

Economic Impact Statement for Content Standards Revision

Social Studies

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Economic Impact Statement for Content Standards Revision Social Studies

Executive Summary

Using a negotiated rulemaking process involving stakeholder groups, Superintendent of Public Instruction Elsie Arntzen has developed recommendations for the revision of the Montana Social Studies Content Standards. The current Social Studies standards were adopted in 2000. In order to benefit students, it is important to implement standards that are based on current knowledge and understanding of best practices for Social Studies instruction to ensure that Montana schools provide students with the up-to-date, rigorous learning expectations across the range of Social Studies learning opportunities.

The proposed K-12 Social Studies content standards include the standards on civics, economics, geography and history content.

The Office of Public Instruction (OPI) surveyed school districts in winter and spring of 2020 about the impacts of the proposed standards on district resources for staffing, instructional materials, curriculum development, and professional development. There were sixty respondents to the Social Studies survey. Sixty percent of respondents indicated that their district could implement the proposed standards using existing resources. The forty percent of respondents who answered no, indicated that the three most significant challenges to implementation were instructional materials, professional development and curriculum development.

The OPI has identified \$1,305 to support the implementation of the proposed Social Studies standards. This funding will provide 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 model curriculum guide may provide more support than the districts are presently receiving.

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.

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 the 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 Content Standards as prescribed in [2-4-405, MCA](#).

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).

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The individuals who will be affected by the proposed Social Studies content standards are those persons who have responsibilities for implementing the Social Studies 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 for Social Studies instruction to ensure that Montana schools provide students with the up-to-date learning expectations across the range of Social Studies learning opportunities.

Further benefits of the revised rules relate to the structure of the proposed standards. The Montana Social Studies Content Standards from 2000 included six content standards with three benchmarks at the end of grade 4, 8 and upon graduation. The proposed standards are organized by grade level for grades K-5, and by grade band for grades 6-8 and 9-12. The benefit 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 with collaboration with the librarian. 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 integrate Montana's Indian Education for All.

The Superintendent of Public Instruction is recommending changes to the Social Studies content standards, and to the Social Studies program delivery standards (ARM 10.55.1801).

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, help design a model curriculum guide and instructional resources accessible on the OPI website and offer online professional development for educators through the OPI 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).

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The Office of Public Instruction (OPI) conducted a survey of schools to assess the impacts of the proposed rule between January and May 2020. A total of 60 responses were received from superintendents, principals, district clerks, curriculum coordinators, and teachers. Not all questions were required to complete the survey. The respondents represented all school class sizes (AA- small schools) and all grade levels (elementary - high school).

Thirty-six of the 60 respondents (60%) indicated that their district would be able to meet the proposed standards within existing resources. Thirty-eight of the respondents (70%) indicated that the proposed standards would not or may not require their district to substantially revise the district's current curriculum.

The majority of the respondents (80%) indicated that their school systems could meet the proposed standards without imposing additional costs for personnel. The proposed rule does not require schools to hire additional Social Studies 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 Social Studies curriculum in grades K-5. Five respondents noted that they expect to have a shortage of teachers endorsed in social studies. The issue of credentialed educator challenges for Social Studies may 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 (OPI), 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 estimated \$1,305 budgeted (from sources at OPI) 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 a model curriculum guide.

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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. The proposed Social Studies 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 Social Studies standards and have acquired current knowledge and best-practice instructional strategies to support engaged student learning and understanding in Montana K-12 classrooms. These proposed standards provide teachers and students a wide range of up-to-date Social Studies teaching and learning opportunities that connect to students' lives and the world around them.

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

- The standards are broken out in K-5 standards to clearly define what students should know and be able to do at the end of each grade and then by grade band to allow for flexibility in grades 6-8 and 9-12.
- The revised standards continue to integrate Montana's Indian Education for All with a commitment to inclusiveness and respect for diversity in the learning community.
- Integrates knowledge, skills, beliefs, values and attitudes within and across the four content areas, civics, economics, geography, and history content to promote active citizenship.
- Promotes civic discourse and critical thinking as a commitment to civic responsibility.

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

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Personnel

The proposed standards were developed with the expectation that the K-5 Social Studies 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 one of the Social Studies endorsable areas.

Eighty percent of respondents said that the Social Studies standards would not impose additional costs for personnel beyond what is required to implement current standards. It is important to emphasize that there is no requirement in the proposed standards for additional instructional time be allocated to Social Studies. There 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 (OPI) does anticipate that more time will be required for educators to increase their knowledge of Social Studies 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 Social Studies standards. This plan is outlined under the Professional Development section of this statement.

Curriculum and Instructional Materials

Thirty-eight of the respondents (38%) indicated that they would not or may not need to substantially revise their existing Social Studies curriculum to implement the proposed standards. The OPI will provide a model curriculum guide and instructional resources for the Social Studies standards once the proposed rule is adopted. The guide will be useful to districts as they begin the review and revision of their current Social Studies curriculum.

Thirty-two of the respondents (59%) included that there would be additional costs for instructional materials beyond that is required to implement the current standards. Ten respondents (19%) indicated that they would have difficulty finding instructional materials to implement the proposed standards with seventeen respondents (32%) indicating that they may have trouble.

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 Social Studies 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 potential travel expenses to curriculum consortia meetings and conferences.

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

Social Studies teachers at every grade level will need access to professional development opportunities that will help integrate the new standards into their curriculum guides.

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The OPI's implementation plan includes presentations at state conferences (when appropriate) and course creation on the Teacher Learning Hub.

The OPI will provide a curriculum guide for the Social Studies standards once the proposed rule is adopted. The guide will be useful to districts as they begin the review and revision of their current Social Studies curriculum. The guide will also help districts incorporate Indian Education for All into their Social Studies curriculum.

If school districts determine that additional professional development is needed to implement their revised curriculum, the cost of these professional development will be borne by the school district.

The budget for implementing the OPI's professional development plan consists of the professional time and effort to develop a model curriculum guide and create professional development.

The cost of inaction would compromise the quality of educational opportunity in Social Studies for Montana students. The adoption of statewide Social Studies standards and expectations for what students should know reduces the Social Studies 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.

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 Social Studies 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 Social Studies 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.

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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 (OPI) has promoted educator best practices and updated information on Social Studies. However, this has not reached all schools or all educators. With the adoption of the proposed Social Studies standards, all schools and educators will be seeking updated information and best practices in Social Studies.

Montana's Social Studies standards have not been revised for 20 years. The OPI received requests from teachers and schools to revise the standards so schools could be assured they are providing quality Social Studies. School districts are interested in revising their curriculum based on current Social Studies information and pedagogy. The Board of Public Education agreed to move forward with the Superintendent's request to begin the process for Social Studies standards revision.

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 five months. 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.

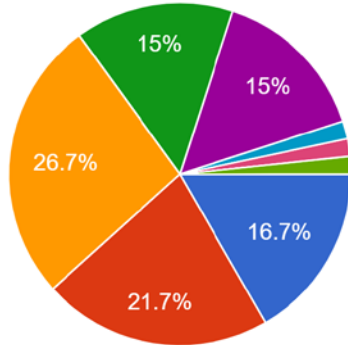
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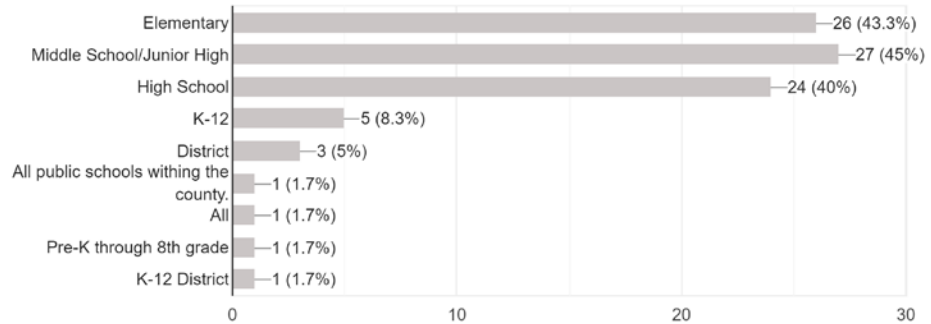
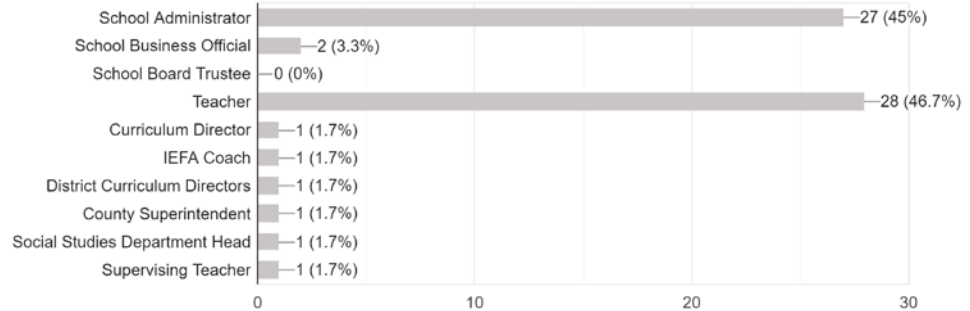
Attachment A

Survey Demographics (n=60*)

*many of the questions were optional



- Small School (fewer than 126 students)
- Class C
- Class B
- Class A
- Class AA
- Multiple School Districts (approximately 12,200 students)
- Rural School K-8 (9 students)
- I represent 6 school systems in the county the smallest has 6 students the...



Content Standards Implementation

Question	Yes	No
Do you anticipate that your district will be able to meet the proposed social studies standards with existing resources?	36 (60%)	24 (40%)
Will your district be able to implement the proposed program delivery standards for social studies?	35 (66%)	18 (34%)

The three most significant challenges to implementation were: Instructional Materials, Professional Development and Curriculum Development.

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Instructional Materials

Question	Yes	No	Maybe
Would the proposed standards impose a cost for instructional materials beyond that required to implement the current standards?	32 (59%)	22 (41%)	
Will your district have difficulty finding instructional materials to implement the proposed standards?	10 (19%)	26 (49%)	17 (32%)

Additional Feedback:

"We have not been able to provide new resources in high school until the passing of the high school levy last year. It's not that we had difficulty finding it is that we had a hard time finding the funding to implement new resources."

"We will need to conduct a curriculum audit and review process of materials that align with the standards"

"We currently have the teachers and materials needed at the middle school level."

"There would be no additional cost for first grade materials. Finding instructional materials would cost no more than current costs and could be easily found"

"Instructional Minutes are too small to address all standards, increase instructional days to 195, plus 10 PIR days, this requires a state increase in AnB funding. What confounds us is that you think it's about the materials, it is really about the time students attend school."

"much of the newer material is delivered electronically. That does not work for a small school with limited technology capabilities and financial resources to continually pay for licenses."

"The cost of adopting new materials will be prohibitive as we are not successful in passing mill levies."

"Due to lack of focus on Social Studies Standards at the state level since 1999 and the fact that it is not a tested area, there is a lack of accountability or incentive to keep these materials as up to date as other areas. Therefore, most of the schools I represent have not budgeted for or purchased new social studies materials and have expressed that they are lacking the resources to do so, with or without new standards."

"Our greatest challenge is resources. Many of our textbooks haven't been updated for fifteen to twenty years. Additionally, there isn't a great deal of supplementary materials due to finances."

"We struggle finding materials for the K-3 grade levels and will probably continue to do so. Curriculum programs are expensive to purchase."

"Filling the needs for the "Montana History" components will take some work, but it would be doable."

What increase in total dollars would be required to cover the cost associated with Instructional Materials? (best estimate)

Answers ranged from \$2,000, \$50 per student to 7 million.

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Personnel

Question	Yes	No
Would the proposed standards impose a cost for personnel beyond what is required to implement the current standards?	11 (20%)	43 (80%)
Will your district have a shortage of teachers endorsed to teach social studies?	5 (11.6%)	38 (88.4%)

If you answered “yes” additional feedback:

“All of our teachers are K-8 elementary endorsed. With that being said their individual depth of knowledge varies greatly and considerable professional development would be required to fully implement the new standards.”

“The cost would be to pay teachers in the summer for curriculum development.”

One school indicated it would need to add a second high school teacher.

Professional Learning

Question	Yes	No
Would the proposed standards impose a cost for professional learning beyond those expenses already required to implement the current standards?	25 (46%)	29 (54%)
Will your district have difficulty finding professional development opportunities for social studies educators?	19 (37%)	33 (64%)

Summary if answered “yes”

“Our district does not do specialized professional development.”

“We can use PLC time hopefully, but we have a difficult time with finding subs.”

“There shouldn't be any difficulty “finding” PD opportunities however our school does not focus on PD specific to each area, but rather generalized PD mostly focused on standardized testing.”

“We have not looked for training outside the district. Our location makes it challenging to send people to trainings that are cost effective.”

“The Montana Teaching/Learning Hub has a variety of options. However, the main cost will be trying to figure out a curriculum that can implement the standards. Since some of the standards are poorly worded and no examples of lessons or questions or supplied, we will need to spend a great deal of time and money.”

“increase PIR days to a required 10, Teachers get a required 7, 2 at the start of the year, 2 for MEA days, 2 for P/T conferences, that leaves just 1 day for the rest of the year.”

“Social Studies PD is nearly non-existent in our state. There are very few resources.”

“We do have funds for providing professional development for our teachers. Currently we are dependent upon grants to fund professional development. Title funds cannot be used to support social studies training.”

“Additional IEFA training opportunities.”

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“New standards require K-12 teachers to receive updated professional development. Social Studies is often one of the more challenging content areas to find engaging and relevant staff development opportunities”

What professional development would be needed?

“Training on materials to meet new standards, training on C3, time to develop units to meet standards.”

“1) review of standards 2) planning and instructional delivery 3) rigorous curriculum development, implementation, delivery, and grading”

“Teachers would need professional development on the inquiry process for all four domains of social studies. Most K-8 certified teachers are comfortable with direct instruction of facts but struggle to develop questions that develop an inquiry mindset that allows students to link the four domains together to create a well-rounded understanding of social studies.”

“Hands on training using primary and secondary resources which focus on the standards for middle school”

“Ideally, something in our area that is ongoing, and not just a onetime training.”

“Teaching abstract concepts in new standards”

“Training sessions related to integrating social studies and literacy provided at our school because access to substitute teachers is also a problem.”

“IEFA implementation ideas”

“I believe that we need the most assistance in applying economic and geographic standards to our history classes. Currently, our geography and economics courses are elective classes which are sparsely attended.”

“Understanding the C3 Framework as used to create the Montana Standards, especially the Inquiry Arc and Taking Action components. Also, a process or structure to create local curriculum that incorporates the new standards, such as a scope and sequence and pacing guides (with time allotted to do this type of work). Finally, there would be a need for training on specific programs adopted by each district for their teachers to fully implement the program(s) successfully.”

“Level 1 Awareness on new standards and the pedagogy required to implement them. Level 2 Resources and implementation of new curriculum Level 3 Proficiency Based Assessments towards those standards.”

“Integrating curriculum, especially new geography and economics standards.”

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Curriculum Development

Question	Yes	No	Maybe (if option)
Would the proposed standards, if adopted, require your district to substantially revise its current curriculum?	16 (30%)	26 (48%)	12 (22%)
Would the proposed standards impose a cost for curriculum development beyond what is required to implement the current standards?	23 (43%)	30 (57%)	

Summary if answered “yes”

“again: increase state PIR requirements”

“We need resources and time to align the curriculum and develop an implementation plan”

“We barely have time and money to implement the curriculum that we presently have. We have not done any major curriculum work in 10 years so there is a backlog that would require sufficient time.”

“Again, the acquiring of new materials is difficult. A small school does not have the resources to research nor purchase the multiple grade levels needed to meet the curriculum for all grade levels taught.”

“Curriculum development is always difficult in a rural district. ACE provides the training, but it can be difficult when you are the only person in the subject matter in a district to do it alone.”

“We need paid time during the summer. Missing significant amounts of time during school does not serve our students well. We need to create innovative ways to be sure the content standards are taught well within the content structure of our district, particularly as an IB school. IB has its own curriculum that is to be taught and we need to work to dovetail that with the Montana standards.”

“Not enough substitutes available to send teachers for professional development”

What new purchases would be needed?

- books, accompanying materials, subscriptions to databases
- New instructional materials (textbooks, techbooks, artifacts, and visual aids).
- A vertical alignment of standards and curriculum would be needed. This work would need to be done by teachers through co-ops or RESA's. Teacher time would need to be compensated.
- A new curriculum that is specific to Montana.
- Books, professional development materials
- Release time or summertime work for teachers

What increase in total dollars would be required to cover the cost associated with curriculum development?

Range: \$1,500-\$1,500,000

1,500 (figuring 20 per teacher rep on social studies curriculum teams)

\$1,500,000 for textbooks \$13,000 for Curriculum Review, (25 teachers x 6 days out of the classroom)

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General Feedback

In addition to curriculum, bandwidth to support technology and technology itself would be required to fully implement these standards.

Standards have not been revised in over two decades. With this comes a great deal of change that will need to take place in regard to curriculum, materials, and instructional practices. Ideal this would be done on a statewide level.

provide professional development to implement programs

However, there is always a need for quality professional development. The cost of that training varies depending on location and the personnel you bring in.

There is always a need for professional development and the price varies depending on geographic location and numbers. If we need to travel, that limits attendance. Bringing someone in also varies in cost.

I believe that OPI should consider making the standards clearer with examples of lessons provided. How might these standards be assessed? Examples should be provided also. As a 4th grade teacher, I focused most of my attention on those standards.

The focus in the standards should support curriculum for all levels, not just the top 10% of students. The public school was designed for the majority of the students, those in the middle of the educational spectrum. We are too focused on the top tier and its needs.

OPI needs to recommend a new funding structure for public education that adequately addresses the needs of small rural school systems in Montana. The funding needs to cover the expenses for personnel, professional development, and resources.

So much of this is just having paid time to make sure that the curriculum standards are effectively implemented. Trying to do it piecemeal is ineffective.

I believe that many schools will have a difficult time putting these in place due to finances. I am very lucky that I have a veteran staff member who can easily adapt what we have in place already to meet the new standards. Is it possible to offer grants to help needy schools meet the new requirements?

Consider adding a lot of additional support at the OPI level in terms of professional development and curriculum guidance to lessen the financial impact on individual districts.

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2018-2019 Social Studies Course Data (TEAMS)

Prior to Secondary (PTS) Category	Number
Number of PTS Social Sciences Courses	1,931
Total Enrollment of PTS Social Sciences Courses	37,539
School Systems with PTS Social Sciences Courses	211
Schools with PTS Social Sciences Courses	279
Number of PTS Social Sciences Teachers/Facilitators	612
PTS Social Sciences Course Codes Available	18
PTS Social Sciences Course Codes Used	15

Course Code	Prior to Secondary Social Sciences and History Courses	Courses	Enrollment
54001	World Geography	111	2155
54005	U.S. Geography	8	193
54051	World History—Overview	63	1455
54061	World Area Studies	1	20
54062	World People Studies	18	237
54063	Western Civilization	0	0
54064	Contemporary World Issues	2	19
54101	U.S. History—Comprehensive	79	1486
54105	State-Specific Studies	106	1583
54106	Contemporary U.S. Issues	12	137
54151	U.S. Government—Comprehensive	0	0
54161	Civics	15	270
54171	IB Humanities, Middle Years Program	0	0
54435	Social Studies (grade 5)	78	1724
54436	Social Studies (grade 6)	361	7857
54437	Social Studies (grade 7)	474	9541
54438	Social Studies (grade 8)	446	8218
54439	Social Studies	157	2644
Total		1,931	37,539

Secondary Category	Number
Number of Secondary Social Sciences Courses	3,353
Total Enrollment of Secondary Social Sciences Courses	57,662
School Systems with Secondary Social Sciences Courses	172
Schools with Secondary Social Sciences Courses	180

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Number of Secondary Social Sciences Teachers/Facilitators	545
Secondary Social Sciences Course Codes Available	51
Secondary Social Sciences Course Codes Used	44

Course Code	Secondary Social Sciences and History Courses	Courses	Enrollment
04001	World Geography	187	3749
04003	IB Geography	1	10
04004	AP Human Geography	21	472
04051	World History—Overview	490	9361
04052	World History and Geography	68	992
04053	Modern World History	40	769
04054	IB History	39	561
04056	AP European History	9	151
04057	AP World History	41	775
04061	World Area Studies	10	33
04062	World People Studies	35	511
04063	Western Civilization	59	1492
04064	Contemporary World Issues	23	386
04101	U.S. History—Comprehensive	602	9921
04102	Early U.S. History	102	2086
04103	Modern U.S. History	134	2593
04104	AP U.S. History	93	1388
04105	State-Specific Studies	125	2237
04106	Contemporary U.S. Issues	11	112
04108	U.S. Gender Studies	3	65
04151	U.S. Government—Comprehensive	486	8058
04153	Political Science	50	1147
04155	International Relations	0	0
04156	United States and World Affairs	59	1129
04157	AP U.S. Government and Politics	51	967
04158	AP Comparative Government and Politics	2	46
04159	AP Government	26	347
04161	Civics	52	670
04162	Law Studies	31	624
04163	Consumer Law	1	26
04164	Business Law	4	15

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04201	Economics	51	723
04202	Comparative Economics	9	150
04203	AP Microeconomics	7	9
04204	AP Macroeconomics	0	0
04205	AP Economics	2	41
04206	IB Economics	0	0

Montana course codes are a subset of the NCES (National Center for Education Statistics) Standard Codes. Along with the course code, a content description for each course is provided: [Montana K-12 Course Codes and Description](#)