| STATE OF WISCONSIN |                |         |  |
|--------------------|----------------|---------|--|
| DEPARTM            | ENT OF ADMINIS | TRATION |  |
| DOA 2049           | (R 07/2011)    |         |  |

## ADMINISTRATIVE RULES FISCAL ESTIMATE AND ECONOMIC IMPACT ANALYSIS

| Original   Updated   Corrected  | ECONOMIC IMPACT ANALYSIS  |  |  |  |
|---|---|--|--|--|
| Administrative Rule Chapter, Title and Number  PI 5, High School Equivalency Diplomas and Certificates of General Educational Development  Subject  The passing score for GED tests  Fund Sources Affected  GPR   FED   PRO   PRS   SEG SEG-S    Fiscal Effect of Implementing the Rule  No Fiscal Effect of Implementing the Rule  No Fiscal Effect   Decrease Existing Revenues   Could Absorb Within Agency's Budget    Decrease Existing Revenues   Static's Economy   Specific Businesses/Sectors    Local Government Units   Public Utility Rate Payers    Would Implementation and Compliance Costs Be Greater Than \$20 million?    Yes   No    Policy Problem Addressed by the Rule    GED Testing Service changed its passing score for the general educational development test pursuant to guidance issued on January 19, 2016. Therefore, the state superintendent wishes to align this rule to the new passing score.  Summary of Rule's Economic and Fiscal Impact on Specific Businesses, Business Sectors, Public Utility Rate Payers, Local Governmental Units and the State's Economy as a Whole (Include Implementation and Compliance Costs Expected to be Incurred)  Local: The change in the passing score for the GED test will increase the number of GED recipients.  State: None.  Benefits of Implementing the Rule and Alternative(s) to Implementing the Rule  The proposed rule will make any necessary changes to P15 to align the rule with the recommendation of GED Testing Service. Without this change, the rule  Testing Service Without this change, the rule rule of GED Test and the High School Equivalency Diploma (HSED). This rule change is designed to align the rule, with respect to the cut score for the GED Test, with the recommendation of GED Testing Service.  Compare With Approaches Being Used by Federal Government   | Type of Estimate and Analysis   |  |  |  |
| P1 5, High School Equivalency Diplomas and Certificates of General Educational Development  Subject  The passing score for GED tests  Fund Sources Affected   |   |  |  |  |
| The passing score for GED tests  Fund Sources Affected Chapter 20 , Stats. Appropriations Affected  GPR   FED   PRO   PRS   SEG SEG-S    Fiscal Effect of Implementing the Rule No Fiscal Effect   Increase Existing Revenues   Could Absorb Within Agency's Budget    Decrease Costs   Could Absorb Within Agency's Budget    Decrease Costs   Decrease Costs    The Rule Will Impact the Pollowing (Check All That Apphy)   Specific Businesses/Sectors    Local Government Units   Public Utility Rate Payers    Would Implementation and Compliance Costs Be Greater Than \$20 million?    Yes   No    Policy Problem Addressed by the Rule    GED Testing Service changed its passing score for the general educational development test pursuant to guidance issued on January 19, 2016. Therefore, the state superintendent wishes to align this rule to the new passing score.  Summary of Rule's Economic and Fiscal Impact on Specific Businesses, Business Sectors, Public Utility Rate Payers, Local Governmental Units and the State's Economy as a Whok (Include Implementation and Compliance Costs Expected to be Incurred)  Local: The change in the passing score for the GED test will increase the number of GED recipients.  State: None.  Benefits of Implementing the Rule and Alternative(s) to Implementing the Rule  The proposed rule will make any necessary changes to P15 to align the rule with the recommendation of GED Testing Service. Without this change, the rule will not be aligned with current agency practice.  Long Range Implications of Implementing the Rule  P1 5 governs the issuance of high school equivalency completion credentials by the State Superintendent, which includes the certificate for completion of the General Educational Development (GED) Test and the High School Equivalency Diploma (HSED). This rule change is designed to align the rule, with respect to the cut score for the GED Test, with the recommendation of GED Testing Service.  Compare With Approaches Being Used by Federal Government   | Administrative Rule Chapter, Tile and Number  |  |  |  |
| Fund Sources Affected  GPR   FED   PRO   PRS   SEG SEG-S    Sworth   Fiscal Effect of Implementing the Rule    Mo Fiscal Effect of Implementing the Rule    Mo Fiscal Effect   Increase Existing Revenues   Increase Costs    Could Absorb Within Agency's Budget    Decrease Costs   Decrease Costs    The Rule Will Impact the Following (Check All That Apply)    State's Economy   Specific Businesses/Sectors    Public Utility Rate Payers    Would Implementation and Compliance Costs Be Greater Than \$20 million?    Yes   No    Folicy Problem Addressed by the Rule    GED Testing Service changed its passing score for the general educational development test pursuant to guidance issued on January 19, 2016. Therefore, the state superintendent wishes to align this rule to the new passing score.  Summary of Rule's Economic and Fiscal Impact on Specific Businesses, Business Sectors, Public Utility Rate Payers, Local Governmental Units and the State's Economy as a Whole (Include Implementation and Compliance Costs Expected to be Incurred)  Local: The change in the passing score for the GED test will increase the number of GED recipients.  State: None.  Benefits of Implementing the Rule and Alternative(s) to Implementing the Rule  The proposed rule will make any necessary changes to P1 5 to align the rule with the recommendation of GED Testing Service. Without this change, the rule will not be aligned with current agency practice.  Long Range Implications of Implementing the Rule  P1 5 governs the issuance of high school equivalency completion credentials by the State Superintendent, which includes the certificate for completion of the General Educational Development (GED) Test and the High School Equivalency Diploma (HSED). This rule change is designed to align the rule, with respect to the cut score for the GED Test, with the recommendation of GED Testing Service.  Compare With Approaches Being Used by Federal Government   | PI 5, High School Equivalency Diplomas and Certificates of General Educational Development  |  |  |  |
| Final Sources Affected Chapter 20 , Stats. Appropriations Affected  GPR FED PRO PRS SEG SEG-S  Fiscal Effect Implementing the Rule  No Fiscal Effect Decrease Existing Revenues Could Absorb Within Agency's Budget Decrease Costs  Indeterminate Decrease Existing Revenues Decrease Costs  The Rule Will Impact the Following (Check All That Apply)  State's Economy State's Economy Decrease Existing Revenues Decrease Costs  The Rule Will Impact the Following (Check All That Apply)  State's Economy Decrease Existing Revenues Decrease Costs  The Rule Will Impact the Following (Check All That Apply)  State's Economy Decrease Existing Revenues Decrease Costs  The Rule Will Impact the Following (Check All That Apply)  State's Economy Decrease Existing Revenues Decrease Costs  Would Implementation and Compliance Costs Be Greater Than \$20 million?  Yes No  Folicy Problem Addressed by the Rule  GED Testing Service changed its passing score for the general educational development test pursuant to guidance issued on January 19, 2016. Therefore, the state superintendent wishes to align this rule to the new passing score.  Summary of Rule's Economic and Fiscal Impact on Specific Businesses, Business Sectors, Public Utility Rate Payers, Local Governmental Units and the State's Economy as a Whole (Include Implementation and Compliance Costs Expected to be Incurred)  Local: The change in the passing score for the GED test will increase the number of GED recipients.  State: None.  Benefits of Implementing the Rule and Alternative(s) to Implementing the Rule  The proposed rule will make any necessary changes to PI 5 to align the rule with the recommendation of GED Testing Service. Without this change, the rule will not be aligned with current agency practice.  Long Range Implications of Implementing the Rule  PI 5 governs the issuance of high school equivalency completion credentials by the State Superintendent, which includes the certificate for completion of the General Educational Development (GED) Test and the High School Equivalenc | Subject   |  |  |  |
| GPR   FED   PRO   PRS   SEG SEG-S   | The passing score for GED tests   |  |  |  |
| Size   Effect of Implementing the Rule  | Fund Sources Affected   | Chapter 20, Stats. Appropriations Affected |  |  |
| Mo Fiscal Effect  | ☐ GPR ☐ FED ☐ PRO ☐ PRS ☐ SEG SEG-S   |  |  |  |
| Indeterminate   |   |  |  |  |
| State's Economy  □ Local Government Units  □ Yes ⋈ No  Policy Problem Addressed by the Rule  GED Testing Service changed its passing score for the general educational development test pursuant to guidance issued on January 19, 2016. Therefore, the state superintendent wishes to align this rule to the new passing score.  Summary of Rule's Economic and Fiscal Impact on Specific Businesses, Business Sectors, Public Utility Rate Payers, Local Governmental Units and the State's Economy as a Whole (Include Implementation and Compliance Costs Expected to be Incurred)  Local: The change in the passing score for the GED test will increase the number of GED recipients.  State: None.  Benefits of Implementing the Rule and Alternative(s) to Implementing the Rule  The proposed rule will make any necessary changes to PI 5 to align the rule with the recommendation of GED Testing Service. Without this change, the rule will not be aligned with current agency practice.  Long Range Implications of Implementing the Rule  PI 5 governs the issuance of high school equivalency completion credentials by the State Superintendent, which includes the certificate for completion of the General Educational Development (GED) Test and the High School Equivalency Diploma (HSED). This rule change is designed to align the rule, with respect to the cut score for the GED Test, with the recommendation of GED Testing Service.  Compare With Approaches Being Used by Federal Government   |   | Could Absorb Within Agency's Budget        |  |  |
| □ Local Government Units □ Public Utility Rate Payers  Would Implementation and Compliance Costs Be Greater Than \$20 million? □ Yes □ No  Policy Problem Addressed by the Rule  GED Testing Service changed its passing score for the general educational development test pursuant to guidance issued on January 19, 2016. Therefore, the state superintendent wishes to align this rule to the new passing score.  Summary of Rule's Economic and Fiscal Impact on Specific Businesses, Business Sectors, Public Utility Rate Payers, Local Governmental Units and the State's Economy as a Whole (Include Implementation and Compliance Costs Expected to be Incurred)  Local: The change in the passing score for the GED test will increase the number of GED recipients.  State: None.  Benefits of Implementing the Rule and Alternative(s) to Implementing the Rule  The proposed rule will make any necessary changes to PI 5 to align the rule with the recommendation of GED Testing Service. Without this change, the rule will not be aligned with current agency practice.  Long Range Implications of Implementing the Rule  PI 5 governs the issuance of high school equivalency completion credentials by the State Superintendent, which includes the certificate for completion of the General Educational Development (GED) Test and the High School Equivalency Diploma (HSED). This rule change is designed to align the rule, with respect to the cut score for the GED Test, with the recommendation of GED Testing Service.  Compare With Approaches Being Used by Federal Government   | The Rule Will Impact the Following (Check All That Apply)   |  |  |  |
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|   | Compare With Approaches Being Used by Federal Government  |  |  |  |
|   | N/A   |  |  |  |

Compare With Approaches Being Used by Neighboring States (Illinois, Iowa, Michigan and Minnesota)

N/A

Name and Phone Number of Contact Person

Carl Bryan, Department of Public Instruction Administrative Rules Coordinator, (608) 267-9127.