



# STATE BOARD of ELEMENTARY and SECONDARY EDUCATION

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January 10, 2020

## MEMORANDUM

TO: Senator Jon A. Alario, Jr., Senate President  
Representative Taylor F. Barras, Speaker of the House  
Senator Dan "Blade" Morrish, Chair, Senate Committee on Education  
Representative Gary Carter, Vice Chair, House Committee on Education

FROM: Shan N. Davis, Executive Director   
Board of Elementary and Secondary Education

RE: Summary Report on Board of Elementary and Secondary Education Proposed Rulemaking

Pursuant to R.S. 49:968(D)(1)(b), the Board of Elementary and Secondary Education hereby submits to you this summary report and announces its plan to proceed with rulemaking by finalizing the December 20, 2019, Notice of Intent that was promulgated on pages 1831-1835 of the *Louisiana Register*.

The Board has received no comments or requests for a public hearing and has not conducted a hearing pursuant to RS. 49:953(A)(2)(a).

The Board has made no change to the proposed Rule.

Subject to legislative oversight by either the House Committee on Education or Senate Committee on Education, the Board anticipates adopting the Notice of Intent as a final Rule in the March 20, 2020, issue of the *Louisiana Register*.

The following document is attached:

1. A copy of the Notice of Intent.

Please contact Shannon Rawson at (225) 342-5841 if the Board may be of any assistance to you concerning this Rule.

SND:slr

Attachment (1)

- c: Jeanne Johnston, Senior Analyst, Senate Committee on Education  
Cheryl Serrett, Analyst, Senate Committee on Education  
Nancy Jolly, Senior Legislative Analyst, House Committee on Education  
Ryan Gremillion, Policy Director, Louisiana Department of Education  
Shan N. Davis, Executive Director, BESE  
Kevin Calbert, Communications Manager, BESE

Shan N. Davis  
Executive Director

John C. White  
State Superintendent

**NOTICE OF INTENT**

**Department of Culture, Recreation and Tourism  
Office of the State Museum**

Public Access; Accessions, Deaccessions and Loan Policy  
(LAC 25:III.Chapter 3)

In accordance with the Louisiana Administrative Procedure Act (APA), R.S. 49:950, et seq., the Louisiana Department of Culture, Recreation and Tourism, Office of the State Museum has initiated the process of repealing LAC Title 25, Part III, Chapter 3, Accessions, Deaccessions and Loan Policy.

Under the APA, *rulemaking* means the process employed by an agency for the formulation of a rule. A "rule" means an agency statement, guide, or requirement for conduct or action, exclusive of those regulating only the internal management of the agency.

LAC Title 25, Part III, Chapter 3 provides internal policy and therefore, does not meet the definition of a rule under the APA.

**Title 25  
CULTURAL RESOURCES**

**Part III. Office of State Museums**

**Chapter 3. Accessions, Deaccessions and Loan Policy**

**§301. Accessions Procedures**

Repealed

**AUTHORITY NOTE:** Promulgated in accordance with R.S. 9:2341-2347.

**HISTORICAL NOTE:** Promulgated by the Department of Culture, Recreation and Tourism, Office of State Museum, LR 11:684 (July 1985), repealed LR 17:874 (September 1991).

**§303. Deaccession of Museum Collection Items**

Repealed

**AUTHORITY NOTE:** Promulgated in accordance with R.S. 25:345 and R.S. 9:2341-2347.

**HISTORICAL NOTE:** Promulgated by the Department of Culture, Recreation and Tourism, Office of State Museum, LR 11:684 (July 1985), repealed LR 12:89 (February 1986), LR 17:875 (September 1991).

**§305. Loan Policy**

Repealed

**AUTHORITY NOTE:** Promulgated in accordance with R.S. 36:201.

**HISTORICAL NOTE:** Promulgated by the Department of Culture, Recreation and Tourism, Office of State Museum, LR 11:518 (May 1985), repealed LR 17:875 (September 1991).

**Family Impact Statement**

Amendment to this Rule has no known impact on family formation, stability or autonomy, as described in R.S. 49:972.

**Poverty Impact Statement**

In compliance with Act 854 of the 2012 Regular session of the Louisiana Legislature, the poverty impact of this proposed Rule has been considered. It is anticipated that this proposed Rule will have no impact on child, individual, or family poverty in relations to individual or family poverty in relations to individual or community asset development as described in R.S. 49:973.

**Provider Impact Statement**

The proposed Rule should not have any known or foreseeable impact on providers as defined by HCR 170 of the 2014 Regular Legislative Session.

**Public Comments**

Written comments may be addressed to Nancy Watkins Undersecretary, Department of Culture, Recreation and Tourism, P.O. Box 94361, Baton Rouge, LA 70804 until 4:30 p.m. on January 10, 2020.

Nancy Watkins  
Undersecretary

**FISCAL AND ECONOMIC IMPACT STATEMENT  
FOR ADMINISTRATIVE RULES  
RULE TITLE: Public Access, Accessions,  
Deaccessions and Loan Policy**

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

It is not anticipated that there will be any implementation costs to State or local governmental units. The agency is requesting to repeal Title 25 Part III Chapter 3 Accessions, Deaccessions and Loan Policy.

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

There is no effect on revenue collections by repealing Title 25 Part III Chapter 3 Accessions, Deaccessions and Loan Policy.

**III. ESTIMATED COSTS AND/OR ECONOMIC BENEFITS TO DIRECTLY AFFECTED PERSONS OR NONGOVERNMENTAL GROUPS (Summary)**

There is no cost or economic benefit to directly affected persons or non-governmental groups by repealing Title 25 Part III Chapter 3 Accessions, Deaccessions and Loan Policy.

**IV. ESTIMATED EFFECT ON COMPETITION AND EMPLOYMENT (Summary)**

There is no effect on competition and employment by repealing Title 25 Part III Chapter 3 Accessions, Deaccessions and Loan Policy.

Nancy Watkins  
Undersecretary  
1912#082

Evan Brasseaux  
Staff Director  
Legislative Fiscal Office

**NOTICE OF INTENT**

**Board of Elementary and Secondary Education**

Alternate Program Candidates  
(LAC 28:XLV.745, CXV.507,  
and CXXXI.203, 304, 305, 313)

In accordance with the Administrative Procedure Act, R.S. 49:950 et seq., and R.S. 17:6(A)(10), the Board of Elementary and Secondary Education proposes to amend LAC 28:CXV, *Bulletin 741—Louisiana Handbook for School Administrators*; LAC 28:CXXXI, *Bulletin 746—Louisiana Standards for State Certification of School Personnel*; and LAC 28:XLV, *Bulletin 996—Standards for Approval of Teacher and/or Educational Leader Preparation Programs*. The proposed amendments replace the 80-hour pre-residency practice requirement with an assurance from the employing school systems that alternate program candidates receive mentoring that includes co-teaching, collaborative planning, observation, and feedback session requirements for a minimum of 15 percent of instructional time, or 5 hours per week, in the first year of teaching.

**Title 28  
EDUCATION**

**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. - C. ...

D. Programs must include the following practice experiences, which directly align with and sequentially develop the competencies identified in LAC 28:CXXXI (Bulletin 746).

1. Clinical experiences will be provided in classroom settings prior to the residency year as follows.

a. In all programs, a minimum of 9 credit hours or 135 contact hours of training is required prior to the residency.

2. - 4. ...

a. Candidates participating in a residency beginning in the 2020-2021 academic year, must be mentored at least 15 percent, or 5 hours per week, of the school's instructional time by a school-based mentor teacher, who may collaborate with other personnel providing mentoring support.

i. The school-based mentor teacher must be credentialed in accordance with LAC 28:CXXXI.350 (Bulletin 746).

ii. The mentorship must include intensive individual supports, including:

- (a). co-teaching;
- (b). collaborative planning; and
- (c). observation and feedback sessions.

b. The supervision must include, at a minimum, two formal observations of teaching practice per semester, including feedback on performance and analysis of formative and summative student achievement results and candidate performance data. Observations may be conducted by any member of the supervision team.

D.5. - F.3. ...

**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 46:

**Part CXV. Bulletin 741—Louisiana Handbook for  
School Administrators**

**Chapter 5. Personnel**

**§507. Mentoring Requirements for Teacher  
Candidates Enrolled in Alternate Teacher  
Preparation Programs**

A. Beginning with the 2020-2021 academic year, an alternate teacher preparation program candidate participating in a residency as a teacher of record must receive mentorship from a school-based mentor teacher who may collaborate with other personnel providing mentoring support.

1. The school-based mentor teacher must be credentialed in accordance with LAC 28:CXXXI.350 (Bulletin 746).

2. The mentorship must be at least 15 percent, or 5 hours per week, of instructional time of the school.

3. The mentorship must include intensive individual supports, including:

- a. co-teaching;
- b. collaborative planning; and
- c. observation and feedback sessions.

**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 46:

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

**Chapter 2. Initial Teacher Certification**

**Subchapter B. Testing Required for Certification Areas**

**§203. Certification Exams and Scores  
(Formerly §243)**

A. ...

1. Core Academic Skills for Educators<sup>2</sup>. Teacher applicants in all content areas must pass all three Praxis core academic skills tests for educators.

Pre-Professional Skills Test "Paper or Computer Administrations"	Test #	Score	Effective Date
PPST:R—Pre-Professional Skills Test: Reading	0710/5710	176	Effective 7/1/10 to 12/31/13
PPST:W—Pre-Professional Skills Test: Writing	0720/5720	175	
PST:M—Pre-Professional Skills Test: Mathematics	0730/5730	175	

Core Academic Skills for Educators	Test #	Score	Effective Date
Reading	5712	156	Effective 1/1/14 to 7/31/2020
Writing	5722	162	
Mathematics	5732	150	

Core Academic Skills for Educators	Test #	Score	Effective Date
Reading	5713	156	Current-
Writing	5723	162	
Mathematics	5733	150	

<sup>1</sup> NOTE: To differentiate the computer delivered tests, Educational Testing Service has placed the number "5" or "6" preceding the current test code. The department will accept computer delivered passing test scores for licensure.

<sup>2</sup> NOTE: An ACT composite score of 22 or an SAT combined verbal and math score of 1100 or higher (new SAT) or 1030 or higher (pre-March 2016 SAT) may be used in lieu of PRAXIS I PPST exams or core academic skills for educators in reading, writing and math by prospective teachers in Louisiana.

A.2. - D. ...

\* \* \*

**E. Administrative and Instructional Support Areas**

Certification Area	Name of Test	Area Test Score
Mentor Teacher	Louisiana Mentor Teacher Assessment Series—Elementary	6
	Louisiana Mentor Teacher Assessment Series—Secondary ELA	4
	Louisiana Mentor Teacher Assessment Series—Secondary Math	
	Louisiana Mentor Teacher Assessment Series—Universal	

Certification Area	Name of Test	Area Test Score
Content Leader	Louisiana Content Leader Assessment Series	5
Educational Leader—Level 1	School Leaders Licensure Assessment (1011 or 6011)	166 (Effective until 7/31/20)
	School Leaders Licensure Assessment (6990)	151 (Effective 9/1/19)
Educational Leader—Level 3	School Superintendent Assessment (6021)	160 (Effective until 7/31/20)
	School Superintendent Assessment (6991)	162 Current-
Guidance Counselor K-12	Professional School Counselor (0421 or 5421)	156
School Librarian	Library Media Specialist (0311 or 5311)	136

All PRAXIS scores used for certification must be sent directly from ETS to the state Department of Education electronically, or the original PRAXIS score report from ETS must be submitted with the candidate's application. The mentor teacher certificate may be earned by passing one of the cohort-specific Louisiana mentor teacher assessment series tests.

F. - Table. Repealed.

**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 32:1833 (October 2006), amended LR 36:485 and 488 (March 2010), LR 36:2265 (October 2010), LR 37:551 (February 2011), repromulgated LR 37:556 (February 2011), amended LR 37:3210 (November 2011), LR 39:1461 (June 2013), LR 40:277 (February 2014), LR 40:1680 (September 2014), LR 41:645 (April 2015), LR 41:916 (May 2015), LR 42:233 (February 2016), LR 43:1292 (July 2017), LR 44:264 (February 2018), LR 44:1999 (November 2018), LR 45:228, 230 (February 2019), repromulgated LR 45:403 (March 2019), amended LR 46:

### Chapter 3. Teaching Authorizations and Certifications

Editor's Note: The name of the Division of Student Standards and Assessments has been changed to The Division of Student Standards, Assessments, and Accountability.

#### Subchapter A. Standard Teaching Authorizations

##### §304. General Provisions

A. Practitioner Licenses 1-3. Beginning with the 2020-2021 academic year, in order to obtain the first renewal only of a practitioner license 1, 2, or 3 certificate, practitioner candidates participating in a residency as a teacher of record, must receive mentorship by a school-based mentor teacher who may collaborate with other personnel providing mentoring support, in accordance with LAC 28:XLV (Bulletin 996).

1. The school-based mentor teacher must be credentialed in accordance with §350 of this Chapter.

2. The mentorship must be at least 15 percent, or 5 hours per week, of the instructional time of the school.

3. The mentorship must include intensive individual supports, including:

- a. co-teaching;
- b. collaborative planning; and
- c. observation and feedback sessions.

**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 46:

##### §305. Professional Level Certificates

A. - A.1.a.i. ...

(a). successfully complete a state-approved traditional or alternate teacher preparation program:

(i). for alternate preparation completers, the applicant must receive mentoring by a school-based mentor teacher in accordance with §350 of this Chapter;

A.1.a.i.(b). - E.6. ...

**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 32:1797 (October 2006), amended LR 33:433 (March 2007), LR 34:233 (February 2008), LR 34:1611 (August 2008), LR 35:222 (February 2009), LR 37:558 (February 2011), LR 38:1951 (August 2012), LR 40:279 (February 2014), LR 41:2128 (October 2015), LR 43:1304 (July 2017), LR 44:745 (April 2018), LR 45:525 (April 2019), LR 46:

##### §313. Practitioner Licenses

A. Issuance and Renewals

1. Practitioner licenses 1 and 2 may be issued for one school year, renewed annually, and held a maximum of three years while the holder completes an alternate program. Upon completion of the three years of employment on this certificate, the holder must fulfill guidelines for a level 1 or higher-level certificate for continued employment in a Louisiana school system.

2. The practitioner license 3 may be issued for one school year, renewed annually, and held a maximum of four years while the holder completes an alternate program. Upon completion of the four years of employment on this certificate, the holder must fulfill guidelines for a level 1 or higher-level certificate for continued employment in a Louisiana school system.

3. Beginning with the 2020-2021 academic year, the first renewal only of a PL 1, 2, or 3 will be conducted in accordance with §304.A of this Chapter.

B. - B.2. ...

3. Renewal Requirements. The candidate must remain enrolled in the practitioner teacher program and fulfill a minimum of six semester hours of coursework or equivalent contact hours per year (to the extent that required semester hours remain in the program to be completed), teaching assignments, and prescribed activities identified by the program provider.

a. Beginning with the 2020-2021 academic year, the first renewal only of a PL 1, 2, or 3 will be conducted in accordance with §304.A of this Chapter.

B.4. - C.2. ...

3. Renewal Requirements. The candidate must remain enrolled in the certification-only alternate certification program and fulfill a minimum of nine semester hours of coursework per year (to the extent that required semester hours remain in the program to be completed), teaching assignments, and prescribed activities identified by the program provider.

a. Beginning with the 2020-2021 academic year, the first renewal only of a PL 1, 2, or 3 will be conducted in accordance with §304.A of this Chapter.

C.4. - D.2. ...

3. **Renewal Requirements.** The candidate must remain enrolled in the master's degree alternate certification program and fulfill a minimum of nine semester hours of coursework per year (to the extent that required semester hours remain in the program to be completed), teaching assignments, and prescribed activities identified by the program provider.

a. Beginning with the 2020-2021 academic year, the first renewal only of a PL 1, 2, or 3 will be conducted in accordance with §304.A of this Chapter.

4. - 4.d....

**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 32:1800 (October 2006), amended LR 35:221 (February 2009), LR 38:1952 (August 2012), LR 40:280 (February 2014), LR 43:1307 (July 2017), LR 46:

#### **Family Impact Statement**

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.

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 a local government able to perform the function as contained in the proposed Rule? Yes.

#### **Poverty Impact Statement**

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 100 percent of the federal poverty line.

1. Will the proposed Rule affect the household income, assets, and financial security? No.

2. Will the proposed Rule affect early childhood development and preschool through postsecondary education development? Yes.

3. Will the proposed Rule affect employment and workforce development? No.

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.

#### **Small Business Analysis**

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, January 9, 2020, 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

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

##### **RULE TITLE: Alternate Program Candidates**

#### **I. ESTIMATED IMPLEMENTATION COSTS (SAVINGS) TO STATE OR LOCAL GOVERNMENT UNITS (Summary)**

There will be a decrease in costs for the Department of Education (LDE) to support mentor teacher training and certification. There will be an increase in costs for local school districts to meet new mentoring requirements for alternative teacher preparation program candidates. Costs will vary by district and will depend upon the number of credentialed school-based mentor teachers, the number of candidates requiring a mentor teacher, and the content areas and demands for such teachers. Finally, Institutions of Higher Education may also incur costs associated with training and support services for mentor teacher candidates enrolled in their programs. These proposed rule changes delete the current 80-hour pre-service requirement for alternative certification teacher candidates and instead require these teachers to receive mentorship from a credentialed school-based mentor teacher; further specifies instructional time and intensive supports which must be provided.

In November 2017 the LDE launched a three-year training initiative to develop mentor teachers. In October 2018, BESE

policy established a new state credential for mentor teachers that will be required for all mentors beginning September 2020, eventually replacing the previously required Supervisor of Student Teaching credential. For the past three years, the LDE has provided training and materials through a \$10.8 million contract with the University of Texas at Austin Dana Center. The contract is funded with both state and federal funds. In the Fall of 2020, this mentor training will transition from the state provided model to a state approved model, thereby reducing costs to the LDE. To this end, beginning with the 2019-2020 school year, the LDE has approved an estimated 18 providers, including some institutions of higher education in the state to continue providing necessary training and supports for teachers to become a certified mentor teacher. Training costs will become the responsibility of the school districts and will be funded with a mix of state, local, and federal funds.

Currently there are 68 teachers eligible for mentor certification. However, based on 2017-2018 data there are some 829 traditional teacher candidate residents and 1,235 alternative certification candidates in the state that will require supervision by a credentialed mentor teacher under the proposed rule. Furthermore, beginning with the 2019-2020 school year both traditional and alternative teacher residency programs will be fully implemented, resulting in an increase in the number of credentialed mentor teachers required annually. Per the 2018 US Department of Education Title II data report, in the 2016-2017 school year there were 964 traditional teacher program completers and 1,401 alternative certification program completers in the state. This would indicate a need for at least 2,365 mentor teachers. By mid 2020, the LDE will have provided training for some 1,800 mentor teachers. However, only 68 teachers, less than 4%, have passed the assessment required to obtain the credential. As such, there are still an insufficient number of credentialed mentor teachers necessary to meet current and future demand.

School districts will incur costs to meet training and certification requirements in order for mentor teachers to become credentialed. Estimated costs for a teacher to receive such a credential will vary depending upon the provider but may be as much as \$1,600 to complete coursework; with an additional \$175 fee to complete the training aligned Mentor Teacher Assessment Series. It is unknown to what extent districts will provide funding or whether some portion of these costs will be passed along to teachers. There will also be ancillary costs for districts associated with travel, substitute teachers, and other support services for teachers seeking this training and certification. To the extent there are an insufficient number of mentor teachers within a school, districts may assign multiple candidates to a single mentor, potentially across multiple schools within a district. Some districts participating in pilots addressed this by reducing the number of periods a mentor teaches each day. Other districts created system-based mentors as well as school-based mentors. Changing staffing patterns and scheduling to accommodate these types of approaches may result in additional costs for the districts.

While the annual training costs for the LDE will decrease significantly, the department has committed to continue utilizing federal funds of approximately \$44,000 to provide the \$175 assessment fee for up to 250 mentors annually. Additional funding may be available to certain schools through the "Super App" which allows school systems to access their federal formula funds and competitive funds for struggling schools, however, not all schools are eligible for these competitive funds. Alternatively, while those schools may use other federal funding such as Title II to support these costs, these funds currently support other activities and may not be available for mentor credentialing expenses. Finally, mentor teachers receive a \$1,000 stipend which is funded through the LDE using state and federal funds. However, beginning the 2020-2021 school

year (FY 21), LDE costs will further decline as state support will only be provided to credentialed mentor teachers. (The Supervision of Student Teaching certificate will continue to be valid until September 2023). It is not known whether districts will continue to provide stipends to other support personnel who have not completed the assessment series in order to be credentialed.

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

Schools labeled Comprehensive Intervention Required (CIR) and Urgent Intervention Required (UIR) will be eligible to apply for competitive funding to support training and credentialing costs. There are currently in excess of 900 such schools.

**III. ESTIMATED COSTS AND/OR ECONOMIC BENEFITS TO DIRECTLY AFFECTED PERSONS OR NONGOVERNMENTAL GROUPS (Summary)**

The costs to individuals seeking a mentor teacher credential are indeterminable. It is unknown to what extent districts will share in the cost of training and assessments and whether individuals will be responsible for some portion of these costs. To the extent these teachers complete the training and pass the assessment to receive the credential, they are eligible to receive stipends in the amount of \$1,000. Finally, the certificate will contribute to the requirements for the Educational Leader 1 license.

**IV. ESTIMATED EFFECT ON COMPETITION AND EMPLOYMENT (Summary)**

Based on the results of national studies, the LDE anticipates a positive impact on retention rates of alternatively certified teachers associated with the proposed school-based credentialed mentor and other support services requirement. However, it is not clear what the potential impact may be if teachers opt not to participate in the additional training requirements to obtain an ancillary certificate and/or there are an insufficient number of credentialed school-based mentors.

Beth Scioneaux  
Deputy Superintendent  
1912#037

Evan Brasseaux  
Staff Director  
Legislative Fiscal Office

**NOTICE OF INTENT**

**Department of Environmental Quality  
Office of the Secretary  
Legal Affairs and Criminal Investigations Division**

2019 Annual Incorporation by Reference of Certain Water Quality Regulations (LAC 33:IX.4901 and 4903)(WQ105ft)

Under the authority of the Environmental Quality Act, R.S. 30:2001 et seq., and in accordance with the provisions of the Administrative Procedure Act, R.S. 49:950 et seq., the secretary gives notice that rulemaking procedures have been initiated to amend the Water Quality regulations, LAC 33:IX.4901 and 4903 (Log #WQ105ft).

This Rule is identical to federal regulations found in Title 40, Volume 25, Part 136; Title 40, Volume 31, Parts 401 and 405-424; and Title 40, Volume 32, Parts 425-471, which are applicable in Louisiana. For more information regarding the federal requirement, contact Deidra Johnson at (225) 219-3985. No fiscal or economic impact will result from the rule. This rule will be promulgated in accordance with the procedures in R.S. 49:953(F)(3) and (4).

This Rule will incorporate the recently updated federal regulations into Louisiana's water quality regulations. This revision increases the enforceability of Louisiana Pollutant