

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 Alternative education 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 checked="" type="checkbox"/> No Fiscal Effect <input type="checkbox"/> Increase Existing Revenues <input type="checkbox"/> Increase Costs <input type="checkbox"/> Decrease Costs <input 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 will be to align the alternative education supplemental license to the licensing structure in ch. PI 34, Wis. Admin. Code, which recognizes licenses for grades 4-12 for middle and high school. Moving to a grade 4-12 license would also align the alternative education supplemental license to alternative education programs for at-risk students, as defined under s. 118.153, Wis. Stats., as students in grades 5-12.		
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) State: The proposed rule change is expected to have a minimal direct fiscal impact on the state, as it primarily involves aligning existing licensure structures within the department's current administrative framework. However, it may generate indirect fiscal benefits over time by expanding the pool of qualified educators eligible to teach in alternative education settings, thereby reducing reliance on emergency teaching licenses, which have significantly increased in recent years. This could help school districts lower associated training and support costs and promote a more stable teaching workforce. Additionally, better alignment between licensure and student needs may lead to improved educational outcomes for at-risk students, potentially reducing long-term expenditures on remediation and support services. However, this rule change is dependent on individual behavior, so the precise impact to the state cannot be predicted at this time. Local: The proposed rule change is expected to have minimal direct fiscal impact on school districts, as it does not		

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mandate new programs or staffing requirements. However, by aligning the licensure grade span to 4–12, districts may benefit from increased staffing flexibility, allowing them to assign qualified teachers more efficiently across grade levels in alternative education settings. These efficiencies may help districts better allocate resources, potentially lowering costs related to staff recruitment, retention, and support for at-risk student populations. However, this rule change is dependent on individual behavior, so the local impact cannot be predicted at this time.

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

The proposed rule aims to align the alternative education supplemental license with the licensing structure outlined in chapter PI 34 of the Wisconsin Administrative Code, which designates licenses for grades 4-12 for middle and high school teaching. This alignment would ensure consistency with alternative education programs designed for at-risk students, defined under section 118.153 of the Wisconsin Statutes as those in grades 5-12. Transitioning to a grade 4-12 license would better support the needs of these programs and students. Without a rule, the department would be required to implement ch. PI 34, Wis. Admin. Code, as the rules currently exist.

16. Long-Range Implications of Implementing the Rule

Implementing this rule to align the alternative education supplemental license with the licensure of middle and high school teaching in grades 4-12 carries several long-range implications for Wisconsin's education system. First, it would create greater coherence and consistency within the state's educator licensing framework, reducing confusion for educators, school districts, and educator preparation programs. By aligning the alternative education supplemental license with the licensure of middle and high school teaching, the rule would provide school districts with increased flexibility to assign qualified educators to alternative education programs that serve a wider range of students, particularly those at-risk as defined under s. 118.153, Wis. Stats. This alignment may lead to stronger program continuity and more effective transitions for students moving between upper elementary, middle, and high school levels. Over time, the rule could support improved student outcomes by ensuring that educators working in alternative settings are better prepared and appropriately licensed to meet the complex needs of this population. Additionally, the change may encourage more teachers to pursue this supplemental license, thereby expanding the pool of qualified professionals available to support alternative education programs statewide. Ultimately, this rule positions Wisconsin to better serve its at-risk student population while reinforcing a streamlined approach to educator licensure.

17. Compare With Approaches Being Used by Federal Government

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

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

Illinois: Illinois K-12 students under the age of 20 are eligible to enroll in a graduation incentives program if they fall into one of several at-risk categories or are experiencing difficulty in the traditional education system. (105 ILCS 5/26-16)

Iowa: Each school district shall adopt a plan to provide alternative option education programs to students who are either at risk of dropping out or have dropped out. A "dropout" means a school-age student in any grade 7 through 12 who does not attend school or withdraws from school for a reason other than death or transfer. Iowa Admin. Code 280.19A and 281-12.2 (256)

Michigan: Alternative education in Michigan is a separate, nontraditional program for K-12 pupils within local education agencies or public school academies established to provide personalized educational services for students who are at risk of not graduating with their class or have individual needs not being met in a traditional setting. (Section 31a of the State School Aid Act)

Minnesota: Minnesota students under the age of 21 who are at-risk in the traditional education environment is eligible to participate in one of several state-approved alternative programs.

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