



23–25 BIENNIAL BUDGET DECISION PACKAGE

ADVANCING MASTERY-BASED LEARNING

Submitted for the September 2022 Board meeting by J. Lee Schultz, Director of Advocacy and Engagement

Recommendation Summary

Mastery-based learning (MBL) is a key strategy to address persistent gaps and support learning recovery in Washington. The state launched a demonstration project in 2021 to support schools transitioning to MBL with grant funding and professional learning. To ensure progress on this critical work, this request extends support for the first cohort of schools and adds a second cohort. It funds a comprehensive evaluation and statewide resource suite. This investment will ensure educators have professional learning, tools, and supports necessary to implement MBL successfully. It will also identify policies, practices, and support structures necessary to successfully transition schools to MBL.

Package Description

What is the problem, opportunity, or priority you are addressing with the request?

The state has taken initial steps to transform the K-12 education system through MBL – supporting a work group, developing the state’s Profile of a Graduate, and funding a demonstration grant project. Additional investment is needed to continue building upon this momentum and to sustain resources and supports for statewide use based upon what we are learning from demonstration sites. In this section, we describe problems that MBL is designed to address, explain what MBL is, describe the state’s investment in MBL to date, and explain the need for the next phase of work.

Addressing opportunity gaps, structural racism, and disparate COVID impacts

Washington’s leadership has set [ambitious goals](#) for our education system and has established indicators of the [education system’s health](#) to monitor movement toward those goals. We have made progress on several of the indicators, but not yet enough to meet the state’s goals. For example, students and schools have narrowed equity gaps in the four-year high school graduation rate, but the 2021 rate for students from low-income households is still 16 percentage points away from our state’s 90% goal. Similarly, the graduation rate for African American students is approximately 12 percentage points away from our goal. While

the improvements over the last decade are much clearer, there remain comparable gaps in the percentage of students who can bypass pre-college level coursework when they enter postsecondary education. Together, these data suggest that too many students in Washington have become disengaged in education and either drop out or do not receive needed supports to master important academic subjects. On our present trajectory, it will take many years for Washington to eliminate opportunity gaps and ensure that all students have the knowledge and skills necessary to participate fully in our robust economy.

We also acknowledge that Washington is not immune to the structural racism that impacts so many aspects of American society. Unfortunately, that racism has long influenced how schools are structured and run. We recognize and embrace the need to make education engaging, culturally relevant, and equitable for all students.

Finally, COVID has disproportionately impacted the communities that were experiencing educational disparities prior to the pandemic. The events of the last two years have taught us that the time for small-scale change and incremental progress has passed. Remaining on our current path will leave too many of Washington's young people ill-prepared to thrive in our dynamic economy and contribute to the civic life of their communities. The COVID-19 pandemic highlighted the need for and advantages of MBL. Schools and districts across the state and the nation have been forced to rethink how education is delivered, and the need to move faster to a MBL framework is clear. Developing a clear policy framework and support structure to implement MBL is essential, and expanding the demonstration project underway is key to identifying the policy supports and strategies necessary to make this shift at scale.

Mastery-based learning and culturally-responsive sustaining education

If we are to address the above challenges and achieve our goals in education, Washington must make fundamental changes, adopting proven strategies that advance equity and make school relevant and engaging for all students. To this end, the state has invested in transitioning to MBL in conjunction with implementation of culturally responsive and sustaining practices that are essential to support student engagement and close gaps (see next section for a summary of the initial investments).

MBL is not a program or activity. It is a transformation of our education system. With this approach, teaching methods are designed to equitably engage each and every student in ways that best support the individual student's learning journey. The key to MBL is the focus on the individual student and providing them an opportunity to receive an education experience tailored to their personal interests. Because it is individualized to each student's needs, it can be adapted well to a range of learning environments and modalities. Additionally, because "students are empowered daily to make important decisions about their learning experiences, how they will create and apply knowledge, and how they will demonstrate their learning" (Levine & Patrick, 2019), MBL prepares all students for the workforce of the future by allowing them to experience ownership over their own learning

process. Particularly when implemented in conjunction with culturally responsive and sustaining practices, MBL has the potential to truly eliminate the opportunity gap. Studies have found that when learning experiences for students are structured around authentic performance-based tasks, a key attribute of a mastery-based education system, it narrows race and class gaps in both secondary and postsecondary attainment.

The MBL model of instruction, when intentionally focused on honoring students' assets and cultural backgrounds, has been shown to help close opportunity gaps in other states and localities. For example, a recent study of schools participating in the New York Performance Standards Consortium suggests that learning experiences that center performance-based assessments can help promote student advancement and narrow gaps in secondary and higher education achievement, particularly for young Black male students (Fine & Pryiomka, 2020). Another recently published, peer-reviewed, longitudinal study of 23 Big Picture Learning schools provides additional evidence that MBL can begin to close equity gaps. Big Picture students graduated high school at a higher rate than the national average, and graduated from college at a higher rate than the national average for students from similar backgrounds (Arnold & Mihut, 2020). Lindsay Unified School District in California is another example often used in the field of MBL regarding the positive impacts on school climate and on closing opportunity and achievement gaps on state exam scores, graduation rates, and higher education attainment (Levine, 2020). In Washington, MBL already has been implemented in several schools, where we are seeing early indicators of success.

The MBL Work Group, which concluded its work in 2021, recommended that Washington State intentionally implement MBL in a culturally responsive sustaining way. To this end, the demonstration project that is currently underway includes professional learning with a focus on integrating MBL and Culturally Responsive-Sustaining Education into one comprehensive instructional framework. Culturally Responsive-Sustaining Education is driven by a cultural view of learning and human development in which multiple expressions of diversity (e.g., race, social class, gender, language, sexual orientation, nationality, religion, ability) are recognized and regarded as assets for teaching and learning. Culturally Responsive-Sustaining Education explores the relationship between historical and contemporary conditions of inequality and ideas that shape access, participation, and outcomes for learners.

Sources:

- Levine, E. & Patrick, S. (2019). What is competency-based education? An updated definition. Vienna, VA: Aurora Institute.
- Fine, M., & Pryiomka, K. (2020). Assessing College Readiness Through Authentic Student Work: How the City University of New York and the New York Performance Standards Consortium Are Collaborating toward Equity. *Learning Policy Institute*. Retrieved from https://learningpolicyinstitute.org/sites/default/files/product-files/RCA_CUNY_Assessing_College_Readiness_REPORT.pdf
- Arnold, K., & Mihut, G. (2020). Postsecondary outcomes of innovative high schools: The big picture longitudinal study. *Teachers College Record*, 122(8), 1-42.
- Levine, E. (2020). Strong evidence of competency-based education's effectiveness from Lindsay Unified School District. *CompetencyWorks Blog*. https://aurora-institute.org/cw_post/strong-evidence-of-competency-based-educations-effectiveness-from-lindsay-unified-school-district/

State investment in transitioning to mastery-based learning

Washington State has invested in transitioning the K-12 education system to MBL:

- **Work Group:** In 2019, the Legislature (E2SHB 1599) established the MBL Work Group to identify barriers and opportunities for increasing student access to MBL. The work group provided recommendations to the Legislature in two reports: [2019 interim report](#) and [2020 report](#). One of the recommendations was to extend the work group to develop a state Profile of a Graduate describing the set of transferrable, multidisciplinary skills each and every student should develop during their K-12 experience.
- **Profile of a Graduate:** In 2021, the Legislature (SSB 5249) extended the MBL Work Group to develop the Profile of a Graduate. This work culminated in a [2021 report](#) to the Legislature on the Profile and other recommendations for advancing MBL.
- **Initial Launch of Demonstration Project:** The Legislature provided funding in the 2021-23 operating budget (Sec. 502 of ESSB 5092) for implementation of MBL in school district demonstration sites. The initial funding of \$5M for the biennium (\$1.5M in FY22 and \$3.5M in FY23) is for “grants to school districts, professional development of school district staff, and implementation support provided by the state board of education.” The current cohort includes 20 schools in 13 districts. Grantees are required to report on impacts and participate in a collaborative to share best practices.

Following two years of learning from other leading states, national experts, and community voices through the work of the MBL Work Group, the state funded the development and launch of the MBL Collaborative demonstration project in 2021 to move this critical work forward. The FY22 funding supported the project design, development of the grant application, selection of the grantees and contractors, and grant funding to grantee districts for FY22 (planning year). The FY23 funding includes grants to districts for their first full year of intensive professional learning. With additional federal funding (ESSER), we are able to fund a second year of professional learning for the initial cohort.

The MBL Collaborative is a statewide effort, including personnel at state agencies, community-based partners, educator preparation programs, and participating districts and schools. The goal of the grant project is to demonstrate that schools across our large and diverse state can successfully transition to MBL with the right supports and training, and that MBL will improve student outcomes, especially for students from historically marginalized groups and other students who are not well served by the current system. Because of the scale of the effort, the project will also allow Washington to document key policy supports necessary at the state and local level for schools to successfully implement MBL.

The founding cohort includes [20 schools](#) located in 13 school districts and includes elementary, middle, and high schools as well as one full district implementation. The schools serve diverse communities in terms of geography, urbanicity, size, demographics, and educational outcomes. School grant recipients participate in the MBL Collaborative to learn together and share effective practices. They receive professional learning in MBL and

culturally responsive-sustaining instruction from professional learning providers hired by the state. The professional learning providers also help schools think through the other building level changes that need to be made, such as changes to assessment and grading practices, in order to close opportunity gaps and promote “objective assessment of academic mastery, transparent expectations, growth mindsets, a focus on learning instead of points, and student agency—all key ingredients to serve diverse learners and create culturally responsive classrooms” (Feldman, 2018).

See package attachments for additional information about the demonstration project underway, including grantee characteristics, project updates, and evaluation findings from the planning year.

Source:

Feldman, J. (2018). Grading for equity: What it is, why it matters, and how it can transform schools and classrooms. Corwin Press. Page 15.

Need for additional investment to build upon early success and develop sustainable support structure

The transition to a MBL model requires a sustained effort over time to ensure state and local policies support implementation and schools and districts have access to resources to support their learning as they transform their systems. The initial funding to launch the demonstration project must be extended to support further progress on this critical work. This request provides the resources needed to continue and expand upon the initial investment. It will provide educators with professional learning opportunities, tools, and supports necessary to implement MBL successfully. In addition, expanding the demonstration project will provide a broader base of data to inform policy decisions and to develop structures for sustainability. Ultimately, this investment is needed to support schools in transitioning to MBL, to transform the education system to be more relevant and engaging for all students, and ultimately to close opportunity gaps.

What is your proposed solution?

In order to advance MBL throughout the state, this proposal builds upon the MBL Collaborative, with three parts: continuation and expansion of the demonstration project, more comprehensive evaluation of the project, and a resource suite to support school districts statewide.

This proposal is the best option for advancing MBL for several reasons. First, the proposal is efficient by building upon work that is already underway with the MBL Collaborative. Second, it aligns with recommendations from the state’s MBL Work Group. If approved, this proposal would immediately impact approximately 17,000 students in 40 schools participating in the grant project. Critically, from a policy perspective it would help us identify key policy changes

and supports needed to scale across the state in a way that would transform our education system and ultimately impact future generations of K-12 students statewide.

Continuation and expansion of the demonstration project

With state funding for the 2021-23 biennium, our first cohort of 20 demonstration schools will have completed a planning year (FY22) and one full year of intensive professional learning during the 2022-23 school year (FY23). With federal ESSER funding, the schools will receive a second year of professional learning focused on supported implementation of MBL in the 2023-24 school year (FY24).

However, successful whole school implementation of MBL will take more time and support. The demonstration schools will certainly need additional years of sustained professional learning to transition fully to an MBL instructional framework. We believe the Cohort 1 schools will benefit from extending the professional learning offerings for an additional year (FY25) with a ramp down of the grant funding as they transition to a sustained model where MBL is integrated into their ongoing professional learning strategy. This would result in an ideal model of four years of grant funding (see Table 1 below), including a planning year, followed by two years of intensive professional learning, and a ramp down year of ongoing professional learning with reduced grant funding to facilitate the shift away from grant funding towards self-sustaining status.

In addition to extending the years of grant funding for Cohort 1, we propose launching a second cohort of 20 schools under the same four-year model, beginning with a planning year (FY24) followed by intensive professional learning (FY25). The program has drawn a great deal of interest with about 1,000 interested parties following the work and participating in many of the learning opportunities. Adding a second cohort would not only support more schools with their transition to MBL, but would also provide for a richer understanding of the policy supports and barriers needed to successfully implement MBL in Washington.

Table 1

	FY22	FY23	FY24	FY25	FY26	FY27
Cohort 1 (20 schools)	Year 1: Planning year <i>(Funded in 21-23 budget)</i>	Year 2: Intensive professional learning <i>(Funded in 21-23 budget)</i>	Year 3: Intensive professional learning + school level implementation <i>(Partially funded with ESSER, Request additional funds)</i>	Year 4: Professional learning + implementation, with ramp down of funding <i>(Request)</i>		
Cohort 2 (20 schools)			Year 1: Planning year <i>(Request)</i>	Year 2: Intensive professional learning <i>(Request)</i>	Year 3: Intensive professional learning + school level implementation	Year 4: Professional learning + implementation, with ramp down of funding

Based on grant applications and plans from the first year of the demonstration project, we propose the following grant amounts as adequate for providing the financial support schools need to transition to MBL:

- Year 1: Planning year, \$40k/school
- Year 2: Intensive professional learning, \$125k/school
- Year 3: Intensive professional learning + and school level implementation, \$125k/school
- Year 4: Professional learning + implementation, \$60k/school (ramp down of grant funding to facilitate shift to self-sustaining)

Schools can use the grant funds for the following:

- Expenditures for activities or materials necessary for MBL development and implementation, such as technology solutions to track student mastery
- Expenditures for professional learning activities and materials, such as staff compensation for meetings or other work done outside of regular work hours, instructional supports related to professional learning, supplies, travel to MBLC events, and interpreter services.

- Other expenditures to be mutually agreed on in advance by the school and SBE. (e.g. a MBL staff coordinator position, if their work plan supports this need and their professional learning coach agrees/they still have enough funds to cover stipends and travel to all our events, etc.)

In addition to the grants provided to demonstration schools, the demonstration project includes several other components:

- Technical assistance and administrative support provided by SBE staff – coordinate grant application and selection process, manage contracts, assist grantee schools, facilitate meetings, provide presentations, develop resources
- Contracts with the professional learning providers – develop and provide trainings, facilitate events, conduct site visits, provide coaching to school teams, develop resources
- Contracts with higher education partners – collaborating with teacher preparation programs on how to prepare teacher candidates to teach MBL and with admissions counselors on how to evaluate mastery-based transcripts
- Contracts with community-based organizations – assisting grantee schools with their local community engagement efforts

More comprehensive evaluation

As a demonstration project, it is critical that we learn from the participating schools about what it takes to successfully transition to MBL. To this end, evaluation research was built into the project from the outset. We are currently under contract with an organization at the national forefront of MBL research to conduct the external evaluation of the demonstration project. However, due to budget and timeframe limitations, the scope of this initial evaluation is quite limited, focusing primarily on matters of implementation. Currently, the evaluation will end before early outcomes may be detectable.

We propose extending and expanding the longitudinal evaluation to allow for inclusion of early outcomes, such as changes in educator practice and student engagement. Funding would allow for us to evaluate Cohort 2 using a similar approach to the current evaluation for Cohort 1, and would also allow us to extend the evaluation of Cohort 1 to explore additional questions with enhanced qualitative data collection. Additional funding would permit a broader group of student, family, and community respondents. It may also explore questions comparing MBL implementation in different settings, including special considerations for institutional education settings. It would also support developing the design and datasets to enable potential future longitudinal study of the longer term impacts of MBL.

Specifically, the evaluation will examine the experiences of MBLC grantees to understand challenges and effective strategies and provide feedback to support the initiative in responding to implementation challenges and opportunities. The evaluation will also focus on early outcomes that set the conditions for academic achievement, such as student

engagement and school climate, culture, and cultural responsiveness. The findings will address policy implications, including needed supports and barriers that must be removed to facilitate successful implementation of mastery-based learning. The evaluation will also provide guidance about educational measures that could serve as a baseline for measuring longitudinal progress under a system of mastery-based learning.

The evaluation will address the following questions, providing essential information for developing policy recommendations to transform the K-12 education system more broadly. These questions may be refined during the evaluation planning process:

- What do evaluation participants (teachers, administrators, counselors, students, the State Board of Education, and the professional learning partners) report as the MBLC's benefits for schools?
- Was participation in the MBLC associated with changes in educator practice? Why or why not?
- What was the quality of implementation of MBL at the selected schools?
- What school conditions helped or impeded MBL implementation?
- To what extent did evaluation participants report that implementation of MBL had a positive impact on learning conditions such as student engagement and school climate, cultural responsiveness, and safety? Did this differ across ages, student demographics, or other relevant factors?
- What implementation practices or conditions contributed to the reported impacts or lack of impact?

Proposed data collection activities include surveys and interviews of teachers, administrators, and school teams; student focus groups; observation of professional learning activities; interviews of state leaders and professional learning partners; and review of project documents. Quantitative and qualitative data collected as part of the evaluation will be analyzed to address the evaluation questions. Findings will be used formatively, to inform the conduct of the ongoing initiative and future state efforts to expand and improve mastery-based learning. Findings will also be used summatively, to address questions such as who participated in the initiative, what their activities were, and what changes took place during the initiative in quantitative indicators such as attitudes toward mastery-based learning, teaching and learning activities, school structures and climate, student engagement, and student progress toward learning goals. These analyses will support identification of lessons for statewide implementation of effective mastery-based learning strategies.

Overall, the evaluation will provide critical information to help us understand potential barriers, supports needed, and early outcomes, and will result in a report with policy recommendations for facilitating the transition to MBL and ensuring sustainability. Evaluation findings will inform future policy by helping decision makers better understand what quality mastery-based learning looks like, how long it takes to implement, and key activities and resources needed for states, districts, and schools to transition successfully.

Resource suite

Finally, to support scaling this transformation beyond the grant project, we propose developing a suite of resources that would be available to all schools and districts throughout the state who are interested in transitioning to MBL. Key to MBL is the focus on mastery of the state learning standards. To better assist districts in their move to mastery-based learning systems (and a focus on learning standards versus credits), resources need to be developed. Of particular importance, the Board would establish graduation proficiency targets for the state's learning standards and develop corresponding resources so that districts can more uniformly and equitably assess when students have acquired the necessary skills and knowledge for graduation. In other words, at what level must students be able to demonstrate their knowledge and skills in each required subject area to earn their high school diploma and be declared "ready for success in postsecondary education, gainful employment, and citizenship, and is equipped with the skills to be a lifelong learner" (RCW 28A.230.090)? Establishing graduation proficiency targets for the state's learning standards for high school graduation aligns well with SBE's existing authority to establish graduation requirements (RCW 28A.230.090) and set the graduation standard on the statewide high school assessments (RCW 28A.655.061 and RCW 28A.305.130). However, giving specific direction for the Board to pursue this work would help clarify to partners that this falls under the Board's existing authority (see proposed proviso language below).

In addition, the suite would include resources such as performance-based assessments, model rubrics with scoring criteria, model policies (developed in collaboration with WSSDA), best practices for High School & Beyond Plans, guidance for mastery transcripts, asynchronous professional development, training materials, considerations for implementing MBL in different settings (e.g., institutional education), and communication resources.

The resource suite will be supported by SBE staff who will lead the development, curation, and maintenance of resources in collaboration with the professional learning providers, demonstration sites, and MBL Collaborative partners (other agencies, higher education partners, community based organizations, etc.). In addition, SBE staff will provide technical assistance and serve as informational resources to schools statewide who want to learn about MBL. This would include support activities such as developing communication tools and guidance, presenting informational webinars, sharing innovations and best practices with state and national audiences, and potential policy work in response to demonstration project learnings.

Suggested proviso language

\$3,171,000 of the general fund–state appropriation for fiscal year 2024 and \$6,804,000 of the general fund–state appropriation for fiscal year 2025 are provided solely to the state board of education for implementation of the mastery-based learning collaborative demonstration project. The funds must be used for grants to school districts, charter schools, or state-tribal

education compact schools established under chapter 28A.715 RCW; professional development of educators; development of a resource suite for school districts statewide; evaluation of the demonstration project; implementation and policy support provided by the state board of education and other partners; and a report outlining findings and recommendations to the governor and education committees of the legislature by December 31, 2025. As part of the development of a resource suite, the state board of education shall establish graduation proficiency targets aligned with state learning standards in mandatory core subject areas identified by the state board of education under RCW 28A.230.090.

What are you purchasing and how does it solve the problem?

As described above (Proposed Solution) and below (Fiscal Details and Assumptions), this proposal provides funding for:

1. Continuation and expansion of the demonstration project, which provides professional learning to schools. This includes grants to schools, contracts with professional learning providers and other partners, event and travel costs, and staffing.
2. Evaluation research, including a contract with an external evaluator
3. Resource suite, including development, curation, and maintenance of resources, along with support functions provide by SBE staff

These purchases will achieve the desired outcomes by ensuring schools and districts have access to well-vetted resources to support their learning as they transform their systems to incorporate MBL. In addition, this investment will ensure the state learns from the demonstration project that is underway to support broader scale transformation of the K-12 education system.

What alternatives did you explore and why was this option chosen?

The Board conducted extensive outreach to understand the needs of our educational system and, in providing staff support to the MBL Work Group, has learned from a number of states that are also in the process of implementing MBL systems. The key take-away is that this work is iterative and takes sustained effort to ensure the policy and support structures are in place to foster the transformation of schools and systems.

This work is a high priority for the Board, and to the extent possible staff effort has been redirected to support this work, but with a small staff, team reallocation of resources is not a feasible option to provide the needed level of support.

The agency is exploring options for private funding to supplement and accelerate the work, but state support is a critical foundation.

Washington has a number of policies in place already to support implementation. For example, state policy already has a definition of a credit that is not linked to seat time allowing for schools to implement programs where learning is the constant and time is the variable as opposed to the “traditional” model where “seat time” is the constant and learning varies resulting in the gaps that are apparent in our system today. However, real and perceived barriers to implementing MBL remain.

In addition, the Board has explored policy supports within existing authority. For example, the Board adopted rules in September 2020 that support districts implementing mastery-based crediting policies. While these supports are important, and particularly in the current environment with districts looking for authentic ways to recognize students’ learning, they are not sufficient to transform schools and close gaps that plague our education system.

Washington is fast becoming a recognized leader in this work. If this proposal is not funded, the state will lose momentum on its transition to MBL. The initial cohort of demonstration sites may falter in their transition and may struggle to sustain their shift to MBL. As a result, students at those schools will be negatively impacted, as will future generations of Washington students who would be better served under MBL.

Performance Measures

Performance outcomes

Project objectives include:

- Establish a statewide infrastructure to provide needed professional development, policy, and communications support to enable schools to implement MBL.
- Demonstrate that schools can successfully implement MBL with student learning and assessment that are more authentic, engaging, and culturally connected and sustaining.
- Document the key steps that states, districts, and schools must take to transition to MBL successfully.
- Positively impact student engagement and progress toward learning goals.

Funding for the evaluation of the demonstration project ensures that we measure performance outcomes and learn from the participating schools about what it takes to successfully transition to MBL.

Examples of some of the outputs to be measured by the evaluation include:

- who participated in the initiative (number and educators and students at participating schools, as well as student characteristics)
- what their activities were related to elements of MBL

Examples of some of the early outcomes to be measured by the evaluation include changes in:

- educator attitudes toward mastery-based learning
- educator practice (e.g., meaningful assessment, responsive pacing)
- student learning activities
- school structures and climate
- student engagement
- student progress toward learning goals

For additional detail, see the evaluation section under Proposed Solution above and the attached evaluation report.

Fiscal Details (Funding, FTEs, Revenue, Objects)

Operating Expenditures	FY 2024	FY 2025	FY 2026	FY 2027
Fund 001-1	3,171,000	6,804,000	4,768,000	3,330,000
Total Expenditures				
Biennial Totals	9,975,000		8,098,000	
Staffing	FY 2024	FY 2025	FY 2026	FY 2027
FTEs	3.1	3.1	3.1	2.1
Average Annual	3.1		2.6	
Revenue	FY 2024	FY 2025	FY 2026	FY 2027
Not applicable	-	-	-	-
Total Revenue	-	-	-	-
Biennial Totals	-		-	
Object of Expenditure	FY 2024	FY 2025	FY 2026	FY 2027
Obj. A	88,000	280,000	280,000	192,000
Obj. B	30,000	96,000	96,000	65,000
Obj. C	1,769,000	2,474,000	1,654,000	1,654,000
Obj. E	147,000	184,000	170,000	153,000
Obj. G	4,000	10,000	8,000	6,000
Obj. J	3,000	0	0	0
Obj. N	1,130,000	3,760,000	2,560,000	1,260,000
Total	3,171,000	6,804,000	4,768,000	3,330,000

Assumptions and Calculations

Expansion or alternation of a current program or service

This proposal expands a program that began during fiscal year 2022. It is currently funded under 2022 ESSB 5693 Section 502(2), which authorizes \$1,500,000 for fiscal year 2022 and \$3,500,000 for fiscal year 2023. Since fiscal year 2022 was the first year of the program there is no historical financial information for the 2017-19 and 2019-21 biennia.

However, here are projected actual and budget costs for fiscal years 2022 and 2023 respectively:

Object of Expenditure	FY 2022 Expenditures Per AFRS as of 9/5/22	FY 2023 Budget Funded by 2022 ESSB 5693
Obj. A	132,000	169,000
Obj. B	38,000	57,000
Obj. C	362,000	960,000
Obj. E	82,000	78,000
Obj. G	0	3,000
Obj. J	0	3,000
Obj. N	833,000	2,230,000
Total	1,447,000	3,500,000

During FY 2024, SBE anticipates receiving \$3,500,000 of Elementary and Secondary School Emergency Relief (ESSER) funding via the Office of Superintendent of Instruction to continue the program for one year at FY 2023 levels, including grants of up to \$125,000 for participating schools. But the \$2,230,000 in FY 2023 Obj. N grant funding falls \$270,000 short of fully funding all 20 cohort 1 schools, which would require \$2,500,000. Without additional state funding, the program would be unable to fully fund 20 school grants during FY2024, and the program would terminate after FY 2024.

Detailed assumptions and calculations

Estimated annual ongoing costs include:

1. Salary, benefits, and sufficient goods, services, and travel to support 2.1 FTE permanent employees for program administration (including outreach; grant oversight; coordination among schools, community-based organizations, higher education institutions, state

agencies, professional learning providers, and evaluators; and policy development and implementation).

2. Contracts with partner organizations able to provide professional learning, evaluation, and community engagement. The category also includes funding for educator preparation programs to participate in this work, so that it may benefit pre-service educators as well as in-service educators.

3. Goods and services sufficient to cover meetings, other program-related activities, and administrative services.

4. Pass-through grants to participating schools in support of professional learning, as follows:

- a. The fiscal year 2024 estimate includes \$270,000 to supplement ESSER funding enough to fully fund the first cohort of 20 currently participating schools. The estimate also includes \$60,000 for up to 5 participating schools to serve as learning lab schools, providing peer observation opportunities, information, and various forms of program-related support to other schools. The estimate also includes \$800,000 for 20 new schools to form a second cohort and have a planning year.
- b. Fiscal year 2025 includes \$2,500,000 to support 20 cohort 2 schools. The estimate also includes \$1,200,000 to help cohort 1 schools shift away from school grant funding towards self-sustaining status. The estimate also includes \$60,000 for up to 5 participating schools to serve as learning lab schools.
- c. Fiscal year 2026 includes \$2,500,000 for the second cohort of schools plus \$60,000 for up to 5 participating schools to serve as learning lab schools.
- d. Fiscal year 2027 includes \$1,200,000 to help 20 cohort 2 schools shift away from school grant funding towards self-sustaining status. The estimate also includes \$60,000 for up to 5 participating schools to serve as learning lab schools.

5. Estimated one-time costs in cover purchase of a computer and miscellaneous equipment for a new hire policy analyst in fiscal year 2024. This new hire will work from FY 2024 through FY 2026.

If fewer than 20 schools are in cohort 2, funding may be repurposed to recruit additional schools, enhance support for cohort 1 schools, or start a new cohort.

Workforce assumptions

This request supports the following positions:

1. Fiscal years 2024 onward:
 - a. 1.0 FTE policy analyst (\$88,000 salary and \$30,000 benefits)
 - b. 0.6 FTE director (\$60,000 salary and \$20,000 benefits for 0.6 FTE)
 - c. 0.5 FTE program manager (\$44,000 salary and \$16,000 benefits for 0.5 FTE)
2. Fiscal years 2024-2026 only:
 - a. 1.0 FTE policy analyst (\$88,000 salary and \$30,000 benefits)

How is your proposal impacting equity in the state?

The proposal is rooted in the Board's commitment to equity. The state's MBL Work Group set the vision for Washington's MBL implementation to be intentionally entwined with implementation of culturally responsive-sustaining education. Because of this, Washington's MBL implementation is an equity strategy. Expanding upon state-level support for MBL has the potential to eliminate opportunity gaps. The transition to a MBL model requires a sustained effort over time to ensure state and local policies support implementation and schools and districts have access to resources to support their learning as they transform their systems.

Strategic and Performance Outcomes

Strategic framework

This proposal supports the Governor's priority to ensure students receive a world class education. The proposal is particularly responsive in supporting an effective K-12 system by providing a more engaging learning experience resulting in more learning and a reduction in disparities evident in our current system. In addition, the focus on authentic learning prepares students for a range of postsecondary opportunities thus increasing successful transition to further education or work. Career Connect Washington has pointed to MBL as a supportive strategy to advance the goals related to career exploration, career preparation, and career launch.

By leveraging student's strengths and personalizing the learning experience, MBL is an important strategy to address student needs as we all recover from the educational disruptions of the last two years. In MBL, students are able to move faster where they excel and focus more time and effort where they need to in order to meet their learning goals and the state learning standards.

The Board highlighted mastery- or competency-based learning as a key initiative to support their strategic plan priorities for school and district structures and systems to adapt to meet

the evolving needs of the student population and community, as a whole. This proposal will help ensure that students are prepared to adapt as needed and fully participate in the world beyond the classroom and to ensure that students successfully transition into, through, and out of the P–12 system, and graduate from Washington State high schools ready for civic engagement, careers, post-secondary education, and lifelong learning.

Other Collateral Connections

Stakeholder response

The State Board of Education engaged with a wide range of stakeholders in developing this proposal. In addition to collecting input from the Governor’s Office and legislative champions, SBE also consulted with representatives from K-12, higher education, and community-based advocacy organizations. Stakeholders expressed broad support for this proposal with particular interest in the learnings and resources to come out of the demonstration project. The Board did not hear any concerns with moving forward in this work. The Chairs of the House and Senate Education Committees, both champions of MBL, have expressed enthusiasm for this proposal.

One particularly important feedback mechanism for this work is the MBL Collaborative Consulting Group (CCG), an informal advisory group established to support the MBL demonstration project. The members represent the K-12 system, higher education, industry, and community-based organizations (CBOs), and several of them were part of the state’s MBL Work Group. At the August CCG meeting, members discussed the need for ongoing support for the work, noting that a long-term MBL implementation process requires sustained support from policy makers and the Legislature.

Another important source of feedback are the current educators participating in Cohort 1 of the demonstration project. Feedback from participants shows they highly value the professional learning they are receiving through the project. Here are some testimonials:

- Thanks for helping to coordinate such a great event (and on zoom no less!). As a participant, I was really impressed by the effectiveness of the structure. It felt like a great balance of big picture / helpful details, large group 'sit-n-get' / small group processing, AND real/helpful work time as a school team. Seems like you all have it down to an art! And the panel discussions were really really good!
- Thank you for a powerful two days of learning!
- Thanks so much! Truly an honor to be in the space and a great way for me to get started with the year.
- It was such an honor for me to be asked to speak to so many incredible educator hearts. You all are doing an amazing job- truly the most beneficial, authentic, and enriching PD I’ve taken part in. Thank you.