

1 **LETTER OF INTENT related to the operation of**

2
3 Concrete School District OPEN DOORS [1418] YOUTH REENGAGEMENT PROGRAM

4
5 operated by

6 Concrete SCHOOL DISTRICT

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10 This document is a commitment by the Concrete District (hereafter referred to as District)
11 to operate Concrete Open Doors [1418] Youth Reengagement Program (hereafter
12 referred to as Program) under the authority of RCW 28A.175.100 and WAC 392-700, upon
13 approval from the Office of the Superintendent of Public Instruction (OSPI).

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15 The district's Program will offer the following pathway type(s) to students, as indicated by the
16 checked box(es):

- 17 G.E.D.
18 High School Diploma
19 College
20 Career

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22 **A. Purpose.**

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24 The purpose of this Letter of Intent is to ensure that the District and Program:

- 25
26 1. Support the statewide youth reengagement system as defined in RCW 28A.175.100.
27
28 2. Comply with requirements outlined in WAC Chapter 392-700 to provide education
29 opportunities for eligible students.

30
31 * **NOTE:** The language in this Letter of Intent is based on WAC and RCW as of September 2018. The
32 District and Program will comply with any WAC or RCW modifications.

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34 **B. Duration of Letter of Intent.**

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36 This Letter of Intent will be in effect from September, 2024. OSPI will be responsible for
37 notifying the program when they are required to be reapproved and of the re-approval process.
38 The program is responsible for notifying OSPI if they decide to discontinue the program. OSPI
39 will examine a minimum of two years of data in the re-approval process.

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41 **C. Student Eligibility**

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43 1. Pursuant to WAC 392-700-035, youth are eligible for enrolling in an Open Doors [1418]
44 youth reengagement program when they meet the following criteria:
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46 a. Under twenty-one (21) years of age, but at least sixteen (16) years of age, as of
47 September 1,
48 b. Has not yet met high school graduation requirements, and
49 c. Has been found to be credit deficient pursuant to WAC 392-700-035(c):

- 50 (c) At the time the student enrolls, is significantly behind in credits based on the student's
51 cohort graduation date. The cohort graduation date is established as the end of the fourth
52 school year after a student first enrolls in the ninth grade.
- 53 (i) A student who is more than twenty-four months from their cohort graduation date and has
54 earned less than sixty-five percent of the high school credits expected to be earned by their
55 cohort or has a ratio of earned credits to attempted credits that is less than sixty-five
56 percent. A cohort is the group of students that enter the ninth grade in the same school year;
- 57 (ii) A student who is between twelve and twenty-four months from their cohort graduation
58 date and has earned less than seventy percent of the high school credits expected to be
59 earned by their cohort or has a ratio of earned credits to attempted credits that is less than
60 seventy percent;
- 61 (iii) A student who is less than twelve months from their cohort graduation date or who has
62 passed their cohort graduation date by less than twelve months and has earned less than
63 seventy-five percent of the high school credits expected to be earned by their cohort or has
64 a ratio of earned credits to attempted credits that is less than seventy-five percent;
- 65 (iv) A student who is past their cohort graduation date by twelve months or more and has
66 not met their district, tribal compact school, or charter school graduation requirements; or
67 (v) A student who has never attended the ninth grade and has earned zero high school
68 credits.
- 69
- 70 d. If determined not to be credit deficient as outlined in WAC 392-700-035(c), has been
71 recommended for enrollment by case managers from the Department of Social and
72 Health Services (DSHS), the juvenile justice system, district approved school
73 personnel, or staff from community agencies which provide educational advocacy
74 services.

- 75
- 76 2. Additionally, prior to enrollment in the Program, an eligible student must:
- 77
- 78 a. Have been withdrawn from their last high school, and
79 b. Have been released from their resident district and accepted by the District, if the District
80 is not the student's resident district.
- 81
- 82 3. Once determined eligible for the Program, a student will retain eligibility, regardless of
83 breaks in enrollment, until the student does one of the following:
- 84
- 85 a. Earns a high school diploma. NOTE: A student who earns a high school equivalency
86 certificate retains their eligibility and may continue to participate in the Program,
87 b. Earns an Associate Degree, or
88 c. Becomes ineligible because has turned age twenty-one (21) on or before September 1
89 of a new school year.

90

91 **D. Instruction.**

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93 The District will be responsible for the provision and oversight of all instruction under this Letter
94 of Intent pursuant to WAC 392-700-065 which includes the following:

- 95
- 96 1. Instruction for Program students must include:
- 97
- 98 a. Academic skills instruction and high school equivalency certificate preparation
99 coursework with curriculum, and instruction appropriate to each student's skills levels
100 and academic goals.

101 b. College readiness and work readiness preparation coursework.

102
103 2. Instruction for Program students may include:

- 104
105 a. Competency-based academic and/or vocational training.
106 b. College preparation math or writing instruction.
107 c. Subject specific high school credit recovery instruction.
108 d. English language learner instruction (ELL)
109 e. Other coursework approved by the district, charter school or tribal compact school
110 including cooperative work experience.

111
112 3. Instruction may not be limited to only those courses or subject areas in which students are
113 deficient in high school credits.

114
115 4. All Program instruction will be designed to help students acquire high school credits,
116 acquire at least high school skills, and be academically prepared for success in college
117 and/or work. All instruction will be provided in accordance with the skill level and learning
118 needs of individual students and not the student's chronological age or associated grade
119 level. Therefore:

- 120
121 a. All instruction that is at the ninth (9th) grade level or higher shall generate credits that
122 can be applied to high school diploma, and;
123 b. All instruction that is below the ninth (9th) grade level shall not generate high school
124 credits but will be counted as part of the Program's instructional programming for the
125 purposes of calculating student enrollment, and will be designed to prepare students for
126 coursework that is at the ninth (9th) grade level or higher. (Reference RCW 392.121.107)

127
128 5. Each area of coursework, as specified in Sections D.1. and D.2., will have a course outline
129 that specifies:

- 130
131 a. Identified instructional materials.
132 b. Specific intended learning outcomes.
133 c. Procedures and standards for determining attainment of learning outcomes.
134 d. Policy for grading and awarding of credit.

135
136 6. The Program may restrict or deny access into specific program elements if a student's
137 academic performance or conduct does not meet established guidelines.

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139 7. The Program will administer standardized tests within one (1) month of enrollment or secure
140 test results from no more than six (6) months prior to enrollment in order to determine a
141 student's initial math and reading level upon entering the Program. A commonly accepted
142 standardized academic skills assessment tools will be used. All required assessments will
143 be provided to the students free of charge.

144
145 8. The District will provide instruction, tuition, and required academic skills assessments at no
146 cost to the students, but may collect mandatory fees as established by the Program.

- 147
148 a. Consumable supplies, textbooks, and other materials that are retained by the student do
149 not constitute tuition or a fee.
150 b. The Program will establish a waiver/scholarship process for qualifying students.

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9. Instruction will be scheduled so that all enrolled students have the opportunity to attend and work with instructional staff during all the hours of the Program’s standard instructional day.
10. All instructional staff will be assigned by the District and will have prior experience in working with at-risk youth and/or in providing individualized instruction.
11. The scheduled teaching hours of an instructional staff will equal or exceed the hours of the Program’s standard instructional day plus one (1) additional hour per every five (5) teaching hours for planning, curriculum development, record-keeping, and required coordination of services with case management staff.
12. For any one instructional session, the Program will assign instructional staff as needed to maintain an instructional staff to student ratio that does not exceed 1:25.
13. If the noninstructional staff are part of the calculated instructional staff to student ratio, the following conditions must be met:
 - a. Noninstructional staff may not be a replacement for the instructional staff and must work under the guidance and direct supervision of the instructional staff.
 - b. The ratio of total instructional and noninstructional staff to students may not exceed 2:50.

E. Case Management and Student Support.

The Program will be responsible for the provision of case management services to enrolled students pursuant to WAC 392-700-085 which include the following:

1. Case management staff will be assigned to the Program to provide accessible, consistent support to students as well as, academic advising, career guidance information, employment assistance or referrals, and referrals to DSHS.
2. The Program will maintain a case management staff to student ratio not to exceed 1:75 (one case manager to seventy-five (75) enrolled students) on a full-time continuous basis throughout the school year.
3. Only the percent of each staff member’s time that is allocated to fulfilling case management responsibilities will be included in the calculation of a Program’s case management staff to student ratio.
4. Even though the provision of case management services will require case management staff to work in the community to meet client needs, case management staff will be primarily based at the Program’s instructional site(s).
5. The Program will ensure that case management services and instruction are integrated and coordinated, and that procedures are established that facilitate timely relevant communication about student progress.
6. All case management staff will be employed by the Program and will have at least a Bachelor’s degree in social work, counseling, education, or a related field, or at least two (2)

201 years of experience providing case management, counseling or related direct services to at-
202 risk individuals or sixteen to twenty-one (16–21) year old youth.

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204 **F. Awarding of Credit.**

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206 In accordance with WAC 392-700-137, awarding of credit will include the following:

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208 1. High school credit will be awarded for all coursework at or above the 9th grade level in which
209 students are enrolled, including high school equivalency certificate preparation.
210
211 2. The District will ensure that the process for awarding high school credits is implemented as
212 part of the District’s policy regarding award of credits per WAC 180-51-050(5) and (6).
213
214 3. Program documentation related to the earned credits will be provided to the student and the
215 District that will be responsible for awarding of credits.
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218 **G. Statewide Student Assessment.**

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220 Pursuant to WAC 392-700-152:

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222 1. The District will ensure that all Program students have the opportunity to participate in the
223 statewide student assessment and understand that this assessment, or an approved
224 alternative, is a high school graduation requirement for students in some graduating
225 cohorts, and is one of many ways to meet a graduation pathway for the class of 2020
226 onward.
227
228 2. The District will include Program students when calculating districtwide statistics in relation
229 to the statewide assessments.
230

231 **H. Provision of Special Education and Section 504 of the 1973 Rehabilitation Act**
232 **Accommodations, and Transitional Bilingual Instructional program.**

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234 1. The District will be responsible for the provision of special education services to any
235 Program student who qualifies for special education in accordance with all state and federal
236 law and pursuant to WAC chapter 392-172A.
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238 2. The District will provide the same accommodations to any enrolled students under Section
239 504 of the 1973 Rehabilitation Act as it provides to all students of the district.
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241 3. The resident district is responsible for the provision of services to students who are eligible
242 for transitional bilingual services, and are otherwise qualified for participation in the
243 program.
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245 **I. Annual Reporting Calendar.**

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247 The following requirements will be met in relation to the school calendar:

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249 1. The school year begins on September 1st and ends on August 31st.
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2. The Program will provide the District a calendar of school year prior to the beginning of the Program's start date.
 3. The school year calendar must meet the following criteria:
 - a. The specific planned days of instruction will be identified, and
 - b. There must be a minimum of ten (10) continuous instructional months.
 4. The number of hours of instruction must meet the following criteria:
 - a. A standard instructional day may not exceed six (6) instructional hours per day even if instruction is provided for more than six (6) hours per day.
 - b. A standard instructional day may not be less than two (2) hours per day.
 5. The Program's total planned hours of instruction for the school year:
 - a. Is the sum of the hours of instruction for all instructional months of the Program's school year.
 - b. Must have a minimum of one thousand (1000) annual planned hours of instruction.

272 **J. Reporting of Student Enrollment.**
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274 Programs will report to the District their Program enrollment using the Form P223-1418 each
275 month on the monthly count day. Count day is defined in WAC 392-121-119. The Program will
276 certify by signing the Form P223-1418 the accuracy of the enrollment reported. The Form
277 P223-1418 is due to the District by the fifth (5th) business day of the month.
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279 In accordance with WAC 392-700-160, the following criteria must be met for each student
280 claimed by the Program for state funding on each monthly count day:
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1. Meets all eligibility criteria pursuant to WAC 392-700-035 or Section C of this Letter of Intent,
 2. Is enrolled in a Program, as well as, the District,
 3. Meets the attendance period requirement pursuant to WAC 392-700-015(3),
 4. Meets the weekly status check requirement pursuant to WAC 392-700-015(23),
 5. Has not withdrawn or been dropped from the Program prior to the monthly count day,
 6. Is not being claimed by a state institution pursuant to WAC 392-122-221 on the monthly count day,
 7. Whose Program enrollment is not being claimed by a college for postsecondary funding,
 8. Is not currently enrolled in a high school program, including Alternative Learning Experience, College in the High School or another reengagement program excluding Jobs for Washington's Graduate (JWG) program,

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9. If concurrently enrolled in a Running Start, Skills Center, or JWG program, is not exceeding the full-time equivalent (FTE) limitation pursuant to WAC 392-121-136,
10. Has not exceeded the 1.0 annual average FTE (AAFTE) for the school year to include prior months' enrollment in a high school, at a state institution, or in a JWG program, and
11. After being claimed for three months, has made academic progress by either earning an indicator of academic progress identified in WAC 392-700-015(14) or a credential identified in WAC 392-700-015(11).

K. Funding and Reimbursement.

The District will receive state basic education apportionment funding through OSPI, pursuant to WAC 392-700-165 and according to the procedures set forth below:

1. Each eligible student that meets the requirements of Section J and is enrolled in a below 100 level class will be reported as a full 1.0 FTE on each monthly count day.
2. The Program standard reimbursement rate is the statewide average annual non-vocational as determined by OSPI pursuant to WAC 392-169-095.
3. The District will retain one hundred (100) percent of the basic education allocation.
4. The District may report and retain Special Education funding from OSPI for eligible students receiving special education services.
5. The Program may provide transportation for students but additional funds are not generated or provided.
6. Program students enrolled in a state-approved K-12 transitional bilingual instructional program pursuant to WAC 392-160 can be claimed by the District for bilingual enhanced funding.

L. Required Documentation and Reporting

The Program and District will maintain the following documentation and provide the following reporting pursuant to WAC 392-700-175.

1. Student Documentation:
 - a. The Program shall maintain student documentation to support eligibility as specified in Section C. and enrollment as specified in Section J.
 - b. The Program shall, on behalf of the District, request school records for each student from the last school they attended.
 - c. The Program shall maintain documentation of case management, student assessment, basic skills gains, attainments of credentials, earned indicator of academic progress, and award of credit.
 - d. The Program will comply with all state and federal laws related to the privacy, sharing, and retention of student records.

- 351 e. Access to all student records will be provided in accordance with the Family Educational
352 Rights and Privacy Act (FERPA).
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358 2. Monthly Student Reporting:
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- 360 a. The District will ensure that all required Program student information is reported in the
361 student information system; and in CEDARS in accordance with OSPI's standard
362 procedures.
363 b. The District will be responsible for performing required data entry in accordance with
364 OSPI's standard procedures for all Open Doors [1418] programs.
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366 3. Annual Reporting:
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- 368 a. The Program will prepare and submit an annual performance report to the District no
369 later than October 1st.
370 b. The District will review and submit the annual performance report to OSPI no later than
371 November 1st.
372 c. The annual report will include the following:
373
374 i. Program's total number of students by gender, age, and race/ethnicity who were
375 enrolled, who were dismissed by program, and who voluntarily withdrew.
376 ii. Program's total number of students by gender, age, race/ethnicity, and credential type
377 who earned a credential as defined in WAC 392-700-015(10).
378 iii. Program's total number of students by gender, age, race/ethnicity, and indicator of
379 academic progress types who attained an indicator of academic progress as defined in
380 WAC 392-700-015(14). For high school and college credit, detail the subject area.
381 iv. Total number of instructional staff assigned to the program.
382

383 **M. Longitudinal Performance Goals.**
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385 The Program and District will be required to report their longitudinal performance goals
386 pursuant to WAC 392-700-195.
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- 388 1. Longitudinal performance data for the Program and the statewide reengagement system as
389 a whole will be reported through the Washington's P-20 (pre-school to post-secondary and
390 workforce) longitudinal data system, the Education Research and Data Center (ERDC).
391
392 2. The District will work with the Program to collect and report student data requested by the
393 ERDC in order to accomplish the longitudinal follow-up of Program students. Specifically,
394 the following unique identifier data points will be collected, to the extent possible, by the
395 Program, and verified by the District, for each enrolled Program student:
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397 a. Full legal name,
398 b. Birth date,
399 c. State student identifier number (SSID),
400 d. Social security number, and

401 e. College student identification number (SID), if applicable.

- 402
- 403 3. While Program students will be encouraged to provide the data needed for longitudinal
- 404 follow-up, the Program will ensure that a student's unwillingness or inability to provide the
- 405 requested data will not be a barrier to enrollment.
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408 **N. Records.**

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410 All operations of, and accounting pertaining to this Letter of Intent shall be open to the

411 inspection of OSPI.

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413 **O. Applicable Law.**

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415 This Letter of Intent is entered into pursuant to and under authority granted by the laws of

416 the State of Washington and any applicable federal laws. The provisions of this Letter of

417 Intent shall be construed to conform to those laws. In the event of any inconsistency in the

418 terms of this Letter of Intent, or between its terms and any applicable statute or rule, the

419 consistency shall be resolved by giving precedence in the following order:

- 420
- 421 1. Applicable state and federal statutes and rules.
- 422 2. Statement of work herein.
- 423 3. Any other provisions of the Letter of Intent, including materials incorporated by reference.
- 424

425 **P. No Separate Entity Created.**

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427 No separate legal or administrative entity is intended by this document.

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429 **Q. Amendment and Waiver.**

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431 This approved Letter of Intent may be waived, changed, modified, or amended only by written

432 agreement executed by both the District and OSPI. If any provision of the Letter of Intent shall

433 be deemed in conflict with any statute or rule of law, such provision shall be modified to be in

434 conformance with said statute or rule of law.

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436 **R. Entire Agreement.**

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438 This Letter of Intent constitutes the entire agreement of the District and OSPI, and supersedes

439 any previous written or oral agreements. Any other agreement, representation, or

440 understanding, verbal or otherwise, relating to the services of District or otherwise dealing in

441 any manner with the subject matter of this Letter of Intent, is hereby deemed to be null and void

442 and of no force and effect whatsoever.

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444 Letter of Intent for Open Doors [1418] Youth Reengagement Program

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446 Carrie Crickmore

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448 District Superintendent

449 *Carrie Crickmore*

450 May 31, 2024

Jodie DesBiens
Consortium LEA Program Administrator

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Jodie DesBiens
Jodie DesBiens (Jun 5, 2024 23:46 PDT)

Jun 5, 2024

Signature

Date

Approved by OSPI:

Mandy Paradise

OSPI Open Doors [1418] Program Administrator

Signature

Date

Anna Marie DuFault

OSPI Assistant Superintendent

Signature

Date

Qualification Codes (assigned by OSPI Program Administrator):

G.E.D. _____
HS Diploma _____
College _____
Career _____