

Survey Responses: Face-to-Face Requirements in Open Doors

Preliminary Data Package – December 2021

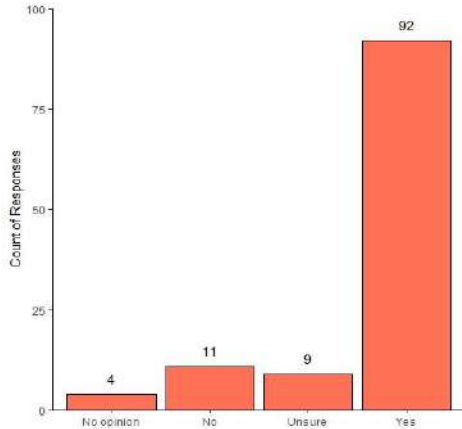
Contact: Mandy Paradise, Program Supervisor MANDY.PARADISE@K12.WA.US

Data Analysis: Emily Scott, Data Analyst EMILY.SCOTT@K12.WA.US

OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION

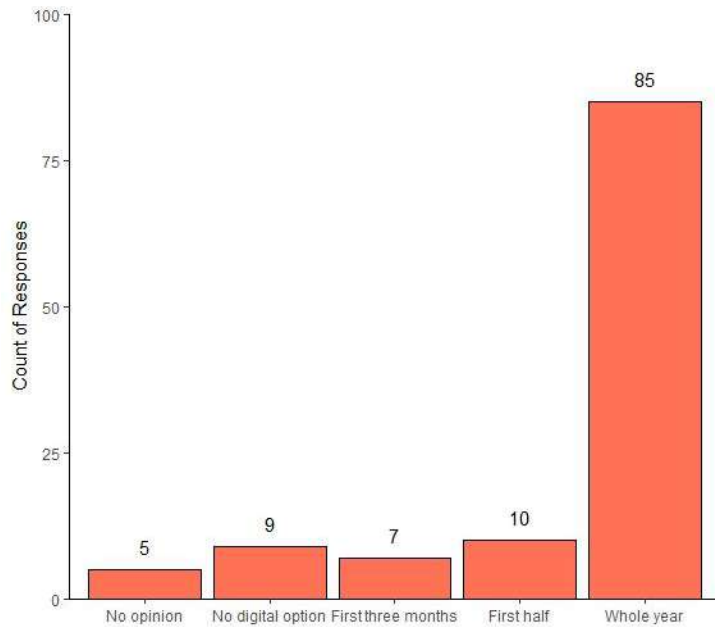
Question 9: Do you support ongoing digital face-to-face options for the 2021-2022 school year (continued emergency rule language)?

Most respondents selected 'Yes' to Question 9, regardless of the different programs they served or their professional role.



Question 10: Do you prefer a specific duration?

Most respondents selected "The whole 2021-2022 school year" for the duration of time that ongoing virtual synchronous options should be offered, regardless of the different programs they served or their professional role.



The full text of the potential durations respondents could select were:

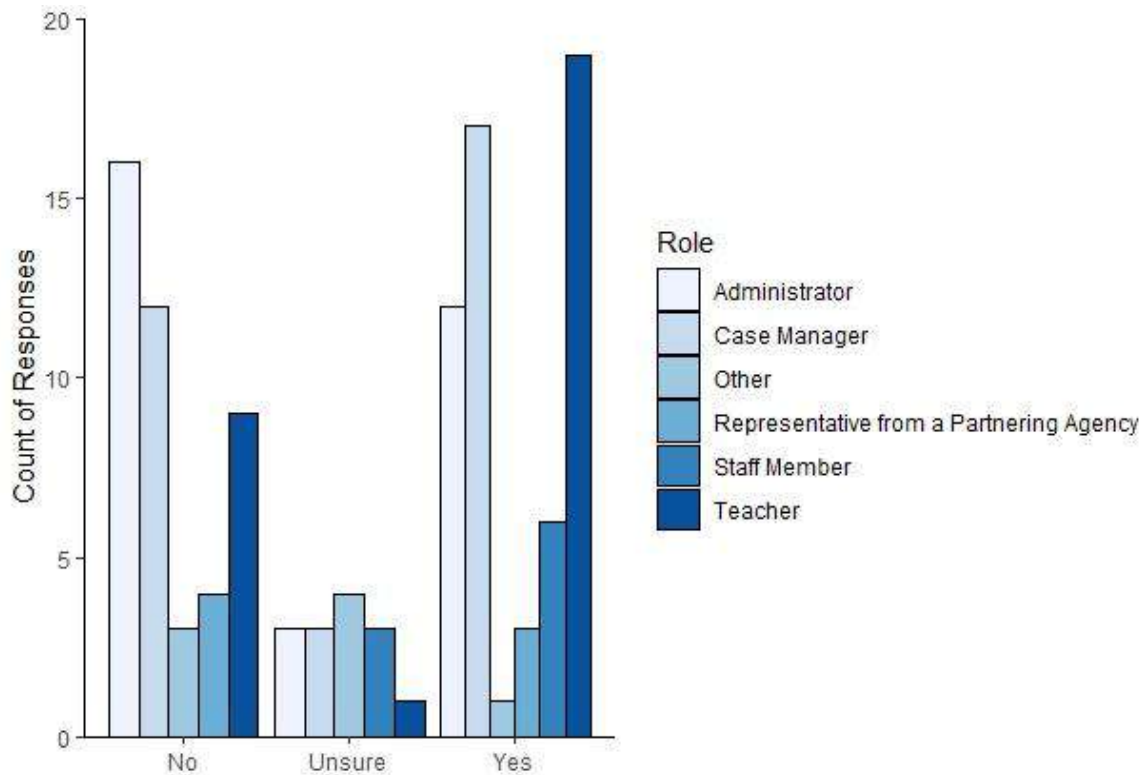
- No opinion
- I don't think the digital options need to be extended for the 21-22 year (i.e., No digital option)
- The first three months of the 2021-2022 school year (i.e., First three months)
- The first half of the 2021-2022 school year (i.e., First half)
- The whole 2021-2022 school year (i.e., Whole year)

Q12. For severely credit deficient students who have left traditional and/or alternative school settings, do you think that a completely virtual Open Doors program can provide the variety and acuity of services required to reengage them?

- 50% of respondents selected "Yes"
- 38% of respondents selected "No"

Overall, respondents were fairly evenly spread on whether or not severely credit deficient students who had left school would be reengaged by a completely virtual Open Doors Program. **38% of respondents selected "No"**, while **50% of respondents selected "Yes"**.

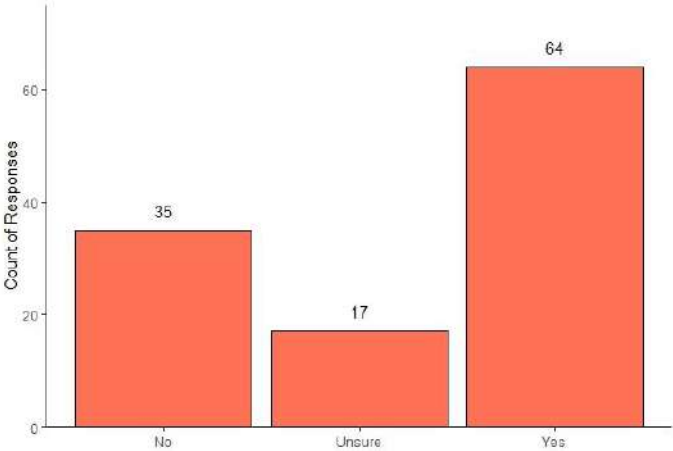
However, respondents' selections were influenced by their program roles. The odds of a teacher selecting "Yes" to this question were significantly greater than for an administrator (who was more likely to select "No"); the odds of a staff member selecting "Yes" were also significantly greater than for an administrator. No other significant differences between respondents' roles were found.



Q13. For severely credit deficient students who have left traditional and/or alternative school settings, do you think that a completely virtual Open Doors program can provide the type of services students need to make continual academic progress?

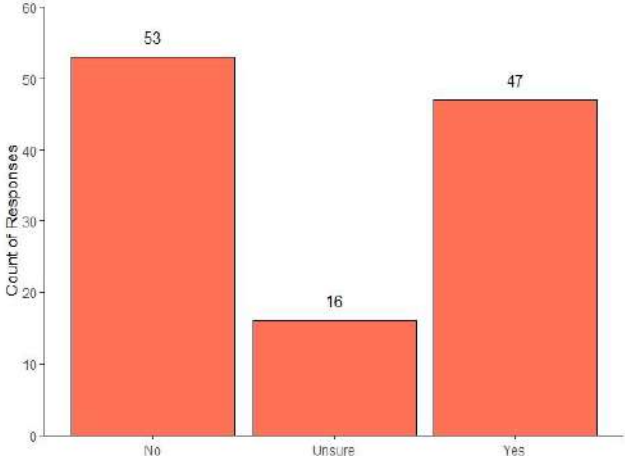
Almost twice as many respondents selected "Yes".

55% of respondents indicated that a completely virtual Open Doors program could provide the type of services severely credit deficient students who had left school needed to make continual academic progress. 30% of respondents selected "No". This was regardless of the different programs the respondent served or their professional role.



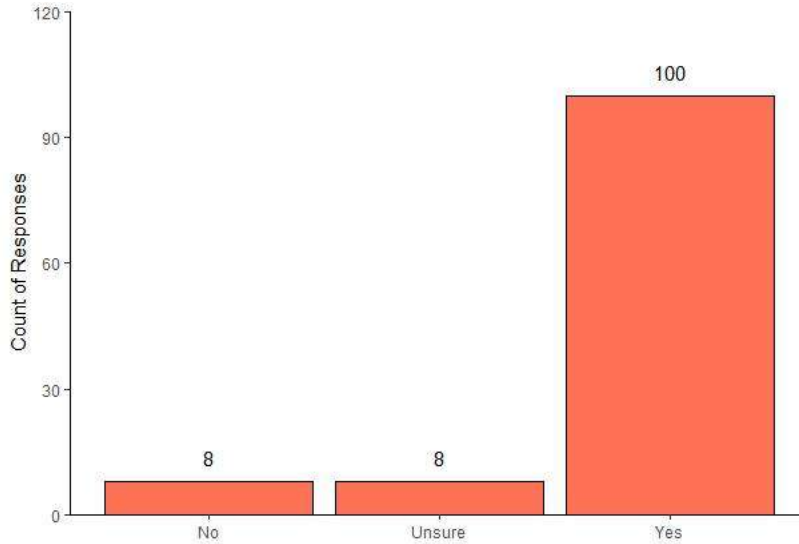
Q14. For severely credit deficient students who have left traditional and/or alternative school settings, do you think that a completely virtual Open Doors program can sufficiently help youth navigate community services and overcome social-emotional barriers?

Respondents were evenly split regarding whether or not severely credit deficient students who had left school could navigate community services and overcome social-emotional barriers with a completely virtual Open Doors program, regardless of the different programs they served or their professional role. However, there was some suggestion that the odds of teacher selecting "Yes" for this question were greater than for an administrator, who was more likely to select "No."



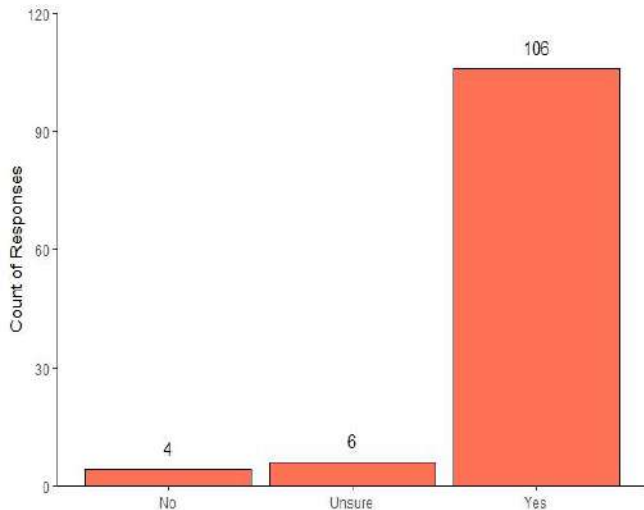
Q15. For severely credit deficient students who have left traditional and/or alternative school settings, do you think that offering in-person opportunities is a vital programming component?

Respondents overwhelmingly selected **“Yes”** to whether or not offering in-person opportunities is a vital programming component for severely credit deficient students who have left school (86%), regardless of the different programs they served or their professional role.



Q16. When it comes to face-to-face requirements, do you support permanently updating the rule to be more flexible? Perhaps by including synchronous-digital options, waivers for specific students, or tiers of need?

Respondents overwhelmingly selected **“Yes”** to whether or not they supported permanently updating the face-to-face rule to be more flexible (91%), regardless of the different programs they served or their professional role



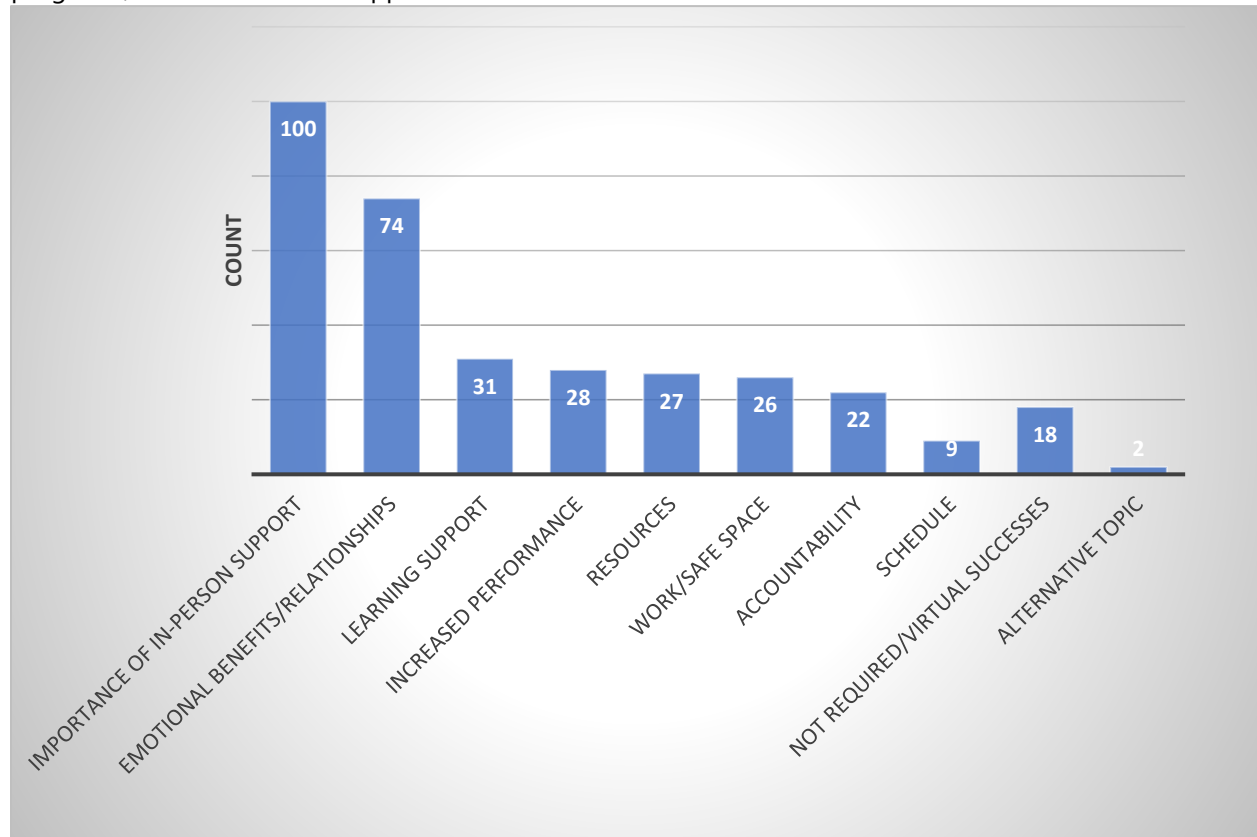
Q17. What can you share with us about the impact of in-person supports for students in your program?

When asked to share their experiences of the impact of in-person supports for Open Doors students in their programs, 86% (100 out of 116) of respondents to this question commented on the *importance* of in-person supports for their students.

Some respondents went on to identify the specific features of in-person supports that benefitted their students. For example, 64% of respondents mentioned increased *emotional benefits* or the forming of *relationships* as an important part of in-person experiences. Other prominent features respondents identified were:

- increased opportunities to support students in their learning (27%);
- increased performance on academic tasks or more progress to achieving learning goals (24%);
- increased access to resources, such as meeting with case managers, receiving food/clothes/mental health/social services supports (23%);
- access to safe and productive work spaces (22%);
- greater accountability of students to meet academic goals (19%).

16% of respondents acknowledged that virtual programs, or a combination of virtual and in-person programs, were also able to support their students.



Text Responses and Qualitative Data

Below are several direct quotes taken from the responses to questions 17 and 22. The selected responses illustrate the themes and most common sentiments. The two open-ended questions we provided data for are the two most related and pertinent to face-to-face requirements and rulemaking:

- Q17. What can you share with us about the impact of in-person supports for students in your program?
- Q22. When it comes to the overall program of Open Doors 1418 Youth Reengagement, is there anything else that you'd like to share with us?

Q17: What can you share with us about the impact of in-person supports for students in your program?

"For some students, in person supports are necessary to get the structure and routine needed to complete coursework. Onsite, we are able to offer food service, weekend food, mental health supports and community opportunities. The length of time that a student needs onsite varies. Some need in person classes for graduation pathways or to break up the online learning. Others prefer to have a quiet space to work."

"Structured contact with peers and supportive adult advocates supports social-emotional growth and increased resilience. In person hands-on learning and career-connected learning through partnerships builds confidence. Youth who work with us consistently report that this learning increases communication skills, sense of community, and ability to get a job, among other markers of growth. The more services a youth can access in person and under the same roof when seemingly just dropping in to study is also valuable."

"For many, though not all, students, in-person learning and services act as a key avenue for (re)engagement. Students who come into the building not only make more academic progress and receive more and higher quality instructional support, but they also take advantage of the opportunity to discuss their personal challenges with staff."

"In person support is essential for some students. They need the guidance, interaction and the accountability that comes with those interactions. For students who need that, it has been a powerful and positive experience building those relationships in that way. However, for many of our students reminders, text messages, and emails are also useful tools. For many of our students getting to campus to engage in-person is its own barrier. For many of our students the in-person interactions are so anxiety inducing that they are not effective ways to communicate at all. Having access to support and resources virtually or via text messages, at times that work for their schedules is also very important. Having the option to work with and communicate with students in a way that is most effective for them is what is most beneficial."

"As a true youth re-engagement center, there are many services that students access at our center that they may not have access to otherwise. We have showers, food, laundry, mental health support, legal support, insurance support, employment support and more. Students who are able to receive these additional supports are more likely to succeed in our program. With the addition of more caring adults in their lives, they are more likely to be successfully in all areas of their lives."

Q22: When it comes to the overall program of Open Doors 1418 Youth Reengagement, is there anything else that you'd like to share with us?

*"Some students do not like the computer and we can make study packets for them. They still have to take quizzes and tests online. Differentiation elements can and are done to help all students succeed. Real world experiences. Face-to-face helps to keep students focused on their goals. * We have found that isolation is not good for our students. Coming in every day as part of their daily routine is good."*

- From a teacher

"Removing barriers for getting an education can too easily become removing the opportunity to get an education by allowing students to go through the motions without gaining any real skills or knowledge. Compliance does not equal engagement or reengagement....Having some digital face to face allowance for extreme circumstances has been vital to keeping a few students engaged, more often it has been a crutch used to keep students on the books without any benefit to the students themselves."

- From a teacher

"I think the WACs about program accountability to support the student (2 hrs, weekly contact, etc) should only be required if a student is not making IAPS. Perhaps, there could be an either/or situation. Student makes IAPs monthly OR weekly contact, 2 hrs face to face, etc. Because... it can be really awkward checking in with a student who is on top of everything and often they resent needing to be tended to in a way they feel is patronizing. And truly, if a student is successful while asynchronous- making them check in with us becomes about funding for the program and that feels gross making students jump through that hoop for us."

- From an Administrator