Section 504 of the Rehabilitation Act of 1973 ("Section 504").

- How does the program coordinate with district staff and program partners to ensure the identification, evaluation, education, and placement of eligible students consistent with chapter 392-172A WAC?
- How does the program coordinate with district staff and program partners to ensure identification, evaluation, and services under Section 504 to receive the disability-related supports they need to access and benefit from the program?
- How are student secondary education paths (GED or Diploma) determined for students with disabilities?
- What transfer processes are in place to ensure:
  - equitable enrollment for students with disabilities,
  - IEP and 504 implementations for eligible students with disabilities, and
  - equitable access to instructional programming (course materials accessible)?

- What parent/family support is in place to communicate proposed changes to IEPs or 504 plans?
- What staffing considerations are necessary to support students with disabilities in the Open Doors Program?

Serving credit-deficient youth
- How many students in your program enter Open Doors via a waiver compared to meeting credit-deficiency thresholds?
- OSPI expects to see roughly 10% of youth in an Open Doors program enrolled via waiver and roughly 90% enrolled due to meeting credit-deficiency thresholds. How do your statistics compare?
- How well does your program serve students who are the most severely credit deficient? Are the reengagement offerings meeting their needs?
- What does your data tell you about the students who are enrolling or being enrolled into your program? Are they near-to-goal? Far-from-goal? A mix? Why is this?
- How many credits are your students bringing with them when they come to your Open Doors program? Has this changed over the last 5 years? Have the credit amounts increased or decreased over time?

Reengagement
- How many students has your program reengaged across the district? How has this ratio changed over the years?
- Based upon your district's U&D-coded youth list (dropouts and leavers), what percentage of students who are age eligible for Open Doors have been contacted by your program?
- How many U&D-coded youth has your program enrolled over the last three years?
- Do you see areas for improvement in how your program outreaches to district-identified disconnected youth?
- What is your *program's* rate of student dropout? Of those students who are dropped out of the Open Doors program, how many does your program ultimately reengage back into the Open Doors program?
- How can your program adapt to help meet the needs of students who are successfully reengaged through your current pathway(s) and partnerships?

Culturally affirming
- How would you describe your program's ability to offer culturally engaging and culturally relevant experiences for youth?
- How would students describe your program's ability to offer culturally engaging and culturally relevant experiences?
- What could occur to improve your program's ability to grow cultural connections and curiosity among participants?

- Who in your community or region can assist your program with increasing representation, cultural diversity, and culturally responsive education?
- What partnerships could support your program with its goals for culturally relevant education?

Attendance
- How many hours of in-person attendance does your program require per week?
- Could increasing requirements or expectations improve student outcomes in the program? What data can you look at to learn more?
- Are your current attendance requirements too difficult? Are they acting as a barrier to youth who are seeking to reengage via your program? What data can you look at to learn more?
- What hours of operation best meet the needs of reengagement youth in your district?
- What have your students named as their biggest barriers to meeting attendance in your program?
- How well does your program retain and provide continuous supports to students who are not apportionable? What does the data say?

Career-focused
- Have you mapped the industry and work development opportunities that could be useful to offer your students?
- What outreach has occurred between your program and the district's CTE coordinator or administrator? How would you describe your relationship and cooperative efforts?
- Have you implemented or initiated a formal Open Doors career pathway via OSPI?
- How would you assess the career pathway you offer? Is there ongoing meaningful engagement of industry partners or work force development?
- If you offer a career pathway, what does stick-rate, enrollment data, staff, and students tell you about it?
- What might it look like to offer students excellent career-supported learning, progress, or opportunities?

Graduation practices
(*OSPI strongly discourages Open Doors programs with an R-type code from transferring students in-district to graduate or graduating them from a different school. R-type schools can and should issue diplomas and graduate students directly.*)
- When it comes to graduating students, how many of the students who graduate after being in your program are graduating from your R-type school vs. transferred to graduate at a different school?
- Does your program offer GED+, college, or career pathway in addition to graduation? How much does your program design itself for student progress instead of completion?

Strategies and Approaches

Open Doors Youth Reengagement programs rely on data, experience, community- and family-voice, and student input to inform meaningful approaches to program improvement.

A collection of example strategies is below.

Administrative practices

- Support program analysis at staff meetings by reviewing student progress, demographic data, and other implementation or outcome data.
- Provide hours for the instructional or program team to pull and examine data of students receiving services in ELL and special education. Team may review graduation, GED completion, and credit completion. Determine and implement targeted supports for learning.
- Cross-train Open Doors case managers and instructors alongside McKinney-Vento liaisons, truancy liaisons, and education advocates. Build staff understanding and collaboration through purposeful meetings, role clarification, and teams.
- Have program leaders review the full list of *Indicators of Academic Progress* (IAPs) (number 15) to determine which IAPs are underutilized in the program and that will support student progress if implemented with attention and consistency.
- Open Doors programs can enable more equitable futures for students from historically marginalized communities. Understand existing inequities and strive to create enabling environments for students. Consider how students and staff are treated, the accessibility of operations, and the equity of opportunities put forth through your programming.

Career pathway

- Purchase contracted staff hours for staff to meet with local workforce boards and other career-development stakeholders.
- Pilot career-specific curriculum and instruction.
- Consult with tribal enterprises and tribal industry for partnership opportunities that center Native American youth and potentially provide employment pathways open to all students.
- Hire industry professionals to provide occupational education opportunities that may phase into the formation of a Career Pathway offering.
- Research industry growth areas and plan/design programming that supports career and workforce development within the Open Doors program.

Conferences

- Professional learning: WALA Spring Conference (Spokane) or RAPSA Conference.
- Youth-focused conferences for students to attend.

Connect to Native American Tribes

- Listen to what the Tribe and their education department has identified as a need or hope for students and work to meet that need.
- Identify or collaborate for STEM learning opportunities coordinated with the Tribe(s) or tribal industries.
- Contract for speakers, mentors, or culturally informed instruction or professional learning for both staff and students.
- Consider tribe-sponsored resources, grants, or recommendations for optimizing the educational experience of youth in your program.
- Provide staff training specific to sovereignty, tribal government, and systems for engagement and consultation.

Contract with community-based organizations

- Identify diverse mentorship or youth development providers to collaborate or partner with the Open Doors program. Example providers who have experience working in school settings can be found by browsing the list(s) of Building Bridges Program grantees (*scroll to bottom*).
- Establish a partnership with a community-based organization to act as a branch or satellite Open Doors site.
- Establish a partnership with community-based organizations to have them provide case management or health navigation supports.
- Identify a community-based organization that can serve as a reengagement clearinghouse to connect the district's identified dropout and leaver-list youth with the reengagement programs and other services.

Data analysis

- Hire a data analyst to review, display, and analyze data unique to the Open Doors Youth Reengagement program.
- Secure data analysis supports to help inform what is working about the program and what could use revision. This may culminate in implementation or delivery redesign and data for your school improvement plan.

Effective use of technology

- Access to equipment and software that enables remote and asynchronous learning options.
- Build student experience for learning effective use of technology components into the program or curriculum (contracted or additional hours for existing staff).
- Professional learning for teaching technology to youth and young adults as an integrated aspect of program delivery.
- Multi-disciplinary course creation that focuses on developing student's ability to use technology for science, math, or career focus.

Focus the program

- Prioritize language learning supports. Create programs with a focus on supporting English language learners and that does not overly emphasize graduation course-taking. Work with community partners to understand what out-of-school youth or "here to work" youth may see as optimal service.
- Prioritize special education. Meet early and frequently with IEP and other support teams.
- Get innovative. How will your Open Doors program be different from what is already available to youth? An Open Doors Youth Reengagement program's design and pathway(s) must innovatively support students to "make progress toward a meaningful credential and career skills." An Open Doors program may focus on high school diploma earning, but it is not required.

Hiring student support service providers

- Behavioral health provider (float, co-op, part-time, or full-time).
- Cultural liaison or community engagement specialist.
- Outreach specialist for active reengagement via home visiting and community presence.
- Student assistance professional to address impacts of personal and family substance use.
- Migrant education outreach specialist to support migrant students and migrant out-of-school youth.
- School counselor.
- Additional instructors or case managers.
- Work development instructors, occupational education instructors, or CTE instruction.
- Workforce and career lead to coordinate industry partnerships and develop activities.

Learning community or network

- Establish a reengagement network for your region or district. Inform and connect staff involved in youth reengagement monthly or quarterly.

Partnership

- Formalize partnerships with local and regional entities that can offer academic and/or career supports for students. Explore including ESDs, community colleges, skill centers, WIOA, and community-based organizations.
- Have monthly meetings with service-providing partners to foster consistency and continuity across the full program.
- Require student participation in at least one college-, career-, or life-ready **partner sponsored** activity within the first five months of enrollment. Fund a staff person to develop activities and schedule field trips. Provide transportation, supervision, and accountability.

Safe and healthy students

- Build student experience for culturally responsive education into the program or curriculum (contracted or additional hours for existing staff).
- Professional learning for culturally responsive education as an integrated aspect of program delivery.
- Cultural education supports coaching.
- Career pathway development focusing on boundaries needed across professional fields: patient/client confidentiality, mandated reporting, health access, sharing concerns with supervisors, managing anger and trauma exposure, assertive communication, etc.

Service provision

- Help students transition into reengagement. Offer consistent, high-touch options for orientation, assessment, and intake.
- Integrate the benefits of mentoring, culturally responsive teaching, varied options for participation, and social emotional learning activities into program experiences.
- Re-affirm efforts to retain youth in the program even when they may not generate student apportionment.
- Increase student supports for meeting state testing standards (Graduation Requirement option).
- Provide supplemental, specially designed literacy instruction in an intensive burst to catch the student up to grade.
- Integrate culturally affirming curricula, activities, or experiences that affirm students.
- Develop in-person courses or meetings for students who are not making IAPs and who need more support; examine data to find students who would benefit from more contact and assistance to stay engaged.
- Engage students by offering curricula and opportunities that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school.
- Specialized literacy instruction for students receiving EL services.

Summer extension supports

- Utilize funds to pay for staff and provision of services during summer months. This may enable year-round programming when the 10-month AAFTE may run out. Special education and Section 504 supports must be continued in summer programs.

Trainings and professional development

- Home visiting and door knocking training to adequately prepare staff and formalize procedures.
- Special education overview and training.
- Mathematics: refresher training on Washington State Learning Standards.

- English Language Arts: refresher training on Washington State Learning Standards.
- Using data to identify existing student population needs (language learners, special education, homeless, racial/ethnic groups). Plan PD that helps staff to support student unique needs.
- Training for case managers and instructors so they are aware of the health services available to youth 16–21 (behavioral and sexual health).
- DEI and anti-racism.
- Training specific to sovereignty, tribal government, and systems for engagement and consultation relative to education.
- Restorative practices and systems implementation.
- Migrant education and health resources and supporting newcomers.
- Training specific to underserved populations within your district and/or service area.

Tutoring
- Tutors can support intensive learning supports in addition to already provided instruction.
- Specialized tutoring for students receiving English Language services.

Youth voice
- Facilitate youth input sessions, such as a community café. Use the information to guide program planning.

Resources and Grants

Resources exist to support your program's continuous improvement efforts. The most common OSPI sources include:

- School Improvement
- Title I, Part A
- Title IV, Part A

Open Doors program schools identified through either Title I, Part A or the Washington School Improvement Framework (WISF) may receive access to tools, supports, and grant funding. Additionally, programs are accountable to each funding source's requirements, such as plans and assessments.

Each program is responsible to identify and apply for funding or to work with their district to ensure that they are written into grant applications. The Student Support and Academic Enrichment program, also called Title IV, Part A, is an example of a federal formula grant awarded to school districts that then use the funds to meet locally defined needs.

	Materials and Documentation Requirements					
	Must be an R-type school	School improvement plan (SIP)	Needs assessment	Stakeholder/ community engagement	Grant application	End of year report
School	Yes	Yes	Yes	No	Yes	Yes
Title I, Part A	Yes	Yes	Yes	Yes	Yes	Yes
Title IV, part A	No	No	Yes	Yes	Yes	Yes

Potential sources of data

To create specific, measurable, time-bound goals, please review and use data sources. Examples include internal data related to stick-rate or stick-ratio, enrollment and exit information, student engagement rate across the credit-deficiency thresholds, student engagement across age ranges, types of IAP frequencies, attendance data, student group types served, and related gaps in service or outcomes.

Templates and Tools

School Improvement Plan (SIP)

All Open Doors Youth Reengagement Programs that have an R-type school code are required to complete a school improvement plan. Templates are available. The template can also be used for schools that are identified for Title I, Part A.

Continuous improvement planning is an opportunity to assess and examine the policies, procedures, data, and services provision of your program. The school improvement plan (SIP) aids in determining adjustments that might be pursued or prioritized.

Logic model

OSPI has an existing logic model within our Open Doors Theory of Action document. It is available on the resources webpage. Reviewing or adapting the Open Doors Theory of Action may assist in your planning.

Needs assessment

Open Doors programs are encouraged to develop a process for identifying student, staff, school, and community needs. A needs assessment is the most widely recognized approach to prioritize and maximize limited resources. Tools you may find useful include:

- Comprehensive Needs Assessment
- Title IVA Program Planning Guide

Learn More

Visit the Open Doors Youth Reengagement website or browse our informational videos to learn more about program requirements, resources, and other supports. For information relating specifically to improvement and change planning, including school improvement and

continuous improvement efforts, see the Open Doors resources page. The following items are listed in the "School Improvement Planning" expandable menu.

- School Improvement Plans for Open Doors Youth Reengagement.
- R-type School Code – Becoming an Open Doors Reengagement School.
- Unlocking Federal and State Program Funds to Support Student Success.
- Tips for CIPs – Open Doors Youth Reengagement