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FISCAL IMPACT REPORT

SPONSOR Campos DATE TYPED 1/21/05 HB _____

SHORT TITLE Arts Education for Schools and Teachers SB 4

ANALYST Chabot

APPROPRIATION

Appropriation Contained		Estimated Additional Impact		Recurring or Non-Rec	Fund Affected
FY05	FY06	FY05	FY06		
	\$3,400.0		\$4.7	Recurring	General Fund

(Parenthesis () Indicate Expenditure Decreases)

Relates to Appropriation in the General Appropriation Act

SOURCES OF INFORMATION

LFC Files

Responses Received From
Public Education Department

SUMMARY

Synopsis of Bill

Senate Bill 4 appropriates \$3.4 million from the general fund to the Public Education Department (PED) for the purpose of implementing arts education in public schools (\$3 million) and providing professional development in arts education for teachers (\$400 thousand).

Significant Issues

The Fine Arts Education Act passed in 2003, established elementary art education in public schools. It added elementary arts education cost differential factors to the Public School Finance Act (known as the funding formula) of 0.0166 for FY04, 0.0332 for FY05, and 0.05 for FY06 per full-time equivalent MEM (total enrollment of qualified students). The Legislature provided \$4 million each year for FY04 and FY05 in a phased approach to fund the requirement. PED decided, based upon its general counsel recommendation, to offer funding to all districts in FY05 and included the requirement in determining the unit value. For the 2004-05 school year, 87 of the 89 school districts submitted applications for qualifying programs. The FY06 LFC recommendation includes \$2.5 million to fund programs in the two remaining districts and for schools

who had not established programs.

PED states the arts make unique contributions to culture, society and the lives of individuals. This legislation will provide an opportunity to strengthen existing public schools arts education programs, particularly in small school districts, by integrating the arts across the curriculum, strengthening arts instruction and enhancing academics through creating, performing and responding to the arts. Programs can be designed to assist students in developing self-esteem, literacy in language of the arts and awareness of peoples' similarities and differences.

PERFORMANCE IMPLICATIONS

According to hearing before LESC, the National Arts Education Association reports the findings of a comprehensive study by Harvard University including evidence of a relationship between classroom drama and a variety of verbal skills, including oral understanding, reading readiness, reading achievement and writing. The National Association of State Boards of Education (NASBE) asserts students who actively engage in the arts outperform those who do not on almost every measure.

According to PED, the federal No Child Left Behind Act gives arts equal recognition across the curriculum with mathematics, science, languages, civics, government, economics, history and geography. This appropriation would support that requirement.

FISCAL IMPLICATIONS

The appropriation of \$3.4 million contained in this bill is a recurring expense to the general fund. Any unexpended or unencumbered balance remaining at the end of fiscal year 2006 shall revert to the general fund.

Assuming a statutory change that would keep the weighting factor at -6332, The LFC recommended a funding level of \$2.5 million for FY06.

The LFC FY06 appropriation recommendation is balanced between revenues and expenditures and any increase in recurring funding must be offset by reductions in other areas of the recommendation. The Legislature must consider all priorities and funding requirements to find revenue to support this legislation.

PED estimates a cost of \$4.7 thousand to implement the program.

ADMINISTRATIVE IMPLICATIONS

PED will have to include arts education in teacher professional development programs.

TECHNICAL ISSUES

The appropriation in lines 15 and 16 of \$3 million should be made to the State Equalization Guarantee rather than PED so it will flow to school districts through the funding formula.

WHAT WILL BE THE CONSEQUENCES OF NOT ENACTING THIS BILL?

The elementary fine arts program will continue as currently funded under the Fine Arts Education Act.

POSSIBLE QUESTIONS

1. Is the intent to expand the fine arts program beyond elementary schools?
2. What is to be included in the fine arts professional development program for teachers?

GAC/lg:yr