

2019 Supplemental Budget Decision Package

Agency: 350 – Supt of Public Instruction

DP code/title: 2-digit RecSum code and short, descriptive title limited to 35 characters. This will appear on DP and RecSum reports. Open Educational Resources

Budget period: 2019 Supp

Budget level: ML

Agency RecSum text: Brief description of your proposal. A cogent “elevator pitch” including a concise problem statement, proposed solution and outcomes affected by the proposal. Agencies should strive not to exceed 100 words. Summary text should not repeat references to cost or FTEs, displayed directly below in the fiscal detail.

The Legislature passed House Bill 1561 (2018) to repeal the June 30, 2018 expiration date of the Open Educational Resources (OER) program at the Office of the Superintendent of Public Instruction (OSPI). Funding to continue the program was inadvertently omitted from the 2018 Supplemental Operating Budget, and on March 21, 2018 the Legislature wrote that it was their intention to provided \$250,000 in the 2019 Supplemental Budget to continue the program. Funds will be used to provide grants to school districts to develop OER instructional materials and to provided staffing at OSPI to administer the program.

Fiscal detail: To be completed by budget staff

Operating Expenditures	FY 2018	FY 2019	FY 2020	FY 2021
Fund 001-1	\$0	\$250,000	\$250,000	\$250,000
Total Expenditures	\$0	\$250,000	\$250,000	\$250,000
Biennial Totals	\$250,000		\$500,000	
Staffing	FY 2018	FY 2019	FY 2020	FY 2021
FTEs	0	1.1	1.1	1.1
Average Annual	.6		1.1	
Object of Expenditure	FY 2018	FY 2019	FY 2020	FY 2021
Obj. A	\$0	\$95,000	\$95,000	\$95,000
Obj. B	\$0	\$32,000	\$32,000	\$32,000
Obj. E	\$0	\$30,000	\$30,000	\$30,000
Obj. G	\$0	\$30,000	\$30,000	\$30,000
Obj. N	\$0	\$63,000	\$63,000	\$63,000

Package description

Your detailed package description should elaborate upon the RecSum description provided above. This detailed description should provide the Governor, OFM, the Legislature and the public an understanding of the problem you are addressing.

To thoroughly describe the package and its justification, agencies are strongly encouraged to use:

- High-quality narrative descriptions
- Informative tables
- Charts and graphs
- Logic models
- Timelines
- Flowcharts
- Maps or other graphics

Open educational resources (OER) are teaching, learning, and research resources that reside in the public domain or have been released under an open license. These resources are free and available for use by anyone.

The K–12 Open Educational Resources project began in 2012. Under the project, OSPI has: expanded OER for educators; established a grant program to support K–12 districts to adapt, develop, or implement OER; and developed an OSPI Copyright and Open Licensing Policy; among other tasks.

This project was originally set to expire on June 30, 2018. The Legislature passed House Bill 1561 in 2018, removing the expiration date of the K–12 OER project and making the project permanent. Funding to continue the program was inadvertently omitted from the 2018 Supplemental Operating Budget. Funding is required to provide grants to school districts for the development of OER instructional materials aligned to state learning standards and to provide staffing at OSPI to administer the program. On March 21, 2018, the Legislature wrote that it was their intention to provide \$250,000 in the 2019 Supplemental Budget to continue the program.

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

- Describe in detail the problem you propose to solve.
- What is the relevant history or context in which the DP request is made?
- Why is this the opportune time to address this problem?
- Have you previously proposed this request? If so, when and how was it received in the budgeting process at that time?

This request seeks funding to support the work authorized in House Bill 1561 in 2018 [Revised Code of Washington (RCW) [28A.300.803](#)]. Due to an inadvertent error, funding to support the work was not included in the 2018 Supplemental Operating Budget. Funding will provide grants to school districts to develop OER instructional materials and to provide staffing at OSPI to administer the program.

What is your proposed solution?

- How do you propose to address this problem, opportunity or priority?
- Why is this proposed solution the best option?

- Identify who will be affected by this DP and how.
- How many clients will or will not be served? Served by whom?

\$250,000 per fiscal year is sufficient to support the grants to school districts to develop OER materials and the 1.1 FTE staff at OSPI who currently administer the OER program.

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

- What will this funding package actually buy?
- What services and/or materials will be provided, when and to whom?
- How will these purchases achieve the desired outputs, efficiencies and outcomes?

The funding in this request will ensure continuity of services to school districts that use the OER instructional materials and those that develop new instructional materials. The funding will also support 1.0 FTE program manager and 0.1 FTE program specialist who administer the OER program by identifying and developing the library of OER instructional materials, making grant awards to districts to develop OER materials, and providing training opportunities for educators.

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

- What are the consequences of not funding this proposal?
- Describe the pros/cons of alternatives. Explain why this request is the best option.
- What other options did you explore? For example, did you consider:
 - » Options with lower costs.
 - » Services provided by other agency or unit of government.
 - » Regulatory or statutory changes to streamline agency processes.
 - » Redeployment of existing resources to maximize efficient use of current funding.
 - » Option to maintain the status quo.

This request seeks funding for an existing program that was originally set to expire in June 2018. Legislators repealed the expiration date in House Bill 1561 (2018), making the program permanent. Funding to support grants to school districts and staff at OSPI is critical to continuing the work of the program.

Assumptions and calculations

You must clearly display the caseload/workload/service-level changes and cost/savings assumptions and calculations supporting expenditure and revenue changes proposed. Please attach an electronic version (Excel) of detailed fiscal models and/or fiscal backup information.

The intent here is not to repeat the fiscal detail summarized above, but to expand and provide all underlying assumptions and calculations associated with this proposal. All calculations must include impacts to the 2019-21 *and* 2021-23 biennia and must support the fiscal summary detail.

Expansion or alteration of a current program or service

If this proposal is an expansion or alteration of a current program or service, provide detailed historical financial information for the prior two biennia (2015-17 and 2017-19).

The request will provide ongoing support for an existing program. The program will not be expanded or altered.

Detailed assumptions and calculations

- Provide detailed caseload/workload and cost information associated with adopting this proposal.
- Identify discrete expenditure/revenue calculations. Many DPs contain multiple components to achieve a desired outcome. If this package contains discrete funding proposals, the fiscal models or details must break out the complete costs/savings of each component part.
- Clearly explain all one-time expenditure or revenue components.

The funding in this request will provide staffing at OSPI to support the OER program. In 2017–18, the OER program provided grants to 85 school districts serving more than 6,000 students and 200 teachers. More than 1,000 teachers, librarians, administrators, and school board members attended meetings and trainings.

Recently, OER released middle school math and K–5 English language arts curricula that have received the highest ratings of any instructional material on EdReports, a non-profit curricula review organization. This program has received national recognition by the Council of Chief State School Officers, the State Education Technology Directors’ Association, and the United States Department of Education.

Workforce assumptions

Include FTE information by job classification, including salary and benefits costs. Work with budget staff to prepare this information.

The funding in this request will support 1.0 FTE program manager and 0.1 FTE program specialist at an annual cost of \$187,000 for salary, benefits, goods and services, and travel. An additional \$63,000 will support grants to school districts. See detail in fiscal table above.

Strategic and performance outcomes

Strategic framework

- How does this package relate and contribute to the Governor’s Results Washington goal areas and statewide priorities? [Link to results.wa.gov](https://www.results.wa.gov)
- How does the package relate to the agency’s strategic plan?
- Identify how this proposal affects agency activity funding by amount and fund source.

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Performance outcomes

- Describe and quantify the specific performance outcomes you expect from this funding change.
- What outcomes and results will occur? What undesired results are reduced, eliminated or mitigated?
- Explain how efficiencies are optimized.
- Identify all Lean initiatives and their expected outcomes.
- Include incremental performance metrics.

This funding request will provide continuity of service for a program that was established in the 2012–13 school year. The program allows districts to shift funds from content acquisition to other critical areas that support learning and teaching. The program also promotes equitable access to high-quality instructional materials for all students.

Other collateral connections

Intergovernmental

Describe in detail any impacts to tribal, regional, county or city governments or any political subdivision of the state. Provide anticipated support or opposition. Impacts to other state agencies must be described in detail.

School districts, tribal compact schools, and charter schools will have access to high-quality instructional materials aligned to our state's K–12 learning standards to support their delivery of instruction to students statewide. This is especially important for school districts that do not have the capacity to develop their own instructional materials.

Stakeholder response

Agencies must identify non-governmental stakeholders impacted by this proposal. Provide anticipated support or opposition.

Though commercial publishers are not OSPI stakeholders, increasing school district interest in OER is an area of concern for commercial publishers across the country. Lobbyists for some commercial publishers expressed opposition to the initial passing of the K–12 OER bill in 2012 (House Bill 2337); however, House Bill 1561 (2018) experienced no opposition from publisher organizations. The Office of Superintendent of Public Instruction's OER project team continues to educate school districts that use of OER does not preclude the use of commercial content. Instead, open resources are one option in an increasingly varied ecosystem of instructional materials.

Legal or administrative mandates

Describe in detail if this proposal is in response to litigation, an audit finding, executive order or task force recommendations.

Not applicable.

Changes from current law

Describe in detail any necessary changes to existing statutes, rules or contracts. Where changes in statute are required, cabinet agencies must provide agency request legislation as an attachment to this DP and submit it through BATS.

This bill removed the expiration date of the OER program so the program is now a permanent provision in statute (RCW [28A.300.803](#)).

State workforce impacts

Describe in detail all impacts to existing collective bargaining agreements, compensation or benefits.

Not applicable.

State facilities impacts

Describe in detail all impacts to facilities and workplace needs (See Chapter 9 - Leases and Maintenance). Describe in detail all impacts to capital budget requests.

Not applicable.

Puget Sound recovery

If this request is related to Puget Sound recovery efforts, see Chapter 12 of the budget instructions for additional instructions. **(Not applicable to OSPI)**

Other supporting materials

Attach or reference any other supporting materials or information that will help analysts, policymakers and the public understand and prioritize your request.

Letter of intent from legislators (see attached).

Information technology (IT)

ABS will pose the question below for *each* DP. If the answer is yes, you will be prompted to attach an IT addendum. (See Chapter 10 of the budget instructions for additional requirements.)

Information Technology

Does this DP include funding for any IT-related costs, including hardware, software (including cloud-based services), contracts or IT staff?

☐ No

☒ Yes

Please download the **IT-addendum** and follow the directions on the bottom of the addendum to meet requirements for OCIO review. After completing the IT addendum, please upload the document to continue.