

NOTICE OF INTENT
BOARD OF ELEMENTARY AND SECONDARY EDUCATION

Work-Based Learning
(LAC 28: CXV.3113 and 3703)

In accordance with the provisions of R.S. 17:6(A)(10) and the Administrative Procedure Act (APA), R.S. 49:953(B)(1) *et seq.*, the Board of Elementary and Secondary Education proposes to amend LAC 28: CXV in *Bulletin 741 –Louisiana Handbook for School Administrators*. The proposed revisions address key areas regarding work-based learning to include the following: expands definition of work-based learning to include experiences such as Registered Apprenticeships; outlines the requirements of teacher certification; and clarifies the required classroom experience and on-the-job training (OJT) components.

Title 28
EDUCATION

Part CXV. Bulletin 741—Louisiana Handbook for School Administrators

Chapter 31. Career and Technical Education (CTE)

§3113. Work-Based Learning

A. Work-based learning programs provide opportunities for CTE students to receive on-the-job training and related classroom instruction in all CTE program areas, including activities in which the school system employs students. Where the employing party is the school or school system, the work-based activities must not occur at their own school and the agreement shall be subject to the approval of LDOE. The following are types of work-based learning:

1. Cooperative education features an agreement between schools and employers to provide paid on-the-job training that relates to the areas of technical study in school and is based on objectives jointly developed by the school and the employer.

2. Internships are work-based activities where students work with an employer for a specified period of time to learn about a particular occupation or industry. The workplace activities involved with an internship could include special projects, a sample of tasks from different jobs, or tasks from a single occupation. An internship agreement is set up prior to the experience and outlines the expected objectives to be accomplished by the student. This must include financial compensation.

3. Structured On-the-Job Training (OJT) as part of a Registered Apprenticeship.

a. The OJT is the employment and hands-on experience portion of the program. The apprentice must receive full-time employment, with close mentorship from a subject matter expert or journey worker in the field. At least one journey worker must be present and supervising for every apprentice in the program at all times.

b. Only Registered Apprenticeships recognized by the Louisiana Workforce Commission (LWC) meet the requirements for Structured On-the-Job Training. Pre-Apprenticeships and Youth Apprenticeships are excluded.

B. Students must be scheduled into a work-based learning course code. OJT must comply with Louisiana state laws and can occur outside of the scheduled school day. Related classroom instruction can occur in a virtual setting.

C. Repealed

D. A work-based learning teacher shall hold:

1. a valid CTTIE certificate or agriculture certification; or

2. a valid level 2 Louisiana teaching certificate and at least three years of work experience other than classroom instruction;

or

3. a valid level 2 Louisiana teaching certificate and completion of a work-based learning workshop by an approved provider.

E. Scheduling Work-Based Learning

1. Cooperative education programs shall incorporate classroom instruction and on-the-job training. The classroom phase shall include a total of five hours each week of CTE related classroom instruction. The on-the-job training phase shall include a minimum of 15 hours of on-the-job training per week for the timeframe in which the student is enrolled in the cooperative education program. Program shall be a minimum of one semester for schools on block schedule or one school year. Teacher-coordinators shall be scheduled for classroom instruction and on-the-job supervision. Teacher-coordinators shall be scheduled for one cooperative education supervision period for up to 45 students. Teacher-coordinators with more than 45 students shall be scheduled for two cooperative education supervision periods.

2. Internships shall incorporate classroom instruction and on-the-job training. The classroom phase shall occur a minimum of once per week throughout the course. The classroom instruction and on-the-job training phase shall be a minimum of 7,965 minutes for one Carnegie unit. A student must complete a minimum of 106.2 hours of OJT with an employer in addition to 26.55 hours of classroom instruction. The classroom instruction shall count as no more than 20 percent of the instructional minutes of the total Carnegie unit. Teacher-coordinators shall be scheduled for classroom instruction and on-the-job supervision.

3. Structured OJT as part of a Registered Apprenticeship shall meet all requirements as set forth by LWC. Students should be registered into the appropriate apprenticeship registry.

4. Work-based learning must be documented in the student's Individual Graduation Plan (IGP). Work-based learning should align to the student's career interests. Every effort should be made to place a student at a worksite aligned to the student's career interest or aligned to regional workforce demand.

5. The classroom instruction shall include instruction in, at minimum, career navigation, financial literacy, and workplace behavioral competencies. Workplace and professional behavior competencies include communication, teamwork, leadership, and problem solving.

F. – F.1.

Repealed.

G. Teacher-Coordinator for Work-Based Learning

1. The school system shall assign a work-based learning teacher-coordinator or set of teach-coordinator co-teachers to conduct the classroom instruction and monitor the OJT.

2. The school system and the employer shall cooperatively complete a training memorandum for both the classroom phase and the OJT phase. The training memorandum and a list of skill competencies shall be prepared for each student. The list of competencies shall include skills and knowledge to be learned in the classroom and skills to be learned through OJT. The school system and employers must discuss risk management in the training memorandum.
3. The student must have a valid employment certificate. The worksite must be in accordance with R.S. 23:211 et seq.
4. Each teacher-coordinator for work-based programs must maintain documentation of the employment certificate, training memorandum, skill competencies attained by each student, and employer evaluation. These documents must be readily available for monitoring.
5. The teacher-coordinator shall visit each student on the job to observe the student at work, to confer with the employer, and to obtain an evaluation of the student's progress at least four times during the school year or semester or two times during summer months in which the student is employed as part of a work based learning program.
6. The teacher-coordinator shall consult with the employer regarding labor laws for the industry and shall inform the student and parent or legal guardian of labor laws as they apply to minors engaged in work-based learning.
7. Orientation and pre-employment training, as well as safety training, shall be provided for each student prior to the student's placement with a program training sponsor (employer). The final decision of student placement into a work-based learning worksite is at the discretion of the employer.
8. It is recommended that funding for extended employment beyond the school year be provided for each teacher-coordinator.
9. The program training sponsor (employer) shall document and submit to the school system an evaluation of each student's on-the-job performance for each grading period.
10. The teacher-coordinator shall be responsible for determining the student's grade.

H. Work-Based Learning Students

1. Students shall be placed in appropriate training stations within four weeks of the start of the work-based learning program. Students not placed shall be rescheduled into non-work-based learning courses.
2. ...
3. Repealed
4. Students in work-based learning programs shall meet legal age requirements for work.
 - a. – 5. Repealed.
6. Work-based education students must successfully complete both the classroom and the on-the-job training phase to receive credit.

AUTHORITY NOTE Promulgated in accordance with R.S. 17:7.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:1310 (June 2005), amended LR 33:280 (February 2007), LR 39:2228 (August 2013), LR 43:2134 (November 2017), LR 50:

Chapter 37. Glossary

§3703. Definitions

* * *

Cooperative Education—programs that provide opportunities for career and technical education students to receive on-the-job training and related classroom instruction.

* * *

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, 17:7, 17:439.1, and 17:3391.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:1316 (June 2005), amended LR 39:2231 (August 2013), LR 46:1673 (December 2020), amended LR 48:34 (January 2022), LR 49:648 (April 2023), LR 50:

COMPARISON DOCUMENT

TITLE 28

EDUCATION

Part CXV. Bulletin 741—Louisiana Handbook for School Administrators

Chapter 31. Career and Technical Education (CTE)

§3113. Work-Based Learning

A. Work-based learning programs shall provide opportunities for CTE students to receive on-the-job training and related classroom instruction in all CTE program areas, including activities in which the school system employs students. Where the employing party is the school or school system, the work-based activities must not occur at their own school and the agreement shall be subject to the approval of LDOE. The following are types of work-based learning: Work-based learning may include, but is not limited to, cooperative education and internships.

1. Cooperative education features an agreement between schools and employers to provide paid on-the-job training that relates to the areas of technical study in school and is based on objectives jointly developed by the school and the employer.

2. Internships are work-based activities where students work with an employer for a specified period of time to learn about a particular occupation or industry. The workplace activities involved with an internship could include special projects, a sample of tasks from different jobs, or tasks from a single occupation. An internship agreement is set up prior to the experience and outlines the expected objectives to be accomplished by the student. This must include financial compensation.

3. Structured On-the-Job Training (OJT) as part of a Registered Apprenticeship.

a. The OJT is the employment and hands-on experience portion of the program. The apprentice must receive full-time employment, with close mentorship from a subject matter expert or journey worker in the field. At least one journey worker must be present and supervising for every apprentice in the program at all times.

b. Only Registered Apprenticeships recognized by the Louisiana Workforce Commission (LWC) meet the requirements for Structured On-the-Job Training. Pre-Apprenticeships and Youth Apprenticeships are excluded.

B. Students must be scheduled into a work-based learning course code. OJT must comply with Louisiana state laws and can occur outside of the scheduled school day. Related classroom instruction can occur in a virtual setting. Cooperative education features an agreement between schools and employers to provide paid on-the-job training that relates to the areas of technical study in school and is based on objectives jointly developed by the school and the employers.

C. Repealed

D. Certification Requirements for Teachers A work-based learning teacher shall hold:

1. The cooperative education teacher coordinator shall hold a valid teaching certificate entitling the holder to teach cooperative education in the CTE program or a valid CTTIE certificate or agriculture certification; or to teach Trade and Industrial Cooperative Education. A General Cooperative Education educator shall hold a valid cooperative education certification.

2. a valid level 2 Louisiana teaching certificate and at least three years of work experience other than classroom instruction; or The internship teacher coordinator shall hold a valid teaching certificate in the CTE program that aligns with the student's internship worksite. A General CTE Internship educator shall hold a valid CTE or CTTIE certification.

3. a valid level 2 Louisiana teaching certificate and completion of a work-based learning workshop by an approved provider.

E. Scheduling Work-Based Learning

1. Cooperative education programs shall incorporate classroom instruction and on-the-job training. The classroom phase shall include a total of five hours each week (one regular period per day) of CTE related classroom instruction. The on-the-job training phase shall include a minimum of 15 hours of on-the-job training per week for the timeframe in which the student is enrolled in the cooperative education program. Program shall be a minimum of one semester for schools on block schedule or one school year, entire year spanning from August through May. Teacher-coordinators shall be scheduled for classroom instruction and on-the-job supervision. Teacher-coordinators shall be scheduled for one cooperative education preparatory/supervision period for up to 10-45 students. Teacher-coordinators with more than 45 students shall be scheduled for two cooperative education supervision periods.

2. Internships shall incorporate classroom instruction and on-the-job training. The classroom phase shall include occur a minimum of once 1-class period per week throughout the course of CTE related classroom instruction. The classroom instruction and on-the-job training phase shall be a minimum of 7,965 minutes for one Carnegie unit. A student must complete a minimum of 106.2 hours of OJT with an employer in addition to 26.55 hours of classroom instruction. include a minimum of 155 hours for a 1 credit course or a minimum 335 hours for a 2 credit course throughout the course. The classroom instruction shall count as no more than 20 percent of the instructional minutes of the total Carnegie unit. Teacher-coordinators shall be scheduled for classroom instruction and on-the-job supervision.

3. Structured OJT as part of a Registered Apprenticeship shall meet all requirements as set forth by LWC. Students should be registered into the appropriate apprenticeship registry.

4. Work-based learning must be documented in the student's Individual Graduation Plan (IGP). Work-based learning should align to the student's career interests. Every effort should be made to place a student at a worksite aligned to the student's career interest or aligned to regional workforce demand.

5. The classroom instruction shall include instruction in, at minimum, career navigation, financial literacy, and workplace behavioral competencies. Workplace and professional behavior competencies include communication, teamwork, leadership, and problem solving.

F. – F.1.

Repealed.

G. Teacher-Coordinator for Work-Based Learning

1. The school system shall assign a work-based learning teacher-coordinator or set of teach-coordinator co-teachers to conduct the classroom instruction and monitor the OJT. The teacher-coordinator and the employer shall cooperatively complete a training memorandum for both the classroom phase and the on-the-job training phase. The training memorandum and a list of skill competencies shall be prepared for each student. The list of competencies shall include skills and knowledge to be learned in the classroom and skills to be learned through on-the-job training.

2. The school system and the employer shall cooperatively complete a training memorandum for both the classroom phase and the OJT phase. The training memorandum and a list of skill competencies shall be prepared for each student. The list of competencies shall include skills and knowledge to be learned in the classroom and skills to be learned through OJT. The school system and employers must discuss risk management in the training memorandum. Copies of the training memorandum and skills competencies shall be maintained in each work-based education student's folder and provided to the training sponsor (employer). The training memorandum is the application for an employment certificate for work-based education students. The employment certificate must be applied for on-line through the LA Workforce Commission's website.

3. The student must have a valid employment certificate. The worksite must be in accordance with R.S. 23:211 et seq. Each teacher-coordinator for work-based programs must maintain on-file a class organization report.

4. Each teacher-coordinator for work-based programs must maintain documentation of the employment certificate, training memorandum, skill competencies attained by each student, and employer evaluation. These documents must be readily available for monitoring. The cooperative education teacher-coordinator shall visit each student on the job to observe the student at work, to confer with the employer, and to obtain a written evaluation of the student's progress at least four times during the school year.

5. The teacher-coordinator shall visit each student on the job to observe the student at work, to confer with the employer, and to obtain an evaluation of the student's progress at least four times during the school year or semester or two times during summer months in which the student is employed as part of a work based learning program. The internship education teacher-coordinator shall visit each student on the job to observe the student at work, to confer with the employer, and to obtain a written evaluation of the student's progress at least two times during the school year.

6. The teacher-coordinator shall consult with the employer regarding labor laws for the industry and shall inform the student and parent or legal guardian employer of labor laws as they apply to minors engaged in work-based learning.

7. Orientation and pre-employment training, as well as safety training, shall be provided for each student prior to the student's placement with a program training sponsor (employer). The final decision of student placement into a work-based learning worksite is at the discretion of the employer.

8. It is recommended that funding for extended employment beyond the school year be provided for each teacher-coordinator.
9. The program training sponsor (employer) shall document and submit to the school system an ~~complete a written~~ evaluation of each student's on-the-job performance for each grading period.
10. The teacher-coordinator shall be responsible for determining the student's grade.

H. Work-Based Learning Students

1. ~~Cooperative education students~~ Students shall be placed in appropriate, ~~paid~~ training stations within ~~four~~ three weeks of the ~~start of the work-based learning program opening of school.~~ Students not placed shall be rescheduled into ~~non-cooperative non-work-based learning~~ courses.

2.

3. Repealed.

4. Students in work-based learning programs shall meet legal age requirements for work. ~~cooperative office education, cooperative technology education, health occupations cooperative education, and family and consumer sciences cooperative education shall be seniors. Students in cooperative agriscience education, general cooperative education, cooperative marketing education, and trade and industrial cooperative education (TICE) shall be juniors or seniors.~~

a. - 5.

Repealed.

6. Work-based education students must successfully complete both the classroom and the on-the-job training phase to receive any credit. ~~Students enrolled in cooperative education course shall not begin a work-based program at midterm.~~

NOTE: Refer to career and technical education course offerings for prerequisites and requirements for specific work-based programs.

AUTHORITY NOTE Promulgated in accordance with R.S. 17:7.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:1310 (June 2005), amended LR 33:280 (February 2007), LR 39:2228 (August 2013), LR 43:2134 (November 2017), LR 50:

Chapter 37. Glossary

§3703. Definitions

* * *

Cooperative Education—programs that provide opportunities for career and technical education students to receive on-the-job training and related classroom instruction in the areas of ~~agriculture, business, health, family and consumer science, marketing, and trade and industrial education programs.~~

* * *

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, 17:7, 17:439.1, and 17:3391.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:1316 (June 2005), amended LR 39:2231 (August 2013), LR 46:1673 (December 2020), amended LR 48:34 (January 2022), LR 49:648 (April 2023), LR 50:

**BOARD OF ELEMENTARY AND SECONDARY EDUCATION
FAMILY IMPACT STATEMENT
(LA R.S. 49:953 and 972)**

Person Preparing


Statement: Ashley Townsend
Phone: 225.342.3446
Division: Governmental, Administrative, and Public Affairs

Rule Title: Part CXV. Bulletin 741— Louisiana Handbook for School Administrators (LAC 28:CXV.3113 and 3703)

In accordance with Section 953 and 974 of Title 49 of the Louisiana Revised Statutes, there is hereby submitted a Family Impact Statement on the rule proposed for adoption, repeal or amendment. All Family Impact Statements shall be kept on file in the State Board Office which has adopted, amended, or repealed a rule in accordance with the applicable provisions of the law relating to public records.

PLEASE RESPOND (YES, NO, OR LACKS SUFFICIENT INFORMATION TO DETERMINE) TO THE FOLLOWING:

1. Will the proposed Rule affect the stability of the family? No
2. Will the proposed Rule affect the authority and rights of parents regarding the education and supervision of their children? No
3. Will the proposed Rule affect the functioning of the family? No
4. Will the proposed Rule affect family earnings and family budget? No
5. Will the proposed Rule affect the behavior and personal responsibility of children? No
6. Is the family or local government able to perform the function as contained in the proposed Rule? Yes

Signature of Contact Person: 
Date Submitted: 4/12/2024

**POVERTY IMPACT STATEMENT
(LA R.S. 49:973)**

Person Preparing

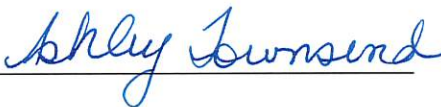
Statement: Ashley Townsend
Phone: 225.342.3446
Division: Governmental, Administrative, and Public Affairs

Rule Title: Part CXV. Bulletin 741— Louisiana Handbook for School Administrators (LAC 28:CXV.3113 and 3703)

In accordance with Section 973 of Title 49 of the Louisiana Revised Statutes, there is hereby submitted a Poverty Impact Statement on the rule proposed for adoption, amendment, or repeal. All Poverty Impact Statements shall be in writing and kept on file in the state agency which has adopted, amended, or repealed a rule in accordance with the applicable provisions of the law relating to public records. For the purposes of this Section, the word "poverty" means living at or below one hundred percent of the federal poverty line.

PLEASE RESPOND (YES, NO, OR LACKS SUFFICIENT INFORMATION TO DETERMINE) TO THE FOLLOWING:

1. Will the proposed Rule affect the household income, assets, and financial authority? No
2. Will the proposed Rule affect early childhood development and preschool through postsecondary education development? No
3. Will the proposed Rule affect employment and workforce development? Yes
4. Will the proposed Rule affect taxes and tax credits? No
5. Will the proposed Rule affect child and dependent care, housing, health care, nutrition, transportation, and utilities assistance? No

Signature of Contact Person: 
Date Submitted: 4/12/2024

Small Business Statement

The impact of the proposed Rule on small businesses as defined in the Regulatory Flexibility Act has been considered. It is estimated that the proposed action is not expected to have a significant adverse impact on small businesses. The agency, consistent with health, safety, environmental and economic welfare factors has considered and, where possible, utilized regulatory methods in the drafting of the proposed rule that will accomplish the objectives of applicable statutes while minimizing the adverse impact of the proposed rule on small businesses.

Provider Impact Statement

The proposed Rule should not have any known or foreseeable impact on providers as defined by HCR 170 of 2014 Regular Legislative Session. In particular, there should be no known or foreseeable effect on:

1. the effect on the staffing level requirements or qualifications required to provide the same level of service;
2. the total direct and indirect effect on the cost to the providers to provide the same level of service; or
3. the overall effect on the ability of the provider to provide the same level of service.

Public Comments

Interested persons may submit written comments via the U.S. Mail until noon, June 10, 2024, to Kimberly Tripeaux, Interim Executive Director, Board of Elementary and Secondary Education, Box 94064, Capitol Station, Baton Rouge, LA 70804-9064. Written comments may also be hand delivered to Shan Davis, Executive Director, Board of Elementary and Secondary Education, Suite 5-190, 1201 North Third Street, Baton Rouge, LA 70802 and must be date stamped by the BESE office on the date received. Public comments must be dated and include the original signature of the person submitting the comments.

**FISCAL AND ECONOMIC IMPACT STATEMENT
FOR ADMINISTRATIVE RULES**

Person Preparing Statement: <u>Ashley Townsend</u>	Department: <u>Louisiana Department of Education; Board of Elementary and Secondary Education</u>	
Phone: <u>225.342.3446</u>	Office: <u>Governmental, Administrative, and Public Affairs</u>	
Return Address: <u>P.O. Box 94064 Baton Rouge, LA 70804</u>	Rule Title: <u>Part CXV. Bulletin 741— Louisiana Handbook (LAC 28: CXV.3113 and 3703)</u>	
	Date Rule Takes Effect: <u>Upon final adoption by BESE</u>	

SUMMARY

In accordance with Section 961 of Title 49 of the Louisiana Revised Statutes, there is hereby submitted a fiscal and economic impact statement on the rule proposed for adoption, repeal or amendment. THE FOLLOWING STATEMENTS SUMMARIZE ATTACHED WORKSHEETS, I THROUGH IV AND WILL BE PUBLISHED IN THE LOUISIANA REGISTER WITH THE PROPOSED AGENCY RULE.

I. ESTIMATED IMPLEMENTATION COSTS (SAVINGS) TO STATE OR LOCAL GOVERNMENTAL UNITS
(Summary)

There are no anticipated implementation costs or savings to state or local governmental units due to the proposed rule change. The change addresses key areas regarding work-based learning and includes the following: expands the definition of work-based learning to include experiences such as Registered Apprenticeships; outlines the requirements of teacher certification; and clarifies the required classroom experience and on-the-job training (OJT) components. Age requirements and minimum wage laws apply to any OJT positions. Students must be 14 years old to be legally employed and those under 16 years of age may only work outside of school hours. Students are to be paid the state minimum wage of \$7.25 or better. Communication with the Louisiana Workforce Commission, Career and Technical Education supervisors, and professionals in business and industry prompted the work to revise work-based learning policy for increased relevance and impact.

II. ESTIMATED EFFECT ON REVENUE COLLECTIONS OF STATE OR LOCAL GOVERNMENTAL UNITS
(Summary)

There is no anticipated effect on the revenue collections of state or local governmental units as a result of the proposed rule change.

III. ESTIMATED COSTS AND/OR ECONOMIC BENEFITS TO DIRECTLY AFFECTED PERSONS, SMALL BUSINESSES, OR NON-GOVERNMENTAL GROUPS (Summary)

The proposed rule change may result in economic benefits for students participating in work-based learning and for employers hiring students for work-based learning. This type of learning could also lead to employment after graduation that may offer better opportunities for students than they otherwise would have had.

IV. ESTIMATED EFFECT ON COMPETITION AND EMPLOYMENT (Summary)

The proposed rule change may help to ameliorate Louisiana's workforce issues by decreasing the unemployment rate and increasing the labor force participation rate.

Beth Scioneaux
Signature of Agency Head or Designee

Patrice Thomas, Deputy Fiscal Officer
Legislative Fiscal Officer or Designee

Beth Scioneaux, Deputy Superintendent for Management and Finance
Typed Name & Title of Agency Head or Designee

5/09/2024
Date of Signature

5/09/2024
Date of Signature

**FISCAL AND ECONOMIC IMPACT STATEMENT
FOR ADMINISTRATIVE RULES**

The following information is required in order to assist the Legislative Fiscal Office in its review of the fiscal and economic impact statement and to assist the appropriate legislative oversight subcommittee in its deliberation on the proposed rule.

- A. Provide a brief summary of the content of the rule (if proposed for adoption, or repeal) or a brief summary of the change in the rule (if proposed for amendment). Attach a copy of the notice of intent and a copy of the rule proposed for initial adoption or repeal (or, in the case of a rule change, copies of both the current and proposed rules with amended portions indicated).

The proposed rule change addresses key areas regarding work-based learning. The changes include the following: expands definition of work-based learning to include experiences such as Registered Apprenticeships; outlines the requirements of teacher certification; and clarifies the required classroom experience and on-the-job training (OJT) components.

- B. Summarize the circumstances, which require this action. If the Action is required by federal regulation, attach a copy of the applicable regulation.

Communication with the Louisiana Workforce Commission, Career and Technical Education supervisors, and professionals in business and industry prompted the work to revise work-based learning policy for increased relevance and impact.

- C. Compliance with Act 11 of the 1986 First Extraordinary Session

D.

- (1) Will the proposed rule change result in any increase in the expenditure of funds? If so, specify amount and source of funding.

No, the proposed rule change will not result in an increase in the expenditure of funds.

- (2) If the answer to (1) above is yes, has the Legislature specifically appropriated the funds necessary for the associated expenditure increase?

(a) _____ YES. If yes, attach documentation.

(b) _____ NO. If no, provide justification as to why this rule change should be published at this time

**FISCAL AND ECONOMIC IMPACT STATEMENT
WORKSHEET**

I. A. COSTS OR SAVINGS TO STATE AGENCIES RESULTING FROM THE ACTION PROPOSED

1. What is the anticipated increase (decrease) in costs to implement the proposed action?

The proposed rule change will have no effect on costs or savings to state agencies.

COSTS	FY 24	FY 25	FY 26
PERSONAL SERVICES	\$0	\$0	\$0
OPERATING EXPENSES	\$0	\$0	\$0
PROFESSIONAL SERVICES	\$0	\$0	\$0
OTHER CHARGES	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0
MAJOR REPAIR & CONSTR.	\$0	\$0	\$0
TOTAL	\$0	\$0	\$0
POSITIONS (#)	0	0	0

2. Provide a narrative explanation of the costs or savings shown in "A. 1.", including the increase or reduction in workload or additional paperwork (number of new forms, additional documentation, etc.) anticipated as a result of the implementation of the proposed action. Describe all data, assumptions, and methods used in calculating these costs.

Not applicable.

3. Sources of funding for implementing the proposed rule or rule change.

Not applicable.

SOURCE	FY 24	FY 25	FY 26
STATE GENERAL FUND	\$0	\$0	\$0
AGENCY SELF-GENERATED	\$0	\$0	\$0
DEDICATED	\$0	\$0	\$0
FEDERAL FUNDS	\$0	\$0	\$0
OTHER (Specify)	\$0	\$0	\$0
TOTAL	\$0	\$0	\$0

4. Does your agency currently have sufficient funds to implement the proposed action? If not, how and when do you anticipate obtaining such funds?

Not applicable.

B. COST OR SAVINGS TO LOCAL GOVERNMENTAL UNITS RESULTING FROM THE ACTION PROPOSED.

1. Provide an estimate of the anticipated impact of the proposed action on local governmental units, including adjustments in workload and paperwork requirements. Describe all data, assumptions and methods used in calculating this impact.

There are no anticipated impacts to local governmental units as a result of the proposed rule change.

2. Indicate the sources of funding of the local governmental unit, which will be affected by these costs or savings.

Not applicable.

**FISCAL AND ECONOMIC IMPACT STATEMENT
WORKSHEET**

II. EFFECT ON REVENUE COLLECTIONS OF STATE AND LOCAL GOVERNMENTAL UNITS

A. What increase (decrease) in revenues can be anticipated from the proposed action?

There is no anticipated effect on the revenue collections of state or local governmental units as a result of the proposed rule change.

REVENUE INCREASE/DECREASE	FY 24	FY 25	FY 26
STATE GENERAL FUND	\$0	\$0	\$0
AGENCY SELF-GENERATED	\$0	\$0	\$0
DEDICATED	\$0	\$0	\$0
FEDERAL FUNDS	\$0	\$0	\$0
LOCAL FUNDS	\$0	\$0	\$0
TOTAL	\$0	\$0	\$0

*Specify the particular fund being impacted.

B. Provide a narrative explanation of each increase or decrease in revenues shown in "A." Describe all data, assumptions, and methods used in calculating these increases or decreases.

Not applicable.

III. COSTS AND/OR ECONOMIC BENEFITS TO DIRECTLY AFFECTED PERSONS, SMALL BUSINESSES, OR NONGOVERNMENTAL GROUPS

A. What persons, small businesses, or non-governmental groups would be directly affected by the proposed action? For each, provide an estimate and a narrative description of any effect on costs, including workload adjustments and additional paperwork (number of new forms, additional documentation, etc.), they may have to incur as a result of the proposed action.

The proposed rule change may result in economic benefits for students participating in work-based learning and for employers hiring students for work-based learning. This type of learning could also lead to employment after graduation that may offer better opportunities for students than they otherwise would have had.

B. Also provide an estimate and a narrative description of any impact on receipts and/or income resulting from this rule or rule change to these groups.

Not applicable.

IV. EFFECTS ON COMPETITION AND EMPLOYMENT

Identify and provide estimates of the impact of the proposed action on competition and employment in the public and private sectors. Include a summary of any data, assumptions and methods used in making these estimates.

The proposed rule change may help to ameliorate Louisiana's workforce issues by decreasing the unemployment rate and increasing the labor force participation rate.