

Economic Impact Statement for Content Standards Revision

Arts

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Executive Summary

Using a negotiated rulemaking process involving stakeholder groups, the Superintendent of Public Instruction Juneau has developed recommendations for the revision of the Montana Arts Content Standards. The current arts standards were adopted in 1999. In order to benefit students, it is important to implement standards that are based on current knowledge and understanding of best practices in artistic literacy. The proposed standards include five disciplines of arts education--dance, music, theater, visual arts, and media arts--and address the ability of students to create, perform, present, critique, and connect the arts to their lives and the world around them.

The Office of Public Instruction (OPI) surveyed school districts in January 2016 about the impacts of the proposed standards on district resources for staffing, instructional materials, curriculum development, and professional development. Sixty-one percent (61%) of respondents indicated that their district could implement the proposed standards using existing resources. Of the remaining respondents, many of these districts face challenges in meeting the *current* standards. A majority of the respondents in this group indicated that they have a shortage of time and materials for curriculum development and professional development. A smaller number face challenges finding teachers endorsed in the arts and/or finding instructional materials.

The OPI has identified \$52,945 to support the implementation of the proposed arts standards. This funding will provide for face-to-face trainings in nine regions throughout the state in addition to online professional development opportunities. The OPI will also develop a model curriculum guide to assist school districts with curriculum development. For those districts that are having trouble meeting the current standards, the statewide trainings and model curriculum guide may provide more support than the districts are presently receiving. Given the supports that will be provided at the state level, the OPI estimates that school districts will be able to absorb, in their existing budgets, the cost of modifying their current arts curriculum to align with the proposed standards.

Based on the analysis of the survey results and the advice of the negotiated rulemaking committee, the OPI has concluded that the school district expenditures required under the proposed standards are insubstantial expenditures that can be readily absorbed into the budgets of existing district programs.

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Introduction

Content Standards are adopted by the Board of Public Education through the administrative rulemaking process. The content standards for thirteen academic subject areas are promulgated in Title 10, Chapters 53 and 54. The content standards are used by school districts to develop local curriculum and assessments in all the content areas that include arts, career and technical, English language arts, English language proficiency, health enhancement, library media, mathematics, science, social studies, technology, traffic education, workplace competencies, and world languages. The K-12 content standards describe what students shall know, understand, and be able to do in these content areas.

This economic impact statement analyzes the impact of the proposed revisions to the Montana Arts Content Standards as prescribed in [2-4-405, MCA](#). The proposed content standards are segregated into five disciplines: dance, media arts, music, theatre, and visual arts.

Affected Classes of Persons

Describe the classes of persons who will be affected by the proposed rule, including classes that will bear the costs of the proposed rule and classes that will benefit from the proposed rule. Refer to Section 2-4-405 (2)(a).

The individuals who will be affected by the proposed arts content standards are those persons who have responsibilities for implementing the arts standards at the local level. These responsibilities include allocating resources for curriculum development and coordination, developing and adopting curriculum, delivering curriculum in the classroom, supporting students in meeting learning goals, and paying for any changes that are required by the standards. The affected classes include school administrators, teachers, school trustees, school business officials, parents, students, and taxpayers.

The beneficiaries of the proposed rule are students and the educators and parents who educate those students. In order to benefit students, it is important to implement standards that are based on current knowledge and understanding of best practices in artistic literacy. The proposed standards address the ability of students to create, perform, present, critique, and connect the arts to their lives and the world around them.

Further benefits of the revised rules relate to the structure of the proposed standards. The Montana Arts Content Standards of 1999 included six content standards with benchmarks at 4th, 8th, and 12th grades. The proposed standards include five separate disciplines of arts education (dance, music, theater, visual arts, and media arts). All the disciplines have eleven standards by grade level for grades K-5 and grade bands for 6-8 and 9-12. The benefit to schools of having grade level standards from K-5 is to clarify learning expectations for the elementary teacher who is responsible for teaching all standards in all content areas. The 6-8 and 9-12 grade bands provide clarity of expectations while allowing flexibility of staffing and program delivery at those grade levels.

The proposed standards do not require that all schools offer courses in every discipline. While the Superintendent of Public Instruction is recommending changes to the arts content standards, the arts program delivery standards (ARM 10.55.1201) have not been changed.

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The proposed standards will also benefit higher education institutions who prepare Montana's pre-service teachers with alignment to high-quality, college-and-career ready learning expectations.

The costs of the proposed rules will be borne by local school districts and their taxpayers as well as the Office of Public Instruction (OPI). To support the implementation of the proposed standards, the OPI will provide professional development opportunities and include supplemental materials that districts can use to assist in curriculum development.

The OPI has teamed up with the Montana Arts Council (MAC) to build Montana Teacher Leaders in the Arts, a professional development initiative for K-12 educators across the state. This initiative supports a summer institute and online professional training throughout the year to a cohort of arts educators who serve as coaches, mentors, and leaders for arts teaching and learning in their schools, communities, and regions across Montana.

The OPI and MAC will also provide workshops at state conferences for educators, provide regional and site-based workshops, post a model curriculum guide developed by Montana educators on the OPI website, and offer online professional development for educators through the OPI's Teacher Learning Hub (Hub).

The Hub is an online interactive professional learning network dedicated to providing free high quality professional development and training for all K-12 educators throughout Montana. As part of the OPI's service to Montana schools, the Hub's readily accessible learning opportunities aim to minimize the time teachers spend away from their classrooms to attend trainings as well as save school districts money on professional development costs. The Hub offers facilitated and self-paced modules, as well as a video library with a variety of trainings that support instruction, positive school climate, and student success.

Economic Impact

Describe the probable economic impact of the proposed rule upon affected classes of persons, including but not limited to providers of services under contracts with the state and affected small businesses, and quantifying, to the extent practicable, that impact. Refer to Section 2-4-405 (2)(b).

The Office of Public Instruction conducted a survey of schools to assess the impacts of the proposed rule between January 6 and January 22, 2016. A total of 75 responses were received from superintendents, principals, district clerks, curriculum coordinators, teachers, and county superintendents. The respondents represented 34 counties and 62 school systems.

Forty-six of the 75 respondents (61%) indicated that their district would be able to meet the proposed standards within existing resources. Almost two-thirds of the respondents (64%) indicated that the proposed standards would not require their district to substantially revise the district's current curriculum.

The majority (76%) of the respondents indicated that their school systems could meet the proposed standards with existing staff. The proposed rule does not require schools to hire additional arts teachers. Specifically, the proposed rule is written in a manner that recognizes that elementary teachers (with an elementary endorsement) are most often the teachers who deliver the arts education curriculum in grades K-5. Of the 18 respondents (24%) who expect to have a shortage of teachers endorsed to teach

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the proposed standards, twelve of these respondents are in districts that presently have a shortage of teachers who are endorsed in the arts. The issue of teacher shortages for the arts appears to be part of Montana's larger challenges with recruitment and retention of teachers in general, rather than a challenge associated with the proposed standards.

The OPI does not anticipate that providers of services under contract with the state or small businesses will be affected by the proposed rules. It is possible that school districts will replace existing instructional materials and supplies, which may be a minor benefit to local service providers.

Cost to State Agencies

Describe and estimate the probable costs to the agency and to any other agency of the implementation and enforcement of the proposed rule and any anticipated effect on state revenue. Refer to Section 2-4-405 (2)(c)

The Office of Public Instruction, in accordance with 20-7-101, MCA, has incurred costs associated with the negotiated rulemaking process, including contracting with a facilitator and convening the rulemaking committee. The OPI also pays for rule filings and publication of notices with the Secretary of State for standards revision. The OPI does not anticipate any additional costs associated with the accreditation of schools. The new standards will be incorporated into the OPI's accreditation review process within the existing budget of the OPI.

The Board of Public Education is responsible for the adoption of content standards. The costs associated with board member attendance at public hearings will be paid within the existing budget of the Board of Public Education.

In addition to the costs associated with the rulemaking process, the OPI will incur costs associated with providing professional development opportunities. The OPI has budgeted \$52,945 (from sources at OPI and the Montana Arts Council) to assist with the implementation of the proposed rule. The OPI plans to offer free professional development online through the Teacher Learning Hub in addition to providing regional face-to-face and onsite trainings across Montana. The OPI has also committed funding to the Teacher Leader in the Arts project to support the implementation of the proposed standards.

Cost and Benefits of the Proposed Rule

Analyze and compare the costs and benefits of the proposed rule to the costs and benefits of inaction. Refer to Section 2-4-405 (2)(d).

The Board of Public Education has adopted a regular cycle for review of content area standards. The purpose of the regular review of standards is to ensure that content standards reflect current knowledge and best practices for the each content area. The proposed arts content standards provide clear benchmarks for what students should know as they move through the K-12 grades.

The majority of the costs associated with the proposed standards are for ensuring that teachers understand the new standards, have acquired current knowledge, and that this knowledge has been incorporated into the curriculum, classroom lessons, and activities. An up-to-date set of standards will

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provide students with the opportunity to create, perform, present, critique, and connect the arts to their lives and the world around them.

The proposed standards will benefit teaching and learning in the following ways:

- The standards move from general content standards across all artistic disciplines to five distinct artistic disciplines. These disciplines are dance, music, theater, visual arts, and media arts.
- The revised music standards reflect that music education in Montana encompasses different kinds of musical learning in elementary, middle, and high school.
- The five artistic disciplines now include media arts standards in order to support artistic literacy in the areas of film, animation, and digital art making. The media arts standards are designed to supplement any existing Career and Technical Education industry standards in the digital communications area.
- The revised arts standards integrate Montana's Indian Education for All and the *Essential Understandings Regarding Montana Indians*, acknowledging the contribution of native tribes to Montana's rich artistic and cultural life.

Research initiatives of the past decade have linked arts participation to cognitive growth and academic skills, including the strengthening of long-term memory and reading ability (Gazzaniga et al., 2008), creative thinking skills, and writing fluency (Deasy et al., 2002). Arts participation has additionally been linked to positive social outcomes, including overall engagement in school (Deasy et al., 2002), increased graduation rates (Israel, 2009), and increased community engagement and pro-social activities (Catterall, 2009) (Access the full report at <http://advocacy.collegeboard.org/preparation-access/arts-core>).

Additionally, the recently reauthorized Elementary and Secondary Education Act, commonly known as the Every Student Succeeds Act (ESSA), emphasizes the arts as a core academic subject area. The legislation recognizes the link between artistic literacy and increased academic success for a wide variety of students. For reference, the College Board publication *Child Development and Arts Education: A Review of Recent Research and Best Practices (2012)* describes research on this topic.

The following addresses four areas of potential economic impact on school district operations and budgets.

Personnel

The proposed standards were developed with the expectation that the K-5 arts curriculum will be delivered by elementary teachers with the 00 elementary endorsement. At the middle school and high school levels, districts will need teaching staff with endorsements in Art, Music, or Theater to meet the proposed standards just as they do with the current arts standards.

Some school districts responded that the proposed arts standards would require the district to hire additional teaching staff. Others commented that the grade level standards in grades K-5 would require additional instructional time with K-5 students. It is important to emphasize that there is no requirement in the proposed standards for additional instructional time be allocated to the arts. There

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are also no requirements for additional teaching endorsements. However, districts and teachers will need time to integrate the new standards into their curriculum and lesson plans.

The Office of Public Instruction does anticipate that more time will be required for educators to increase their knowledge of arts topics and to align curriculum and instruction to the proposed grade level standards. The OPI has developed a plan for providing professional development to educators and administrators who are responsible for delivering the arts standards. This plan is outlined under the Professional Development section of this statement.

Curriculum and Instructional Materials

A majority of the respondents (61%) indicated that they would not need to substantially revise their existing arts curriculum to implement the proposed standards. The OPI will provide a model curriculum guide for the arts standards once the proposed rule is adopted. The guide will be useful to districts as they begin review and revision of their current arts curriculum.

Districts are likely to follow a combination of one or more of four approaches to revise their curriculum and identify supporting instructional materials:

- Identify the gaps in their existing curriculum and make adjustments to align with the proposed standards;
- Adapt and adopt the model curriculum guide developed by the OPI;
- Adapt and adopt the curriculum materials provided by their local curriculum consortium or the Montana Small Schools Alliance; or
- Adapt and adopt curriculum materials that are aligned to the state standards and available online.

As stated in the previous section, it is likely that arts teachers will need time away from their classrooms to work on curriculum development both at the school and through professional development opportunities. Districts will incur costs for substitutes and travel expenses to curriculum consortia meetings and conferences. The OPI plans to provide funding to support these efforts as described in the next section under Professional Development.

If school districts determine that updated or additional instructional materials are needed to implement their revised curriculum, the cost of these instructional materials will be borne by the school district.

Professional Development

The OPI anticipates that at least one elementary teacher at each school will need to be trained on the arts standards. A common practice of school districts is to send one or two lead teachers to training; these teachers are then responsible for sharing information and resources with their colleagues to implement the necessary curriculum revisions. The lead teachers will need approximately three hours of professional development time to learn about the new standards.

Arts teachers at the middle school and high school levels will also need to be trained on standards to support arts courses in dance, music, theater, visual arts, and media arts.

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Arts teachers at every grade level will need access to professional development opportunities that will help integrate the new standards and instructional strategies into their curriculum guides. The OPI and Montana Arts Council (MAC) partnership will provide regional face-to-face trainings in nine locations around the state, as well as provide arts standards courses on the OPI Teacher Learning Hub. The OPI will cover the projected \$14,830 cost of these trainings. Furthermore, many teachers are members of arts professional organizations and will attend conferences and workshops offered by these associations, including the MT Art Education Association, MT Music Teachers Association, MT Theatre Education Association, and MT Dance Arts Association.

The OPI's implementation plan includes presentations in 2016 and 2017 at the follow state conferences: Title I, Montana Behavioral Initiative, School Administrators of Montana, Montana Association of School Superintendents, MEA-MFT, and Indian Education for All Best Practices.

The OPI and MAC partnership also supports a Teacher Leader Academy, which includes a summer institute and online professional training throughout the year to a cohort of K-12 arts educators who will serve as coaches, mentors, and leaders for integrating the arts standards in the teaching and learning in their schools, communities, and regions across Montana. The OPI will fund the \$30,115 cost of this institute and the additional professional training and field projects throughout the year.

Additionally, the OPI will cover the \$8000 expense of the model curriculum guide for the arts standards that will be provided to schools once the proposed rule is adopted. The guide will be useful to districts as they begin the review and revision of their current arts curriculum. The guide will also help districts incorporate Indian Education for All into their arts curriculum.

If school districts determine that updated or additional instructional materials are needed to implement their revised curriculum, the cost of these instructional materials will be borne by the school district.

The budget for implementing the OPI's professional development plan is shown below.

| Budget Item | Cost |
|--|----------|
| Regional and online trainings and professional development workshops | \$14,830 |
| Model curriculum guides | \$8,000 |
| Teacher Leader in the Arts Academy | \$30,115 |
| Total: | \$52,945 |

The cost of inaction would compromise of the quality of educational opportunity in the arts for Montana students. The adoption of statewide arts standards and expectations for what students should know reduces the arts programs and course offerings disparities that may occur across the state.

Less Costly or Less Intrusive Methods

Are there less costly or less intrusive methods for achieving the purpose of the proposed rule? Refer to Section 2-4-405 (2)(e).

No. The process for proposing, reviewing, and adopting academic content standards is prescribed in statute in 20-7-101, MCA and in Montana Administrative Procedure Act. It is not possible to have statewide implementation of standards without formal rule adoption.

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The role of the Board of Public Education is to set standards that apply to all accredited schools. The proposed rules reflect a set of best practices identified by educators that establish a minimum level of quality for all schools to meet. While there are school district costs associated with the implementation of these standards by school districts, the Office of Public Instruction will offer and coordinate professional development opportunities in a manner to reduce the burden of costs on school districts.

The proposed rule for revising the Arts content standards includes the following Statement of Reasonable Necessity:

The Board of Public Education has determined it is reasonable and necessary to adopt, amend, and repeal rules relating to arts content standards pursuant to ARM 10.54.2503 Standards Review Schedule and 10.53.104 Standards Review Schedule. The board has determined that to stay consistent with the legislative intent of [20-1-102](#) and [20-9-309](#), MCA, it must review and make contemporary amendments to its standards. The Legislature recognizes the need to reassess educational needs on a cyclical basis and the board recognizes its standards represent the minimum standards. These standards are the basis upon which a quality system of education is built and maintained. The board strives to conform to a regular review cycle for every chapter of accreditation. The standards review process shall use context information, criteria, processes, and procedures identified by the Office of Public Instruction with input from representatives of accredited schools and in accordance with the requirements of [20-7-101](#), MCA.

Selection of Proposed Rule

Analyze any alternative methods for achieving the purpose of the proposed rule that were seriously considered by the agency and the reasons why they were rejected in favor of the proposed rule. Refer to Section 2-4-405 (2)(f).

In recent years, the Office of Public Instruction and the Montana Arts Council have promoted educator best practices and updated information on arts education. However, this has not reached all schools or all educators. With the adoption of the proposed arts standards, all schools and educators will be seeking updated information and best practices in arts education.

Montana's Arts Standards have not been revised for 16 years. The OPI received requests from teachers and schools to revise the standards so schools could be assured they are providing quality arts education. School districts are interested in revising their curriculum based on current artistic literacy information and pedagogy.

Efficient Allocation of Public and Private Resources

Does the proposed rule represent an efficient allocation of public and private resources? Refer to Section 2-4-405 (2)(g).

Yes, the proposed content standards will apply to all public and any private schools seeking accreditation by the Board of Public Education.

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Data Gathering and Analysis

Quantify or describe the data upon which the economic impact statement was based and an explanation of how the data was gathered. Refer to Section 2-4-405 (2)(h).

The Office of Public Instruction disseminated an electronic survey tool to all school districts in the state. The recipient list included superintendents, principals, district clerks, and county superintendents. Many school districts shared the survey tool with teachers and curriculum coordinators. The survey was available for sixteen days. The existing standards and proposed standards were linked to the survey tool, so that respondents could compare the two. Please see the OPI [Content Standards Revision](#) webpage for more information.

Attached to this economic impact statement is a summary of the results from respondents. ([Attachment A](#))

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Applicable Statute

2-4-405. Economic impact statement. (1) Upon written request of the appropriate administrative rule review committee based upon the affirmative request of a majority of the members of the committee at an open meeting, an agency shall prepare a statement of the economic impact of the adoption, amendment, or repeal of a rule as proposed. The agency shall also prepare a statement upon receipt by the agency or the committee of a written request for a statement made by at least 15 legislators. If the request is received by the committee, the committee shall give the agency a copy of the request, and if the request is received by the agency, the agency shall give the committee a copy of the request. As an alternative, the committee may, by contract, prepare the estimate.

(2) Except to the extent that the request expressly waives any one or more of the following, the requested statement must include and the statement prepared by the committee may include:

(a) a description of the classes of persons who will be affected by the proposed rule, including classes that will bear the costs of the proposed rule and classes that will benefit from the proposed rule;

(b) a description of the probable economic impact of the proposed rule upon affected classes of persons, including but not limited to providers of services under contracts with the state and affected small businesses, and quantifying, to the extent practicable, that impact;

(c) the probable costs to the agency and to any other agency of the implementation and enforcement of the proposed rule and any anticipated effect on state revenue;

(d) an analysis comparing the costs and benefits of the proposed rule to the costs and benefits of inaction;

(e) an analysis that determines whether there are less costly or less intrusive methods for achieving the purpose of the proposed rule;

(f) an analysis of any alternative methods for achieving the purpose of the proposed rule that were seriously considered by the agency and the reasons why they were rejected in favor of the proposed rule;

(g) a determination as to whether the proposed rule represents an efficient allocation of public and private resources; and

(h) a quantification or description of the data upon which subsections (2)(a) through (2)(g) are based and an explanation of how the data was gathered.

(3) A request to an agency for a statement or a decision to contract for the preparation of a statement must be made prior to the final agency action on the rule. The statement must be filed with the appropriate administrative rule review committee within 3 months of the request or decision. A request or decision for an economic impact statement may be withdrawn at any time.

(4) Upon receipt of an impact statement, the committee shall determine the sufficiency of the statement. If the committee determines that the statement is insufficient, the committee may return it to the agency or other person who prepared the statement and request that corrections or amendments be made. If the committee determines that the statement is sufficient, a notice, including a summary of the statement and indicating where a copy of the statement may be obtained, must be filed with the secretary of state for publication in the register by the agency preparing the statement or by the committee, if the statement is prepared under contract by the committee, and must be mailed to persons who have registered advance notice of the agency's rulemaking proceedings.

(5) This section does not apply to rulemaking pursuant to 2-4-303.

(6) The final adoption, amendment, or repeal of a rule is not subject to challenge in any court as a result of the inaccuracy or inadequacy of a statement required under this section.

(7) An environmental impact statement prepared pursuant to 75-1-201 that includes an analysis of the factors listed in this section satisfies the provisions of this section.

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Attachment A

Summary of Survey Responses - Arts

The Office of Public Instruction surveyed school personnel about the fiscal impact of the proposed arts standards between January 6-22, 2016, and received 75 survey responses.

The 75 respondents represented 34 counties and 62 school systems and included the following school personnel.

| Role of Survey Respondents: | Total |
|------------------------------------|--------------|
| Administrative Assistant | 1 |
| Arts Administrator Retired | 1 |
| Business Manager | 1 |
| County Superintendent | 3 |
| Curriculum Coordinator | 4 |
| Deputy County Superintendent | 1 |
| Deputy Supt. Instruction | 1 |
| Fine Arts Supervisor | 1 |
| Librarian | 1 |
| Principal | 13 |
| Superintendent | 14 |
| Supervising Teacher | 1 |
| Teacher | 32 |
| (One left blank) | 1 |
| Total | 75 |

Below is a list of the arts survey questions.

| | |
|-----|---|
| Q1 | Is your district able to meet the current arts standards with existing staff? |
| Q2 | Would the proposed standards, if adopted, require your district to substantially revise its current curriculum? |
| Q3 | Do you anticipate that your district will be able to meet the proposed standards with existing resources? |
| Q4 | Does your district have difficulty finding instructional materials to implement the current standards? |
| Q5 | Will your district have difficulty finding instructional materials to implement the proposed standards? |
| Q6 | Does your district have a shortage of teachers endorsed in the arts? |
| Q7 | Will your district have a shortage of teachers endorsed in the arts? |
| Q8 | Does your district have difficulty finding professional development opportunities for art educators? |
| Q9 | Will your district have difficulty finding professional development opportunities for art educators? |
| Q10 | Does your district have a shortage of time and resources to support curriculum development in the arts? |

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|-----|---|
| Q11 | Will your district have a shortage of time and resources to support curriculum development in the arts? |
| Q12 | Instructional Materials: Would the proposed standards impose a cost beyond that required to implement the current standards? |
| Q13 | What increase in total dollars would be required to cover the cost associated with Instructional Materials? |
| Q14 | What new purchases would be needed? |
| Q15 | Personnel: Would the proposed standards impose a cost beyond what is required to implement the current standards? |
| Q16 | What increase in total dollars would be required to cover the cost associated with Personnel? |
| Q17 | How many new hires would be needed? |
| Q18 | Professional Development: Would the proposed standards impose a cost beyond those expenses already required to implement the current standards? |
| Q19 | What increase in total dollars would be required to cover the cost associated with Professional Development? |
| Q20 | What professional development would be needed? |
| Q21 | How many teachers would need this professional development? |
| Q22 | How many hours of professional development would be needed for each teacher? |
| Q23 | Curriculum Development: Would the proposed standards impose a cost beyond what is required to implement the current standards? |
| Q24 | What increase in total dollars would be required to cover the cost associated with Curriculum Development? |
| Q25 | How many personnel would be involved in curriculum development? |
| Q26 | How many hours of professional time would be needed in total for Curriculum Development? |
| Q27 | YOUR TURN: Is there anything else you believe the OPI should consider in determining a fiscal impact for implementing new standards? |

The following information is compiled from the survey responses.

Q1: Is your district able to meet the current arts standards with existing staff?

58 districts can meet the current standards with existing staff. 16 districts are not able to meet the current standards with existing staff. (One left blank)

Q2: Would the proposed standards, if adopted, require your district to substantially revise its current curriculum?

48 said that the proposed standards would not require the district to substantially revise its current curriculum and 27 said the district would need to substantially revise.

Q3: Do you anticipate that your district will be able to meet the proposed standards with existing resources?

46 districts (61%) responded that they could meet the proposed standards within existing

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resources. 15 of the remaining 29 districts had already indicated that they had difficulty meeting the current standards.

| Count of Q3 | Q1 | | | Grand Total |
|-------------|----|-----|---------|-------------|
| Q3 | No | Yes | (blank) | |
| No | 15 | 13 | 1 | 29 |
| Yes | 1 | 45 | | 46 |
| Grand Total | 16 | 58 | 1 | 75 |

INSTRUCTIONAL MATERIALS

Q4: Does your district have difficulty finding instructional materials to implement the current standards?

Q5: Will your district have difficulty finding instructional materials to implement the proposed standards?

19 of the 75 respondents (25%) expect to have difficulty finding instructional materials to implement the proposed standards. 7 of these have difficulty finding instructional materials currently. 56 respondents do not expect to have difficulty.

| Count of Q4 | Q5 | | | Grand Total |
|-------------|----|-----|---------|-------------|
| Q4 | No | Yes | (blank) | |
| No | 9 | 7 | | 16 |
| Yes | | 12 | | 12 |
| Grand Total | 9 | 19 | | 28 |

SHORTAGE OF TEACHERS WITH ENDORSEMENTS IN THE ARTS

Q6: Does your district have a shortage of teachers endorsed in the areas of arts education?

Q7: Will your district have a shortage of teachers endorsed in the areas of arts education?

18 of 75 respondents (24%) expect to have a shortage of teachers endorsed in the areas of arts education. 12 of these have teacher shortages currently. 57 of all the respondents do not expect to have shortages.

| Count of Q6 | Q7 | | Grand Total |
|-------------|----|-----|-------------|
| Q6 | No | Yes | |
| No | 9 | 6 | 15 |
| Yes | | 12 | 12 |
| (blank) | | | |
| Grand Total | 9 | 18 | 27 |

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PROFESSIONAL DEVELOPMENT

Q8: Does your district have difficulty finding professional development opportunities for arts education staff?

Q9: Will your district have difficulty finding professional development opportunities for arts education staff?

20 of 75 respondents (27%) expect to have difficulty finding professional development opportunities for arts education staff. 16 of these have difficulty finding PD opportunities currently. 55 of all respondents do not expect to have difficulty.

| Count of Q8 | Q9 | | |
|-------------|----|-----|-------------|
| Q8 | No | Yes | Grand Total |
| No | 8 | 4 | 12 |
| Yes | | 16 | 16 |
| Grand Total | 8 | 20 | 28 |

CURRICULUM DEVELOPMENT

Q10: Does your district have a shortage of time and resources to support curriculum development in the areas of arts education?

Q11: Will your district have a shortage of time and resources to support curriculum development in the areas of arts education?

28 respondents (35%) expect to have a shortage of time and resources to support curriculum development in the areas of arts education. 21 of these have a shortage currently. 54 of all respondents do not expect to have a shortage of time and resources.

| Count of Q10 | Q11 | | |
|--------------|-----|-------------|--|
| Q10 | Yes | Grand Total | |
| No | 7 | 7 | |
| Yes | 21 | 21 | |
| Grand Total | 28 | 28 | |