**Name of Program\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date (Month/Year)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Open Doors Youth Reengagement ([WAC 392-700](http://apps.leg.wa.gov/WAC/default.aspx?cite=392-700)) is a reengagement system that provides education and services to older youth, ages 16-21, who have dropped out of school or are not expected to graduate from high school by the age of 21. For additional information, see [Open Doors Youth Reengagement | OSPI (www.k12.wa.us)](https://www.k12.wa.us/student-success/support-programs/reengaging-reducing-dropouts/open-doors-youth-reengagement)

**Program Design and Operations**

1. How will/does the program operate?
2. Describe the overall design and location of your Open Doors program and how it will be implemented with students.
3. Please summarize the roles and responsibilities across your program and its partner(s).

**Program Pathway Options**

Summarize the aspects of each pathway you are applying for and will make available through your program:

* High School Diploma
* G.E.D.
* College
* Career

**Delivery of core instruction**

1. Summarize staffing levels and qualifications.
2. What are the primary responsibilities of core instruction staff?
3. Describe the anticipated programming activities and delivery they provide.

**Delivery of case management**

1. Summarize staffing levels and qualifications.
2. What are the primary responsibilities of case management staff?
3. Describe the activities, supports, and main goals of case management for your program.

**Provision of Special Education Services and 504 accommodations**

1. Briefly describe how this requirement will be met considering (less than 150 words)
	1. the change of enrollment and exchange of information process
	2. convening the IEP team to update the student’s IEP for the new program ensuring the [IEP transition plan is aligned to their High School and Beyond Plan (HSBP)](https://www.k12.wa.us/student-success/special-education/program-improvement/technical-assistance/secondary-transition) and their goals in the Open Doors Program
	3. the determination of special education services and supports to be implemented
	4. completion of expired special education evaluations
	5. the administration of the [**Post-School Outcomes** **survey**](https://www.seattleu.edu/ccts/post-school-outcomes/)
2. For programs that operate during the summer months, how will the district ensure that services and accommodations will be provided to eligible students.

**Provision of Transitional Bilingual Education Services**

1. Describe how this requirement will be met.
2. What about for programming that occurs during summer months?

**Student Enrollment/Referrals to Open Doors Programming**

1. What are the anticipated referral sources (agencies/entities)?
2. Describe the *referral pathway(s)* for how students will enroll.
3. What strategies will this program utilize to reengage disconnected youth?

**Eligibility Screening and Referral Out**

1. Summarize the programs screening process regarding student eligibility.
2. What actions will be taken for students that do not meet eligibility requirements?

**Onboarding and Orientation for Students**

1. What orientation activities be available?
2. How will orientation be provided and by whom?
3. What are the key features of program onboarding for students?

**Attention to Legislative Intent**

1. Open Doors 1418 Youth Reengagement is designed to encourage partnerships.
	1. What exploration has this potential program done regarding formally partnering or collaborating with a district, ESD, community-based organization, college, skill-center, or other entity?
	2. What informed your decision to partner or not partner?
	3. How will partnerships potentially assist with funding?
2. The legislative intent of this program is to support students who cannot graduate on time and to reengage disconnected older youth who are severely credit deficient. **How does your program specifically meet this intent?**
3. How will the disengaged and unknown-status **list** be utilized within your program?
	1. Specifically, in what ways will your program outreach students that have **U** and **D** withdrawal codes in CEDARS? See the [definitions here](https://www.k12.wa.us/sites/default/files/public/cedars/pubdocs/Appendices%202021-22.pdf) on pages 38-40.
	2. What is the plan for sharing, accessing, or utilizing the list?