

OPEN DOORS YOUTH REENGAGEMENT SUMMER PILOT EVALUATION

Reengaging Post-Resident Youth

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

Open Doors Youth Reengagement Summer Pilot Evaluation

Reengaging Post-Resident Youth

2025

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OPEN DOORS SUMMER 2024 PILOT SITES

- Coupeville Open Academy
- ESD 101 Next Generation Zone
- ESD 105 Open Doors
- ESD 113 Gravity Learning Center
- ESD 123 TC Futures
- Northwest ESD 189
- Puget Sound ESD 121
- Puyallup-Walker High School
- Seattle Interagency Open Doors
- SkillSource

OPEN DOORS SUMMER 2024 PARTNER ORGANIZATIONS

- Benton-Franklin Juvenile Justice
- Build 2 Lead
- Career Path Services
- Chelan County Juvenile Detention Center
- Department of Children, Youth, and Families
- Eco-Stewardship/Washington State University
- ESD 105 Educational Advocates
- Gift from the Heart Food Bank
- Growing Forward
- Habitat for Humanity of Island County
- If You Could Just Save One
- Island County Human Resources
- Lifegate
- Lighthouse Community Center
- Methodist Church
- Mind Your Business
- Morning Star Baptist Church
- Olympia Coffee Roasters
- Occupational Safety and Health Administration Training at Seattle Public Schools
- Puyallup Chamber Foundation
- Puyallup Food Bank
- Puyallup Parks and Rec
- Reddout Wine Consulting and Frichette Wines
- Reign Concept Salon, LLC
- Revive Community Services
- Thurston County Chamber
- Together 105
- Top Notch Driving School
- Touchstone Community Facility
- South Central Washington STEM Network
- Urban League of Seattle
- Yakima Valley Farm Workers Clinic
- Yes We Can Flaggers
- YMCA

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Introduction



Thanks to Open Doors and to the program, now I'm here thinking with better mind, better vision. I actually want to be somebody in life."

Open Doors student and post-resident youth

All young people deserve a supportive and engaging education that prepares them for life after high school. For youth who have experienced detention or incarceration, the education system has not adequately supported their academic progress and overall well-being (Gertseva & McCurley, 2018). A robust youth reengagement system, meaningful summer learning opportunities, and access to basic needs can support students, especially those who have been justice involved, to thrive.

The Washington State Office of Superintendent of Public Instruction (OSPI) oversees Open Doors Youth Reengagement, the "statewide dropout retrieval system" (RCW 28A.175.100) for young people between the ages 16 and 21. Washington House Bill #5187, Sec. 522, appropriated proviso funding for OSPI to conduct a summer pilot with up to 12 Open Doors programs in summer 2023 and 2024. Ten summer pilot sites received more money from the state than the usual the 10-month school year allocation¹ to provide academic and career programming in July and August, with **a focus on students who have experienced institutional education** while in juvenile detention or incarcerated—referred to here as "post-resident youth"² (see appendix B for a note on this definition and how we identified students). To facilitate this work, OSPI offered statewide training to enhance provider skills in supporting post-resident youth.

Post-resident youth in Open Doors

Open Doors programs, particularly those operated by educational service districts (ESDs) and school districts, have historically served a significant number of post-resident youth. In school year 2022–23, Open Doors enrolled one in five post-resident youth statewide (Petrokubi et al., 2024). Post-resident

¹ Programs are reimbursed \$959 per month (up to 10 months of apportionment) for each student meeting academic progress requirements: weekly status check, indicator of academic progress earned in last three months, and two hours of face-to-face time.

² To align with the legislation that funded the Open Doors summer pilot, (House Bill #5187, Sec. 522) in this brief we use the term "post-resident youth," which is defined as an individual who is under age 21, a former resident of an institutional education facility, and either a public school student or a person who is eligible to be a public school student but is not enrolled in a school or otherwise receiving basic education services (RCW 28A.190.005).

youth make up a higher proportion of Open Doors students (7%) compared with comprehensive high school students statewide (1%). In 2022–23, most post-resident youth participating in Open Doors were enrolled in ESD- or district-run programs and in GED-plus or high school diploma pathways. Open Doors programs run by community-based organizations serve fewer post-resident youth overall compared to programs run by ESDs and districts, but a disproportionately high proportion of their students are post-resident youth.

Overview of this report

OSPI contracted with [Education Northwest](#) to evaluate the Open Doors summer pilot. This mixed methods evaluation includes analysis of quantitative data (student-level data from the Comprehensive Education Data and Research System [CEDARS], the Open Doors end-of-year file, and summer pilot data collection spreadsheet) and qualitative data (interviews, focus groups, photo elicitation, and observations) collected with students, staff members, families, and partners during site visits in July and August 2024.

Some of the student focus groups included post-resident youth. We also gathered more in-depth data from a series of interviews with four post-resident youth from across the state who participated in the summer pilot. These interviews took place over a period of seven months.

This report draws upon these data to discuss findings from the summer 2024 strategy of prioritizing services to post-resident youth (box 1).

Box 1. Summer pilot goal to prioritize post-resident youth

1. Prioritize for selection schools and programs that work with post-resident youth as defined in RCW 28A.190.005 (House Bill #5187, Sec. 522)
2. Sites center post-resident youth in design and delivery of intensive summer programming and community partnerships to promote academic progress and postsecondary success

See [Open Doors Reports](#) for reports on the summer pilot strategies to expand summer learning and reduce barriers to learning. More information on the evaluation and data included in this brief may be found in Appendix A.

Key findings

The evaluation team identified nine key findings based on the quantitative and qualitative data collected. Each finding and its supporting data are discussed in detail below the table, grouped by evaluation issue.

Evaluation issue	Summary of key findings for summer 2024
 Programming and partnerships	1. While some sites developed programming and partnerships specifically for post-resident youth, summer pilot sites varied in their level of focus on post-resident youth.
 Student participation	2. The percentage of summer 2024 students who were post-resident youth varied widely across sites. 3. Post-resident youth enrolled in Open Doors for various reasons and at different stages of life, and they had diverse identities and school experiences. 4. Summer pilot funding was more likely to support education services for participants who were post-resident youth compared to those who were not.
 Student outcomes	5. Summer 2024 students who were post-resident youth made substantial academic progress in summer that persisted into the fall. 6. Students engaged with positive and unique learning experiences over the summer, which increased their confidence and sense of self.
 Lessons learned and recommendations	7. Positive relationships, flexibility, and barrier reduction support are especially critical for post-resident youth, but programs are not always set up to address their complex life circumstances. 8. Cross-system collaboration is critical when serving post-resident youth; a lack of coordination can present barriers to learning. 9. Programs recommended that OSPI facilitate more opportunities for communities to come together around serving post-resident youth.



Summer 2024 programming and partnerships for post-resident youth

This section describes key findings related to program selection, design, management, and partnership to serve post-resident youth during summer 2024.

FINDING 1.

While some sites developed programming and partnerships specifically for post-resident youth, summer pilot sites varied in their level of focus on post-resident youth

About half the sites centered post-resident youth in their outreach efforts

In general, Open Doors staff members and students described their sites as uniquely supportive learning environments for post-resident youth. Some staff members suggested that their program offers a “fresh start” for students who may need a different setting. For the summer pilot, some sites used the funding to develop new ways of reaching more post-resident youth. Staff members said the summer pilot grant allowed Open Doors sites to take the time needed to “reach a wider net” and recruit more post-resident youth, especially compared to the previous summer when there was less time for planning. Other sites served post-resident youth, but their recruitment efforts did not focus as intensively on this population of young people.

Some sites offered programming intentionally designed for post-resident youth

Some sites developed career-connected learning specifically for post-resident youth. This strategy aligns with studies showing that students who participate in summer youth employment programs are less likely to disengage, more likely to graduate high school (Modestino & Paulsen, 2023), and less likely to be incarcerated (Gelber et al., 2016).

In addition to career-connected learning, some programs worked with a range of partners to support post-resident youth through their transitions. For example, the Open Doors program at ESD 123 TC Futures is a “one-stop shop” for post-resident youth that is “solution focused” and offers specific programming, including an orientation to help youth transition and understand expectations after leaving institutional education. This site also offers personalized support for post-resident youth to find a job. For post-resident youth, access to reentry services such as these can reduce recidivism (Calleja et al., 2016).



[In partnership with Open Doors] we do a lot of solution-focused conversations around kids that are really having some challenging issues, that most places wouldn't allow them to come back because of their behaviors or their past behaviors or perceived safety issues.”

Open Doors community partner

At other pilot sites, such as PSESD 121, program staff members identified community partners that have experience working with post-resident youth and arranged alternate transportation options to specifically support post-resident youth to access programming. SkillSource worked with partners from the justice system to ensure that post-resident youth could access unique work experiences alongside other young people.

Sites developed partnerships to expand the experiences and networks of post-resident youth

Almost all summer pilot sites developed innovative community partnerships, many of which were especially beneficial for post-resident youth. For example, at sites that offered career-connected learning specifically designed for post-resident youth, students could access pre-apprenticeships, summer internships, workplace exposure, job skills training, and/or field trips to workplaces. Open Doors staff members shared that these opportunities are not always available or accessible to post-resident youth in their communities.



For students that are adjudicated, it's just the opportunity. Sometimes they leave, they get out of where they were, and they think, 'How am I going to get a job? How am I going to be able to do this?' Just having that opportunity to be able to engage in a place of employment, they're like, 'Wow. Oh yeah, this is what I want to do.' And it's an opportunity for them, but it brings hope to their life.”

Open Doors staff member

Two post-resident youth who participated in interviews described participating in career-connected learning over the summer. For one student, the experience of working over the summer was positive because they learned new skills, received compensation, and built new relationships. In this way, students broadened their networks and met new people in various fields.



[The summer employment program] was great. I had met some people that were pretty cool. I worked with some people that were pretty nice and cool, that talked to me, that gave me stories about life and stuff.”

Open Doors student and post-resident youth

Some Open Doors sites also offered community-based mentoring. They often brought in mentors from the community who had similar lived experiences to the students and could therefore connect well with them. Many of these mentoring relationships have continued beyond the summer pilot. The summer pilot enabled Open Doors sites to provide these unique opportunities for post-resident youth.

Pilot sites differed in the degree to which they focused on reaching and serving post-resident youth during summer 2024. These findings suggest that the summer pilot partially met the goal of centering post-resident youth in the design and delivery of intensive summer programming and community partnerships to promote academic progress and postsecondary success.



Post-resident youth participation in summer 2024

This section presents data on post-resident youth participation in the summer pilot. We report on the degree to which sites served post-resident youth, including post-resident youth who would not otherwise be served during the summer, and provide information about the identities and experiences of the students served.

FINDING 2.

The percentage of summer 2024 students who were post-resident youth varied widely across sites

Overall, the summer pilot sites served a higher percentage of post-resident youth compared to other Open Doors sites

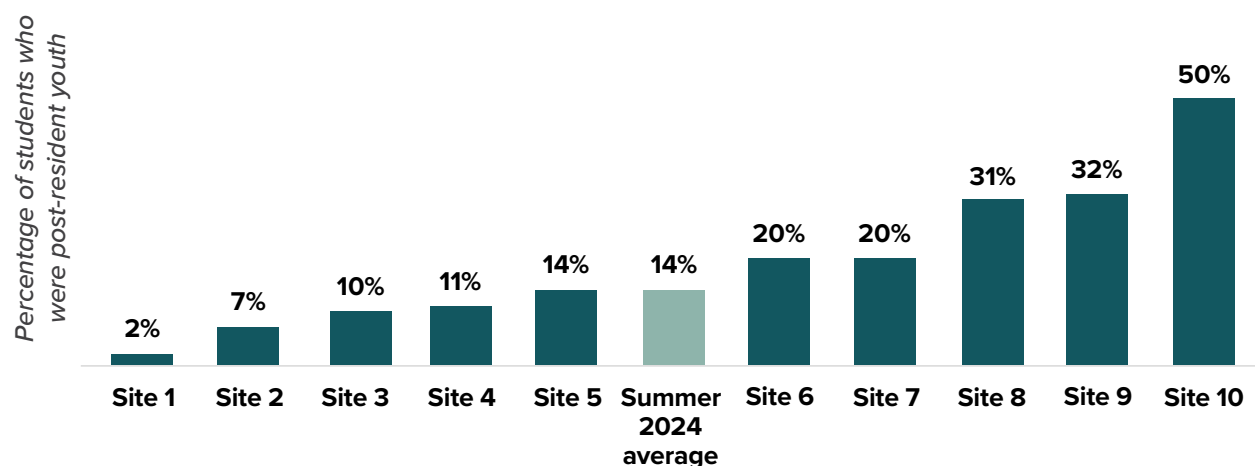
The summer pilot was meant to prioritize schools and programs that serve a high percentage of post-resident youth during the school year. Drawing on CEDARS school enrollment data, we found that the summer pilot sites tended to serve more students identified as post-resident youth, defined as ever having enrolled in institutional education, than nonpilot sites. During the 2022–23 school year, 7 percent of Open Doors students in nonpilot sites were post-resident youth and 13 percent of students in the summer 2024 pilot sites were post-resident youth. See Appendix A for more information on the definition of post-resident youth and how we identified students who were post-resident youth for this evaluation.

These findings indicate that the summer pilot met the goal of prioritizing schools and programs that work with post-resident youth during the school year.

Fourteen percent of summer 2024 students were post-resident youth, but the percentage of post-resident youth varied widely across the pilot sites

As discussed, some sites prioritized post-resident youth in the outreach and design of their summer program, while other sites were not as intentional. To explore which students the summer pilot sites served and what their outcomes were, we used pilot site data that identified participants who were post-resident youth, which we refer to as “self-reported data.” See appendix A for more information about the study data sources. A total of 143 post-resident youth participated in the summer 2024 pilot. The percentage of students who were post-resident youth varied by site, ranging from 2 to 50 percent across sites (figure 1).

Figure 1. In summer 2024, the percentage of students who were post-resident youth varied widely between sites



Note: N = 1,025. This figure uses sites’ self-reported data on whether students identified as post-resident youth. Each bar represents a single site. There is no association between site numbers and site names.

Example interpretation: The percentage of post-resident youth served by a site ranged from a low of 2 percent to a high of 50 percent. On average, 14 percent of participants were post-resident youth.

Source: Evaluation team analysis of pilot site reporting in summer 2024.

The variation in the percentage of post-resident youth served by each site aligns with the earlier findings that summer pilot sites varied widely in their emphasis on recruiting and serving post-resident youth. Several sites were highly successful in engaging a higher percentage of post-resident youth during the summer.



That was what funding was for—to serve post-resident students—so we were very intentional about serving them.”

Open Doors staff member

FINDING 3

Post-resident youth enrolled in Open Doors for various reasons and at different stages of life, and they had diverse identities and school experiences

Post-resident youth had diverse backgrounds and reasons for enrolling in Open Doors

Overall, the sites served a mix of youth who came to Open Doors directly from detention as well as youth who had been involved in the system at other points in their lives. The post-resident youth who participated in interviews had various motivations for joining Open Doors. Two students were referred to Open Doors by educators at previous schools, one student found Open Doors on their own, and one student’s parent encouraged them to enroll in Open Doors.



[Another school] told me I couldn’t attend there, so they told me to come over here to Open Doors and check over here, and that’s when I came. And I applied, and pretty much that’s how I came, and I signed up.”

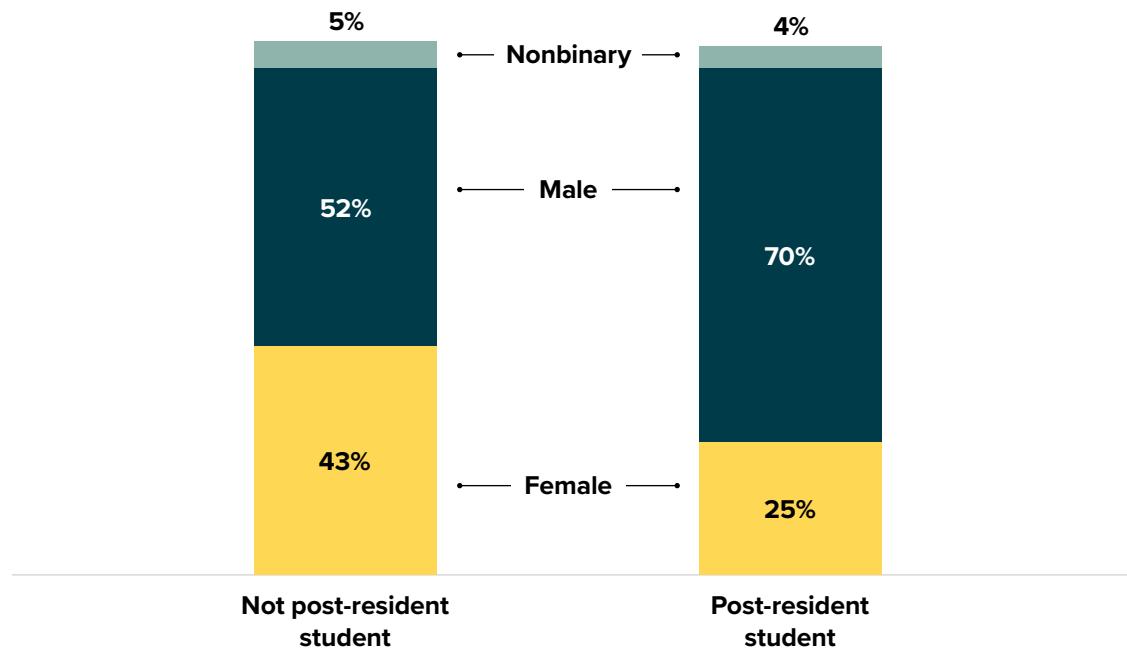
Open Doors student and post-resident youth

The summer pilot funding was intended to support post-resident youth regardless of when or where they had experienced detention or incarceration. These student perspectives highlight the diversity of post-resident youth experiences and suggest that being open during the summer may benefit students who are newly released, as well as those who are farther from that experience.

Summer pilot students who were post-resident youth were more likely to be male, identify as multiracial, have experienced homelessness, have had an individualized education program, and have been eligible for free or reduced-price lunch than those who were not post-resident youth

Summer pilot students who were post-resident youth were far more likely to be male than female, especially when compared with the gender identities of summer pilot students who were not post-resident youth (figure 2).

Figure 2. Summer 2024 pilot students who were post-resident youth were more likely to be male



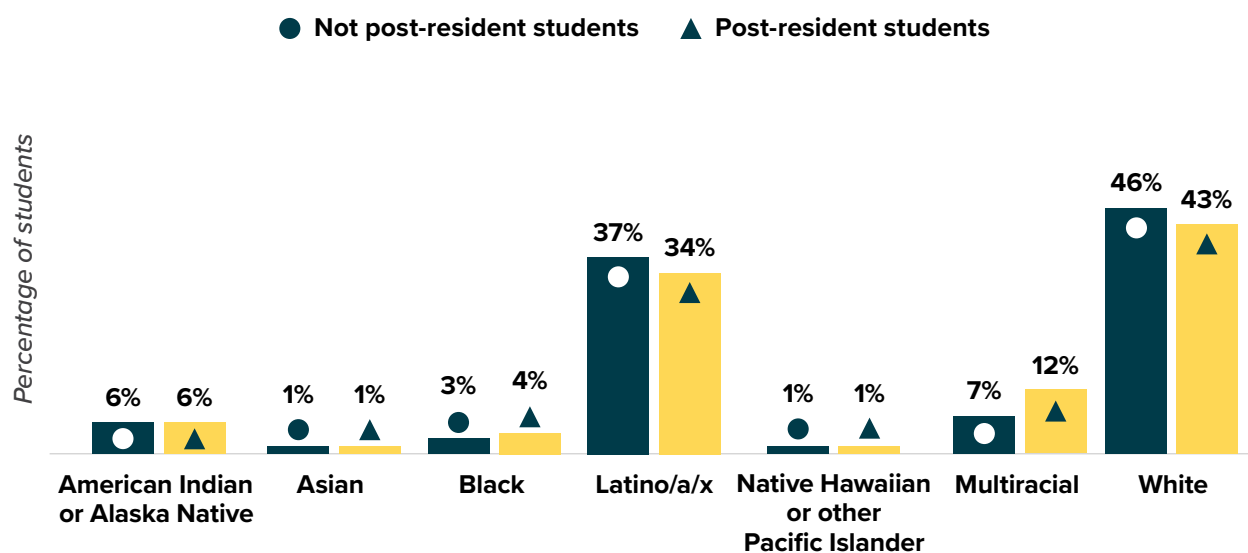
Note: N = 882 for not post-resident youth and N = 143 for post-resident youth. This figure uses sites' self-reported data on whether students identified as post-resident youth.

Example interpretation: Among summer students who were not post-resident youth, 43 percent were female and 52 percent were male. In contrast, among summer students who were post-resident youth, 25 percent were female and 70 percent were male.

Source: Evaluation team analysis of CEDARS data and pilot site reporting in summer 2024.

Post-resident youth participants had similar racial and ethnic identities to summer pilot students who were not post-resident youth, except that post-resident youth were more likely to identify as multiracial (figure 3).

Figure 3. Summer 2024 pilot students who were post-resident youth were more likely to identify as multiracial



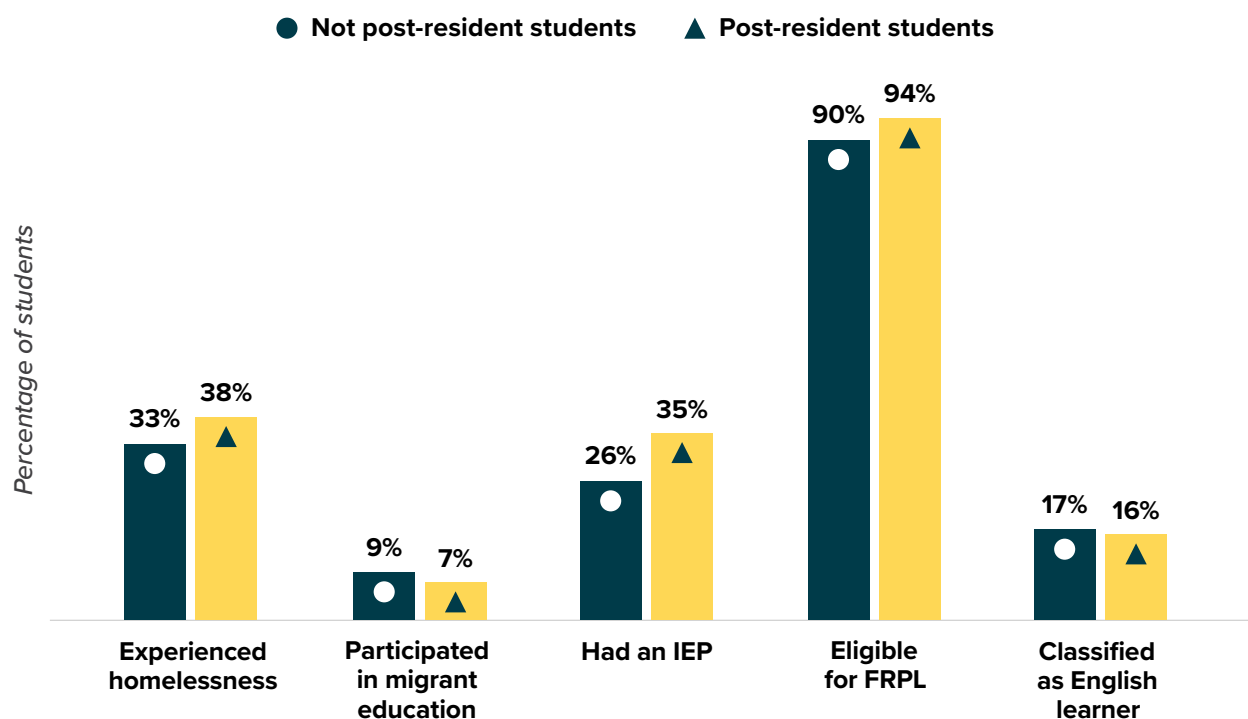
Note: N = 882 for not post-resident youth and N = 143 for post-resident youth. This figure uses sites' self-reported data on whether students identified as post-resident youth.

Example interpretation: Seven percent of summer students who were not post-resident youth identified as multiracial, while 12 percent of summer students who were post-resident youth identified as multiracial.

Source: Evaluation team analysis of CEDARS data and pilot site reporting in summer 2024.

Finally, post-resident youth participants had different K–12 school and life experiences than summer pilot students who were not post-resident youth. The post-resident youth participants were more likely to have experienced homelessness, had an individualized education program (IEP), and been eligible for free or reduced-price lunch (figure 4).

Figure 4. Summer 2024 pilot students who were post-resident youth were more likely to have experienced homelessness, had an IEP, and been eligible for free or reduced-price lunch



IEP = individualized education program.

Note: N = 882 for not post-resident youth and N = 143 for post-resident youth. This figure uses sites' self-reported data on whether students identified as post-resident youth.

Example interpretation: Thirty-three percent of summer students who were not post-resident youth had experienced homelessness while 38 percent of summer students who were post-resident youth had experienced homelessness.

Source: Evaluation team analysis of CEDARS data and pilot site reporting in summer 2024.

These findings suggest that the pilot sites served post-resident youth who have experienced multiple vulnerabilities. This aligns with previous research demonstrating that post-resident youth in Washington are more likely to experience poverty, housing instability, school mobility, and special education compared to their peers who have not experienced incarceration (Gertseva & McCurley, 2018). This highlights the need for cross-agency collaboration and coordinated, holistic support for students.

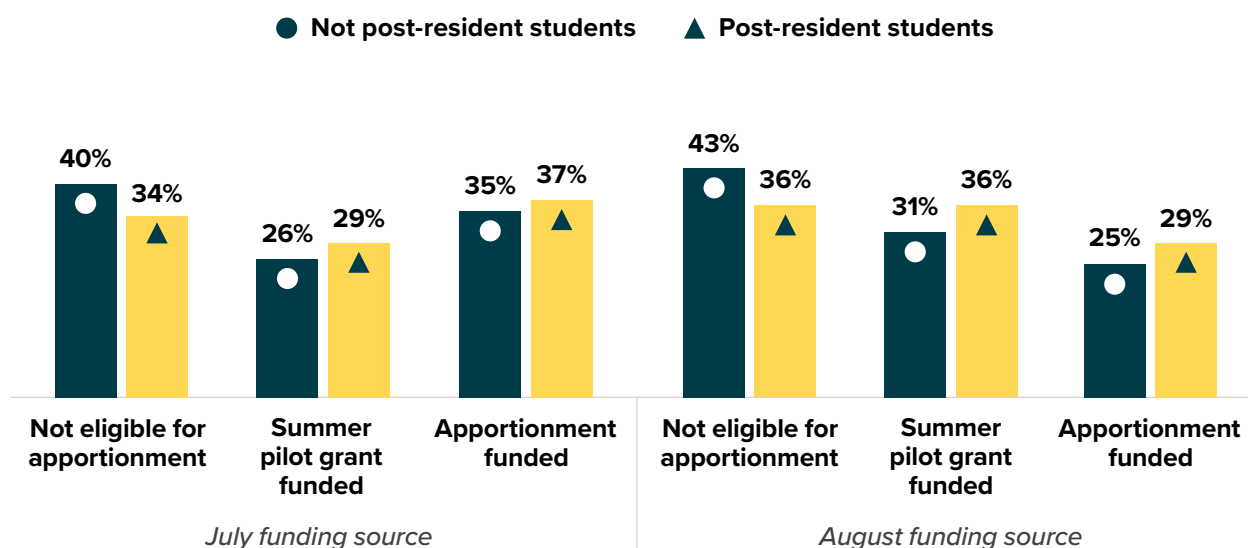
FINDING 4

Summer pilot funding was more likely to support education services for participants who were post-resident youth compared to those who were not

Pilot sites reached and served post-resident youth in the summer who may not be in school otherwise

Post-resident youth participants were more likely to be funded through 2024 summer pilot funding and apportionment funding in July and August than summer pilot students who were not post-resident youth (figure 5). Through apportionment funding, the state of Washington reimburses Open Doors programs \$959 per month (up to 10 months) for each student that meets the following academic participation and progress requirements: weekly status check, Indicator of Academic Progress in last three months, and 2 hours of face-to-face time with the program. Post-resident youth were more likely to meet the requirements of a weekly status check, an indicator of academic progress (IAP) in the last three months, and two hours of face-to-face time in July and August than their peers who were not post-resident youth. Additionally, a higher percentage of post-resident youth were funded by the summer pilot because they already completed 10 months of school, meaning there was no more apportionment funding available to support their continued education during the summer. The additional funding provided by the summer pilot allowed these students to maintain momentum toward their pathway goals.

Figure 5. Students who were post-resident youth were more likely to be funded through 2024 summer pilot funding in July and August



Note: N = 882 for not post-resident youth and N = 143 for post-resident youth. This figure uses sites' self-reported data on whether students identified as post-resident youth. **Not eligible for apportionment** means that the student participated in the summer program but the program was not reimbursed because the student did not meet at least one of these participation or progress requirements: weekly status check, indicator of academic progress in last three months, and two hours of face-to-face time requirements. **Summer pilot grant funded** indicates that these students participated in Open Doors beyond the 10 months of school prior to July or August,

which is the limit for state apportionment funding. **Apportionment funded** indicates these students were still eligible for state apportionment funding because they were in school, and met participation and progress requirements, for 9 months or less.

Example interpretation: In July, 26 percent of students who were not post-resident youth and 29 percent of post-resident youth participants were funded by the summer pilot. In August, 31 percent of students who were not post-resident youth and 36 percent of post-resident youth participants were funded by the summer pilot.

Source: Evaluation team analysis of pilot site reporting in summer 2024.

These findings suggest that pilot funding enabled programs to reach post-resident youth who would not have been able to participate in learning during the summer without additional funding, which supports a key goal of the summer pilot: to reach students who had participated in school beyond 10 months.



Student outcomes: Post-resident youth

This section presents findings related to the summer and fall outcomes for post-resident youth who participated in the Open Doors summer 2024 pilot.

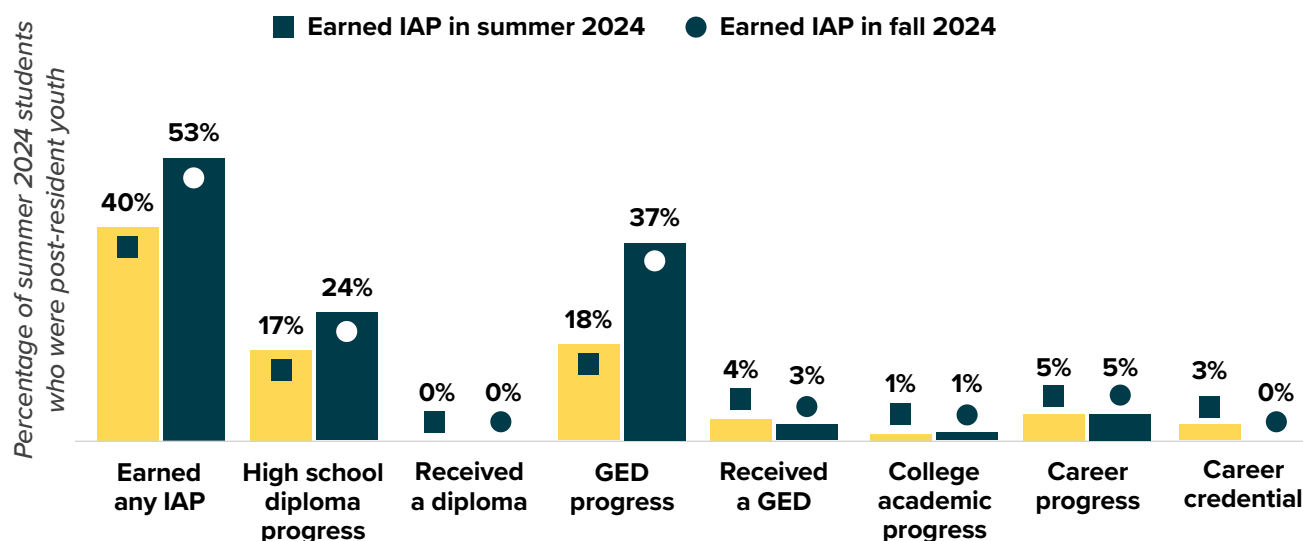
FINDING 5

Summer 2024 students who were post-resident youth made substantial academic progress in summer that persisted into the fall

Post-resident youth made academic progress in both the summer and the fall

Forty percent of summer pilot participants who were post-resident youth earned an IAP in summer 2024, and even more (53%) earned an IAP in fall 2024 (figure 6). Post-resident youth participants appeared to benefit greatly from summer programming since the benefits of summer learning persisted into the fall, particularly related to progress on high school diplomas and GEDs. Nearly one-quarter of post-resident youth participants made high school diploma progress and 37 percent made GED progress in fall 2024. Overall, 7 percent earned a GED in summer or fall.

Figure 6. More than half of summer participants who were post-resident youth continued to make academic progress in fall 2024



IAP = indicator of academic progress.

Note: N = 143. This figure only includes outcomes for post-resident youth and uses sites' self-reported data on whether students identified as post-resident youth. See table C1 in appendix C for the IAPs included in each category

Example interpretation: Seventeen percent of summer participants who were post-resident youth earned IAPs related to high school diploma progress in summer 2024 and 24 percent earned IAPs related to high school diploma progress in fall 2024.

Source: Evaluation team analysis of CEDARS data and pilot site reporting in summer 2024.

Participating in Open Doors helped improve some students' future orientation

Some students described how Open Doors in general has impacted their plans for the future. One post-resident youth participant said, "[Before Open Doors] I just thought that I was going to just drop out of high school and that was going to be it. Did not think I was going to make it." Now, this student is committed to earning their GED and starting a career in the medical field. Another student shared how enrolling at Open Doors changed their entire trajectory and goals. This student graduated prior to the summer pilot but stayed engaged over the summer, which enabled them to maintain this positive trajectory. Similarly, the overall academic progress among post-resident youth during the summer and fall of 2024 demonstrates the impact of summer programming and the potential to support students' future planning.

FINDING 6

Students engaged with positive and unique learning experiences over the summer, which increased their confidence and sense of self

Many post-resident youth stayed engaged, or reengaged, over the summer

Staff members described how important it is for students, especially post-resident youth, to be engaged in something positive over the summer, particularly activities that support their academic and life goals. One staff member said, “Without the summer program, kids, where would they be at? Right back into the streets, back in those types of activities ... the ability for us to be here and to be able to run a program has been incredible.” In addition, being open during the summer allows students who are released from detention during the summer to immediately enroll in a program, addressing a gap in some communities.



Youth are releasing whenever they’re finishing their commitment or coming out on parole, and sometimes when that comes in May or June, they’re losing a lot of the momentum that they have ... most of them [schools] are all shut down during the summer. This one is constantly running, which meets a huge need with us, which is keeping that momentum of progress.”

Open Doors community partner

Career-connected learning and employment opportunities increased confidence among some post-resident youth

Staff members shared that some post-resident youth who participated in the summer pilot experienced an improved sense of self and confidence. Some staff members spoke specifically about post-resident youth and how working with community partners enabled them to see themselves as capable of working in a career and being successful.



[A post-resident youth] just labeled himself as that sense of, ‘I’m justice involved. I’m a criminal. That’s how people see me.’ ... Being able to have them sometimes find a new way to look at themselves is so important.”

Open Doors staff member

Students benefited from unique summer programming, which offered new experiences aligned with their interests. These opportunities expanded their networks and, in some cases, offered compensation. For one post-resident youth participant, the summer employment opportunity taught them specific skills and improved their knowledge and confidence overall.



The way I do things now ... I know how to build things now. I know how to build a bed frame. I know how to put some stuff together. Stuff like applying at jobs. I know how to do that, which I never knew how to do.”

Open Doors student and post-resident youth



Lessons learned and recommendations for reengaging post-resident youth in Open Doors

Students, staff members, and community partners described various success factors, challenges, and recommendations regarding supporting post-resident youth. While some are specific to the summer pilot, several of the themes, lessons learned, and recommendations may be relevant for programs serving post-resident youth beyond the summer context.

FINDING 7

Positive relationships, flexibility, and barrier reduction support are especially critical for post-resident youth, but programs are not always set up to adequately address their complex life circumstances

Post-resident youth benefit from flexible, nonjudgmental programs that provide holistic, coordinated support (Bishop & Wills, 2025; Krauss et al., 2025). Many of the strategies that benefit all Open Doors students (e.g., barrier reduction support, summer learning, flexibility, strong relationships) are especially important for post-resident youth (Stewart, 2022).

Intentional outreach and programming supported post-resident youth during the summer

Some pilot sites experienced success with outreach strategies specifically focused on post-resident youth. Pilot site staff members partnered with local juvenile detention centers, counties, and other institutional education partners to inform students about the summer program. In some cases, staff members worked with students while they were still detained or incarcerated to help them maintain their academic progress and ease their transition into, or back to, Open Doors.

Once post-resident youth were engaged, several pilot programs connected the students with mentors through community and industry partnerships. Staff members and partners highlighted the importance of connecting post-resident youth with mentors who have similar lived experiences and interests.



[One of our students] is an adjudicated youth, so going through court stuff, but he was able to do an internship in the career field that he wants to pursue after getting his GED ... and this individual himself [a mentor in their program] was in the system at some point in his life, too, changed. And so being that positive influence and showing him that there's another way."

Open Doors staff member

Positive and consistent relationships with staff members are essential for keeping post-resident youth engaged

Staff members and students both highlighted the importance of cultivating a nonjudgmental program culture so that post-resident youth feel comfortable and welcomed. Three of the four post-resident youth interviewed for this evaluation cited the supportive Open Doors staff as a key reason for their engagement and success. One tangible way that staff members showed their support for students was through proactive and frequent outreach to students.



They would give me advice and stuff and talk to me kind of like a parent ... they made my high school experience good. It was better than any high school I went to."

Open Doors student and post-resident youth

"I have an IEP case manager there, and she's also very supportive ... she kind of just helps me keep going and stuff and will be like, I'm not a failure. I can do this."

Open Doors student and post-resident youth

However, the level of closeness with staff members varied among the post-resident youth we interviewed. While one student described the Open Doors staff as “like family,” another said they felt that the staff members were “very targeting of me once they found out that I had a criminal history.” Another student shared their experience of high turnover among case managers:



A lot of my regular case managers at Open Doors have been pretty supportive. They just change so often that once you start getting close with them, the next one comes through.”

Open Doors student and post-resident youth

These comments resonate with how staff members described needing to earn students’ trust over time, especially post-resident youth who often arrive with negative experiences of multiple systems. Staff members said they build trust by demonstrating openness and a willingness to help all students reach their full potential.



We want to give everyone a chance. We don’t want to look at their background and make decisions about them beforehand ... And we’ve had students tell us this. Like, when they go into their high school or whatever, they feel identified as this, or pigeonholed as this, because of experiences. And so we try to do our best to just be as open and inviting to students as we can and not make them feel like they’re different because they were incarcerated or in an institution at any point.”

Open Doors staff member

Some post-resident youth described their family or friends as their greatest source of support

While students described Open Doors staff members as supportive, it is important to note that students are part of their community and receive support outside of Open Doors, schools, and other institutions. Of the four post-resident youth who participated in interviews, three specifically mentioned their family or friends as their biggest source of support. Two students who are parents mentioned being inspired by their children to stay on a positive path and pursue their education. This highlights the need for Open Doors and other service providers to participate in authentic family and community engagement so they can connect and collaborate with these critical sources of support for students.

Flexibility is key to reducing barriers for post-resident youth

When asked what makes Open Doors work for them, most post-resident youth who participated in interviews discussed the flexibility of their program. Students appreciated the Open Doors model, which allows them to work full time or attend to other responsibilities. Staff members described different ways that they adapt their programming to support post-resident youth. For example, one site had one student who only attends in the morning and another student who only attends in the afternoon to avoid potential conflict. Other sites arranged alternative transportation for some post-resident youth to attend summer programming because they did not feel safe on the bus.



The program that we partnered with also provided school bus support. They're getting the youth from homes to the programming because our students are justice involved. They're not comfortable taking a bus and being seen out there and things like that, so the fact that they were able to do it was great."

Open Doors staff member

While basic needs support facilitated participation in Open Doors, post-resident youth still experienced challenges and disruptions in their learning

When students do not have access to basic needs such as food, housing, child care, or transportation, they may find it challenging to engage in school (Crumé et al., 2020). Both post-resident youth and Open Doors staff members described the importance of barrier reduction funding. Students reported that support with transportation, clothing for work, and other items was helpful and equipped them with more resources to prepare for their future. Students discussed their experiences being homeless or facing food insecurity and other challenges. They appreciated that Open Doors offered immediate resources as well as referrals to other housing, workforce, and basic needs resources.



I didn't have to pay transportation. It was free. Same with clothes for work. They [Open Doors] bought me boots and they bought me clothes, like, pants and stuff. So that's why I'm really thankful, because they helped me with a lot of things."

Open Doors student and post-resident youth

While Open Doors sites offered transportation support, some students' transportation needs were not met. For example, some school districts do not allow certain post-resident youth on the district-run buses due to safety concerns, making it difficult for these students to attend Open Doors.

Staff members shared stories of students who were not able to participate in the summer or who they lost touch with because the students were arrested or incarcerated. While many Open Doors students are highly mobile, this can be even more of a challenge for post-resident youth and can interrupt progress made through Open Doors. One staff member said, “I would say that’s probably the biggest struggle that I’ve seen, is when they [post-resident youth] just up and disappear.”



We had students who were justice involved. I had students I was working with who were very active and very responsive, coming on time, and as soon as the program started, they were picked up and brought into custody. So then it’s just being really cognizant that our students, our youth are going through a lot of different things, and participation doesn’t look the same for everybody and doesn’t look the same for different youth groups.”

Open Doors staff member

Of the four post-resident youth we interviewed, three were still engaged with Open Doors in March 2025 (seven months after the summer pilot ended). One student had briefly paused their education for personal reasons but re-engaged a few months later. Students cited the need for full-time work, health challenges, and family responsibilities as reasons they did not stay engaged in Open Doors consistently. Three of the four post-resident youth we interviewed are working on their math GED test. All of them expressed how difficult the test was and worried about whether they would be able to pass.

This finding suggests some potential limitations of Open Doors programs in meeting the academic needs of students, many of whom have experienced frequent interruptions to their education.

FINDING 8

Cross-system collaboration is critical when serving post-resident youth; a lack of coordination can present barriers to learning

Co-location and co-staffing with justice system partners supports collaboration with Open Doors

Open Doors staff members said that co-locating or co-staffing Open Doors sites and facilities where youth are incarcerated or detained can support collaboration between Open Doors and institutional education. When the same staff members work with youth while they are in detention, this can create a “seamless” transition for youth for whom Open Doors is a good fit. When staff members are co-staffed at Open Doors and facilities where youth are incarcerated or detained, they can access student records and provide a continuity of content so that students can work on credits that support their long-term plans while they are incarcerated.



Because we have staff members who work there, if we have a kid who gets locked up, we know where they're at and we can share information."

Open Doors staff member

Other examples of helpful programmatic structures include having the same registrar for the detention center and Open Doors program, co-locating Open Doors with juvenile rehabilitation services, and basing education advocates in the same agency as Open Doors. These structures can support coordination, data sharing, and referrals and generally help to "keep students moving forward."

Relationships with justice system partners facilitate recruitment and support for post-resident youth, but sustaining these partnerships can be a challenge

In addition to co-staffing and co-location, longstanding and strong relationships between Open Doors staff members and adult and juvenile justice partners can facilitate outreach and support for post-resident youth. One staff member described how these relationships allow for a "team approach," with an education advocate and Open Doors staff supporting students if they become incarcerated and providing wraparound support.



We all have personal relationships with those counselors. They know what we are. They know how our program works. We're reliable. We're consistent. And so having those relationships makes a big difference."

Open Doors staff member

Open Doors staff members shared that these relationships support information sharing, collaborative support, two-way communication, and referrals to Open Doors when appropriate. This can enable Open Doors staff members to better support students by ensuring that the various partners (e.g., probation, education advocates) are all on the same page and working together to provide wraparound support for the student.

While strong relationships were cited as a helpful factor in serving post-resident youth, some Open Doors staff members described barriers to partnership. For example, some reported that the institutional education staff has limited information about Open Doors, and some see the program as duplicative or in competition with juvenile justice programs. Open Doors staff members also reported that education advocates and probation officers do not check in with them often or at all.



[The education advocates] don't know any of our students. They're not stationed out of here. I would have to reach out."

Open Doors staff member

Open Doors staff members also described some challenges recruiting post-resident youth to participate in their summer program because of limited relationships with juvenile justice partners. Even when relationships are developed, high staff turnover among juvenile rehabilitation partners can make it difficult to sustain these relationships.

Some post-resident youth who participated in interviews also spoke to the limited coordination among probation, education advocates, Open Doors, and other institutional education partners. None of the students described having an education advocate, and most did not describe coordination between Open Doors and probation. However, not all students who participated in interviews experienced incarceration before the age of 18 and not all in Washington state.



I had a probation officer ... but I mean, the support wasn't really there. I just had to do community service. He would talk to me on the weekends or when I had to do the checkup. I didn't really have a relationship with him."

Open Doors student and post-resident youth

District policies and norms can pose a challenge, especially during the summer

District policies and norms can pose barriers to partnerships that support post-resident youth, especially during the summer. Some districts are not able to enroll post-resident youth in Open Doors in the summer because the district is closed. In addition some students with IEPs cannot receive support because special education teachers, which are often employed by the school district, do not work during the summer. This is especially important given that 35 percent of summer 2024 post-resident youth participants had an IEP and, in general, post-resident youth in Washington are more likely to have an IEP than their peers (Blackledge & Daniels, 2024).

FINDING 9

Programs recommended that OSPI facilitate more opportunities for communities to come together around serving post-resident youth

More trainings like those offered by OSPI prior to the summer 2024 pilot are needed to improve services and support for post-resident youth

In 2024, the OSPI Open Doors team offered online and in-person opportunities for site staff members to participate in trainings to support their work with post-resident youth. Program leaders were able to learn from the training and share what they learned with their team.



I got to go in the year to some of the trainings for working with post-resident youth, and I think some of them were really helpful. Me as a leader coming back to my team and talking to them about some of the theories that we discussed during that time. I probably would take some more members to some of that stuff if they did some of that stuff again.”

Open Doors staff member

Staff members recommended offering more training, particularly around serving post-resident youth and staff self-care, such as workshops, monthly meetings, or other ways to bring staff together to share strategies.

Programs recommended that OSPI facilitate opportunities for the community to come together and collaborate around serving post-resident youth

Program staff members recommended that OSPI support collaboration by bringing together the key players that engage with youth to coordinate support and services. For example, educational advocates play a critical role in helping young people as they transition from detention into the community. However, some program staff members are unaware of who their students’ educational advocates are. In addition, partnerships with school districts could support students’ transitions to Open Doors, such as providing information on where students are academically and how Open Doors can best support them moving forward.

Deeper collaboration among Open Doors, education advocates, probation officers, school districts, and others could improve communication; data sharing; and the support students receive before, during, and after any period of incarceration or experience with institutional education. This recommendation aligns with research that demonstrates how policies and programs that support post-resident youth are often siloed and that students benefit from improved coordination (Bishop & Willis, 2025; Krauss et al., 2025).

Open Doors staff members recommended more joint training with institutional education staff members to establish relationships and shared goals. This could also address some challenges regarding referrals and understanding when Open Doors is a good fit for a student. To the extent possible, program staff members also recommended that OSPI facilitate data sharing and set up structures for cross-agency collaboration.

Post-resident youth ask that educators not judge students and instead get to know them.

The four Open Doors students interviewed for this evaluation shared advice for working with post-resident youth such as themselves. They emphasized the importance of getting to know students, not pre-judging them based on their backgrounds, and being patient with students. Students described instances at previous schools where they felt labeled and judged. They encouraged educators to really get to know students to understand what is going on in their lives and to not treat them differently because of their previous experiences.

“They [educators and staff members] just need to not treat them [post-resident youth] like criminals.”

Open Doors student and post-resident youth

“Talk to them about how they’ve been, what they’re going through, and ... just express yourself to them. Show them some type of love.”

Open Doors student and post-resident youth

Conclusion

The Open Doors summer pilot served nearly 150 post-resident youth from diverse backgrounds who made impressive academic progress that persisted into the fall. Pilot sites that engaged in intentional outreach, partnership, and program design for post-resident youth served a large percentage of post-resident youth in their summer programming, and many of these participants accessed career-connected learning opportunities that are not always accessible for post-resident youth. Many post-resident youth participants not only made meaningful academic progress but also were highly engaged and improved their confidence and sense of self.

These findings suggest that youth reengagement programs should intentionally design programming and outreach strategies to engage post-resident youth in quality, high-interest summer activities. Access to summer youth employment programs can support students to stay engaged in school (Modestino & Paulsen, 2023) and reduce the likelihood of incarceration (Gelber et al., 2016). Post-resident youth benefit from holistic, coordinated support (Bishop & Wills, 2025; Krauss et al., 2025) and addressing students' basic needs can enable students to participate in academic and career-focused learning opportunities. To better support post-resident youth, programs should not only collaborate across agencies and systems (Krauss et al., 2025), but also with students and families that are impacted by the carceral system (Steward, 2022). Our findings suggest that Open Doors, when provided with adequate resources, can support post-resident youth to stay engaged and make significant progress towards their goals.

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Appendix A

Education Northwest developed the evaluation questions and approach in collaboration with OSPI and an advisory committee of student and staff teams from five pilot sites. The advisory committee was engaged at four time points over the course of the project and provided feedback on the evaluation design, making meaning of the findings, and reporting. The following evaluation questions guided the development of interview and focus group protocols and data analysis:

- What happens in the summer pilot programs?
- Who participates in the summer pilot programs?
- Which students benefit from summer programming, and how do they benefit?

Prior to data collection, the Education Northwest Institutional Review Board conducted a full review of and approved the project.

About our team

Our team believes that those engaged in research and evaluation should continually reflect on how their own identities shape their approach (Hood et al., 2015). While this project was a collaborative effort among Education Northwest, OSPI, and the advisory committee, the authors of this report will share some background here on our positionality to acknowledge our lived experiences and how they may have impacted this report. Our team includes individuals from various racial, ethnic, and professional backgrounds. None of the team members have lived experience of incarceration or reengagement. Some team members have experience supporting young people through these experiences. Given our team's limited personal experience with some of the issues discussed in this report, we approached this project with humility and deep collaboration with the students, staff members, and partners in Open Doors programs across the state. We attempted to center students' assets and always respect the students and programs included in this report. We invite feedback on what we may have missed.

Qualitative data collection

In-depth interviews with post-resident youth

To understand the experiences of students over time, this report includes findings from a series of three interviews with four post-resident youth from across the state who participated in the summer pilot. These interviews took place over a period of seven months. Of the four students interviewed, three identified as male and one as female. Two identified as Latino or Hispanic and two as multiracial. Two of the students have children and three reported that they are or have been homeless. These students, all of whom reported that they have been arrested or incarcerated at some point in their lives, had differing experiences with the juvenile justice system. However, these experiences do not define them, and

students shared their goals of being a good parent or family member, going to college, finding a fulfilling career, and staying on a positive path.

Site visits

To understand general questions about the summer pilot, Education Northwest conducted site visits at the 10 Open Doors sites that received summer pilot funding in July and August 2024. The site visits included interviews and focus groups with Open Doors staff members, community partners, students, and families. The student focus groups included post-resident youth as well as other students. Nine program leaders also participated in brief follow-up interviews in spring 2025. In total, Education Northwest researchers spoke to 120 individuals across 31 interviews and focus groups (table A1).

Table A1. Site visit participants

Participants	Number of individual participants	Number of programs represented
Open Doors staff members	43	10
Community partners	20	9
Students	51	10
Families	6	2

Student focus groups

Education Northwest conducted two types of student focus groups at the summer pilot sites. At eight of the sites, Education Northwest facilitated a focus group to discuss students' experiences with Open Doors, the opportunities and support provided by the program, and students' goals and recommendations for the program. A total of 51 students participated, representing a wide range of identities and experiences (see Table E1 in appendix E for more detail on the focus group sample). At the remaining two summer pilot sites, Education Northwest adapted photovoice methods for the student focus groups. Prior to the focus group, students were asked to watch a 15-minute video on photovoice developed by Education Northwest. Then, students took photos in response to a series of prompts about their experience in the summer program and shared the photographs with the research team. During site visits, researchers displayed printed copies of the students' photos around the room and used the photos to guide a discussion with students about the benefits, challenges, and opportunities for Open Doors summer programming. A total of 13 students participated in the photovoice focus groups.

After each focus group, Education Northwest distributed a demographic survey to participants. Forty students agreed to take in the survey. Young people who participated in the focus groups and the survey were more likely to be female, be people of color, and have experienced homelessness compared with the overall summer pilot student population. Twenty percent of students experienced homelessness and 15 percent experienced foster care, while 13 percent were caring for dependents and 15 percent were caring for other family members. About one-quarter of participants identified as LGBTQIA. See appendix D1 for more detail on the focus group sample.

Observations

Education Northwest conducted observations of various program activities during six site visits to provide a broader understanding of program practices and youth experiences. Program activities were observed using a semi-structured protocol designed to collect data specific to the key strategies identified in OSPI guidance for the summer pilot and the Open Doors theory of action.

Analysis

After data collection, the interviews and focus group recordings were transcribed for analysis using Atlas.Ti software. The first cycle of coding used an established a-priori coding framework developed using findings from the previous Open Doors Community Partnerships for Reengagement Initiative. Coding was also conducted inductively to allow themes to emerge that were not captured in the existing framework. Next, researchers applied a process of thematic coding to search for commonalities that “hang together” across participant data. The internal validity of results was strengthened by triangulating multiple data sources from various perspectives, including the program staff, partners, families, and students, as well as through member checks of preliminary analyses. Multiple data sources allowed for rich descriptions to support the transferability and potential extrapolations to support other Open Doors and youth reengagement programs.

Quantitative data

This evaluation established a data-sharing agreement with OSPI to collect and use student-level administrative data for the purposes of this evaluation. OSPI deidentified student-level administrative data files from the Comprehensive Education Data and Research System (CEDARS), which is OSPI’s longitudinal data warehouse, and student-level data collected by the summer pilot sites. OSPI created a common research ID before transferring the data to Education Northwest. To address evaluation questions related to student participation and outcomes, as well specific questions about post-resident youth and barrier reduction funding, the evaluation team cleaned, linked, and analyzed the student-level administrative data using descriptive and regression approaches.

Appendix B

In this appendix we provide the definition of post-resident youth and describe the quantitative data used to identify post-resident youth.

Defining “post-resident youth”

To align with the legislation that funded the Open Doors summer pilot, (House Bill #5187, Sec. 522) in this report we use the term “post-resident youth,” which is defined as an individual who is under the age of 21, a former resident of an institutional education facility, and either a public school student or a person who is eligible to be a public school student but is not enrolled in a school or otherwise receiving basic education services (RCW 28A.190.005).

Consistent language is necessary in reporting on work related to this legislation. However, we acknowledge that the term “post-resident youth” is limiting. The young people discussed in this report are much more than labels and are not defined by a specific experience. Therefore, we use asset-based language and framing as much as possible to communicate our respect for the dignity of all people.

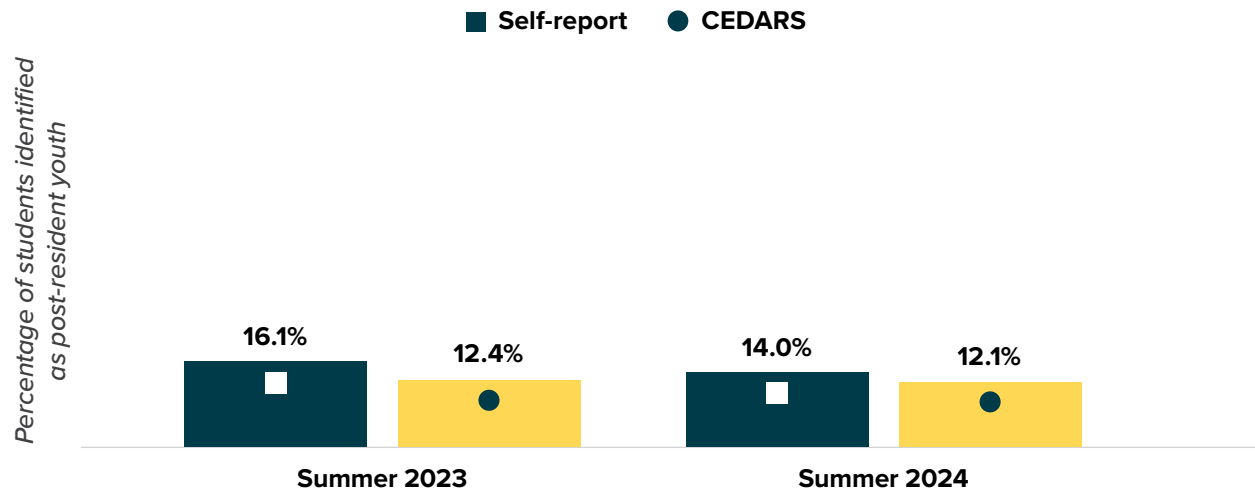
Identifying post-resident youth

Staff members at Open Doors pilot sites reported to OSPI which summer participants said that they were post-resident youth, defined in the pilot site report template as “the youth was incarcerated at any time in the past ... incarceration includes juvie, detention centers, jails, etc.” Our analyses of quantitative data in the sections on students served and student outcomes leverage the self-reported data from summer pilot sites to identify post-resident youth.

We used one other data source to identify post-resident youth. In the first findings section, we provide context on the percentage of post-resident youth during the school year. To do so, we used school enrollment data from the Comprehensive Education Data and Research System (CEDARS). CEDARS data define post-resident youth as students who enrolled in a school that counts as an institutional education facility. This definition is more limited than the one used by the summer pilot sites. For example, the CEDARS definition would not include a student who was incarcerated in another state, a student who was arrested and incarcerated for a short period of time (e.g., over a weekend), or a student who was arrested when they were 18 or older and incarcerated in certain adult facilities. Thus, CEDARS data undercount the percentage of students who are post-resident youth. For example, the self-reported data from summer pilot sites showed that 16 percent of summer 2023 participants were post-resident youth, while CEDARS data indicated that 12 percent of summer 2023 participants were post-resident youth (i.e., enrolled in an institutional education facility in CEDARS school enrollment data any time between 2014–15 and 2022–23). Based on the reports from summer pilot sites, 14 percent of summer 2024 participants were post-resident

youth; in CEDARS data, just 12 percent of summer 2024 participants were post-resident youth (i.e., enrolled in an institutional education facility in CEDARS school enrollment data any time between 2014–15 and 2023–24; figure B1).

Figure B1. In summer 2023 and 2024, CEDARS data undercount the percentage of students who were post-resident youth



Note: N = 607 for summer 2023 and N = 1,025 for summer 2024.

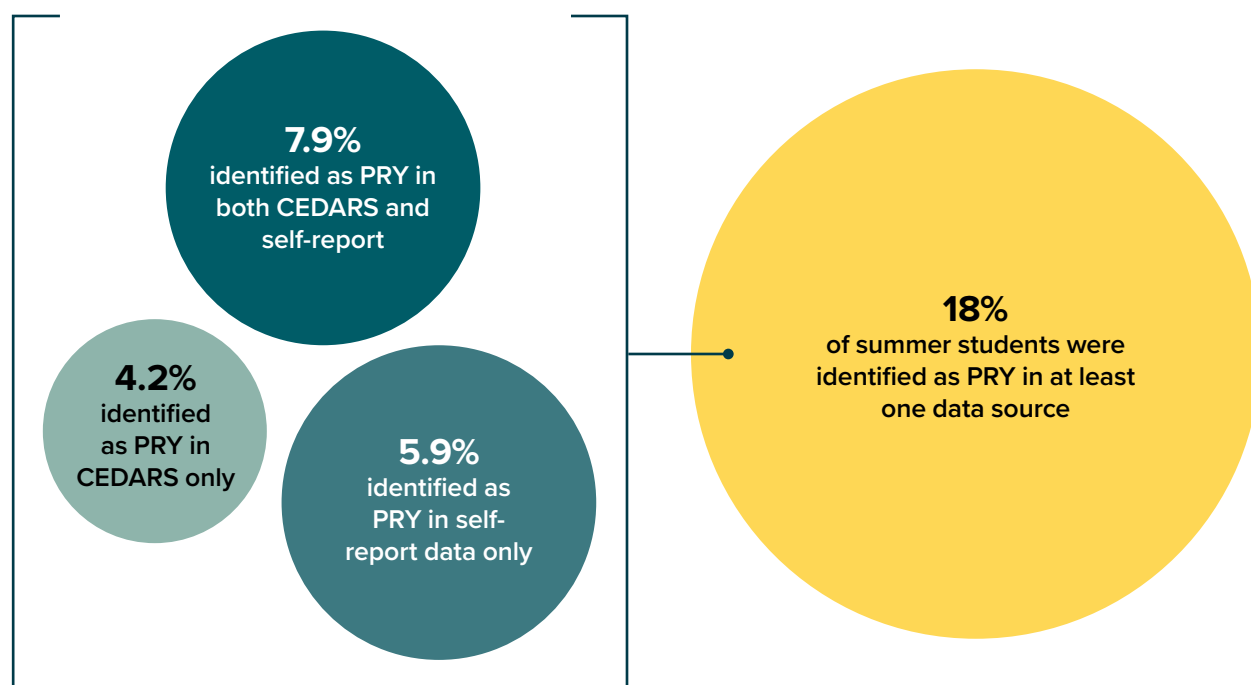
Self-report: Post-resident youth indicators come from summer pilot site reporting in summer 2023 and summer 2024.

CEDARS: We identified summer participants who enrolled in an institutional education facility in CEDARS school enrollment data any time between 2014–15 and 2022–23 (for summer 2023 participants) or 2014–15 and 2023–24 (for summer 2024 participants).

Source: Evaluation team analysis of CEDARS data and pilot site reporting in summer 2023 and summer 2024.

For additional context, students show up in different datasets as post-resident youth. Focusing on summer 2024 participants, 4.2 percent were identified as post-resident youth in CEDARS only, 5.9 percent were identified as post-resident youth in self-reported data only, and 7.9 percent were identified as post-resident youth in both CEDARS and self-reported data (figure B2).

Figure B2. 18 percent of summer 2024 students were identified as post-resident youth in at least one data source



PRY = post-resident youth.

Note: N = 1,025.

Self-report: Post-resident youth indicators come from summer pilot site reporting in summer 2024.

CEDARS: We identified summer 2024 participants who enrolled in an institutional education facility in CEDARS school enrollment data any time between 2014–15 and 2023–24.

Source: Evaluation team analysis of CEDARS data and pilot site reporting in summer 2024.

Appendix C

The table lists which indicators of academic progress (IAPs) were included in each category. We only list the IAPs that were earned by summer participants.

Table C1. Categorization of indicators of academic progress

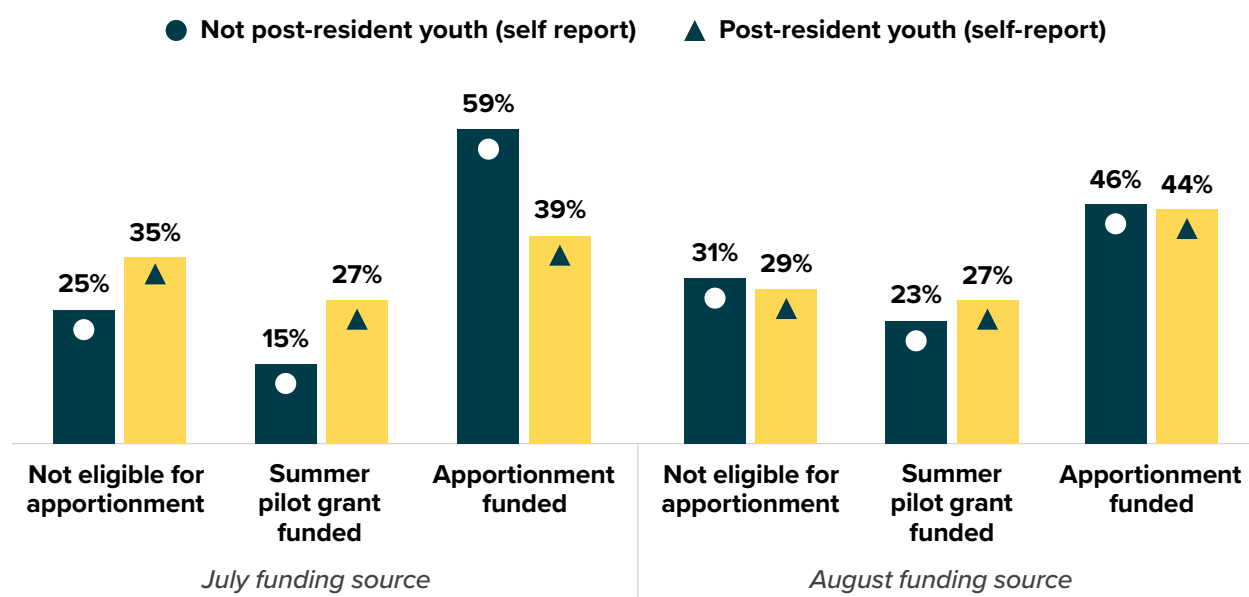
IAP category	Indicators of Academic Progress (IAPs)
High school diploma progress	a. Earns at minimum a 0.25 high school credit. e. Passes one or more tests or benchmarks that would satisfy the state board of education's graduation requirements as provided in chapter 180-51 WAC. h. Successfully completes a grade level curriculum in a core academic subject that does not earn high school or college credit.
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. k. Successfully completes a paid or unpaid cooperative work-based learning experience of at least 45 hours. This experience must meet the requirements of WAC 392-410-315(2).
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: Indicators of academic progress are defined here: https://ospi.k12.wa.us/sites/default/files/2023-10/iap_manual_final.pdf

Appendix D

In this appendix, we provide data from summer 2023. Ninety-eight participants in summer 2023 pilot programs were post-resident youth. Similar to summer 2024, post-resident youth who participated in Open Doors in summer 2023 were more likely to be funded through summer pilot funding in July and August than students who were not post-resident youth (figure D1).

Figure D1. In summer 2023, students who were post-resident youth were more likely to be funded through summer pilot funding in July and August



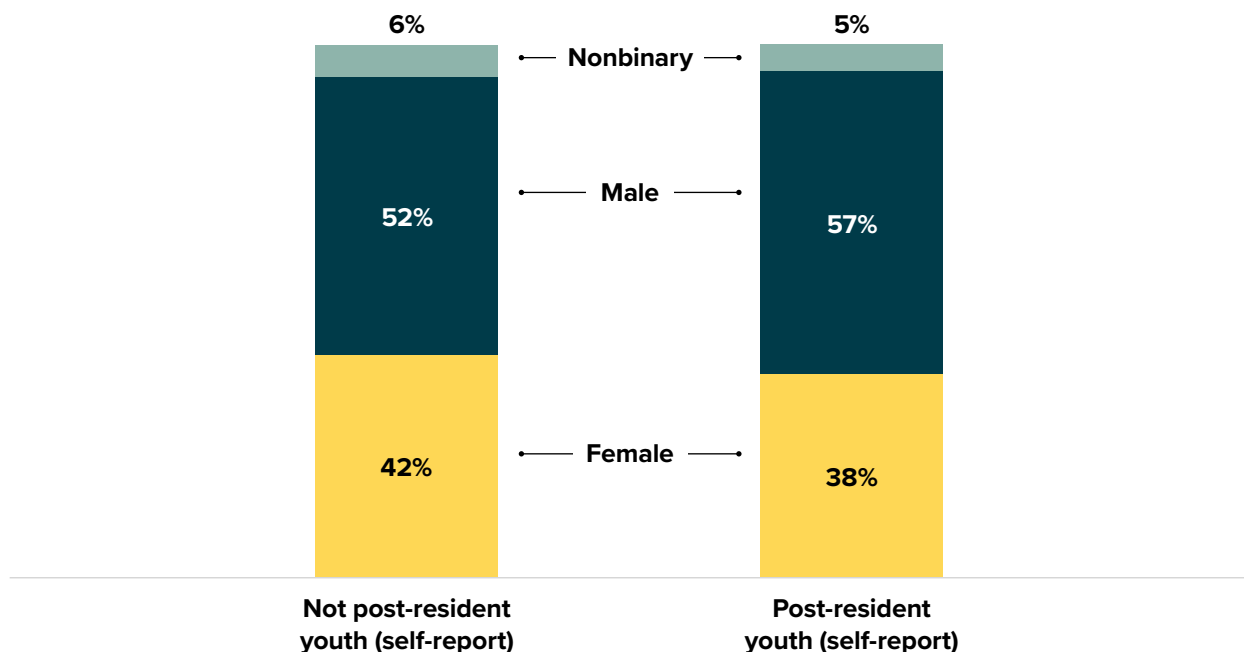
Note: N = 509 for not post-resident youth and N = 98 for post-resident youth. This figure uses sites' self-reported data on whether students identified as post-resident youth. **Not eligible for apportionment** means that the student participated in the summer program but the program was not reimbursed because the student did not meet at least one of these participation or progress requirements: weekly status check, indicator of academic progress in last three months, or two hours of face-to-face time requirements. **Summer pilot grant funded** indicates that these students participated in Open Doors beyond the 10 months of school prior to July or August, which is the limit for state apportionment funding. **Apportionment funded** indicates these students were still eligible for state apportionment funding because they were in school, and met participation and progress requirements, for 9 months or less.

Example interpretation: In July, 15 percent of summer students who were not post-resident youth and 27 percent who were post-resident youth were funded by the summer pilot. In August, 23 percent of summer students who were not post-resident youth and 27 percent who were post-resident youth were funded by the summer pilot.

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

Similar to summer 2024, post-resident youth participants in summer 2023 were more likely to be male than female (figure D2).

Figure D2. Students who were post-resident youth were more likely to be male



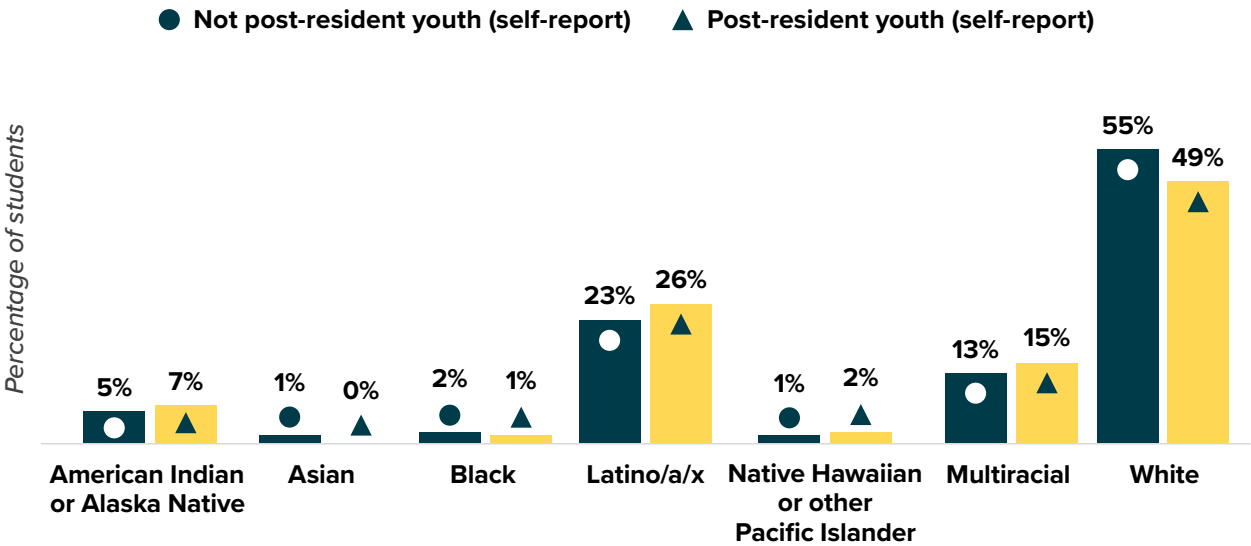
Note: N = 509 for not post-resident youth and N = 98 for post-resident youth. This figure uses sites' self-reported data on whether students identified as post-resident youth.

Example interpretation: Among summer students who were not post-resident youth, 42 percent were female and 52 percent were male. In contrast, among summer students who were post-resident youth, 38 percent were female and 57 percent were male.

Source: Evaluation team analysis of CEDARS data and pilot site reporting in summer 2023.

Similar to summer 2024, post-resident youth participants in summer 2023 were more likely to identify as multiracial (figure D3). Additionally, post-resident youth in summer 2023 were more likely to identify as American Indian/Alaska Native and Latino/a/x.

Figure D3. Students who were post-resident youth were more likely to identify as American Indian/Alaska Native, Latino/a/x, and multiracial



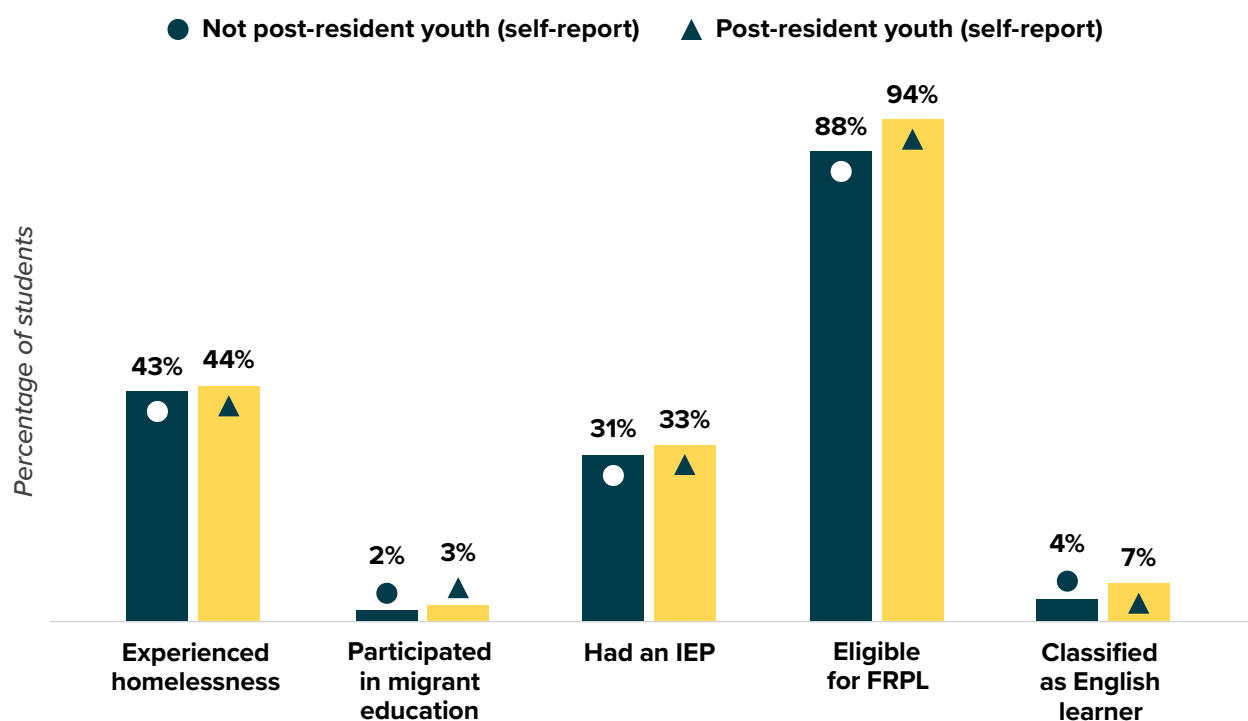
Note: N = 509 for not post-resident youth and N = 98 for post-resident youth. This figure uses sites' self-reported data on whether students identified as post-resident youth.

Example interpretation: Twenty-three percent of summer students who were not post-resident youth identified as Latino/a/x, and 26 percent of summer students who were post-resident youth identified as Latino/a/x.

Source: Evaluation team analysis of CEDARS data and pilot site reporting in summer 2023.

Similar to summer 2024, post-resident youth participants in summer 2023 were more likely to have experienced homelessness, had an individualized education program, and been eligible for free or reduced-price lunch (figure D4). Also, summer 2023 post-resident youth participants were more likely to have been classified as an English learner in K–12.

Figure D4. Students who were post-resident youth were more likely to have been eligible for free or reduced-price lunch and classified as an English learner



IEP = individualized education program.

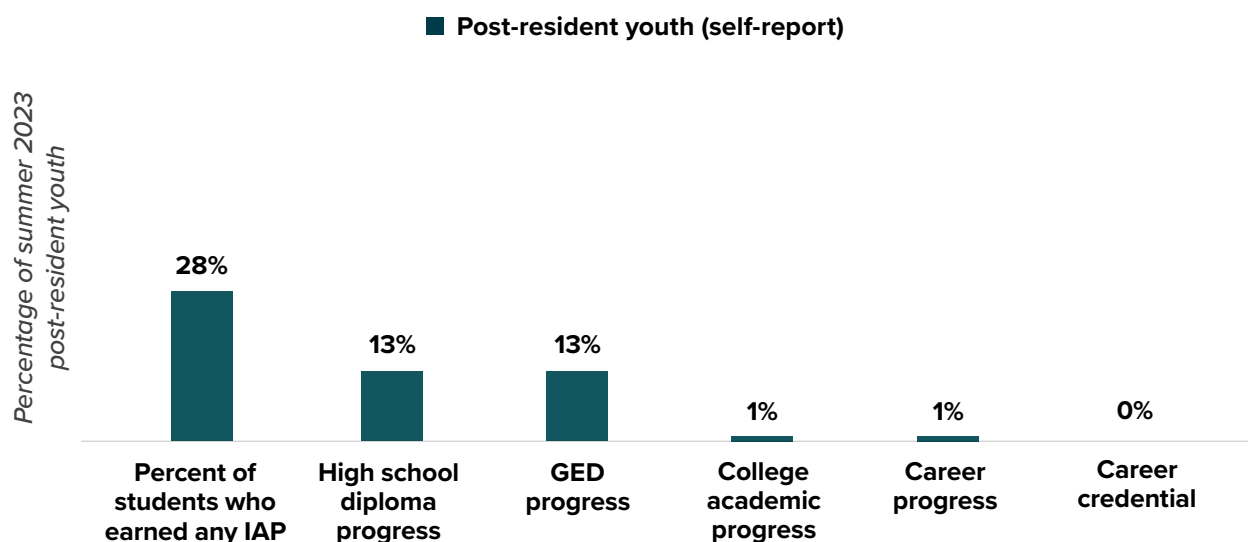
Note: N = 509 for not post-resident youth and N = 98 for post-resident youth. This figure uses sites' self-reported data on whether students identified as post-resident youth.

Example interpretation: Eighty-eight percent of summer students who were not post-resident youth were eligible for free or reduced-price lunch, while 94 percent of post-resident youth participants were eligible for free or reduced-price lunch.

Source: Evaluation team analysis of CEDARS data and pilot site reporting in summer 2023.

In terms of outcomes, 28 percent of post-resident youth in summer 2023 earned indicators of academic progress (figure D5).

Figure D5. Over one-quarter of post-resident youth in summer 2023 earned indicators of academic progress (IAPs)



Note: N = 98 for post-resident youth. This figure uses sites' self-reported data on whether students identified as post-resident youth.

Example interpretation: 13 percent of summer participants who were post-resident youth earned IAPs related to high school diploma progress in summer 2023.

Source: Evaluation team analysis of CEDARS data and pilot site reporting in summer 2023.

Appendix E

Focus group survey responses

At the close of all the student focus groups, Education Northwest distributed a demographic survey to participants. Forty students participated in the survey. Table E1 provides the survey responses.

Table E1. Identities and experiences of student focus group survey respondents

	Characteristic	Percentage
Gender	Female	53%
	Male	40%
	Transgender	3%
	Genderfluid	5%
Sexuality	Asexual	8%
	Bisexual	10%
	Gay or lesbian	3%
	Pansexual	3%
	Prefer not to say	3%
	Straight	75%
Race/ethnicity	American Indian or Alaska Native	5%
	Asian	3%
	Black	5%
	Latino/a/x	33%
	Native Hawaiian or other Pacific Islander	5%
	Prefer not to say	11%
	White	40%
Age	Average age	17.9
School experiences	Experienced foster care	15%
	Experienced homelessness	20%
	Have dependents in their care	13%
	Have other family members in their care that are not dependents	15%

Source: Evaluation team analysis of student demographic survey data.

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