

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 37, Grants For National Teacher Certification Or Master Educator Licensure		
4. Subject Revisions to grants for National Teacher Certification and Master Educator Licensure		
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 proposed rule change is intended to update ch. PI 37 of the Wisconsin Administrative Code by clarifying eligibility requirements for applicants seeking grants for national teacher certification and master educator licensure; establishing the length of grant renewal; aligning the rule with statute, application processing practices, and the form and style specified in the rules procedures manual prepared by legislative council staff and the legislative reference bureau under s. 227.15, Wis. Stats.		
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) The proposed rule change primarily focuses on clarifying eligibility, defining key terms, aligning the rule with statutory requirements, and ensuring consistency in application processing. The fiscal impact is likely to be minimal because the rule does not introduce new financial obligations for the state beyond those already outlined in statute and the anticipated fiscal impact is expected to remain consistent with past expenditures under the program. However, if clearer eligibility criteria make it easier for educators to apply and receive grants, the increased accessibility may result in a net change in the number of grant recipients, potentially causing a modest budgetary impact. The impact of this specific change cannot be determined as this is dependent on individual behavior. Therefore, the fiscal impact of this rule change is indeterminate.		
15. Benefits of Implementing the Rule and Alternative(s) to Implementing the Rule		

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Implementing the proposed rule change will provide greater clarity for grant applicants by aligning eligibility and licensing requirements with statutory requirements, clearly defining grant renewal terms, and ensuring consistency with current evaluation practices for educators. These updates will help streamline the application process, reduce ambiguities, and improve compliance with existing laws. Additionally, revising definitions and updating formatting to align with legislative standards will enhance the rule's clarity and usability. Alternatively, if the rule remains unchanged, the department would have to continue enforcing outdated provisions, potentially causing confusion among applicants and leading to inconsistencies with current statutory requirements.

16. Long-Range Implications of Implementing the Rule

Implementing the proposed rule change will create a more efficient and transparent grant process, ensuring that eligible educators can access funding without unnecessary confusion or administrative barriers. By aligning the rule with statutory requirements and current evaluation practices, the program will remain relevant and adaptable to future policy changes, reducing the need for frequent revisions. Clearer guidelines may also encourage more educators to pursue national board certification or master educator licensure, potentially improving teacher quality and retention, particularly in high-need schools.

17. Compare With Approaches Being Used by Federal Government

There are no specific federal regulations governing national teacher certification or master educator licensure, as these requirements are administered by state and independent bodies. Grant funding under this program is administered by Wisconsin statute and administrative code.

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

Illinois: While not explicitly outlined in the Illinois Administrative Code, National Board Certified Teachers (NBCTs) in Illinois are eligible for several financial incentives designed to support and recognize their expertise. One of the main incentives is a one-time \$3,000 award for NBCTs employed in designated rural and remote school districts. To qualify, educators must be full-time teachers or counselors in Illinois public schools, hold National Board Certification, and work in schools classified as Tier 1 or Tier 2 under the Evidence-Based Funding formula. The incentive is also available to those employed in specific rural or remote districts, as indicated by locale codes.

Additionally, Illinois provides an annual \$3,200 incentive to NBCTs who serve as diverse liaisons, promoting inclusive educational practices for diverse student populations. This incentive is contingent upon available funding. While specific statewide financial incentives for educators holding a Master Educator License are not detailed in the Illinois Administrative Code, many Illinois school districts offer local incentives such as stipends, salary increases, and professional development opportunities for certified educators.

Iowa: While not explicitly outlined in the Iowa Administrative Code, National Board Certified Teachers (NBCTs) in Iowa receive an annual bonus of \$2,500 for the duration of their certification. This stipend is provided through state appropriations and is intended to recognize and reward the expertise of certified teachers. However, if the number of NBCTs exceeds the available funding, the bonus may be prorated by the Iowa Department of Education.

Michigan: Michigan Compiled Laws Section 388.1627m include the statutes governing financial incentives to support and reward educators who achieve National Board Certification (NBC). While not explicitly outlined in Michigan Administrative Rules, teachers who hold National Board Certification are eligible to receive a \$4,000 award. Additionally, teachers working in underprivileged schools, specifically those in Title I buildings, are eligible for an extra \$6,000, bringing the total potential award to \$10,000. The Michigan Department of Education administers these grants through the 27m Recognized Achievement Grant program, providing financial support to NBCTs who meet the eligibility requirements.

Minnesota: While not explicitly outlined in Minnesota Administrative Rules, Minnesota provides annual financial incentives for National Board Certified Teachers (NBCTs). NBCTs who certified after 2018 are eligible to receive

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\$2,500 annually for five years if they do not teach in a high-poverty school, and \$5,000 annually for five years if they teach in a high-poverty school.

Additionally, in Minnesota, educators who complete a master's degree program in their licensure field may qualify for a nonrefundable credit. This credit is designed to support teachers pursuing advanced education in their teaching area.

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