



Open Doors Program Outcomes



Education Research and Data Center
Forecasting and Research
Office of Financial Management
October 2021



Author

George C. Hough Jr., Ph.D.

Education Research & Data Center

About the ERDC

The research presented here uses data from the Education Research and Data Center (ERDC), located in the Washington Office of Financial Management. ERDC works with partner agencies to conduct powerful analyses of learning that can help inform the decision-making of Washington legislators, parents, and education providers. ERDC's data system is a statewide longitudinal data system that includes de-identified data about people's preschool, educational and workforce experiences.

Address

Education Research and Data Center
106 11th Ave SW, Suite 2200
PO Box 43124
Olympia, WA 98504-3113

Phone

360-902-0599

Fax

360-725-5174

Email

erdc@ofm.wa.gov

Table of Contents

- Executive Summary 3
- What is Open Doors?..... 4
- How has Open Doors grown over time? 5
- Data & Analytical Approach..... 6
- What did we find?..... 9
- Additional analyses.....23
- Future analysis.....24
- References25
- Appendix A26

Executive Summary

As regulated by Washington Administrative Code (WAC 392-700-195, 2017), the Education Research and Data Center (ERDC) is directed to examine longitudinal performance goals for the statewide reengagement system, Open Doors (also referred to in this report as OD). This report follows the 2017 OD Cohort over a three-year period (2017-2019) and reports on outcomes related to high school education, postsecondary education, and workforce participation. The following document reports the results of the analysis.

What did we learn?

- 1) Open Doors **successfully enrolls students** before they leave high school, as well as engaging students who already left.
- 2) Open Doors **successfully routed 41% of students to receive a GED or HS degree.**
- 3) Students were **more likely to obtain their GED** if they started Open Doors at a younger age.
- 4) Older Open Doors participants and students concurrently enrolled in LAP, bilingual, or special education programs were **more likely to graduate from high school.**
- 5) OD Students enrolled in other OSPI programs **enroll in Basic Skills and Lifelong Learning courses** at Community and Technical Colleges at a higher rate.
- 6) Participation in **postsecondary education, completion of certificates and associate degrees, and participation in employment increases** by years in the program and age.
- 7) **Community disconnect rates vary by year, age, gender, and race/ethnicity.** Other than the FRPL program, participation in other OSPI programs were associated with higher community disconnection rates.

In addition, further analysis of a **subset** of the Open Doors cohort suggested:

- 8) Students who participated in Open Doors **prior to dropping out of high school had higher graduation rates.**
- 9) Students who participated in Open Doors and dropped out of high school **graduated and enrolled in postsecondary institutions at twice the rate** of students who did not participate in Open Doors.

What is Open Doors?

One of the three broad Building Bridges (RCW 28A.175.075) recommendations issued in 2007 tasked the Office of Superintendent of Public Instruction (OSPI) with creating a statewide system to reengage older, credit-deficient youth who had dropped out or who had no chance to graduate from high school on time. It was the Legislature's intent to encourage partnerships among school districts, community and technical colleges and community-based organizations to provide appropriate instruction and services that enable students to become productive members of their community.

Open Doors youth reengagement programs and schools provide multiple pathways to demonstrate career and college readiness. Students can earn their GED and participate in postsecondary or work readiness education (GED plus), earn a high school diploma or earn college credits/certificates or a two-year degree.

Open Doors addresses the needs of students who are disproportionately unsuccessful in traditional K-12 systems. It offers an outcome-based education model that does not rely on seat time for funding and allows multiple pathways for success. It provides educational opportunities to any student between 16 and 21 years of age who is credit deficient and to students who have dropped out of the K-12 education system.

Open Doors partners with a range of education service providers (community and technical colleges, educational service districts, community-based organizations, skills centers, workforce development councils, Job Corps, for-profit online providers and a prison) to provide access to high school diplomas, high school equivalency, college credits, associate degrees, certificate completion and job training.

How has Open Doors grown over time?

The growth of Open Doors was exponential over the first five years. After enabling legislation passed in 2010, the first two programs opened in the **2011–12** school year. No annual data was collected on these students as they did not attend school most of the school year.

By the **2015–16** school year, Open Doors grew to 93 school districts and served a monthly average of more than 4,000 students. OSPI required all districts to identify Open Doors students in their student information systems, and subsequently report them to the state’s student-data collection system (Comprehensive Education Data and Research System, CEDARS). Every year since then, the data collection system and guidance to the field improved, resulting in better quality student-level data.

During the **2016-17** school year, Open Doors had 93 serving school districts representing 146 student resident school districts serving over 8,200 students. All school districts identified Open Doors/Youth Reengagement students and reported on their progress via end-of-year data reporting to OSPI. The base data source for the 2017 Open Doors cohort is an annual file provided to ERDC by OSPI from data collected and reported by the Youth Reengagement service providers. These data are augmented by accessing additional data from OSPI’s CEDARS in the ERDC P20 data warehouse.

Data & Analytical Approach

This analysis follows a cohort of students (n = 8,200+) who participated in one or more Open Doors reengagement programs on or after Sept. 1, 2016, during the 2016-17 academic year. It describes the participants in the reengagement program, provides an overview of their high school experience, and looks at their postsecondary and workforce outcomes.

The cohort consisted of students age 16 or older at the start of the 2016-17 school year. The students enroll in a program pathway after an evaluation of their current credit status that meets their academic and career goals.

Descriptive analyses found that participants in this 2017 cohort of Open Doors are (see Figure 1a):

- more likely to be male
- most likely to be 17 or 18 years of age
- disproportionately more likely to be White or Hispanic/Latino and disproportionately less likely to be Asian American, American Indian/Alaskan Native (AIAN), Black/African-American, Native Hawaiian/Pacific Islander (NHPI) or two or more races.

In addition, the analysis revealed the following additional characteristics of the Open Doors cohort from the Youth Reengagement providers file (see Figure 1b):

- nearly 50% of the cohort qualified for Free/Reduced-Price Meals (FRPL)
- 9% received special education services
- 6% identified as homeless
- 4% enrolled in the bilingual program or had a 504 plan
- less than 2% enrolled in either Learning Assistance (LAP) or Title I Migrant Education Program (MEP) programs

Figure 1a. Demographics of the 2017 Open Doors cohort¹

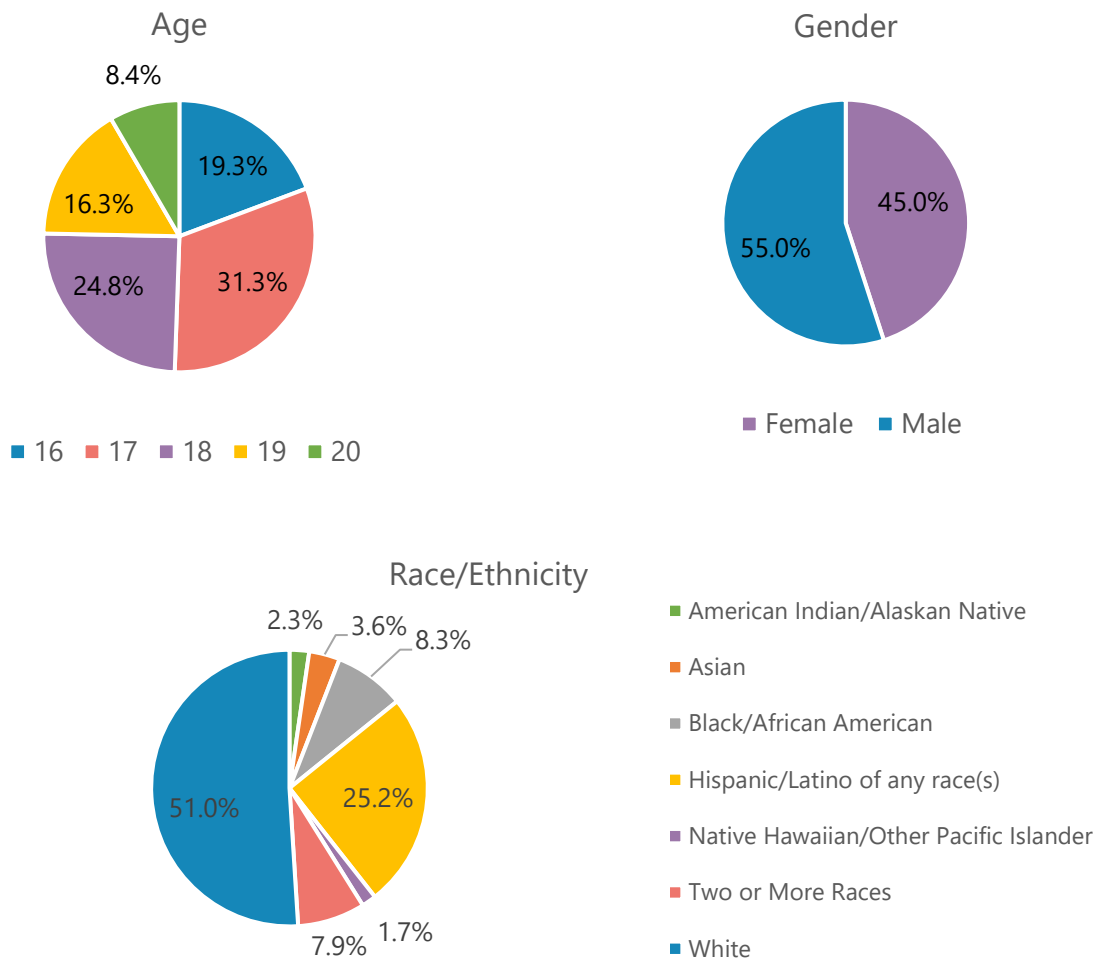
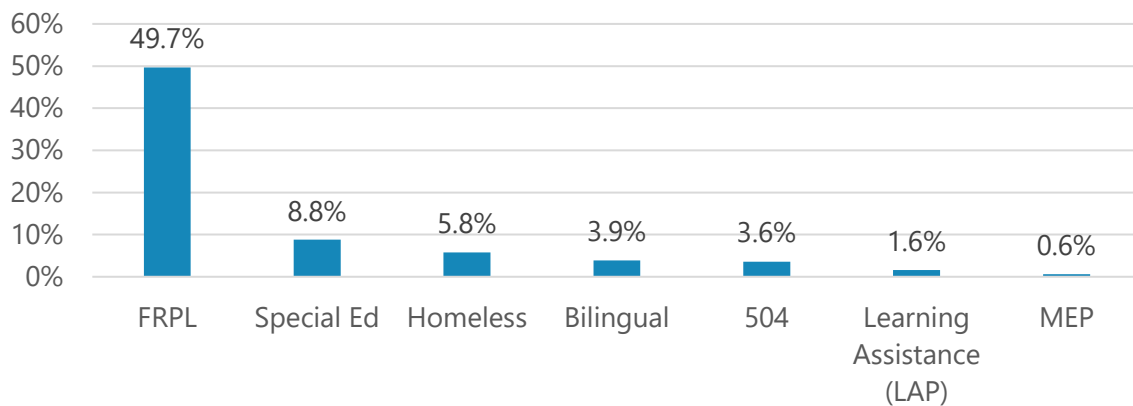


Figure 1b. Participation rates of 2017 Open Doors Cohort across student characteristics



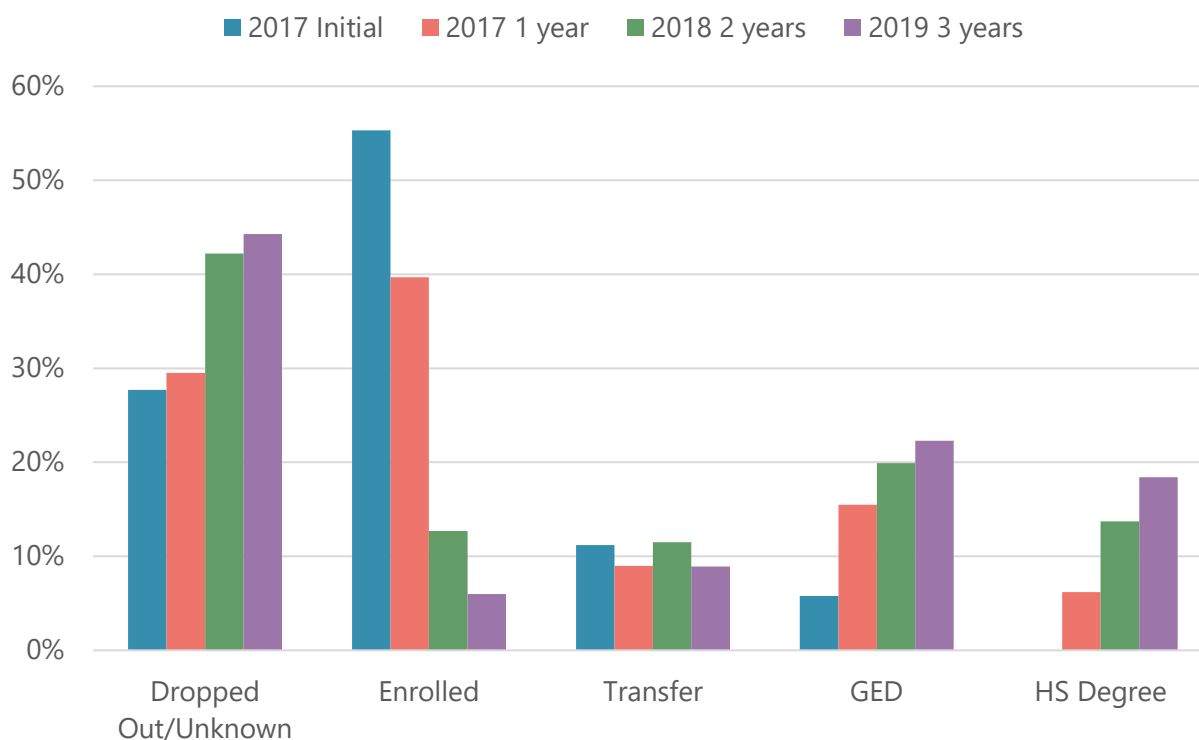
¹ See Appendix Table A1 for more details related to Figures 1a. and 1b.

Enrollment Status

Most participants (55% for the 2017 initial/beginning school year cohort) in Open Doors were still enrolled in high school when they registered in the reengagement program in September 2016, with 28% already coded as “dropped out of high school.” It is important to note that this represents the status of the student *at the time of enrollment* in the 2017 school year reengagement program, *not* their final outcome. This indicates that Open Doors successfully targets students before they leave high school, as well as engaging students who already left.

Figure 2 displays the progress that students make over three years in Open Doors. Over time, enrollment sharply decreases (from 55% to 6%) as Open Doors students either complete a GED (6% to 22%), earn a high school degree (0% to 18%), or eventually dropout (28% to 44%). In conclusion, Open Doors successfully routed 41% of students to receive a GED or HS degree. However, 44% of the cohort did not receive a degree or certificate after three years.

Figure 2. Status at enrollment in Open Doors 2017 and 1-3 years later²



² See Appendix Table A2 for more details

What did we find?

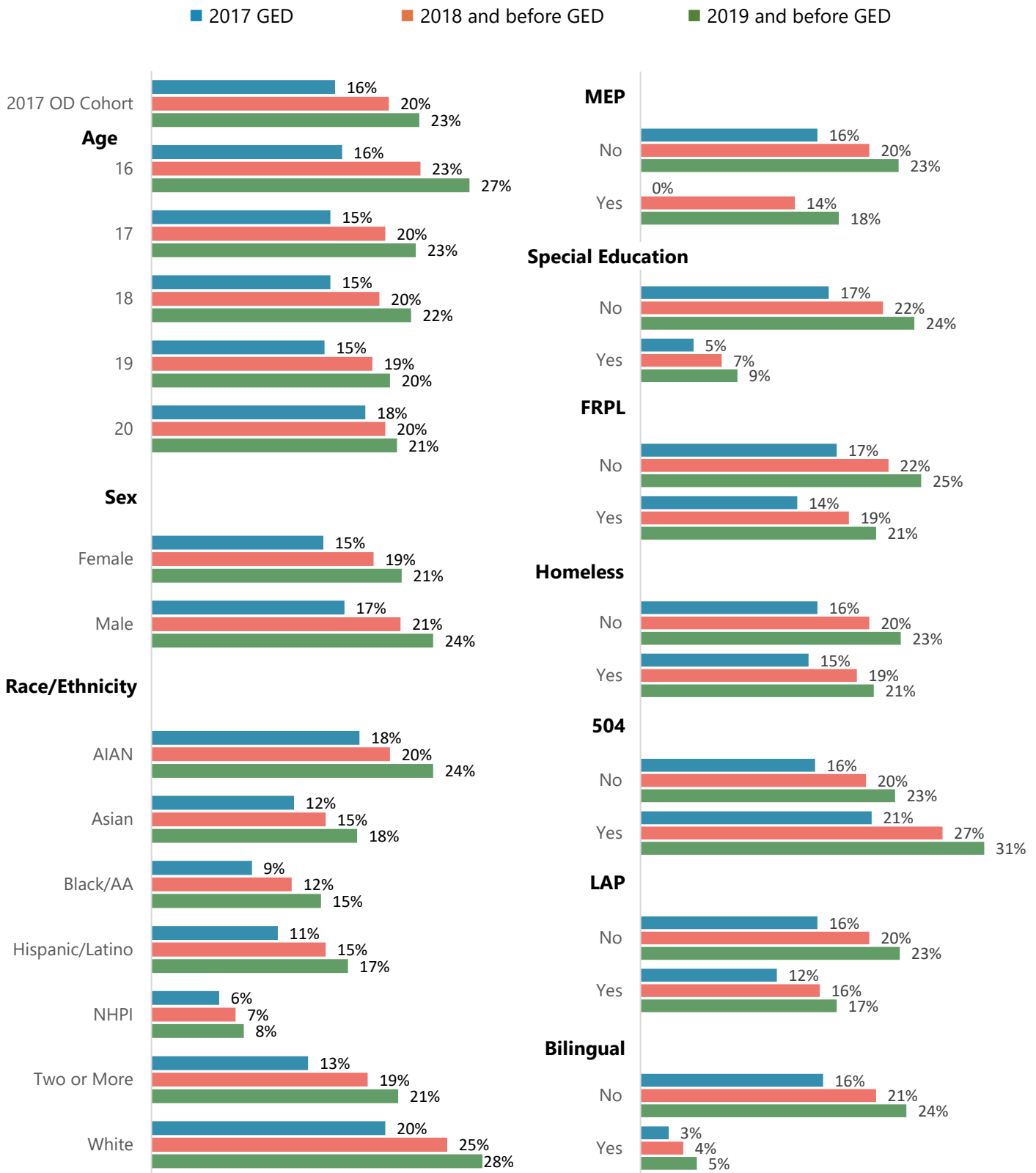
(1) Students were more likely to obtain their GED if they started Open Doors at a younger age.

While just under 25% of the 2017 Open Doors (OD) cohort completed a GED in three years, there are some noticeable differences in the demographic groups (see Figure 3a). Those that started as 16-year-olds had a three-year completion rate four percentage points higher than the average OD student (27%). Females completed GEDs at a higher rate than males. Finally, AIAN and White students successfully completed GEDs at a higher rate than the average OD student. NHPI students had the lowest GED completion rate, almost one-third all OD students (8%).

Examining additional student characteristics³, indicated that those not enrolled in programs (No) have GED rates near the overall OD average. However, those enrolled in programs (YES) have rates significantly lower than the average. For example, OD students in special education and bilingual programs have significantly lower GED completions rates (9% and 5%, respectively). The exception is students enrolled with 504 plans; they completed their GEDs at a higher rate (31%).

³ In this report, we considered “yes” indicators in the following data fields as additional student characteristics: MEP, Special Education, FRPL, Homelessness, 504, LAP, Bilingual.

Figure 3a. Percent of Students with GED Outcomes 1-3 years later by Group⁴



⁴ See Appendix Table A3 for more details

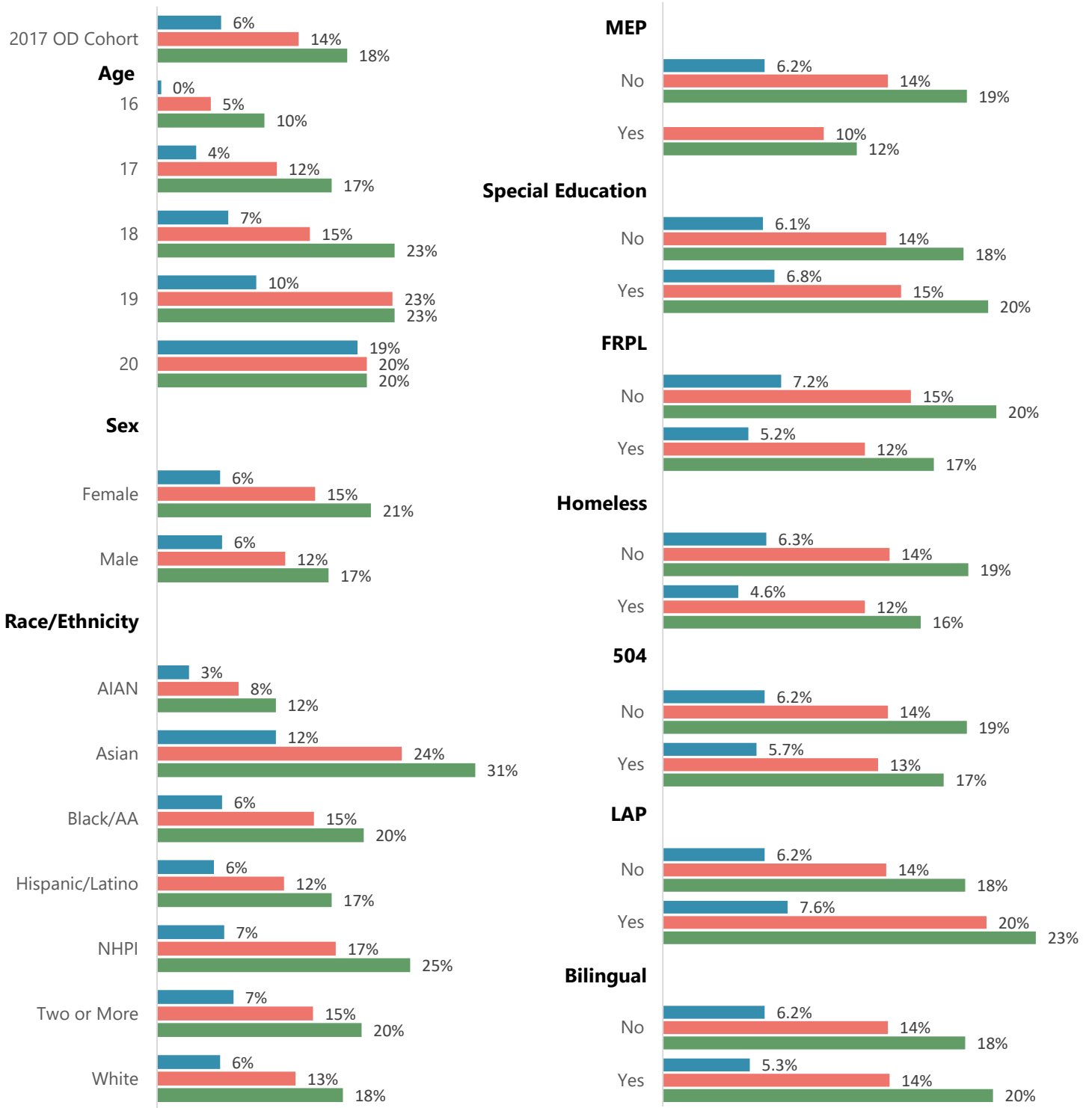
(2) Older Open Doors participants and students concurrently enrolled in LAP, bilingual, or special education programs were more likely to graduate from high school.

As Open Doors students either previously dropped out of high school or are deficient in credits, it comes as no surprise that high school graduation occurs at older ages (see Figure 3b). Most attain peak high school graduation rates as they reach 20 and 21 years of age. Male and female graduation rates are similar for 2017, but female rates increase more rapidly for 2018 and 2019. Asian Americans have high school graduation rates 67% higher over the 3-year period, and the NHPI student rates are one-third higher. The AIAN group of students has rates one-third lower than the OD average (12% v. 18%).

Analysis of additional student characteristics yields mixed results for high school graduation rates. Open Doors students that do not receive FRPL have rates 10% higher than the average. Participants in the LAP, bilingual and special education programs have higher graduation rates than non-participants. Lastly, participants in the MEP program have rates 36% below the average, and participants that receive FRPL, students experiencing homelessness, or have 504 plans have rates 10 to 15% lower.

Figure 3b. Percent of students with HS Graduation Outcomes 1-3 years later by Group⁵

■ 2017 HS Grad ■ 2018 and before HS Grad ■ 2019 and before HS Grad



⁵ See Appendix Table A3 for more details

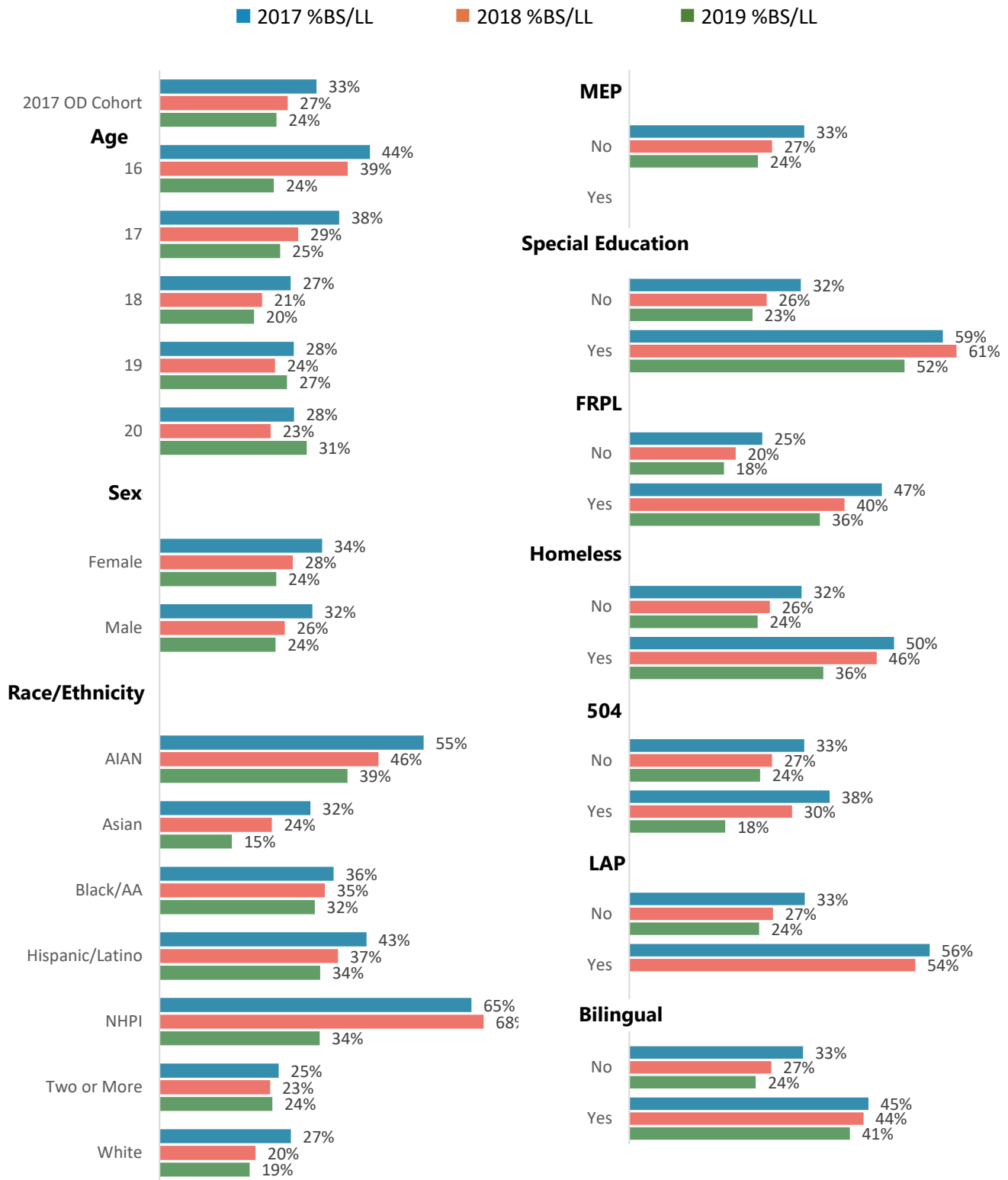
(3) Students enrolled in OSPI programs enroll in Basic Skills and Lifelong Learning courses at Community and Technical Colleges at a higher rate.

The Open Doors 2020 report (ERDC, 2020), sparked the question, “Did the report count students enrolled in basic skills or lifelong learning (BS/LL) courses as postsecondary participation, hence inflating participation?” To address this question, Figure 4 displays the percentage of BS/LL enrollees out of all students enrolled at Washington public Community and Technical Colleges (CTCs) by year and group.

Participants ages 16 and 17 have much higher rates of BS/LL course-taking enrollment for 2017 and 2018 (see Figure 4). AIAN and NHPI students were significantly more likely to be enrolled solely in BS/LL courses; NHPI percentages are twice the overall average for 2017 and 2018, representing over 65% of all NHPI CTC students. Lower percentages of BS/LL enrollment rate are observed for students identified as Asian American, White, or multi-racial.

There are also some significant differences for Open Door students enrolled at CTCs with additional characteristics. Participants enrolled in special education, those receiving FRPL and those receiving LAP services are twice as likely as those not in these programs to be BS/LL students; about 60% of special education and LAP CTC students are solely BS/LL students. Those students experiencing homelessness and those in bilingual programs have BS/LL percentages that are 50 % higher than their non-program counterparts.

Figure 4. Percent of SBCTC students enrolled in BS/LL courses as a percent of all SBCTC students by Year and Group⁶



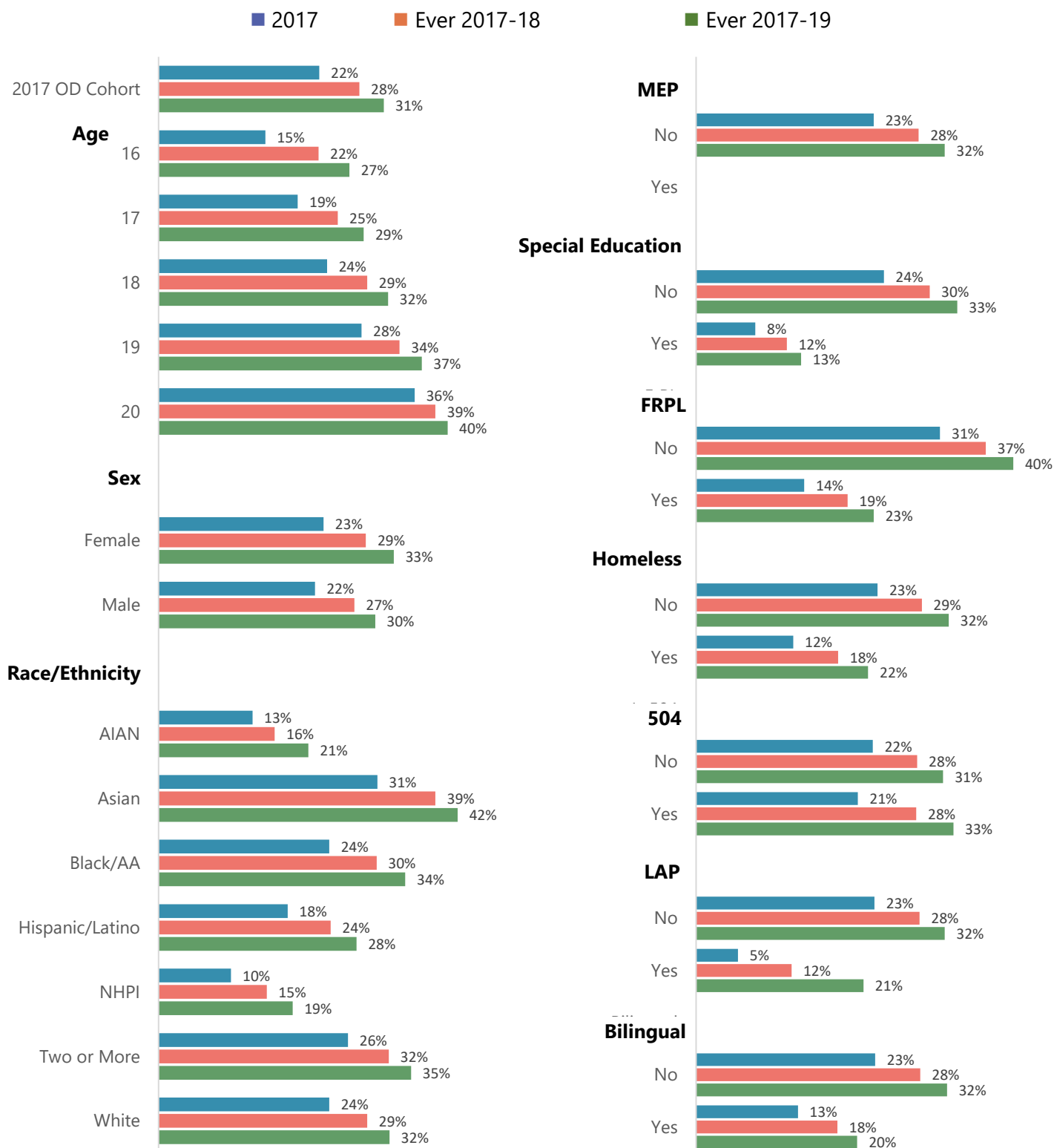
⁶ See Appendix Table A4 for more details

(4) Participation in postsecondary education increases by year(s) and age. Participation in additional OSPI programs/services does not have a positive impact on postsecondary enrollment.

Total participation in postsecondary education increased from 22% to 31% for any credit-seeking enrollment 2017-2019 (see Figure 5), with most of the increase occurring 2017-2018. Postsecondary participation increased with age; older Open Doors students have more years of exposure to enroll. Females are more likely to have ever attended postsecondary than males. Asian American Open Doors students' participation rates are 35% higher than the total, and two or more race and Black/African American students' participation is 10% higher. AIAN and NHPI students again have participation rates 35 to 40 % below the average, and Hispanics/Latino student participation rates are 12% below average.

When examining additional student characteristics and postsecondary enrollment, only students with a 504 plan yields no differences. Open Doors students in special education are 2.5 times less likely to enroll in postsecondary institutions than their peers. Similarly, students that receive FRPL are 1.75 times less likely to enroll. Finally, students experiencing homelessness, or those enrolled in LAP or bilingual programs are 1.5 times less likely to enroll in postsecondary institutions.

Figure 5. Percent of students enrolled in postsecondary education by Year(s) and Group⁷



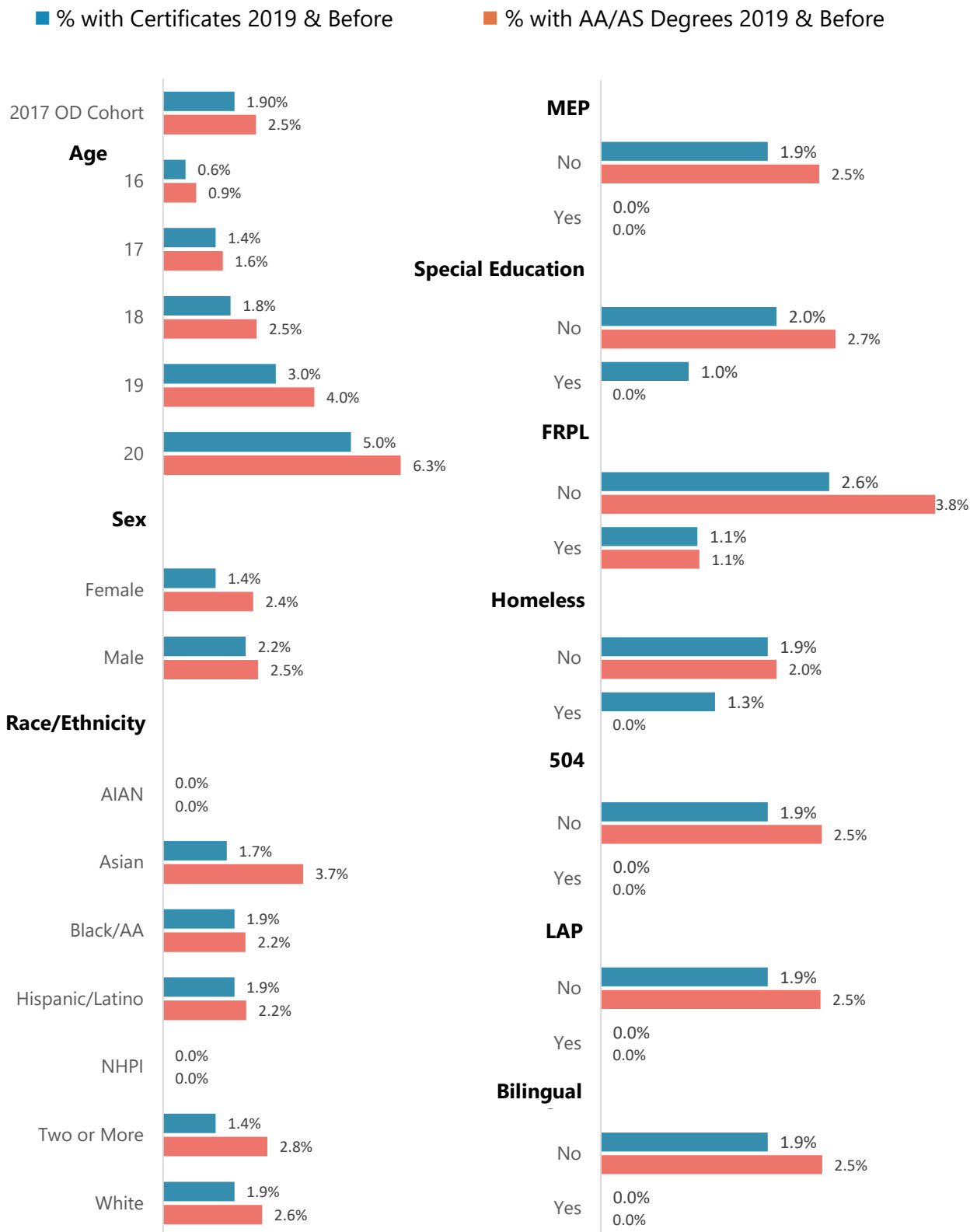
⁷ See Appendix Table A5 for more details

(5) Completion of certificates and associate degrees increases with age. Participants that receive FRPL complete certificates and associate degrees at half the rate of their Open Doors peers.

Like high school graduation rates, completions of both certificates and degrees increases with age as more opportunities for attendance and completion of postsecondary are available to older Open Doors students (see Figure 6). Males are more likely to complete certificates. There are only minute sex differences for completion of associate degrees. Asian American participants are less likely to earn certificates, but more likely to complete associate degrees, as are multi-racial participants. Students identified as Black/African American, Hispanic/Latino, or White have completion rates equal or close to the overall cohort average. To protect student privacy, AIAN and NHPI completions are excluded due to small cell sizes.

Findings related to several OSPI ancillary programs (MEP, 504, LAP, and bilingual) are excluded to protect student privacy. Students enrolled in special education, those receiving FRPL, and those experiencing homelessness have certificate completions almost one-half the overall rate. Only the FRPL students have earned associate degrees, but again at half the rate of all Open Doors students.

Figure 6. Percent of students with Certificates and Associate Degrees to 2019 by Group⁸



⁸ See Appendix Table A6 for more details

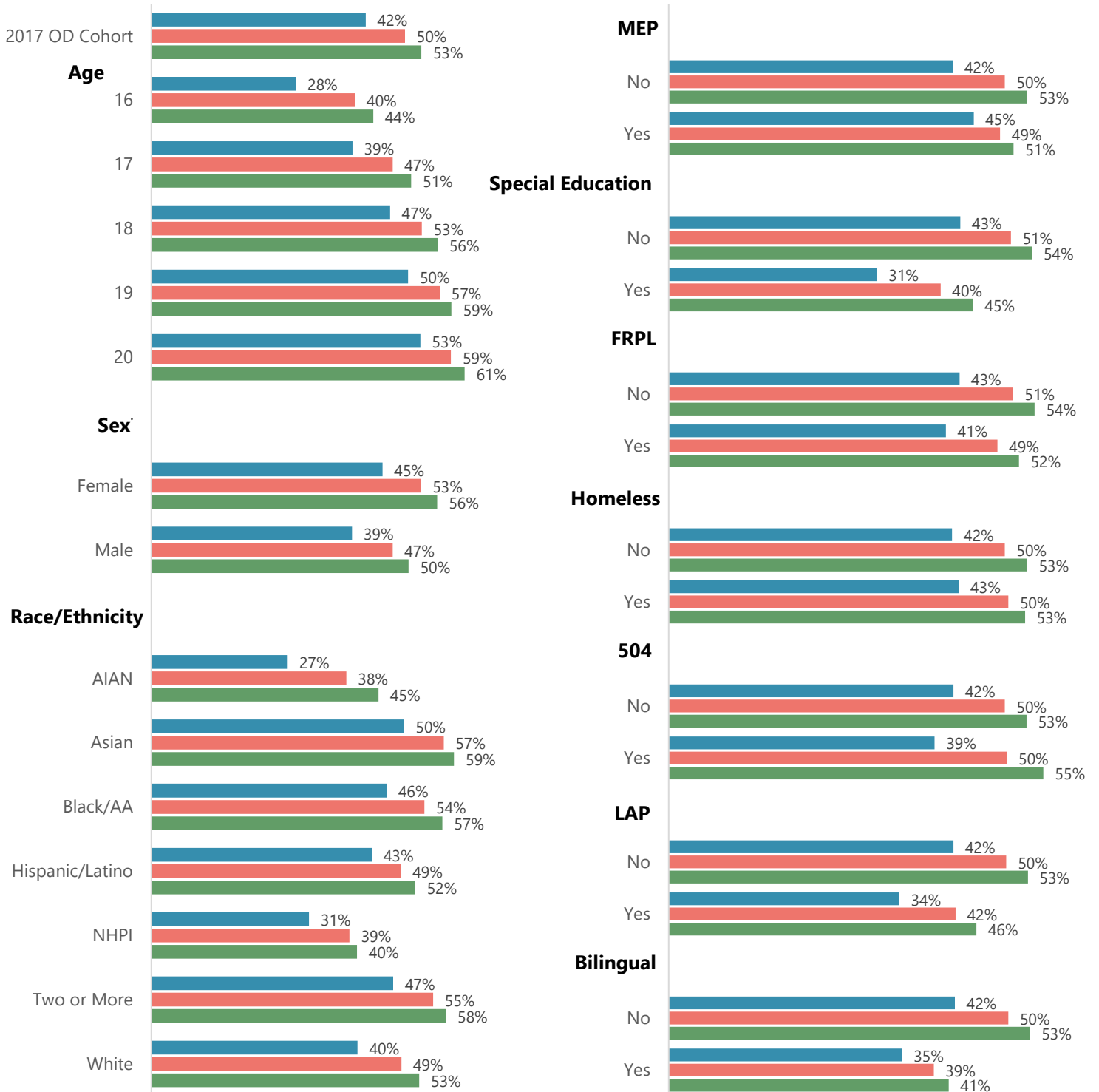
(6) Participation in employment increases by year(s) and age. Open Doors participants with 504 plans have slightly higher employment participation compared to participants without 504 plans.

By year three in 2019, 53% of the Open Doors cohort had some workforce participation, and again age played a dominant role. Only 41% of 16-year-olds participated in the workforce, compared to 61% of 20-year-olds (see Figure 7). Females were more likely than males to have been employed (56% to 50%, respectively). Again, racial disparities exist. NHPI and AIAN Open Doors students were the least likely to be employed (40% and 45%). Students identified as Asian Americans, multi-racial, or Black/African American were the most likely to have had employment experience (59%, 58% and 57%, respectively). Students identified as Hispanic/Latino and White had participation rates comparable to the overall average.

When examining additional student characteristics and employment participation, special education, LAP and bilingual participants are well below the overall average of 53% (45%, 45% and 41%, respectively). Employment participation is only higher for students with 504 plans compared to those without a 504 plan (55% and 53%, correspondingly). For the MEP and FRPL programs and students experiencing homelessness there are either no or minor differences.

Figure 7. Percent of students employed by Year(s) and Group⁹

■ 2017 ■ Ever 2017-18 ■ Ever 2017-19



⁹ See Appendix Table A7 for more details

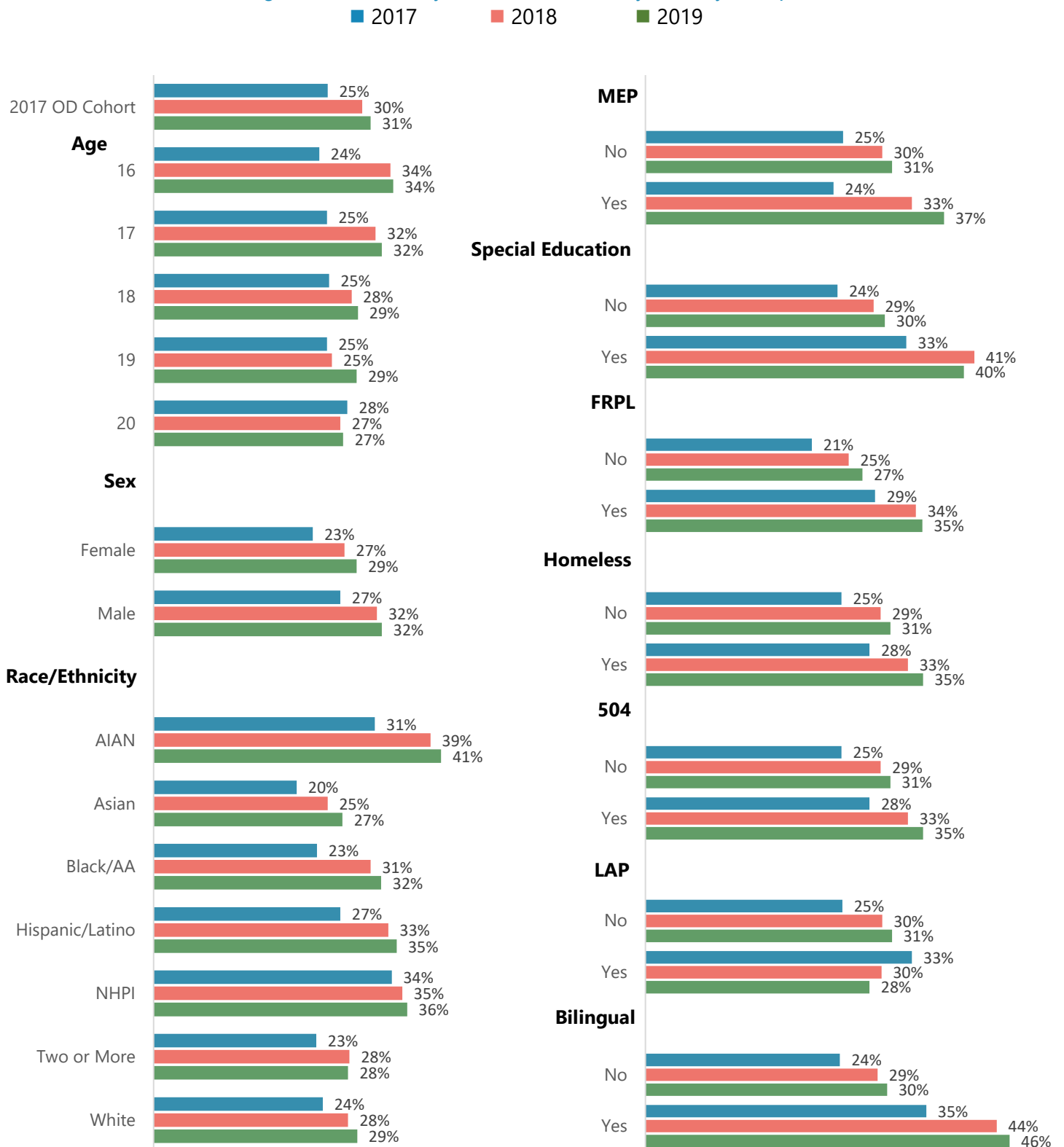
(7) Community disconnect rates vary by year, age, gender, and race/ethnicity. Other than the FRPL program, participation in OSPI programs were associated with higher community disconnection rates.

Community disconnect rates are calculated using methodology introduced in a prior ERDC study (Chen & Hough, 2019). For each year, each student is evaluated as being connected by 1) either being enrolled in school (high school or postsecondary) or completing school during the year (GED, HS Grad or associate degree); or 2) being employed. If an Open Doors student is neither enrolled in/completed school nor employed, they meet the criteria for being “disconnected from their community.”

Figure 8 displays the community disconnect rates by group. Overall, disconnect rates increased from 25% to 31% between 2017-2019. Disconnect rates decline slightly by age, with 16 and 17-year-olds having higher than average disconnect rates and 18 to 20-year-olds below the OD cohort average. AIAN, NHPI, and Hispanic/Latino Open Doors participants recorded community disconnect rates higher than the average over the study period 2017-2019 (41%, 36% and 35% for 2019). Students identified as Asian Americans have the lowest disconnect rates (20%, 25%, 27%) as they experienced higher participation rates in postsecondary enrollment and employment. Finally, those identified as multi-racial, White and Black/African American have rates below or close to the overall average (28%, 29% and 32%, respectively for 2019).

Analyzing additional student characteristics, only those not in FRPL had a disconnect rate significantly below the average (27%). All other disconnect rates for those not in programs were close to the overall average. Those enrolled in the bilingual program had a disconnection rate of 46% in 2019, followed by a 40% rate for special education and 37% for those in the MEP program. Lastly, Open Doors students enrolled in the FRPL, students experiencing homelessness or a those with a 504 plan had higher than average disconnect rates, around 35%.

Figure 8. Community Disconnect Rates by Year by Group¹⁰



¹⁰ See Appendix Table A8 for more details

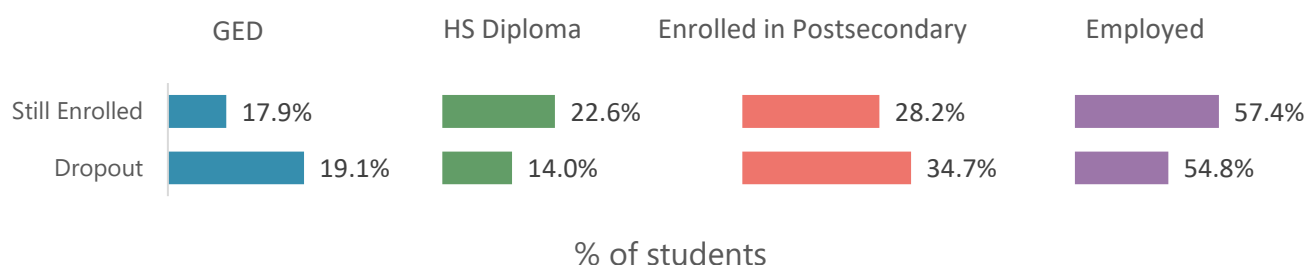
Additional analyses

Without a commensurable comparison group, it is difficult to interpret all the outcomes above. To supplement that analysis, additional analyses was conducted, this time with two different comparison groups. The first compares the 2017 Open Doors cohort in terms of those who were still enrolled but deficient in credits versus those who entered from a dropout status.

(8) Students who participated in Open Doors prior to dropping out of high school had higher graduation rates.

Figure 9 looks at the three-year outcomes of students who had dropped out prior to participating in the 2017 reengagement program and compare them with the outcomes of students who enrolled *prior* to dropping out. We can see that those who enrolled prior to dropping out were 50% more likely to complete a high school diploma. However, several of the re-engaged students still completed their high school diploma, and other outcomes are comparable.

Figure 9. Outcomes 3 years later by status prior to enrollment¹¹



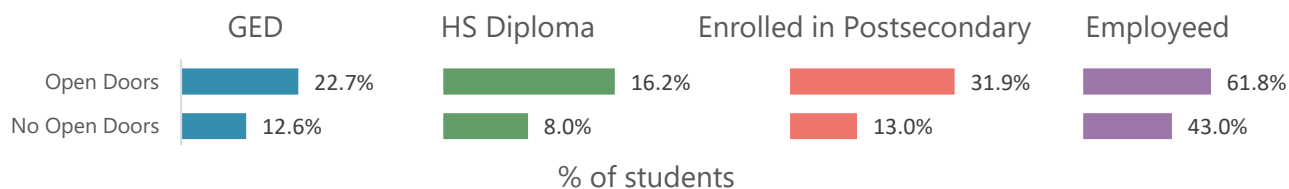
The second cohort analyzed consisted of those who (1) had a graduation requirement year of 2016 (which means they were expected to graduate in 2016), and (2) dropped out of high school before Sept. 1, 2016 (i.e., they did *not* graduate as expected). Of these students, some were enrolled in Open Doors (500+ students) and some were not (8,900+ students). We should note that these two groups had similar demographics (see demographic charts in Table A11).

¹¹ See Appendix Table A9 for more details

(9) Students who participated in Open Doors and dropped out of high school graduated and enrolled in postsecondary institutions at twice the rate of students who did not participate.

Figure 10 displays that students with a graduation requirement year of 2016 who dropped out and then enrolled in Open Doors in 2017 had high school graduation rates twice those who did not enroll in Open Doors. In addition, 32% of those who enrolled in Open Doors enrolled in a postsecondary institution three years later, while only 13% of those who did not enroll in Open Doors were so enrolled. This means that dropouts who participated in Open Doors were more than twice as likely to enroll in a postsecondary institution, whether or not they received a high school diploma.

Figure 10. Outcomes 3 years later for Graduate Requirement Year (GRY) 2016 dropout cohort¹²



Future analysis

Moving forward, we propose that cohorts and their comparison groups be defined by graduation requirement year and that outcomes of Open Doors participants be compared with high school peers with a similar graduation requirement year, as with the final analysis above. It should be noted that the elevated enrollment rates seen in the final analysis above cannot be conclusively tied to Open Doors enrollment. While the demographic characteristics of these two groups were similar, there may yet be differences between them beyond their participation in Open Doors. Therefore, we propose that measures be taken to control for confounding factors to better determine the effect of program participation on student outcomes. For example, it may be prudent to create a comparison group using propensity scoring matching on variables such as age, income status, race/ethnicity, sex and credits earned (see Chen, 2015; Weeks & Paterson, 2018; Sanders, 2019).

¹² See Appendix Table A10 for more details

References

- Chen, V. (2015). Assessment of the General Educational Development Certificate on Earnings for Washington High School Dropouts. Education Research and Data Center. Olympia, WA. <https://erdc.wa.gov/publications/economic-returns/assessment-general-educational-development-certificate-earnings>
- Chen, V. & Hough, Jr., G. (2020). Young Adults and Teenagers who are Disconnected from School and the Workforce in Washington. Education Research and Data Center. Olympia, WA. <https://erdc.wa.gov/node/882>
- Education Research and Data Center. (2020). Outcomes of the Open Doors Youth Reengagement Program. Education Research and Data Center. Olympia, WA. <https://erdc.wa.gov/node/880>
- Sanders, M. (2019). Institutional Impact of Upward Transfer on Baccalaureate Degree Attainment. Education Research and Data Center. Olympia, WA. <https://erdc.wa.gov/publications/student-outcomes/institutional-impact-upward-transfer-baccalaureate-degree-attainment>
- Washington Administrative Code (WAC 392-700-195). (2017). <https://app.leg.wa.gov/wac/default.aspx?cite=392-700-195>
- Weeks, G. & Paterson, T. (2018). The Earnings Premium of Washington Higher Education: Gender Deficit in Earnings among Washington College Graduates. Education Research and Data Center. Olympia, WA. <https://erdc.wa.gov/publications/economic-returns/earnings-premium-washington-higher-education-gender-deficit-earnings>

Appendix A

(* = small sample, less than 5).

Table A1. Demographics of 2017 Open Doors (OD) Cohort

2017 OD Cohort	8,200+
Age at enrollment	
16	19.3%
17	31.3%
18	24.8%
19	16.3%
20	8.4%
Sex	
Female	45.0%
Male	55.0%
Race/Ethnicity	
American Indian/Alaskan Native	2.3%
Asian American	3.6%
Black/African American	8.3%
Hispanic/Latino of any race(s)	25.2%
Native Hawaiian/Other Pacific Islander	1.7%
Two or More Races	7.9%
White	51.0%
Additional Student Characteristics	
Free/Reduced Lunch (FRPL)	49.7%
Bilingual	3.9%
Special Education	8.8%
Title I Migrant (MEP)	0.6%
Section 504	3.6%
Homeless	5.8%
Learning Assistance (LAP)	1.6%

+ Actual enrollment rounded to avoid disclosure of small cell sizes.

Table A2. Open Doors 2017 Cohort Initial Enrollment Status (ES) and ES 1-3 years later

	2017 Initial	2017 1 year	2018 2 years	2019 3 years
Dropped Out/Unknown	27.7%	29.5%	42.2%	44.3%
Enrolled	55.3%	39.7%	12.7%	6.0%
GED	5.8%	15.5%	19.9%	22.3%
Graduated	0.0%	6.2%	13.7%	18.4%
Transfer	11.2%	9.0%	11.5%	8.9%

Table A3. Outcomes High School – Cumulative % Completing GEDs & HS Diplomas by Group

Note: Over 50 students completed both a GED and HS Diploma

	<i>2017</i>		<i>2018 and before</i>		<i>2019 and before</i>	
	GED	Graduated	GED	Graduated	GED	Graduated
2017 OD Cohort	15.7%	6.2%	20.3%	13.7%	22.9%	18.4%
Age						
16	16.3%	0.4%	23.0%	5.2%	27.2%	10.4%
17	15.3%	3.8%	20.0%	11.6%	22.6%	16.9%
18	15.3%	6.9%	19.5%	14.8%	22.2%	23.0%
19	14.8%	9.6%	18.9%	22.8%	20.4%	23.0%
20	18.3%	19.4%	20.0%	20.3%	21.0%	20.3%
Race/Ethnicity						
American Indian/Alaskan Native	17.8%	3.1%	20.4%	7.9%	24.1%	11.5%
Asian American	12.2%	11.5%	14.9%	23.7%	17.6%	30.8%
Black/African American	8.6%	6.3%	12.0%	15.2%	14.5%	20.0%
Hispanic/Latino of any race(s)	10.8%	5.5%	14.9%	12.3%	16.8%	16.9%
Native Hawaiian/Other Pacific Islander	5.8%	6.5%	7.2%	17.3%	7.9%	24.5%
Two or More Races	13.4%	7.4%	18.5%	15.1%	21.1%	19.8%
White	20.0%	6.1%	25.3%	13.4%	28.3%	18.0%
Sex						
Female	14.7%	6.1%	19.0%	15.3%	21.4%	20.7%
Male	16.5%	6.3%	21.3%	12.4%	24.1%	16.6%
Student Characteristics						
Migrant (MEP)						
No	15.7%	6.2%	20.3%	13.7%	22.9%	18.5%
Yes	*	*	13.7%	9.8%	17.6%	11.8%
Special Education						
No	16.7%	6.1%	21.5%	13.6%	24.3%	18.3%
Yes	4.7%	6.8%	7.2%	14.5%	8.6%	19.8%
Free/Reduced Lunch (FRPL)						
No	17.4%	7.2%	22.0%	15.1%	24.9%	20.3%
Yes	13.9%	5.2%	18.5%	12.3%	20.9%	16.5%
Homeless						
No	15.7%	6.3%	20.3%	13.8%	23.1%	18.6%
Yes	14.9%	4.6%	19.2%	12.3%	20.7%	15.7%
504						
No	15.5%	6.2%	20.0%	13.7%	22.6%	18.5%
Yes	20.5%	5.7%	26.8%	13.1%	30.5%	17.1%
Learning Assistance (LAP)						
No	15.7%	6.2%	20.3%	13.6%	23.0%	18.4%
Yes	12.1%	7.6%	15.9%	19.7%	17.4%	22.7%
Bilingual						
No	16.2%	6.2%	20.9%	13.7%	23.6%	18.4%
Yes	2.5%	5.3%	3.8%	13.8%	5.0%	20.1%

Table A4. SBCTC Participation Rates by Year in Basic Skills and Life-Long Learning (BS/LL) vs. Regularly Enrolled, Degree Seeking by Group

	2017		2018		2019	
	BS/LL	Enrolled	BS/LL	Enrolled	BS/LL	Enrolled
2017 OD Cohort	10.8%	22.1%	8.1%	18.5%	6.0%	13.5%
Age						
16	11.0%	14.0%	9.1%	17.8%	5.6%	15.5%
17	11.2%	18.6%	7.6%	16.9%	5.7%	13.4%
18	9.0%	23.8%	6.5%	19.9%	4.9%	14.3%
19	11.3%	28.9%	9.2%	21.7%	7.9%	11.9%
20	13.7%	35.0%	10.6%	16.4%	7.3%	10.6%
Race/Ethnicity						
American Indian/Alaskan Native	16.8%	13.6%	11.5%	10.5%	6.8%	9.9%
Asian American	15.3%	33.2%	10.2%	32.5%	5.8%	23.1%
Black/African American	13.0%	22.7%	12.0%	18.3%	8.8%	13.5%
Hispanic/Latino of any race(s)	13.6%	17.8%	10.6%	16.0%	8.1%	12.1%
Native Hawaiian/Other Pacific Islander	12.2%	6.5%	13.7%	11.5%	5.8%	8.6%
Two or More Races	8.5%	25.6%	7.7%	19.1%	5.9%	14.2%
White	8.9%	23.5%	5.9%	19.4%	4.5%	13.8%
Sex						
Female	11.6%	22.5%	8.7%	19.8%	6.4%	15.4%
Male	10.2%	21.7%	7.7%	17.5%	5.6%	12.1%
Student Characteristics						
Migrant (MEP)						
No	10.8%	22.2%	8.1%	18.6%	5.9%	13.6%
Yes	21.6%	*	9.8%	*	15.7%	*
Special Education						
No	11.2%	23.7%	8.2%	19.7%	5.9%	14.3%
Yes	7.1%	5.0%	7.9%	6.4%	6.8%	5.5%
Free/Reduced Lunch (FRPL)						
No	10.4%	31.4%	7.8%	25.1%	5.4%	17.5%
Yes	11.3%	12.6%	8.5%	11.9%	6.6%	9.6%
Homeless						
No	10.8%	22.7%	8.1%	19.0%	6.0%	13.8%
Yes	10.7%	10.9%	9.4%	10.7%	6.1%	9.0%
504 Plan						
No	10.8%	22.2%	8.1%	18.5%	6.0%	13.4%
Yes	11.1%	18.5%	8.1%	20.1%	4.4%	16.4%
Learning Assistance (LAP)						
No	10.9%	22.3%	8.2%	18.7%	6.0%	13.6%
Yes	6.8%	5.3%	6.1%	9.8%	*	12.9%
Bilingual						
No	10.8%	22.4%	8.1%	18.7%	5.8%	13.6%
Yes	10.7%	13.2%	10.3%	13.8%	9.7%	11.9%

Table A5. Postsecondary Participation Rates by Year(s) and Group

	Enrolled in Postsecondary				
	2017	2018	2019	Ever 2017-18	Ever 2017-19
2017 OD Cohort	22.4%	19.1%	14.3%	28.0%	31.4%
Age					
16	14.9%	17.7%	15.5%	22.3%	26.6%
17	19.4%	17.2%	14.1%	25.0%	28.6%
18	23.5%	20.4%	15.3%	29.1%	32.0%
19	28.3%	22.8%	13.2%	33.6%	36.7%
20	35.7%	17.8%	11.5%	38.6%	40.3%
Race/Ethnicity					
American Indian/Alaskan Native	13.1%	10.5%	9.9%	16.2%	20.9%
Asian American	30.5%	29.8%	21.4%	38.6%	41.7%
Black/African American	23.8%	19.4%	15.5%	30.4%	34.4%
Hispanic/Latino of any race(s)	18.0%	16.6%	12.5%	24.0%	27.6%
Native Hawaiian/Other Pacific Islander	10.1%	12.9%	11.5%	15.1%	18.7%
Two or More Races	26.4%	20.4%	15.9%	32.1%	35.2%
White	23.8%	20.0%	14.6%	29.1%	32.2%
Sex					
Female	23.0%	20.6%	15.9%	28.9%	32.8%
Male	21.8%	17.9%	13.0%	27.3%	30.2%
Student Characteristics					
Migrant (MEP)					
No	22.5%	19.2%	14.4%	28.2%	31.5%
Yes	*	*	*	*	*
Special Education					
No	23.8%	20.1%	15.1%	29.6%	33.1%
Yes	7.5%	8.2%	6.1%	11.5%	13.3%
Free/Reduced Lunch (FRPL)					
No	30.9%	25.2%	18.4%	36.7%	40.2%
Yes	13.7%	12.9%	10.2%	19.2%	22.5%
Homeless					
No	23.0%	19.5%	14.5%	28.6%	32.0%
Yes	12.3%	12.1%	10.7%	18.0%	21.8%
504					
No	22.4%	19.1%	14.3%	28.0%	31.3%
Yes	20.5%	18.8%	16.1%	27.9%	32.6%
Learning Assistance (LAP)					
No	22.6%	19.2%	14.3%	28.3%	31.5%
Yes	5.3%	10.6%	15.9%	12.1%	21.2%
Bilingual					
No	22.7%	19.3%	14.4%	28.4%	31.8%
Yes	12.9%	13.2%	11.6%	17.9%	20.4%

Table A6. Percent with Certificates and Associate Degrees to 2019 by Group.

	Certificates 2019 & Before		AA/AS Degrees 2019 & Before	
	Percent	Avg	Percent	Avg
2017 OD Cohort	1.9%	1.48	2.0%	1.19
Age				
16	0.6%	*	0.6%	*
17	1.4%	1.49	1.1%	1.36
18	1.8%	1.33	1.9%	1.21
19	3.0%	1.58	3.3%	1.07
20	5.0%	1.54	6.2%	1.19
Race/Ethnicity				
American Indian/Alaskan Native	*	*	*	*
Asian American	1.7%	*	2.4%	*
Black/African American	1.9%	1.15	1.9%	1.08
Hispanic/Latino of any race(s)	1.9%	1.58	1.8%	1.14
Native Hawaiian/Other Pacific Islander	*	*	*	*
Two or More Races	1.4%	*	2.2%	3.57
White	1.9%	1.41	2.1%	1.65
Sex				
Female	1.4%	1.30	1.9%	1.08
Male	2.2%	1.57	2.0%	1.27
Student Characteristics				
Migrant (MEP)				
No	1.9%	1.48	2.0%	1.19
Yes	*	*	*	*
Special Education				
No	2.0%	1.48	2.1%	1.18
Yes	1.0%	*	*	*
Free/Reduced Lunch (FRPL)				
No	2.6%	1.48	3.0%	1.18
Yes	1.1%	1.47	0.9%	1.24
Homeless				
No	1.9%	1.48	2.0%	1.18
Yes	1.3%	*	*	*
504				
No	1.9%	1.47	2.0%	1.18
Yes	*	*	*	*
Learning Assistance (LAP)				
No	1.9%	1.48	2.0%	1.19
Yes	*	*	*	*
Bilingual				
No	1.9%	1.48	2.0%	1.19
Yes	*	*	*	*

Table A7. Percent Employed by Year(s) and Group

	Percent Employed				
	2017	2018	2019	Ever 2017-18	Ever 2017-19
2017 OD Cohort	42.0%	44.9%	44.8%	49.7%	52.9%
Age					
16	28.3%	37.5%	37.4%	39.9%	43.5%
17	39.4%	42.0%	43.0%	47.3%	50.9%
18	46.8%	47.7%	47.4%	53.0%	56.1%
19	50.3%	51.2%	49.6%	56.5%	58.8%
20	52.7%	52.2%	50.9%	58.7%	61.4%
Race/Ethnicity					
American Indian/Alaskan Native	26.7%	32.5%	34.6%	38.2%	44.5%
Asian American	49.5%	50.2%	50.8%	57.3%	59.3%
Black/African American	46.1%	48.8%	49.3%	53.5%	57.0%
Hispanic/Latino of any race(s)	43.2%	45.1%	44.9%	48.9%	51.7%
Native Hawaiian/Other Pacific Islander	30.9%	33.8%	32.4%	38.8%	40.3%
Two or More Races	47.4%	48.1%	49.4%	55.2%	57.7%
White	40.4%	44.3%	43.7%	49.0%	52.5%
Sex					
Female	45.3%	47.3%	47.3%	52.8%	56.0%
Male	39.3%	42.9%	42.7%	47.3%	50.4%
Student Characteristics					
Migrant (MEP)					
No	42.0%	44.9%	44.8%	49.7%	53.0%
Yes	45.1%	47.1%	47.1%	49.0%	51.0%
Special Education					
No	43.1%	45.8%	45.3%	50.6%	53.7%
Yes	30.8%	35.4%	39.0%	40.2%	45.0%
Free/Reduced Lunch (FRPL)					
No	43.0%	46.2%	45.5%	50.9%	54.1%
Yes	41.0%	43.6%	44.0%	48.6%	51.8%
Homeless					
No	41.9%	45.0%	44.7%	49.7%	53.0%
Yes	42.9%	44.4%	45.6%	50.2%	52.7%
504					
No	42.1%	44.9%	44.8%	49.7%	52.9%
Yes	39.3%	44.3%	44.0%	50.0%	55.4%
Learning Assistance (LAP)					
No	42.1%	45.0%	44.8%	49.9%	53.1%
Yes	34.1%	39.4%	40.9%	42.4%	45.5%
Bilingual					
No	42.3%	45.3%	45.1%	50.2%	53.4%
Yes	34.5%	36.4%	36.4%	39.2%	41.4%

Table A8. Community Disconnect Rates by Year(s) and Group.

Community Disconnect Rates			
	2017	2018	2019
2017 OD Cohort	24.7%	29.6%	30.8%
Age			
16	23.5%	33.6%	34.0%
17	24.6%	31.5%	32.4%
18	24.9%	28.1%	29.0%
19	24.6%	25.3%	28.8%
20	27.5%	26.5%	26.9%
Race/Ethnicity			
American Indian/Alaskan Native	31.4%	39.3%	40.8%
Asian American	20.3%	24.7%	26.8%
Black/African American	23.2%	30.8%	32.3%
Hispanic/Latino of any race(s)	26.5%	33.3%	34.5%
Native Hawaiian/Other Pacific Islander	33.8%	35.3%	36.0%
Two or More Races	23.1%	27.8%	27.6%
White	24.0%	27.6%	28.9%
Sex			
Female	22.6%	27.1%	28.8%
Male	26.5%	31.7%	32.4%
Student Characteristics			
Migrant (MEP)			
No	24.7%	29.6%	30.8%
Yes	23.5%	33.3%	37.3%
Special Education			
No	24.0%	28.5%	29.9%
Yes	32.6%	41.1%	39.8%
Free/Reduced Lunch (FRPL)			
No	20.8%	25.4%	27.1%
Yes	28.7%	33.8%	34.6%
Homeless			
No	24.5%	29.4%	30.6%
Yes	28.0%	32.8%	34.7%
504			
No	24.5%	29.4%	30.6%
Yes	28.0%	32.8%	34.7%
Learning Assistance (LAP)			
No	24.6%	29.6%	30.8%
Yes	33.3%	29.5%	28.0%
Bilingual			
No	24.3%	29.0%	30.2%
Yes	35.1%	43.9%	45.5%

Table A9. Outcomes 3 Years Later by Status Prior to Enrollment

Prior Status	GED	HS Diploma	PS Enrolled	Employed
Still Enrolled	17.9%	22.6%	28.2%	57.4%
Dropout	19.1%	14.0%	34.7%	54.8%

Table A10. Outcomes 3 Years Later for Graduate Requirement Year (GRY) 2016 Dropout Cohort

GRY 2016 Cohort	GED	HS Diploma	PS Enrolled	Employed
Open Doors	22.7%	16.2%	31.9%	61.8%
No Open Doors	12.6%	8.0%	13.0%	43.0%

Table A11. Demographics of the GRY 2016 Dropout Cohort

	GRY 2016 Dropouts Who Did Not Enroll in Open Doors	GRY 2016 Dropouts Who Enrolled in Open Doors
Sex		
Female	41%	45%
Male	59%	55%
Race/ethnicity		
American Indian or Alaska Native	3%	3%
Asian Americans	4%	4%
Black or African American	5%	9%
Hispanic or Latino	27%	28%
Native Hawaiian or Other Pacific Islander	1%	1%
Multiracial	6%	6%
White	54%	50%
Student Characteristics		
Free/Reduced Meal Services (FRPL)	76%	78%
Bilingual	11%	7%
Special Education	18%	14%
Title I Migrant (MEP)	4%	3%
Section 504	5%	8%
Homeless	14%	19%