

COMMUNITY PARTNERSHIP FOR REENGAGEMENT INITIATIVE

The Washington State Open Doors Youth Reengagement System

Students Served and Program Outcomes 2015–2021

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About Education Northwest

Education Northwest is a nonprofit, nonpartisan organization dedicated to helping all children and youth reach their full potential. We partner with public, private, and community-based organizations to address educational inequities and improve student success. While most of our work centers on the Pacific Northwest, our evaluations, technical assistance, and research studies have national impact and provide timely and actionable results.

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Study Context and Key Takeaways

In the United States, there are over four million young adults between the ages of 16 and 24 who are not enrolled school, have not graduated from high school, and are not in the workforce (Aspen Institute, 2019). Reengagement programs provide young adults who are disconnected from the education system with opportunities and other services to support their educational attainment and overall well-being.

Open Doors Youth Reengagement is Washington State's reengagement system providing education and services to older youth, ages 16–21, who were unenrolled from school or are not expected to graduate from high school by the age of 21. Districts may operate their own Open Doors program or partner with an external provider (i.e., for-profit, Education Service District [ESD], community-based organization [CBO], college) to operate the program. Open Doors programs offer students the opportunity to work towards goals in one or more pathways: high school diploma, GED-plus, college, or career.¹

The Community Partnerships for Reengagement Initiative is a collaboration between Education Northwest and the Washington Office of Superintendent of Public Instruction [OSPI] to strengthen the capacity of Open Doors Youth Reengagement programs. The Initiative is funded by the Ballmer Group and Kaiser Permanente and focuses on promising practices that support positive outcomes for young people who participate in Open Doors.

As part of this initiative, Education Northwest analyzed data on Open Doors students and programs from 2015–16 through 2020–21. A data-sharing agreement with the Washington State Education Research and Data Center (ERDC) provided data from multiple K–12, postsecondary, and workforce sources to supplement publicly available data on Open Doors programs.

The purpose of this analysis was twofold. First, we calculated characteristics and outcomes of each Open Doors program to inform the selection of six sites to be profiled for a set of program case studies. Those case studies will be released as a separate report. Second, we analyzed the data to better understand the Open Doors system, the characteristics of the students served, and how outcomes vary by program and student characteristics. ERDC has also published a report on the high school, postsecondary, and workforce outcomes of Open Doors students, following a cohort of students who began participation in Open Doors in 2015–16 (ERDC, 2019). This current report examines the entire population of Open Doors students enrolled in the system any time between 2015–16 and 2020–21. Appendix A includes information on the data, approach to data cleaning, and data definitions. Our analysis yielded the following key findings:

¹ For more information on Open Doors pathway goals see: https://www.k12.wa.us/sites/default/files/public/ossi/k12supports/pubdocs/Open_Doors_Pathway_Descriptions.pdf

The Open Doors Youth Reengagement System

- **Open Doors has a broad reach across Washington. However, some parts of the state, particularly the Olympic and North Central regions, have no Open Doors programs.** Half of the school districts in Washington that offer grades 9–12 have students enrolled in an Open Doors program, and current programs are evenly distributed across rural and nonrural locales.
- **The number of Open Doors programs and students served is growing** from 51 programs serving 2,919 students in 2015–16 to 114 programs serving 8,719 students in 2020–21. Enrollment was highest in 2018–19 (10,594 students) and then decreased during the pandemic (the end of the 2019–20 school year and the entire 2020–21 school year).
- **Open Doors programs can operate up to four different educational pathways. The most common is the high school diploma pathway (84 programs),** followed by the GED-plus (43 programs), college (26 programs), and career pathways (five programs). All pathways have the common initial goal of high school graduation.
- **Open Doors programs are operated by diverse providers across the state. District-run programs serve the largest number of students in the state,** followed by colleges, for-profit organizations, ESDs, and CBOs. For-profit-run programs have had the largest growth in student enrollment, increasing from 319 students in 2015–16 to 2,007 in 2020–21.
- **Providers tend to offer specific pathways.** The primary providers of the high school diploma pathway are for-profit organizations, districts, and colleges while the primary provider of the GED pathway are ESDs and CBOs. Colleges offer the college pathway.
- **Providers running Open Doors programs vary by district urbanicity, which may influence the pathways available to students.** For example, students in towns and cities were less likely than students elsewhere to be in programs offering the college pathway, reflecting the small number of college-run programs in towns and cities compared to suburbs and rural areas.

Open Doors students

- **Open Doors serves a diverse group of students. Thirty-eight percent of students served between 2015–16 and 2020–21 were aged 18 or younger and had six or fewer high school credits when they entered the program.** GED-plus pathway programs serve a higher percentage of younger students starting Open Doors farther from high school graduation than do high school diploma and college pathway programs.
- **Half of Open Doors students identify as students of color and nearly 80 percent are low-income, defined as free or reduced-price lunch eligible.** Programs that offer the GED-plus and high school diploma pathways have a larger percentage of students who are low-income than college pathway programs.

- **Open Doors serves a higher proportion of male students and students who face academic and socioeconomic barriers than does the Washington education system overall.** Compared to the overall Washington State student population, a higher percentage of Open Doors students are low-income, receive special education services, have an active 504 plan, are classified as an English language learner student, or experience homelessness in high school.
- **The Open Doors population is also different from the statewide population of students who were unenrolled from high school.** In comparison to the overall Washington State population of students who were unenrolled from high school, Open Doors students are less likely to be male, to receive special education services, to be classified as English language learner students, or to experience homelessness in high school.

Open Doors outcomes

- **Students across demographic groups and high school experiences are sustaining engagement in Open Doors programs and achieving academic progress.** Fifty-three percent of participants enrolled for six months or more consecutively (or met their pathway goal) and 74 percent achieved an indicator of academic progress.
- **One in four Open Doors participants completed high school during their time in the program.** A total of 7,398 students completed high school through an Open Doors program between 2015–16 and 2020–21. Of these, 3,689 earned a high school diploma, 3,606 earned a GED, and 103 earned both.
- **Many Open Doors participants are achieving their pathway goals despite academic and economic barriers.** For example, 22 percent of students who experienced homelessness in high school earned a GED in a GED-plus pathway program, 48 percent of students in special education in high school earned at least 15 college credits in a college pathway program, 30 percent of students who began Open Doors at 19 years old or older and closer to graduating (having more than 12 high school credits) earned a high school diploma in a high school diploma pathway program, and 22 percent of students who began Open Doors at 18 years old or younger and far from graduating (having six or fewer high school credits) earned a GED in a GED-plus pathway program.
- **There are disparities in outcomes by race/ethnicity across all pathways.** For example, there are racial disparities in rates of pathway goal completion, particularly for American Indian/Alaska Native and Native Hawaiian/Pacific Islander students.

These findings are discussed in more detail in the full report. The report concludes with considerations for continuous learning and improvement across the Open Doors system.

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The Open Doors System

Open Doors Youth Reengagement is Washington State’s reengagement system providing education and services to older youth, ages 16–21, who were unenrolled from high school or are not expected to graduate from high school by the age of 21. The purpose of this study is to better understand the Open Doors system, including its reach across Washington, growth over the years, and program providers. A unique contribution of this study is examining student participation and outcomes in relation to program provider types (for-profit, Education Service District [ESD], community-based organization [CBO], college) and program pathway (college, GED-plus, high school diploma). Data on the students served by the system and overall outcomes are presented in the next two sections.

During the period of this study (2015–16 through 2020–21 school years), 84 providers offered **114 Open Doors programs**.² For this study, we focused only on programs that served at least 10 students across the six years and were still active as of 2020–21.³

Open Doors programs offer students various pathways to achieve their educational and career goals. Though all pathways support students in achieving a high school diploma, the pathways emphasize four approaches to doing so. Across the 114 programs:

84 programs ■

had a **high school diploma pathway** focused on graduating from high school

43 programs ●

had a **GED-plus pathway** focused on earning a GED and planning next steps

26 programs ▲

had a **college pathway** focused on college readiness, college exposure, and earning college credits

5 programs ◆

had a **career pathway** focused on career exposure, readiness, and experiences

While most programs offered one pathway, **37 programs offered multiple pathways**. Due to the small number of programs that offer the career pathway, this report primarily focuses on the high school diploma, GED-plus, and college pathways.

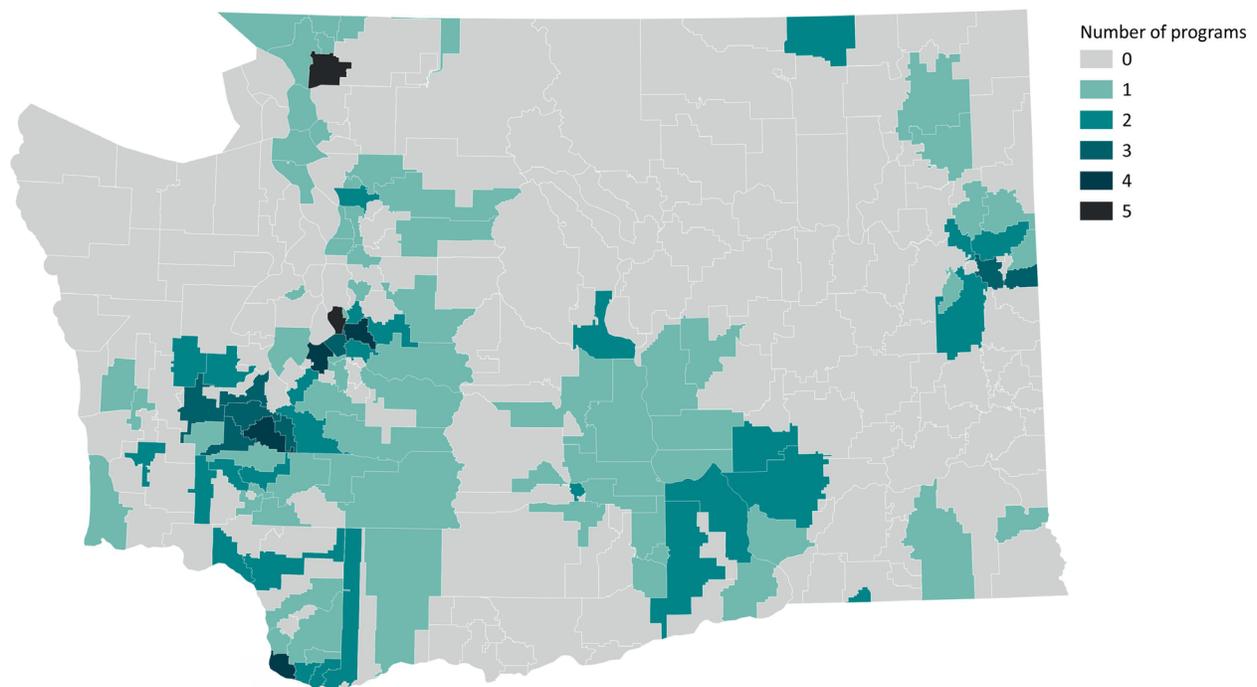
² Each Open Doors program is represented by one or more provider codes. While a single program may offer multiple pathway options for students, we combined provider codes into a single program if they had the same provider, site, and pathway. See appendix B, table B1 for a list of programs included in this study.

³ To protect student privacy and focus on active programs, we excluded 38 small and inactive programs.

Nearly half of Washington districts have Open Doors programs

In 2021–22, Open Doors programs served students from 129 school districts across Washington (see figure 1). There are 295 districts in the state, of which about 260 offer high school services (Elementary/Secondary Information System, 2021–22). So, Open Doors programs were available to students in 44 percent of Washington districts and half of districts with high schools. Some parts of the state, such as the Olympic and North Central regions, do not have any Open Doors programs.

Figure 1. Open Doors served nearly half of Washington public school districts (2020–21)



Source: Authors' analysis of data from the Washington State Education Research and Data Center and publicly available data on Open Doors programs.

Open Doors programs were distributed across the 129 districts as follows in 2020–21:

- **Eighty (80) districts** had students enrolled in **one Open Doors program**, and **49 districts** had students enrolled in **more than one Open Doors program**.
- **Sixty-four (64) districts** had students enrolled in programs that offered **one pathway**, and **65 districts** had students enrolled in programs that offered **more than one pathway**.

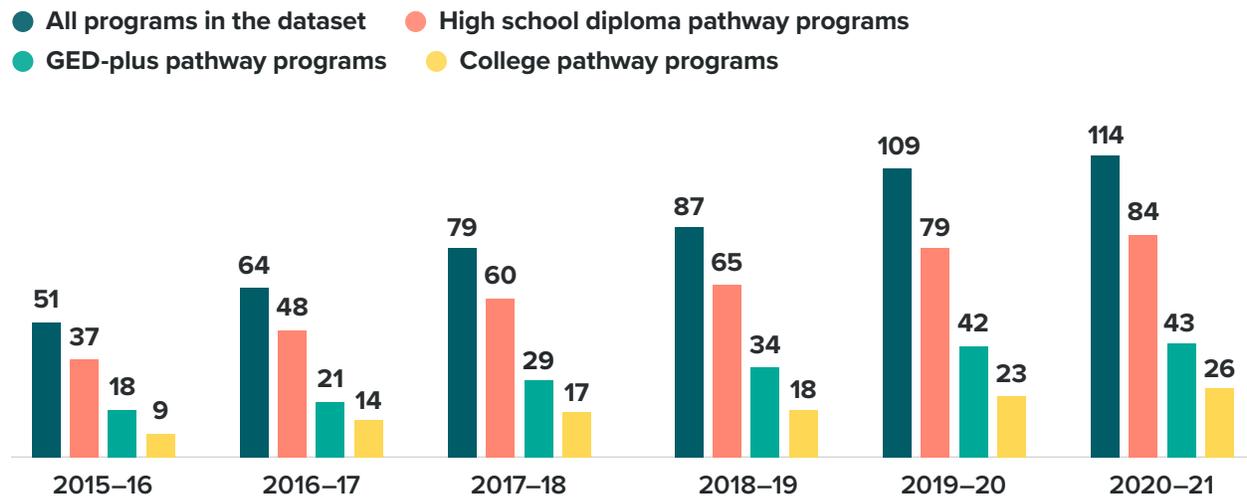
- **Open Doors is distributed relatively evenly** across geographic locales in Washington: 22 percent of districts with students in Open Doors programs are in cities, 24 percent are in suburbs, 27 percent are in towns, and 24 percent are in rural areas.⁴

The number of Open Doors programs has been growing over time despite declining student enrollment during the pandemic

The number of Open Doors programs has increased significantly from 51 in 2015–16 (that were still active in 2020–21) to 114 in 2020–21 (figure 2). The number of students served also increased steadily from 2,919 in 2015–16 to 8,719 in 2020–21 (figure 3). The highest enrollment count was in 2018–19 (10,594 students); enrollment decreased during the COVID-19 pandemic, which includes the end of the 2019–20 school year and the entire 2020–21 school year when all services were delivered virtually.

High school diploma pathway programs are the most common, followed by GED-plus and college pathway programs. The high school diploma pathway also serves the highest number of Open Doors students, followed by GED-plus and college pathway programs.

Figure 2. The number of Open Doors programs increased from 2015–16 to 2020–21

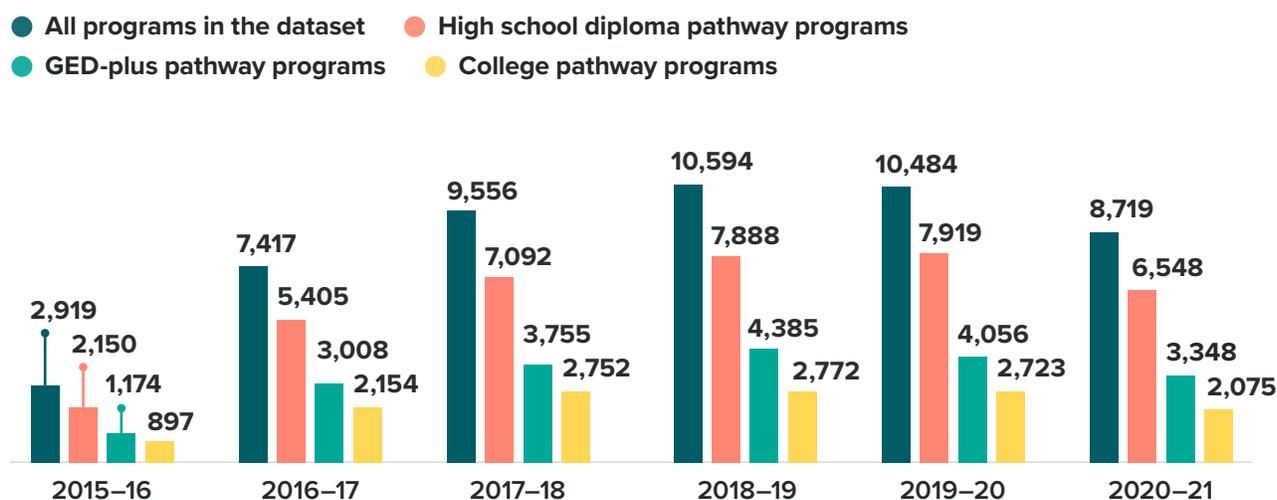


Note: Figure illustrates number of programs by school year overall and by pathway offered. Open Doors programs that had 10 or more students across the 2015–16 to 2020–21 school years and were active in 2020–21 were included.

Source: Authors’ analysis of data from the Washington State Education Research and Data Center and publicly available data on Open Doors programs.

⁴ School district locale is from U.S. Department of Education records indicating whether public school districts are in a rural, town, suburb, or city locale. Locale classifications are based on U.S. census definitions as explained here: <https://nces.ed.gov/surveys/annualreports/topical-studies/locale/definitions>.

Figure 3. The number of students served by Open Doors steadily increased until 2018–19



Note: Figure illustrates number of students enrolled in Open Doors by school year overall and by pathway offered. Open Doors programs that had 10 or more students across the 2015–16 and 2020–21 school years and were active in 2020–21 were included.

Source: Authors’ analysis of data from the Washington State Education Research and Data Center and publicly available data on Open Doors programs.

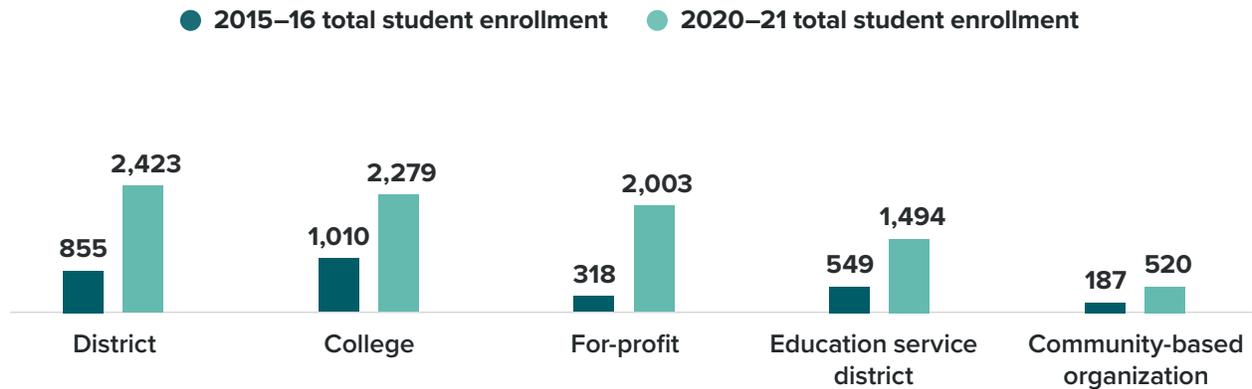
District-run programs serve the most students, but for-profit providers⁵ have had the largest growth in enrollment

Districts may operate their own Open Doors program or partner with an external provider. In 2020–21, for-profits ran 37 Open Doors programs, colleges ran 31, districts ran 21, ESDs ran 14, and CBOs ran 11. A full list of the 114 programs with provider name, type, and pathway(s) is included in appendix B, table B1.

Historically, college-run programs served the largest number of students (table C5), but in 2020–21, district-run programs served the largest number of students in the state (2,423 students; figure 4). District-run programs are larger, on average, so while there are fewer programs run by districts (without an external partner) these programs serve more students than for-profit or college-run programs. For-profit programs have had the largest growth in student enrollment—from 318 students in 2015–16 to 2,003 students in 2020–21.

⁵ For-profit providers are businesses that provide Open Doors educational services, including Certified B Corporations.

Figure 4. In 2020–21, district-run programs had the largest total student enrollment, but for-profit-run programs have experienced the largest increase in student enrollment over time

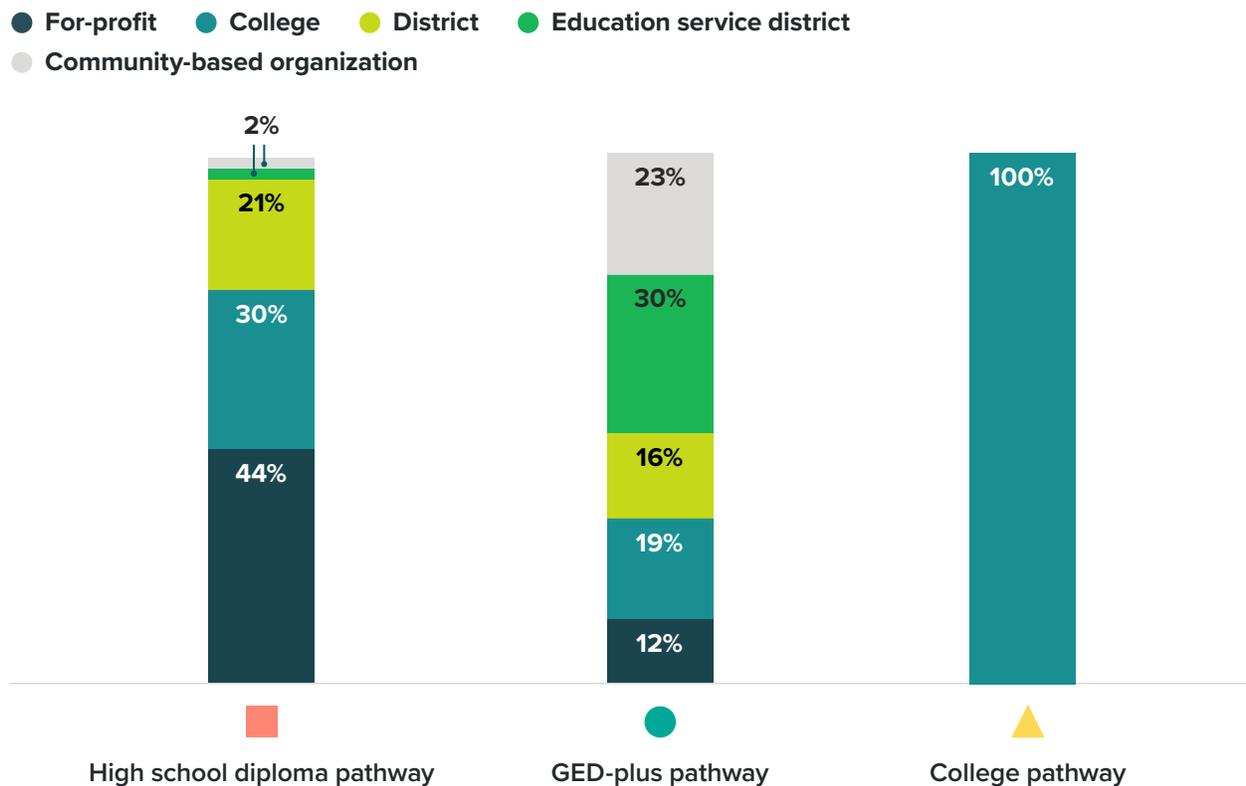


Notes: Figure illustrates number of students enrolled by provider type in the first and last school year in the study data. Provider type was developed by the authors in collaboration with the Washington Office of Superintendent of Public Instruction. For enrollment numbers by year, see appendix C, figure C1.

Source: Authors’ analysis of data from the Washington State Education Research and Data Center and publicly available data on Open Doors programs.

The distribution of provider types varies by pathway. Almost half of high school diploma pathway programs (44%) are run by for-profit providers, followed by colleges and districts. Nearly one-third (30%) of GED-plus pathway programs are run by an ESD, but the GED-plus pathway is offered by a more diverse group of providers than other pathways overall. All college pathway programs are run by a college.

Figure 5. Provider type varies by the program pathway offered (2020–21)



Notes: Figure shows the percentage of programs run by each provider type by the pathway offered, based on 114 programs in 2020–21. Provider type was developed by the authors in collaboration with the Washington Office of Superintendent of Public Instruction.

Source: Authors’ analysis of data from the Washington State Education Research and Data Center and publicly available data on Open Doors programs.

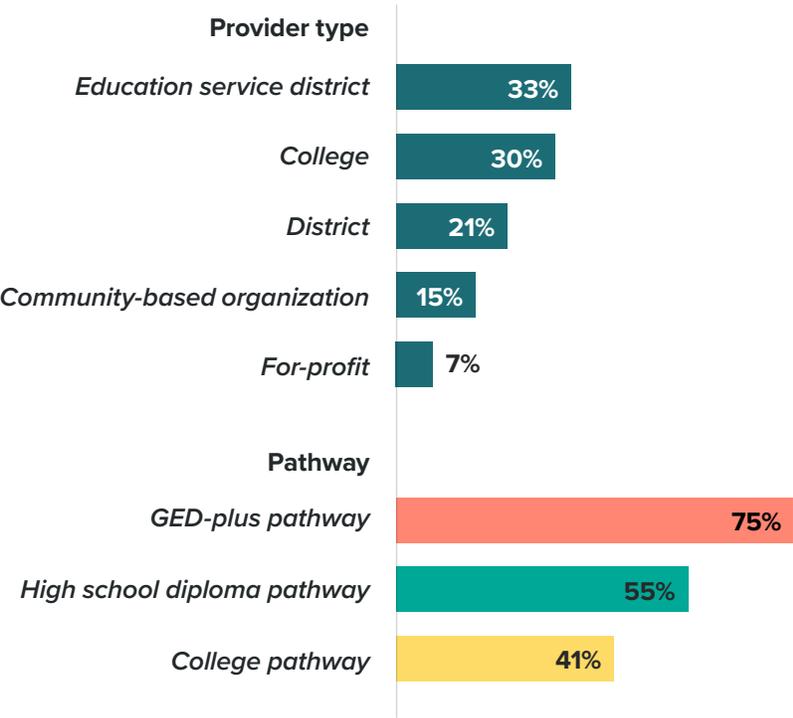
The providers running Open Doors programs varies by district urbanicity, which may influence the pathways available to students

This next analysis presented in Figures 6a–6d shows the percentage of Open Doors students from each district locale (rural, town, suburban, or city) who were in an Open Doors program run by a district, college, ESD, for-profit, or CBO and who were in an Open Doors program that offered a high school diploma pathway, GED-plus pathway, or college pathway. We use census terms—rural, town, suburb, city—ordered here from least to most populated.

One-third of Open Doors students from **rural** districts were in an ESD-run program (figure 6a). ESDs and CBOs are the most common providers of the GED-plus pathway (figure 5), and nearly half of students from rural districts are in programs run by these providers. Perhaps as a result, most Open Doors students in rural locales (75%) were in a program that offered a GED-plus pathway. The GED-plus pathway is more common in rural areas than nonrural areas. While over half of Open Doors students in rural districts were in a program that offered a high school pathway, the high school pathway was slightly less common in rural areas than nonrural areas (see figures 6b–6d). Colleges had a relatively large presence in rural areas, and 41 percent of Open Doors students in rural locales had access to the college pathway, which is higher than in nonrural areas.

Figure 6a. Open Doors students in rural areas were most likely to be in ESD- and college-run programs and to have access to the GED-plus pathway (2015–16 to 2020–21)⁶

Open Doors students in rural areas (n = 1,802)

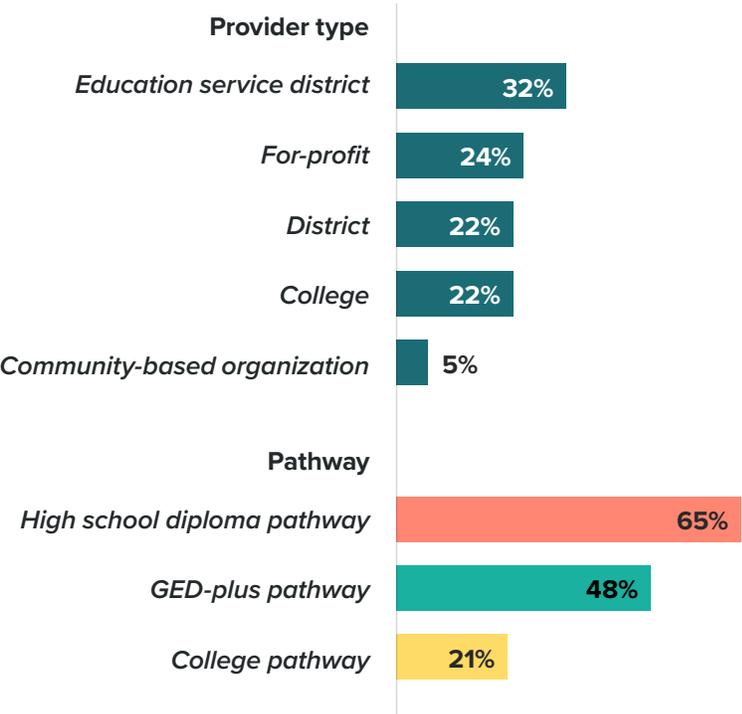


⁶ Findings are based on 27,964 students who enrolled in Open Doors programs between 2015–16 and 2020–21. Percentages enrolled by pathway and provider type do not sum to 100 percent because some programs offer multiple pathways and some students enrolled in more than one program. District locale categories are based on U.S. census definitions as explained here: <https://nces.ed.gov/surveys/annualreports/topical-studies/locale/definitions>. Source: Authors’ analysis of data from the Washington State Education Research and Data Center and publicly available data on Open Doors programs.

Open Doors students from districts in **towns** were also most likely to be in an ESD-run program (32%; figure 6b), and a variety of other providers operate programs in towns. Nearly two-thirds of Open Doors students in towns were in a program that offered the high school diploma pathway, and almost half had access to the GED-plus pathway. Only one in five Open Doors students in towns (21%) had access to the college pathway, perhaps reflecting fewer college-run programs in towns.

Figure 6b. Open Doors students in towns were most likely to be in ESD-run programs and to have access to high school and GED-plus pathways (2015–16 to 2020–21)

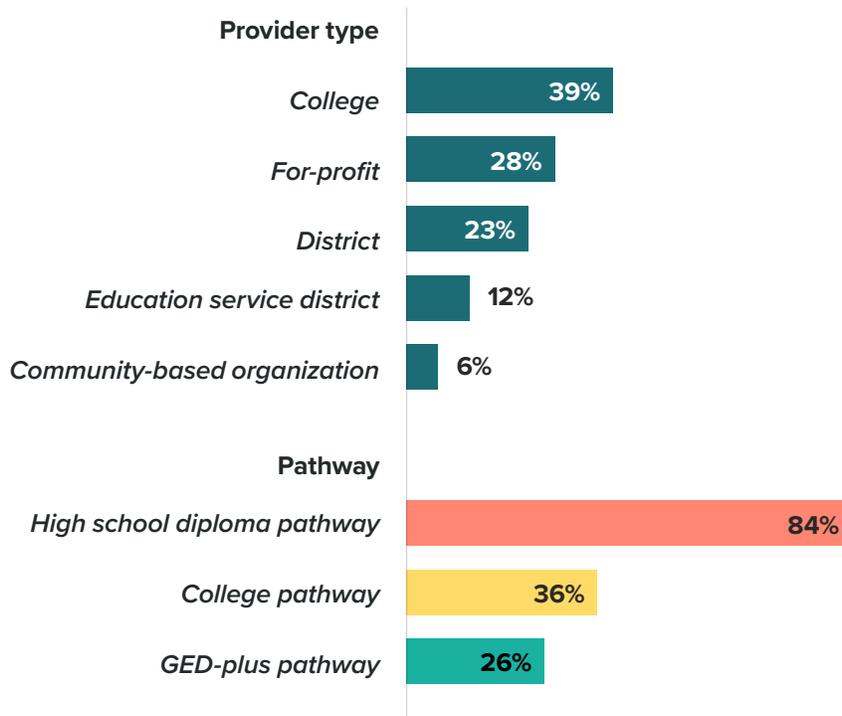
Open Doors students in towns (n = 3,472)



Open Doors students from **suburban** districts were most likely to be in a college-run program (39%; figure 6c), followed by for-profit and district-run programs. As these are the primary providers of the high school pathway (figure 5), most Open Doors students in suburban locales (84%) were in a program that offered the high school diploma pathway, and over one-third were in a program that offered a college pathway. Only about one-quarter of students (26%) had access to the GED-plus pathway, reflecting fewer ESD and CBO-run programs in suburbs.

Figure 6c. Open Doors students in suburbs were most likely to be in college-run programs and to have access to the high school pathway (2015–16 to 2020–21)

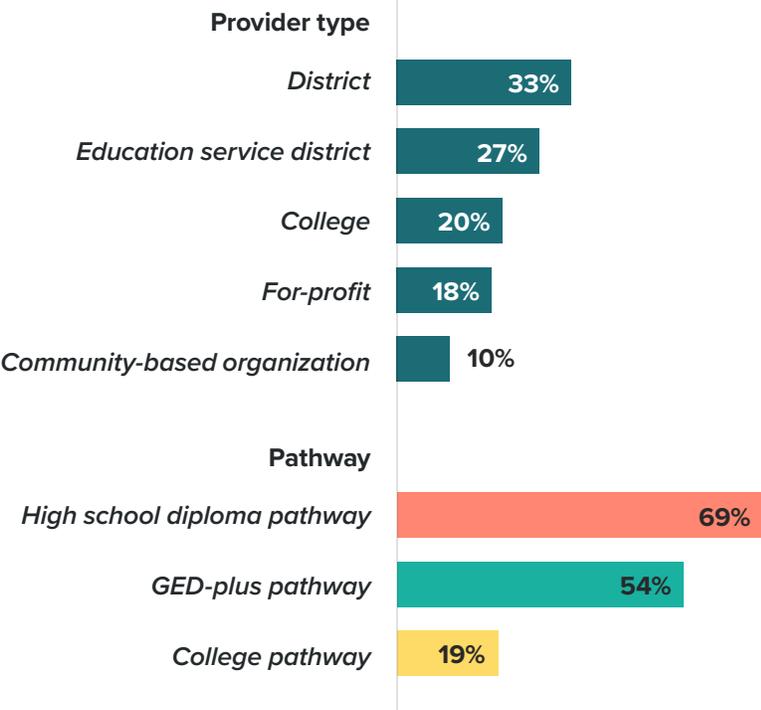
Open Doors students in suburbs (n = 10,979)



Open Doors students from districts in **cities** were most likely to be in a district-run program (33%; figure 6d), followed by ESDs. Over two-thirds (69%) of Open Doors students in cities were in a program that offered the high school pathway. ESDs and CBOs also had a relatively large combined share of Open Doors students in cities (37%) and perhaps as a result, about half of Open Doors students in cities had access to the GED-plus pathway. The college pathway was less common in cities than in all other locales: A relatively small percentage of students in cities (19%) had access to the college pathway, perhaps reflecting fewer college-run programs in cities.

Figure 6d. Open Doors students in cities were most likely to be in district-run programs and to have access to high school and GED-plus pathways (2015–16 to 2020–21)

Open Doors students in cities (n = 18,043)



Open Doors Students

In this section, we present the characteristics of students served by Open Doors from 2015–16 to 2020–21. We begin with foundational characteristics of the student population and examine variation in student characteristics by pathway and provider. We then compare the Open Doors population to the Washington public school population overall.

Open Doors student characteristics

Open Doors serves a diverse group of students, most of whom are low-income

Half of Open Doors students identified as people of color. In high school, 78 percent of Open Doors students were eligible for free or reduced-price lunch, 17 percent were in special education, 11 percent had an active 504 plan, 11 percent were classified as an English language learner, 23 percent had experienced homelessness, 29 percent had an active learning assistance plan, and four percent were eligible for the Title I Migrant Education Program. These characteristics were fairly consistent over time; see figures C2 and C3 in appendix C for those findings.

Table 1a–c. Characteristics and high school experiences of Open Doors students (2015–16 to 2020–21)

TABLE A

Gender	Percentage
Male	56%
Female	44%
Non-binary	<1%

TABLE B

Race/ethnicity	Percentage
American Indian or Alaska Native	2%
Asian	3%
Black or African American	8%
Latino/a/x	27%
Native Hawaiian or Pacific Islander	2%
Two or more races	8%
White	50%

TABLE C

Program participation and experiences in high school as of 2020–21	Percentage
Free or reduced-price lunch eligible	78%
Received Learning Assistance Program services	29%
Experienced homelessness	22%
Received special education services	18%
Had an active 504 plan	10%
Classified as English language learner	10%
Classified as English language learner and received special education services	2%
Migrant education program	2%

Note: All data originally came from Comprehensive Education Data and Research System data files and are students' high school records. Total sample size is 27,964 students who participated in Open Doors between 2015–16 and 2020–21.

Source: Authors' analysis of data from the Washington State Education Research and Data Center.

Open Doors serves students who are credit deficient, and many are far from the number of credits needed to graduate from high school

Twenty-four (24) credits are required to graduate from Washington State public high schools. All Open Doors students start the program significantly behind on credit based on their expected graduation date.⁷ We examined students' academic performance at the start of Open Doors enrollment including cumulative high school grade point average (GPA) and high school credits earned. On average, between 2015–16 and 2020–21, students started their Open Doors program with a:

1.3
cumulative high school GPA

9.5
cumulative high school credits

⁷ Credit deficiency is calculated using this tool: https://ospi.k12.wa.us/sites/default/files/public/reengagement/pubdocs/example_opendoorscreditdeficiencycalc_final.pdf

We worked with OSPI to create categories that combine student age and cumulative credits prior to Open Doors to understand how far students were from the goal of high school graduation when they enrolled in Open Doors. Reengagement programs can understand how far students are from high school graduation by combining age and credit accumulation (Joesbury & Guzman, 2018). For the purposes of these categories, “young” is defined as 18 or younger while “old” is 19 or older:

38 percent

Younger and far from goal with six or fewer high school credits

44 percent

Younger and closer to goal with more than six high school credits

10 percent

Older and far from goal with 12 or fewer high school credits

8 percent

Older and closer to goal with more than 12 high school credits

Students’ demographic characteristics and high school program participation and experiences vary by pathway and provider

There are slightly more students of color in high school diploma pathways than college and GED-plus pathways (figure 7). High school diploma programs serve a higher percentage of students who identify as Black/African American and Latino/a/x.

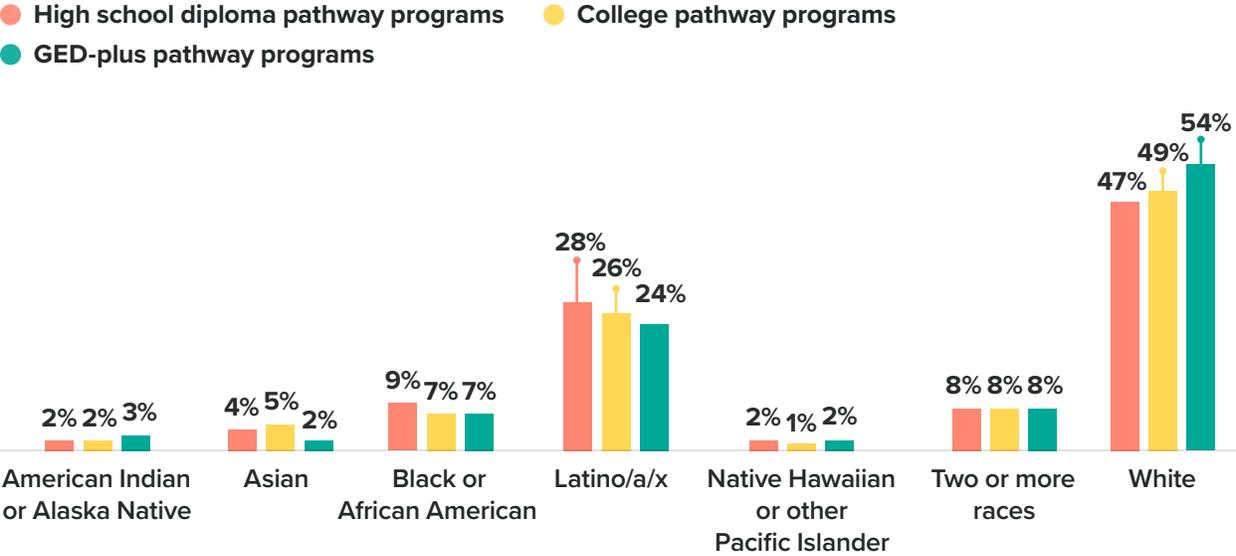
Student Race and Ethnicity. Throughout the report, we use the following racial and ethnic categories: American Indian or Alaska Native, Asian, Black or African American, Latino/a/x, Native Hawaiian and Other Pacific Islander, two or more races, and white. We follow the guidance of the Washington State Educational Opportunity Gap Oversight and Accountability Committee⁸ in using the term “Latino/a/x,” rather than “Hispanic/Latino,” as a gender-inclusive label without a “colonial context.” It is important to note that these racial and ethnic categories minimize within-group variance and unique barriers that communities within each category may experience. We are encouraged by ongoing efforts by districts and OSPI to disaggregate student sub-racial and sub-ethnic data for community visibility and accountability.

⁸ Washington State Educational Opportunity Gap Oversight and Accountability Committee (2023, April 24). *Public Comment in Response to OMB-2023-0001 (88 FR 5375) Initial Proposals for Updating OMB’s Race and Ethnicity Statistical Standards*. <https://ospi.k12.wa.us/sites/default/files/public/workgroups/eogoac/pubdocs/EOGOAC%20on%20OMB-2023-0001%20Race%20and%20Ethnicity%20Statistical%20Standards.pdf>

While all programs serve majority students who are low-income, as measured by eligibility for free or reduced-price lunch, programs that offer the GED-plus pathway enrolled the highest proportion of such students (82%), followed by programs that offer the high school diploma pathway (77%), and then the college pathway (69%; figure 8). Programs that offer the GED-plus pathway also enrolled the highest proportion of students who received special education services, experienced homelessness, and had a learning assistance plan. The proportion of students who had a 504 plan, were classified as English language learners, or were eligible for the Title 1 Migrant Education Program was similar across pathway types.

Student demographics and high school program participation and experiences also vary by provider type. Compared to other providers, CBOs serve the largest percentage of students of color, including the largest percentage who identify as Black/African American and Latino/a/x, while ESDs serve the smallest percentage (see figure C4). CBOs also serve the highest population of students eligible for free or reduced-price lunch (89%) compared to other provider types (see figure C5).

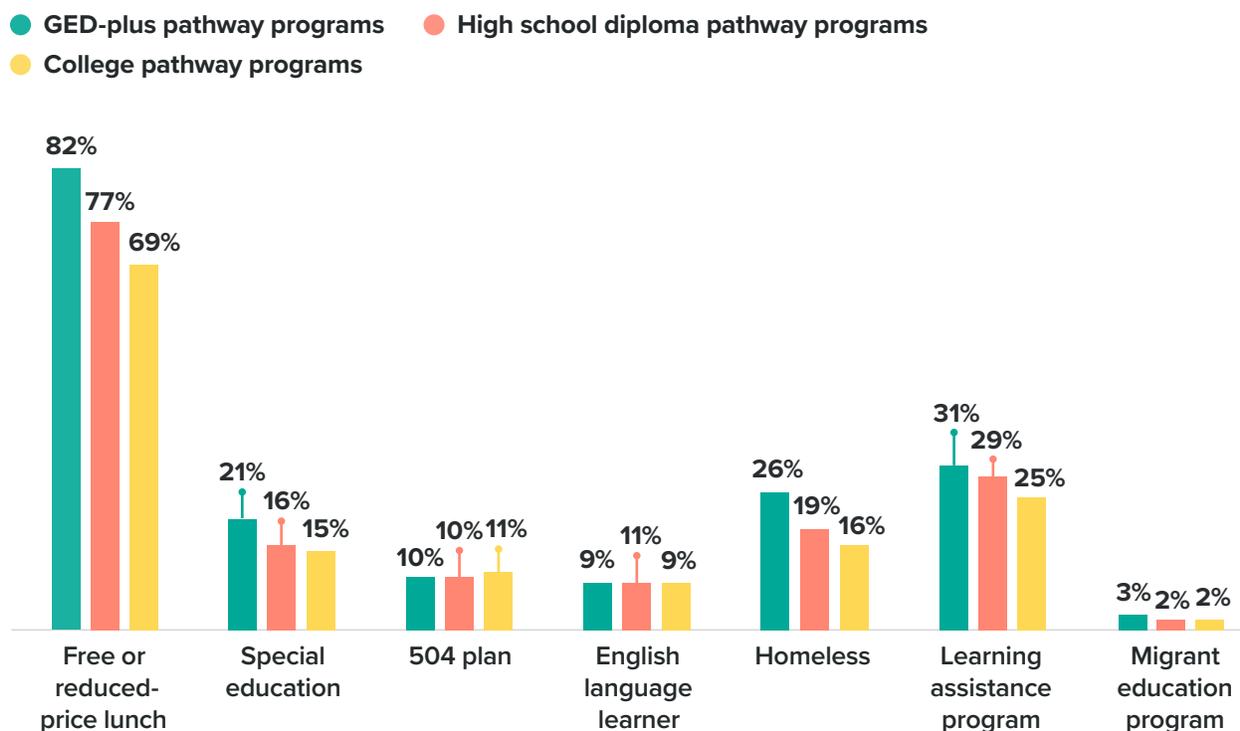
Figure 7. High school diploma and college pathways serve a higher percentage of students of color (2015–16 to 2020–21)



Note: All data originally came from the Comprehensive Education Data and Research System data files and are students’ high school records. Total sample size is 27,964 students who participated in Open Doors between 2015–16 and 2020–21.

Source: Authors’ analysis of data from the Washington State Education Research and Data Center.

Figure 8. Students in GED-plus pathway programs are more likely to be eligible for free or reduced-price lunch, to have received special education services, and to have experienced homelessness in high school (2015–16 to 2020–21)



Note: All data originally came from Comprehensive Education Data and Research System data files and are students' high school records. Total sample size is 27,964 students who participated in Open Doors between 2015–16 and 2020–21.

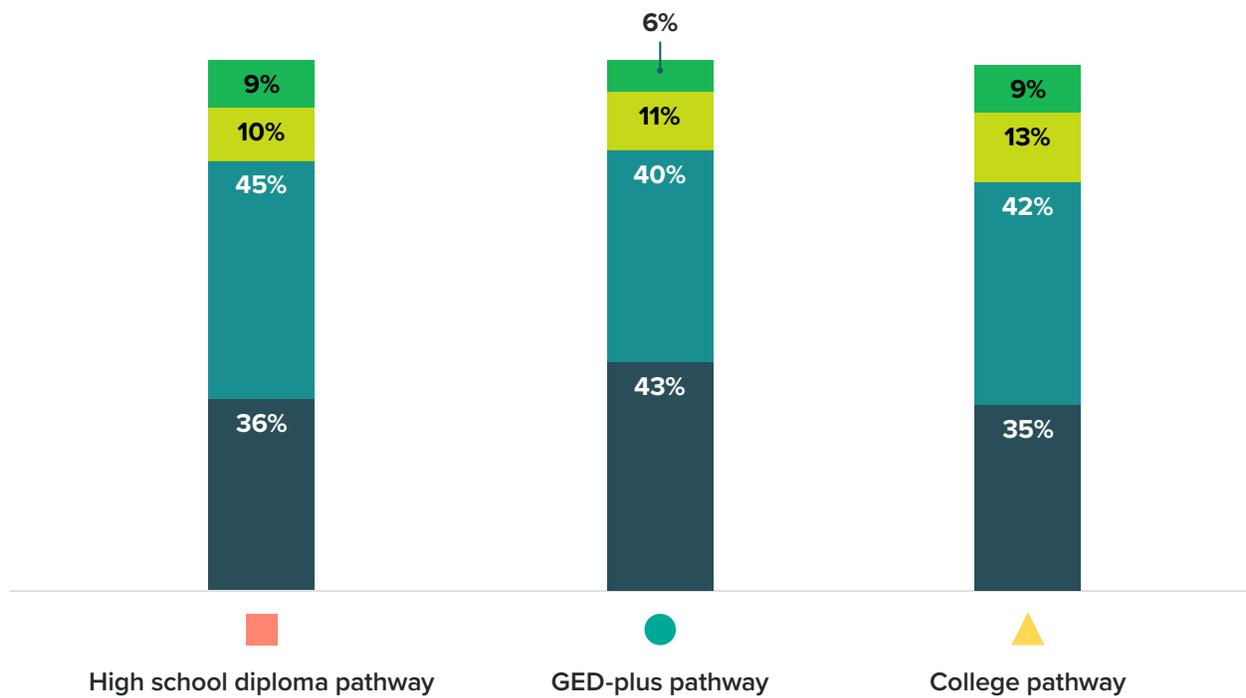
Source: Authors' analysis of data from the Washington State Education Research and Data Center.

Across pathways, most students are 18 or younger and many are far from having the credits needed to graduate from high school

Programs offering the GED-plus pathway have a higher percentage (43%) of students who are **younger and far from the goal** of 24 credits when they begin Open Doors compared to programs offering the high school diploma pathway (36%) and programs offering the college pathway (35%; figure 9). On average, students who enroll in GED-plus pathway programs also begin with lower high school GPAs and fewer cumulative credits (figure 10). The percentage of Open Doors students who were unenrolled from high school prior to their enrollment in Open Doors is also slightly higher in GED-plus pathways (12% compared to 10% in the other two pathways; see figure C6).

Figure 9. The GED-plus pathway has a higher percentage of students who are younger and far from goal than do the high school and college pathways (2015–16 to 2020–21)

- Older and closer to goal (more than 12 credits at enrollment)
- Older and far from goal (12 or fewer credits at enrollment)
- Younger and closer to goal (more than 6 credits at enrollment)
- Younger and far from goal (6 or fewer credits at enrollment)

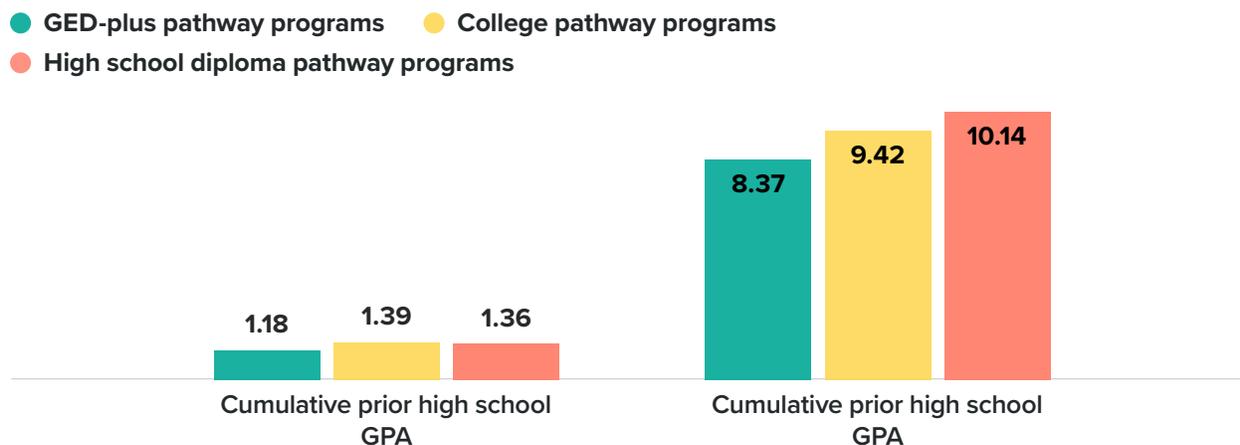


Young = 18 years old or younger. Old = 19 years old or older.

Note: All data originally came from Comprehensive Education Data and Research System data files and are students' high school records. The total sample size is 27,964 unique students and 30,267 students unique by program. Students who enrolled in more than one program are counted for each unique program enrollment since they may have different cumulative high school credits and ages when they begin different programs.

Source: Authors' analysis of data from the Washington State Education Research and Data Center.

Figure 10. Participants in the GED-plus pathway program begin Open Doors with a lower cumulative high school GPA and fewer high school credits (2015–16 to 2020–21)



Note: All data originally came from Comprehensive Education Data and Research System data files and are students' high school records. The total sample size is 27,964 unique students and 30,267 students unique by program. Students who enrolled in more than one program are counted for each unique program enrollment since they may have different cumulative high school credits and grade point averages when they begin different programs.

Source: Authors' analysis of data from the Washington State Education Research and Data Center.

In some ways, findings for programs run by CBOs and ESDs tend to mirror those for GED-plus pathway programs, perhaps because more than half of the latter are run by an ESD or CBO (figure 5). Compared to other providers, CBO- and ESD-run programs were more likely to serve students who are younger and far from goal (see figure C7) and students beginning with fewer high school credits (about 7) and a lower GPA (see figure C8). However, as noted, CBOs and ESDs serve very different demographic populations (see figures C4 and C5).

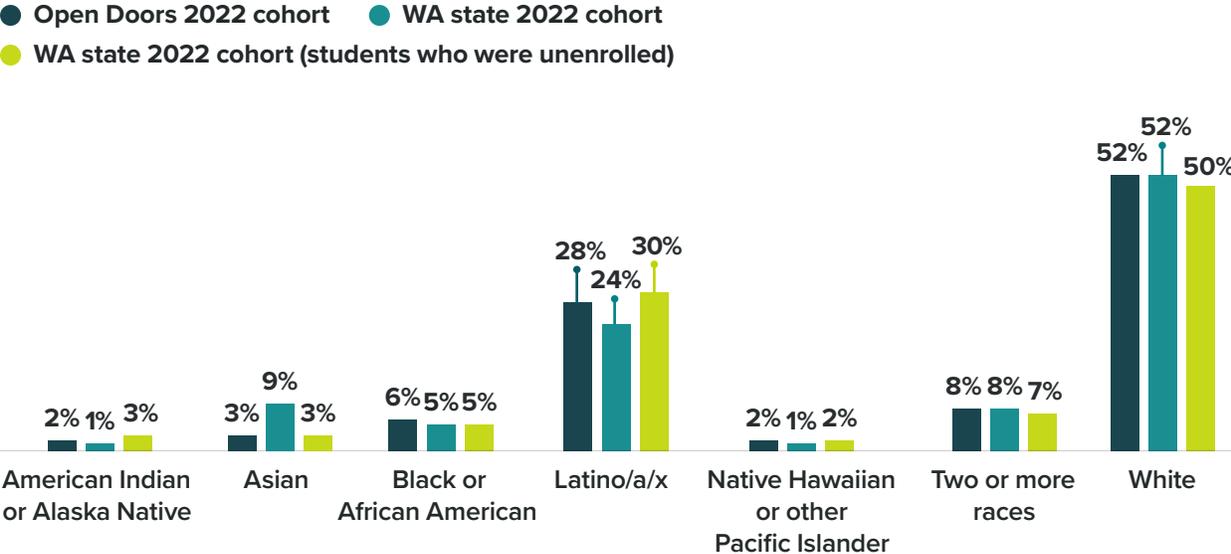
Open Doors population compared with state population

Open Doors serves a higher percentage of students who are male and who face socioeconomic and academic barriers compared with the overall Washington State public school population

To better understand who the Open Doors program is reaching and serving, we compared the demographics and high school experiences of Open Doors participants who were anticipated to graduate in 2022 with the Washington public school 2022 graduation cohort and the population of students within that cohort who were unenrolled from school. During the study period, 10 percent of Open Doors participants were unenrolled from high school when they started the program. Others joined while still enrolled in their high school but, as described above, were far from the number of credits required to graduate.

Open Doors participants who were anticipated to graduate in 2022 are demographically relatively similar to the Washington public school 2022 graduation cohort and the population of students in that cohort who were unenrolled from high school (figure 11). Differences include a slightly higher percentage of Open Doors participants identifying as Latino/a/x (28% compared to 24% in the state) and a lower percentage identifying as Asian (3% compared to 9% in the state).

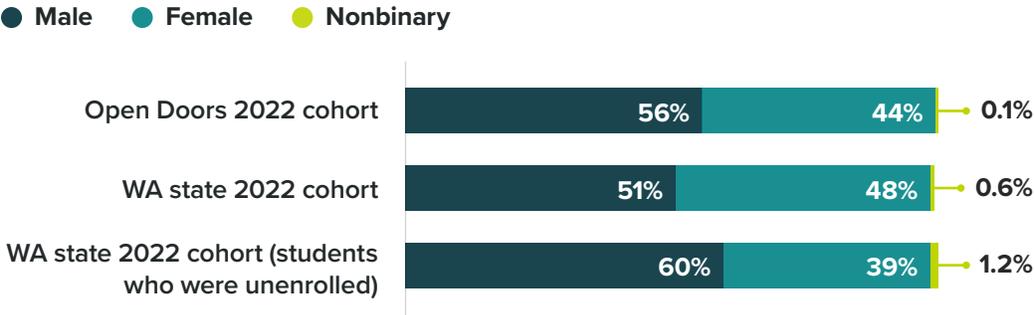
Figure 11. The racial-ethnic identity of Open Doors students who were expected to graduate in 2022 is relatively similar to that of the Washington public school 2022 graduation cohort



Source: Authors’ analysis of data from the Washington State Education Research and Data Center and publicly available Office of Superintendent of Public Instruction Public Graduation Summary files.

In Washington public schools, 51 percent of the student population is male and 60 percent of the population of students who were unenrolled is male (figure 12). While Open Doors is serving a higher percentage of students who identify as male (56%) compared to the Washington public school population, the program is serving a lower percentage of such students who were unenrolled statewide.

Figure 12. Open Doors serves a higher percentage of students who identify as male compared to the Washington public school 2022 graduation cohort, but a lower percentage compared to the 2022 graduation cohort who were unenrolled from high school



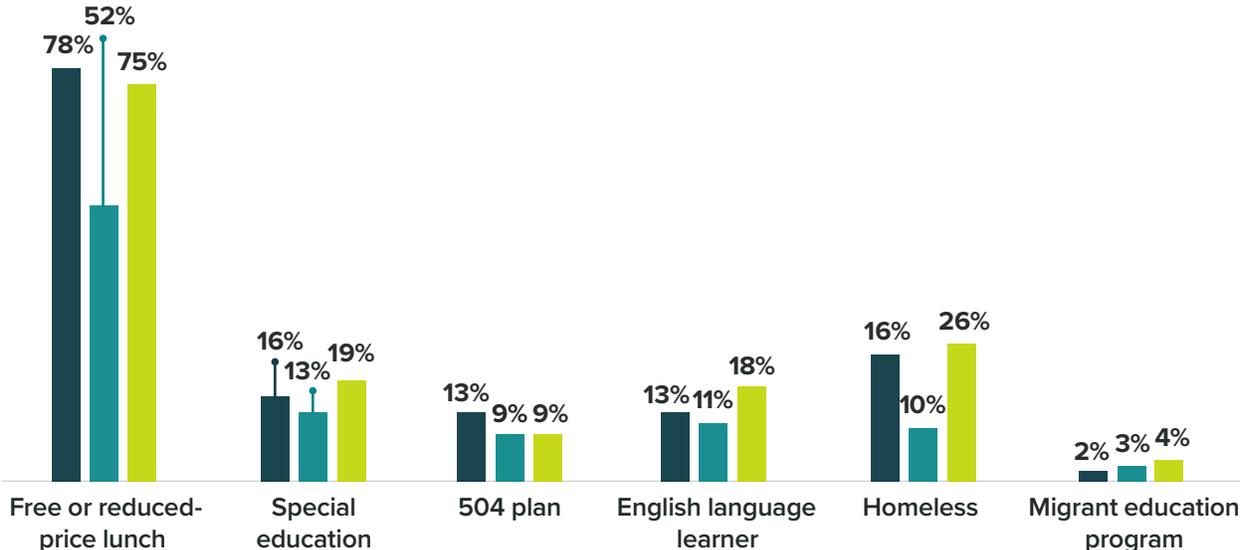
Source: Authors’ analysis of data from the Washington State Education Research and Data Center and publicly available Office of Superintendent of Public Instruction Public Graduation Summary files.

While similar in terms of race-ethnicity, we found that Open Doors is serving a higher percentage of students who face academic and economic barriers compared with the overall population. Compared to Washington public school students, a higher percentage of Open Doors participants were low-income, received special education services, had a 504 plan, were classified as an English language learner, or had experienced homelessness (figure 13). (We found that Open Doors participants had experienced academic and economic barriers at higher rates than the overall Washington public school population in prior graduation cohorts as well.)

Compared to the Washington state student population who were unenrolled from high school, a higher percentage of Open Doors participants were low-income and had a high school 504 plan. However, a higher percentage of students who were unenrolled from school in the state were in special education, were classified as English language learners, and had experienced homelessness compared to students who enroll in Open Doors.

Figure 13. A higher percentage of Open Doors students experience academic and socioeconomic disadvantages compared to the state public school 2022 graduation cohort

● Open Doors 2022 cohort ● WA state 2022 cohort
 ● WA state 2022 cohort (students who were unenrolled)



Source: Authors' analysis of data from the Education Research and Data Center and publicly available Office of Superintendent of Public Instruction Public Graduation Summary files.

Open Doors Outcomes

This section focuses on student outcomes related to student engagement and academic progress, high school completion, and meeting the pathway goal during their time in Open Doors.

- To understand student engagement in Open Doors, we examined whether students enrolled in an Open Doors program for six months or more consecutively or met their pathway goal. This outcome represents the “stick rate,” which is how reengagement programs measure student persistence in a program (Joesbury & Guzman, 2018).
- To understand academic progress, we examined whether students earned at least one indicator of academic progress (IAP). IAPs can include the number of high school credits that the student earns while in the program or the successful completion of high school equivalency measures, grade-level core academic subjects, approved college readiness course, or State Board of Education high school graduation requirements (Washington Office of Superintendent of Public Instruction, 2023).
- High school completion is defined as earning a high school diploma and/or GED.
- We worked with OSPI and the Community Partnerships for Reengagement Initiative advisory group to define what it means to **meet the pathway goal**. While the pathway goal for high school diploma and GED-plus programs is a high school diploma and GED, respectively, there is no common goal statewide for college and career pathways. Therefore, we defined meeting pathway goals as follows:
 - High school diploma pathway goal is graduating from high school during the program
 - GED-plus pathway goal is earning a GED during the program
 - College pathway goal is earning at least 15 college credits from a Washington community college or public university during the program since completing first 15 credits is a momentum metric among Washington technical and community colleges⁹
 - Career pathway goal is participating in work-based learning, earning an industry-recognized certificate, or participating in an apprenticeship during the program

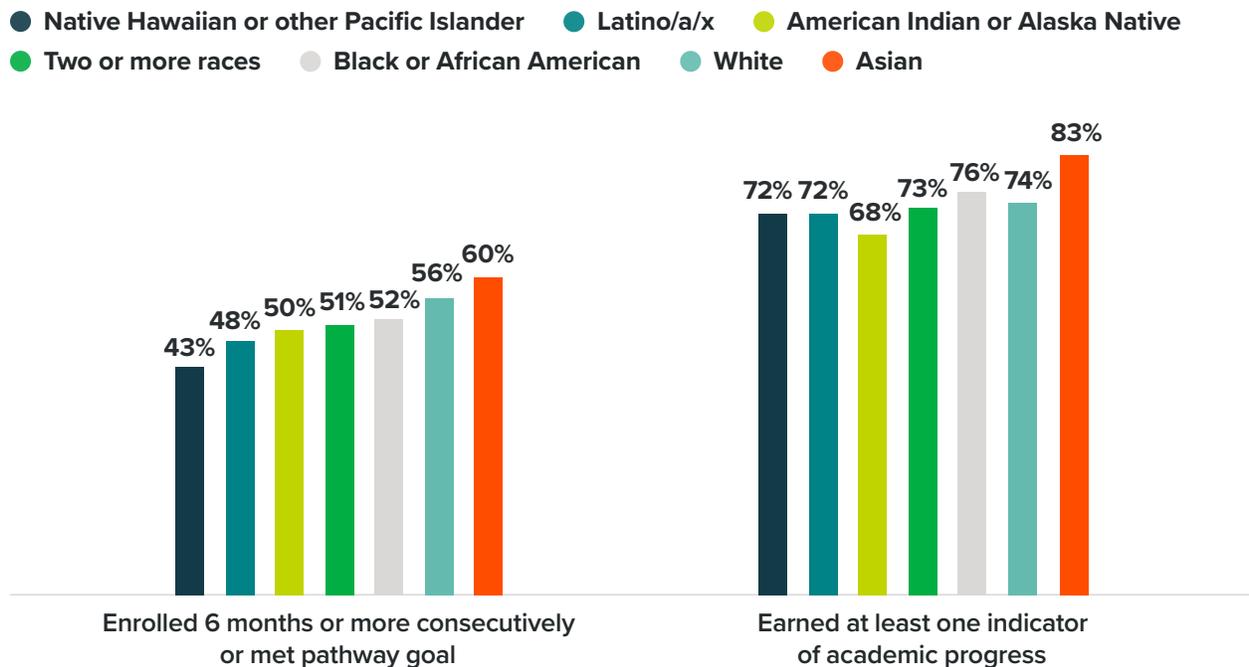
This section concludes with average program outcomes by pathway, which are distinct from student outcomes.

⁹ <https://www.sbctc.edu/about/agency/initiatives-projects/student-achievement-initiative.aspx>

Across demographic groups and high school experiences, Open Doors students are achieving indicators of academic progress

Over half of participants (53%) enrolled for six months or more consecutively or met their pathway goal and nearly three-quarters (74%) achieved an indicator of academic progress. However, there is some variation in these outcomes across groups. Students who identify as Native Hawaiian/Pacific Islander are the least likely to enroll for six or more months or meet their pathway goal (43%) compared to their peers, and students who identify as American Indian/Alaska Native are the least likely to achieve an indicator of academic progress (68%) compared to their peers (figure 14).

Figure 14. Across demographic groups, students are achieving indicators of academic progress (2015–16 to 2020–21)



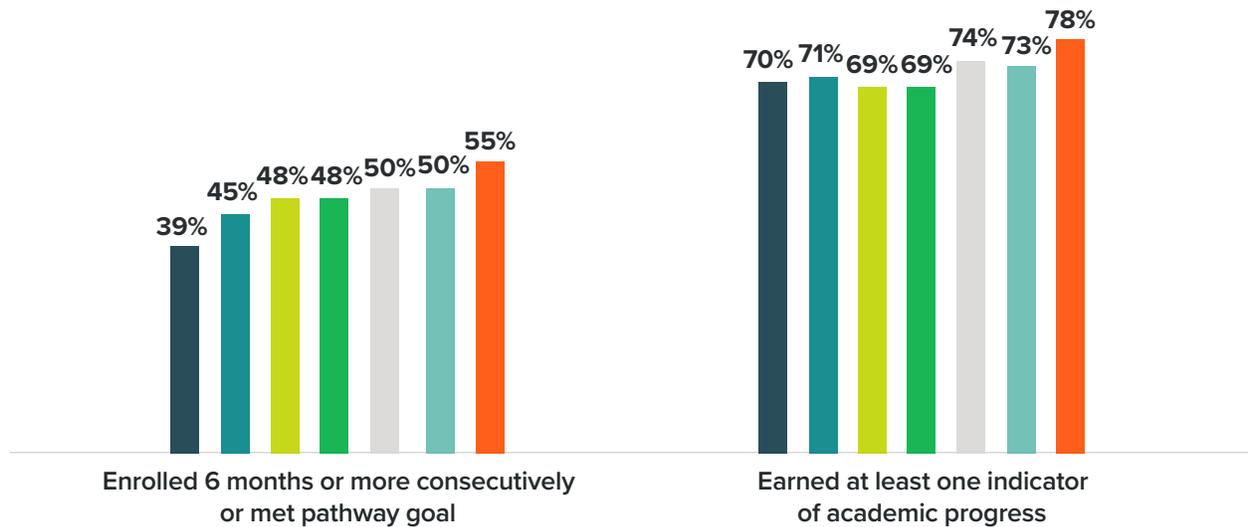
Note: Findings are based on 27,964 students and indicate whether the student ever enrolled for six months or more consecutively, met their pathway goal, or earned at least one indicator of academic progress.

Source: Authors' analysis of data from the Washington State Education Research and Data Center.

Students in migrant education programs are less likely to enroll for six months or more consecutively or meet their goal (39%; figure 15). Students who had experienced homelessness or were in special education were least likely to earn an indicator of academic progress (69%).

Figure 15. A smaller percentage of students who were in the migrant education program enroll in Open Doors for six months or more consecutively or met their pathway goal, although they earn indicators of academic progress at a similar rate as other groups (2015–16 to 2020–21)

- Migrant education program
- English language learner
- Homeless
- Special education
- Learning assistance program
- Free or reduced-price lunch
- 504 plan



Note: Findings are based on 27,964 students and indicate whether the student ever enrolled six months or more consecutively or met pathway goal or earned at least one indicator of academic progress.

Source: Authors' analysis of data from the Washington State Education Research and Data Center.

About one in four Open Doors students completed high school during their time in the program

Overall, 26 percent of Open Doors students completed high school during the program. That means **7,398 students completed high school from 2015–16 to 2020–21 through an Open Doors program:** 3,689 earned a high school diploma, 3,606 earned a GED, and 103 earned both.

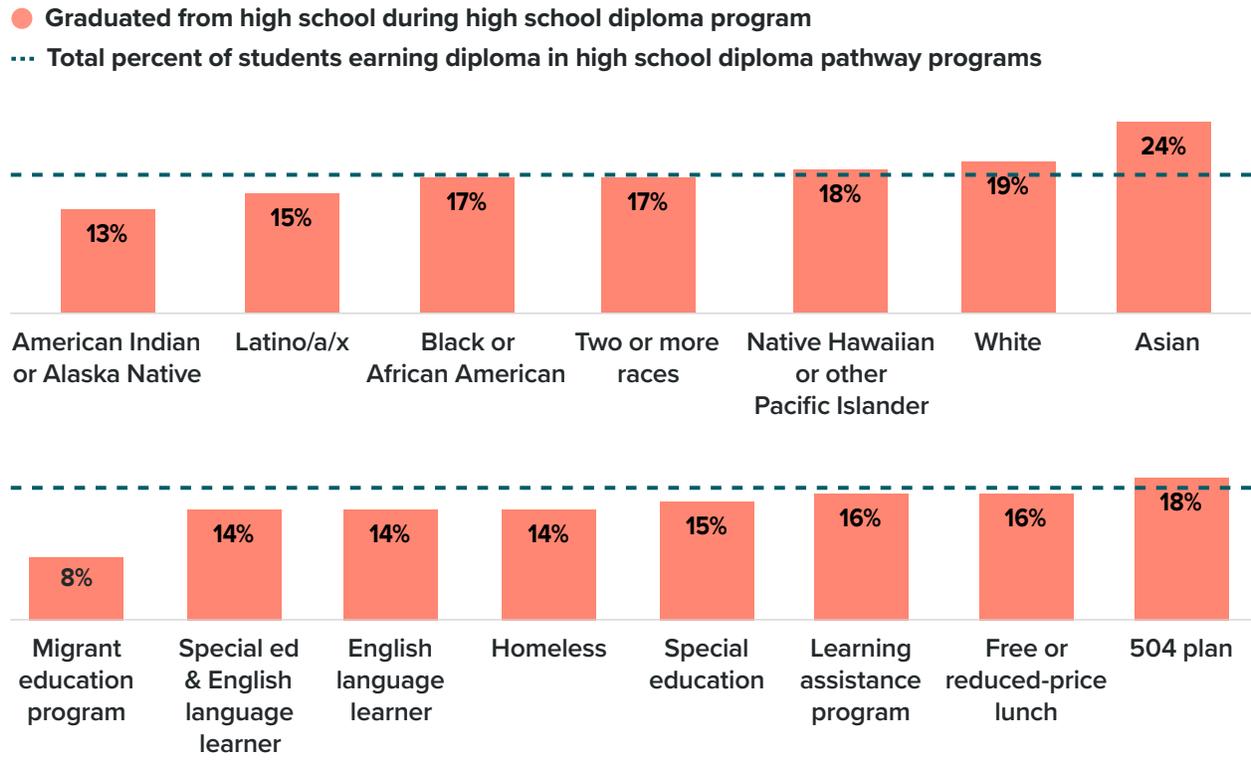
Open Doors participants are achieving their pathway goals despite academic and socioeconomic barriers, yet there is variation across student groups with the most disparities in GED and college pathway programs

Open Doors serves a high proportion of students who face academic and economic barriers compared to the Washington public school 2022 graduation cohort. Despite this, Open Doors participants are achieving their pathway goals.

However, the percentage of students reaching their pathway goal varies by race/ethnicity. For example, in programs offering the high school pathway, 13 percent of American Indian/Alaska Native students earned a high school diploma compared to 24 percent of Asian students (figure 16). In programs offering the GED-plus pathway, nine percent of Native Hawaiian/Pacific Islander students earned a GED compared to 29 percent of white students (figure 17). In programs offering the college pathway, 40 percent of American Indian/Alaska Native students earned 15 college credits compared to 70 percent of Asian students (figure 18).

Additionally, across all pathways, a smaller percentage of students from migrant education populations reached their pathway goal of earning a high school diploma (8%), GED (8%), or college credit (25%; figures 16, 17, and 18). In the GED-plus pathway, in addition to students in migrant education programs, a much smaller percentage of students classified as English language learners, receiving special education services, or both met the pathway goal compared to their peers. Overall, there are larger disparities in outcomes in GED-plus and college pathway programs compared with high school diploma pathway programs.

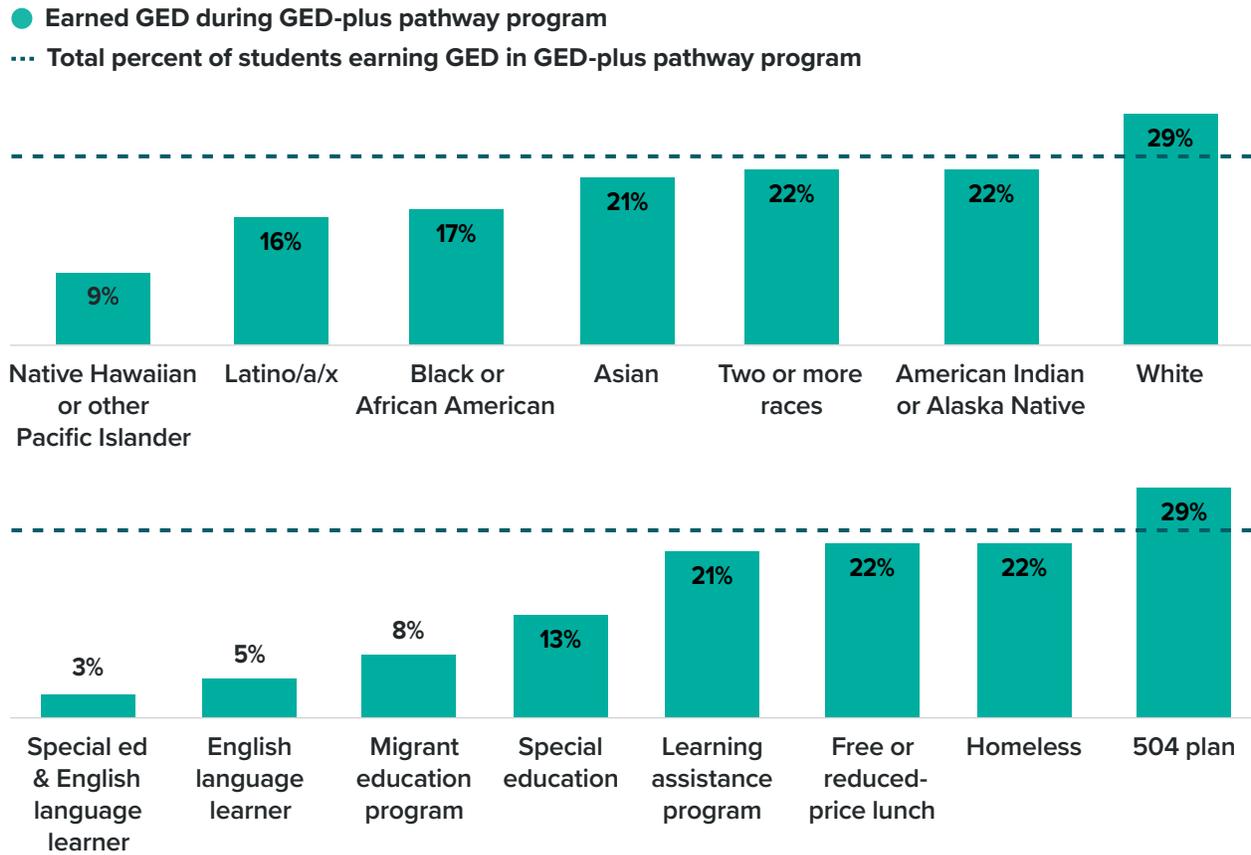
Figure 16. There is variation across student groups in earning a high school diploma from Open Doors high school diploma pathway programs (2015–16 to 2020–21)



Note: Findings are based on 20,676 students who enrolled in a program offering a high school pathway between 2015–16 to 2020–21.

Source: Authors' analysis of data from the Washington State Education Research and Data Center.

Figure 17. There is variation across student groups in earning a GED from Open Doors GED-plus pathway programs (2015–16 to 2020–21)

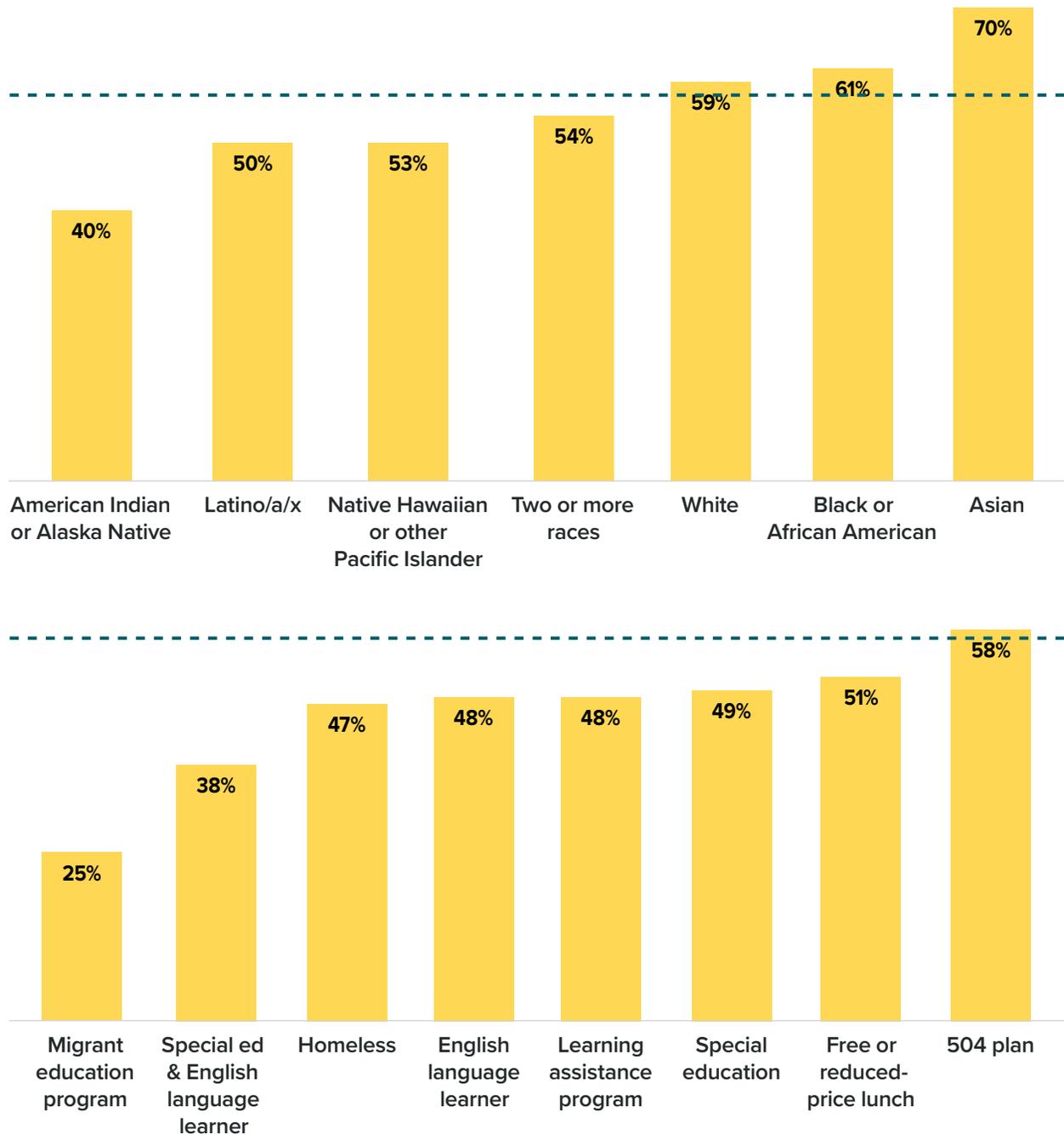


Note: Findings are based on 12,076 students who enrolled in a program offering a GED-plus pathway between 2015–16 to 2020–21.

Source: Authors' analysis of data from the Washington State Education Research and Data Center.

Figure 18. There is variation across student groups in earning college credit from Open Doors college pathway programs (2015–16 to 2020–21)

- Earned 15 credits from community college or university during college pathway program
- Total percent of students earning 15 credits in college pathway programs



Note: Findings are based on 7,184 students who enrolled in a program offering a college pathway between 2015–16 to 2020–21.

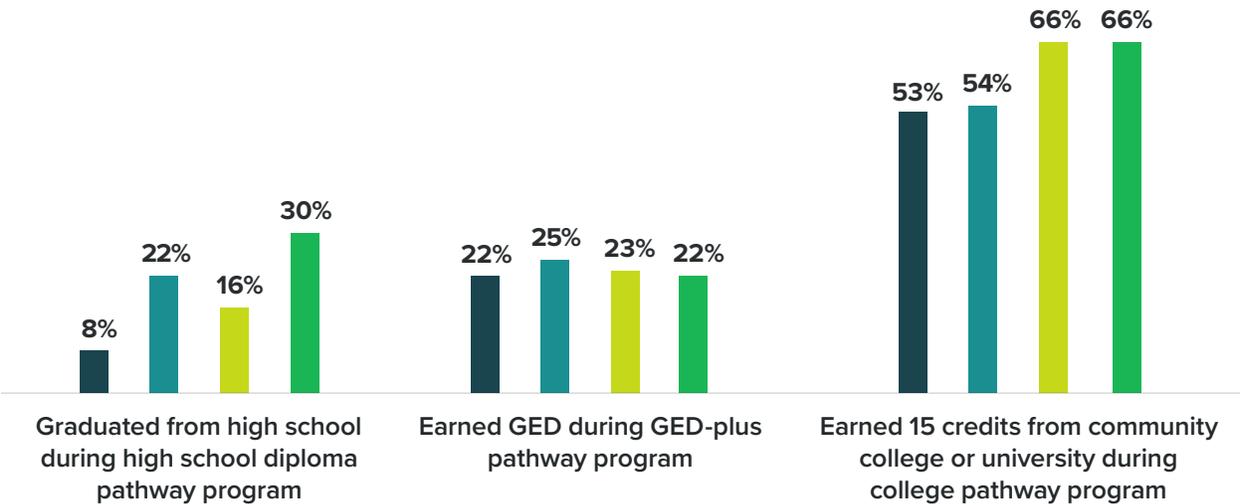
Source: Authors' analysis of data from the Washington State Education Research and Data Center.

Students who are older or closer to graduating tend to have higher outcomes in Open Doors compared to their peers

Students who are older (over 18 years old) and closer to graduating (earned more than 12 high school credits) graduate from high school at higher rates than their Open Doors peers in high school diploma pathway programs. Thirty percent of such students earned a high school diploma during their time in the program compared to 16 percent of students who were older and far from goal and eight percent of students who were younger and far from goal (figure 19). Rates of earning a GED are somewhat similar regardless of whether a student is older or closer to graduating. In college pathway programs, older students are more likely than younger students to earn at least 15 college credits.

Figure 19. A higher percentage of students who are older and/or closer to the goal of 24 high school credits earn a high school diploma, and a similar percentage of students earn a GED (2015–16 to 2020–21)

- Older and closer to goal (more than 12 credits at enrollment)
- Older and far from goal (12 or fewer credits at enrollment)
- Younger and closer to goal (more than 6 credits at enrollment)
- Younger and far from goal (6 or fewer credits at enrollment)



Young = 18 years old or younger. Old = 19 years old or older.

Source: Authors’ analysis of data from the Washington State Education Research and Data Center.

On average, Open Doors programs have similar high school completion rates by pathway

We conclude this section with average outcomes by pathway to help us understand how programs are performing (figure 20). This is distinct from examining the total percentage of students across Open Doors achieving an outcome since students enroll in multiple programs, and the outcomes above illustrated whether students ever achieved a given outcome during their time in Open Doors.

Examining **program-level outcomes**, the percentage of students completing high school is consistent across programs offering different pathways. Twenty-three percent of participants in a program offering a high school pathway completed high school by earning a high school diploma (18%) and/or GED (5%); 23 percent of participants in a program offering a GED-plus pathway completed high school by earning a high school diploma (7%) and/or GED (16%); and 20 percent of participants in a program offering a high school pathway completed high school by earning a high school diploma (10%) and/or GED (10%).

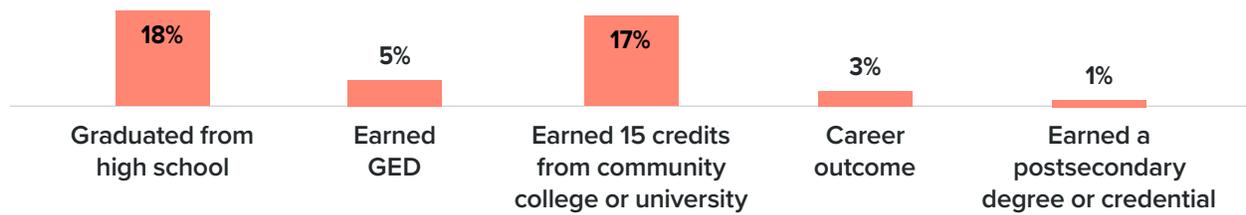
Program outcomes are also aligned with program pathways. Compared to programs that offer different pathways, on average, a higher percentage of students in high school diploma pathway programs earn a diploma (18%), a higher percentage of students in GED-plus pathway programs earn a GED (16%), and a higher percentage of students in college pathway programs earn fifteen or more college credits (39%).

On average, the same percentage of students complete the career outcome in high school diploma, GED-plus, and college pathway programs (3%). The career outcome is participating in work-based learning, earning an industry recognized certificate, or participating in an apprenticeship program during the program.

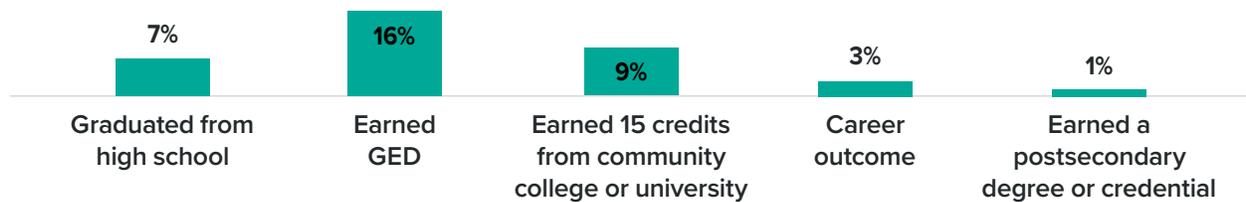
Finally, on average, a higher percentage of students earn a postsecondary degree or credential from a community college or university in college pathway programs (6%) compared to high school diploma and GED-plus programs (1%).

Figure 20. Average high school completion rates are similar across all pathways (2015–16 to 2020–21)

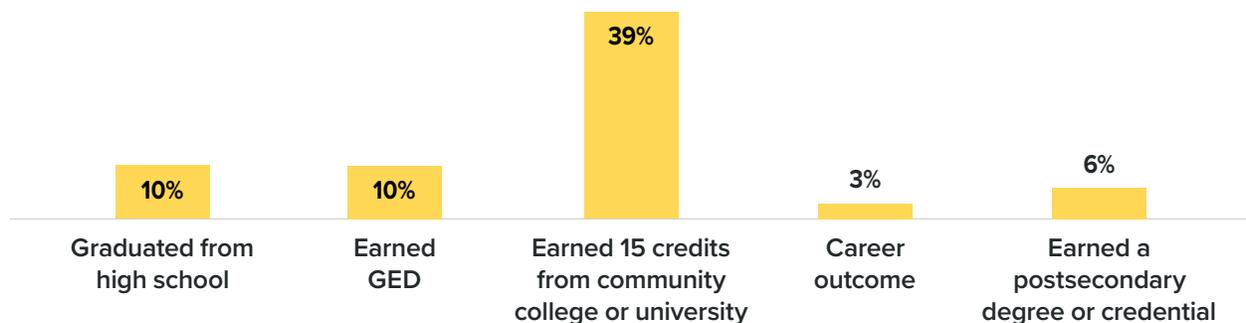
■ Average program outcomes for high school program pathway programs (n = 84)



● Average program outcomes for GED-plus program pathway programs (n = 43)



▲ Average program outcomes for college pathway programs (n = 26)



Note: Career outcome is participated in work-based learning, earned an industry recognized certificate, or participated in an apprenticeship program during the program. Findings are based on average outcomes of 114 Open Doors programs between 2015–16 and 2020–21.

Source: Authors' analysis of data from the Washington State Education Research and Data Center.

Next Steps

We conclude with considerations for continuous learning and improvement across the Open Doors system.

Considerations for Open Doors access and outcomes

This report highlights many positive outcomes of Open Doors and several directions for OSPI and Open Doors providers related to improving access and outcomes.

- While many students in Washington have access to Open Doors, there are many parts of the state with no programs operating, such as the Olympic and North Central regions. Future work should examine the educational opportunities available for students unenrolled from school in these regions of the state. Providers (for-profits, colleges, districts, ESDs, and CBOs) may also want to consider expanding access to Open Doors in these regions of the state.
- Open Doors programs are distributed relatively equally across rural and nonrural locales, but students from rural districts are less likely to have access to high school diploma pathways than students from nonrural districts. Students in cities and towns were less likely to have access to the college pathway, and students in suburbs were less likely to have access to the GED-plus pathway. There may be opportunities for providers that tend to offer these pathways to expand to parts of the state where students have less access to them.
- Open Doors is serving a higher percentage of students who face academic and economic barriers compared with the overall Washington state public school population, but OSPI and Open Doors providers may want to consider strategies to better connect with and engage male students who are disconnected, students who have experienced homelessness, students who receive special education services, and students classified as English language learners. In comparison to the overall Washington state population of students who have unenrolled from high school, Open Doors serves a lower percentage of students from those four groups.
- Many Open Doors participants are achieving their pathway goals despite academic and economic disadvantages. However, there are disparities by race/ethnicity, particularly for American Indian/Alaska Native and Native Hawaiian/Pacific Islander students. Additionally, students in migrant education programs tend to experience fewer positive academic outcomes compared to their Open Doors peers. In the GED-plus pathway, in addition to students in migrant education, a smaller percentage of students classified as English language learners or receiving special education services met the pathway goal. Programs may want to consider using multiple forms of data (e.g., administrative data, qualitative data from students, community partners, and staff) to better understand and address disparities in student outcomes.

Considerations for data collection and use

In conducting this study, we found several areas of opportunity for improving Open Doors data collection and use. One of the key sources of information on Open Doors is the End-of-Year data file that documents students' IAPs earned by school year. This file is a rich dataset that includes detailed information on students' specific IAPs by school year, their Open Doors program, and credits earned and age at time of program enrollment. Paired with student demographic information, this data could be used to better understand program outcomes over time and by student gender, race/ethnicity, and other background characteristics. As noted above, data could be used to identify and address disparities in student outcomes within and across programs.

Another key data source is the file that documents students' entrance and exit dates from Open Door programs. This data could be used to understand the length of time students spend in Open Doors, called the stick rate (Joesbury & Guzman, 2018), which is a key measure of reengagement in educational opportunities and pathways. But the file had multiple data quality issues that made it difficult to use. For example, thousands of Open Doors students had multiple entrance and exit dates in the same program, with exit dates overlapping with (that is, coming before) start dates. In addition, entrance and exit dates did not always align with the students' school years from the End-of-Year file. To calculate students' time in the program, we had to reconcile students' start and exit dates with the school years in which they participated in Open Doors, but our measure of engagement may not be completely accurate due to these data quality issues. Improved data entry of students' actual entrance and exit dates by districts and program providers would improve accuracy and understanding of student engagement in Open Doors.

Concluding thoughts

Reengaging young adults is critical work, and Open Doors offers a model for providing educational opportunities. We found many signs that Open Doors is effectively reengaging many participants. Notably, one in four students completed high school during their time in Open Doors. The qualitative data from the six profiled programs offer insights into promising strategies and the range of other outcomes students experienced. Additional work can be done to examine the systemic impacts of Open Doors on educational partners and the K–12 system. There is much to learn from Open Doors Youth Reengagement System in Washington and improvements in data collection and continued use of data can enhance continuous learning to support youth reengagement.

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Appendix A. Project Data and Methods

Education Northwest executed a data-sharing agreement with the Education Research and Data Center (ERDC) to receive data for this project. ERDC provided Education Northwest with 17 data files with individual-level records for all Open Doors students from school years 2015–16 to 2020–21. The files included individual student-level records containing student demographic information, high school enrollment information (school, district, enrollment dates, etc.), high school academic information (credits attempted, credits earned, GPA, etc.), high school graduation status, Open Doors enrollment information and indicators of academic progress (from the Open Doors End-of-Year file), and a file with students' Open Doors program start and exit dates, all from the Office of Superintendent of Public Instruction (OSPI); community college enrollment, credits, and completions from the State Board of Community and Technical Colleges (SBCTC); official GED data from SBCTC; public university enrollment, credits, and completions from the universities (from the Public Centralized Higher Education Enrollment System, or PCHEES); wage data; and apprenticeship data.

Education Northwest researchers cleaned each individual file and linked them using students' deidentified ID from ERDC. Education Northwest researchers also cleaned and linked two additional data files. Appendix R from OSPI includes program-level information on each Open Doors program (e.g., districts served, program site, program name), which was linked to the study dataset using the program qualification code. Education Northwest worked with OSPI to add a new variable, provider type, to this file. The National Center for Education Statistics locale codes include information on the urbanicity of each Washington public school district. These were linked to the study dataset using the district ID of the district(s) served by each Open Doors program. This data provided an indicator of urbanicity (rural, town, city, or suburb) for districts with Open Doors participants.

The clean student-level dataset included one record per student-program. For example, students who enrolled in one Open Doors program between 2015–16 and 2020–21 had one record that contained all their demographic characteristics, high school academic performance, Open Doors program information, and indicators of achieving a wide variety of outcomes during their time in Open Doors. Definitions of outcomes are presented in table A1. Students who enrolled in two different Open Doors programs between 2015–16 and 2020–21 had two records: These records had the same data, except the Open Doors program information and outcome data were unique to each program. Students who enrolled in three different Open Doors programs between 2015–16 and 2020–21 had three records, and so on.

Education Northwest researchers then aggregated this student-level dataset up to the Open Doors program level, so each program had one record that included information on its student population and outcomes (table A1). Both the student-level and program-level dataset were used to generate descriptive findings for this report on the Open Doors system, students, and outcomes.

Table A1. Program outcomes, definitions, and underlying data sources (2015–16 to 2020–21)

Outcome	Description and definition	Data source
Enrolled six months or more consecutively or met goal	Percentage of students (across school years) who enrolled for 180 days consecutively or who met their pathway goal (see definitions below)	Open Doors HSMart Program file (OSPI)
Earned at least one indicator of academic progress (IAP)	Percentage of students (across school years) who achieved at least one IAP during the school year(s) in the program.	Open Doors End-of-Year file (OSPI)
Graduated from high school during program	Percentage of students (across school years) who graduated from high school during the program.	CEDARS (OSPI)
Earned GED during program	Percentage of students (across school years) who earned a GED from a Washington community or technical college during the program.	SBCTC (Washington community and technical colleges)
Earned 15 college credits or more during program	Percentage of students (across school years) who earned 15 or more credits from a community college or university during the program.	SBCTC (Washington community and technical colleges) and PCHEES (Washington universities)
Career outcomes	Percentage of students who participated in work-based learning (IAP from End-of-Year file), earned an industry-recognized certificate (IAP from End-of-Year file), or participated in an apprenticeship during the program (from Washington apprenticeship data).	Open Doors End-of-Year file (OSPI) and Washington apprenticeship data
Earned postsecondary degree or credential	Percentage of students (across school years) who earned a certificate, associate degree, or bachelor’s degree during the program.	Open Doors End-of-Year file (OSPI), SBCTC (Washington community and technical colleges), and PCHEES (Washington universities)

CEDARS = Comprehensive Education Data and Research System.

OSPI = Office of Superintendent of Public Instruction.

PCHEES = Public Centralized Higher Education Enrollment System.

SBCTC = State Board of Community and Technical Colleges.

Appendix B. Open Doors Programs

Table B1. Open Doors Programs with provider type and pathway(s), 2020–21

Provider	Provider type	Pathway(s) offered	Provider codes included in this program
Excelsior Open Doors GED	CBO	GED+ pathway	335
Goodwill Open Doors Reengagement	CBO	GED+ pathway	313, 246
Goodwill GED Reach Center	CBO	GED+ pathway	92
Federal Way Multi Service Center	CBO	GED+ pathway	264
Renton Technical College Youth Source	CBO	GED+ pathway	65, 85
Seattle Interagency Open Doors Reengagement GED Columbia Center	CBO	GED+ pathway	69
Seattle Interagency Open Doors Reengagement GED Orion Center	CBO	GED+ pathway	70
Skill Source Wenatchee	CBO	GED+ pathway High school pathway	89
Skill Source Open Doors GED Othello	CBO	GED+ pathway	415
Skill Source Open Doors HS Diploma Othello	CBO	High school pathway	416
Southwest Youth & Family Education Center GED+	CBO	GED+ pathway	89
Bellevue Community College	College	High school pathway College pathway	40
Bellingham Technical College Impact	College	GED+ pathway College pathway	9, 123, 124, 125, 126, 127, 128
Big Bend Community College Step up to College	College	High school pathway College pathway	276
Yakima Community College Open Doors GED Stevenson-Carson	College	GED+ pathway College pathway	379
Clark College Open Doors GED Vancouver	College	GED+ pathway College pathway	381
Clark College Open Doors HS Diploma Vancouver	College	High school pathway College pathway	382

Provider	Provider type	Pathway(s) offered	Provider codes included in this program
Edmonds Community College Carrer Access Program (EdCAP)	College	High school pathway College pathway	18
Ferry County Open Doors Curlew Job Corps	College	GED+ pathway High school pathway College pathway	305
Fresh Start Tacoma Community College	College	High school pathway College pathway	83
Green River Community College HS Diploma and College	College	High school pathway College pathway	37
Green River Community College GED	College	GED+ pathway	36, 316
Green River Community College HS Diploma	College	High school pathway	317
Highline Community College Pathways to College	College	High school pathway College pathway	32
Highline Community College ELL ExCEL	College	High school pathway	33
Lake Washington Institute of Technology Gateway to College	College	High school pathway College pathway	41
Open Doors AEP Walla Walla Community College	College	High school pathway	396, 402, 407
Open Doors AEP	College	College pathway Career pathway	397, 408
Renton Technical College GED	College	GED+ pathway College pathway Career pathway	423
Renton Technical College HS Diploma	College	High school pathway College pathway Career pathway	424
Renaissance HS Lower Columbia Community College HS Diploma College Career	College	High school pathway College pathway Career pathway	426
Renaissance HS Lower Columbia Community College HS Diploma	College	High school pathway	428
Renton Technical College	College	GED+ pathway High school pathway College pathway	447

Provider	Provider type	Pathway(s) offered	Provider codes included in this program
Seattle Community College Career Link	College	High school pathway College pathway	98
Seattle Central Community College Learning Center Seattle	College	High school pathway College pathway	254
Skagit Valley Community College Open Doors	College	High school pathway College pathway	249, 251, 279, 280, 281
Spokane Falls Community College Gateway to College	College	High school pathway College pathway	43, 49, 77, 90, 107, 109
Tacoma Community College Fresh Start	College	High school pathway College pathway	83
Walla Walla Community College Open Doors at Coyote Ridge	College	GED+ pathway High school pathway College pathway	263
Yakima Valley Community College Step Up to College Grandview Branch Campus	College	High school pathway College pathway	13
Yakima Valley Community College Step Up to College Ellensburg Branch Campus	College	High school pathway College pathway	350, 351
Yakima Valley Community College Step up to College Mabton Branch Campus	College	High school pathway College pathway	252
Arlington Open Doors	District	High school pathway	275
Chewelah Open Doors	District	GED+ pathway High school pathway	328
Education Opportunity Center Open Doors Clarkston	District	GED+ pathway High school pathway	130
East Greys Harbor Open Doors	District	High school pathway	102
Granite Falls Open Doors	District	High school pathway	29
Innovation Academy Open Doors HS Diploma	District	High school pathway	370
Kent School District iGrad	District	GED+ pathway High school pathway	38
Lakes/Clover Park Reengagement Academy	District	High school pathway	112

Provider	Provider type	Pathway(s) offered	Provider codes included in this program
Legacy Reengagement GED	District	GED+ pathway	319
Lieser Open Doors	District	High school pathway	100
Market Square Open Doors	District	GED+ pathway High school pathway	352
Open Doors Federal Way Truman Campus	District	High school pathway	262
Open Doors Lincoln GED	District	GED+ pathway	430
Open Doors Lincoln HS Diploma	District	High school pathway	431
Opportunity Project Open Doors	District	High school pathway	267
Opportunity Reengagement Program (ORP)	District	High school pathway	253
Puyallup Open Doors	District	High school pathway	62
Summit View Open Doors GED	District	GED+ pathway	333
Willy Stewart Academy	District	High school pathway	81
Wolves Online Open Den	District	High school pathway	99
Yakima Open Doors	District	High school pathway	97
ESD 123 Pasco Open Doors	ESD	GED+ pathway	133, 260, 269, 302, 304, 329, 355
ESD 101 Next Gen Zone Satellite Campus	ESD	GED+ pathway	271
ESD 105 Open Doors GED	ESD	GED+ pathway	385, 386, 387, 388, 389, 390, 433, 434
ESD 112 Open Doors	ESD	GED+ pathway High school pathway	3, 88, 116, 120, 121, 122, 129
ESD 113 Gravity HS Yelm	ESD	GED+ pathway	409, 410, 411, 412,
ESD 101 Next Generation Zone	ESD	GED+ pathway	44, 50, 78, 91, 108, 110, 257, 258, 259
ESD 113 Gravity HS Thurston County Lacey	ESD	GED+ pathway	151, 186, 199, 212, 226, 272
ESD 113 Gravity HS Mason County	ESD	GED+ pathway	20, 42, 74
ESD 113 Gravity HS Thurston County-Olympia	ESD	GED+ pathway	21, 223, 53, 60, 63, 68, 86

Provider	Provider type	Pathway(s) offered	Provider codes included in this program
ESD113 Gravity HS Lewis County	ESD	GED+ pathway	2, 14, 15, 46, 48, 56, 66, 84, 95, 197
Gravity HS Newcomers Shelton	ESD	GED+ pathway	293
NWESD Open Doors GED	ESD	GED+ pathway	105
NWESD189 Youth Engagement Program GED	ESD	GED+ pathway	288
NWESD Open Doors HS Diploma	ESD	High school pathway	289
Atlantic Education	For profit	High school pathway	10
Bremerton Graduation Alliance HS Diploma	For profit	High school pathway	442
Bellevue Graduation Alliance	For profit	GED+ pathway High school pathway	4
Bellingham Graduation Alliance	For profit	High school pathway	5
Bellingham Graduation Alliance Sehome HS	For profit	High school pathway	6
Bellingham Graduation Alliance Bellingham Options	For profit	High school pathway	7
Bellingham Graduation Alliance Squalicum and Grads	For profit	High school pathway	8
Central Valley Graduation Alliance	For profit	High school pathway	11
Eatonville Graduation Alliance	For profit	High school pathway	17
Enumclaw Graduation Alliance	For profit	High school pathway	22
Everett Graduation Alliance	For profit	GED+ pathway High school pathway	24
Northshore Graduation Alliance	For profit	High school pathway	54
Oak Harbor Graduation Alliance	For profit	High school pathway	55
Snoqualmie Valley Graduation Alliance	For profit	High school pathway	75
Sultan Graduation Alliance	For profit	High school pathway	79
Sunnyside Graduation Alliance	For profit	High school pathway	80
White River Graduation Alliance	For profit	High school pathway	93
Highline Graduation Alliance	For profit	High school pathway	111

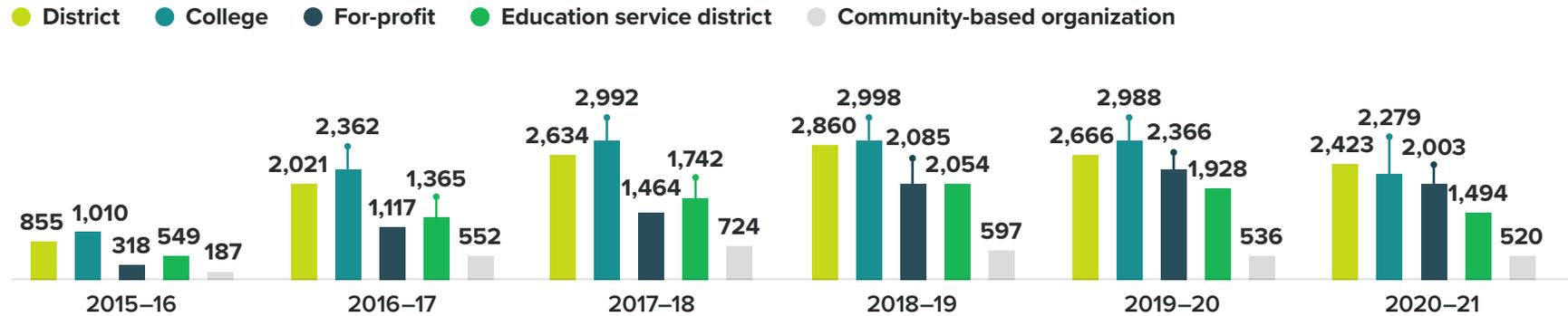
Provider	Provider type	Pathway(s) offered	Provider codes included in this program
Clover Park Graduation Alliance	For profit	GED+ pathway High school pathway	113
Wenatchee Graduation Alliance	For profit	High school pathway	119
Lake Washington Institute of Technology Graduation Alliance	For profit	High school pathway	255
Federal Way Graduation Alliance	For profit	High school pathway	299
Bate Technical College Graduation Alliance	For profit	High school pathway	307
Auburn Graduation Alliance	For profit	High school pathway	314
Steilacoom Graduation Alliance	For profit	High school pathway	315
Evergreen Clark Graduation Alliance	For profit	GED+ pathway High school pathway	344
Richland Graduation Alliance	For profit	High school pathway	357
Washougal Graduation Alliance	For profit	High school pathway	366
Prosser Graduation Alliance	For profit	High school pathway	422
Renton Graduation Alliance	For profit	High school pathway	378
Tacoma Graduation Alliance	For profit	High school pathway	419
Raymond Graduation Alliance Open Doors	For profit	High school pathway	371
Camas Graduation Alliance Open Doors	For profit	High school pathway	376
Renton Graduation Alliance Open Doors	For profit	High school pathway	378
Fife Graduation Alliance Open Doors	For profit	High school pathway	384
Insight and Graduation Alliance	For profit	GED+ pathway High school pathway	297
Mukilteo Reengagement Academy Open Doors/Graduation Alliance	For profit	High school pathway	273

Notes: Provider type was developed by the authors in collaboration with OSPI. For this study, we defined a program as having the same provider, site, and pathway(s). A single program may offer multiple pathway options for students. Provider codes were combined into a single program if they had the same provider, site, and pathway(s). We focused only on programs that served at least 10 students across the 2015–16 to 2020–21 school years and were still active as of 2020–21.

Source: Authors' analysis of publicly available data on Open Doors programs.

Appendix C. Additional Findings

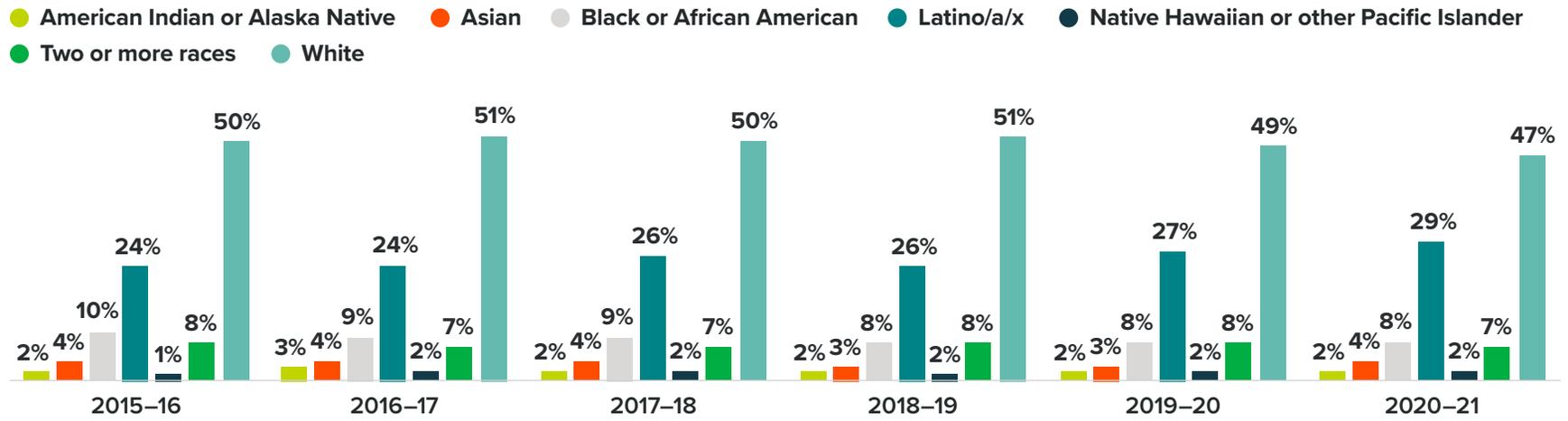
Figure C1. Historically, college-run programs had the largest student enrollments, but in 2020–21, district-run programs had the largest student enrollments, followed by colleges, for-profits, ESDs, and CBOs



Notes: Provider type was developed by the authors in collaboration with the Washington State Office of Superintendent of Public Instruction.

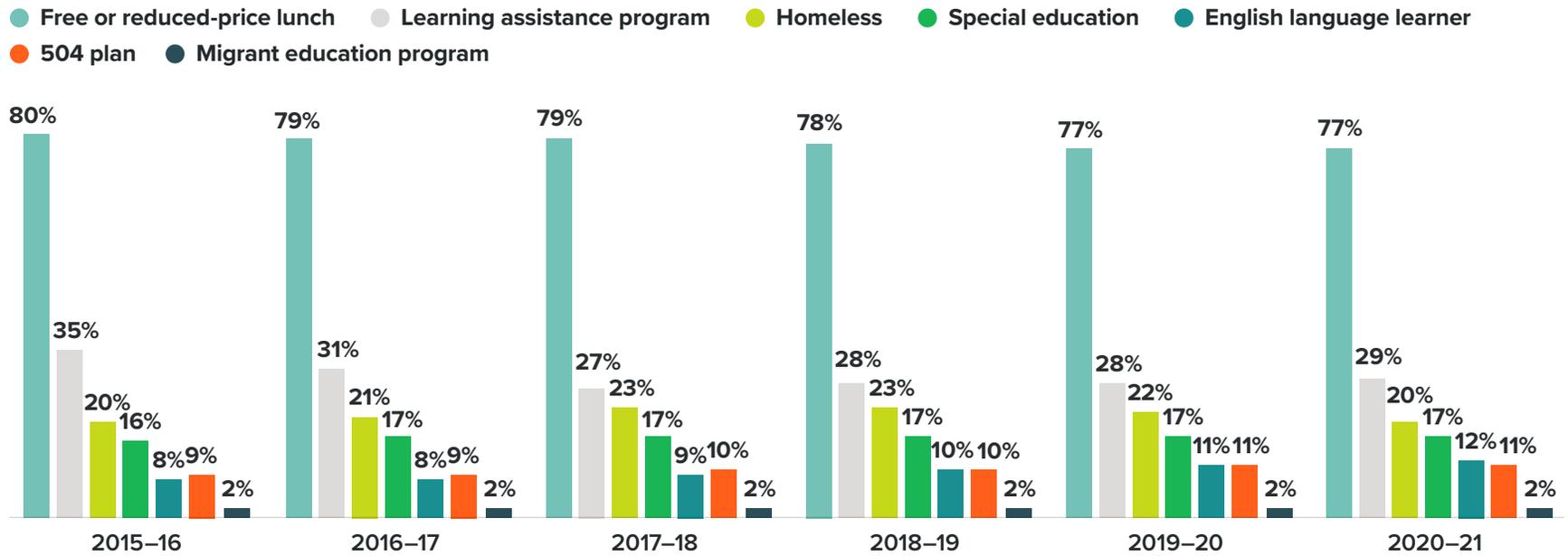
Source: Authors' analysis of data from the Washington State Education Research and Data Center and publicly available data on Open Doors programs.

Figure C2. Open Doors participant race/ethnicity is fairly consistent over time



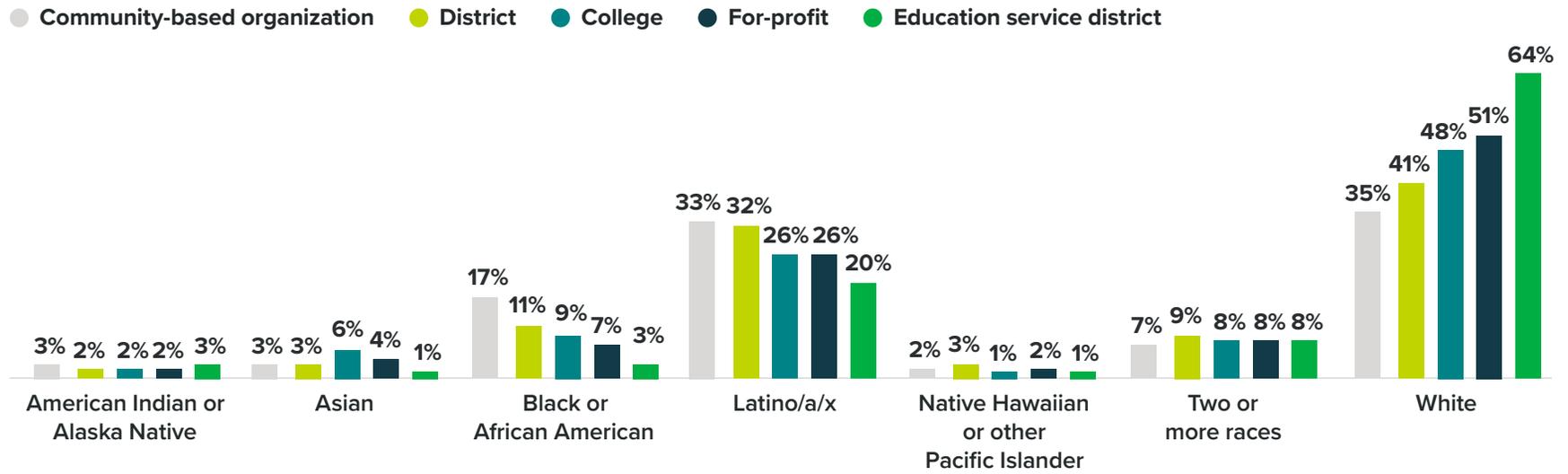
Source: Authors' analysis of data from the Washington State Education Research and Data Center.

Figure C3. Open Doors participant program participation and experiences in high school are fairly consistent over time



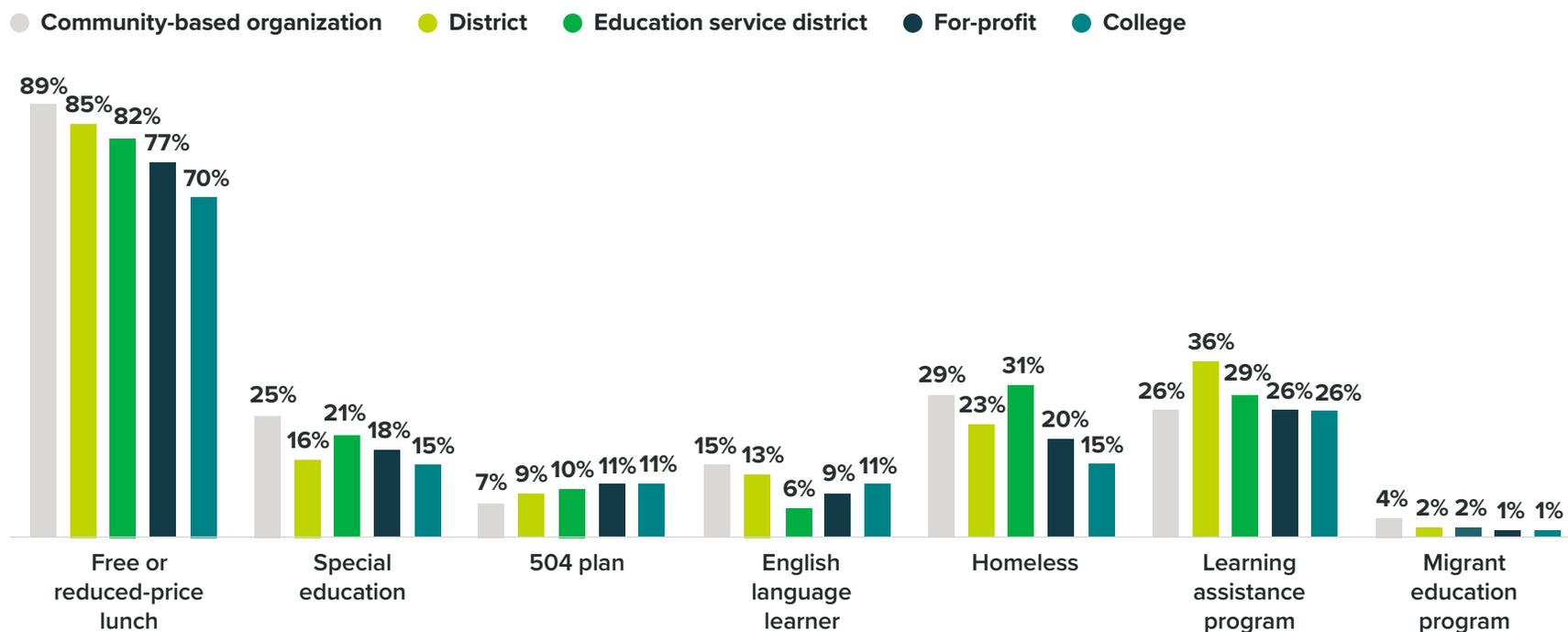
Source: Authors' analysis of data from the Washington State Education Research and Data Center.

Figure C4. Race/ethnicity varies across provider types (2015–16 to 2020–21)



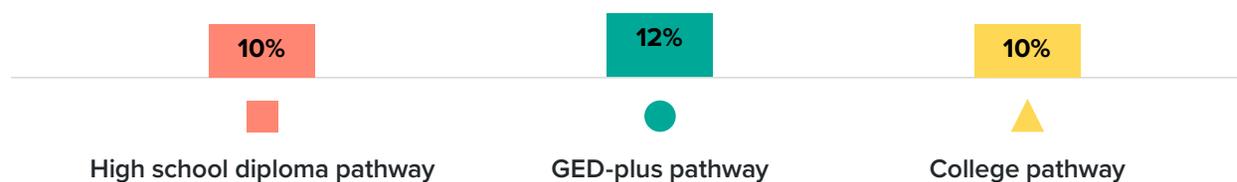
Source: Authors' analysis of data from the Washington State Education Research and Data Center.

Figure C5. Participants' high school experiences vary across provider types (2015–16 to 2020–21)



Source: Authors' analysis of data from the Washington State Education Research and Data Center.

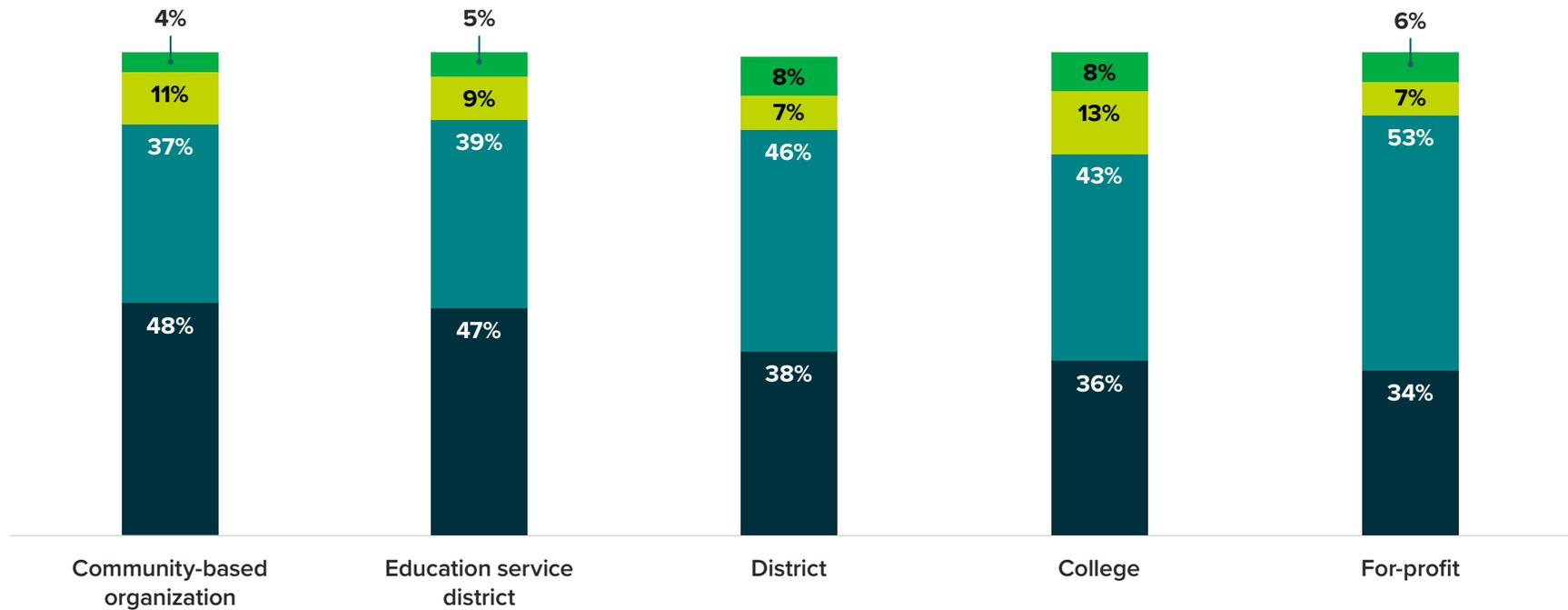
Figure C6. The percentage of students who were unenrolled from high school prior to enrollment in Open Doors is similar across the three pathways (2015–16 to 2020–21)



Source: Authors' analysis of data from the Washington State Education Research and Data Center.

Figure C7. CBO and ESD-run programs are more likely to serve students who are younger and far from goal (2015–16 to 2020–21)

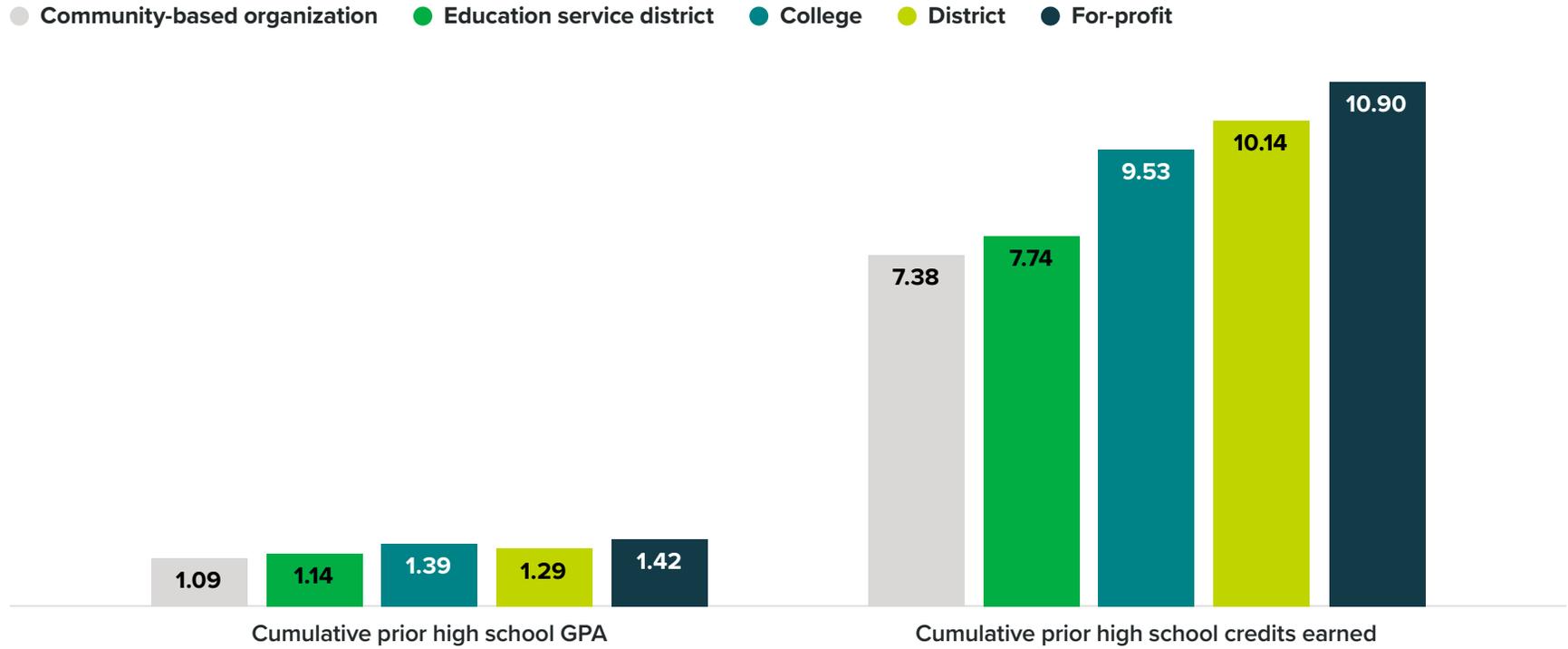
- Older and closer to goal (more than 12 credits at enrollment)
- Older and far from goal (12 or fewer credits at enrollment)
- Younger and closer to goal (more than 6 credits at enrollment)
- Younger and far from goal (6 or fewer credits at enrollment)



Young = 18 years old or younger. Old = 19 years old or older.

Source: Authors' analysis of data from the Washington State Education Research and Data Center.

Figure C8. Participants in CBO and ESD-run programs begin with fewer credits and a lower GPA (2015–16 to 2020–21)



Source: Authors' analysis of data from the Washington State Education Research and Data Center.