

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) Chapter PI 34, Educator Licenses		
4. Subject Substitute Teaching		
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 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 (if checked, complete Attachment A)		
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 This proposed rule updates ch. PI 34 of the Wisconsin Administrative Code to conform the rule to changes in statute as a result of 2021 Wisconsin Act 236. The proposed rule will also define terms used in statutory language to provide greater clarity and alignment to current rule, including what is meant by hours of classroom observation. The rule will also align the name of this license to the terminology used in statute.		
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. As provided in the hearing notice, any comment received during the preliminary public hearing and comment period are also considered for the development of this economic impact analysis. However, no comments were received to be considered in the development of this economic impact analysis.		
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) State: The proposed rule will conform ch. PI 34 with the changes in statute as a result of Act 236. Rule and statute will be consistent and will have the effect of providing clarity to licensure applicants. Therefore, there is no fiscal effect to the state as a result of this rule. Local: No fiscal effect.		
15. Benefits of Implementing the Rule and Alternative(s) to Implementing the Rule This proposed rule is designed to bring s. PI 34.032 into alignment with changes to statute as a result of Act 236 and define observed classroom experience and enrollment for the purposes of this section in rule. The proposed rule would also align the name of this license and definitions of educator programs in this section to terminology used in statute. Without a rule change, ch. PI 34 would be inconsistent with current statute and create confusion for permit applicants.		

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16. Long-Range Implications of Implementing the Rule

The proposed rule will conform ch. PI 34 with the changes in statute as a result of Act 236. Rule and statute will be consistent and provide clarity to licensure applicants. Additionally, the proposed rule will define observed classroom experience and enrollment for the purposes of the rule.

17. Compare With Approaches Being Used by Federal Government

Because education in the United States is typically governed by each state and local government, federal regulations are generally silent with respect to teacher licensure. As a result, the requirements for substitute teacher licensure vary by state.

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

Illinois: The Illinois State Board of Education administers licensure for applicants seeking to obtain educator licensure in Illinois. Short-term substitutes are allowed to substitute teach no more than five consecutive days per licensed teacher in the same school. In order to receive this license an individual must have an associates degree or higher or have at least 60 semester hours of coursework completed at the 100 level or higher and complete a training provided by the school board.

Iowa: The Iowa Board of Educational Examiners administers licensure for applicants seeking to obtain educator licensure in Iowa. Iowa requires an individual to serve as a short-term substitute teacher if they have at least 60 semester hours or have an associates degree or higher and have completed a substitute authorization course. They are limited to substitute teaching for 10 days in a row in a 30-day period.

Michigan: The Michigan Department of Education administers licensure for applicants seeking to obtain educator licensure in Michigan. A daily substitute permit allows an individual to serve in a position for no more than 90 days. The individual may only be used in daily intermittent assignments when a teacher is temporarily unavailable. The individual must have at least 60 credits with a grade of C or better from a regionally accredited two or four-year institution. Permits are granted to employing schools, not individuals. Michigan Department of Education (MDE) has established administrative rules in accordance with MCL 380.1531 to authorize permits for both general education, as well as authorizations within CTE programs, and Special Education Approvals within the Michigan Administrative Rules for Special Education (MARSE).

Minnesota: The Minnesota Professional Educator Licensing and Standards Board administers licensure for applicants seeking to obtain educator licensure in Minnesota. A short-call substitute licensure candidate must hold a minimum of a bachelor's degree. Minnesota candidates that have completed student teacher through a teacher preparation program, but do not yet have a bachelor's degree awarded may apply. The student teaching grade must be posted on the transcripts. In lieu of a bachelor's degree, a candidate may evidence five years of work experience, an associates degree, or a professional certification from an approved certifying organization that is directly aligned to a Career and Technical (CTE) or Career Pathways licensure field. The short-call substitute license is valid for three years, expires on June 30 of the expiration year and may be renewed an unlimited number of times.

19. Contact Name

Carl Bryan, Administrative Rules Coordinator
Department of Public Instruction

20. Contact Phone Number

(608) 266-3275

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