

OPEN DOORS SUMMER PILOT SITE PROFILE

ESD 105

Prepared for the Washington Office of Superintendent of Public Instruction (OSPI) by Education Northwest.

Overview

ESD 105 Open Doors collaborates with district partners to offer students preparation for earning their GED certificate and career planning. ESD 105 received 2024 summer pilot funding to support summer programming, expand community partnerships, and offer additional barrier reduction and career-connected learning opportunities.

ESD 105 program overview, school year 2023–24

- GED plus
- ESD
- Community type: City, midsize; rural, remote; rural, fringe; rural, distant; suburban, midsize; town, fringe
- **191** students enrolled in SY 2023–24
- Average age at enrollment: **17.4**
- Average credits at enrollment: **7.0**

Source: Evaluation team analysis of Appendix R and Open Doors end-of-year data.

Summer 2024 pilot program design and implementation

Prior to the summer 2023 pilot, ESD 105 did not offer summer programming. ESD 105 used the summer 2023 and 2024 pilot funding to offer new, innovative programming focused on academic and career-connected learning opportunities that align with students' interests.



OVERVIEW OF SUMMER PROGRAM PILOT

The program staff envisioned the summer pilot as an opportunity to expand the number of students participating in summer programming and to deepen programming, partnerships, and case management for students (table 1). The summer programming differed from what was offered during the school year, with a particular focus on new elements such as internships, financial literacy, and other career-connected learning opportunities. The priority outcomes for summer 2024 included academic outcomes (i.e., indicators of academic progress [IAP] earning, pathway completion, retention) as well as nonacademic outcomes (well-being, stability, and college or career skills). Students continued to participate in GED instruction and testing.

Table 1. ESD 105 summer 2024 pilot goals, activities, and intended outcomes

Goals	Summer program activities	Intended outcomes
<ul style="list-style-type: none"> • New/deeper programming • New/deeper partnerships • New/deeper case management • Expanded student participation in summer learning 	<ul style="list-style-type: none"> • GED instruction and testing • Career-connected learning • Community-connected learning • Case management intensity • Unique or innovative program activities limited to the summer months 	<ul style="list-style-type: none"> • Indicators of academic progress earning • Pathway completion • Retention from spring to fall • Student well-being and stability • College or career skills

Expanded community partnerships for post-resident youth

ESD 105 expanded its community partnerships through the summer pilot (table 2). To increase support for post-resident youth, ESD 105 deepened its relationship with ESD 105 Educational Advocates, who provided transitional services, postsecondary services, and outreach to youth who have experienced incarceration or detention. A new partner, the South Central Washington STEM Network, provided career training, financial literacy, and transitional services for post-resident youth.

Expanded community partnerships for career-connected learning

EESD 105 Open Doors developed new partnerships with local community-based organizations that support career planning, financial literacy, and nonacademic services. The Yakima Valley Farm Workers Clinic provided financial literacy workshops for students, covering topics like budgeting, credit and debit management, insurance, and retirement planning. Together 105 bolstered the nonacademic supports provided by ESD 105 through social skills training, counseling, and mentorship programming.

Table 2. ESD 105 summer 2024 pilot partners and activities

Partners	Key summer activities
ESD 105 Educational Advocates	ESD 105 Educational Advocates provided transitional services, postsecondary services, and outreach to the target population
South Central Washington STEM Network*	South Central Washington STEM Network provided career academy, financial aid, transitional services, postsecondary services, and outreach to the target population
Yakima Valley Farm Workers Clinic*	The Yakima Valley Farm Workers Clinic taught students about how to budget, saving and investing, credit and debt management, banking, taxes, insurance, retirement planning, consumer rights and protection, financial goals, and emergency funds
Together 105*	Together 105 provided social skills training, behavioral interventions, counseling sessions, mentorship programs, academic support, parental involvement, and monitoring and assessment checks
Lifegate	Lifegate is a nonprofit that supplied basic needs support such as household items, cleaning supplies, clothing, diapers, and other items of need

*Indicates a new partnership

Career-connected learning and paid summer internships

Students were invited to ESD 105 for weekly financial literacy workshops led by Yakima Valley Farm Workers Clinic. ESD 105 also offered students job training and work experience through paid summer internships with a wide range of community partners. Internships were especially important for youth who have experienced incarceration, who face uncertainty about job placement and security.

Whole person support

ESD 105 deeply integrates **trauma-informed practices** into its program model. Central to a trauma-informed approach is building connection. For example, staff members and teachers build strong relationships with students before starting instruction, acknowledging how important student-teacher connections are to learning. In addition, ESD 105 does not have a discipline policy for students. Staff members acknowledged that looking at students' behavior is like "... an iceberg. We got to go below and really find out what's going on." Rather than disciplining challenging behaviors, staff members strive to understand the explanation for the behavior and see it as "an opportunity to learn and reset" with students. Overall, staff members strive to develop a nurturing learning environment built on acceptance, connection, and safety.

An additional layer to ESD 105’s approach is **individualized case management and mental health services**. As part of their broader “whole child” approach, ESD 105 staff members emphasize the importance of barrier reduction support, acknowledging that students cannot learn if their basic needs are not met. Further, program staff members described how barrier reduction support can foster trust with students and show that the program is “in [their] corner, not against [them].”



I think that’s what sets us apart from other institutions ... when we say we focus on the whole child, we focus on the whole child. And we get it. Our kids know that we’re going to feed them first if they’re hungry. We’re not going to expect them to come take a test. If they have something scheduled, but then something happened and now their anxiety is high, ‘Okay, it’s no big deal, we can reschedule it.’ We don’t make it a big deal. We don’t make them feel worse about it. We’re very understanding and cater to their needs because in traditional school their needs weren’t met, and they have trauma from traditional school. And so we’re breaking down and having them become more vulnerable with us because they feel safe. And so they’re comfortable enough to let us know what their needs are.”

ESD 105 staff member

Student participation in summer 2024 pilot

STUDENT OUTREACH

Through their deepened partnership, ESD 105 Educational Advocates referred students to the ESD 105 Open Doors program to facilitate a seamless transition of services. In addition, staff members had a list of post-resident youth to prioritize during outreach. One program staff member reflected, “The funding was to serve post-resident students, so we were very intentional about serving them.” Other outreach methods included phone calls, text messages, and home visits.

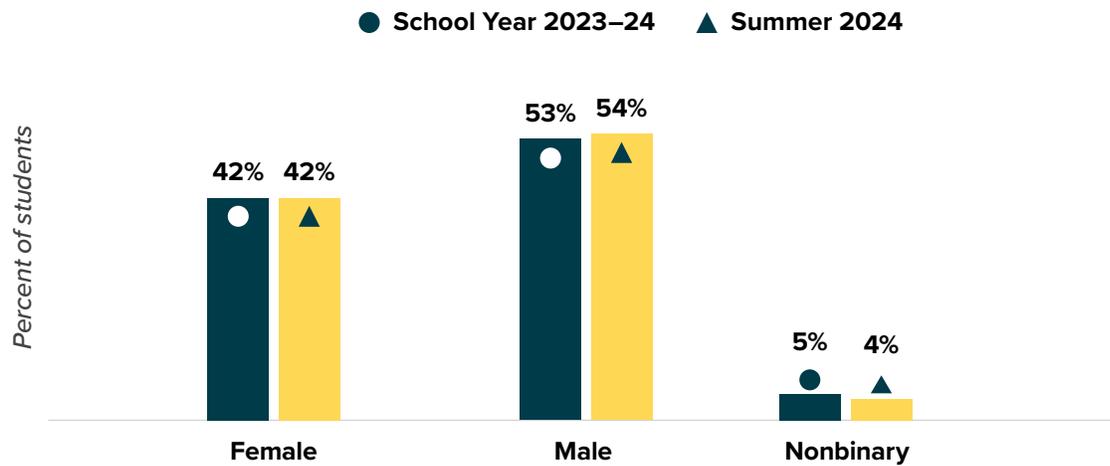
STUDENTS SERVED IN SUMMER 2024

One hundred seventy-two students participated in summer 2024. All students participated in both July and August. Twenty-six percent of summer participants were post-resident youth.

Compared to students enrolled in the 2023–24 school year program, students in the summer program first enrolled in Open Doors at a slightly younger age (17.3 compared with 17.4) and with slightly fewer credits (6.6 compared with 7.0).

The summer population was similar to the school year population in terms of gender (figure 1), and students were slightly more likely to identify as Latino/a/x (figure 2). In addition, the summer population was slightly more likely to have been classified as English learner, eligible for free or reduced-price lunch, and in migrant education (figure 3).

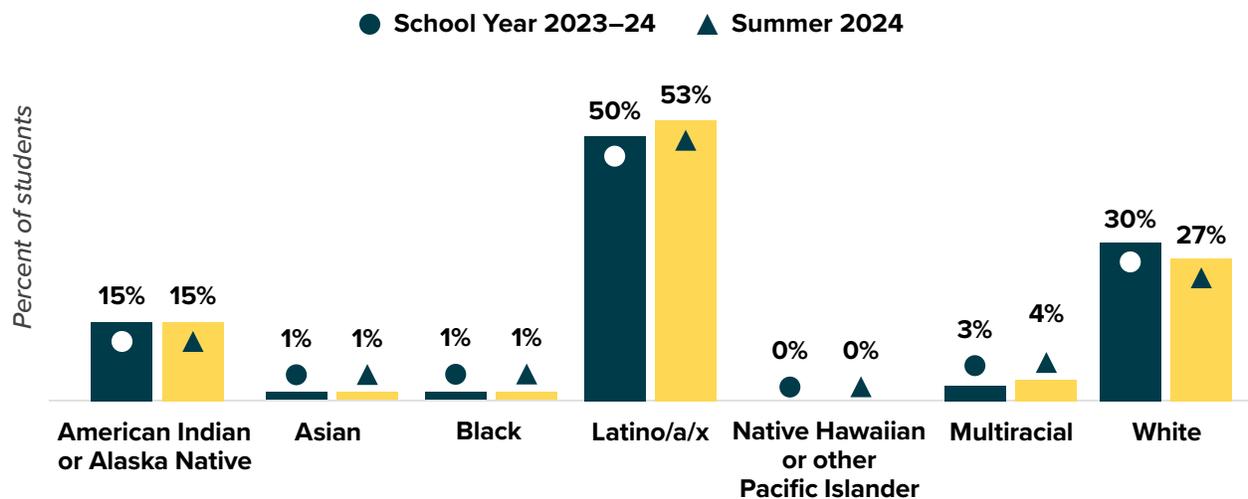
Figure 1. The summer 2024 student population had a similar gender makeup to the 2023–24 school year population



Note: N = 191 for school year and N = 172 for summer.

Source: Evaluation team analysis of Comprehensive Education Data and Research System (CEDARS) data.

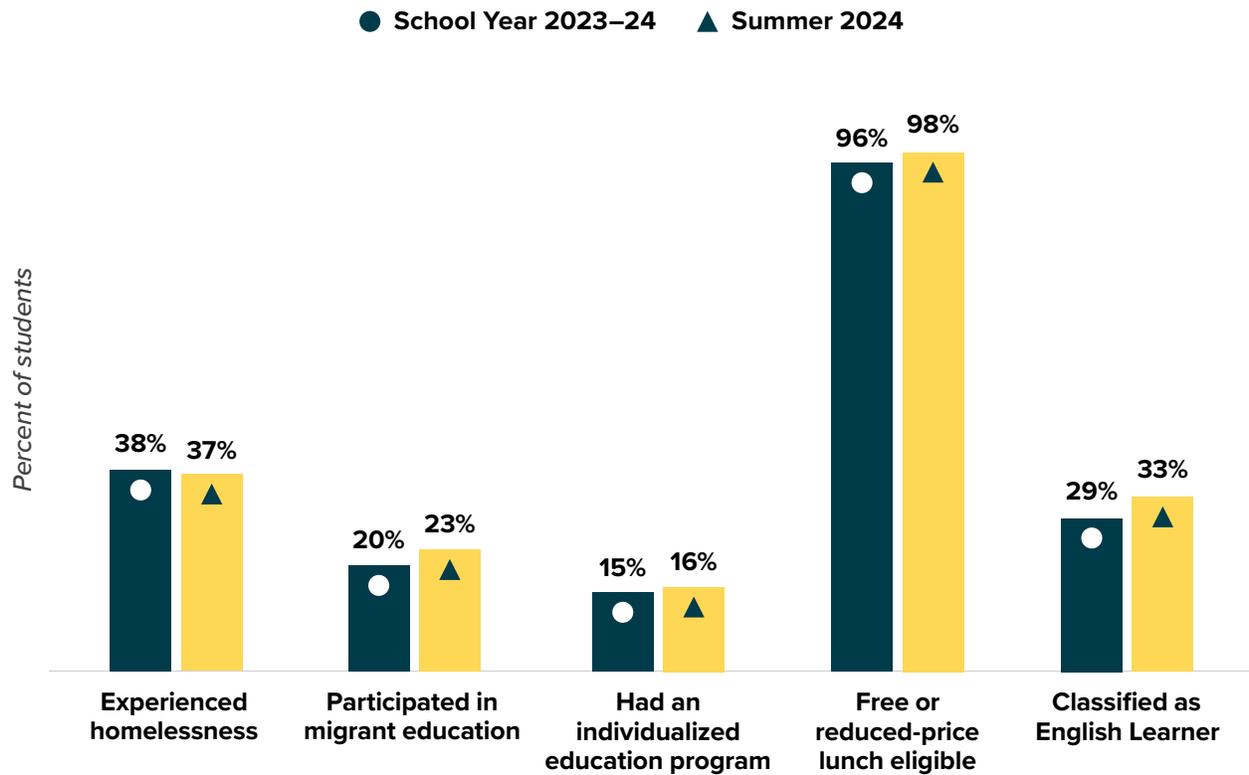
Figure 2. The summer 2024 student population had a slightly higher percentage of Latino/a/x students compared to the 2023–24 school year population



Note: N = 191 for school year and N = 172 for summer.

Source: Evaluation team analysis of CEDARS data.

Figure 3. The summer 2024 student population was more likely to have participated in migrant education or be classified as an English Learner compared to the 2023–24 school year population



Note: Data are from 2014–15 to 2023–24 so span students' upper elementary, middle school, and high school years. N = 191 for school year and N = 172 for summer.

Source: Evaluation team analysis of CEDARS data.

Outcomes

ACADEMIC PROGRESS AND CAREER SKILL DEVELOPMENT SKILLS

Staff members and students discussed the development of new academic and career skills during the summer months. Staff members reported that during the summer 15 students worked, 22 completed an internship, two earned their GED, and a total of 42 IAPs were completed. ESD 105 staff members strove to connect students with internships that aligned with their career interests. As one staff member described,



This year we were really intentional so that when we're updating their resume, it had things that could hopefully land them a job in a career that they were focusing on ... Other skills that they gained, just having that experience. Meeting new people, being able to communicate ... they need to show up on time, they need to be doing this, they need to be ready."

ESD 105 staff member

Similarly, students valued guidance from ESD 105 in deciding on a career path and developing the skills and experiences needed to pursue that path.



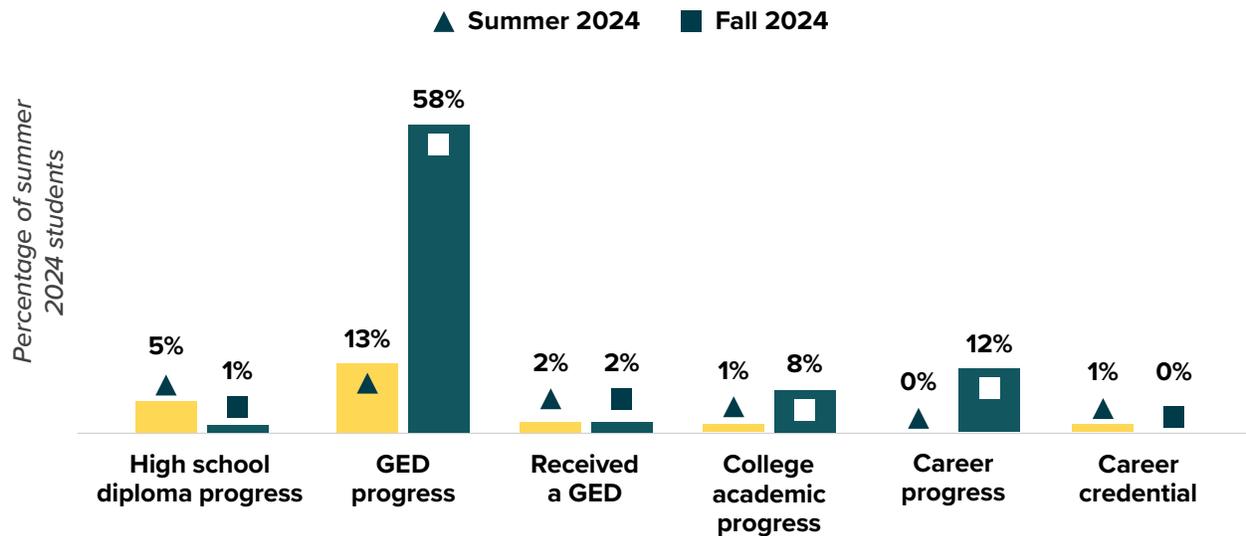
They help you figure out what career path you're more likely to do. I think when I was enrolling they made me take this little quiz that's just your jobs that you would go into, and here's certain jobs that you could get and how much it pays. And it really does help you find out what you need because they give recommendations. They help you with stuff that you probably don't know, like how to get housing, renting, or interviews, or resumes. So they help with that, so it definitely helps us look to what to do in the future."

ESD 105 student

Student achievement of indicators of academic progress in summer and fall 2024 based on quantitative data

Eighteen percent of summer 2024 students earned an IAP in summer 2024 and 73 percent earned an IAP in fall 2024. About 13 percent of students were working toward a GED in the summer (figure 4), and that persisted through fall with **over half of summer participants making progress toward a GED in fall 2024**. Additionally, in fall 2024 8 percent of summer students made college academic progress and 12 percent earned an IAP related to career progress.

Figure 4. Over half of the students who participated in summer 2024 made progress toward a GED in fall 2024



Note: N = 172. IAPs were categorized into high school diploma progress, high school diploma completion, GED progress, GED completion, college academic progress, college credential completion, career progress, and career credential completion. IAP categories are not shown if no students achieved IAPs in that category in either summer or fall 2024. For the categories displayed in this figure, the IAPs achieved were:

High school diploma progress: a. Earns at minimum a 0.25 high school credit. e. Passes one or more tests or benchmarks that would satisfy the state board of education’s graduation requirements as provided in chapter 180-51 WAC.

GED progress: f. Passes one or more high school equivalency certificate measures (each measure may only be claimed once per enrolled student), or other state assessment; g. Makes a significant gain in a core academic subject based on the assessment tool’s determination of significant gain (may be claimed multiple times in a year per enrolled student).

College academic progress: i. Successfully completes college readiness course work with documentation of competency attainment; l. Enrolls in a college level class for the first time (limited to be claimed once per enrolled student).

Career progress: j. Successfully completes job search and job retention course work with documentation of competency attainment.

Career credential: o. Successfully completes a series of short-term industry recognized certificates equaling at least 40 hours.

Source: Evaluation team analysis of pilot site reporting on summer 2024 and fall 2024 outcomes.

SENSE OF EFFICACY AND FUTURE ORIENTATION

In addition to academic progress, program staff members, students, and families described how student involvement in ESD 105 shifted students' hope and goals for the future and their self-confidence. One parent said, "All of a sudden, you just see the growth in himself, and his own self-confidence is starting to go up." Students described how support from the ESD 105 staff helped them determine their career goals and next steps after the program.



I didn't want to be in school for a long time, but I also wanted something that was credited, had certificates, so I was able to move forward. And so, me and [the ESD 105 staff] kind of agreed on the sterile processing technician, and I'm pretty sure it's only six months to do. That's not very long, but it has a good wage, there's a demand, and so we kind of just chose on that together."

ESD 105 student

Similarly, students felt proud of their accomplishments, earning a GED, and having the support of the program staff.



When you get your GED, they paint your hand, and then you put your hand on the wall and then write your name and the date. And so, I saw a lot of people putting their hands up there, and so it pushed me to really want that. To a point where the day that I got my GED, I finished later in the day, and so a couple of the teachers, they all stayed back. [Program staff member] signed my diploma, because he's like, 'I knew you were going to get it.' And so he's like, 'It's signed, so you better pass your test.' And I'm like, 'Okay.' And so a bunch of the teachers stayed back past 5:00, and then I passed, and put my hand up."

ESD 105 student

Success factors and challenges

STUDENT FEEDBACK LED TO NEW PROGRAM ELEMENTS AND OPPORTUNITIES FOR CHOICE

During the summer 2024 pilot, ESD 105 staff members strove to integrate more student voice and choice, based on feedback from summer 2023 participants. Staff members asked students about the types of careers they were interested in pursuing and paired them with internships that matched their interests. In addition, students provided input about how the program could spend barrier reduction funding and the types of courses that would meet their needs. As one program staff member explained,



This year we focused a little bit more on what students wanted to learn. We wanted to target that specifically: give them a skill that they could take on, whether it's employment, whether it's an academy, a certification, whether it was a barrier reduction funding ... 'What are you going to do with your [internship] money?' So, then we started hearing all these odd things, which — kids, right? So, they were like, 'Well, what if we developed a financial literacy class?' So that's where that came in."

ESD 105 staff member

INCLUSIVE PROGRAM CLIMATE AND INDIVIDUALIZED STUDENT SUPPORT

Students and families reflected on how the ESD 105 program staff went above and beyond to support them, which built trust and strong relationships. For example, one student described how before they joined the program, the ESD 105 Open Doors program director showed up at their court hearing. Other key practices for students included greeting students by name as they entered the school site, fostering safety without discipline, and layered interventions with mental health and check-ins.



If there's something that they need, they will come, hell or high water, find a way to help meet that kid's need. And they meet kids where they're at."

ESD 105 family member

Program staff members valued **morning meetings** to talk about students on their caseload, discuss which students they were struggling to support, and give other staff members context about what was going on in the students' lives. ESD 105 staff members found success in forming **advisory teams** to ensure all students receive personalized support. Each staff member, including instructors and case managers, has about 16 to 20 students on their caseload that they reach out to weekly to ask how they are doing and if they need help with anything. Case management staff members are still responsible for supporting their caseload students, but this additional layer ensures that every student has another staff member who regularly checks in with them about their everyday needs.

CAPACITY TO OFFER ON-SITE SUPPORT FOR MENTAL HEALTH AND BASIC NEEDS

Program staff members reflected that program capacities, like having a mental health therapist on site for students to see before and after class, are critical for students. In addition to summer funding, an ongoing partnership with Lifegate—a nonprofit organization that provides other nonprofits with basic needs supports such as hygiene products, clothing, and cleaning supplies—helped ESD 105 to provide students with barrier reduction supports.

INTERNSHIPS PRESENT NEW CHALLENGES

ESD 105 experienced capacity constraints, such as funding to support students with transportation to classes or their internship. The program strove to provide all students with a paid internship opportunity during the summer but faced challenges finding reliable internship sites for all students. For example, one student described that she participated in a paid internship at a daycare site. However, the daycare owner often canceled sessions depending on the number of children that were attending that day. As a result, the internship was less robust than she would have liked.

Engaging students in summer program design and improvement

ESD 105 program staff members intentionally integrated opportunities for youth voice and choice in their summer programming. At the start of the summer, the staff developed surveys to see what students were interested in and designed a program with student voice at the center. Students were matched with internships based on their goals from the survey.

During the summer, the program also shifted its curriculum. To gain student input, instructors sat down with students to talk about the pros and cons of different curriculum options before making a decision. For example, students expressed that they did not feel as prepared for the GED test on certain subjects. Staff members worked with students to choose a curriculum that they felt covered the four GED subjects well and that students liked.

About this project

Washington state appropriated funds for the Office of Superintendent of Public Instruction (OSPI) to conduct a summer program pilot with up to 12 [Open Doors Youth Reengagement Programs](#). The funding period spanned the 2023–2025 biennium as outlined in House Bill #5187, Sec. 522. ESD 105 participated in the summer 2023 and summer 2024 pilots. OSPI contracted with [Education Northwest](#) to evaluate the Open Doors Summer Pilot. Education Northwest prepared this profile as part of the evaluation.

METHODS

Education Northwest developed this summer pilot program profile from artifact review and interviews/ focus groups in summer 2024 with six ESD 105 students, six staff members, five family members, and four community partners. We also analyzed quantitative program and student data from OSPI to produce the student demographics and outcomes figures. Thank you to the ESD 105 students, families, program team, and partners for taking the time to share your stories and perspectives about the summer pilot.

Recommended citation

Fujita-Conrads, E., Cigarroa Kennedy, C., Hodara, M., & Petrokubi, J. (2025). *Open Doors Summer Pilot Site Profile: ESD 105*. Education Northwest.

Appendix. 2023 Summer pilot data

Fifty students participated in the ESD 105 Open Doors program in summer 2023. Summer 2023 students were more likely to be male than female (50% compared to 46%). Half of participants identified as Latino/a/x, nearly a quarter identified as white, and about a quarter identified as American Indian or Alaska Native. Over one-third (34%) were post-resident youth. Most students came from low-income backgrounds: 94 percent were eligible for free or reduced-price lunch and 42 percent had experienced homelessness.

Table 1A. Identities and experiences of summer 2023 students

Characteristic		Percentage
Gender	Female	46%
	Male	50%
	Nonbinary	4%
Race/Ethnicity	American Indian or Alaska Native	22%
	Asian	0%
	Black	0%
	Latino/a/x	50%
	Native Hawaiian or other Pacific Islander	0%
	Multiracial	4%
	White	24%
Characteristics prior to Open Doors enrollment	Average age	17.8
	Average credits	7.2
School experiences	Post-resident youth	34%
	Experienced homelessness	42%
	Participated in migrant education	24%
	Had an individualized education program	10%
	Free or reduced-price lunch eligible	94%
	Classified as English learner	20%

Note: N = 50. Post-resident youth data were self-reported by Open Doors sites. The other school experiences are from 2014–15 to 2022–23 CEDARS data and so span students' upper elementary, middle school, and high school years.

Source: Evaluation team analysis of CEDARS data and summer 2023 data from sites.

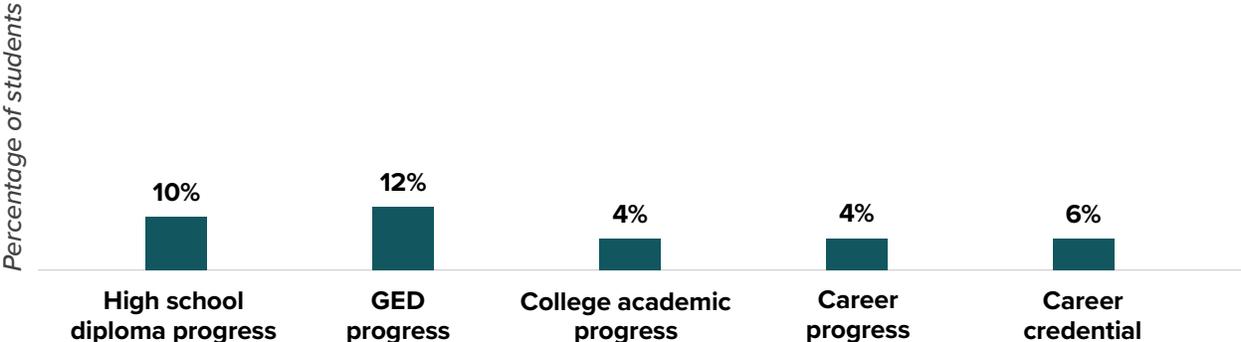
Across these identities and school experiences, the summer 2023 and 2024 populations had some differences: A lower percentage of students were post-resident youth in summer 2024 compared to summer 2023 (26% compared to 34%). A slightly higher percentage of students were male in summer 2024 compared to summer 2023 (54%; see figure 1). The summer 2024 population also had a lower percentage of

students who identified as American Indian or Alaska Native (15%; see figure 2). Finally, the summer 2024 population had a higher percentage of students who had an individualized education program (16%; see figure 3) and who had been classified as English learners (33%).

STUDENT ACHIEVEMENT OF INDICATORS OF ACADEMIC PROGRESS IN SUMMER 2023

Thirty percent of summer 2023 students earned any indicators of academic progress (IAP) in summer 2023. Students earned IAPs for a variety of categories: high school diploma progress, GED progress, college academic progress, career progress, and career credentials.

Figure A1. Ten percent of summer 2023 students made progress toward a high school diploma and 12 percent made progress toward a GED during summer 2023



Note: N = 50. IAPs were categorized into high school diploma progress, high school diploma completion, GED progress, GED completion, college academic progress, college credential completion, career progress, and career credential completion. IAP categories are not shown if no students achieved IAPs in that category in summer 2023. For the categories displayed in this figure, IAPs are as follows:

High school diploma progress: m. Successfully completes an English as a second language (ESL) class.

GED progress: g. Makes a significant gain in a core academic subject based on the assessment tool’s determination of significant gain (may be claimed multiple times in a year per enrolled student).

College academic progress: i. Successfully completes college readiness course work with documentation of competency attainment.

Career progress: j. Successfully completes job search and job retention course work with documentation of competency attainment.

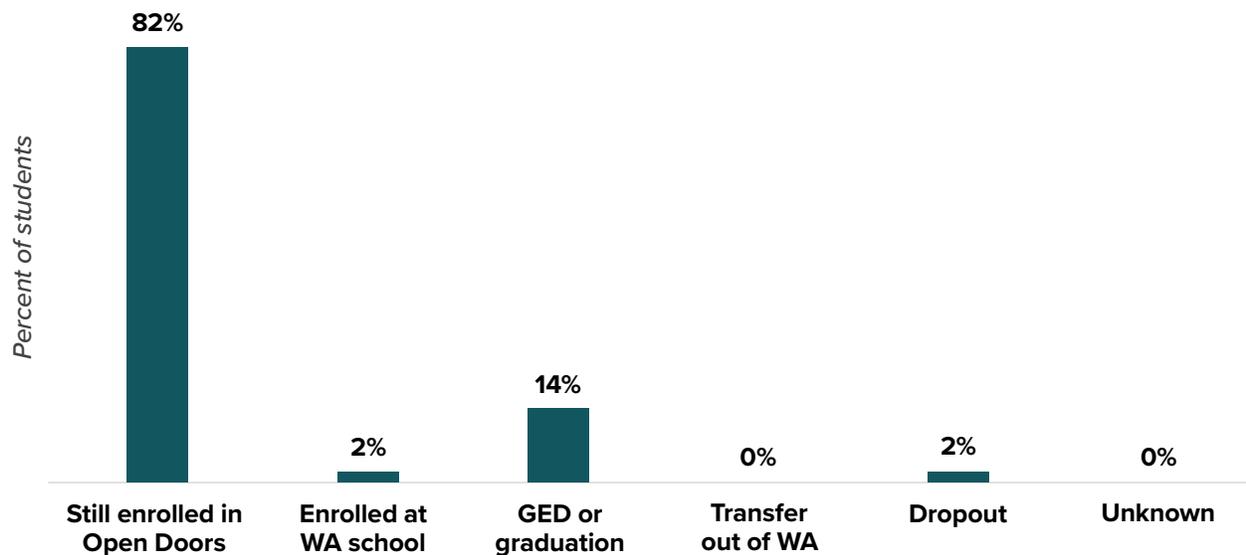
Career credential: d. Receives an industry recognized certificate of completion of training or licensing received after completion of a program requiring at least 40 hours of instruction; o. Successfully completes a series of short-term industry recognized certificates equaling at least 40 hours.

Source: Evaluation team analysis of pilot site reporting on summer 2023 outcomes.

SCHOOL YEAR 2023–24 SCHOOL STATUS OF SUMMER 2023 STUDENTS

By the end of the 2023–24 school year, 82 percent of summer 2023 students were still enrolled in Open Doors.

Figure A2. Most summer 2023 students were still enrolled in Open Doors in the 2023–24 school year



Note: N = 50. Unknown means the student did not show up in any data file in the 2023–24 school year.

Source: Evaluation team analysis of CEDARS data, including enrollment, graduation, and Open Doors end-of-year data.

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