

Fiscal Estimate - 2009 Session

- Original
 Updated
 Corrected
 Supplemental

LRB Number 09-2336/1	Introduction Number SB-175
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Description
 The issuance of licenses to teach mathematics or science

Fiscal Effect

State:

- | | | |
|---|--|---|
| <input type="checkbox"/> No State Fiscal Effect
<input checked="checked" type="checkbox"/> Indeterminate
<input type="checkbox"/> Increase Existing Appropriations
<input type="checkbox"/> Decrease Existing Appropriations
<input type="checkbox"/> Create New Appropriations | <input checked="checked" type="checkbox"/> Increase Existing Revenues
<input type="checkbox"/> Decrease Existing Revenues | <input checked="checked" type="checkbox"/> Increase Costs - May be possible to absorb within agency's budget
<input type="checkbox"/> Yes <input checked="checked" type="checkbox"/> No
<input type="checkbox"/> Decrease Costs |
|---|--|---|

Local:

- | | | |
|--|--|---|
| <input type="checkbox"/> No Local Government Costs
<input type="checkbox"/> Indeterminate
1. <input type="checkbox"/> Increase Costs
<input type="checkbox"/> Permissive <input type="checkbox"/> Mandatory
2. <input type="checkbox"/> Decrease Costs
<input type="checkbox"/> Permissive <input type="checkbox"/> Mandatory | 3. <input type="checkbox"/> Increase Revenue
<input type="checkbox"/> Permissive <input type="checkbox"/> Mandatory
4. <input type="checkbox"/> Decrease Revenue
<input type="checkbox"/> Permissive <input type="checkbox"/> Mandatory | 5. Types of Local Government Units Affected
<input type="checkbox"/> Towns <input type="checkbox"/> Village <input type="checkbox"/> Cities
<input type="checkbox"/> Counties <input type="checkbox"/> Others
<input type="checkbox"/> School Districts <input type="checkbox"/> WTCS Districts |
|--|--|---|

Fund Sources Affected	Affected Ch. 20 Appropriations
<input type="checkbox"/> GPR <input type="checkbox"/> FED <input type="checkbox"/> PRO <input checked="checked" type="checkbox"/> PRS <input type="checkbox"/> SEG <input type="checkbox"/> SEGS 20.255(1)(hg)	

Agency/Prepared By	Authorized Signature	Date
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Fiscal Estimate Narratives

DPI 6/15/2009

LRB Number	09-2336/1	Introduction Number	SB-175	Estimate Type	Original
Description The issuance of licenses to teach mathematics or science					

Assumptions Used in Arriving at Fiscal Estimate

State Fiscal Effect:

The bill requires the department to issue a one-year license to teach in certain subject areas to any person who is certified by a national alternative teacher certification organization that meets certain requirements. There is no limit as to how many individuals may receive this one-year license. After that person has the license for one year and has successfully completed a one-year mentoring program operated by the school district or the national organization, the department is required to issue an initial educator license. The department may issue no more than 200 initial educator licenses per year and may not issue a license after June 30, 2015, under this initiative.

The bill does not give the department the authority to review or approve the proposed program offered by the national organization. Therefore, there are no costs associated with performing these tasks.

The bill does not limit the number of one-year licenses that may be issued by the department. However, assuming the limit of 200 initial educator licenses allowed to be issued annually also applies to the one-year license, the department could receive a maximum increase of \$20,000 in program revenue in the first year of implementation if it charges the current \$100 license fee to the 200 applicants certified by ABCTE.

The bill limits the number of initial educator licenses that may be issued under this initiative to 200 per year. For the years following the first year of implementation (until June 30, 2015), the department could receive an additional \$20,000 in program revenue for those individuals that had the one-year license that apply for the initial educator license. Thus after the first year of implementation, the department could receive a maximum of \$40,000 per year until June 30, 2015 (200 ABCTE certified persons x \$100 for the one-year license + 200 one-year license holders x \$100 for the initial educator license).

There are indeterminate costs that may be incurred by the department. There will be costs associated with verifying ABCTE certification of applicants, providing technical assistance, and processing and issuing licenses. In addition, the department will, most likely, conduct a Wisconsin background check for each applicant because the quality of the background check provided by the ABCTE is unknown.

Local Fiscal Effect:

The bill requires that the department issue an initial educator license to any person who holds the alternative license for one year and has successfully completed, during that year, a one-year mentoring program operated by a school district or by the national organization. Therefore, it appears that districts will have to provide mentors to individuals participating in the alternative license program if the national alternative teacher certification organization does not provide one. It is unclear how many districts would have to offer mentors as the bill also requires the national organization to provide a teacher mentoring program. Therefore, the local fiscal effect is indeterminate.

Statewide Fiscal Effect:

The bill may jeopardize federal funding received by the department and Wisconsin school districts under the No Child Left Behind Act as the requirement to alternatively certify math and science teachers will not meet Wisconsin's definition of highly qualified teacher. The Act refers to "highly qualified teachers" in both Title I and Title II. Title I law requires that all public school teachers teaching "core academic subjects" are to be "highly qualified" by the end of the 2005-06 school year (section 1119). The department has determined that a teacher is highly qualified if he or she 1) holds a regular Wisconsin license in the subject area taught or 2) holds an emergency license or permit and has demonstrated content knowledge in the core subject(s) in which he/she is teaching through either a major, a minor, or completion of Wisconsin's Praxis II content test (s); is enrolled in an approved program; and is provided with professional development and mentoring while

teaching. This definition of highly qualified has been approved by the USDE. Wisconsin could be found in violation of this definition based on the bill's less stringent requirements for certification in the core subject areas of math and science.

It is important to note that this bill does not appear to allow the department to implement current licensing procedures, including collecting the social security numbers of these applicants to report to the Department of Revenue (DOR). DOR uses this information to determine whether the applicant is liable for delinquent taxes or child support payments. Without this information, the state may miss out on an opportunity to collect delinquent payments from these license applicants.

Long-Range Fiscal Implications