

## ADMINISTRATIVE RULES Fiscal Estimate & Economic Impact Analysis

1. Type of Estimate and Analysis <input checked="" type="checkbox"/> Original <input type="checkbox"/> Updated <input type="checkbox"/> Corrected	2. Date
3. Administrative Rule Chapter, Title and Number (and Clearinghouse Number if applicable) PI 34, Educator Licenses	
4. Subject Changes to PI 34 as a result of 2019 Wisconsin Act 44	
5. Fund Sources Affected <input type="checkbox"/> GPR <input type="checkbox"/> FED <input type="checkbox"/> PRO <input type="checkbox"/> PRS <input type="checkbox"/> SEG <input type="checkbox"/> SEG-S	6. Chapter 20, Stats. Appropriations Affected
7. Fiscal Effect of Implementing the Rule <input type="checkbox"/> No Fiscal Effect <input type="checkbox"/> Increase Existing Revenues <input type="checkbox"/> Increase Costs <input type="checkbox"/> Decrease Costs <input checked="" type="checkbox"/> Indeterminate <input type="checkbox"/> Decrease Existing Revenues <input type="checkbox"/> Could Absorb Within Agency's Budget	
8. The Rule Will Impact the Following (Check All That Apply) <input type="checkbox"/> State's Economy <input type="checkbox"/> Specific Businesses/Sectors <input type="checkbox"/> Local Government Units <input type="checkbox"/> Public Utility Rate Payers <input type="checkbox"/> Small Businesses <b>(if checked, complete Attachment A)</b>	
9. Estimate of Implementation and Compliance to Businesses, Local Governmental Units and Individuals, per s.227.137 (3)(b) 1., Stats \$0	
10. Would Implementation and Compliance Costs Businesses, Local Governmental Units and Individuals Be \$10 Million or more Over Any 2-year Period, per s. 227.137 (3) (b) 2., Stats.? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
11. Policy Problem Addressed by the Rule The proposed rule seeks to make changes to ch. PI 34 to conform the rule to changes in statute as a result of 2019 Wisconsin Act 44, including rules around what constitutes satisfactory completion of a course of study that a special education teacher may complete as an alternative to the Foundations of Reading Test (FORT).	
12. Summary of the Businesses, Business Sectors, Associations Representing Business, Local Governmental Units, and Individuals that may be Affected by the Proposed Rule that were Contacted for Comments The Department held a preliminary public hearing and comment period on the scope statement for the proposed rule. The comments received were also considered in the development of this economic impact analysis. No specific businesses or local governments were contacted.	
13. Identify the Local Governmental Units that Participated in the Development of this EIA None.	
14. 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 proposed rule will create clarity to the licensing process for candidates for special education licensure by defining satisfactory completion of a course of study that a special education teacher may complete as an alternative to the FORT. However, the clarity offered to license candidates as a result of this rule change is dependent on individual behavior, and the Department is unable to predict how many applicants would benefit from this change. Therefore, the local impact as a result of this rule is indeterminate.  State: None.	
15. Benefits of Implementing the Rule and Alternative(s) to Implementing the Rule The proposed rule will conform ch. PI 34 to the changes in statute as a result of 2019 Act 44, which include rules around what constitutes satisfactory completion of a course of study that a special education teacher may complete as an alternative to the FORT. Without a rule, the Department would be required to implement PI 34 as statutes and rule currently exist, and could create confusion for applicants seeking an special education licensure.	

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16. Long-Range Implications of Implementing the Rule

The proposed rule will bring clarity to the licensing process for candidates for special education licensure and conform PI 34 to the changes in statute as a result of 2019 Wisconsin Act 44 by defining satisfactory completion of a course of study that a special education teacher may take as an alternative to the FORT.

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17. Compare With Approaches Being Used by Federal Government

Section 300.156 of the Individuals with Disabilities Education Act requires state education agencies to establish and maintain qualifications to ensure that special education personnel are appropriately and adequately prepared and trained, including that those personnel have the content knowledge and skills to serve children with disabilities. However, because education in the United States is typically governed by each state and local government, the Act does not address how states administer the licensure of special education teachers.

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

No states adjacent to Wisconsin currently require the Foundations of Reading Test as a condition for obtaining teacher licensure.

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19. Contact Name

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20. Contact Phone Number

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