

Fiscal Estimate - 2019 Session

☒ Original
 ☐ Updated
 ☐ Corrected
 ☐ Supplemental

LRB Number 19-4671/1	Introduction Number SB-554
Description requirements for teacher preparatory programs in this state, providing an exemption from emergency rule procedures, and requiring the exercise of rule-making authority	
Fiscal Effect State: <div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;"> <input checked="" type="checkbox"/> No State Fiscal Effect <input type="checkbox"/> Indeterminate <input type="checkbox"/> Increase Existing Appropriations <input type="checkbox"/> Decrease Existing Appropriations <input type="checkbox"/> Create New Appropriations </div> <div style="width: 33%;"> <input type="checkbox"/> Increase Existing Revenues <input type="checkbox"/> Decrease Existing Revenues </div> <div style="width: 33%;"> <input type="checkbox"/> Increase Costs - May be possible to absorb within agency's budget <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Decrease Costs </div> </div> Local: <div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;"> <input type="checkbox"/> No Local Government Costs <input type="checkbox"/> Indeterminate 1. <input type="checkbox"/> Increase Costs <input type="checkbox"/> Permissive <input type="checkbox"/> Mandatory 2. <input type="checkbox"/> Decrease Costs <input type="checkbox"/> Permissive <input type="checkbox"/> Mandatory </div> <div style="width: 33%;"> 3. <input type="checkbox"/> Increase Revenue <input type="checkbox"/> Permissive <input type="checkbox"/> Mandatory 4. <input type="checkbox"/> Decrease Revenue <input type="checkbox"/> Permissive <input type="checkbox"/> Mandatory </div> <div style="width: 33%;"> 5. Types of Local Government Units Affected <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Towns <input type="checkbox"/> Counties <input type="checkbox"/> School Districts </div> <div> <input type="checkbox"/> Village <input type="checkbox"/> Others <input type="checkbox"/> WTCS Districts </div> <div> <input type="checkbox"/> Cities <div style="border-bottom: 1px solid black; width: 50px; text-align: center;">0</div> </div> </div> </div> </div>	
<div style="display: flex; justify-content: space-between;"> <div> 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"/> SEGS </div> <div> Affected Ch. 20 Appropriations </div> </div>	
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Date 11/22/2019	

Fiscal Estimate Narratives

DPI 11/22/2019

LRB Number	19-4671/1	Introduction Number	SB-554	Estimate Type	Original
Description requirements for teacher preparatory programs in this state, providing an exemption from emergency rule procedures, and requiring the exercise of rule-making authority					

Assumptions Used in Arriving at Fiscal Estimate

Under current law, an individual must complete a teacher preparatory program approved by the State Superintendent of Public Instruction (SSPI) to qualify for a license to teach under the traditional licensure pathway. A teacher preparatory program ("TPP") is a sequence of courses included in a bachelor's degree program or post baccalaureate degree program designed to prepare individuals for licensure. Current law requires the SSPI to establish standards, requirements, and procedures related to approving TPPs.

This bill imposes new requirements as a condition of approval of a TPP by the SSPI. Specifically:

1. The TPP must include at least six credits of instruction in literacy theory, skills, and processes (literacy instruction) to individuals in the program who intend to apply for an educator license from the Department of Public Instruction (DPI) to teach kindergarten to fifth grade, or, the following DPI-issued licenses: special education; reading teacher; and reading specialist.
2. The required literacy instruction must align with the Knowledge and Practice Standards for Teachers of Reading from the International Dyslexia Association.
3. Each TPP to submit syllabi, names of textbooks, and other instructional material that will be used in the literacy instruction, to DPI prior to offering the required literacy instruction.

Additionally, the bill requires the SSPI to post the information received from a TPP related to the literacy instruction on DPI's Internet site, before the TPP offers the literacy instruction.

Under current law, DPI must consult with the governor's office, the chairpersons and ranking members of the education committees in the assembly and senate, the Board of Regents of the University of Wisconsin System, and the Wisconsin Association of Independent Colleges and Universities when performing specific duties related to evaluating TPPs. This bill requires DPI to also consult with the chairpersons and ranking members of the higher education committees in the assembly and senate.

Finally, the bill provides DPI with emergency rule-making authority. DPI would not have to provide evidence that an emergency rule is necessary to preserve the public health, peace, safety or welfare; nor would DPI have to provide finding of an emergency as a condition of promulgating an emergency rule for the provisions included in the bill.

Fiscal Impact

State: No direct fiscal impact.

The bill does not appropriate additional funds to DPI, either for operational costs or as aid to TPPs to offset costs of complying with the requirements in the bill. There is likely to be some additional work associated with initial implementation of the bill (e.g., putting practices in place to ensure TPP compliance with the provisions of the bill), which DPI would have to absorb within base resources.

Long-Range Fiscal Implications