

# Economic Impact Statement for Content Standards Revision Health Enhancement

## Contents

Executive Summary.....	2
Introduction .....	3
Affected Classes of Persons .....	3
Economic Impact.....	4
Cost to State Agencies .....	5
Cost and Benefits of the Proposed Rule .....	5
Less Costly or Less Intrusive Methods .....	8
Selection of Proposed Rule .....	9
Efficient Allocation of Public and Private Resources .....	9
Data Gathering and Analysis.....	9
Applicable Statute.....	10
Attachment A.....	11

## Economic Impact Statement for Content Standards Revision Health Enhancement

### Executive Summary

Using a negotiated rulemaking process involving stakeholder groups, the Superintendent of Public Instruction Juneau has developed recommendations for the revision of the Health Enhancement Content Standards. The current health enhancement standards were adopted in 1999. Our understanding of best practices in health and wellness has grown significantly over the past 16 years. Current health trends show the need to address topics such as mental health; respectful relationships; chronic diseases such as diabetes and asthma; substance abuse; environmental factors that affect health, wellness, or physical activity levels; and bullying, including cyberbullying. The proposed physical education standards include a focus on developing lifetime fitness activities.

The Office of Public Instruction (OPI) surveyed school districts in November – December 2015 about the impacts of the proposed standards on district resources for staffing, instructional materials, curriculum development, and professional development. Sixty-three percent (63%) 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 health enhancement and physical education and/or finding instructional materials.

The OPI has identified \$35,000 to support the implementation of the proposed health enhancement 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 health enhancement 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.

## Economic Impact Statement for Content Standards Revision Health Enhancement

### 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 Health Enhancement Content Standards as prescribed in [2-4-405, MCA](#). The proposed content standards are segregated into health and physical education standards.

### 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 health enhancement content standards are those persons who have responsibilities for implementing the health and physical education 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 health and physical education.

Our understanding of best practices in health and wellness has grown significantly since the previous health enhancement standards were developed in 1999. Current health trends show the need to address topics such as mental health; respectful relationships; chronic diseases such as diabetes and asthma; substance abuse; environmental factors that affect health, wellness, or physical activity levels; and bullying, including cyberbullying. The proposed physical education standards include a focus on developing lifetime fitness activities.

Further benefits of the revised rules relate to the structure of the proposed standards. The Montana Health Enhancement Content Standards of 1999 included seven content standards with benchmarks at 4<sup>th</sup>, 8<sup>th</sup> and 12<sup>th</sup> grades. The proposed standards include separate disciplines for health education and physical education. Both disciplines have eight standards by grade-level from K-5 and grade bands for 6-8 and 9-12. The benefit to schools of having grade level standards for K-5 is to clarify learning expectations for the elementary teacher who is responsible for teaching all standards in all content

## Economic Impact Statement for Content Standards Revision Health Enhancement

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 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 will provide workshops at state conferences for educators, post a model curriculum guide developed by Montana educators on its 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 November 23 and December 21, 2015. A total of 95 responses were received from superintendents, principals, district clerks, curriculum coordinators, teachers, school counselors, and county superintendents. The respondents represented 38 counties and 74 school systems, which is a quarter of the 307 school systems in Montana.

Sixty-one of the 95 respondents (63%) indicated that their school system would be able to meet the proposed standards within existing resources. More than half of the respondents (54%) indicated that the proposed standards would not require their district to substantially revise the district's current curriculum.

The majority of the respondents (83%) indicated that their schools could meet the proposed standards with existing staff. The proposed rule does not require schools to hire additional health enhancement 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 health and physical education curriculum in grades K-5. Of the 17% of respondents who expect to have a shortage of teachers endorsed to teach the proposed standards, almost half of these respondents are in districts that presently have a shortage of teachers who are endorsed in the area of health enhancement. The issue of teacher shortages for health enhancement 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.

## **Economic Impact Statement for Content Standards Revision Health Enhancement**

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 revisions. 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 \$35,000 (from sources at the OPI and the Department of Public Health and Human Services) to assist with the implementation of the proposed rule. OPI plans to offer free professional development online through the Teacher Learning Hub in addition to providing face-to-face trainings in nine locations across Montana.

### **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 each content area. Healthy behaviors as well as physical activity and good nutrition are important to academic achievement. The proposed health and physical education content standards provide clear benchmarks for what students should know in order to make life-long healthy choices in the areas of physical, mental, social, and emotional health. 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.

It is important that content standards reflect changing health indicators. For example, Montana has the highest teen suicide rate in the nation. Statistics also show an increase in the number of students with Type I and Type II diabetes. An up-to-date set of standards will encourage schools to address issues such as these for the health and safety of Montana's youth. The consequences of continuing to operate

## **Economic Impact Statement for Content Standards Revision Health Enhancement**

under the existing health enhancement standards are 1) the standards do not reflect current health trends that need to be addressed in the areas of wellness and mental health, 2) the existing standards do not reflect the increasing use of technology within the classroom, 3) the existing standards do not address the changing landscape of bullying and its connection to technology, and 4) the existing standards are not aligned with Montana's Indian Education for All.

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 health and physical education 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 Health Enhancement, Health, or Physical Education to meet the proposed standards just as they do with the current health enhancement standards.

Some school districts responded that the new health and physical education standards would require the district to hire additional teaching and school nursing 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 no requirement in the proposed standards for additional instructional time be allocated to health and physical education. There are also no requirements for school nurses or additional teaching endorsements. However, districts and teachers will need time to integrate the new standards into their curriculum and lesson plans.

Respondents also expressed concerns that elementary teachers in particular will need to be "far more proficient" in health and physical education than currently expected. The Office of Public Instruction recognizes that more time will be required for educators to increase their knowledge of health and wellness 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 health and physical education standards. This plan is outlined under the Professional Development section of this statement.

### **Curriculum and Instructional Materials**

More than one-half of the respondents (54%) indicated that they would not need to substantially revise their existing health and physical education curriculum to implement the proposed standards. Districts are likely to follow a combination of one or more of four approaches to revising their curriculum:

- 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 Office of Public Instruction;
- 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 on-line.

## **Economic Impact Statement for Content Standards Revision Health Enhancement**

A model curriculum guide for health and physical education standards will also 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 existing health enhancement curriculum. The guide will also help districts incorporate Indian Education for All into their health enhancement curriculum.

Some elementary districts may choose to purchase curriculum for their schools. One nationally-recognized curriculum aligned to the proposed standards sells for \$399 for grades K-2, \$299 for grades 3-5, and \$299 for middle school. The curriculum includes lesson plans and some instructional materials. Potentially, a district with one school serving grades K-8 would expend approximately \$1,000 to purchase this curriculum. A larger district with multiple schools at each grade level would expend more accordingly. The OPI anticipates that the cost of the purchased curriculum is affordable to districts within their existing budgets.

At the high school level, districts are currently augmenting their textbooks with updated health, wellness, and physical education materials. There are many free, open educational resources available on the Internet. Districts select instructional materials that are aligned to the state standards and compatible with the local curriculum. This reliance on the Internet speaks to the importance of having high-speed access to the web.

As stated in the previous section, it is likely that health and physical education 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 reimbursements to districts 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 health and physical education 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. OPI plans to offer regional face-to-face trainings in nine locations around the state. Overall, the OPI expects to train approximately 270 teachers in total at a cost of \$27,000.

Health and physical education teachers at the middle school and high school levels will also need to be trained on the new health and physical education standards. Many of these teachers are members of SHAPE Montana and will attend conferences and trainings offered by their professional associations. (The Society of Health and Physical Educators (SHAPEMT) is a professional organization of educators dedicated to promoting healthy lifestyles among all Montanans through the promotion of health education, physical education, lifetime fitness and recreational activities, and dance.)

OPI's implementation plan includes presentations at the Montana Behavioral Initiative, SHAPE Montana, and MEA-MFT conferences in 2016 and 2017. In addition, OPI will contract with K-12 health educators to

## Economic Impact Statement for Content Standards Revision Health Enhancement

develop self-paced courses for educators, administrators, and trustees that will be posted on the OPI Teacher Learning Hub.

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

Budget Item	Cost
Regional Trainings in nine locations	\$16,500
Model curriculum guide	\$10,500
Total	\$27,000

The cost of inaction is that teachers and students may not necessarily follow best practices or work with the most current knowledge related to health, wellness, and physical education. A high-quality education system needs to keep pace with current information and provide adequate preparation of teachers for classroom instruction.

### 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 the Montana Administrative Procedures Act. It is not possible to have statewide implementation of standards without formal rule adoption.

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 on school districts.

The proposed rule for revising the Health Enhancement 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 health enhancement 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.



## **Economic Impact Statement for Content Standards Revision Health Enhancement**

### **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 SHAPE Montana have promoted educator best practices and updated information on health and wellness. However, this does not reach all schools or all educators.

Montana's Health Enhancement Standards have not been revised for 16 years. The Office of Public Instruction received requests from teachers and schools to revise the standards so schools could be assured they are providing quality health education. Many school districts are revising their curriculum based on new scientific information and changing pedagogy. These schools want to ensure their curriculum aligns with Montana's content standards.

### **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.

### **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 four weeks. 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).

## Economic Impact Statement for Content Standards Revision Health Enhancement

### Applicable Statute

Section 2-4-405, MCA outlines the topics that the economic impact statement must address.

**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.

## Economic Impact Statement for Content Standards Revision

### Health Enhancement

#### Attachment A

#### Summary of Survey Responses - Health Enhancement

The Office of Public Instruction surveyed school personnel about the fiscal impact of the proposed health and physical education standards between November 23- December 18, 2015 and received 95 survey responses.

The 95 respondents represented 38 counties and 74 school systems and included the following personnel.

Role	Total
County Superintendent	5
Curriculum Coordinator	6
District Clerk	4
Other	1
Principal	29
School Counselor	1
Superintendent	22
Supervising Teacher	1
Teacher	26
Grand Total	95

Below is a list of the survey questions.

Q1	Is your district able to meet the current health enhancement 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 areas of health enhancement and physical education?
Q7	Will your district have a shortage of teachers endorsed in the areas of health enhancement and physical education?
Q8	Does your district have difficulty finding professional development opportunities for health and physical education staff?
Q9	Will your district have difficulty finding professional development opportunities for health and physical education staff?
Q10	Does your district have a shortage of time and resources to support curriculum development in the areas of health and physical education?
Q11	Will your district have a shortage of time and resources to support curriculum development in the areas of health and physical education?
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?

**Economic Impact Statement for Content Standards Revision****Health Enhancement**

Q14	Instructional Materials: What new purchases would be needed?
Q15	Personnel: Would the proposed standards impose a cost beyond that 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 that 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 health enhancement standards with existing staff?  
83 districts can meet the current standards with existing staff. 12 districts are not able to meet the current standards with existing staff.

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

51 said that the proposed standards would not require the district to substantially revise its current curriculum and 43 said the district would need to substantially revise. (One left blank.)

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

60 districts (63%) responded that they could meet the proposed standards within existing resources. Of the remaining 35, 11 of these districts indicated that they have difficulty meeting the current standards.

Count of Q1	Q3		
	No	Yes	Grand Total
No	11	1	12
Yes	24	59	83
Grand Total	35	60	95

## Economic Impact Statement for Content Standards Revision Health Enhancement

### 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?

15 of 95 respondents (16%) expect to have difficulty finding instructional materials to implement the proposed standards. 6 of these have difficulty finding instructional materials currently. 80 respondents do not expect to have difficulty.

Count of Q4	Q5		
Q4	No	Yes	Grand Total
No	20	9	29
Yes		6	6
Grand Total	20	15	35

### SHORTAGE OF TEACHERS WITH ENDORSEMENTS IN HEALTH ENHANCEMENT AND PHYSICAL EDUCATION

Q6: Does your district have a shortage of teachers endorsed in the areas of health enhancement and physical education?

Q7: Will your district have a shortage of teachers endorsed in the areas of health enhancement and physical education?

16 of 95 respondents (17%) expect to have a shortage of teachers endorsed in the areas of health enhancement and physical education. 7 of these have teacher shortages currently. 79 do not expect to have shortages.

Count of Q6	Q7		
Q6	No	Yes	Grand Total
No	19	9	28
Yes		7	7
Grand Total	19	16	35

### PROFESSIONAL DEVELOPMENT

Q8: Does your district have difficulty finding professional development opportunities for health and physical education staff?

Q9: Will your district have difficulty finding professional development opportunities for health and physical education staff?

21 of 95 respondents (22%) expect to have difficulty finding professional development opportunities for health and physical education staff. 17 of these have difficulty finding PD opportunities currently. 74 do not expect to have difficulty.

**Economic Impact Statement for Content Standards Revision  
Health Enhancement**

Count of Q8	Q9			
Q8	No	Yes	(blank)	Grand Total
No	13	4	1	18
Yes		17		17
Grand Total	13	21	1	35

**CURRICULUM DEVELOPMENT**

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

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

33 respondents (35%) expect to have a shortage of time and resources to support curriculum development in the areas of health and physical education. 19 of these have a shortage currently. 72 do not expect to have a shortage of time and resources.

Count of Q10	Q11		
Q10	No	Yes	Grand Total
No	2	14	16
Yes		19	19
Grand Total	2	33	35