Innovative Learning Pilot

Statutory and/or Budget Language

$269,000 of the general fund—state appropriation for fiscal year 2024 and $142,000 of the general fund—state appropriation for fiscal year 2025 are provided solely for implementation of chapter 353, Laws of 2020 (innovative learning pilot).

Purpose

This funding is intended to support the implementation of Innovative Learning Pilot described in Substitute Senate Bill 6521 (2020).

Description of Services Provided

The services provided include:

- Full-time apportionment associated with the in-person seat-time funding model.
- Listening sessions and focus group discussions.
- Site visits to learn more about individual implementations.
- Policy analysis clarifying existing funding models and identifying gaps or unintended barriers to supporting models like the pilot schools.
- Development of OSPI guidance to reflect the instructional models of these schools and inform local decision making.

Criteria for Receiving Services and/or Grants

Schools were eligible for participating in the pilot per criteria Substitute Senate Bill 6521 (2020), which includes schools that had the graduation credit waiver from the State Board of Education by the close of the 2019–20 school year; and affirmed their participation in the pilot to the Office of Superintendent of Public Instruction (OSPI).

Beneficiaries in the 2023-24 School Year

Number of School Districts	6
Number of Schools	6
Number of Students	626
Number of Educators	N/A
Other: ESDs & Colleges	N/A

Are Federal or Other Funds Contingent on State Funding?

No

Washington Office of Superintendent of
PUBLIC INSTRUCTION

State Funding History

Fiscal Year	Amount Funded	Actual Expenditures
2024	$269,000	$249,404
2023	$142,000	$34,316
2022	$269,000	$12,394
2021	$349,000	$0
2020	$385,000	$0

Number of Beneficiaries Per Fiscal Year (e.g. School Districts, Schools, Students, Educators, Other)

Fiscal Year	Number of Beneficiaries
2024	6 schools
2023	7 schools
2022	7 schools
2021	7 schools
2020	7 schools

Programmatic Changes Since Inception (If Any)

OSPI utilized more funding this year to support this project to accelerate the drafting guidance, and policy analysis working toward recommendations. Previous years OSPI interpreted the funding to be targeted toward filling the funding gap participating schools would experience if they were not able to claim in-person funding for their off-site activities. The apportionment strategy adopted by the agency did not require the proviso funds to achieve this goal.

Additional changes this year include the closure of the Selah Academy, reducing the number of the pilot schools to six.

A number of other programmatic changes have happened as inception began with the onset of the COVID pandemic. Agency staffing needs and the interruption of in-person school created some initial challenges to collaboration and program analysis.

Program Evaluation or Evaluation of Major Findings

OSPI has identified a few areas where guidance and policy would benefit from updates to reflect these models that don't align to the assumed schedule structures. OSPI continues to work with the participating schools and other schools to develop formal recommendations for modifications to existing regulations and guidance. OSPI also continues to support these schools implement the systems needed to claim student apportionment at the end of this proviso.

Major Challenges Faced by the Program

The pilot began at the onset of the COVID pandemic. This created significant barriers to learning about these schools while they could not demonstrate their mode due to the pandemic. Agency capacity was also limited while the agency grappled with the primary need to support schools during the pandemic. The results of this can be seen in the ongoing work to collaborate and modify recommendations from the initial report.

There are future staffing needs as OSPI works to continue to develop and support agency guidance in the context of mastery-based learning definitions and delivery models.

Future Opportunities

This year the agency hopes to begin a rule revision process that will remove barriers to utilizing Alternative Learning Experiences (ALE) to fund these off-site activities. OSPI is updating guidance for Comprehensive Education Data and Research System (CEDARS) reporting. There is an opportunity to clarify when Worksite Learning regulations may better address the risks and support some off-site activities that take place at worksites.

Additionally, OSPI intends to provide more intentional and targeted training to the participating schools in how to implement the associated requirements for these off-site activities.

Other Relevant Information

This work is closely related to the Mastery-based Learning Collaborative (MBLC) grants administered by the State Board of Education, as several pilot schools are also participating in these.

The pilot also connects with agency efforts to improve supports for mastery-based learning. This includes the development of tools and guidance that will assist districts in developing innovative programs within the context of the existing systems and the flexibility they provide.

Schools/Districts Receiving Assistance

Click here to see a list of all OSPI grant recipients in the 2024 Fiscal Year.

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