

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 Bilingual-bicultural supplemental licenses		
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 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 change ch. PI 34 of the Wisconsin Administrative Code to 1) expand the scope of a bilingual-bicultural license to include any underlying teaching license the educator currently holds or may acquire in the future; and 2) to remove the prohibition on acquiring the bilingual-bicultural license as a three-year license with stipulations.		
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 None.		
13. Identify the Local Governmental Units that Participated in the Development of this EIA 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.		
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 provide flexibility to school districts to meet staffing needs in bilingual-bicultural education. The proposed change would allow the scope of the bilingual license held to expand as an individual adds additional licenses and provide individuals with a tier II license or higher with the option to add a bilingual-bicultural		

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license under the three-year, school district-sponsored pathway. The fiscal impact that may result of this change is based on individual behavior and can't be determined at this time. The fiscal impact is therefore indeterminate.

Local: No fiscal impact.

15. Benefits of Implementing the Rule and Alternative(s) to Implementing the Rule

The department proposes to update ch. PI 34 of the Wisconsin Administrative Code to provide flexibility to school districts to meet staffing needs in bilingual-bicultural education. The proposed change would allow the scope of the bilingual license held to expand as an individual adds additional licenses and would revise s. PI 34.029 to provide individuals with a tier II license or higher with the option to add a bilingual-bicultural license under the three-year, school district-sponsored pathway. Without a rule, the department would be required to implement ch. PI 34 as the rules currently exist, and school districts will be left without the flexibility to address this shortage area.

16. Long-Range Implications of Implementing the Rule

The proposed rule will provide flexibility to school districts to meet staffing needs in bilingual-bicultural education. The proposed change would allow the scope of the bilingual license held to expand as an individual adds additional licenses and provide individuals with a tier II license or higher with the option to add a bilingual-bicultural license under the three-year, school district-sponsored pathway.

17. Compare With Approaches Being Used by Federal Government

Because educator preparation in the United States is typically governed by each state and local government, federal regulations are generally silent with respect to the preparation of student teachers. As a result, the requirements for teacher preparation programs vary by state.

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

Illinois: To obtain a bilingual license endorsement in Illinois, the educator must hold a valid teacher certificate, have 100 clock hours bilingual clinical experience or 3-months teaching in bilingual programs, complete certain relevant coursework, and, in some cases, pass a proficiency exam. Those with bilingual approval may teach ESL in grades K-6 as well as all other subject areas of a bilingual education program in their approved language.

Iowa: To become a certified English as a Second Language (ESL) teacher in Iowa, candidates must complete a teacher preparation program and obtain an ESL endorsement. Earning the endorsement requires a total of 18 semester hours of coursework. This coursework includes six hours focused on pedagogy, six hours on linguistics, six hours on cultural and linguistic diversity, and an additional six hours covering current issues related to transient populations. However, some schools may require more hours than the minimum for certification. The Iowa Department of Education (IDE) and the Iowa Board of Education Examiners oversee all certificates and endorsements for educators in the state. For those seeking a bilingual education certification, online courses are available and can be taken synchronously or asynchronously.

Michigan: To become a bilingual teacher in Michigan, individuals may either earn a bilingual or ESL endorsement by completing a bachelor's degree and a state-approved teaching program with ESL coursework or pursue a master's degree in bilingual education or ESL from an approved institution. Alternatively, individuals may apply for a bridge graduate certificate, which requires Michigan teacher certification and completing the Oral Proficiency Interview of the

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American Council on the Teaching of Foreign Languages. Additional programs include a 21-credit hour ESL endorsement program for certified teachers, an online ESL Graduate Certificate Program for K-12 educators, and an online Post-Bachelor Endorsement in bilingual/bicultural education offered by Wayne State University.

Minnesota: To become a bilingual/bicultural education teacher in Minnesota, individuals shall hold a bachelor's degree from an accredited college or university and possess a valid Minnesota teaching license for elementary education or grades 5–12 or 7–12 in subjects like math, science, social studies, or health education. Additionally, individuals shall demonstrate both oral and written proficiency in the students' native language, complete a preparation program approved by the Professional Educator Licensing and Standards Board, and show evidence of effective teaching practices. Alternatively, individuals may add a Bilingual/Bicultural Education endorsement to their existing teaching license through a program such as the one at Winona State University, which requires advanced language proficiency. Minnesota also offers the Minnesota Bilingual Seals (MN SEALS) program, which recognizes high school graduates who meet specific proficiency levels in a world language.

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