

FISCAL AND ECONOMIC IMPACT STATEMENT
FOR ADMINISTRATIVE RULES

Person Preparing Statement:	<u>Ashley Townsend</u>	Dept.:	<u>LA Department of Education Board of Elementary & Secondary Education</u>
Phone:	<u>(225) 342-3446</u>	Office:	<u>Governmental, Admin., and Public Affairs</u>
Return Address:	<u>P. O. Box 94064 Baton Rouge, LA</u>	Rule Title:	<u>Part CXXXI. <i>Bulletin 746</i> — Louisiana Standards for State Certification of School Personnel and Part XLV. <i>Bulletin 996</i> – Standards for Approval of Teacher and/or Educational Leader Preparation Programs (LAC28:CXXXI.528 and LAC 28:XLV.745).</u>
Date Rule Takes Effect:	<u>Upon Final Adoption by BESE</u>		

SUMMARY

In accordance with Section 953 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 estimated costs or savings to state or local governmental units as a result of the proposed rule revisions.

Act 244 of the 2022 Regular Legislative Session revised requirements for both entry into an educator preparation program and issuance of an educator credential. Flexibility regarding these requirements is required to permit continuation of current coursework, enrollment into programs, and eligibility for certification in order to address the current teacher shortage experienced by school systems statewide. The proposed rule revisions relate to the availability of a provisional enrollment option for teacher candidates who do not meet the minimum grade point average requirement for entry into alternate preparation programs. The revisions would make entry into an alternate preparation program, and the associated issuance of a pre-practitioner license, without meeting the grade point average requirement contingent upon completion of a satisfactory personal interview and mastery of competencies as follows: if the program awards credit hours, the applicant shall achieve a minimum grade point average (GPA) of 3.00 in alternate teacher preparation program courses by the end of the first 12 credit hours and successfully complete the program; if the program does not award credit hours, the applicant shall demonstrate mastery of competencies as required by the program administrator and by the school system in which the applicant completes required clinical practice; and satisfactory completion of all program requirements as set forth by BESE, including any requirements for clinical practice, at graduation. These provisional admittance rules end at the conclusion of the 2023 legislative session.

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

The proposed rule revisions will not have a significant effect on revenue collections of state or local governmental units. Teacher candidates applying for a pre-practitioner license will need to pay a \$25 application fee. Current estimates indicate that approximately 200 teacher candidates currently enrolled in preparation programs required grade point average flexibility for entry to the program. Whether those candidates will need to apply for a pre-practitioner license depends on the type of program, area of study, and candidate progress in the program. The provisional admittance rules end at the conclusion of the 2023 legislative session, so any anticipated effects will only impact FY 23 and FY 24.

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

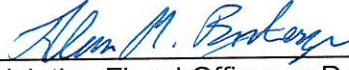
Aspiring teachers who lack the required grade point average for entry to teacher preparation programs will have the opportunity to pursue education as a profession.

IV. ESTIMATED EFFECT ON COMPETITION AND EMPLOYMENT (Summary)

The proposed rule revisions will continue the practice of allowing teacher candidates in need of grade point average flexibility to enter teacher preparation programs while maintaining the same standards for program exit.



Signature of Agency Head or Designee



Legislative Fiscal Officer or Designee

Beth Scioneaux, Deputy Superintendent for Management and Finance

Typed Name and Title of Agency Head or Designee

11.7.22

Date of Signature

11/9/22

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 revisions relate to the availability of a provisional enrollment option for teacher candidates who do not meet the minimum grade point average requirement for entry into alternate preparation programs. The revisions would make entry into an alternate preparation program, and the associated issuance of a pre-practitioner license, without meeting the grade point average requirement contingent upon completion of a satisfactory personal interview and mastery of competencies as follows: if the program awards credit hours, the applicant shall achieve a minimum grade point average (GPA) of 3.00 in alternate teacher preparation program courses by the end of the first 12 credit hours and successfully complete the program; if the program does not award credit hours, the applicant shall demonstrate mastery of competencies as required by the program administrator and by the school system in which the applicant completes required clinical practice; and satisfactory completion of all program requirements as set forth by BESE, including any requirements for clinical practice, at graduation. These provisional admittance rules end at the conclusion of the 2023 legislative session.

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

Act 244 of the 2022 Regular Legislative Session revised requirements for both entry into an educator preparation program and issuance of an educator credential. Flexibility regarding these requirements is required to permit continuation of current coursework, enrollment into programs, and eligibility for certification in order to address the current teacher shortage experienced by school systems statewide.

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

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 revisions will not result in any 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.

This is not applicable.

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?

COSTS	FY 23	FY 24	FY 25
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 Repairs & 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.

There are no estimated costs or savings to state agencies as a result of the proposed rule revisions.

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

SOURCE	FY 23	FY 24	FY 25
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?

No funds are needed to implement these revisions

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 is no anticipated impact of the proposed rule revisions on local governmental units.

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

The proposed rule revisions will not impact sources of funding of local governmental units.

This is 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?

The proposed rule revisions will not have an effect on revenue collections of state or local governmental units.

REVENUE INCREASE/DECREASE	FY 23	FY 24	FY 25
State General Fund	0	0	0
Agency Self-Generated	See Below	See Below	0
Dedicated Funds*	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.

The proposed rule revisions are not anticipated to have a significant effect on revenue collections of state or local governmental units. Teacher candidates applying for a pre-practitioner license will need to pay a \$25 application fee. Current estimates indicate that approximately 200 teacher candidates currently enrolled in preparation programs required grade point average flexibility for entry to the program. Whether those candidates will need to apply for a pre-practitioner license depends on the type of program, area of study, and candidate progress in the program. The provisional admittance rules end at the conclusion of the 2023 legislative session, so any anticipated effects will only impact FY 23 and FY 24.

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

A. What persons 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.

Aspiring teachers who lack the required grade point average for entry to teacher preparation programs will have the opportunity to pursue education as a profession. Teacher preparation providers will be able to continue serving prospective teachers.

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 revisions will permit educators and potential educators continuation of current coursework, enrollment into programs, and eligibility for certification in order to address the current teacher shortage experienced by school systems statewide.

NOTICE OF INTENT

Board of Elementary and Secondary Education

Teacher Preparation Program Entry
(LAC28:CXXXI.528 and LAC 28:XLV.745).

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:CXXXI in *Bulletin 746 – Louisiana Standards for State Certification of School Personnel* and LAC 28:XLV in *Bulletin 996 – Standards for Approval of Teacher and/or Educational Leader Preparation Programs*. The aforementioned revisions relate to the availability of a provisional enrollment option for teacher candidates who do not meet the minimum grade point average requirement for entry into alternate preparation programs. Entry would be contingent upon a satisfactory personal interview and mastery of competencies as outlined.

TITLE 28

EDUCATION

Part CXXXI. Bulletin 746—Louisiana Standards for State Certification of School Personnel

Chapter 5. Teaching Credentials, Licenses, and Certifications

§528. Pre-Practitioner License

A. The pre-practitioner license is a temporary, non-renewable certificate issued in accordance with provisional admittance into an alternate certification program pursuant to LAC 28:XLV.

1. For certification purposes, non-university providers and colleges or universities will submit signed statements to the LDOE indicating that the student was provisionally admitted into the practitioner teacher, certification-only, or master's degree program alternative certification path and meets the following requirements:

a. minimum of a non-education baccalaureate degree from a college or university accredited in accordance with 34 CFR 602;

b. 2.50 or higher undergraduate grade point average (GPA) on a 4.00 scale to enter a non-university provider program; or a 2.20 or higher undergraduate GPA on a 4.00 scale to enter a college or university program; or be granted conditional admittance into an alternate teacher preparation program following a satisfactory personal interview by the program admission officer; and

c. passing scores on content area exam(s), or if no examination has been adopted for Louisiana in the certification area, candidates must present a minimum of 30 semester hours of coursework specific to the content area for admission to the program. See §303 of this part for exam requirements.

d. Special education mild/moderate certification candidates must qualify for admission to alternate programs by passing a Praxis specialty area exam, and secondary education candidates (grades 6-12) must pass a Praxis core subject area exam, or if there is no content Praxis exam adopted by the State in the specific secondary core subject area, candidates must demonstrate content mastery by presenting 30 semester credit hours in the core subject area.

2. The approved teacher preparation program provider shall submit the request for the pre-practitioner license directly to the LDOE.

3. Teacher candidates receiving mentoring while on the pre-practitioner license by a certified mentor in accordance with Sections 515, 553, and 1369 of this Part and completing all other certification requirements for issuance of the initial standard level teaching certificate may advance from the pre-practitioner license to the standard level teaching certificate.

4. Teacher candidates not receiving mentoring while on the pre-practitioner license by a certified mentor in accordance with Sections 515, 553, and 1369 of this Part must serve on the practitioner license and be mentored by a certified mentor for a year and meet all other certification requirements prior to advancing to the standard level teaching certificate.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; 17:7(6), and 17:22(6).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 48:

Part XLV. Bulletin 996—Standards for Approval of Teacher and/or Educational Leader Preparation Programs

Chapter 7. Louisiana State Standards for Educator Preparation Programs

Subchapter C. Teacher Preparation Programs

§745. Minimum Requirements for Alternate Teacher Preparation Programs

A. - F.3.

G. Beginning 6/1/2022, candidates may be provisionally enrolled into an alternate teacher preparation program provided teacher candidates meet the following requirements:

1. possess a non-education baccalaureate degree from a university accredited in accordance with 34 CFR 602;

2. meet minimum GPA requirements:

a. 2.50 or higher undergraduate grade point average (GPA) on a 4.00 scale to enter a non-university program;

b. 2.20 or higher undergraduate GPA on a 4.00 scale to enter a college or university program;

c. an applicant who does not meet the requirements of Subparagraph a or b of this Paragraph may be certified if the applicant meets the following requirements in an alternate teacher preparation program:

i. satisfactory completion of a personal interview by the program admissions officer;

- ii. if the program awards credit hours, the applicant shall achieve a minimum grade point average (GPA) of 3.00 in alternate teacher preparation program courses by the end of the first 12 credit hours and successfully complete the program;
 - iii. if the program does not award credit hours, the applicant shall demonstrate mastery of competencies as required by the program administrator and by the school system in which the applicant completes required clinical practice;
 - iv. satisfactory completion of all program requirements as set forth by BESE, including any requirements for clinical practice, at graduation;
3. pass the required content examinations or meet alternate requirements pursuant to Bulletin 746. If no examination has been adopted for Louisiana in the certification area, candidates must present a minimum of 30 semester hours of coursework specific to the content area;
 4. preparation provider informs teacher candidate of the risk of provisional enrollment; and
 5. provisional admittance rules end at the conclusion of the 2023 legislative session.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), 17:7(6), 17:10, 17:22(6), 17:391.1-391.10, and 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:1331 (July 2017), amended LR 43:2492 (December 2017), LR 45:1751 (December 2019), LR 46:324 (March 2020), LR: 48:1274 (May 2022); LR 48:

COMPARISON DOCUMENT

TITLE 28

EDUCATION

Bulletin 741 – Louisiana Handbook for School Administrators

Part CXXXI. Bulletin 746—Louisiana Standards for State Certification of School Personnel

Chapter 5. Teaching Credentials, Licenses, and Certifications

§528. Pre-Practitioner License

A. The pre-practitioner license is a temporary, non-renewable certificate issued in accordance with provisional admittance into an alternate certification program pursuant to LAC 28:XLV.

1. For certification purposes, non-university providers and colleges or universities will submit signed statements to the LDOE indicating that the student was provisionally admitted into the practitioner teacher, certification-only, or master's degree program alternative certification path and meets the following requirements:

a. minimum of a non-education baccalaureate degree from a college or university accredited in accordance with 34 CFR 602;

b. 2.50 or higher undergraduate grade point average (GPA) on a 4.00 scale to enter a non-university provider program; or a 2.20 or higher undergraduate GPA on a 4.00 scale to enter a college or university program; or be granted conditional admittance into an alternate teacher preparation program following a satisfactory personal interview by the program admission officer; and

c. passing scores on content area exam(s), or if no examination has been adopted for Louisiana in the certification area, candidates must present a minimum of 30 semester hours of coursework specific to the content area for admission to the program. See §303 of this part for exam requirements.

d. Special education mild/moderate certification candidates must qualify for admission to alternate programs by passing a Praxis specialty area exam, and secondary education candidates (grades 6-12) must pass a Praxis core subject area exam, or if there is no content Praxis exam adopted by the State in the specific secondary core subject area, candidates must demonstrate content mastery by presenting 30 semester credit hours in the core subject area.

2. The approved teacher preparation program provider shall submit the request for the pre-practitioner license directly to the LDOE.

3. Teacher candidates receiving mentoring while on the pre-practitioner license by a certified mentor in accordance with Sections 515, 553, and 1369 of this Part and completing all other certification requirements for issuance of the initial standard level teaching certificate may advance from the pre-practitioner license to the standard level teaching certificate.

4. Teacher candidates not receiving mentoring while on the pre-practitioner license by a certified mentor in accordance with Sections 515, 553, and 1369 of this Part must serve on the practitioner license and be mentored by a certified mentor for a year and meet all other certification requirements prior to advancing to the standard level teaching certificate.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; 17:7(6), and 17:22(6).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 48:

Part XLV. Bulletin 996—Standards for Approval of Teacher and/or Educational Leader Preparation Programs

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G. Beginning 6/1/2022, candidates may be provisionally enrolled into an alternate teacher preparation program provided teacher candidates meet the following requirements:

1. possess a non-education baccalaureate degree from a university accredited in accordance with 34 CFR 602;
2. meet minimum GPA requirements:
 - a. 2.50 or higher undergraduate grade point average (GPA) on a 4.00 scale to enter a non-university program;
 - b. 2.20 or higher undergraduate GPA on a 4.00 scale to enter a college or university program;
 - c. an applicant who does not meet the requirements of Subparagraph a or b of this Paragraph may be certified if the applicant meets the following requirements in an alternate teacher preparation program:
 - i. satisfactory completion of a personal interview by the program admissions officer;
 - ii. if the program awards credit hours, the applicant shall achieve a minimum grade point average (GPA) of 3.00 in alternate teacher preparation program courses by the end of the first 12 credit hours and successfully complete the program;
 - iii. if the program does not award credit hours, the applicant shall demonstrate mastery of competencies as required by the program administrator and by the school system in which the applicant completes required clinical practice;
 - iv. satisfactory completion of all program requirements as set forth by BESE, including any requirements for clinical practice, at graduation;
3. pass the required content examinations or meet alternate requirements pursuant to Bulletin 746. If no examination has been adopted for Louisiana in the certification area, candidates must present a minimum of 30 semester hours of coursework specific to the content area;
4. preparation provider informs teacher candidate of the risk of provisional enrollment; and
5. provisional admittance rules end at the conclusion of the 2023 legislative session.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), 17:7(6), 17:10, 17:22(6), 17:391.1-391.10, and 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 43:1331 (July 2017), amended LR 43:2492 (December 2017), LR 45:1751 (December 2019), LR 46:324 (March 2020), LR: 48:1274 (May 2022); LR 48:

**STATE 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 CXXXI, Bulletin 746 – Louisiana Standards for State Certification of School Personnel and Part XLV, Bulletin 996 – Standards for Approval of Teacher and/or Educational Leader Preparation Programs (LAC28:CXXXI.528 and LAC 28:XLV.745).

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 TO THE FOLLOWING:

1. WILL THE PROPOSED RULE AFFECT THE STABILITY OF THE FAMILY?
 No
 Yes
 Lacks sufficient information to determine
2. WILL THE PROPOSED RULE AFFECT THE AUTHORITY AND RIGHTS OF PARENTS REGARDING THE EDUCATION AND SUPERVISION OF THEIR CHILDREN?
 No
 Yes
 Lacks sufficient information to determine.
3. WILL THE PROPOSED RULE AFFECT THE FUNCTIONING OF THE FAMILY?
 No
 Yes
 Lacks sufficient information to determine
4. WILL THE PROPOSED RULE AFFECT FAMILY EARNINGS AND FAMILY BUDGET?
 No
 Yes
 Lacks sufficient information to determine
5. WILL THE PROPOSED RULE AFFECT THE BEHAVIOR AND PERSONAL RESPONSIBILITY OF CHILDREN?
 No
 Yes
 Lacks sufficient information to determine
6. IS THE FAMILY OR A LOCAL GOVERNMENT ABLE TO PERFORM THE FUNCTION AS CONTAINED IN THE PROPOSED RULE?
 No
 Yes
 Lacks sufficient information to determine

Signature of Contact Person: 

Date Submitted: 10/14/2022

**STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION
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 CXXXI. Bulletin 746 – Louisiana Standards for State Certification of School Personnel and Part XLV. Bulletin 996 – Standards for Approval of Teacher and/or Educational Leader Preparation Programs (LAC28:CXXXI.528 and LAC 28:XLV.745).

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 TO THE FOLLOWING:

1. WILL THE PROPOSED RULE AFFECT THE HOUSEHOLD INCOME, ASSETS, AND FINANCIAL SECURITY?

- No
 Yes
 Lacks sufficient information to determine

2. WILL THE PROPOSED RULE AFFECT EARLY CHILDHOOD DEVELOPMENT AND PRESCHOOL THROUGH POSTSECONDARY EDUCATION DEVELOPMENT?

- No
 Yes
 Lacks sufficient information to determine

3. WILL THE PROPOSED RULE AFFECT EMPLOYMENT AND WORKFORCE DEVELOPMENT?

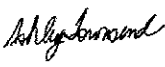
- No
 Yes
 Lacks sufficient information to determine

4. WILL THE PROPOSED RULE AFFECT TAXES AND TAX CREDITS?

- No
 Yes
 Lacks sufficient information to determine

5. WILL THE PROPOSED RULE AFFECT CHILD AND DEPENDENT CARE, HOUSING, HEALTH CARE, NUTRITION, TRANSPORTATION, AND UTILITIES ASSISTANCE?

- No
 Yes
 Lacks sufficient information to determine

Signature of Contact Person: 

Date Submitted: 10/14/2022

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, December 12, 2022, to Shan N. Davis, 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.

Shan N. Davis
Executive Director