

## 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 Tier I special education aide program 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 <b>(if checked, complete Attachment A)</b>		
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 amend ch. PI 34.036, Wis. Admin. Code, to include administrators of charter schools and county children with disability education boards (CCDEBs) as eligible to recommend licensure for Tier I, special education program aides.		
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 is anticipated to have minimal fiscal impact on the state. This change primarily expands the pool of individuals authorized to recommend licensure, potentially streamlining the hiring process for special education aides in charter schools and CCDEBs. However, it does not introduce new mandates that would require additional state funding. Therefore, the fiscal implications as a result of the rule are expected to be negligible.  Local:  The fiscal impact on charter schools and CCDEBs is expected to be minimal. While these entities may incur minor administrative costs associated with establishing internal procedures to recommend candidates for licensure, such as training personnel or updating local protocols, any changes to operations as a result of this rule change are expected to be absorbed within existing operational budgets. This rule may also generate efficiencies in hiring, potentially		

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allowing faster onboarding of special education aides and reducing reliance on recruitment activities. However, the impact of this rule change is dependent on individual behavior and cannot be predicted at this time.

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

The proposed rule will amend ch. PI 34.036, Wis. Admin. Code, to include administrators of charter schools and CCDEBs as eligible to recommend licensure for tier I, special education program aides. Without a rule change, the department would be required to implement ch. PI 34, Wis. Admin. Code, as the rules currently exist.

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16. Long-Range Implications of Implementing the Rule

By expanding licensure authority to include administrators of charter schools and CCDEBs, the proposed rule increases flexibility in hiring and may help address special education aide shortages, particularly in underserved areas.

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17. Compare With Approaches Being Used by Federal Government

Section 300.156 of the Individuals with Disabilities Education Act requires state education agencies to establish and maintain qualifications to ensure that special education personnel are appropriately and adequately prepared and trained, including that those personnel have the content knowledge and skills to serve children with disabilities. However, 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.

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

Illinois: Under Illinois law, at least 75% of teachers at a charter school must be certified.

Iowa: Charter schools in Iowa must meet the same certification requirements as other public schools, including ensuring that teachers are certified or in the process of obtaining a license.

Michigan: Michigan public school academies, nonpublic schools, and local and intermediate school districts can request a teacher permit in certain circumstances if they are unable to fill a position with someone who holds full certification.

Minnesota: To obtain a Tier 1 or Tier 2 license in Minnesota, applicants must have a job offer by a Minnesota public school district. The District Verification for a Tier 1 (or Tier 2) License Form must be completed, then signed and dated by the authorized Minnesota public or charter school official. An Educational Service Agency in Minnesota cannot request this license.

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19. Contact Name

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20. Contact Phone Number

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