

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 Eligibility for 5-year educational interpreter 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 proposed rule seeks to amend ch. PI 34 of the Wisconsin Administrative Code with respect to eligibility requirements for the 5-year, renewable educational interpreter license. The proposed rule will clarify that evidence of work experience as an educational interpreter in a PK-12 setting may be accepted in lieu of the practicum requirement in order to be eligible for a license under s. PI 34.086 (2) (b) or (3) (b).		
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 will options around the eligibility criteria for individuals seeking a license to work as an educational interpreter. The impact on the number of licenses that will be issued as a 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 proposed rule will provide that evidence of work experience as an educational interpreter in a PK-12 setting may be accepted in lieu of the practicum requirement to be eligible for a license under s. PI 34.086 (2) (b) or (3) (b). Without a rule, the department would be required to implement the rule as it currently exists, and applicants would be required to meet current eligibility criteria to obtain a license.		
16. Long-Range Implications of Implementing the Rule		

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By permitting evidence of work experience as an educational interpreter in a PK-12 setting in lieu of a practicum requirement, the proposed rule will create options around the eligibility criteria for individuals seeking a license to work as an educational interpreter.

17. Compare With Approaches Being Used by Federal Government

Section 300.34 (c) (4) of the Individuals with Disabilities Education Act defines interpreting services as a related service with respect to educating a child who is deaf or hard of hearing. Under the Act, interpreting services are taken to mean oral transliteration services, cued language transliteration services, sign language transliteration and interpreting services, transcription services, and special interpreting services for children who are deaf-blind.

However, because education in the United States is typically governed by each state and local government, the Act does not address how states administer the licensure of educational interpreters as a related service. As such, federal regulations are generally silent with respect to the licensure of educational interpreters and orientation and mobility specialists.

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

Illinois: Under Ill. Admin. Code tit. 23 § 25.550, applicants for educational interpreter licensure, either as sign language interpreting or oral transliteration services shall meet one of the following criteria: 1) have completed 60 semester hours of college credit from one or more regionally accredited institutions of higher education; 2) hold an associate's degree issued by a regionally accredited institution of higher education; 3) hold a high school diploma or its recognized equivalent and have achieved the score identified as passing by the State Board on one of the examinations for paraprofessionals; 4) hold a high school diploma or its recognized equivalent and have passed the written examination administered by the Registry of Interpreters for the Deaf (RID); 5) hold a high school diploma and have passed the Board for Evaluation of Interpreters (BEI) Test of English Proficiency; or 6) hold a high school diploma and have achieved a level 2 or above on the Interpreter Skills Assessment Screening.

Additionally, applicants for sign language interpreter shall also have completed the following: 1) attained a rating of Level 3.5 or above on the Educational Interpreter Performance Assessment (EIPA); 2) maintained a valid certification from the RID; and 3) maintained a valid BEI Basic Certification or higher issued by a state that is a licensed user of the BEI system. Finally, applicants for oral transliteration also shall have attained Transliteration Skills Certification at Level 3 or above.

Iowa: Iowa Admin. Code rr. 645-361.2, applicants for educational interpreter licensure shall provide proof of one of the following to receive licensure: 1) passed the National Association of the Deaf/Registry of Interpreters for the Deaf (NAD/RID) National Interpreter Certification (NIC) examination after November 30, 2011; 2) passed the RID oral transliteration certificate or the certified deaf interpreter; 3) passed the EIPA with a score of 3.5 or above after December 31, 1999; 4) passed the Cued Language Transliterator National Certification Examination (CLTNCE) administered by The National Certifying Body for Cued Language Translitterators; 5) currently holds a NAD/RID NIC, NIC Advanced, or NIC Master awarded through November 30, 2011, by the National Council on Interpreting (NCI); 6) currently holds a Certificate of Interpretation (CI), Certificate of Transliteration (CT), Certificate of Interpretation and Certificate of Transliteration (CI and CT), Interpretation Certificate/Transliteration Certificate (IC/TC), or Comprehensive Skills Certificate (CSC), previously awarded by the RID; 7) currently holds a NAD III (generalist), NAD IV (advanced), or NAD V (master) certification, previously awarded by the National Association of the Deaf (NAD); or 8) currently holds an advanced or master certification awarded by the BEI.

Michigan: Under Mich. Admin. Code R. 393.5026, an educational interpreter working in an elementary school setting shall possess any of the following: 1) an EIPA performance score of 4.0 with an EIPA elementary endorsement, or if the EIPA 4.0 is first obtained after August 31, 2016, a passing score on the EIPA written test or a similar written test; 2) a recognized certification that requires an equivalent child-based model testing instrument approved and certified by the division with advice from the department of education; or 3) a deaf interpreter credential and certification.

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Additionally, an educational interpreter in a secondary school environment shall possess at least one of the following: 1) an EIPA performance score of 4.0, EIPA elementary or secondary endorsement and, if the EIPA 4.0 is first obtained after August 31, 2018, a passing score on the EIPA written test or a similar written test; 2) a Michigan BEI 2; 3) a minimum standard level 2 or 3; 4) a recognized certification that requires an equivalent child-based model testing instrument approved and certified by the division with advice from the department of education; or 5) a deaf interpreter credential and certification.

Minnesota: Under Minn. R. Part 3525.2385, to qualify as a sign language interpreter/transliterators, a person shall have completed a training program affiliated with a state accredited educational institution and hold: 1) an interpreter and transliterator certificate awarded by the Registry of Interpreters for the Deaf (RID); or 2) a general level proficiency certificate at level 3 awarded by the National Association of the Deaf (NAD).

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