REENGAGING OPPORTUNITY YOUTH: LOOKING BACK AND FORGING AHEAD

OPPORTUNITY YOUTH ACTION PLAN 3.0

Road Map Project
Collective Action for Student Success

FEBRUARY 2020

ACKNOWLEDGEMENTS

The Community Center for Education Results would like to recognize and thank the following organizations for their work to support opportunity youth in our region; their commitment to pursuing a collective, regional vision; and their contributions to this action plan.

Road Map Project Opportunity Youth Advisory Group member organizations:

Aerospace Joint Apprenticeship Committee • ANEW • Center for Child and Youth Justice • City of Kent • City of Seattle • Community Center for Education Results • Highline Public Schools • King County Department of Community and Human Services • Multi-Service Center • Northwest Center • OSPI • Pioneer Human Services • Port Jobs • Puget Sound Educational Services District • Raikes Foundation • Renton Technical College • Schultz Family Foundation • Seattle Colleges • Seattle Education Access • Skill Up Washington • SOAR • Southwest Youth and Family Services • State Board for Community and Technical Colleges • Treehouse • Tukwila School District • United Way of King County • White Center Community Development Association • Workforce Development Council of Seattle-King County • Year Up • YouthCare • Youth Development Executives of King County

King County Reengagement Provider Network member organizations:

Accelerator YMCA • Aerospace Joint Apprenticeship Committee • Airport Jobs • All Home King County • ANEW • Bellevue College • Bellevue School District • Boys & Girls Club of King County • Building Changes • Center of Excellence for Aerospace & Advanced Manufacturing • Centro Rendu • City of Seattle • Coalition for Refugees from Burma • Community Center for Education Results • Computing for All • Edmonds Community College • El Centro de la Raza • FareStart • Federal Way Public Schools • Financial Beginnings • Friends of Youth • Good Shepherd Youth Outreach • Graduation Alliance • Green River College • Highline College • Highline Public Schools • Juma Ventures • Kent School District • King County Department of Community and Human Services • King County Superior Court • Lake Washington Institute of Technology • Learning Center North • Learning Center Seattle • Life Enrichment Group • Multi-Service Center • NAVOS • Neighborhood House • North Seattle College • Northwest Center • OSPI • Open Doors for Multicultural Families • Pacific Associates • Peace on the Streets by Kids on the Streets • Puget Sound Educational Service District • Renton Technical College • ROOTS Young Adult Shelter • Ryther • Safe Futures Youth Center • Sanctuary Art Center • Seattle Central College • Seattle Education Access • Seattle Goodwill • Seattle Housing Authority • Seattle Indian Center • Seattle Public Schools • Shoreline Community College • SOAR • Sound Mental Health • South Seattle College • Southwest Youth and Family Services • Street Youth Ministries • Team Child • Teen Feed • Therapeutic Health Services • TreeHouse • Tukwila School District • United Indians of All Tribes • United Way of King County • Urban Hands • Urban League of Metropolitan Seattle • WAPI Community Services • White Center Community Development Association • Workforce Development Council of Seattle-King County • Year Up Puget Sound • YouthCare • YouthSource • YWCA

INTRODUCTION

Few argue with the fact that young people are our region's most valuable assets. And yet every year in the Road Map Project region, nearly 2,000 youth leave high school without a diploma. A disproportionate number are low-income students of color. Leaving high school early is not the only route to disconnection. Every year roughly 4,000 seniors earn diplomas but do not enroll directly into postsecondary. For those who do enroll, completion can be an uphill battle. Only 30 percent of ninth graders in our region earn a two or four-year postsecondary credential by their mid-twenties.

Our youth are ambitious about their futures, and good jobs increasingly require postsecondary training. We must prevent young people from falling through the very real gaps in our secondary and postsecondary systems, and at the same time work hard to reconnect those who have been failed. And we must be honest about who our systems are failing. Our students of color face greater barriers in the education system, and therefore, experience higher rates of disengagement and lower rates of completion. This means we must center racial equity and youth voice in naming the problem and developing solutions.

Our region is one of many around the country that has worked to reframe conversations about disconnection with the more strengths-based term "opportunity youth," putting the onus on the systems needing to change, not the young people. Working across sectors and partners to shift the narrative around disconnection and build a coordinated response, CCER launched the Road Map Project Opportunity Youth Advisory Group in 2014. The group released its first action plan late that year.

Since early 2015 and through the hard work of many partners, the service landscape for opportunity youth has shifted from a limited, fragmented assortment of programs to a more coordinated and articulated system of education and employment pathways. While progress is promising, and the number of opportunity youth in our region is decreasing, much work remains to ensure programs are high quality, designed to meet current needs, well-coordinated from high school completion through college and career, and have the resources necessary to achieve maximum impact.
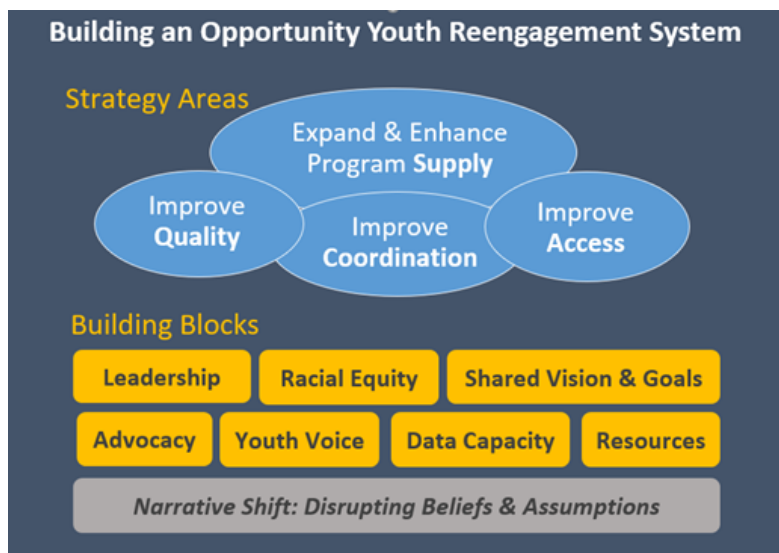
We have a unique opportunity in our region to do this critical work at scale. Partners are doing strong work together; young people are helping to drive the work forward with their own voices, experiences and expertise; significant public and private resources are available, and we are well positioned to build on current momentum to make significant progress in the coming years.

The hope is that this report can inform ongoing and future work at the program and system levels. Chapter one describes the state of the opportunity youth "system" and its evolution over the past five years. Chapter two describes what we know about opportunity youth in our region, drawing on data and research from a range of sources. Chapter three identifies opportunities that are ripe for coordinated regional work over the next several years. The priorities identified build on the lessons in chapters one and two and were developed with input from a wide range of projects, partners, providers and youth.

I. THE STATE OF THE OPPORTUNITY YOUTH SYSTEM AND ITS EVOLUTION

In late 2014, the Road Map Project Opportunity Youth Work Group developed its first action plan to build a regional opportunity youth system. The vision and strategies in the original plan were organized into several building blocks and four areas of system-building: Improving supply, coordination, quality and access (Figure 1). The creation of a shared vision and plan was timely, given the state's new Open Doors[i] program was encouraging districts to build reengagement partnerships and United Way of King County had just launched their [Reconnecting Youth](#) campaign.

After five years of significant work by many partners using a systemic approach, the building blocks of a strong system are in place and significant progress has been made on many of the strategies in the original plan (Figure 2). This chapter describes progress against the original action plan and how the landscape has evolved over the last five years.

Improving Supply, Coordination, Quality and Access

The *supply* of reengagement programs has grown significantly since the analysis that informed the 2014 action plan. In our region there are now roughly 2,500 youth enrolled in Open Doors programs. Geographic accessibility has improved, and nearly all local districts and colleges offer Open Doors partnerships. New competency-based diploma programs known as High School+ have also begun at every community college in the region.

Though gaps remain, service offerings and levels within Open Doors programs have improved, with college and career navigators, behavioral health specialists and culturally specific case management now embedded at many sites. Investments from the United Way of King County, King County, the federal Social Innovation Fund, Raikes Foundation, Ballmer Group and others have made this service enhancement possible.

Access to programs has also improved. A program-neutral outreach team led by young adult Peer Connectors—Reconnect to Opportunity—was piloted in 2016-17 with support from United Way of King County and the Workforce Development Council. Now funded through Best Starts for Kids, this team's focus is to find opportunity youth and help them connect to whatever program best fits their needs and interests. Developed in direct response to youth feedback and in partnership with the King County Youth Advisory Council, "ReOpp" utilizes social media and partners with schools, libraries, community centers, Public Health, the juvenile court and others. ReOpp has worked with over 2,400 youth since we began collecting data in January 2016, and successfully reconnected 1,229 or 50 percent of them[ii].

Program **coordination** has improved significantly over the past several years, through the creation of the King County Reengagement Provider Network. CCER began convening Open Doors providers in 2014. Over time these meetings evolved into a robust and diverse community of practice now facilitated by King County. Monthly meetings attract 50-60 practitioners and involve sharing of promising practices and skill development. The Provider Network has fostered the development of new partnerships between high school completion programs and next-step pathways including college, apprenticeship, and career pathways in high-demand sectors. Members sign "system commitments" that include sharing data to track progress and inform improvement and endorsing a shared vision in which the diploma or GED is the launch, not the destination.

According to one program director, "A few years ago it felt like we were on an island. Very little idea sharing with similar programs. Almost no local collaboration around professional development or regional challenges we were all experiencing. Now we have a monthly gathering to learn about what other programs are doing. We share ideas, learn about new opportunities for our staff and students, and it has led to incredible support for our students. The relationships and idea sharing made possible through the network have made a direct impact on our students."

Improving the *quality* of programs was our fourth system-building goal and is an increasingly important focus now that the supply of programs is robust. In addition to the professional learning that happens through the Provider Network, CCER, King County and United Way have worked together to help programs strengthen specific aspects of their design or improve outcomes for specific groups of young people. For example, the Open Doors Improvement Network trained school teams, including students, to use data to understand program performance, root causes, and student aspirations and to test improvement ideas. The Latinx Student Engagement Project focuses on improving outcomes for their Latinx students, who have been underrepresented among credential earners in Open Doors. Four programs recently received small grants from King County to implement specific improvements in response to student recommendations.

Figure 2

	2015	2019
Expand & Enhance Supply	• 3 Open Doors programs • Instruction and case management offered	• 14 Open Doors programs in King County • 29 programs in KC Reengagement Network • Enhanced staffing/partnerships: College & career navigators, behavioral health, case management, culturally-relevant services
Improve Coordination	• Stand-alone programs	• Documented supply • Data on who is served, offerings, outcomes • Regular meetings, shared goals, intentional partnerships • Member commitments, data sharing
Increase Access	• Each program recruits • No centralized directory	• Program neutral peer outreach team partnering with districts, community organizations, prosecutor, libraries, public health • Social media presence and web site featuring program options
Improve Quality	• Focus on compliance	• Ongoing community of practice • Deeper professional development institutes • Improvement "cohorts" with coaching and TA

Building Blocks of a Strong System

A strong system requires a strong foundation in order to be successful. Progress has been made on several building blocks over the past five years:

Leadership. A significant development since this work got underway is increasing leadership from King County's Department of Community and Human Services (DCHS). DCHS has provided education and employment services to opportunity youth for over 30 years and has a track record of accessing federal, state, private and local dollars to serve opportunity youth. During 2016 two new positions were created (reengagement system manager and outreach manager), marking a key transition for King County from service provider to system leader. Dedicated staffing to support the system as a whole was an important milestone, especially given opportunity youth is a population for which no one public system or organization has historically taken responsibility.

Racial Equity. Discussions about how to "fix" education often focus on what students and parents should do, when what needs fixing are systems that perpetuate the status quo and fail to address institutional racism. Opportunity youth in our region are disproportionately youth of color. Professional development for the Provider Network has addressed institutional racism in education, adult mindsets, interrupting microaggressions and supporting cultural identity development – and trainings have supported young people of color sharing their experiences of racism directly with adults. The United Way has invested in linking culturally competent, community-based partner organizations with Open Doors providers to ensure young people feel represented and find supportive adults they can relate to. The Latinx Student Engagement Project brought targeted universalism and youth leadership together to intentionally center and improve the program experience for a specific group of youth. Data suggests this intentional focus has

made a difference across the network, with disproportionality in credential earning for Latinx students decreasing in 2017 and again in 2018.

Resources. System-building efforts have leveraged significant new public funding for our region. An estimated $17 million in state K-12 Basic Education Funding (Open Doors)[iii] now supports reengagement programming annually in our region and approximately $2.4 million in King County funding supports outreach, behavioral health and college and career navigation within the reengagement system. In addition to significant new public funds, interest among private funders in our community remains high. The Aspen Forum on Community Solutions, United Way of King County, Raikes Foundation, Ballmer Group, Annie E. Casey, Boeing, Kaiser, Schultz Family Foundation and others have made significant commitments to reengagement in our region over the past five years. Several new national initiatives have touched down locally in close alignment with this work since the action plan was developed in 2014 (see Appendix 1).

Youth Voice. The participation of young people in this work has evolved over time from more symbolic roles in the early days such as participation in work groups and speaking on panels, to more substantive leadership roles such as working as paid Peer Connectors, participating on school improvement teams in the Open Doors Improvement Network, and co-designing and leading the Latinx Student Engagement Project. And yet there is much more that we can and must do to center young people's experiences and build their leadership in this work.

Data Capacity. Much work remains to build data collection and use capacity at the program, system and state levels. That said, we are piecing together, from aggregate annual data provided to the state and quarterly reporting underway at the regional level, an understanding of student enrollment, demographics, progress and outcomes in Open Doors. Given the lack of industry benchmarks for reengagement programming, a stronger understanding of system performance will help us refine the regional targets laid out in 2017 and can guide improvement efforts at both the local and state levels. Working with state and local partners to identify new ways to measure progress is also important going forward, as traditional K12 metrics do not effectively capture the breadth and nature of reengagement efforts.

After five years of significant work by many partners and a commitment to a systems-building approach, the landscape of programs and services for opportunity youth has evolved in important ways and the building blocks of a strong system are in place. The next chapter turns the lens away from the programs and systems and back to our young people: What do we know about our local opportunity youth population and any changes over the last several years? What are we learning about disengagement from school and about reengagement? And what does this information point to in terms of future opportunities and priorities?

7

II. THE STATE OF OPPORTUNITY YOUTH IN OUR REGION

Looking closely at different kinds of data can help guide collective action. So what do we know about our local opportunity youth population? According to the American Community Survey, in 2017 the Road Map Project region was home to just over 9,000 opportunity youth (16-24 year-olds who are disconnected from school and work. This represents around 9 percent of all young adults in our region. More have finished high school (5,733) than have not (3,286). Opportunity youth are disproportionately young people of color (63 percent), and young men are just slightly more likely than young women to be disconnected. More than two-thirds of opportunity youth in our region are 20-24 years old[iv].

These 2017 estimates represent an overall decline from 2013 (see Appendix 2). These data do not explain why this change occurred, but it is likely that several factors have played a role including displacement due to the increasing cost of living, and our region's very low unemployment rates. Given the scale of programming now available in our region, we believe that the efforts described in this report have also contributed to this decline.

	2013	2017
# 16-24 year-olds	97,197	101,046
# of Opportunity Youth	14,691	9,019
Disconnection Rate	15%	9%

Source. Equal Measure, 2019

While the number of opportunity youth and the overall disconnection rate are going down, it is important to ask whether this progress is shared across different groups. The rate of disconnection has in fact dropped for all subgroups for whom there was available data except for Black or African American youth, whose disconnection rate ticked upwards since 2013, from 19 percent to 21 percent. The disconnection rate for American Indian/Alaska Native youth has also been very high historically (58 percent in 2013), however estimates for 2017 were not reliable enough to be reported.

Finally, it is important to keep in mind that the numbers discussed so far are based on a strict definition of opportunity youth. Young people who are in alternative or reengagement schools, or who are working in low-wage employment with no education credential, for example, are not included in this count. These estimates also do not include young people who are struggling in school and likely to *become* opportunity youth without effective interventions and support.
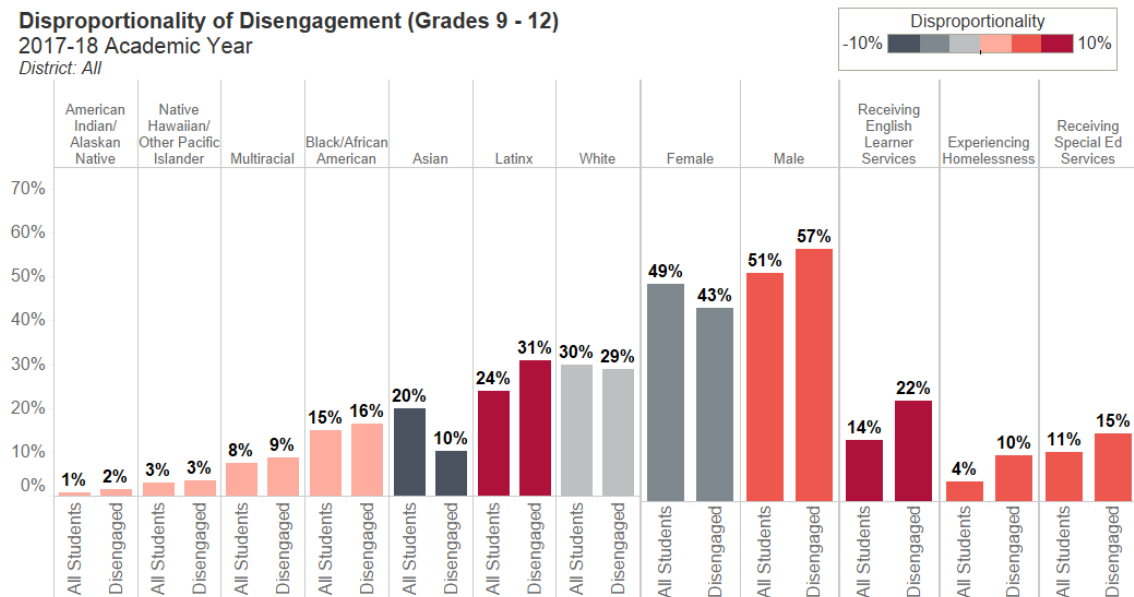
What we know about the path to disengagement

Understanding the size and make-up of the opportunity youth population helps underscore the need for a systemic, large-scale response. However, understanding the barriers young people face and the path to *becoming* disengaged is critical to developing sustainable solutions.

Nearly 2,000 students in our region left traditional high schools in 2017-18 without a diploma. Youth disengage for a variety of reasons. Multiple school moves are associated with later disengagement, and we know that one-in-five high schoolers in our region change schools one or more times in a given academic year. Other important factors that predict disengagement include exclusionary discipline, repeating a grade and enrolling in an alternative high school. Each of these factors represent specific opportunities for our system to respond differently and prevent youth from disengaging. Our analysis of these factors is explored in more detail in a recent data brief.[v]

Disproportionality of Disengagement (Grades 9 - 12)
2017-18 Academic Year
District: All

Source. OSPI CEDARS Student Level Data | Prepared by CCER Data & Research

Youth of color are over-represented among students who disengage (see Figure 3) and are also more likely to experience the factors discussed above. A racial equity approach that centers their experiences and perspectives is therefore critical to developing solutions and transforming systems. That is the goal of *Creating Paths for Change*, a qualitative research project that amplifies the experiences of high school students who were failed by the systems created to serve them.[vi] That report shares a more robust set of reasons that students themselves give for leaving high school (see box) and offers a critical feedback loop for educators.

What we know about postsecondary persistence and completion

Common Themes for Why Students Disengage

Racial Bias & Negative School Climate

- *Low adult expectations*
- *Lack of racial representation among teachers*
- *Exclusionary discipline*
- *Bullying and peer conflict*

Insufficient Academic Supports

- *Lack of transparency regarding academic standing*
- *Lack of support for students' individual learning need*
- *Lack of support when a student changes schools*

Unmet Basic Needs

- *Lack of mental health services*
- *Family instability and trauma*
- *Navigating parenthood*
- *Lack of support for medical issues*

Source. Crumé, et al., 2020

Creating Paths for Change
rdmap.org/creating-paths-for-change

Though many immediately think about the high school "dropout" or pushout phenomenon when considering opportunity youth, it is important to remember that many young adults become disconnected *after* successfully completing high school. Some have not pursued any postsecondary education and remain disconnected from the labor market. Others are working in low-wage, entry-level employment. Many start college but leave or "stop out" prior to completing.

Among Road Map Project high school graduates who enroll in local community and technical colleges, 69 percent persist to a second year of college. After three years, 43 percent have completed a credential and/or transferred. It is important to note that these rates vary significantly, with major opportunity gaps by race and ethnicity.[vii] We know, however, that with more intentional transition and advising support, high school graduates and opportunity youth can succeed in college.

A quasi-experimental evaluation conducted by the Urban Institute compared college enrollment rates of South King County opportunity youth receiving navigation support with the enrollment rates of a matched comparison group that did not have navigators. Participants who had support from Seattle Education Access were three times as likely to enroll in postsecondary education. Young men of color were seven times as likely to enroll (see box).[viii]

The Urban Institute's quasi-experimental evaluation compared college enrollment rates of South King County opportunity youth receiving navigation support with college enrollment rates of a comparison group that did not receive navigation support.

*Participants were **three times as likely** to enroll in postsecondary education:*

67%
of young people who worked with Seattle Education Access

23%
of young people without a navigator

*Participants who were young men of color were **seven times as likely** to enroll in postsecondary education:*

66%
of young men of color who worked with Seattle Education Access

9%
of young men of color without a navigator

*Additionally, Seattle Education Access data show a **71% persistence rate** for students with a navigator one year after enrollment.*

What we know about reengagement

The reengagement system described in chapter one is still developing, and much work remains to build data capacity at the program, system and state levels such that we have a clearer understanding of how Open Doors is working and for whom. That said, quarterly snapshots allow us to track the overall performance of the reengagement system and comparing quarterly data over time, we see small but steady improvements in important measures such as quarterly retention, credential earning rates and disproportionality in credential earning.

Since 2016, when voluntary quarterly reporting began within the King County Reengagement Provider Network, a total of 2,733 students have earned credentials in participating reengagement programs. The breakdown of credential type was 40 percent diplomas, 47 percent GEDs, 4 percent associate's degrees, and 9 percent industry-recognized credentials and other.

The average credential earning rate has only increased slightly over that time, from 9% of students earning a credential during an average quarter in 2016, to 10 percent in 2019. Credential earning rates are highest during the spring quarter, and the network reached a high of 17 percent of students earning a credential in the spring of 2019. Because this data is limited to quarterly snapshots, it does not allow for a longitudinal look at student progress over time.

Few useful interim progress measures exist. However quarterly stick rate, or how many students enrolled in a given quarter either graduate or persist into the following quarter, has risen steadily from a low of 78 percent in the spring of 2016 to 88 percent in the fall of 2019.

Student stories can provide valuable insights into the why and the how of reengagement, and the important role that adult attitudes and school structures can play. When students describe positive reengagement experiences, they tend to focus on the critical role that positive relationships, high expectations and flexibility play. According to one student interviewed for *Creating Paths to Change*, "Seeing that there were people who genuinely want to see you succeed pushed me and motivated me, and I said 'Ok. I do have people who care, who do want to see me succeed and want to see me get this diploma.' That kind of drove me."

> *"Seeing that there were people who genuinely want to see you succeed pushed me and motivated me, and I said 'Ok. I do have people who care, who do want to see me succeed and want to see me get this diploma.' That kind of drove me."*

III. PRIORITIES FOR 2020 AND BEYOND

In order to build upon the progress described in this report and reduce the number of opportunity youth in our region, collective action must continue. The priorities discussed in this chapter aim to address the following goals (specific targets are being developed):

- Reduce the opportunity youth population in the Road Map Region

- Increase the rate at which opportunity youth reengage

- Improve the performance of the reengagement system

The priorities come from a variety of sources and perspectives and reflect a commitment to both prevention and reengagement. As a result, they are wide-ranging and require collective action to address. We present them here not as the work plan of any single organization or group, but as a shared vision around which we hope to generate regional momentum, collaboration and investment over the next several years.

These levers of change were identified over the course of 2019, through reflection on collaborative work and with input from many stakeholders. They build intentionally on the lessons and data shared in chapters one and two, and reflect input from the following:

Partner perspective:

- King County Reengagement Provider Network (interviews, summer 2019)

- Opportunity Youth Advisory Group (December 2019 meeting and January 2020 survey)

- Open Doors Improvement Network evaluation (2019)

- Road Map Project Community Leadership Team strategy review (2019)

Youth perspective:

- Youth interviews for *We Need to Change the Conversation* (December 2018)

- Youth interviews for *Creating Paths to Change* (February 2020)

- Youth recommendations from the Latinx Student Engagement Project (2019)

- King County Youth Advisory Council & Opportunity Youth United priority topics (2019)

After ideas were sourced from these different groups and projects, CCER worked with members of the Opportunity Youth Advisory Group to fine-tune and prioritize. The criteria used to develop and prioritize among the many ideas were:

1. **Strategic alignment.** Is there momentum around this issue in the region? Will making progress contribute to the Road Map Project goal (70 percent postsecondary attainment by 2030 and closed opportunity gaps)?

2. **Racial equity impact.** Will this strategy increase opportunity for youth of color and other youth who have been historically excluded from opportunity?

3. **Readiness.** Are there entities with the skills to work on this issue? Is there funding or the potential for support?

Though the priorities featured here held up strongly against these three criteria, this list is by no means exhaustive and we encourage readers to use these recommendations as a jumping off point for deeper conversations, strategic work, and project and partnership development.

REGIONAL OPPORTUNITY YOUTH PRIORITIES FOR 2020-2021

Focus Area 1: Prevent young people from becoming disconnected

Priority 1: Improve **college and career transition support** in all high schools–comprehensive, alternative, and reengagement.

Possible strategies:
- Increase staffing for college and career planning
- Build college and career planning into the school day
- Scale postsecondary navigation support across reengagement programs

Priority 2: Make schools more **welcoming and supportive,** especially for students of color.

Possible strategies:
- Reduce exclusionary discipline and expand restorative approaches
- Increase access to behavioral health services and social-emotional learning
- Diversify the school workforce to better reflect the student body

Priority 3: Expand efforts to **identify struggling students early** and provide culturally competent supports in response.

Possible strategies:

- Establish real-time early warning data systems and teams to review data regularly
- Implement and test supports for off-track students and their families
- Double down on eliminating course failure in 9th grade

Focus Area 2: Improve the supply and coordination of reengagement pathways

Priority 1: Find and reconnect opportunity youth with high rates of disconnection using **targeted, equity-focused outreach.**

Possible strategies:

- Prioritize outreach to Black/African-American and American Indian/Alaska Native opportunity youth
- Prioritize outreach to opportunity youth *with* a high school diploma or GED
- Focus on neighborhoods with high concentrations of opportunity youth

Priority 2: Expand **college and career support for opportunity youth *with* a diploma or GED**, including those in low-wage work.

Possible strategies:

- Map the post-diploma/GED landscape, including apprenticeship, to identify current pathways and gaps
- Ensure "earn and learn" options are available for both high school completion and postsecondary
- Strengthen referral and transition practices between high school completion programs and next step pathways

Priority 3: Coordinate investments and **improve alignment between reengagement and parallel sectors** opportunity youth are involved in (e.g., workforce, juvenile justice, behavioral health, homelessness).

Possible strategies:

- Expand behavioral health supports within the reengagement system
- Ensure Open Doors programs have full access to K12 McKinney Vento services
- Strengthen reentry supports for justice-involved young adults transitioning into both K12 and postsecondary

15

Focus Area 3: Support quality and innovation within the reengagement system

Priority 1: **Build provider capacity** to use data, center youth voice, and practice targeted universalism in order to continuously improve.

Possible strategies:

- Provide training and support to improvement teams at reengagement and alternative high schools
- Build student voice and leadership within the reengagement system
- Prioritize improvements in college and career transition support, instructional practices, staff cultural competence and family engagement

Priority 2: **Improve data collection** (qualitative & quantitative), reporting and use at program and systems levels – for improvement, accountability and to **shift the narrative.**

Possible strategies:

- Use student surveys, empathy interviews and other methods to elevate equity, evaluate programs and ensure student voice informs program development
- Review district, regional and state Open Doors data to understand impact and identify promising practices or models to scale
- Support state efforts to develop alternative accountability measures

Priority 3: Address **systemic, institutional and policy challenges** to effectively serving opportunity youth through district and state advocacy.

Possible strategies:

- Encourage districts to provide Open Doors students with all of the funding and services they are eligible for
- Intentionally utilize public funds such as WIOA and BFET to complement Open Doors and fill gaps
- Identify specific barriers to serving opportunity youth effectively within public programs and advocate for rule changes or waivers

Appendix 1: Opportunity Youth Funding Initiatives

Initiative	Lead Agency	Primary Goals or Strategies	Target Population	Funding Level	Timeline
Reconnecting Youth	United Way of King County	Reengage 9,590 opportunity youth Ensure 4,795 opportunity youth complete secondary	16-24 OY with no HS diploma	$20M	2015 – 2021
Generation Work	Port Jobs/Annie E. Casey	Increase access for young adults to good jobs & careers Embed employer & young adult feedback loops	Low-income, low skilled OY 18-29	$600K 2018-19; TBD	2017 - ?
Pathways to Careers Fund	Aspen Institute	Create, accelerate, expand career pathways (current grantees: YouthCare, Sawhorse Revolution, AJAC	OY 16-24	2-4 grants of up to $100K	July 2017 – June 2019
Career Connected Learning	City of Seattle OED	Computing for All, Goodwill, AJAC, Juma, ReWA, SPS Skills Centers, Vietnamese Friendship Association	In & out-of-school youth	$219,921 total across	2019
Best Starts for Kids	King County DCHS	Help young adults with challenges transition to adulthood (PS navigation, work training, behavioral health)	OY 16-24	$1.4 M annually	2017-2021 (then back to voters)
King County Promise/PST AA	King County DCHS	Increase OY postsecondary enrollment and success by transforming systems and increasing support	Youth up to age 26, including OY	$112M ($23M for OY)	2020-2035
Bridge to Finish	United Way of King County	Increase postsecondary persistence and completion through resource hubs on CTC campuses	CTC students	$15M total goal	2019 - ?
Apprenticeship Pathways for OY	WDC/PSESD/Kaiser	Expand manufacturing and healthcare pre-apprenticeships and apprenticeships	OY 16-24 in South King	$350K	2019-2020
JFF Apprenticeship Pathways for OY	WDC	Expand registered apprenticeship for OY and other youth	OY 16-24	TA plus funding opps	Jan 2020 – June 2022
Career Connect Washington	WABS is regional hub	Regional intermediaries: Computing for All, RPAC & ANEW, WABS, IT Automotive Committee, SEIU	In & out-of-school youth	Grants vary	2019 - ?

Note: This list is not comprehensive. It is meant to capture new and unique OY-specific investments that relate to education and employment. There are several public fund streams not called out here (Open Doors, BFET, WIOA) and many important related initiatives e.g., Zero Youth Detention, End Youth Homelessness Now.

🌐 roadmapproject.org   🐦 f @RoadMapProject

Appendix 2: 2017 Aspen OYF Common Measures and Equity Outcomes Data

Prepared by Equal Measure, 2019

	Seattle/South King County 2013	Seattle/South King County 2017
OYF Common Measures		
Community Disconnection Rate (The rate of young people disconnected from work and school (i.e., opportunity youth))	15.1	8.9
Total # of 16-24 year olds in the community		
	97,197	*101,046*
Total number of youth disconnected		
	14,691	9,019
Community Disconnection Rate	**15.1**	**8.9**
HS Disconnection Rate	15.9	13.4
Postsecondary Disconnection Rate	34.6	20.8
Workforce Disconnection Rate	9.8	5.3
Equity Outcomes: Percentage of various groups that are disconnected, compare to understand disparities		
Percent of males and females that are disconnected		
Male	14.4	9.7
Female	15.8	8.0
Percent of Racial/Ethnic groups that are disconnected		
Latinx	14.7	10.0
White	14.0	8.2
Black/African American	18.9	20.7
American Indian or Alaskan Native	57.8	***
Asian or Pacific Islander	17.1	2.3
Other race	***	***
Two or more race	10.0	***
Age		
16-19 years old	10.9	6.7
20-24 years old	18.2	10.6
Nativity		
Native-born	12.3	7.8
Foreign-born	24.7	12.8
Having children		
No children	17.9	10.5
With children	4.8	2.5
Income		
200% or less of poverty line	***	12.7
More than 200% of poverty line	***	7.0

Opportunity Youth Demographics (Differences in Characteristics within the OY Population)		
Total # of 16-24 year olds in the community	*97,197*	*101,046*
Number of Opportunity Youth in the community	**14,691**	**9,019**
Breakdown of OY by type of disconnection		
Disconnected from High School	28.3	36.4
Disconnected from Postsecondary	66.1	56.2
Disconnected from the Workforce	5.7	7.4
Gender breakdown of OY		
Male	46.7	58.7
Female	53.3	41.3
Race/Ethnicity breakdown of OY		
Latinx	13.6	***
White	41.8	36.9
Black or African American	15.6	24.7
American Indian or Alaskan Native	2.7	5.1
Asian or Pacific Islander	20.1	5.5
Other race	***	***
Two or more race	6.2	7.2
Age breakdown of OY		
16-19 years old	30.2	31.5
20-24 years old	69.8	68.5
Educational Attainment of OY		
Less than high school	28.3	36.4
High school diploma or GED	38.3	44.4
Some college	27.7	11.8
College degree	5.7	7.4
Nativity of OY		
Native-born	63.1	66.8
Foreign-born	36.9	33.2
OY with children		
No children	93.4	94.0
With children	6.6	6.0
Income of OY		
200% or less of poverty line	70.0	47.6
More than 200% of poverty line	30.0	52.4

Source: ACS 2013, 2017 1Y PUMS
*** denotes that the estimate is not reliable enough to report this data.

roadmapproject.org   @RoadMapProject

END NOTES

[i] Open Doors programs are K-12 funded "dropout recovery" schools operated by districts, community colleges, or community partners.

[ii] King County Reengagement Network Quarterly Report, February 2020.

[iii] This estimate assumes 2,500 enrollments, 80 percent of students billable each month.

[iv] 2017 Aspen OYF Common Measures and Equity Outcomes Data. Prepared September 2019 by Equal Measure.

[v] Yoshizumi, A., Yohalem, N. (2020). Understanding Factors Related to Student Disengagement in South Seattle and South King County. Seattle, WA: Community Center for Education Results.

[vi] Crumé, H.J., Martinez, D., Yohalem, N., Yoshizumi, A., (2020). Creating Paths for Change: Understanding Student Disengagement and Reengagement. Seattle, WA: Community Center for Education Results.

[vii] To and Through: Community and Technical Colleges in South Seattle and South King County, October 2018

[viii] New Insights into the Back on Track Model's Effects on Opportunity Youth Outcomes. https://roadmapproject.org/resources/opportunity-works-back-on-track/