

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 Grade ranges for school administrators and speech-language pathologists		
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 (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 to 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 objective of the proposed rule is to make clarifications to the grade ranges in which school administrators and speech-language pathologists are permitted to work in a Wisconsin school.		
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. 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: None. Local: The proposed rule creates clarity around the rules governing the licensure of speech-language pathologists and school administrators. The effect of the proposed rule will ensure greater transparency for applicants seeking licensure in these areas. It is not possible to predict the impact of this proposed rule as the impact of the changes provided in this rule depend on individual behavior. Therefore, the economic impact of the proposed rule is indeterminate.		
15. Benefits of Implementing the Rule and Alternative(s) to Implementing the Rule The proposed rule would clarify licensed administrators are authorized to oversee students or children being served as part of the school's operations. Without a rule, the department would be required to implement ch. PI 34 as the rules currently exist, which could create confusion for applicants and licensees. Additionally, the proposed rule would clarify that speech-language pathologist licensees may teach students in any grade. Without a rule, the department would be required to implement ch. PI 34 as the rules currently exist, and		

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confusion would exist around the ability of speech-language pathologists to serve three-year-olds under the current rule.

16. Long-Range Implications of Implementing the Rule

The proposed rule change clarifies the rules governing licensure for speech-language pathologists and school administrators. Rule, statute, and agency practice will be consistent.

17. Compare With Approaches Being Used by Federal Government

Under Individuals with Disabilities Education Act, 20 U.S.C. s. 1412 (a) (1) (A) and 34 C.F.R. s. 300.101, public schools are required to serve students beginning at age three.

Further, section 300.34 (a) of the Individuals with Disabilities Education Act regulations governs speech-language pathology services with respect to educating a child who has a speech or language impairment. Under 34 C.F.R. s. 300.34 (c) (15), speech-language pathology services include the identification of children with speech or language impairments, diagnosis and appraisal of specific speech or language impairments, referral for medical or other professional attention necessary for the habilitation of speech or language impairments, provision of speech and language services for the habilitation or prevention of communicative impairments and counseling and guidance of parents, children, and teachers regarding speech and language impairments. However, because education in the United States is typically governed by each state and local government, the Act permits states to choose how speech-language pathologists are licensed to provide services to children with an individualized education plan.

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

Pursuant to the Individuals with Disabilities Education Act, public schools in Wisconsin and all adjacent states are required to serve students beginning at age three.

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