

SUMMARY EVALUATION REPORT

Open Doors Youth Reengagement Summer Pilot

2025

Prepared by:

- **Julie Petrokubi, Ph.D.**, Managing Researcher, Education Northwest
julie.petrokubi@ednw.org | 503.275.9649

Evaluation Team Members

- Michelle Hodara, Ph.D.
- Emi Fujita-Conrads, Ph.D.
- Mary Padden, Ph.D.
- Camila Kennedy
- Grace Gowdy, Ph.D.



Washington Office of Superintendent of
PUBLIC INSTRUCTION

ABOUT EDUCATION NORTHWEST

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

CONTACT

Education Northwest
811 SW 6th Ave, Suite 1000
Portland, OR 97204
educationnorthwest.org
503.275.9500

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OPEN DOORS SUMMER PILOT EVALUATION ADVISORY GROUP MEMBERS

- Alissa Erwin
- Amaya Hernandez
- Arthur Dennis
- Gabriela Granados Alvarado
- John Luvera
- Mandy Paradise
- Melanie Olson
- Mike Closner
- Sage Nastali
- Terrance Nixon
- Toniah Danner
- Tony Torres

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
- 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

EXECUTIVE SUMMARY

This report presents the results of an evaluation conducted by [Education Northwest](#) of the Washington Open Doors Youth Reengagement Summer Pilot, an innovative statewide policy response to address the gap in summer education services and support for youth reengaging with school. Washington House Bill 5187, Sec. 522, appropriates funds for the Office of Superintendent of Public Instruction (OSPI) to conduct a summer pilot program with up to 12 Open Doors Youth Reengagement programs in 2023 and 2024. [Open Doors Youth Reengagement](#) is the “statewide dropout retrieval system” (RCW 28A.175.100) for young people between 16 and 21. Five sites were part of the summer 2023 pilot and served 607 students, and 10 sites were part of the summer 2024 pilot and served 1,025 students. The summer pilot grants encouraged programs to innovate across the three key strategies outlined in the OSPI legislative report (Shannon & Paradise, 2021): expand summer learning, reengage post-resident youth, and reduce barriers to learning for Open Doors students.

For this mixed methods evaluation, Education Northwest collected and analyzed data related to student participation and outcomes, and the design and implementation of the program and partnerships. This report presents the results of the 2024 summer pilot with 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.

Overall findings

Below are the main evaluation findings discussed in this report:

1. Open Doors students will engage, or reengage, in school during the summer.
2. Students made academic progress during the summer that persisted into the fall.
3. Post-resident youth were more likely to be funded through the pilot and made academic progress during the summer and into the fall.
4. Providing funds to reduce barriers to learning for individual students positively influenced high school completion and career progress.
5. Open Doors programs will develop new programming and partnerships to serve students year-round but require additional resources.
6. The pilot unlocked the potential for more Open Doors programs to offer career-connected learning experiences that older students ages 16 to 21 value.

7. While the unique opportunities attracted students to summer learning, relationships and barrier reduction support helped them to stay.

This report is part of a series of reports on the results of the summer pilot that include:

- Three in-depth reports on each of the core summer pilot strategies:
 - Expanded summer learning
 - Reengage post-resident youth
 - Reduce barriers to learning for Open Doors students
- Ten site profiles describing implementation and outcomes at each pilot site
- Infographic with overall findings

All reports are available at [Open Doors Reports](#) on the OSPI website.

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INTRODUCTION

Quality summer learning can enable students to maintain or accelerate their academic progress and engagement (Lynch et al., 2022; McCombs et al., 2020; Modestino & Paulsen, 2023; Smith, 2011). Access to a positive learning environment characterized by stable relationships, resources, and personalized support can reduce barriers to learning for older students who have experienced disruptions in their high school education (Petrokubi et al, 2023; Treskon, Sacks, & DeCoursey, 2022; United Way of King County, 2021; Williams, Brey, & Ming, 2023), been involved in the justice system (AASA, 2025; Gelber et al, 2016), experienced homelessness, and/or been in foster care (Bishop & Willis, 2025; Krauss et al., 2025). **However, little to no information is available about how older students reengaging with high school may benefit from sustained access to learning during the summer months.**

This evaluation report from [Education Northwest](#) presents the results of the two-year Open Doors summer pilot, an innovative statewide policy response to address the gap in summer education services and support for young people who are taking the step to reconnect with school and pursue their pathway goals. Washington House Bill 5187, Sec. 522, appropriates 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 in 2023 and 2024. [Open Doors Youth Reengagement](#) is the “statewide dropout retrieval system” (RCW 28A.175.100) for young people between 16 and 21.

Open Doors Youth Reengagement

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 of 16 and 21. As outlined in the [Open Doors Youth Reengagement Theory of Action](#), programs are intended to support innovative community partnerships to reach youth who are either not enrolled in high school or who are not on track to complete high school by 21.

Districts may operate their own program or partner with diverse providers (e.g., colleges, education service districts, for-profit entities, or community-based organizations) to offer instructional and comprehensive student support, including case management. Students may earn a GED and participate in postsecondary or work readiness education (GED-plus) or a high school diploma; obtain career training; and/or earn college credits, certificates, or a two-year degree. 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 two hours of face-to-face time with the program.

Open Doors students

Open Doors operates in more than half of all districts statewide (Hodara et al., 2023), and the number of enrolled students continues to grow (Petrokubi et al., 2024). Young people enroll in Open Doors for various reasons, including experiences of negative school climate and bias, insufficient mental health resources, obligations to care for family members or children, and/or a desire for an online learning environment (Petrokubi et al., 2023). Historically, Open Doors serves a diverse student population with a high proportion of students impacted by disparities (Hodara et al., 2023), and a disproportionate number of students have experienced juvenile detention or incarceration (Petrokubi et al., 2024; Shannon & Paradise, 2021).

Open Doors summer pilot

Washington House Bill 5187, Sec. 522, appropriates funds for OSPI to conduct a summer pilot program with up to 12 Open Doors Youth Reengagement programs. The purpose of the Open Doors summer pilot is to provide summer academic and career skill support to students, especially post-resident youth.¹

The summer pilot project spans a single fiscal biennium, resulting in two years of funding. For the first year, OSPI identified five pilot sites to implement in summer 2023. An additional five pilot sites were funded for summer 2024, for a total of 10 sites in summer 2024.

Summer pilot strategies

The summer pilot grants encouraged programs to innovate across the three key strategies outlined in the legislative report from OSPI (Shannon & Paradise, 2021) that are expected to result in positive outcomes for all students, especially post-resident youth (table 1). First, sites received additional state funds beyond the 10-month student apportionment allocation to **expand summer learning** for students in July and August. Second, sites were expected to prioritize students who have experienced institutional education while in juvenile detention or incarceration, referred to here as **post-resident youth**. And finally, pilot sites could also use summer pilot funds to **reduce barriers to learning** and work for individual students. The summer pilot guidance from OSPI set out the expectation that all sites would actively engage with at least one external partner to implement these strategies.

¹ 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 the age of 21, a former resident of an institutional education facility, and who may be 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).

Table 1 summarizes summer pilot goals for each strategy, discussed in more detail below.

Table 1. Open Doors summer pilot strategies and goals

Strategy	Summer pilot goals
Expand summer learning	<ul style="list-style-type: none"> • Sites provide intensive summer programming to help students make academic progress. • Sites collaborate with at least one external partner to offer unique summer academic and career development activities in the local community to bolster students' postsecondary connections and success. • Sites generate high levels of student participation during July and August, including post-resident youth and students who have used their 10-month apportionment funding.
Reengage post-resident youth	<ul style="list-style-type: none"> • Prioritize for selection schools and programs that work with post-resident youth as defined in RCW 28A.190.005 (House Bill 5187, Sec. 522). • Sites center post-resident youth in design and delivery of intensive summer programming and community partnerships to promote academic progress and postsecondary success.
Reduce barriers to learning	<ul style="list-style-type: none"> • Sites provide resources to address individual students' barriers to participating in education or work experiences related to their pathway goal. • Sites use summer pilot barrier reduction funds to support individual students with academic expenses, clothing, food, and/or transportation,

Source: Education Northwest analysis of OSPI documents.

National and local context

To inform the design of this project, the evaluation team conducted a multi-disciplinary literature review to uplift evidence-based practices to serve post-resident youth and youth in reengagement. There was limited research, especially specific to summer learning. Looking across the broader literature, we see evidence that reducing barriers to learning can promote positive academic outcomes and overall well-being. To effectively reach and serve students, these studies commonly recommend strategies aligned with the approach of the summer pilot: (a) collaboration across organizations, systems, and sectors to reduce barriers and provide whole-person support; (b) centering relationships and offering engaging learning opportunities grounded in the priorities of young people and families, and (c) promoting continuous learning and improvement among staff to ensure the learning environment is responsive to students. See appendix A for more details on the literature reviewed for this project.

Below, we draw upon this research to describe the strategies and goals of the Open Doors summer pilot.

Expand summer learning

Quality summer learning experiences can play a critical role in promoting sustained engagement and academic progress for students (Lynch et al., 2022; McComb et al., 2019; Modestino & Paulsen, 2023; Smith, 2011). While all students benefit from summer programming (Lynch et al., 2022; McCombs et al., 2020), a primary reason why disparities in academic progress increase during the summer is that students furthest from opportunity have less access to quality summer learning experiences compared to students from well-resourced families (National Academics of Sciences, Engineering, & Medicine, 2019). Staying connected with a supportive learning environment through the summer may be especially critical for students who have experienced disruptions in their formal education or who are at-risk of disconnection (Gelber et al., 2016; United Way of King County, 2021).

Summer learning in Open Doors

Historically, Open Doors programs varied widely in the level of summer programming offered. Results from a statewide survey and focus groups with Open Doors providers conducted by Education Northwest (Petrokubi et al., 2024) suggest a continuum of summer program offerings exists statewide. While some programs provided all youth with a consistent, year-round structure, others offered select youth distinctive summer learning opportunities in collaboration with community partners, and some delivered only limited summer programming to a portion of youth (figure 1). Nearly all the providers indicated in the survey that they would offer summer programming if 12-month apportionment funding became available.

Figure 1. Open Doors providers describe a continuum of summer program offerings

Consistent year-round model for all youth	Instruction and case management are available for all students and services are like programming offered during the academic year
Special summer programming for some youth	Unique community and project-based learning opportunities Accelerated programming
Limited summer programming for some youth	Reduced program offerings, hours, and staffing

Source: Education Northwest analysis of the 2023 statewide Open Doors provider survey and focus groups with summer 2023 pilot sites.

One reason for this variation was that the state previously only provided programs with funding for students who were still eligible for apportionment (i.e., those who were in school for nine months or less) and met academic participation and progress requirements. This meant that programs did not have reliable state funding to operate in the summer. Apportionment data from 2021 to 2023 show that the number of Open Doors students districts claimed for apportionment during the summer increased over time and was concentrated in larger, more densely populated school districts.

A key goal of the summer pilot was to provide supplemental funding to expand summer learning for Open Doors students across the state, focusing on offering unique learning experiences and support in collaboration with community partners. Box 1 provides more detail about how summer pilot funding supplemented other funding sources for Open Doors pilot programs.

Box 1. Student-level funding for summer education services through Open Doors

Through apportionment funding, the state of Washington reimbursed 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 two hours of face-to-face time with the program.

Summer pilot grant funded. These students participated in 10 months of school prior to July or August, which is the limit for state apportionment funding. These students were able to continue participating in school year-round because the summer pilot funding reimbursed programs for services in July and/or August.

Apportionment funded. These students were still eligible for state apportionment funding because they were in school and met participation and progress requirements for nine months or less. The summer pilot funds enabled programs to operate so that that students could continue their learning during the summer. The program was reimbursed for services to these students through state apportionment funding.

Not eligible for apportionment. These students participated in the summer program, but the program was not reimbursed because the students did not meet at least one of the participation and progress requirements listed above. The summer pilot funds enabled programs to operate, but the programs were not reimbursed for education services to these students.

Reengage 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; Miller & Knoth, 2019). 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, partnerships with CBOs, and strong relationships) are especially important for post-resident youth (Stewart, 2022). 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.

Post-resident youth in Open Doors

Open Doors programs, particularly educational service districts (ESDs) and districts, have historically served a significant number of post-resident youth. In school year 2022–23, the year before the pilot, Open Doors enrolled one in five post-resident youth statewide (figure 2) (Petrokubi et al., 2024). Post-resident youth comprise a higher proportion of all Open Doors students (7%) compared with comprehensive high school students statewide (1%).

Figure 2. Open Doors served one out of five PRY students statewide in 2022–23



PRY = Post-resident youth.

Note: Definition of PRY = Enrolled in institutional education at any time between 2014–15 and 2022–23.

Source: CEDARS and Open Doors end-of-year data.

Most post-resident youth in Open Doors were enrolled in ESD- or district-run programs and in GED-plus or high school diploma pathways. While community-based organization Open Doors program providers serve fewer post-resident youth overall compared to ESD- and district-run programs, a disproportionately high proportion of their students are post-resident youth.

A goal of the summer pilot project was to reengage post-resident youth during the summer by selecting sites that serve a high percentage of this population during the school year and centering post-resident youth experience in design and implementation. The pilot is an opportunity to connect systems involved in the education and care of youth during and after detention (figure 3).

Figure 3. Systems for the education and care of Washington youth during and after detention

Institution-Based	
<p>OSPI Institutional Education OSPI oversees nine ESDs and 25 school districts to provide institutional education.</p> <p>Education Advocates support youth in transitioning into community-based learning settings and/or jobs.</p>	<p>DCYF Juvenile Rehabilitation DCYF operates three statewide secure residential facilities and eight community juvenile rehabilitation facilities.</p> <p>Transition Specialists support youth in transitioning into IE and back into community-based settings.</p>
Community-Based	
<p>OSPI Open Doors Youth Reengagement OSPI oversees districts, ESDs, colleges, CBOs, and for-profit providers of reengagement programs for youth 16–21. Open Doors programs received funds for 10 months of instruction and individual case management.</p> <p>Seven percent of Open Doors students experienced IE.</p>	

CBO = community-based organization. DCYF = Department of Children, Youth, and Families. ESD = educational service district. IE = institutional education. OSPI = Office of Superintendent of Public Instruction.

Source: Education Northwest review of agency materials and analysis of focus groups.

Reduce barriers to learning

Reducing barriers to learning can promote positive academic outcomes and overall well-being for youth, especially those most impacted by social, educational, and economic disparities. Young people who have experienced homelessness, foster care, and/or incarceration are disproportionately students of color and students living in poverty; these students face barriers from unsupportive systems, which can impact their engagement and learning (Krauss et al., 2025). Research has shown that basic needs supports (e.g., mental health services or child care) can reduce barriers to learning; foster positive relationships and mental well-being; and improve attendance, credit completion, and retention and graduation rates for high school-aged students (Moore et al., 2014; Schultz, 2022). In Washington, students in Open Doors reengagement programs have identified a lack of access to basic needs services and supports as a contributing

factor in their disengagement from high school as well as their decision to reengage through Open Doors (Crumé et al., 2020; Petrokubi et al., 2023).

Barrier reduction in Open Doors

A key goal of the summer pilot was to reduce barriers to learning. OSPI recommended that the state legislature allocate barrier reduction funding for Open Doors programs to meet individual students' needs and address issues that inhibited participation in school (OSPI, 2024). Summer pilot barrier reduction funding was allocated on a per-student basis, which allowed Open Doors sites to meet the students' varied needs. These state funds are not typically available to Open Doors programs. During the school year, Open Doors programs meet students' basic needs through partnerships with community-based organizations, referrals to public agencies, donations, or resources from other funding streams.

Open Doors summer pilot sites

Ten sites participated in the summer 2024 pilot (table 2), five of which also participated in the pilot during summer 2023. Over half of the sites were ESDs, followed by districts (three sites) and one community-based organization. Almost all sites offer the GED plus pathway. Four sites offer both GED plus and a high school diploma, four sites offer GED plus, one site offers a high school diploma, and one site offers a high school diploma and college. Six programs offered summer learning for the first time during the summer 2023 or 2024 pilot.

Sites varied in the number of students served in summer 2024, from 10 to 374. Two of the three largest sites were year-round programs operated by ESDs. The four smallest sites were operated by programs that offered summer programming for the first time during the pilot.

Table 2. Summer 2024 pilot site program characteristics and students served

Site	Pathway(s) offered	Provider type	Previous summer experience	Number of summer students	Percent of summer students who were post-resident youth
Coupeville Open Academy*	High school diploma	District	Summer 2023 pilot	42	31%
ESD 101 - Next Gen Zone*	GED plus	ESD	Year-round program	44	14%
ESD 105 Open Doors*	GED plus	ESD	Summer 2023 pilot	172	32%
ESD 113 – Gravity Learning Center*	GED plus	ESD	Year-round program	374	10%

Site	Pathway(s) offered	Provider type	Previous summer experience	Number of summer students	Percent of summer students who were post-resident youth
ESD 123 TC Futures	GED plus	ESD	Year-round program	213	7%
Northwest ESD 189	GED plus and high school diploma	ESD	None	57	2%
Puget Sound ESD 121	High school diploma and college	ESD	None	10	50%
Puyallup-Walker HS	GED plus and high school diploma	District	None	25	20%
Seattle Interagency Open Doors*	GED plus and high school diploma	District	Summer 2023 pilot	19	11%
SkillSource	GED plus and high school diploma	CBO	Year-round program	69	20%

*Indicates that the site participated in the summer 2023 and summer 2024 pilots.

Source: Evaluation team analysis of Appendix R (for pathway) and summer pilot data (reporting template, focus groups).

About this report

OSPI contracted with [Education Northwest](#) to evaluate the Open Doors summer pilot. This report presents the results of an in-depth evaluation of the summer 2024 pilot. This mixed methods evaluation includes analysis of quantitative data and qualitative data (table 3) during site visits in July and August 2024. Notably, the evaluation includes the perspectives of 54 young people who participated in the summer pilot and represent diverse backgrounds and life experiences. This includes multiple in-depth interviews with post-resident youth and photo elicitation focus groups. An advisory committee of Open Doors program staff members and students provided input and feedback on the evaluation. See appendix B for more information about the evaluation design.

Table 3. Overview of summer 2024 evaluation data sources

Qualitative data sources	Quantitative data sources
<ul style="list-style-type: none"> • Site visits to 10 pilot sites • Focus groups with 51 students • In-depth interviews with four students • Focus groups with 43 staff members • Focus groups with 20 community partners • Focus groups with six family members • Follow-up interviews with nine program leaders • Seven program observations 	<ul style="list-style-type: none"> • Student-level data from the Comprehensive Education Data and Research System (CEDARS) • Open Doors end-of-year student-level data • Summer pilot data collection spreadsheet • Appendix R (Reengagement program codes)

This report presents overall findings from the summer 2024 pilot. First, we describe findings related to student participation and outcomes. Next, we present findings related to program design and partnership. The report ends with considerations for future policy, research, and practice. The overall findings (table 4) discussed in this report cut across the three summer pilot strategies: expand summer learning, reengage post-resident youth, and reduce barriers to learning. See appendix C for a summary of key findings by strategy. In-depth reports for each of these strategies and profiles of each pilot site may be found in [Open Doors Reports](#).

Table 4. Overall findings by evaluation focus area

Evaluation focus area	Overall findings
Student participation and outcomes	<ol style="list-style-type: none"> 1. Open Doors students will engage, or reengage, in school during the summer. 2. Students made academic progress during the summer that persisted into the fall. 3. Post-resident youth were more likely to be funded directly by the pilot, and many made academic progress during the summer and into the fall. 4. Providing funds to reduce barriers to learning for individual students positively influenced high school completion and career progress.
Program design and partnership	<ol style="list-style-type: none"> 5. Open Doors programs will develop new programming and partnerships to serve students year-round but require additional resources. 6. The pilot unlocked the potential for more Open Doors programs to offer career-connected learning experiences that older students ages 16 to 21 value. 7. While the unique opportunities attracted students to summer learning, relationships and barrier reduction support helped them to stay.

STUDENT PARTICIPATION AND OUTCOMES

"I just feel like [the summer pilot program] has helped me have a routine and be more on top of things. [It] made me realize that these are things that I need to be doing, trying to set up a future for myself."

– Open Doors summer pilot student

In this section, we present the overall findings related to student participation in the summer of 2024 and their outcomes during the summer and following fall.

Finding 1. Open Doors students will engage, or reengage, in school during the summer

Continuous funding enabled pilot sites to remain open during the summer, maintain connections with students that otherwise might have been lost, and help mitigate gaps in access to summer learning to ensure that the most vulnerable students can benefit from the opportunity. The findings unpacked below are aligned with previous work highlighting the importance of consistency for youth in reengagement (United Way of King County, 2021) and systems-impacted youth (Krauss et al., 2025), as well as the value of providing summer learning opportunities for students most in need of additional learning time and support (Fitz et al., 2025).

Over two summers, about 1,500 students participated in the pilot

In summer 2023, 607 students participated at five pilot sites, and 1,025 students participated at 10 pilot sites in summer 2024. A total of 153 students participated in both summers (see table D1 in appendix D). Students and staff members said that being open during the summer provided positive activity, support, and structure that many students would not have access to otherwise.

"Engagement would be the key word and keeping them engaged. Especially with our student population, it's really easy for a student to just ... I don't want to say disappear but just disappear because they've gotten a full-time job or something happened at home."

– Open Doors staff member

In summer 2024, hundreds of students who completed 10 months of school were able to continue learning in July and August because of summer pilot funding

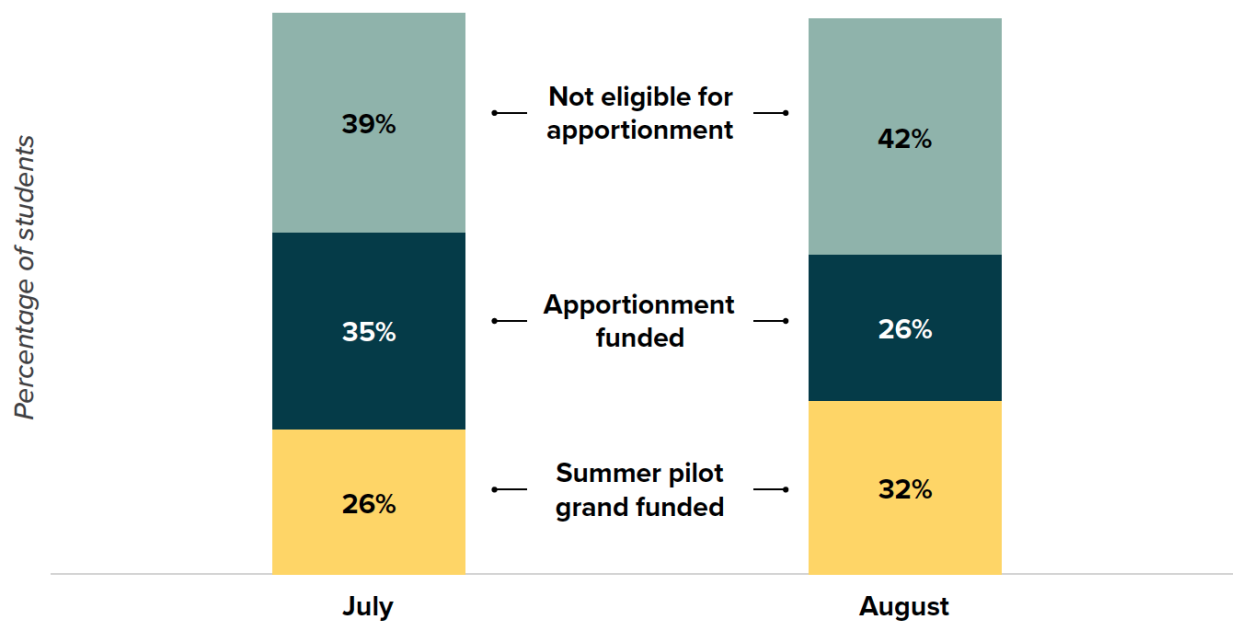
Summer pilot funding is most important in August when students run out of apportionment funding (figure 4). Summer pilot funding enabled continuous service by offering programs a full 12 months of reimbursement for students who met participation and progress requirements.

Box 2. Snapshot of student participation in summer 2024

- 1,025 students participated in the summer 2024 pilot
- A third of students served by the pilot sites during the school year chose to enroll in summer
- 11 percent of students enrolled for the first time during the summer
- 26 percent of students were funded by the pilot in July and 32 percent in August
- 14 percent of summer pilot participants self-identified as post-resident youth

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

Figure 4. A higher percentage of students were funded through the summer pilot funds in August than in July



Note: N = 1,006 for July and N = 975 for August.

Example interpretation: In August 2024, 32 percent of summer pilot participants were funded by the summer pilot grant, 26 percent were funded by apportionment, and 42 percent were not eligible for apportionment.

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

A third of students served by the pilot sites during the school year chose to participate in summer

Eleven percent of summer students enrolled for the first time during the summer, partly due to intensive outreach to priority populations with summer pilot funds. These findings suggest that there is demand for summer learning, as the summer pilot funding enabled sites to provide continuity for existing students and reconnection for new students.

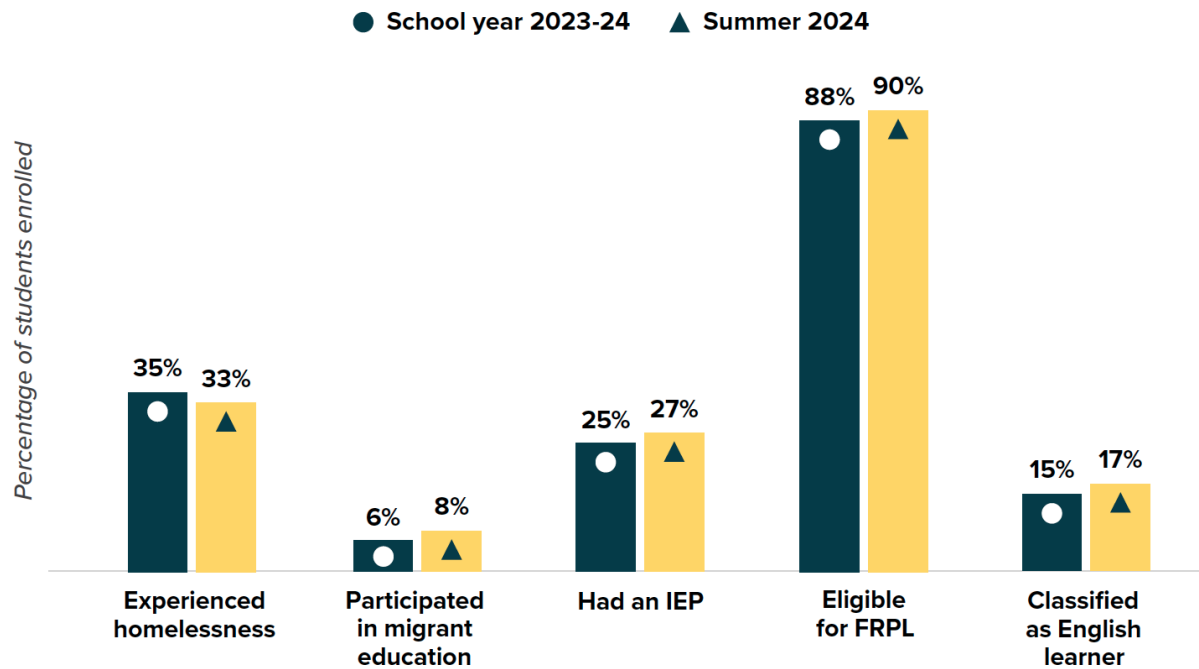
"In the summer it's nice because they [Open Doors program] give you opportunities. If you have nothing to do the whole summer, you try internships, you see how that goes. And if you still want to try to get your GED, they still have the doors open for you to go into. And they give lunch ... in [a comprehensive high] school you have to wait for the school year, but in Open Doors you can come in and continue your education."

– Open Doors summer pilot student

The summer pilot reached students furthest from opportunity

Compared to the students they serve during the school year, the summer 2024 programs served slightly higher percentages of students who identified as American Indian/Alaska Native or Latino/a/x (see table F1 in appendix F). They also served slightly higher percentages of students who participated in migrant education, had an IEP, were eligible for free or reduced-price lunch, or were classified as English language learners (figure 5).

Figure 5. Compared to the school year, the summer 2024 programs served slightly higher percentages of students who participated in migrant education, had an IEP, were eligible for free or reduced-price lunch, or were classified as English learners



IEP = individualized education program.

Note: N = 2,835 for school year 2023–24 population and N = 1,025 for summer 2024 participants.

Example interpretation: Eight percent of summer students at the 10 sites participated in migrant education, while 6 percent of students in the school year 2023–24 population at the 10 sites participated in migrant education.

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

Finding 2. Students made academic progress during the summer that persisted into the fall

The results from the summer pilot are promising. Students made significant academic progress, with over 10 percent of summer 2024 students attaining their pathway goal, measured by earning a high school diploma, GED, or industry-recognized credential during the summer or soon after.

Additionally, when we look across summer 2023 and summer 2024, students earned 1,105 indicators of academic progress in the summer and 1,949 indicators of academic progress in the academic year following summer, representing progress toward a high school diploma, GED, college credential, or career credential (see table D1 in appendix D). These findings indicate that the intensive engagement, community-connected learning, and holistic support offered by the summer pilot reduced barriers to learning for Open Doors students during the summer and beyond.

About three-quarters of summer 2024 pilot students earned an indicator of academic progress in summer or fall, and over 10 percent completed high school

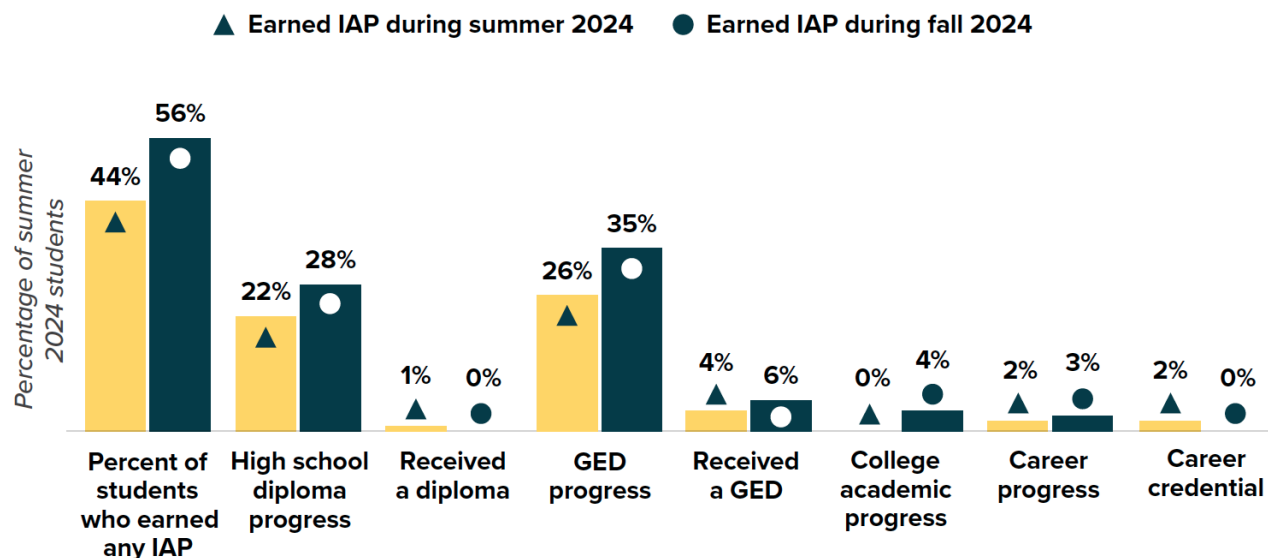
Students made progress into the fall, regardless of whether they used the summer to extend the school year beyond 10 months or reconnect after a break in their learning. Forty-four percent of summer participants earned an indicator of academic progress (IAP) in summer 2024, and progress persisted into the fall when 56 percent of summer participants earned an IAP (figure 6). In total, 74 percent of summer participants earned an IAP in summer and/or fall. Notably, 10 percent of summer students earned a GED in summer or fall, 2 percent earned a career credential in summer, and 1 percent received a diploma in summer.

Box 3. Snapshot of summer 2024 student academic progress (as of fall 2024)

- 74 percent earned an indicator of academic progress (IAP)
- 10 percent earned a GED
- 2 percent earned a career credential
- 1 percent earned a high school diploma

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

Figure 6. Many summer 2024 students made academic progress that persisted into fall



IAP = indicator of academic progress.

Note: N = 1,025 for summer 2024 participants. This figure displays GED and high school diploma completion and IAP completion. We categorized IAPs into high school diploma progress, GED progress, college academic progress, career progress, and career credential. See table E1 in appendix E for the IAPs included in each category.

Example interpretation: Twenty-six percent of summer participants earned an IAP related to GED progress in summer 2024, and 35 percent of summer participants earned an IAP related to GED progress in fall 2024.

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

Summer learning enabled students to maintain academic momentum and accelerate progress

Staff members commonly said that remaining open in the summer allowed students to maintain momentum from the school year and, in some cases, accelerate their progress. They suggested this was especially important for students working toward their GED, a pathway most pilot sites offered.

"Getting your GED is an evolving thing. It's not like a regular school year where, 'Okay, math class has ended. See you in three months.' It's like you're halfway working through your math. If you were off for three months, all that gain we made in math might slip away and then we would have to almost restart. Being open for the summer is like, okay, so you might be off for three weeks. You might be able to do some math on Khan Academy, stuff like that. But there's a huge difference between three weeks and three months."

– Open Doors program staff member

The unique summer learning opportunities offered by the pilot enabled students to build relationships and mindsets that supported their progress toward their pathway goal

Students strengthened their relationships with staff members, program representatives from CBOs and businesses, and other students during the intensive programming offered during the pilot, increasing their sense of belonging to the program. The community-connected learning experiences and postsecondary planning offered through the summer pilot bolstered students' confidence and future orientation while also connecting them with community members outside the program that can help them with their long-term goals.

"The good thing about the program is that they actually bring in outside people or professionals at what we're learning in class that day, and we can get their information. We can ask them questions, get mentorship from them."

– Open Doors summer pilot student

"If the summer program wasn't on this year, I probably would've never wanted to go to [college]. I would've probably never seen college as an actual good opportunity."

– Open Doors summer pilot student

Finding 3. Post-resident youth were more likely to be funded directly by the pilot, and many made academic progress during the summer and into the fall

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 (see box 1 for more detail on student funding). Post-resident youth especially benefited from the community-connected learning experiences offered during the summer. These findings align with research that finds that access to reentry services, like personalized support for post-resident youth to find a job, can reduce recidivism (Calleja et al., 2016) and that students who engage in summer youth employment programs are less likely to be incarcerated (Gelber et al., 2016).

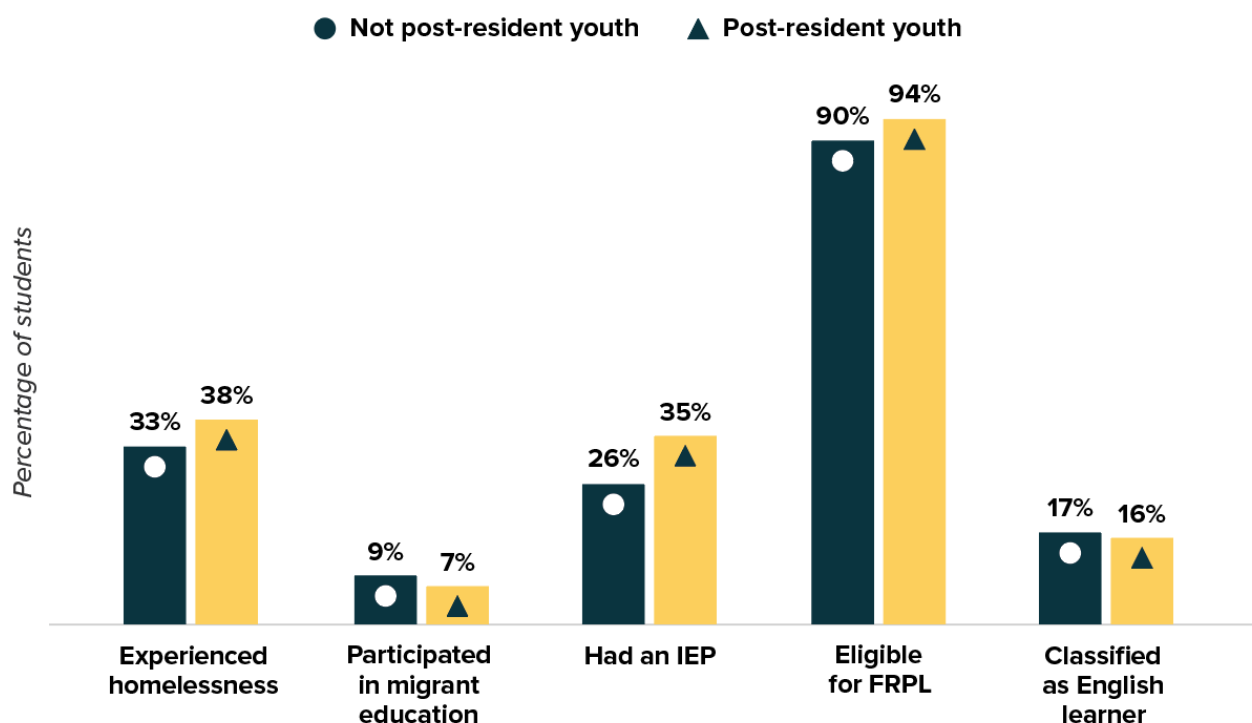
"Thanks to Open Doors and to the program, now I'm here thinking with better mind, better vision. I actually want to be somebody in life."

– Open Doors student and post-resident youth

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

A total of 143 post-resident youth participated in the summer 2024 pilot (table D1 in appendix D). Sites varied in the degree to which they focused on post-resident youth in their summer programming and outreach. The percentage of students who were post-resident youth served varied by site, ranging from 2 to 50 percent across sites (see table 2 for the number of post-resident youth served by each site). 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 (figure 7, and figures F2 and F3 in appendix F).

Figure 7. 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.

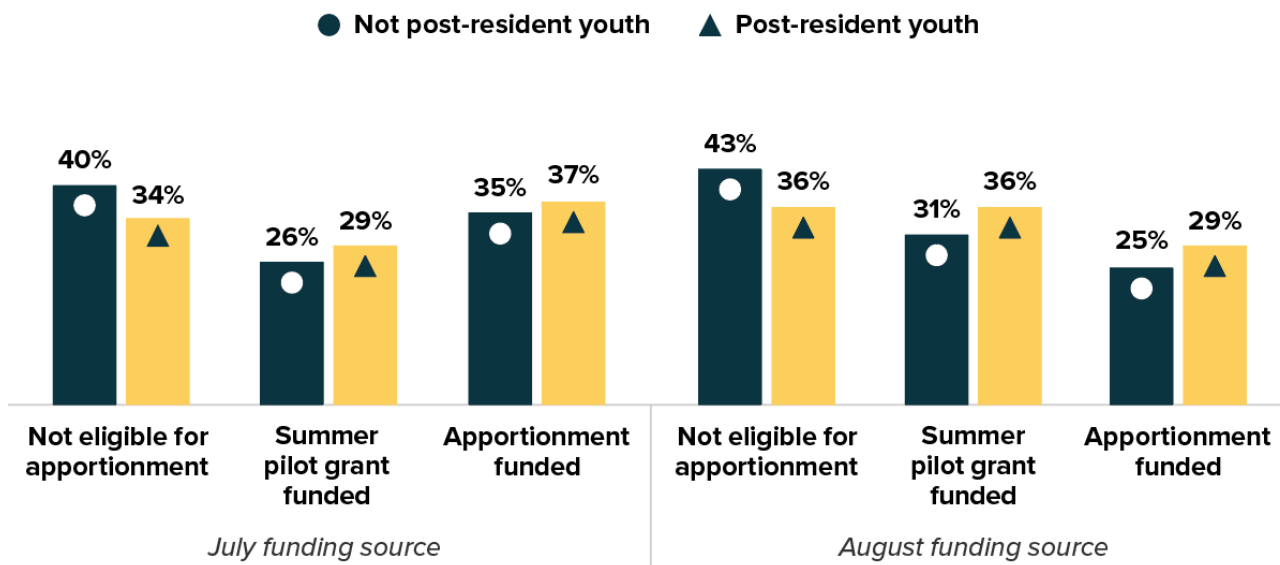
Note: N = 882 for not post-resident youth and N = 143 for post-resident youth. This figure uses sites' self-reported data on whether students identified as post-resident youth.

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.

Pilot sites engaged post-resident youth in the summer who may not be in school otherwise due to lack of funding

The supplemental summer pilot funding was more likely to support education services for post-resident youth summer participants than those who were not (figure 8). 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.

Figure 8. 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.

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.

Staff members and partners highlighted the importance of summer pilot funding in enabling post-resident youth students to maintain a connection with school and momentum towards their learning goals. Being open during the summer also allows students who are released from detention during the summer to immediately enroll in a program, addressing a gap in some communities.

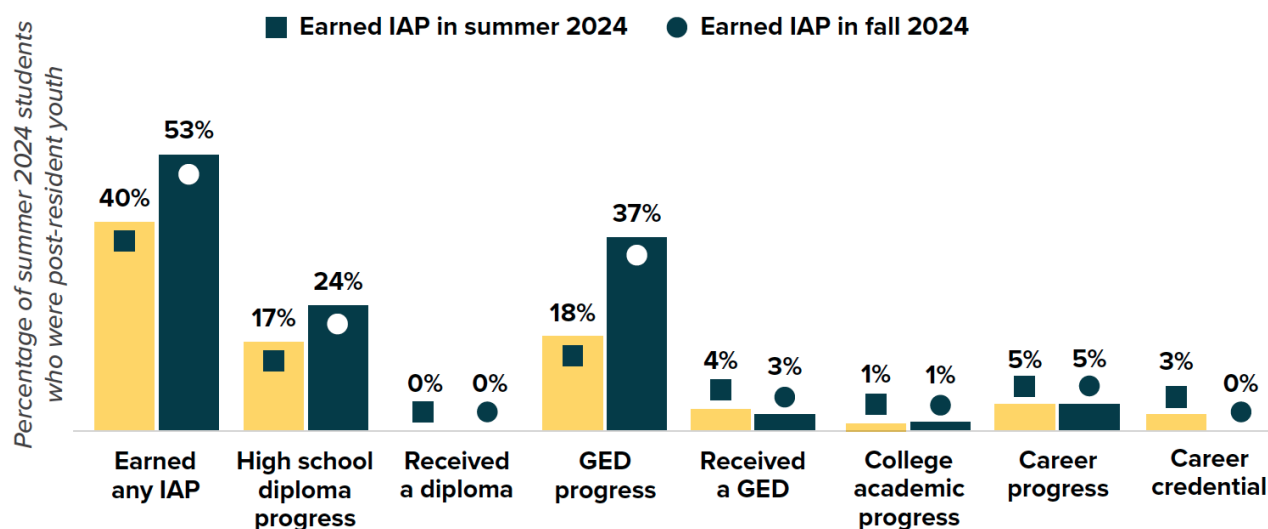
"Youth are releasing whenever they're finishing their commitment or coming out on parole, and sometimes when that comes in May or June, they're losing a lot of the momentum that they have ... most of them [schools] are all shut down during the summer. This one is constantly running, which meets a huge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

– Open Doors community partner

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

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 9). 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 9. 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. This figure displays GED and high school diploma completion and IAP completion. We categorized IAPs into high school diploma progress, GED progress, college academic progress, career progress, and career credential. See table E1 in appendix E 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.

Post-resident youth particularly benefitted from new summer learning experiences aligned with their goals

Several programs and their partners designed community-based learning experiences specifically to help post-resident youth envision and plan their next steps, and students expressed a more positive future orientation. Career-connected learning and employment opportunities increased post-resident youth student's confidence, expanded their networks, and, in some cases, offered compensation.

"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

Finding 4. Providing funds to reduce barriers to learning for individual students positively influenced high school completion and career progress

Reducing student barriers to learning can promote positive academic outcomes, foster healthy relationships, and improve mental well-being, particularly for students impacted by social, educational, and economic disparities (Krauss et al., 2025; Moore et al., 2024; Schultz, 2022). Eight summer pilot sites used \$37,463 to support individual students' specific academic, clothing, food and nutrition, and transportation needs (see figure G1 in appendix G for a breakdown of individual barrier reduction spending by category). Findings suggest that this modest investment resulted in significant benefits for students in terms of reducing barriers to learning and promoting sustained academic progress and completion.

"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 they get it. Our kids know that we're going to feed them first if they're hungry."

– Open Doors staff member

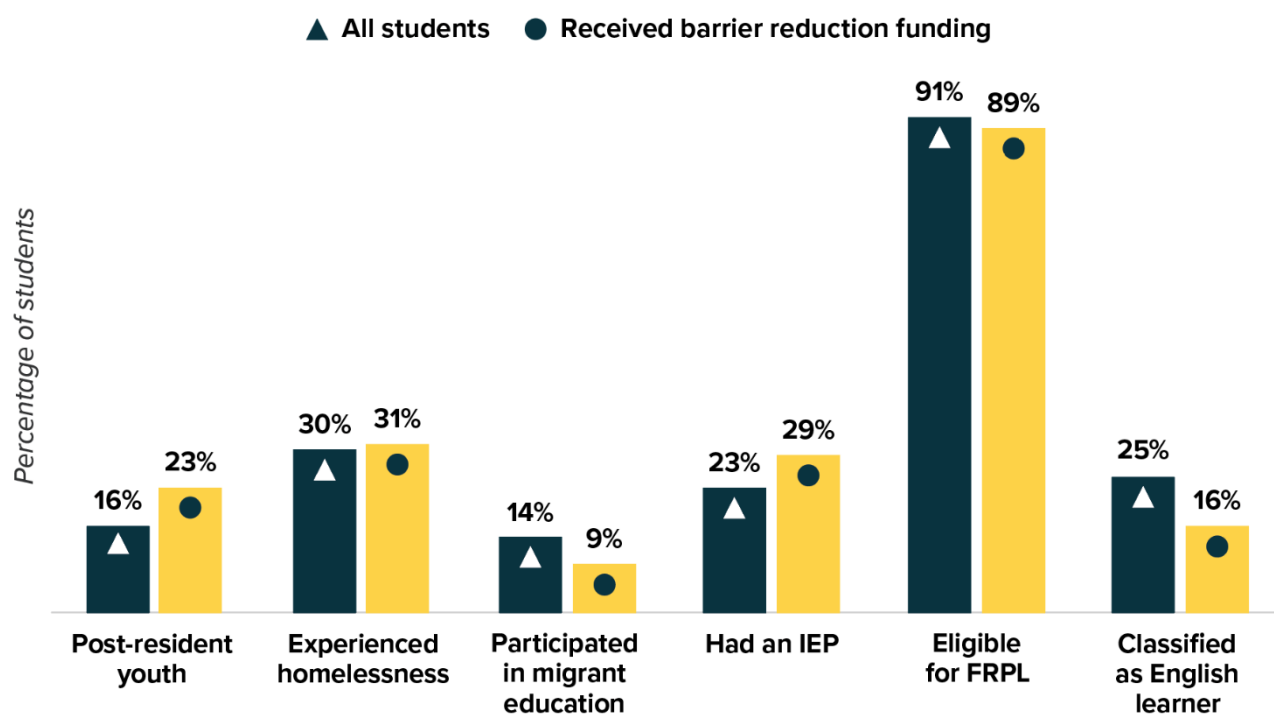
Across eight pilot sites, 105 students received support through individual barrier reduction funds in summer 2024

This represents 17 percent of students who participated in summer learning at the eight pilot sites that accessed these funds. The proportion of female students supported by individual barrier reduction funds (47%) was higher than the proportion of female students in the overall summer population (43%; figure F4 in appendix F). Students supported by barrier reduction funding were more likely to be American Indian or Alaska Native, Black, or white compared to all summer students (figure F5 in appendix F).

Students supported by individual barrier reduction funds in summer 2024 were more likely to be post-resident youth and have had an individualized education program

Basic needs support is particularly important for young people who have experienced incarceration or juvenile detention. For example, an evaluation of the impact of basic needs support for incarcerated youth found that access to reentry services reduced recidivism (Calleja et al., 2016). Students supported by barrier reduction funds in summer 2024 were more likely to be post-resident youth (23%) compared to all summer students at the eight sites (16%; figure 10). Students supported by barrier reduction funds were also more likely to have had an individualized education program (IEP) at some point in their education (29%) compared to all summer students at the eight sites (23%).

Figure 10. Students supported by individual barrier reduction funds in summer 2024 were more likely to be post-resident youth and have had an individualized education program



FRPL = free or reduced-price lunch.

Note: N = 607 for all students and N = 105 for received barrier reduction funding. Data are from the eight pilot sites that reported using barrier reduction funds for individual students.

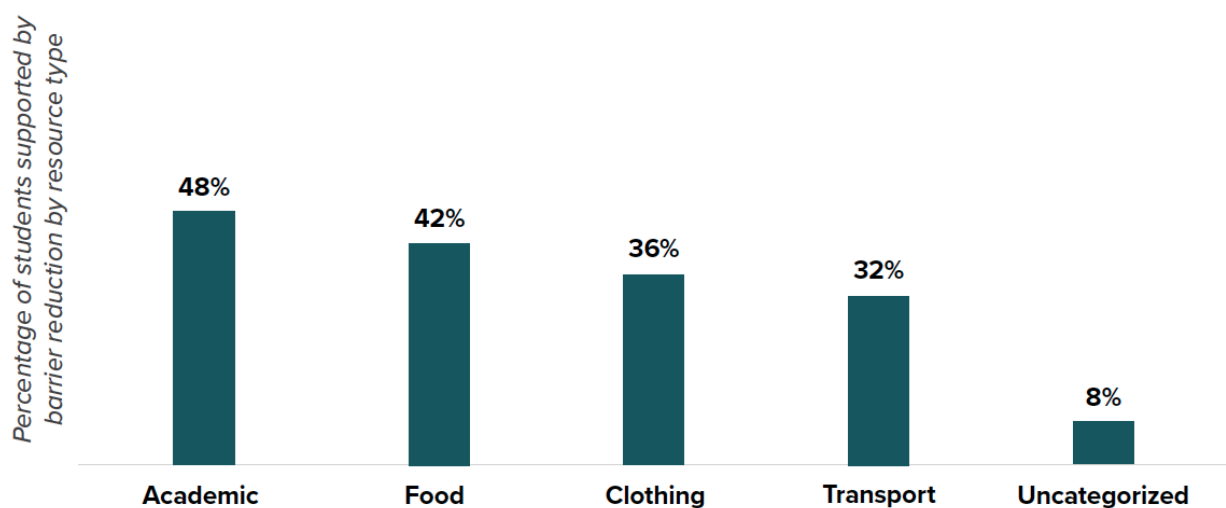
Example interpretation: Twenty-three percent of students supported by barrier reduction funding in summer 2024 identified as a post-resident youth. Sixteen percent of all students served by these eight sites in summer 2024 identified as post-resident youth.

Source: Evaluation team analysis of CEDARS data and pilot site reporting in summer 2024. Post-resident youth data self-reported by sites; all other school experiences from CEDARS.

About half of students received barrier reduction funds for specific academic needs related to their Open Doors pathway goal

Forty-eight percent of students received barrier reduction funds for specific academic needs (e.g., testing, training, or license fees) related to their Open Doors pathway goal of GED completion, high school completion, or college or career (figure 11). Forty-two percent of students supported by barrier reduction funds received food, 36 percent received clothing, and 32 percent received transportation. Students and staff members often noted how these critical supports enabled them to participate in school and community-based learning experiences.

Figure 11. About half of students supported by individual barrier reduction funds used them for academic resources to support progress toward their pathway goal



Note: N = 105. Data are from the eight pilot sites that reported barrier reduction funds used for individual students. On the summer pilot site data collection sheet, **academic** was defined as testing fees, lab fees, credential costs, necessary tools, required software, and culinary knives; **clothing** was defined as work boots, work gloves, shoes, and dress shirt; **food and nutrition** was defined as meals and food; and **transportation** was defined as bus passes, ride service, or parking permit.

Example interpretation: Forty-eight percent of students supported by barrier reduction funding in summer 2024 received the funding for academic support.

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

"She [Open Doors staff member] helps me quite a bit with the food when I can't really afford it. She's been helping with transportation to a summer camp that I volunteer for, and she's helped me out with getting clothes before when I needed them."

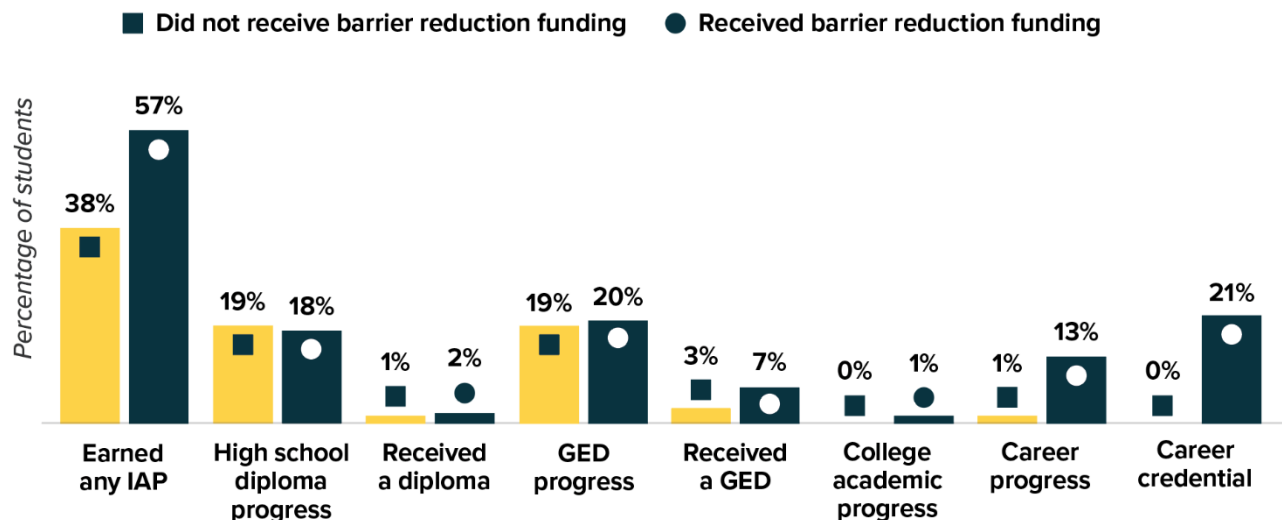
– Open Doors student

Students supported by barrier reduction funding were substantially more likely to earn an indicator of academic progress in summer 2024, and they continued to make progress into the fall, especially for career credentials

Fifty-seven percent of students supported by barrier reduction funding earned at least one IAP in summer 2024, while 38 percent of students who did not receive the funding earned at least one IAP (figure 12). Thirteen percent of students supported by barrier reduction funding earned an IAP related to career progress, and 21 percent earned a career credential compared to 1 percent and 0 percent, respectively, of their peers at the eight sites that did not receive the funding. Even

without continued funding, students who were supported by individual barrier reduction funds in the summer were more likely to make career progress in the fall compared to their peers who did not receive the funding in the summer (10% compared with 4%; figure F6 in appendix F).

Figure 12. Students supported by individual barrier reduction funding were more likely to earn an IAP in summer 2024, particularly related to career progress and credentials



IAP = indicator of academic progress.

Note: N = 502 for did not receive barrier reduction funding and N = 105 for received barrier reduction funding. Data are from the eight pilot sites that reported barrier reduction funds used for individual students. This figure displays GED and high school diploma completion and IAP completion. We categorized IAPs into high school diploma progress, GED progress, college academic progress, career progress, and career credential. See table E1 in Appendix E for the IAPs included in each category.

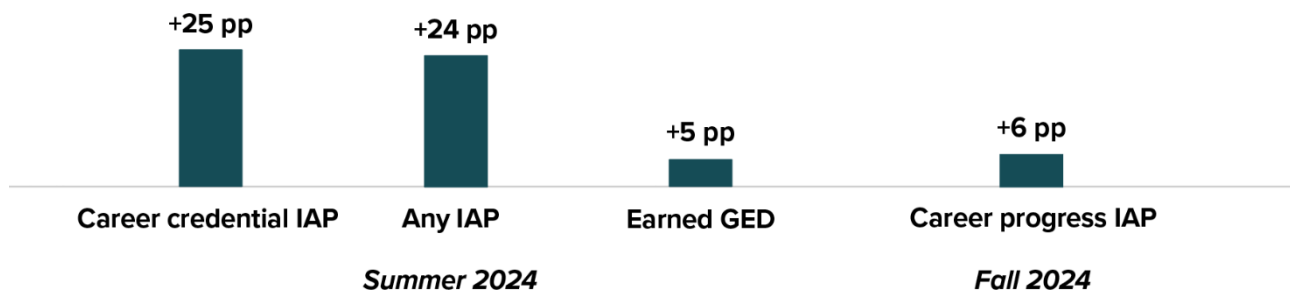
Example interpretation: Fifty-seven percent of students supported by individual barrier reduction funding in summer 2024 earned any IAP. Thirty-eight percent of students at these eight sites that were not supported by individual barrier reduction funding in summer 2024 earned any IAP.

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

Barrier reduction funding had a large, positive, and statistically significant relationship with increased likelihood of earning a career credential, earning any IAP, earning a GED, and making career progress

Regardless of the pilot site, student identities, and school experiences, barrier reduction funding had a large, positive, and statistically significant relationship with increased likelihood of earning a career credential, earning any IAP, earning a GED, and making career progress (figure 13). Specifically, receiving barrier reduction funding in the summer was related to a 25 percentage-point increase in earning a career credential, a 24 percentage-point increase in earning an IAP, and a 5 percentage-point increase in earning a GED in summer 2024. Receiving barrier reduction funding in the summer was also related to a 6 percentage-point increase in making career progress in fall 2024.

Figure 13. Regardless of Open Doors program, student identities, and school experiences, receiving barrier reduction funding increased the likelihood of earning a career credential, IAP, or GED in summer 2024 and making career progress in fall 2024



IAP = indicator of academic progress. pp = percentage point.

Note: N = 607. Data are from the eight pilot sites that reported barrier reduction funds used for individual students. Vertical bars present statistically significant coefficients ($p < 0.05$) from ordinary least squares regression analyses that examine the relationship between receiving barrier reduction funds and student outcomes in summer 2024 and fall 2024. The bars represent the change in the probability that a student achieves the outcome, after adjusting for differences attributed to student identities, school experiences, and program attended. Students who did not receive barrier reduction funds are the reference category.

Example interpretation: Barrier reduction funding in summer 2024 is associated with a 25 percentage-point increase in the likelihood of earning a career credential.

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

PROGRAM DESIGN AND PARTNERSHIP

The summer pilot provided supplemental funding for Open Doors programs to expand summer learning for students across the state, especially post-resident youth, with a focus on offering unique learning experiences and barrier reduction support in collaboration with community partners (table 5). In this section we present cross-cutting findings related to program design and partnership. We highlight success factors and lessons learned related to program implementation.

Table 5. Summer 2024 community partners, by pilot site

Site	Summer pilot community partners
Coupeville Open Academy*	Habitat for Humanity of Island County* Methodist Church* Gift from the Heart Food Bank Island County Human Resources
ESD 101 - Next Gen Zone*	If You Could Save Just One* Morning Star Baptist Church* Revive Community Services*
ESD 105 Open Doors*	ESD 105 Educational Advocates South Central Washington STEM Network* Yakima Valley Farm Workers Clinic* Together 105* Lifegate
ESD 113 – Gravity Learning Center*	Olympia Coffee Roasters* Thurston County Chamber Touchstone Community Facility
ESD 123 TC Futures	Career Path Services Growing Forward Reddout Wine Consulting and Frichette Wines* Benton-Franklin Juvenile Justice Kennewick School District Department of Children, Youth, and Families Top Notch Driving School
Northwest ESD 189	None
Puget Sound ESD 121	Urban League of Seattle* Build 2 Lead* Mind Your Business*

Site	Summer pilot community partners
Puyallup-Walker HS	Puyallup Chamber Foundation* Puyallup Parks and Rec Puyallup Food Bank* YMCA
Seattle Interagency Open Doors*	Yes We Can Flaggers OSHA Instructor from Seattle Public Schools Reign Concept Salon, LLC*
SkillSource	Chelan County Juvenile Detention Center Eco-Stewardship/Washington State University Lighthouse Community Center*

*Indicates a new partnership.

Source: Evaluation team analysis of documents and focus groups.

Finding 5. Open Doors programs will develop new programming and partnerships to serve students year-round but require additional resources to do so

Findings indicate that designated summer funding enabled sites to provide intensive summer programming and support to help students make academic progress, as well as expand their program offerings and partnerships in ways that could benefit students year-round. Additionally, sites strategically used funds to reduce barriers to learning for individual students.

Most often, programs used the pilot funds to cover summer staffing, while planning and pass-through grants facilitated new partnerships

Summer 2024 pilot grants ranged from \$65,000 to \$115,000 per pilot site, including pass-through funds to local community partners. In addition, each site received between \$20,000 and \$50,000 to support planning and preparation from September 2023 to June 2024. To understand how the summer 2024 pilot sites utilized the summer pilot grant funding, we analyzed their applications, Education Grants Management System (EGMS) report data, and conducted follow-up interviews with nine program leaders.

Below is a summary of how sites used the resources:

- Summer pilot funds enabled five programs to offer summer programming for the first time
- Most often, programs used the summer pilot funds to cover staff member time, followed by transportation and work supplies (table 6)
- All 10 sites used the planning and pass-through funds to explore new partnerships, resulting in new or expanded summer programming for most sites

Table 6. Summer 2024 pilot grant expenditures and examples

Type of expenditure	Examples	Number of sites
Staff time	Paying for regular teachers, hiring outside teachers for things like SEL	7
Transportation	Gas cards, ride share cards, renting vehicles to transport	6
Supplies for work experience	Tools, uniforms, safety supplies, and clothes	5
Curriculum subscriptions	ESL software, GED prep	3
Classroom equipment	Phys. Ed equipment, equipment to set up barista career training	2
Food	Perishable foods to supplement standing pantry	2

Sites especially appreciated the planning grants and used them for outreach, program, and partner development. Planning teams included diverse community partners (e.g., community-based organizations, district and county staff members) with different expertise (e.g., behavioral health, truancy). About half of the pilot sites consulted students in planning the summer program, which helped ensure that the activities offered were of high interest to students.

At least 34 community partnerships were implemented through the summer pilot, and many of them were new relationships for Open Doors programs. While some sites had already established rapport with their partners, others used the planning grant to make sure they were seeing “eye to eye” about summer operations and how to reduce barrier to learning for Open Doors students. Partners, staff members, and students all spoke of the importance of shared values orientation regarding creating a welcoming environment that builds on student strengths.

"We did so much preparation [with the pilot site] ahead of time and made sure that we were mentally aligned, we knew where we were going, and we had that common goal of how to get there ... If we just walked in and said, 'Hey, we got this program. You want to do it?' 'Yeah, sure. Sign us up,' we wouldn't really understand the students that they have and the students' needs."

– Open Doors summer pilot partner

Summer pilot sites were strategic about when to use individual barrier reduction funds and when to leverage existing resources

Sites combined student-level barrier reduction funding with programmatic support from community-based organizations, public benefits, or other existing federal and local resources. The flexible nature of the summer pilot barrier reduction funding enabled sites to personalize and expand the types of resources they could offer students in ways that are not possible with other funding sources (e.g., testing fees, state identification cards so students can work, gas cards for transportation to school). Access to state funds also reduced the burden on community-based partners that provide donations and other supports year-round so that they don't get "tapped out."

"Providing food is very limited, in what we can do. So having those barrier reduction funds for the summer and being able to say, 'Okay. This is what we want to do,' and as long as we could provide a clear line of what it is for, they [decisionmakers] were like, 'Yes.' I mean, that was amazing. If we could do that during the school year, I think we could increase our outcomes exponentially and help students really make a difference in their lives."

– Open Doors staff member

Levels of readiness contributed to whether pilot sites were able to launch new program elements and partnerships

More than half of the sites experienced some challenges related to partnerships, and several sites relayed stories of partnerships that were not launched for various reasons (e.g., mismatch in mission, administrative delays). Cross-system collaboration is particularly critical when serving post-resident youth. Several sites built upon longstanding relationships with institutional education and justice system partners developed through outreach or co-location/co-staffing

to effectively reach and serve many post-resident youth. Lack of coordination across these systems and misunderstanding around the role each plays can lead to gaps in service and support.

"We all have personal relationships with those [probation] 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

Regarding readiness for summer programming, sites with previous experience offering summer learning already had systems in place, such as hiring summer staff members, providing transportation, or working with districts to enroll students during the summer, to address issues that posed a challenge to other sites.

Sites expressed concern about their capacity to sustain summer programming without continued state funding

Sites that offered year-round programming prior to the pilot described challenges in trying to stretch funding to cover the costs of a robust summer program with career-connected learning and barrier reduction support. For other sites, it was not feasible to offer programming at all in the summer without a reliable source of state funding, despite the clear benefits for students.

Finding 6. The pilot unlocked the potential for more Open Doors programs to offer career-connected learning experiences that older students age 16 to 21 value

Summer allows flexibility in program content, approach, and enrichment activities, such as creative and inquiry-based forms of learning (Bang et al., 2021). Access to career-connected learning and mentors, particularly those with similar backgrounds and experiences as students, can have positive educational and vocational outcomes for minoritized and marginalized youth (Bruce & Bridgeland, 2014; Lesnick et al., 2023; Van Dam et al., 2018). Career-connected learning may be especially powerful for post-resident youth, as studies find that participants of 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).

"This year we focused a little bit more on what students wanted to learn. We wanted to target that specifically [and] give them a skill that they could take on, whether it's employment, whether it's an academy, a certification, whether it was [with] barrier reduction funding ... "

– Open Doors staff member

All but one pilot site offered career-connected learning

Half of the pilot sites offered career-connected learning for the first time during the summer. For example, Puyallup-Walker High School Open Doors used the pilot funds to “test the waters” for launching Puyallup Works, which offered paid summer internships with three local employers. Other sites used the funding to expand partnerships into new, high-demand industries.

Four sites used summer pilot funds to support paid work experience as a core part of the summer program model, while three additional sites offer paid work experiences year-round. Five pilot sites organized opportunities for students to earn one or more industry-recognized certificates as part of the program design, such as first aid/CPR certification, food handler card, or flagger certification. Sites often developed industry partnerships in response to student interests and with the goal of connecting students to mentors who had similar lived experiences or identities.

Students found these experiences highly motivating, and the pilot resulted in academic progress related to career pathways. Across summer and fall 2024, 5 percent of participants earned indicators of academic progress related to career pathways (see figure 6). Across summer 2023 and summer 2024, 27 summer participants earned industry-recognized credentials (table D1 in appendix D).

Sites and partners were creative and responsive to student interests and needs, blending social and emotional learning, mentoring, and financial literacy with career-connected learning

This strategy helped attract students to the program, while enabling the program to help students work toward multiple goals simultaneously. Some sites offered workshops on financial literacy and postsecondary planning as part of internship experiences. Others built in support for students’ basic needs to other program activities, such as offering lunch during a workshop. See box 4 for an example of how one site blended SEL with career-connected learning in the same activities.

Box 4. Blending SEL lessons with career-connected learning

The Seattle Interagency Open Doors' summer cosmetology program supported students to build relevant career-related skills while reflecting on their lives more broadly. For example, the program instructed students about the history of hair through a lesson entitled, *Hair is Texture; Life is Texture*. In this lesson, instructors taught students about different hair textures and how this relates to different life experiences.

"We started off with a social-emotional lesson, and it really opened up the students and helped them to just dig within and uncover some old ideologies that they may have had about their own hair and talk about life a little bit. And it's so funny, because these kids really went deep in a lot of the conversations, and they created a space for healing, and it was just really supportive."

– Seattle Interagency Open Doors partner

Staff members and partners shared that students were very engaged in the program not only due to an interest in cosmetology but also because of the relationships students formed with the instructors. Many students attended all or most sessions, including several students who face barriers to regular attendance during the school year.

"The teachers are just like your friends by themselves. They're super enthusiastic and welcoming and accepting and friendly to everybody. They don't treat anybody differently. They're just really good people, honestly. We're so lucky that we have some really authentic, grown, good people running our program."

– Seattle Interagency Open Doors student

In addition, the program connected students with mentors in various occupations in cosmetology, so students will continue to learn important skills that will prepare them for their future careers.

Some sites designed career-connected learning and mentoring experiences specifically for post-resident youth

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. For example, at PSESD 121, program staff members identified community partners that have experience with the justice-involved youth and arranged alternate transportation options to support post-resident youth to access programming specifically. SkillSource collaborated with partners from the justice system to ensure that post-resident youth could access unique fieldwork experiences alongside other young people. ESD 123 offers personalized support for post-resident youth to find a job. Post-resident youth often face additional challenges gaining work experience and access to the types of networking and skill-building opportunities offered by the pilot.

"[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

"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

Sites varied in terms of their ability to continue career-connected learning without continued state funding and support

The data is clear that career-connected learning benefits student engagement and academic progress. However, few Open Doors programs statewide are set up to offer career pathways. Program staff members invested considerable effort in setting up these experiences for students, from identifying and building relationships with partners to the logistical and administrative challenges of operating paid placements at multiple locations. Some sites that piloted career-connected learning opportunities cannot sustain those opportunities during the school year

due to a lack of funding and were concerned about the potential negative impacts on student engagement and progress.

Finding 7. While the unique opportunities attracted students to summer learning, relationships and barrier reduction support helped them to stay

Barrier reduction and paid work experience support drew students to the summer program

Many programs designed unique summer learning experiences around student interests and provided students with choices in activities (e.g., internship sites). While students highly valued these learning opportunities, many were motivated to come to school and able to stay engaged over the summer because they received support for their basic needs.

"For students to be able to come in and stay engaged over the summer... we have students that come for food. We have students that come for support. We have students that are pregnant. We have students with babies. We have students that are homeless. So, to have a place even just to come, and be, and talk and [receive] barrier reduction support... The barrier reduction is huge in the summer. I wish we had it all year long."

– Open Doors staff member

Positive staff-member-student relationships are central to student engagement

Frequent communication (e.g., text, e-mail, home visits) from a stable staff member team helped to keep students connected during the summer. Students said that the positive relationships they built with staff members helped them to stay engaged in the program. Families also expressed appreciation for the availability and support provided by program staff members.

"... all of a sudden, I can see [my child] now. He's a young man ... he's having confidence in making his own decisions, and he's making good decisions. And he knows that he's got a surrounding group that will be there to help walk him through whatever it is that he needs to get through."

– Open Doors family member

Relationships also help students access barrier-reduction resources. To understand each student and the barriers they face, staff members need time to invest in building a trusting relationship with the young person, as students may not be transparent about their needs right away. Positive and consistent relationships with staff members are especially critical 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.

"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

Barriers to summer learning remain for some students

Looking across the strategies, there are several persistent barriers to highlight. First, some students signed up for the summer program but dropped out because they needed to earn more money.

"We had a couple of students that had signed up for the program, but they got paying jobs, and that has to be the priority because a lot of them ... they've got real life adult stuff that they have to deal with."

– Open Doors staff member

Second, while barrier reduction funding helped meet students' immediate financial needs, students still grappled with transportation, food, and housing insecurity issues. Limited mental health resources in the community and the lack of special education support during the summer also presented barriers to sustained student participation. Post-resident youth, in particular, experienced barriers to learning related to basic needs and disruptions in their education. Staff members also 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.

These findings highlight both the promise of offering innovative summer learning experiences and barrier reduction for students reengaging through Open Doors, as well as the systemic challenges involved in ensuring young people who are furthest from opportunity can benefit from these resources. Next, we offer future considerations related to policy, programming, and data.

FUTURE CONSIDERATIONS

Policy considerations

- **Align state policy, funding, and guidance to sustain summer learning, barrier reduction, and career-connected learning for Open Doors students.** Evaluation results indicate that these may be high-leverage strategies for helping young people in reengagement—many of whom are highly impacted by systemic inequities—to reach their academic and career goals. Without a reliable source of state funding and assistance from state agency leaders, the innovations advanced through this pilot may not continue to be available to students. This is a missed opportunity to strengthen the future of these students and the communities where they live.
- **Facilitate cross-system and cross-sector collaboration at the local and state level to better support students who are post-resident youth.** With this pilot, Open Doors created new opportunities for Institutional Education and DCYF Juvenile Rehabilitation staff members and contractors to learn together through workshops, conferences, and evaluation sessions. Ongoing 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.

Programming considerations

- **Engage local partners to offer more community-based learning experiences responsive to the priorities and interests of Open Doors students.** Students were highly engaged and grew as both students and people through in-person group learning opportunities offered by the summer pilot. The holistic support offered by programs, regarding barrier reduction and positive relationships, enabled students to engage in these new experiences fully. Programs may consider how they may incorporate more of these opportunities into Open Doors programming to keep students engaged and help them connect with staff members, peers, and mentors in the community who can help them with their next steps.
- **Intentionally design programming and outreach strategies to engage post-resident youth.** Evaluation results indicate that post-resident youth will not only engage but thrive in learning environments where they feel seen, connected, and welcomed. This pilot surfaces some specific considerations for programs supporting Open Doors students who have experienced detention or incarceration, such as connecting them with mentors with shared lived experiences and working closely with justice-system partners and families to coordinate support.

Data considerations

- **Expand the available data on summer learning in Open Doors.** To understand the impact of Open Doors' provision of summer learning, it is important to be able to report on who is served during the summer months and their outcomes. This would require potential revisions to the End of Year report to record student enrollment and IAP achievement at the quarter or term level instead of year level. This data could be used to support continuous improvement of summer learning and advocate for summer learning funding that can support Open Doors youth who have already been enrolled for 10 months of school.
- **Evaluate the long-term impact of these interventions for Open Doors students.** The results of the summer pilot are promising but time is limited as we only received fall 2024 data from the 10 sites for the summer 2024 participants. We encourage further research to continue to follow the outcomes of youth served by the summer pilot. Second, we recommend continuing to collect data to understand how sites address Open Doors students' needs related to food, housing, clothing, transportation, and academic-related costs. Finally, in-depth research on approaches to career-connected learning at sites with strong career outcomes could help build best practices related to how to reengage youth through career-connected learning and put them on a path to economic mobility.

Concluding thoughts

Summer learning is key for students to maintain or accelerate academic progress (Lynch et al., 2022; McCombs et al., 2020; Modestino & Paulsen, 2023; Smith, 2011). However, there is limited information about how students from 16 to 21 who are reengaging with high school benefit from summer learning. This evaluation demonstrates that summer learning is also transformative for older students reengaging with high school during the summer months, including post-resident youth.

The summer pilot funding allowed five sites in summer 2023 and 10 sites in summer 2024 to continue operating, providing an opportunity for both students who had completed 10 months of school and students who had not completed 10 months of school to engage in learning in July and August. Open Doors used the funding to offer quality summer programming centered on developing innovative approaches to partnerships to provide career-connected learning, programming focused on post-resident youth, and resource allocation to address students' individual needs.

The pilot was a success, with nearly three-quarters of summer 2024 participants earning an indicator of academic progress in summer or fall 2024, putting them one step closer to earning a high school diploma, GED, career credential, and/or college credential. Additionally, over 10 percent of summer 2024 students, representing 133 students, earned a high school diploma,

GED, or career credential in summer or fall 2024. There is much that we can celebrate and learn from the Open Doors summer pilot about how innovate summer learning programming for older youth can set them up for future success aligned with their individual goals.

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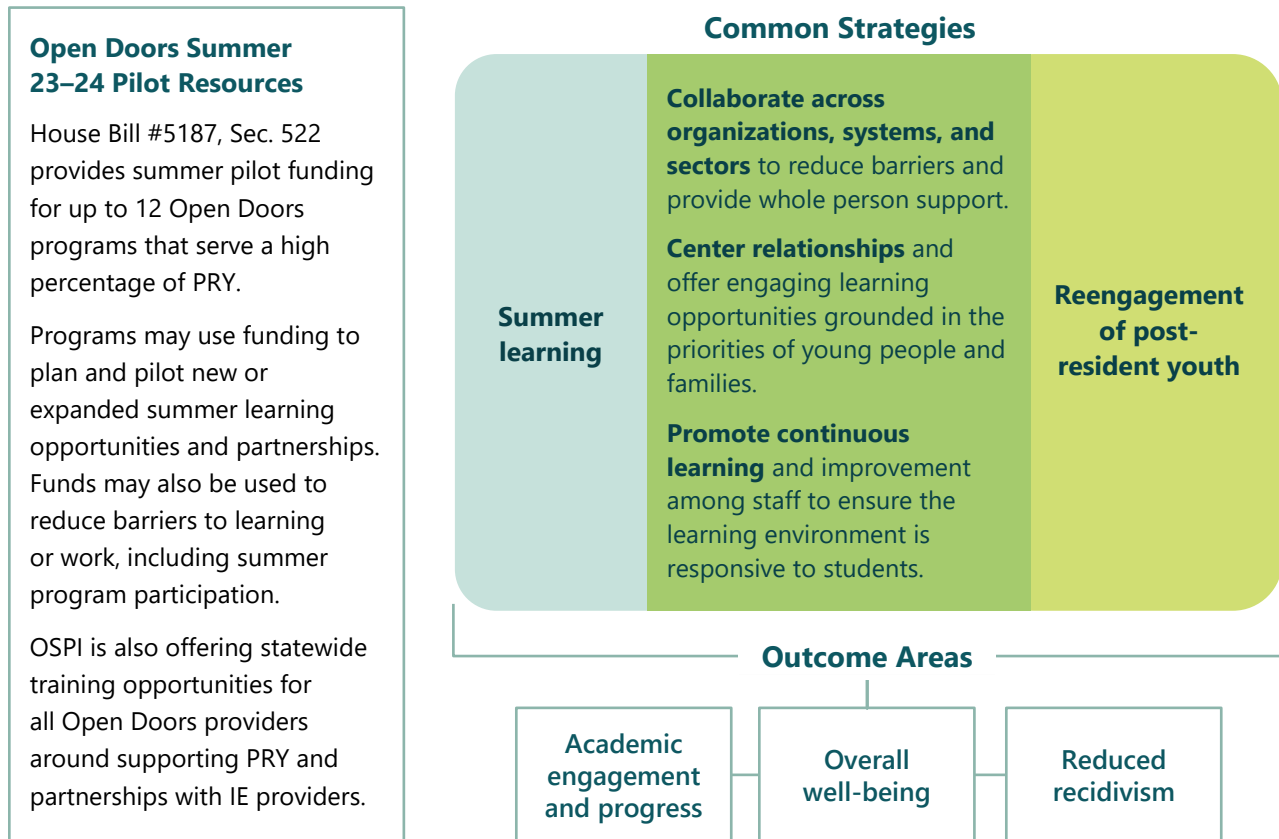
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APPENDIX A. LITERATURE REVIEW

Figure A1. Open Doors summer pilot strategies supported by research evidence



IE = institutional education. PRY = post-resident youth.

Source: Education Northwest summary of an interdisciplinary literature review on summer learning, reengagement of PRY, and barrier reduction.

Collaborate across organizations, systems, and sectors to reduce barriers and provide whole-person support

- Cross-system relationships and perspectives are critical in supporting post-resident youth, especially those who are also involved in the child welfare system or receiving mental health or special education services (Bishop & Wills, 2025; Clark et al., 2016; House et al., 2018; Krauss et al., 2025; NDTAC, 2023).
- The capacity of education agencies to partner with CBOs and local government facilitates integrated student support in K–12 (Fries et al., 2012) and barrier reduction in postsecondary (April et al., 2020; Fujita-Conrads et al., 2024; Goldrick-Rab et al., 2021). Research shows that basic needs supports (such as mental health services or child care) can reduce barriers to learning; foster positive relationships and mental well-being; and improve attendance, credit

completion, and retention and graduation rates for high school-aged students (Moore et al., 2014; Schultz, 2022).

- Summer programs can partner with local organizations to connect with youth and connect them with paid employment opportunities (Augustine et al., 2021; Diliberti et al., 2025; Fitz et al., 2025; Goodyear et al., 2022; National Academies of Sciences, Engineering, and Medicine, 2019).
- Provision of transportation and offering paid summer employment opportunities can reduce barriers to participation in summer programs (Augustine et al., 2021).
- Summer programs leverage funding from federal, state, and philanthropic sources to support operations (Asuncion-Reed, 2019; Davis et al., 2025; Fitz et al., 2025; National Academies of Sciences, Engineering, and Medicine, 2019).

Center relationships and offer engaging learning opportunities grounded in the priorities of young people and families

- Provide post-resident youth with strengths-based programming (Dempsey et al., 2021; Weber et al., 2025), with an emphasis on customized, context-specific support (Krauss et al. 2025), strong relationships, and mentorship (Lesnick et al., 2023) and addressing the structural conditions like food, housing, and resources (Steward, 2022) that is centered on their individual interests and includes career training opportunities and family engagement (Gagnon & Barber, 2019; Zugg & Jarjoura, 2017)
- Offer summer programming that centers relationships and mentorship with students; provide creative, inquiry-based forms of learning and high-quality academics; and solicit input from students and families (Augustine et al., 2016; Augustine et al., 2021; Bang et al., 2021; Bruce & Bridgeland, 2014; McEachin et al., 2018; Van Dam et al., 2018; West, 2023)

Promote continuous learning to ensure the learning environment is responsive to students

- Provide comprehensive professional development on how to support post-resident youth before, during, and after transition from detention and use data for continuous improvement (Chaney & Schwartz, 2020; NDTAC, 2023)
- Provide professional development specific to summer programming (West, 2023)

APPENDIX B. EVALUATION METHODS

The Open Doors Summer Pilot is a unique opportunity for the state of Washington to learn how investments in summer learning, barrier reduction support, and intentional services for post-resident youth may impact the experiences and outcomes of Open Doors students.

Evaluation approach

The goals of this evaluation are to support this learning by:

1. Providing foundational systems-level data on the state of summer programming and services to post-resident youth across the Open Doors system prior to the summer pilot
2. Identifying promising practices and challenges related to summer programming, barrier reduction, and support for post-resident youth
3. Assessing the benefits of summer programming and barrier reduction support for summer pilot students with various lived experiences and educational backgrounds, including post-resident youth
4. Providing useful and accessible evaluation products to inform future policy and practice related to summer programming, barrier reduction, and support for post-resident youth

Evaluation timeline

The evaluation started soon after the completion of the summer 2023 pilot and unfolded over two phases, described below.

Foundational systems-level data (fall 2023–summer 2024)

To address evaluation goals 1 and 2, we provided foundational systems-level data about the state of Open Doors summer programming and services to post-resident youth statewide prior to the pilot. This includes analysis of administrative data, listening sessions and a survey with Open Doors providers statewide, and focus groups with institutional education systems partners. We also conducted a review of relevant literature and collected qualitative insights from providers who participated in the first year of the pilot.

These foundational data provided useful information for planning the summer 24 pilot and contextualizing evaluation results. Data was shared in learning sessions with Open Doors providers and state agency staff members in fall 2024. Data from this phase may be found in *Open Doors Summer Pilot Evaluation: Preliminary Data Report* (Petrokubi et al., 2024) available in [Open Doors Reports](#) on the OSPI website.

Evaluation of summer pilot sites (spring 2024–spring 2025)

The second phase of data work was the design and implementation of a mixed methods evaluation of the progress and outcomes of the ten summer pilot sites in summer 2023 and summer 2024. For new data collection with the summer 2024 pilot, our team employed a mixed methods approach (Creswell & Clark, 2007) that involves collecting and analyzing multiple forms of data (e.g., administrative data, focus groups, observation) to understand both qualitative and quantitative dimensions of these issues. The qualitative component provides an in-depth description of the summer programming design and activities, student experiences, lessons learned, and recommendations for OSPI. The quantitative component allows for a broader analysis of which students participate in summer programming and their academic outcomes.

Principles from culturally responsive and equitable evaluation, participatory evaluation, and empowerment evaluation also guided our work (Fetterman, 2021; Hood et al., 2015; Tillman, 2002). These evaluation frameworks strive to amplify and elevate the experiences, perspectives, and voices of the communities affected by the evaluation, particularly those whose voices may be less heard (Hood et al., 2015; Pant, 2014). Youth with lived experience have been directly impacted by incarceration systems, which gives them insights that can help improve research, policies, practices, and programs (Skelton-Wilson et al., 2022). However, we understand that individuals who are currently or were formerly incarcerated have been historically silenced. Throughout the evaluation, we prioritized interactive methods that promote sharing youth voices and lived experiences to respond to unequal power relations within the evaluation process that may marginalize or exclude knowledge of the community participating in the evaluation (Skelton-Wilson et al., 2022; Tillman, 2002).

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 experienced incarceration or reengagement. Some team members have supported 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.

Evaluation questions and methods

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

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

Table B1 provides an overview of the key issues and data sources related to each of these evaluation questions. A detailed description of the qualitative and quantitative data collection and analysis methods are provided in the sections that follow. Prior to data collection, the Education Northwest Institutional Review Board conducted a full review and approved the project.

Table B1. Guiding questions, key issues, and data sources for summer pilot evaluation

Guiding question	Key issues to examine	Data sources
1. What happens in the summer pilot programs?	<p>1a. Program design and management (e.g., connection between summer and school year, role of partners, staffing and costs).</p> <p>1b. Effective practices for engaging and supporting students during the summer, especially post-resident youth.</p> <p>1c. Lessons learned and future recommendations for the state.</p>	<p>i-Grant application and program documentation</p> <p>Summer pilot data collection spreadsheet</p> <p>Focus groups (youth, staff members, partners)</p> <p>Observation</p> <p>Interviews with post-resident youth</p>
2. Who participates in the summer pilot programs?	<p>2a. Students' identities (e.g., race-ethnicity)</p> <p>2b. Students' participation in education programs (e.g., English language learning, institutional education, migrant education) and life experiences (e.g., housing insecurity).</p> <p>2c. Students' prior academic outcomes and experiences.</p>	<p>Summer pilot data collection spreadsheet</p> <p>OSPI K–12 data (CEDARS)</p> <p>Focus groups (youth, staff members, partners)</p> <p>Interviews with post-resident youth</p>

Guiding question	Key issues to examine	Data sources
3. Which students benefit from summer programming, and how do they benefit?	3a. Summer program enrollment 3b. Program retention (July to August, summer to fall). 3c. Academic progress (IAPs, HS pathway goal completion). 3d. Overall wellbeing (e.g., mindsets, relationships, skills) and support for basic needs.	Summer pilot data collection spreadsheet OSPI K–12 data (CEDARS) End-of-year file Focus groups (youth, staff members, partners) Interviews with post-resident youth

Qualitative data collection and analysis

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 B2).

Table B2. 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

At the close of all the student focus groups, Education Northwest distributed a demographic survey to participants. Forty students agreed to participate in the survey. Young people who participated in the site visit focus groups and completed the survey were more likely to be female, be people of color, and have experienced homelessness compared with the overall population of summer pilot participants. 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 (for more information on the sample, see *Washington Open Doors Youth Reengagement Summer Pilot Evaluation: Expanding Summer Learning* in Open Doors Reports).

Observations

Education Northwest conducted observations of various program activities during seven 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 members, 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 collection and analysis

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. We also used information from Appendix R (the Reengagement Code file) to integrate key characteristics (e.g., pathways offered) of the summer pilot sites into the dataset and analysis. We conducted the following analyses for this evaluation:

- Student enrollment:
 - We calculated the number and percentage of students enrolled in summer 2023 and summer 2024 overall by funding type and by site.
- Student characteristics:
 - We calculated the characteristics of summer 2023 and summer 2024 students by site and across sites.

We compared the characteristics of students at the sites in summer 2024 to the characteristics of students at these same sites in school year 2023–24.

- Student outcomes:
 - We calculated the percentage of students who earned indicators of academic progress in summer 2023, summer 2024, and fall 2024. Due to the large number of IAPs, we developed IAP categories and reported on IAPs earned by category.
 - We calculated the percentage of students who earned a GED or high school diploma in summer 2024 and fall 2024; the sites did not report on high school completion in summer 2023.

We followed summer 2023 students into the 2023–24 school year to track IAPs earned in 2023–24 and school status at the end of the 2023–24 school year, including if these students were still enrolled in school, had dropped out, or if they had completed high school. The evaluation team did not have CEDARS data for the 2024–25 school year, so we could not do this analysis for summer 2024 students. We only had fall 2024 data from the pilot sites on students 2024 students who earned IAPs in the fall.

- Post-resident youth:
 - We calculated the characteristics and outcomes of post-resident youth across sites and by site. This analysis relied on self-reported post-resident youth data from the sites.
 - We examined the percentage of post-resident youth served by Open Doors during the school year. This analysis relied on school enrollment data from CEDARS that identifies students enrolled in institutional education facilities.
- Barrier reduction funding:
 - We calculated the total amount of barrier reduction funding spent overall and by category. We made sense of this data with deeper qualitative information from sites about how they spent summer pilot grant funding.
 - We calculated the characteristics and outcomes of students who did and who did not receive barrier reduction funds.
 - We conducted regression analysis where the key variable of interest was receipt of barrier reduction funding and outcomes were earning an IAP in each of the IAP categories, GED completion, or high school diploma completion. The regression models accounted for the student's Open Doors program, race/ethnicity, gender, if they were a post-resident youth, if they had experiences with homelessness, if they were free or reduced-price lunch eligible, and if they participated in any of the federal programs, including English language learner services, special education, and migrant education.

APPENDIX C. KEY FINDINGS FOR SUMMER 2024 PILOT, BY OUTCOMES STRATEGY

Table C1. Key findings for summer 2024 pilot, by summer pilot strategy

Evaluation focus area	Key findings by strategy
Student participation	<ul style="list-style-type: none"> • Summer learning: Over 1,000 students participated in the summer 2024 pilot, representing a third of students enrolled at pilot sites during the school year. Hundreds of students who completed 10 months of school were able to continue learning in July and/or August because of summer pilot funding. • Post-resident youth: Fourteen percent of summer 2024 students were post-resident youth, but the percentage of students served varied widely across pilot sites. The supplemental summer pilot funding was more likely to support education services for summer participants who were post-resident youth compared to those who were not. • Barrier reduction: Across eight pilot sites, 105 students received support through individual barrier reduction funds in summer 2024, and these students were more likely to be post-resident youth and have had an individualized education program. About half of the students received barrier reduction funds for specific academic needs related to their pathway goal.
Student Outcomes	<ul style="list-style-type: none"> • Summer learning: Students were actively engaged in new summer learning opportunities, and students made academic progress in summer 2024 that persisted into fall. The unique summer learning opportunities offered by the pilot enabled students to build relationships and mindsets that supported their progress toward their pathway goal. • Post-resident youth: More than half of summer participants who were post-resident youth continued to make academic progress in fall 2024. Post-resident youth students engaged with positive and unique learning experiences over the summer, which increased students' confidence and sense of self. • Barrier reduction: Students supported by barrier reduction funding were substantially more likely to earn an indicator of academic progress in summer 2024 and continued to make progress into the fall, especially for career credentials.

Evaluation focus area	Key findings by strategy
Program design and partnership	<ul style="list-style-type: none"> • Summer learning: All ten sites explored new partnerships, particularly for career-connected learning, resulting in new or expanded summer programming for most sites. Most often programs used the pilot funds to cover summer staffing, transportation, and work supplies. • Post-resident youth: 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. • Barrier reduction: Among sites that used summer pilot barrier reduction funds to support students' individual needs, about half of barrier reduction funding went to specific academic-related needs followed by transportation and clothing needs.
Lessons learned	<ul style="list-style-type: none"> • Summer learning: Levels of readiness for summer partnership and programming contributed to whether pilot sites were able to launch new elements. Sites value planning funds and support from OSPI to pilot new programming and partnerships, but year-round funding is needed to sustain summer learning and other innovative practices. • Post-resident youth: 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. Programs recommended that OSPI facilitate more opportunities for communities to come together across systems that post-resident youth. • Barrier reduction: Flexible funding and community partnerships expanded the barrier reduction support Open Doors program provide to meet student needs. Programs recommend year-round, flexible barrier reduction funding with clear and consistent guidelines to mitigate students' needs that impede their academic progress.

APPENDIX D. STUDENT PARTICIPATION AND OUTCOMES FOR SUMMER 2023 AND 2024

Table D1. Student participation and outcomes summary, summer 2023 and summer 2024

Evaluation topic		Summer 2023 pilot	Summer 2024 pilot	Summer 2023 and 2024 combined
Summer pilot reach	Number of sites	5	10	10
	Total number of students served	607	1,025	1,632*
	Total number of post-resident youth served	98	143	241
Summer outcomes	<i>Data source</i>	<i>Site reporting</i>	<i>Site reporting</i>	<i>Site reporting</i>
	Total IAPs earned	417	688	1105
	Total diplomas	**	13	13+
	Total GEDs	**	37	37+
	Total number of students earning career credentials	3	24	27
Immediate post-summer outcomes***	<i>Data source</i>	<i>2023-24 CEDARS</i>	<i>Site reporting (Fall 2024 only)</i>	<i>2023-24 CEDARS and Fall 2024 site reporting</i>
	Total IAPs earned	815	1,134	1,949
	Total diplomas	11	1	12
	Total GEDs	188	60	248
	Total career credentials	2	3	5

*This number double counts students who participated in both summers. The number of unique student participants was 1,479.

**Sites did not report on diplomas or GEDs earned in summer 2023.

***Post-summer outcomes are limited to students who were enrolled in the summer pilot and continued enrollment at a pilot site in the following year or fall semester. These data do not fully capture the progress of summer 2024 students because we do not have data for spring 2025 outcomes.

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

APPENDIX E. INDICATORS OF ACADEMIC PROGRESS

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.

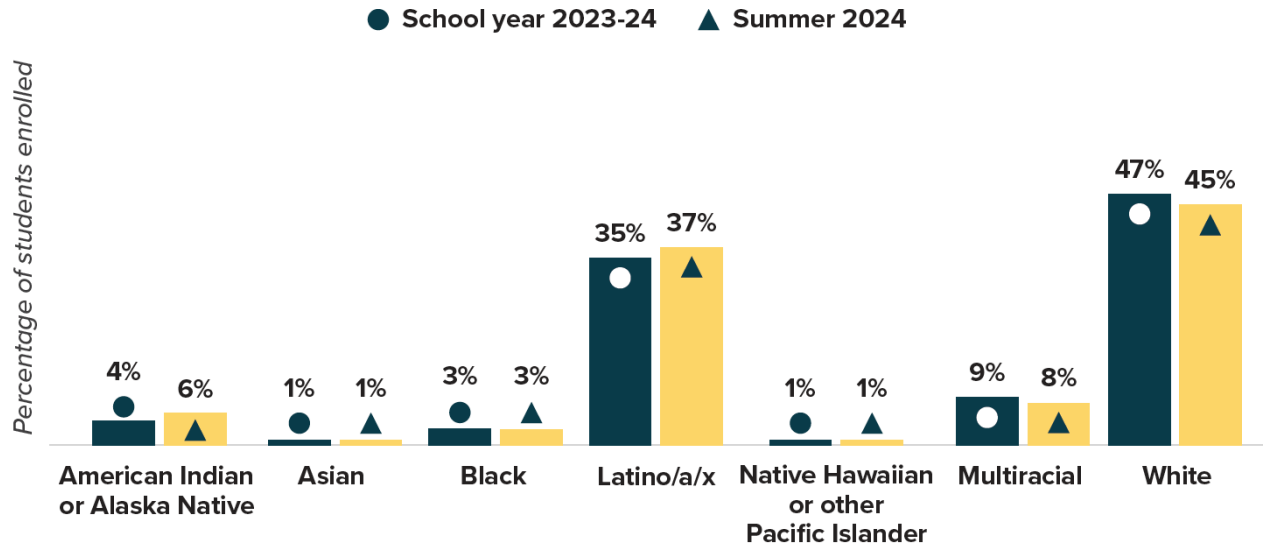
Table E1. Categorization of indicators of academic progress

IAP category	Indicators of academic progress (IAPs)
High school diploma progress	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> f. Passes one or more high school equivalency certificate measures (each measure may only be claimed once per enrolled student) or other state assessments 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	<ul style="list-style-type: none"> b. Earns, at minimum, a whole college credit i. Successfully completes college readiness coursework 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	<ul style="list-style-type: none"> j. Successfully completes job search and job retention coursework 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	<ul style="list-style-type: none"> 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 F. ADDITIONAL DATA ON STUDENT PARTICIPATION AND OUTCOMES

Figure F1. Compared to the school year, the summer 2024 programs served slightly higher percentages of students who identified as American Indian/Alaska Native or Latino/a/x

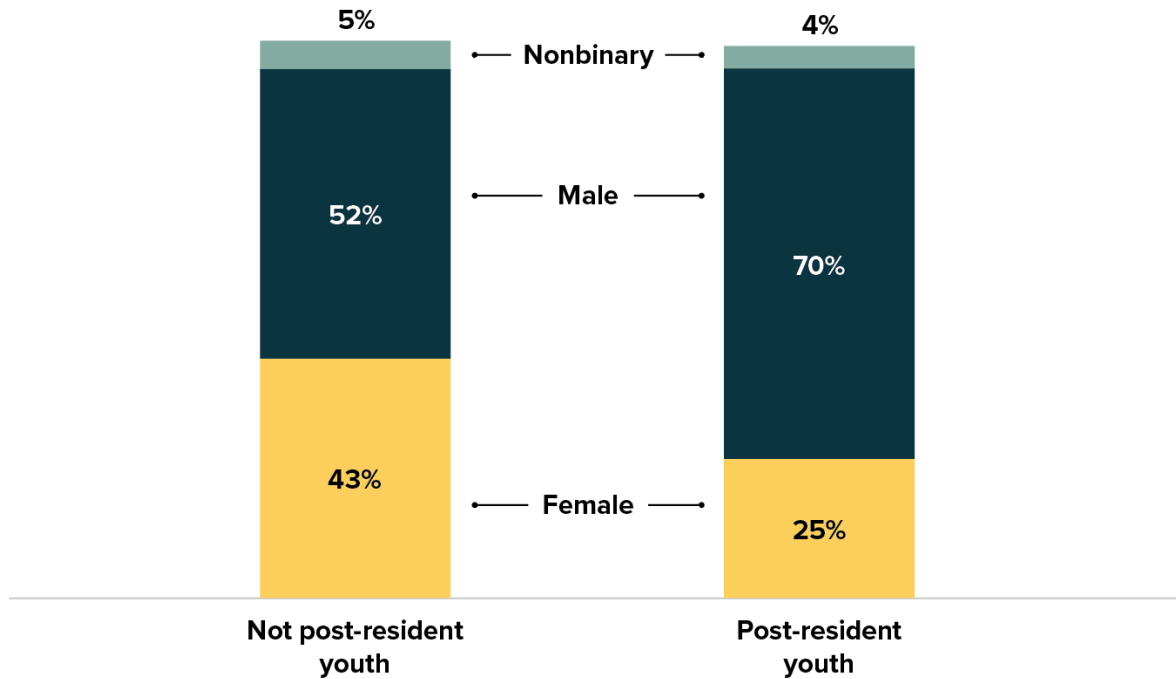


Note: N = 2,835 for school year 2023–24 population and N = 1,025 for summer 2024 participants.

Example interpretation: Thirty-seven percent of summer students at the 10 sites identified as Latino/a/x, while 35 percent of students in the school year 2023–24 at the 10 sites identified as Latino/a/x.

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

Figure F2. Summer 2024 pilot students who were post-resident youth were more likely to be male



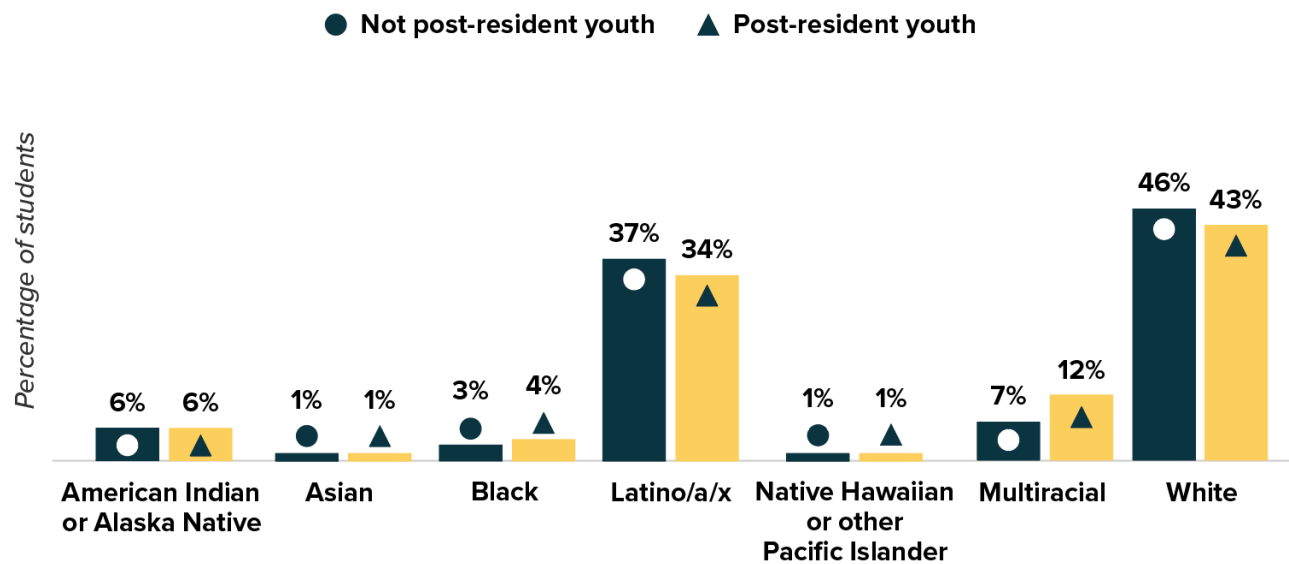
Note: N = 882 for non-post-resident youth and N = 143 for post-resident youth. This figure uses sites' self-reported data on whether students identified as post-resident youth.

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 F3).

Figure F3. Summer 2024 pilot students who were post-resident youth were more likely to identify as multiracial

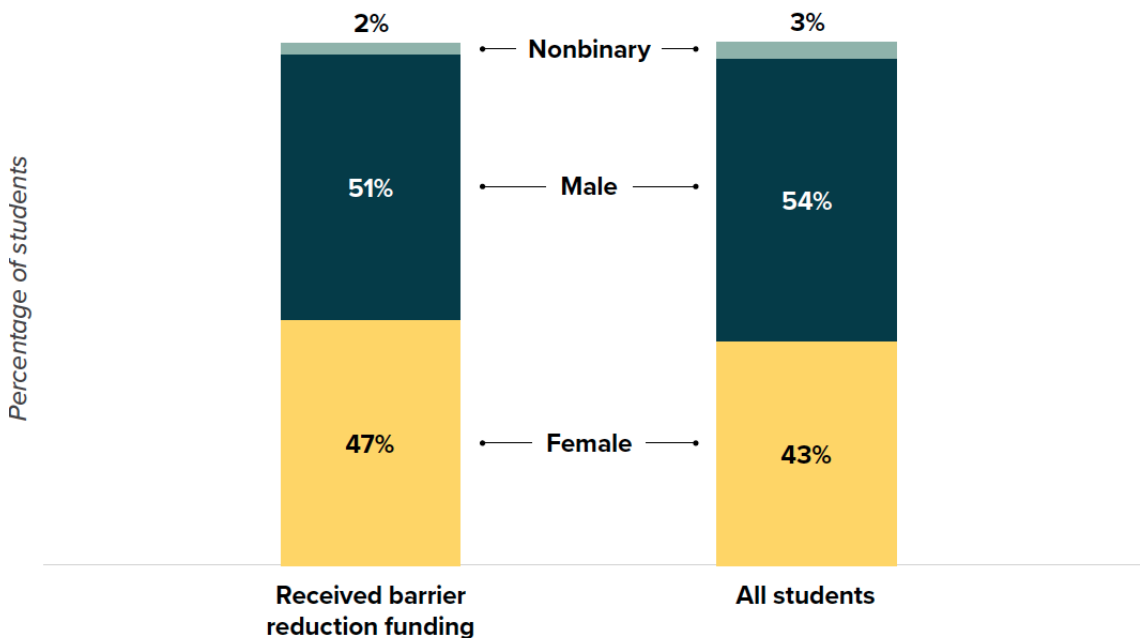


Note: N = 882 for non-post-resident youth and N = 143 for post-resident youth. This figure uses sites' self-reported data on whether students identified as post-resident youth.

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.

Figure F4. The percentage of female students supported by barrier reduction funding was higher compared to the overall population of female students

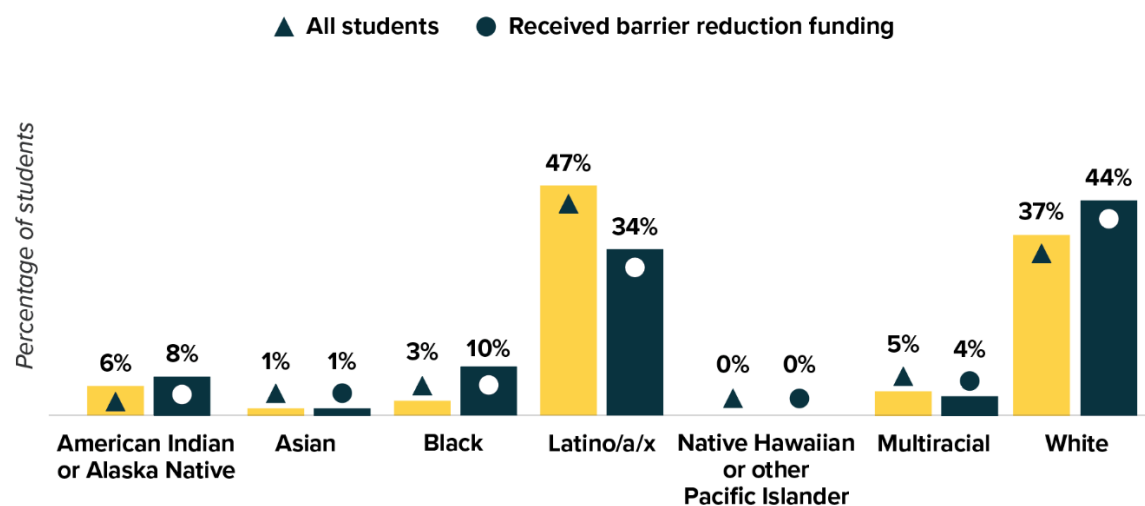


Note: N = 607 for all students and N = 105 for received barrier reduction funding. Data are from the eight pilot sites that reported barrier reduction funds used for individual students.

Example interpretation: Forty-seven percent of students who were supported by barrier reduction funding identified as female. Forty-three percent of all students served by these eight sites during summer 2024 identified as female.

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

Figure F5. Students supported by individual barrier reduction funding were more likely to be American Indian or Alaska Native, Black, or white

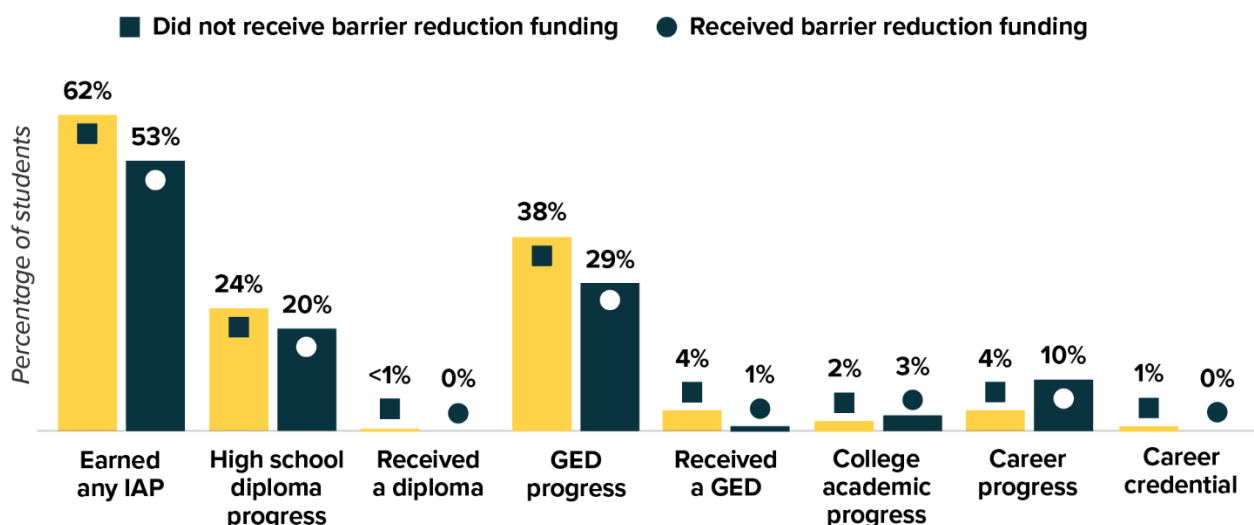


Note: N = 607 for all students and N = 105 for received barrier reduction funding. Data are from the eight pilot sites that reported barrier reduction funds used for individual students.

Example interpretation: Eight percent of students supported by barrier reduction funding in summer 2024 identified as American Indian or Alaska Native. Six percent of all students served by these eight sites during summer 2024 identified as American Indian or Alaska Native.

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

Figure F6. Students supported by barrier reduction funding in the summer continued to be more likely to earn IAPs related to career progress in fall 2024



IAP = indicator of academic progress.

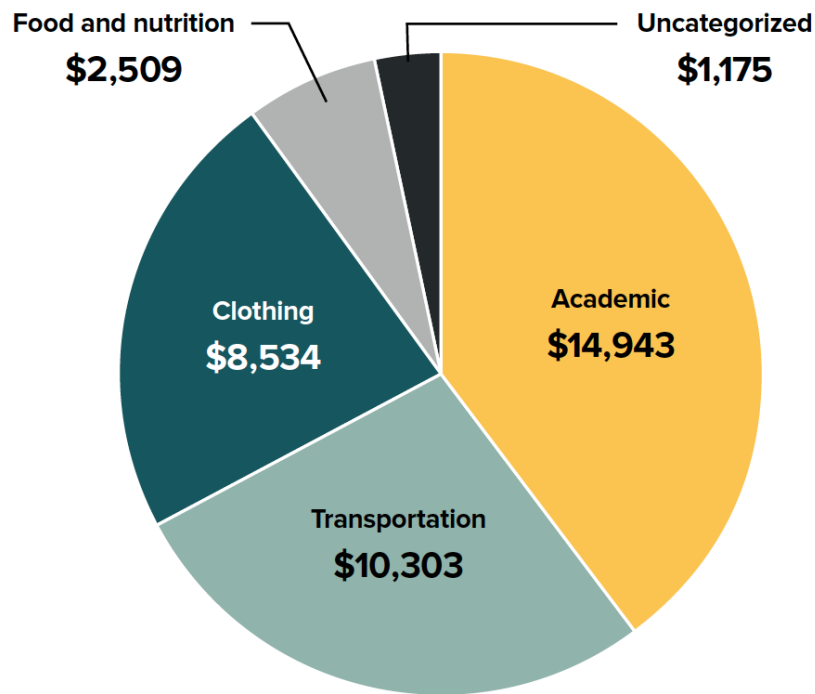
Note: N = 502 for did not receive barrier reduction funding and N = 105 for received barrier reduction funding. Data are from the eight pilot sites that reported barrier reduction funds used for individual students. See table D1 in appendix D for the IAPs included in each category.

Example interpretation: Ten percent of students supported by barrier reduction funding in summer 2024 made career progress in fall 2024. Four percent of students at the eight sites who were not supported by barrier reduction funding in summer 2024 made career progress in fall 2024.

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

APPENDIX G. BARRIER REDUCTION SPENDING

Figure G1. Dollar amounts spent on individual-level barrier reduction in summer 2024



Note: On the summer pilot site data collection sheet, **academic** was defined as testing fees, lab fees, credential costs, necessary tools, required software, and culinary knives; **clothing** was defined as work boots, work gloves, shoes, and dress shirt; **food and nutrition** was defined as meals and food; and **transportation** was defined as bus passes, ride service, or parking permit. Sites could also provide specific write-in responses about what the funds were used for, which is described in the report text above this figure. Data are from the eight pilot sites that reported barrier reduction funds used for individual students.

Example interpretation: Summer pilot sites spent \$14,943 on academic needs, \$10,303 on transportation, \$8,534 on clothing, \$2,509 on food and nutrition, and \$1,175 on uncategorized barrier reduction resources.

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

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