

Fiscal Estimate - 2023 Session

Original
 Updated
 Corrected
 Supplemental

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|------------------------------------|---|
| LRB Number 23-4274/1 | Introduction Number AB-1005 |
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Description
 student teaching requirement for teacher preparatory programs and granting rule-making authority

Fiscal Effect

State:

| | | |
|---|---|--|
| <input type="checkbox"/> No State Fiscal Effect | <input type="checkbox"/> Increase Existing Revenues | <input type="checkbox"/> Increase Costs - May be possible to absorb within agency's budget |
| <input checked="" type="checkbox"/> Indeterminate | <input type="checkbox"/> Decrease Existing Revenues | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| <input type="checkbox"/> Increase Existing Appropriations | <input type="checkbox"/> Create New Appropriations | <input type="checkbox"/> Decrease Costs |
| <input type="checkbox"/> Decrease Existing Appropriations | | |

Local:

| | | |
|--|---|--|
| <input type="checkbox"/> No Local Government Costs | 5. Types of Local Government Units Affected | |
| <input type="checkbox"/> Indeterminate | <input type="checkbox"/> Towns <input type="checkbox"/> Village <input type="checkbox"/> Cities <input type="checkbox"/> Counties <input type="checkbox"/> Others <input type="checkbox"/> School Districts <input type="checkbox"/> WTCS Districts | |
| 1. <input type="checkbox"/> Increase Costs | 3. <input type="checkbox"/> Increase Revenue | |
| <input type="checkbox"/> Permissive <input type="checkbox"/> Mandatory | <input type="checkbox"/> Permissive <input type="checkbox"/> Mandatory | |
| 2. <input type="checkbox"/> Decrease Costs | 4. <input type="checkbox"/> Decrease Revenue | |
| <input type="checkbox"/> Permissive <input type="checkbox"/> Mandatory | <input type="checkbox"/> Permissive <input type="checkbox"/> Mandatory | |

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|---|---------------------------------------|
| Fund Sources Affected | Affected Ch. 20 Appropriations |
| <input checked="" type="checkbox"/> GPR <input type="checkbox"/> FED <input type="checkbox"/> PRO <input type="checkbox"/> PRS <input type="checkbox"/> SEG <input type="checkbox"/> SEGS | s. 20.255 (1) (hg), Stats. |

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| Agency/Prepared By DPI/ Carl Bryan (608) 266-3275 | Authorized Signature Erin Fath (608) 266-2804 | Date 1/26/2024 |
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Fiscal Estimate Narratives

DPI 1/26/2024

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|--|-----------|---------------------|---------|---------------|----------|
| LRB Number | 23-4274/1 | Introduction Number | AB-1005 | Estimate Type | Original |
| Description student teaching requirement for teacher preparatory programs and granting rule-making authority | | | | | |

Assumptions Used in Arriving at Fiscal Estimate

The bill requires the Department of Public Instruction to establish, by rule, a teacher apprenticeship program for students enrolled in educator preparation programs that require two to four semesters of student teaching. The teacher apprenticeship program is expected to include various elements, including the qualifications for serving as a teacher apprentice, a mandatory apprentice contract under s. 106.01, Wis. Stats., and registration as a teacher apprentice with the department. Additionally, under the bill, the state superintendent would be prohibited from approving an educator preparation program unless it requires students to undergo a minimum of one but no more than four full semesters of student teaching, aligning with the daily schedule and semester calendar of the cooperating school. The state superintendent may endorse an educator preparation program that requires two to four semesters of student teaching if the institution of higher education grants general education credits to the student for the respective semesters of student teaching. Finally, beginning in the 2025-26 school year, the department is required to report information about all students and graduates of each educator preparation program in the state, including those completing one semester of student teaching and those who completed more than one semester of student teaching.

The bill has the potential increase the number of educator license applications received by the department compared to current law. An increase in license applications would generate additional revenue compared to current levels of license applications. The number of licensing applications and background checks processed by the department is cyclical, as background checks are required every 5 years for individuals to maintain a lifetime license. The revenue collected by the department for processing license applications and background checks is used to support the department's Licensing, Educator Advancement, and Development team, which processes educator license applications and approves educator preparation programs in the state. However, under current law, the department is permitted to retain just 90% of license application fee revenue collected from applicants; the remaining 10% is lapsed to the state's general fund at the end of each fiscal year. Further, the appropriation in which license application fee revenue is collected is annual (sum-certain) appropriation. This means that without an increase to the budget authority for that appropriation, the department would not have the authority to expend the additional revenue generated by the increase in the volume of license applications.

Assuming the volume of license applications increases as a result of this bill, additional staff would be required to review and approve the increased volume of applications. The department utilizes Limited Term Employee (LTE) appointments to manage the fluctuations in the licensing application workload from year to year. While the department would be able to create the LTEs without legislative approval, the revenue to support additional LTE appointments might not be accessible to the department, to the extent that fee revenues exceed the appropriation amount. An ongoing increase in the volume of license applications would call for addition permanent staff. The annual personnel costs for a 1.0 FTE is approximately \$71,000, including salary, fringe benefits, fixed (overhead) costs, and IT support (Education Specialist classification). However, the increase in licensing applications, and the subsequent cost incurred by the department, is dependent on individual behavior and cannot be estimated at this time. Therefore, the fiscal impact as a result of the bill is indeterminate.

Long-Range Fiscal Implications