Open Doors [1418] (OD) Enrollment Reporting

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Becky McLean
Supervisor, Enrollment and Categorical Funding
OSPI – School Apportionment and Financial Services
360-725-6306 — becky.mclean@k12.wa.us

Resources for Open Doors (OD) Programs

- OSPI is developing annotated guide of the OD WACs.
  - Will be available on GATE program website: http://www.k12.wa.us/GATE/SupportingStudents/StudentRetrieval.aspx .
  - Will include frequently asked questions.
  - Templates to be used by programs.

- OD rules found in WAC chapter 392-700.

- Questions:
  - Questions on program aspects: Laurie Shannon, 360-725-4472, laurie.shannon@k12.wa.us.
  - Questions on enrollment reporting: Becky McLean, 360-725-6306, becky.mclean@k12.wa.us.
  - Questions on compliance issues: Chris Morrison, 360-725-6290, christopher.morrison@k12.wa.us.

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Basics for Claiming OD Enrollment

- Student must be eligible to enroll in OD program.

- Student must meet the requirements to be claimed.

Who is an Eligible OD Student?

An eligible OD student is one who meets all of the following:

- Is between age 16 and 21 on September 1st.

- Is not enrolled in a high school program.

  - Including enrollment in a comprehensive high school, ALE program, and another OD program.

  - Excluding enrollment in:

    - Skill center program or Running Start classes and accessing the Super FTEs. See slide #27.

    - A Jobs for Washington Graduate (JAG) program. However, student is limited to be claimed by both programs for no more than a combined 1.0 FTE.

- Is a resident of the reporting school district or has a completed Choice Transfer or Inter-district agreement. Refer to Bulletin #008-14 dated March 25, 2014.

Who is an Eligible OD Student?
continues

- Has not graduated from high school or received an associate degree from a college.

- Is significantly behind in credits needed to earn a high school diploma. A student's credit deficiency must be calculated.

- After determining not to be credit deficient, has been recommended to enroll by:
  - Department of Social and Health Services,
  - Juvenile justice system,
  - District's designated school personnel, or
  - Staff from agencies which provided educational advocacy services.

- Documentation of student's credit deficiency calculation and if necessary, the recommendation must be 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 9th grade in the same school year.

# of Months from Student's Cohort Graduation Date	Evidence of Credit Deficiency
More than 24 months	Less than 65% earned high school credits.
Between 12 and 24 months	Less than 70% earned high school credits.
Less than 12 months	Less than 75% earned high school credits.
Pass Cohort Graduation Date by 12 months or more	Never met the district graduation requirements.
Never attended 9th grade	Zero high school credits.

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Examples of Credit Deficiency Calculation

- **Example #1:**
  - It's September 2015 and student wishes to enroll in an OD 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, the student is credit deficient – (12 x 70% = 8.40).

- **Example #2:**
  - It's January 2016 and student wishes to enroll in an OD 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, the student is credit deficient – (18 x 75% = 13.50).

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Credit Deficiency Template

- Template is found at:
  http://www.k12.wa.us/GATE/SupportingStudents/pubdocs/Example_OpenDoorsCreditDeficiencyCalc_FINAL.pdf

Open Doors (1418) Credit Deficiency Calculation

At the time the student enrolls, the student must be significantly behind in credits based on the student's cohort graduation date. The cohort graduation date is established as the end of the fourth school year after a student first enrolls in the ninth grade.

# of Months From Student's Cohort Graduation Date	Evidence of Credit Deficiency
More than 24 months	Less than 65% expected high school credits.
Between 12 and 24 months	Less than 70% expected high school credits.
Less than 12 months from cohort graduation date or has passed their cohort graduation date by less than 12 months	Less than 75% expected high school credits.
Pass Cohort Graduation Date by 12 months or more	Never met the district graduation requirements.
Never attended 9th grade	Zero high school credits.

# of Months from Student's Cohort Graduation Date	Expected High School Credits Earned	Significantly credit deficient when the student has earned less than:
More than 24 months	6	3.9
Between 12 and 24 months	12	8.4
Less than 12 months from cohort graduation date	18	13.5
Passed their cohort graduation date by less than 12 months	24	18
More than 12 months past cohort graduation date	24	Never met the district graduation requirements
Never attended 9th grade	N/A	No high school credit

Student name: _____

Date of enrollment: _____

Cohort graduation date: _____

Months to/past graduation date: _____

Credits earned at time of enrollment: _____

Is the student credit deficient?   Yes_____ No_____

If the student is not credit deficient, attach recommendation waiver from a case manager from the Department of Social and Health Services, the juvenile justice system, district designated school personnel, or staff from community agencies which provide educational advocacy services.

Staff Signature _____   Date _____

Note: Student transcript should be kept as supporting documentation
**Items in red should be changed to match school district requirements

This credit deficiency calculation is based on WAC 392-700 as of August 19, 2015

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Retaining Program Eligibility

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

- Earns a high school diploma.

- Earns an associate degree.

- Turns 21 years old before September 1st.

Count Day

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 4th instructional day.
- For the remaining months (October through August), the program's 1st instructional day.

Requirements to Claim Eligible Students
continues

Requirements for claiming an eligible student for enrollment:

1. Enrolled in an approved OD program.

2. 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 adding each monthly FTE and dividing by 10.

   - Include prior months enrollment in high school, institution facility, private school, and home based instruction.

   - Each monthly enrollment at Washington Youth Academy in Bremerton is considered a 1.0 FTE.

- Examples:

Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	AAFTE
0.5	0.5	0.5	0.5	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0

Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	AAFTE
0.5	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	0.5	0	1.0

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Requirements to Claim Eligible Students
continues

3. <u>For the first month that a student is counted</u>, must participate on or before the count day.

    - Evidence of student's participation in instruction, case management, academic counseling, or career counseling would meet this requirement.

    - No specific amount of time is required.

4. <u>For remaining months</u>, met the following requirements in the prior month:

    - <u>Attendance period</u> requirement,

    - <u>Weekly status check</u> requirement, and

    - For classes below 100-level, has made <u>academic progress</u> within the past 3 months of being counted.

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Attendance Period Requirement

- <u>Definition</u>: At minimum, 2 hours of face-to-face interaction with a designated program staff for the purpose of instruction, academic counseling, career counseling, and case management.
  - Must be in person interaction.
  - Can occur outside of the program building (i.e.; place of work, home, local meeting spot).
  - Can be aggregated <u>over the prior month</u>.

Weekly Status Check Requirement

- <u>Definition</u>: Individual interaction between a designated program staff and a student occurring at least once every week that has at least 3 instructional days and in which the student was enrolled in the OD program for at least 3 instructional days.

  - Can be accomplished in person or by phone, test, email, or other synchronous digital manner.

  - Does not need to be reciprocal.

  - No specific time amount.

  - For enrolled OD students who may be at a state institution only, weekly status check can be delivered through a 3rd party at the state institution.

  - 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 beginning 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.

Documenting Attendance Period & Weekly Status Check

continues

- When meeting both the Attendance Period and Weekly Status Check requirements at the same time, documentation showing 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.

Program	Weekly Status Checks	Attendance Period Requirement
Bellevue College	Tracking document in student file	Student attendance verification form completed by faculty
Bethel	Word tracking document	Excel tracking document
Edmonds CC	College faculty fill out Google Form daily to indicate whether 1418 students attended class Case Mgmt and faculty within pre-college division enter face-to-face time on Google docs	
Graduation Alliance	Weekly status emails	Meet-up attendance log; Case managers transcribe information into case management system
Gravity HS/ESD113	File maker pro system	
Green River CC	Weekly emails. Students on academic caution have weekly appts	Students complete attendance verification form and teachers sign off. Student sign-in sheet is tracked and logged when students stop by office visits
Highline CC – ELL Excel	Tracking document in student files	Attendance tracked in CANVAS
Highline CC – Gateway to College	Gateway staff document in student charts when students attend Gateway support class and/or meet with an advisor	
Highline – Learning Centers	Parent Link Application – calls and emails to students	Interaction Time Database – Students sign in/out and teachers approve exit notes
Highline – SW Youth and Family Services	Word tracking document	
Kent	Weekly emails sent to students who have not attended	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.
King County Employment and Education Resources	Electronic tracking system	
Moses Lake	Weekly emails sent to students who have not attended	Attendance report
Puyallup	Weekly emails sent to students who have not attended	Attendance log
Seattle	Excel tracking document	
Spokane – Next Generation Zone	OneDrive tracking document. Use of TextOne system	Attendance log
Tacoma CC	Weekly emails. Monthly advising appointments documented in Advisor Dashboard system	Attendance log for 2 hour weekly tutoring session
Tacoma – Goodwill	Student's electronic file (ETO) system tracking	Attendance log
Tacoma – Willie Stewart Academy	Tracking document in student files	Attendance log
Wenatchee	Weekly emails sent to students who have not attended	Attendance report

Academic Progress within 3 Months of Being Counted

- For below 100-level classes only, a student must have attained an indicator of academic progress (IAP) or earned a credential after being counted for 3 months.

  - Not 90 school days but 3 monthly count days.

  - If on the 4th count day, a student has not made academic progress, can continue to be enrolled in OD program but cannot be claimed for state funding.

  - Documentation must be retained to support each claimed student's evidence of meeting an IAP or credential.

Indicators of Academic Progress (IAP)

- IAPs are:
  - Earns high school or college credit.
  - Passes 1 or more tests/benchmarks that would satisfy the state board of education's graduation requirements.
  - Passes 1 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.
  - 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).

Indicators of Academic Progress (IAP)
continues

- Additional IAPs are:
  - 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.

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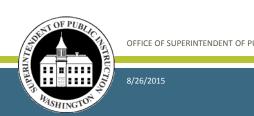
- Credentials are:
  - High school equivalency certificate.
  - High school diploma.
  - College certificates after completion of a college program requiring at least 40 hours.
  - College degree.
  - Industry recognized certificate or licensing after completion of a program requiring at least 40 hours.

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Claiming Students Continuing for 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 3 months of academic progress requirement.
- Students previously enrolled in the program but not claimed in August, must meet the 3 months of academic progress requirement to be claimed for September.
  - Students who left the program after not making academic progress in the prior 3 months of begin counted, cannot be claimed until an IAP or credential is earned.

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Returning and Reenrolling Students

- **Returning student** is one who:
  - Has left the program and was not counted by the program for at least 1 month and no more than 9 months.
  - Was under 21 years old on the previous September 1st and has not earned a high school diploma or college degree.
  - To count a returning student, the student must have participated in the OD program on or before the count day and if claimed by the program for 3 months, has attained an IAP or credential.

- **Reenrolling student** is one who:
  - Reenrolled in the OD program after not by the program for more than 9 months.
  - Was under 21 years old on the previous September 1st and has not earned a high school diploma or college degree.
  - To count a returning student, the student must have participated in the OD program on or before the count day. No requirement for academic progress in the prior 3 months claimed by the program.
  - Credit deficiency calculation must be re-done.
  - Administration of standardized tests within 1 month of enrollment or securing test results that were taken no more than 6 months prior to reenrolling is required.

Common Questions Regarding Claiming Student

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

	Sept	Oct	Nov	Dec	Jan
FTE Claimed on Count Day	1.0	1.0	1.0	0	1.0
An IAP is Earned				X	

- <u>Student B</u> did not meet either the Attendance Period or the Weekly Status Check requirements in the prior month, can they be claimed for funding?

<p style="text-align:center">No</p>

- If <u>Student B</u> cannot be claimed, how does this affect his academic progress requirement?

	Sept	Oct	Nov	Dec	Jan
FTE Claimed on Count Day	1.0	1.0	1.0	0	1.0
Attendance Period & Weekly Status Check Requirement Met?	Yes	Yes	No	Yes	
An IAP is Earned				X	

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FTE Calculation
Below 100-Level Classes

Calculating a student's FTE enrolled in classes below 100-level:

- FTE is based on the program's 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 1 below 100-level class, the student is counted as a 1.0 FTE.

- 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.

- 15 college credits equals 1.0 FTE

- Determine each college class by dividing the class' credits by 15.

- Students taking more than 15 credits are limited to be claimed for 1.0 FTE.

- Enrollment in state-approved vocational courses taught by a certificated instructor can be claimed for the enhanced CTE funding.

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FTE Calculation
Students Taking a Combination of Below 100-Level & College-Level Classes

- A student enrolled in both below-100 and college-level classes can be claimed as a 1.0 FTE based on his below 100-level class, provided the student has not been counted for more than 3 months without making academic progress.

- Claim the student's college-level classes for the following reasons:

  - A student who has <u>not</u> made academic progress would be limited to be claimed only for their college-level classes.

  - A student in a college vocational class should be claimed first for the enhanced vocational funding.

  - Student is enrolled only in college-level classes.

Super FTEs

As a general rule, an OD 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 OD 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 OD program nor Running Start may exceed 1.0 FTE or 1.0 AAFTE.
  - WAC 392-169-055 makes Running Start programs available for students that are identified by a district as a 11th or 12th grader and only for those school year. A third year of Running Start is only for classes required for the district's high school diploma.
  - A completed RSEVF is required.
  - Refer to Bulletin #037-15 dated August 10, 2015.

Claiming Students for Special Ed and Transitional Bilingual Instructional Program (TBIP)

- <u>Special Ed</u> – Students qualify for Special Ed (active IEP, current evaluation, and receiving Special Ed services) can be claimed by the serving district on the P223H. Special Ed funding is generated and paid to the student's resident district.

- <u>TBIP</u> – Students qualifying for TBIP services (identified by the WELPA placement test) and receiving TBIP services can be claimed on the P223 by the serving district. TBIP funding is generated and paid to the serving district.

- Districts can contract with an OD program to provide these services. The contract would stipulate how the program would be reimbursed for their contracted services.

- Claiming a student for Special Ed or TBIP is limited to the months, September through June.

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Reporting OD Program Enrollment

- OD program complete the paper P223-1418 form, certifying the accuracy of the claimable enrollment.

- P223-1418 form is forward to the reporting district by September 14th for the month of September and by the 8th calendar day of the remaining months.

- Districts may request back-up information to support the claimed enrollment.

- Districts review the P223-1418, make any corrections and notify the program of the corrections, and certify the form for the district.

- Districts report the program enrollment only in the fields provided on the electronic P223. Do not include enrollment in the upper K-12 columns.

- Districts report their summer OD enrollment on a July and August P223 – not the P223S.

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Records Retention

The following items must be retained and made available for audit purposes.

- Student's eligibility to enroll in an OD program.
  - Student's age on September 1st.
  - Credit deficiency calculation and if necessary, recommendation to enroll.

- Student's eligibility to be claimed for each monthly count day.
  - Paper P223-1418 from.
  - Evidence of meeting the attendance period requirement.
  - Evidence of meeting the weekly status check requirement.
  - For below 100-level classes, evidence that the student has made academic progress after being claimed for 3 months.
  - For college-level classes, the number of enrolled credits.

OD Funding

- OD programs are funded based on the school year's Running Start rates.

- For the 2015-16 school year:
  - Nonvocational rate - $6,308.69.
  - Vocational rate - $6,608.71.

- The reporting district may retain a percentage of the allocation. Refer to the program's Letter of Intent and Scope of Work to determine the percentage.

Flow Chart – 2015–16 Open Doors [1418] Enrollment Reporting

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, 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.

NO | YES | NO

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).

YES

NO

Question #2: Did the student meet the **weekly status check requirement** in the prior month? Weekly status check is defined as one-to-one interaction between a designated program staff and student. WAC 392-700-015(23).

YES

NO

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.

YES

NO

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)?

YES

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.

Student cannot be

- FTE in college level classes is based on student's enrolled college credits. Vocational FTE can be claimed.