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**BOARD OF REGENTS**

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**AGENDA**  
**PLANNING, RESEARCH and PERFORMANCE COMMITTEE**  
**Wednesday February 27, 2019 at 9:40 a.m.**

Pennington Conference Center  
6400 Perkins Road  
Baton Rouge, Louisiana

- I. Call to Order
- II. Roll Call
- III. Consent Agenda
  - A. R.S. 17:1808 (Licensure)
    - 1. License Renewals
      - a. Bellevue University
      - b. Brandman University
      - c. Northcentral University
      - d. Touro University of Nevada
    - B. State Authorization Reciprocity Agreement (SARA) Institutional Renewals
      - 1. Louisiana State University
      - 2. Louisiana State University Health Science Center – Shreveport
      - 3. McNeese State University
      - 4. Northwestern State University
      - 5. Southwest University
      - 6. University of Holy Cross
- IV. R.S. 17:1808 (Licensure)
  - A. Final Approval of Revisions to Licensure Rules and Regulations
  - B. World Quant University
  - C. International Health Coach University
- V. HBCU Advisory Council Report
- VI. Other Business
- VII. Adjournment

Committee Members: Claudia Adley, Chair, Sonia Perez, Vice Chair, Blake David, Randy Ewing, Robert Levy, Charles McDonald, Wilbert Pryor, Gerald Theunissen
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### **Agenda Item III.A.1.a.**

#### **Bellevue University Bellevue, Nebraska**

##### **BACKGROUND**

Bellevue University (Bellevue) is not incorporated in the State of Louisiana. The private non-profit institution was founded in 1966 as Bellevue College and became Bellevue University in 1994. Today, Bellevue serves approximately 13,000 students at ten locations in three states and everywhere online. Bellevue is headquartered in Bellevue, Nebraska and is accredited by the Higher Learning Commission (HLC).

##### **ACADEMIC PROGRAM**

Bellevue offers sixty-seven online bachelors programs and thirty-four online masters programs, primarily in business-oriented areas. Typically, the online nature of the delivery system would not require licensure. However, since some of these programs require clinical experiences, licensure is necessary. Bellevue reported 77 Louisiana residents enrolled in the online programs in fall 2018.

##### **FACULTY**

Bellevue employs 143 faculty to support its online programs available to Louisiana residents, 39 on a full-time basis. Forty-six of the 143 faculty are trained at the doctoral level from accredited institutions, while the balance are trained at the masters level.

##### **FACILITIES**

Since Bellevue operates its programs online with administrative and academic support in Bellevue, Nebraska, there are no out-of-state physical facilities in Louisiana. Students complete clinical experiences at various locations within the State.

##### **STAFF RECOMMENDATION**

Given the credentials of its faculty, the college's and programs' accreditation, and the general oversight by the home campus, the senior staff recommends that the Board of Regents approve the application for license renewal for Bellevue University, located in Bellevue, Nebraska.

### **Agenda Item III.A.1.b.**

#### **Brandman University Irvine, California**

##### **BACKGROUND**

Brandman University (Brandman) is not incorporated in the State of Louisiana. The private non-profit institution was founded as part of Chapman University and today remains part of the Chapman University System. Brandman has 26 campus locations in California and Washington, operates on 6 military installations, provides education programs online and is seeking license renewal. Brandman enrolls approximately 12,000 students, is headquartered in Irvine, California and is accredited by the Western Association of Schools and Colleges, Senior College and University Commission (WSCUC).

##### **ACADEMIC PROGRAM**

Brandman offers an online baccalaureate degree in social work to Louisiana residents. Typically, the online nature of the delivery system would not require licensure. However, since the social work program requires clinical experiences, licensure is necessary. Brandman reported two Louisiana residents enrolled in these programs in fall 2018.

##### **FACULTY**

Brandman employs 36 faculty to support its online programs available to Louisiana residents, eight on a full-time basis. Twenty-five of the 36 faculty are trained at the doctoral level from accredited institutions, while the other have masters degrees.

##### **FACILITIES**

Since Brandman operates its programs online with administrative and academic support in Irvine, California, there are no out-of-state physical facilities in Louisiana. Students will complete clinical experiences at various locations within the State.

##### **STAFF RECOMMENDATION**

Given the credentials of its faculty, the college's and programs' accreditation, and the general oversight by the home campus, the senior staff recommends that the Board of Regents approve the application for license renewal for Brandman University, located in Irvine, California.

### **Agenda Item III.A.1.c.**

#### **Northcentral University San Diego, California**

##### **BACKGROUND**

Northcentral University (Northcentral) is not incorporated in the State of Louisiana. The institution is a private for-profit institution with corporate headquarters in San Diego, California and the campus located in Scottsdale, Arizona. Northcentral is seeking license renewal and is accredited by the Senior College and University Commission of the Western Association of Schools and Colleges (WASC).

##### **ACADEMIC PROGRAM**

Northcentral offers a wide variety of online undergraduate and graduate programs in disciplines primarily related to Business, Education, Marriage and Family Therapy, and Psychology. Typically, the online nature of the delivery system would not require licensure. However, since a number of the education and marriage and family therapy programs require internships, field experiences or clinical experiences, licensure is necessary. Northcentral reported 105 Louisiana residents enrolled in the online programs in fall 2018.

##### **FACULTY**

Northcentral employs 480 faculty to support its academic programs available to Louisiana residents, all trained at the doctoral level. One-hundred ten of the faculty are employed full-time.

##### **FACILITIES**

Since Northcentral operates programs online with administrative and academic support in Scottsdale, there are no out-of-state physical facilities in Louisiana. Depending on the program, students complete clinical experiences at various locations in Louisiana.

##### **STAFF RECOMMENDATION**

Given the credentials of its faculty, the institution's and programs' accreditation, and the general oversight by the home campus, the senior staff recommends that the Board of Regents approve Northcentral University's application for license renewal.

### **Agenda Item III.A.1.d.**

#### **Touro University Nevada Henderson, Nevada**

##### **BACKGROUND**

Touro University Nevada (Touro Nevada) is not incorporated in the State of Louisiana. The private university is located in Henderson, Nevada, a suburb of Las Vegas. Touro Nevada is part of the Touro College and University System originally established in New York City. The institution derives its name from Judah and Isaac Touro, Jewish brothers and leaders of Colonial America. Today, Touro Nevada follows its Judaic foundations. The System has campuses in New York, California, and Nevada. The Nevada campus has two colleges: Osteopathic Medicine and Health and Human Services. Touro Nevada is accredited by the Western Association of Schools and Colleges, Senior College and University Commission (WSCUC).

##### **ACADEMIC PROGRAM**

Touro Nevada offers its Occupational Therapy and Physical Therapy programs to Louisiana residents. Since these programs require clinical rotations that may be completed at a Louisiana approved site, licensure is necessary.

##### **FACULTY**

Touro Nevada employs twenty faculty to support its programs available to Louisiana residents, 18 on a full-time basis. Nineteen of the 20 faculty are trained at the doctoral level from accredited institutions.

##### **FACILITIES**

Touro Nevada operates with administrative and academic support in Henderson, Nevada, and there are no out-of-state physical facilities in Louisiana. Students can complete clinical rotations at various sites within the State.

##### **STAFF RECOMMENDATION**

Given the credentials of the university's faculty, its campus accreditation, the limited scope of offerings, and the general oversight by the home campus, the senior staff recommends that the Board of Regents approve the license renewal for Touro University Nevada, located in Henderson, Nevada.

### **Agenda Item III.B.**

#### **Executive Summary**

The State Authorization Reciprocity Agreement (SARA) is a national initiative which seeks to establish comparable national standards for the interstate offering of postsecondary distance-education courses and programs. SARA membership makes it easier for students to take online courses offered by institutions based in another state by reducing the cost and administrative burden on institutions seeking authorization in various states. SARA is a voluntary agreement among regional compacts (SREB, NEBHE, MHEC, and WICHE) and member states. Each member state approves their in-state institutions and renews their membership annually. Approved SARA member institutions may offer distance education programs in other SARA member states without additional authorization.

Act 13 of the 2014 Regular Session of the Louisiana Legislature authorized the Louisiana Board of Regents to seek SARA membership on behalf of the State of Louisiana. In October 2014, Louisiana's application for SARA membership was approved by the Southern Regional Education Board (SREB) and the National Council for State Authorization Reciprocity Agreements (NC-SARA), effective December 1, 2014. Since then, 26 Louisiana institutions have joined SARA. Institutions must renew with NC-SARA annually in order to maintain their membership.

Six institutions (Louisiana State University A&M, LSU Health Sciences Center at Shreveport, McNeese State University, Northwestern State University, Southwest University and University of Holy Cross) have submitted SARA renewal applications. Regents' staff have reviewed the renewal applications and determined that they meet all requirements for continuing their membership in SARA.

Senior staff recommends that the Planning, Research & Performance Committee approve the Renewal Applications for Institutional Participation in SARA for Louisiana State University A&M, LSU Health Sciences Center at Shreveport, McNeese State University, Northwestern State University, Southwest University and University of Holy Cross, and authorize staff to submit the approved applications to NC-SARA for final approval of SARA membership renewal.

## **Agenda Item IV.A.**

### **Final Approval of Revisions to Rules for Registration and Licensure under R.S. 17:1808**

#### **Executive Summary**

Louisiana RS 17:1808 requires all academic degree-granting institutions operating in the State of Louisiana to register with the Board of Regents and be licensed unless otherwise exempt (institutions offering programs via 100% distance education and/or exclusively religious degrees). The Rules for Registration and Licensure of degree-granting institutions are published in the Louisiana Administrative Code (LAC), the official compilation of administrative rules published by agencies and boards in the state of Louisiana. Amendments to rules published in the LAC must be done according to the guidelines of the Administrative Procedure Act (APA). Regents' staff completed a detailed review of its Rules for Registration and Licensure under R.S. 17:1808 which resulted in a number of proposed updates to the rules currently published in the LAC. Among the proposed revisions were clarification to the language regarding the schedule for payment of application fees and the elimination of language no longer applicable for teacher and educational leader programs. The proposed revisions were approved by the Board at the August 22, 2018 meeting and staff was authorized to proceed with the Rulemaking Review Process outlined by the APA to obtain final approval of the amended rules for publication in the LAC. The last step in that process is to obtain final approval of the revisions by this Board before submitting for final publication in the LAC. There have been no changes to the proposed revisions since the Board approved them in August 2018.

#### **STAFF RECOMMENDATION**

Senior staff recommends that the Planning, Research & Performance Committee approve the final revisions to the Rules for Registration and Licensure under R.S. 17:1808, and authorize staff to submit for promulgation via the Louisiana Register and publication in the LAC.

~~complete the training and assessment in order to obtain the ancillary certificate. The LDE has a goal of certifying 2,000 mentor teachers in traditional and charter schools to serve as teachers of record for resident teachers, and mentor teachers for those seeking alternative certifications.~~

Beth Scionaux  
Deputy Superintendent  
1811#043

Evan Brasseaux  
Staff Director  
Legislative Fiscal Office

## **Rule NOTICE OF INTENT**

### **Board of Regents**

#### **Licensure of Degree Granting Institutions (LAC 28:IX.Chapters 1 and 3)**

The Louisiana Board of Regents <sup>has</sup> announces its intention to amend its rules for Registration and Licensure and Criteria and Requirements for Licensure (R.S. 17:1808) of academic degree granting institutions.

~~The proposed Rule changes restate existing language and add language for clarifying purposes in regards to public and private postsecondary institutions' registration and license applications, license fees, physical plant standards, and maintenance of records.~~

### **Title 28 EDUCATION**

#### **Part IX. Regents**

##### **Chapter 1. Rules and Registration for Licensure**

###### **§103. Registration and License Applications**

A. All public and private postsecondary, academic degree-granting institutions offering instruction in the state of Louisiana must register annually with the Board of Regents. Regular licenses are reviewed every two years. Requests for registration forms and license applications are available at [www.regents.la.gov](http://www.regents.la.gov).

B. Completed registration forms and license applications should be returned to:

Louisiana Board of Regents  
Planning, Research, Performance and Academic Affairs -  
Licensure  
P.O. Box 3677  
Baton Rouge, Louisiana 70821-3677

C. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:1808.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Regents, LR 19:1551 (December 1993), amended LR 21:168 (February 1995), LR 36:2839 (December 2010), LR 39:84 (January 2013), LR 45:

###### **§105. License Fees**

A. All license applications must be accompanied by a non-refundable fee of \$1,500.00 (approved by Louisiana Legislature Act 278 of the 2012 Regular Legislative Session). The license application fee must be paid by company or institutional check or by money order, and should be made payable to the Louisiana Board of Regents. Any institution granted a license to operate will be required to pay an additional \$1,500.00 at the start of the second year of the two-year licensing period. License renewal fees are required during each subsequent two-year licensing period and are non-refundable. However, the initial license application fee may be reduced to \$200 for those institutions

seeking initial licensure in order to allow clinical practicum experiences for fewer than five Louisiana residents enrolled in nursing and other health-related programs only. In order to continue and renew their licenses, those institutions will be required to pay all subsequent fees, including renewal fees. License renewal fees are required during each subsequent two-year licensing period and are nonrefundable.

B. ...

C. The Board of Regents may authorize assessment of special or supplemental fees to be paid by institutions seeking licensure pursuant to special actions or requests.

D. Institutions seeking licensure shall submit all required materials and the nonrefundable license fee to the Board of Regents. If a final determination concerning the institution's qualifications for licensure is not reached within 180 days of receipt of the license application and all supporting materials, a provisional license will be issued to the institution. The provisional license will remain in effect pending a final licensing decision by the board.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:1808.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Regents, LR 19:1551 (December 1993), amended LR 21:168 (February 1995), LR 36:2839 (December 2010), LR 39:84 (January 2013), LR 45:

###### **§107. Information Requirements for Registration<sup>1</sup>**

A. All postsecondary, academic degree-granting institutions are required to provide the following information on an annual basis:

1. - 8. ...

9. information relative to the institution's accreditation or official candidacy status from a regional, national or professional accrediting agency recognized by the United States Department of Education;

10. ...

<sup>1</sup>Registration with the Board of Regents shall in no way constitute state approval or accreditation of any institution and shall not be used in any form of advertisement by any institution

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:1808.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Regents, LR 19:1551 (December 1993), amended LR 45:

##### **Chapter 3. Criteria and Requirements for Licensure**

###### **§302. Institutional Accreditation**

A. Institutions must hold accreditation through an association recognized by the U.S. Department of Education. Institutions domiciled outside the state of Louisiana must be fully accredited by an accrediting body recognized by the U.S. Department of Education prior to making an application for licensure with the Board of Regents. Existing institutions domiciled in the state of Louisiana must hold recognized accreditation. New institutions must make formal application and obtain accreditation from a U.S. Department of Education recognized accrediting association by date certain as a requirement for licensure.

B. ...

C. The Board of Regents will consider a waiver of the accreditation requirement in the case of single purpose institutions. This consideration will be given only in extraordinary circumstances where the board determines that



it would be educationally impractical for an institution to reorganize its programs and operations in order to become eligible for consideration by a U.S. Department of Education recognized accrediting association.

**AUTHORITY NOTE:** Promulgated in accordance with R.S. 17:1808.

**HISTORICAL NOTE:** Promulgated by the Department of Education, Board of Regents, LR 21:168 (February 1995), amended LR 36:2840 (December 2010), LR 45:

### **§305. Academic Program Standards**

A. - E. ...

F. Repealed.

**AUTHORITY NOTE:** Promulgated in accordance with R.S. 17:1808.

**HISTORICAL NOTE:** Promulgated by the Department of Education, Board of Regents, LR 19:1552 (December 1993), amended LR 21:169 (February 1995), LR 36:2840 (December 2010), LR 38:1228 (May 2012), LR 45:

### **§307. Physical Plant Standards**

A. Library

1. Depending on the delivery method of instruction, (online, hybrid, brick and mortar), the institution shall maintain and/or provide student access to an appropriate library collection with adequate support staff, services, and equipment. Any contractual agreements with libraries not directly affiliated with the institution shall be available in writing to the Board of Regents.

B. Facilities and Equipment

1. The institution shall maintain or provide access to appropriate administrative, classroom, and laboratory space, and appropriate equipment and instructional materials to support quality education based on the type, level, and delivery method of program being offered. Facilities must comply with all health and safety laws and ordinances.

**AUTHORITY NOTE:** Promulgated in accordance with R.S. 17:1808.

**HISTORICAL NOTE:** Promulgated by the Department of Education, Board of Regents, LR 19:1552 (December 1993), amended LR 21:169 (February 1995), LR 38:1228 (May 2012), LR 45:

### **§309. Financial Operations**

A. - B. ...

C. All institutions shall provide the Board of Regents with a financial review prepared in accordance with standards established by the American Institute of Certified Public Accountants. However, an institution accredited by an agency recognized by the United States Department of Education may, at its discretion, submit financial statements prepared in accordance with rules and guidelines established by the accrediting agency.

D. ...

**AUTHORITY NOTE:** Promulgated in accordance with R.S. 17:1808.

**HISTORICAL NOTE:** Promulgated by the Department of Education, Board of Regents, LR 19:1553 (December 1993), amended LR 45:

### **§311. Maintenance of Records**

A. - B. ...

C. Individual student records must include:

1. - 4. ...

5. a payment schedule which includes the total cost to the student.

6. - 8. Repealed.

D. Student records must also include:

1. - 2. ...

3. counseling records;

4. a transcript;

5. financial aid records.

E. ...

F. All licensed institutions are required to have a plan for the maintenance, safekeeping and retention of student records in the event of an institutional closure. The plan must contain the arrangements made by the institution and procedures students must follow in order to obtain their records.

**AUTHORITY NOTE:** Promulgated in accordance with R.S. 17:1808.

**HISTORICAL NOTE:** Promulgated by the Department of Education, Board of Regents, LR 19:1553 (December 1993), amended LR 21:169 (February 1995), LR 45:

### **§313. Student Services<sup>1</sup>**

A. Institutions shall provide appropriate orientation and counseling services throughout enrollment. Special services including financial aid, employment placement for graduates, and student housing, if appropriate, must be evaluated periodically by the institution to determine effectiveness in meeting student needs and contribution to the educational purpose of the institution.

<sup>1</sup>The Board of Regents recommends that prospective students seek independent job/career counseling prior to enrollment in an academic degree-granting postsecondary institution and encourages such institutions to promote this recommendation.

**AUTHORITY NOTE:** Promulgated in accordance with 17:1808.

**HISTORICAL NOTE:** Promulgated by the Department of Education, Board of Regents, LR 19:1553 (December 1993), amended LR 45:

### **§317. Procedures for Tuition and Fee Refunds**

A. Pricing and Refund Policy

1. - 3. ...

4. Institutions are required to follow the minimum standards for tuition refunds as set forth herein. These guidelines are:

a. - c.ii. ...

iii. students withdrawing from day 25 through the end of the quarter, semester, or similar time period may be ineligible to receive a refund;

d. - e. ...

**AUTHORITY NOTE:** Promulgated in accordance with R.S. 17:1808.

**HISTORICAL NOTE:** Promulgated by the Department of Education, Board of Regents, LR 19:1553 (December 1993), amended LR 21:169 (February 1995), LR 36:2840 (December 2010), LR 45:

### **§319. Surety Bonding**

A. New Louisiana domiciled unaccredited institutions are required to post a surety bond issued by a surety authorized to do business in the state of Louisiana in the amount of \$10,000 to cover the period of the license. These bonds are intended to protect students in the event of a sudden closure of the institution. Institutions that are also licensed and bonded under provisions set forth by R.S. 17:-3141 et seq., need not seek additional bonding.

**AUTHORITY NOTE:** Promulgated in accordance with R.S. 17:1808.

**HISTORICAL NOTE:** Promulgated by the Department of Education, Board of Regents, LR 19:1554 (December 1993), amended LR 36:2840 (December 2010), LR 45:

### **§327. Licensure Denial**

A. Any institution denied licensure by the Board of Regents that wishes to seek reconsideration by the Board is required to wait a minimum of 24 months before resubmitting its license application.

**AUTHORITY NOTE:** Promulgated in accordance with R.S. 17:1808.

**HISTORICAL NOTE:** Promulgated by the Department of Education, Board of Regents, LR 21:170 (February 1995), amended LR 45:

#### **Family Impact Statement**

The proposed Rule will have no foreseeable impact on family formation, stability, or autonomy, as described in R.S. 49:972.

#### **Poverty Impact Statement**

The proposed rulemaking will have no impact on poverty as described in R.S. 49:973.

#### **Small Business Analysis**

The proposed Rule will have no adverse impact on small businesses as described in R.S. 49:965.2 et seq.

#### **Provider Impact Statement**

The proposed Rule will have no adverse impact on providers of services for individuals with developmental disabilities as described in HCR 170 of 2014.

#### **Public Comments**

Interested persons may submit written comments on the proposed changes via U.S. Mail until 4:30 p.m., December 10, 2018 to LeAnn Detillier at P.O. Box 3677 Baton Rouge, LA 70821. Written comments may also be hand-delivered to the Board of Regents Office, 1201 North Third Street, Suite 6-200, Baton Rouge, LA 70802.

Larry Tremblay  
Deputy Commissioner

### **FISCAL AND ECONOMIC IMPACT STATEMENT**

#### **FOR ADMINISTRATIVE RULES**

##### **RULE TITLE: Licensure of Degree Granting Institutions**

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

The proposed rule changes will not have any implementation costs to the state or local government units. The proposed rule changes restate existing language and add language for clarifying purposes in regards to public and private postsecondary institutions' registration and license applications, license fees, physical plant standards, and maintenance of records.

These changes include the location of the registration/licensure forms on the internet, fee schedule, accreditation status of new and existing institutions, requirements for Education and Education Leadership programs to match changes made by the Board of Elementary and Secondary Education (BESE), online programs' library requirements, the maintenance, safekeeping and retention of student records in the event of the institution's closure, and the removal of the surety bonding requirement for institutions with recognized accreditation. The proposed rule changes do not change the frequency or the amount of fees or impose additional requirements to institutions.

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

The proposed rule changes will have no estimated effect on revenue to state or local governmental units.

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

The proposed rule changes will have no effect on costs and/or benefits to directly affected persons or nongovernmental groups.

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

There is no estimated effect on competition and employment.

Larry Tremblay  
Deputy Commissioner  
1811#024

Evan Brasseaux  
Staff Director  
Legislative Fiscal Office

### **NOTICE OF INTENT**

#### **Board of Regents Office of Student Financial Assistance**

##### **Scholarship/Grant Programs Chafee Educational and Training Voucher Program (LAC 28:IV.1805 and 1813)**

The Louisiana Board of Regents announces its intention to amend and repromulgate the rules of the Scholarship/Grant programs [R.S. 17:3021-3025, R.S. 3041.10-3041.15, R.S. 17:3042.1.1-3042.8, R.S. 17:5001 et seq., and R.S. 56:797.D(2)].

This rulemaking implements the Family First Prevention Services Act of 2018 as it relates to the eligibility of students to participate in and receive funding under the federal Chafee Educational and Training Voucher Program. (SG19184NI)

#### **Title 28 EDUCATION**

##### **Part IV. Student Financial Assistance—Higher Education Scholarship and Grant Programs Chapter 18. Chafee Educational and Training Voucher Program**

##### **§1805. Eligibility**

A. To establish eligibility through the 2017-2018 academic year, a student must:

1. be ages 16 to 21, except that a student who was participating in the Chafee ETV Program at age 21 may continue to receive ETVs until he attains the age of 23; and
2. be in the foster care system, or aged out of the foster care system, or was under legal guardianship, or was in the foster care system or under legal guardianship and was adopted after age 16; and
3. be enrolled in postsecondary education; and
4. annually complete the free application for federal student aid.

B. To establish eligibility beginning in the 2018-2019 academic year, a student must:

1. be ages 14 to 26;
2. be in the foster care system, aged out of the foster care system, exited the foster care system through legal guardianship or adoption after attaining the age of 16, or was in the foster care system after the age of 14 and exited for reasons other than adoption, guardianship, or aging out; and
3. be enrolled in postsecondary education; and
4. annually complete the free application for federal student aid.

## **Agenda Item IV.B.**

### **World Quant University New Orleans, Louisiana**

#### **BACKGROUND**

Revised Statute 17:1808 requires the Board of Regents to register and license academic degree-granting, post-secondary institutions in Louisiana. Regents' rules and regulations echo the revised statutes with particular emphasis placed on the attainment of appropriate accreditation. During the initial licensure process, World Quant University (WQU) identified the Distance Education Accrediting Commission (DEAC) as its desired accreditation agency.

WQU is funded by the World Quant Foundation, established *"to make a positive impact in the world through targeted donations to qualified organizations and students worldwide."* WQU is dedicated to making innovative, high-quality quantitative finance education accessible to students worldwide. Appropriate to its mission and purpose, the university offers a Master of Science in Financial Engineering, made available completely online.

WQU's initial application materials were reviewed by staff and by an external consultant. Following this process, staff determined that World Quant University merited a limited period of state licensure to allow it sufficient time to seek DEAC accreditation. At its meeting in August 2015, the Board of Regents approved a three-year conditional license for WorldQuant University with a variety of stipulations.

In accordance with those stipulations, WorldQuant University submitted annual reports in 2016 and 2017 outlining activities related to the establishment and development of the institution, as well as the necessary steps to pursue and gain accreditation with DEAC.

On September 1, 2018, WorldQuant submitted its application for a new license. In its cover letter that accompanied the application, WorldQuant reported that it was "on schedule to submit its Application for Accreditation on January 4, 2019." Regents' staff contacted the university requesting a full explanation of why the previously reported commitment of submitting the application by September 1<sup>st</sup> was not met. In its reply, the CEO of WorldQuant explained that the four-month delay in submission of the DEAC application was attributable to:

1. A change in university leadership which prompted a change in institutional mission;
2. A determination that the Online Program Management (OPM) Company partner could not deliver all that was promised, and the subsequent change in OPM partner; and
3. Following the advice of EduCred Services, employed for its expertise in the DEAC accreditation process, WorldQuant initiated curriculum and related changes to strengthen its Application to DEAC.

Based on the institution's progress in seeking accreditation, its engaging an expert on DEAC accreditation matters, and its commitment to file the Application for Accreditation with DEAC in January 2019, the Board of Regents extended the conditional operating license for WorldQuant University until February 1, 2019, noting that if the application was filed by that deadline,

WorldQuant would continue to be licensed under the original conditions established in August 2015.

World Quant submitted its Application for Accreditation and supporting documents to DEAC on January 15, 2019 and staff has confirmed that the application was deemed “accepted” by DEAC.

#### STAFF RECOMMENDATION

The senior staff recommends that the Planning, Research and Performance Committee approve the application for license renewal for World Quant University for a period of two years with the following stipulations:

1. By March 2020, World Quant University shall submit to staff evidence of submission of its Self-Evaluation Report to DEAC and completion of the Readiness Assessment with DEAC. If not accomplished, the Regents will consider terminating the license.
2. By the expiration date of the license (February 2021), World Quant University shall report its DEAC membership status. If DEAC accreditation has been granted, the Regents shall consider issuing a regular 2-year operating license. If not granted, the Regents will consider denial of further licensure.

## **Agenda Item IV.C.**

### **International Health Coach University New Orleans, Louisiana**

#### **Background**

The Board of Regents received the initial license application from International Health Coach University (IHCU) in October, 2015. The next 5 months were spent assessing and strengthening the application. Following an evaluation from an outside consultant and further research of IHCU, at its meeting of March, 2016, the Board of Regents approved a three-year operating license for International Health Coach University, with a variety of stipulations.

#### **Activities During Initial Licensure**

Since being granted its operating license, IHCU has been actively operating, recruiting for and offering one online degree program: Master of Science in Health Coaching. The institution operates an administrative office in New Orleans.

As required, IHCU submitted annual reports in 2017 and 2018 to the Regents' staff outlining its progress in seeking accreditation with the Distance Education Accrediting Commission (DEAC). The institution made progress towards achieving accreditation in each of its three years, including participation in DEAC workshops, attending the DEAC Annual Conference, and engaging with Cyanna Education Services, a consulting firm with expertise in DEAC accreditation.

The process to apply for DEAC accreditation involves the following steps:

1. Obtain the DEAC Accreditation Handbook
2. Complete DEAC Course: Preparing for DEAC Accreditation
3. Review Application
4. Begin writing Self-Evaluation Report (SER)
5. Submit Application for Accreditation and Other Required Information
6. Submit Self-Evaluation Report (SER) and Exhibits
7. Undergo Readiness Assessment
8. Undergo On-site Evaluation Visit
9. Commission Review and Action

During the three-year license, IHCU completed steps 1-4, anticipated submission of its completed application to DEAC by March 2019 and began writing the institution's Self-Evaluation Report.

#### **Recent activities at IHCU**

In a letter dated September 19, 2018 the Board of Regents was notified of an anticipated transaction whereby IHCU's ownership would be restructured and transferred to a new majority owner. This change of ownership was completed on September 30, 2018. Undergoing this

process will delay submission of IHCU's application for accreditation since DEAC does not allow an institution to change its status during the formal stages of the accreditation process.

DEAC's standards require that an institution seeking initial accreditation must be operating under the current ownership for a minimum of two consecutive years. Therefore, following conversations between Regents' staff and DEAC's Director of Accreditation, it appears that IHCU's initial application for accreditation can't be submitted until September 30, 2020 (two years after change of ownership).

### STAFF RECOMMENDATION

Based on information provided by IHCU indicating progress made toward filing its application with DEAC, and conversations with DEAC staff, the senior staff recommends that the Planning, Research and Performance Committee approve an extension of the operating license for International Health Coach University until December 2020 with the following stipulations:

1. By October 2019, International Health Coach University shall submit to staff an update on its continued progress toward achieving accreditation, including status on completion of its Self-Evaluation Report (SER) and evidence of continued participation in DEAC workshops and meetings.
2. By the expiration date of the license (December 2020), International Health Coach University will have submitted its initial Application for Accreditation, its Self-Evaluation Report (SER) and Readiness Assessment fee to DEAC. If accomplished, Regents will consider extending licensure to allow for final accreditation review. If any of these stipulations are not met, the Board of Regents will consider denial of further licensure.
3. Upon termination of the allotted time for final accreditation review, the University shall report its DEAC membership status. If DEAC accreditation has been granted, the Regents shall consider issuing a regular 2-year operating license. If not granted, the Board of Regents will consider denial of further licensure.

## **Agenda Item V.**

### **HBCU Advisory Council Executive Summary**

Act 236 of the 2018 Regular Session, authored by Senator Wesley Bishop, established the Advisory Council on the Historically Black Colleges and University (HBCU Advisory Council) “under the jurisdiction of the Board of Regents for the purpose of focusing on ways to strengthen the capacity of HBCUs to provide the highest quality education, increase opportunities for HBCUs to participate in and benefit from state programs, and ensure that Louisiana has the highest proportion of college graduates from HBCUs in the country.” To ensure broad representation, the Act listed 23 Council members, including the chancellor/presidents (or designees) of the state’s public and private HBCUs, BESE, and the Southern, UL, and LCTC systems. Council leadership is shared by Senator Bishop (chair), and Commissioner Reed (vice chair).

In its first meeting, the Council established four workgroups to address the issues outlined in the legislation and named two to four co-chairs and a BoR staff member to provide support and assistance for each group. The workgroups will continue to focus on: Academics; State and Federal Programs; Workforce & Economic Development; and Public Relations/Outreach.

During the Fall semester, the four workgroups met to discuss their assignments and generate recommendations for the council. Committee reports were compiled and formally presented to the council at its meeting on February 12, 2019 at Grambling State University. The report is attached, but the workgroup recommendations are broadly summarized as follows.

- Academic:
  - Funding – adjust the funding formula to recognize the percentage of low-income students (e.g., receiving Pell grants) and the unique challenges of ensuring successful student outcomes; enhance state support for aging facilities and infrastructures on HBCU campuses.
  - Program Offerings – review degree offerings and address the need for 4- and 5-star disciplines; recognize SU A&M’s mission and capacity to offer and support advanced degrees and research while maintaining *Regional* status for admission purposes.
  - Research Collaboration – promote collaboration among HBCUs to leverage strengths through research centers and institutes.
- State & Federal Programs
  - Map HBCU assets and expertise to foster collaboration that promotes grant funding and builds economic impact.
  - Encourage collaboration of HBCUs and K-12 to build pipelines into college.
  - Establish partnerships across sectors to link HBCU programs, students and faculty to economic needs and development efforts.

- Workforce & Economic Development
  - Host LED-led campus *Playbook* training to ensure HBCU participation and inclusion throughout initiation and implementation of economic development activities.
  - Work with the LA Workforce Commission to help identify educational programs to address workforce gaps.
  - Explore federal funding opportunities to maximize educational and workforce alignment.
- Public Relations/Outreach
  - Organize a half-day workshop for campus and state media staff/organizations to improve stakeholders' knowledge base and increase HBCU stories and publicity.
  - Highlight the HBCU experience via a *HBCU State of the State* publication about signature programs and initiatives and by student-led campaigns to promote HBCU campuses.
  - Educate targeted groups about the state's HBCUs, starting with an *HBCU Day at the Capitol* as part of a broader HBCU spirit week led by students.

The Advisory Council unanimously approved the 2018 Year-End Report. The final report is attached.

#### STAFF RECOMMENDATION

The Senior Staff recommends that the Planning, Research and Performance Committee receive the 2018 Year-End Report of the Advisory Council on Historically Black Colleges and Universities.





# **2018 Year-End Report of the Advisory Council on Historically Black Colleges and Universities**

**Act 236 of 2018**  
**State of Louisiana**



**DILLARD**  
UNIVERSITY



**XAVIER**  
UNIVERSITY  
of Louisiana



## Historically Black Colleges and Universities Advisory Council Member List

Member	Title	Affiliation
Wesley Bishop, Chair	Senator	Senate President
Dr. Kim Hunter Reed, Vice Chair	Commissioner	LA Board of Regents
Dr. James Ammons	Executive Vice President/Executive Vice Chancellor	Southern University System
Gerald Boudreaux	Senator	Senate Committee on Education
Ava Dejoie	Secretary	LA Workforce Commission
Dr. Lisa Mims-Devezin	Chancellor	Southern University at New Orleans
Dr. Rodney Ellis	Chancellor	Southern University at Shreveport
Randal L. Gaines	Chair/Representative	LA Legislative Black Caucus
Rick Gallot, Jr.	President	Grambling State University
Jeffery Hall	Representative	House Committee on Education
Dr. James Henderson	President and CEO	University of Louisiana System
Patrick O. Jefferson	Representative	Speaker of the House
Dr. Walter M. Kimbrough	President	Dillard University
Mandi Mitchell	Assistant Secretary	LA Economic Development
John Pierre	Chancellor	Southern University Law Center
Dr. Bobby Phills	Chancellor	Southern University Agricultural Research & Extension Center
Edward Price	Senator	LA Legislative Black Caucus
Dr. Larissa Littleton-Steib	Chancellor	LA Community & Technical College System
Dr. Toya Barnes-Teamer	Board Member	Urban League of Louisiana
Brianna Thomas		National Association for the Advancement of Colored People
Dr. Lurie Thomason	Member	Board of Elementary and Secondary Education
Dr. Reynold Verret	President	Xavier University
Stephanie L. Willis		American Civil Liberties Union of LA



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## Executive Summary

### The HBCU Advisory Council

In efforts to strengthen the capacity of Louisiana's six Historically Black Colleges and Universities (HBCUs), both public and private, the legislature approved Act 236 to establish an advisory council. The HBCU Advisory Council will focus on ways to provide the highest quality of education, increase opportunities for HBCUs to participate in and benefit from state programs, and ensure that Louisiana has the highest proportion of college graduates from HBCUs in the country. The council shall (1) advise the Commissioner of Higher Education regarding methods to enhance the capabilities of HBCUs, (2) strengthen the capacity of HBCUs to participate in federal and state programs, and (3) strengthen the capacity of HBCUs to fully participate in Louisiana's workforce and economic development activities.

The primary charge of the HBCU Advisory Council is to ensure that Louisiana has the highest proportion in the country of college graduates from HBCUs. To efficiently reach this goal, the council must first address the college experience from a student's perspective.

The 2015 *Gallup-USA Funds Minority College Graduates Report* focuses on the college experience of minority students and the factors that contribute to great jobs and lives, with a heavy emphasis on the well-being index. The well-being index is comprised of five elements: purpose well-being, social well-being, financial well-being, community well-being and physical well-being. Also, the study completed an analysis of black students who attended HBCUs and black students who attended non-HBCUs. Some of the prominent findings are:

- "Black HBCU graduates are more likely to be thriving in purpose and financial well-being than black graduates who did not receive their degrees from HBCUs."
- "Black graduates of HBCUs are more than twice as likely as black graduates of non-HBCUs to recall experiencing all three support measures that Gallup tracks."
- "A similar positive relationship exists within experiential learning opportunities, with black graduates of HBCUs recalling more involvement in applied internships, long-term projects and extracurricular."
- "Black HBCU graduates are more likely than black non-HBCU graduates to strongly agree that their university prepared them well for life outside of college (55% vs. 29%) and to be engaged at work (39% vs. 33%)."

Based on the Gallup research, HBCUs have provided black graduates with a better college experience than other types of institutions.

To efficiently address the charges of the HBCU Advisory Council, the members divided into four workgroups: academic, public relations and outreach, state and federal programs, and workforce and economic development. This report provides background information on each workgroup, the charges the Council provided, and each group's recommendations.



## Academic Workgroup Report

### Narrative

The Academic Workgroup was co-chaired by Rep. Randal Gaines of Louisiana District 57 and Dr. James H. Ammons, Executive Vice President/Executive Vice Chancellor of Southern University and A&M College. On October 24, 2018, the co-chairs called a meeting with presidents/chancellors of historically black colleges and universities (HBCUs) in Louisiana to discuss the agenda for the first meeting of the workgroup. During the meeting with university presidents, discussions were held regarding the need for HBCUs to provide better access to college for underserved and minority communities. In addition, the discussion centered around developing programs that will build on HBCUs' existing strengths. The university presidents/chancellors also discussed how changes in the funding formula would strengthen public HBCUs.

The first meeting of the Academic Workgroup was scheduled Nov. 5. During this meeting committee members developed recommendations which focused on the specific deliverables outlined in Act 236 which include:

- Providing the highest quality education to the greatest number of students;
- Promoting centers of academic research and programmatic excellence;
- Increasing HBCUs' contribution to the state's educational and workforce goals; and
- Working with the Louisiana Workforce Commission to help identify educational programs to address workforce gaps.

### Recommendations

#### **1. Recommendation One — Identify the strengths of each HBCU and put in place measures to help these institutions deliver the highest quality of education**

Louisiana has six four-year historically black universities— Southern University and A&M College (SUBR), Southern University at New Orleans, Southern University Shreveport, Grambling State University, Dillard University and Xavier University at Louisiana. For more than a century, these institutions have provided access to an affordable postsecondary education to many students who otherwise may never have had the opportunity to fulfill their dreams of getting a college degree.

With nearly 32 percent of the state's population being African American, it is imperative that HBCUs serve the educational and access needs of these citizens.

According to the United Negro College Fund, 20 percent of all African-American college graduates around the country received their degree from a historically black college or university, despite these schools only making up about three percent of the nation's colleges. In addition, HBCUs produce 25 percent of all African-American graduates with science, technology, engineering, and mathematics degrees.



What this confirms, beyond any doubt, is that HBCUs are main contributors to ensuring that African Americans graduate from college. To provide the highest quality of education to the greatest number of students, we must find ways to strengthen our HBCUs in Louisiana.

**2. Recommendation Two — Review and address participation in Dual Enrollment by different segments of the student population**

Dual Enrollment programs introduce students to the rigors of college coursework early. Perhaps the biggest benefit is that high school students may start accumulating college credits, helping them graduate on time or even early. Dual Enrollment also reduces the cost of degree attainment.

The Workgroup discussed the need for a statewide framework for dual enrollment that would address access and equity for any student who meets the criteria and wants to participate. Some high schools fund only a limited number of qualified students. The framework should include equitable funding guidelines and provisions for the types of student fees allowed/disallowed, economic hardship waivers/scholarships, and transportation.

**3. Recommendation Three — Provide more weights in the funding formula to recognize the contributions of institutions with the largest percentages of Pell Grant recipients**

Pell Grants are essential to college access and affordability. The current state funding formula rewards institutions with the highest numbers of Pell Grant recipients, but fails to reward those with a greater percentage of students receiving Pell Grants. The average family income of HBCU students is about \$40,000. Pell Grants are particularly important for many students of color. Nationwide, nearly 60% of black undergraduates and almost half of Hispanic undergraduates rely on Pell Grants to attend college.

A 2018 study by Third Way on “The Pell Divide” found that a majority of four-year institutions are failing to serve low- and moderate-income students. Pell Grant recipients graduate at a rate that is 18 percentage points lower than their peers who did not receive assistance, according to the report. The study uses graduation rate data released through the Department of Education’s Integrated Postsecondary Education Data System. The study pointed out that four-year institutions failed to serve their Pell Grant students well. Since HBCUs have higher percentages of Pell Grant recipients, it is imperative to focus on getting more of these students through college. HBCUs must provide tutoring services, computer labs, and study skills courses to a larger percentage of students even though they meet the criteria for admission. To support institutions that educate so many of the state’s low-income students, HBCUs should receive additional funding to address the unique challenges to ensuring successful student outcomes in the areas of retention and graduation.

Additional funding for institutions based on ratio of Pell Grant recipients enrolled, and graduating, is a smart investment in the future of Louisiana.

**4. Recommendation Four — Identify areas of collaboration for possible Research Centers/Institutes among HBCUs and System institutions**



A discussion paper by the Association of Public and Land-Grant Universities on “Repositioning HBCUs for the Future” noted that HBCUs are not only access centers and the producers of graduates with quality degrees, but also centers for research and innovation. According to the report, prior to April 11, 1978, no HBCU had received a patent for an invention. Since that time, HBCUs have been steadily increasing the number of utility patent grants awarded. HBCUs received 100 utility patent grants from 1969 to 2012. In addition, HBCUs are searching for new and innovative ways to replace the declining financial support from federal, state, and local sources. HBCUs must engage with federal and state governments to increase the amount of grants, resources, and research dollars available. We must collaborate with other HBCUs and institutions to leverage our strengths through research centers and institutes.

**5. Recommendation Five — Provide exceptions for HBCUs that seek to create new degree programs in 4- and 5-star disciplines and in disciplines where minorities are underrepresented**

A 2018 ACT *State of STEM* report noted that while more than half of 2017 Louisiana high school graduates indicated an interest in STEM, only 10 percent met ACT’s STEM readiness benchmarks.

On May 19, 2016, an article in *U.S. News & World Report* observed that low minority workforce participation in engineering and STEM generally is driven by the low number of African-American, Hispanic and other underrepresented populations pursuing degrees in STEM fields. The report also noted that not having a strong pool of minority degree holders adversely impacts the strength of the minority workforce in nursing and other industries.

One of the outcomes in the funding formula for public four-year colleges is the number of graduates in 4- and 5-star disciplines. In order for HBCUs to meet the workforce demands, the institutions must review their degree offerings. Considering the state’s policy on program duplication, it may be difficult for HBCUs to add new programs that will produce students who are ready for high-demand fields.

**6. Recommendation Six — Revise the criteria for the role, scope and mission of institutions to allow HBCUs with doctoral programs and selective research to move to statewide university status but maintain traditional admission criteria and tuition flexibility**

One of the strengths of Louisiana’s institutions of higher education is the ability to graduate students in 4- and 5-star disciplines. However, there remains a critical workforce need for people, including minorities, with advanced training in these disciplines.

By allowing HBCUs with doctoral programs and selective research to move to statewide university status while maintaining traditional/regional admission criteria and tuition flexibility, these institutions can assist the state in meeting workforce demands.

Southern University and A&M College, for example, is classified as a regional institution even though it offers six doctoral programs and has a designation as an 1890 land-grant institution. Through its land grant status, SUBR actually delivers programs and services to 57 of



Louisiana's parishes, and university faculty generate \$20 million in research funding support annually.

The Louisiana Board of Regents should consider revising the criteria for the role, scope and mission by providing statewide institution status to HBCUs, such as SUBR, which have demonstrated the capacity to offer and support advanced degrees and research in critical areas.

**7. Recommendation Seven — Enhance state support for the aging infrastructures at HBCUs and provide funding for needed structures to support universities' academic strengths**

A myriad of infrastructure problems are plaguing HBCUs — aging buildings, leaky roofs, inadequate HVAC Systems, limited access to digital and wireless networking technology, and electrical systems that are inadequate for complex computer systems and state-of-the-art equipment. In recent years in Louisiana, several HBCUs have been damaged by hurricanes, tornadoes, and other weather disasters, adding costs in the millions to replace facilities and rebuild the infrastructure.

As HBCUs focus on educating some of the most underprivileged and underserved students and meeting workforce needs, these institutions must have additional financial support to repair and strengthen campus infrastructure. The physical condition of campuses from standpoints of safety, functionality, and aesthetics constitutes one of the highest priorities for the HBCU community.

Many in academia contend that the quality of an institution's facilities is directly linked to the quality of education offered. Consequently, we believe that providing additional funding for deferred maintenance and needed facilities would strengthen our HBCUs.





## State & Federal Programs

### Narrative

The scope of the State & Federal Programs (S&FP) Workgroup was developed to strengthen the capacity of Historically Black Colleges & Universities (HBCUs) in Louisiana to participate in federal and state programs. The specific deliverables in Act 236 addressed by the S&FP Workgroup are to work with state and federal departments, agencies and offices to identify programs and initiatives in which HBCUs may be either underserved or underused as a resource; encourage HBCUs to participate in state and federal programs and initiatives; establish methods to increase the capacity of HBCUs to effectively compete for grants, contracts, or cooperative agreements; and encourage public-sector and private-sector involvement with HBCUs on such initiatives.

Upon its inception, the S&FP workgroup worked to identify an appropriate representative from each of the state's HBCUs to serve on the committee. The committee hosted its first meeting via teleconference on October 30, 2018. Major agenda items covered included the work group charge, an overview of statewide data and a discussion of federal funding opportunities. It was decided during that meeting that each institution would provide a spreadsheet which includes a summary of institutional state general funds, active external grants and contracts, current campus funding gaps, and campus priority areas. This information will be used to map assets in an effort to identify collaborative opportunities. Staff from the Board of Regents (BoR) collected and made available data on state programs operated through BoR, particularly the BoR Support Fund and federal programs managed by BoR, to include projects funded by NSF, NASA and the Department of Energy, as well as general contextual information on programming and grants activities

### Recommendations

#### **1. Recommendation One: Mapping assets and expertise at all HBCUs in Louisiana**

- Issue(s): Informed planning requires a full understanding of assets and expertise among all the Louisiana public and private HBCUs, their strengths and, weaknesses, and of the opportunities for funding.
- Rationale: To facilitate strong and deep collaborations between institutions for pursuit of larger-scale grant initiatives. This calls for engaging the intellectual capital of faculty and building greater awareness among the faculty of creative and innovation efforts at sister institutions.
- Potential impact: Development of a statewide effort to maintain and propel HBCU excellence, as well as foster productive collaboration amongst all HBCUs that promotes grant funding and builds economic impact for the state.

#### **2. Recommendation Two: Encouraging collaborations between HBCUs and K-12**

- Issue(s): K-12 and higher education often exist in separate domains, and the transition of students to/readiness of students for higher education is often ineffective. Greater



collaboration of HBCUs and K-12 will serve to build pipelines into postsecondary education.

- Rationale: To raise awareness, promote college readiness, and urge perseverance to college completion.
- Potential impact: A better educated Louisiana and more targeted investments that build opportunity and support the economy.

**3. Recommendation Three: Encourage full inclusion of all HBCUs, public and private, in state, local, and regional economic development initiatives**

- Issue(s): HBCUs are often not fully included in the development and cultivation of economic development opportunities across Louisiana. They are not fully integrated in the critical actions and the benefits that result from economic development efforts in the state. Thus, HBCU expertise and contributions remain hidden and opportunities for Louisiana's growth are lost.
- Rationale: To strengthen the economy at all levels and maximize HBCUs' opportunities to contribute to workforce and the economy.
- Potential impact: Establish powerful partnerships across sectors that bring economic development to communities across Louisiana and link HBCU programs, students, and faculty to Louisiana's economic needs and future.



# Workforce and Economic Development Workgroup Report

## Narrative

The Association of Governing Boards reported that “Today, in an era of rapid transformation, HBCUs face historic challenges as well as new obstacles. Questions about sustainability, cost, quality, and mission are among many of the perennial issues that will require greater attention and creative approaches and solutions now and into the future” (AGB.gov). However, despite these challenges, HBCUs continue to cultivate an environment that produces student success and demonstrates improved learning outcomes.

The higher education cycle continues to turn and evolve. Decades ago, the focus was on access and enrollment. Then there was a shift to persistence and retention. In the not-too-distant past, success and completion were the “hot topics”. Most recently, indications are that institutions of higher education will be judged on their ability to prepare current and future generations with the skills needed to get good jobs. For HBCUs, a prevailing challenge is clear: some success notwithstanding, HBCUs must continuously improve the association between industry needs, workforce demands and their production of talent.

According to The HBCU Career Center, HBCUs have produced significant numbers of African-American professionals. In fact, over a decade ago, Dr. Marybeth Gasman, University of Pennsylvania Professor and HBCU researcher, stated, “On account of these figures and others like them, HBCUs have been deemed responsible for creating the black middle class.” (Drewry and Doermann 2001). At the White House Convening of the 2018 National Historically Black Colleges and Universities Week Conference, Dr. Legand L. Burge, Jr. of LLBurge & Associates, LLC presented the following:

*HBCUs are experts at educating African Americans:*

- *HBCUs graduate over 50 percent of African-American professionals.*
- *HBCUs graduate over 50 percent of African-American public school teachers and 70 percent of African-American dentists.*
- *50 percent of African Americans who graduate from HBCUs go on to graduate or professional schools.*
- *HBCUs award more than one in three of the degrees held by African Americans in natural sciences.*
- *HBCUs award one-third of the degrees held by African Americans in mathematics.*
- *HBCU engineering programs award 30 percent of engineering degrees to African Americans while representing only three percent of the American engineering programs.*

In Louisiana, the impact that HBCUs have is clear. In December 2017, quoting the United Negro College Fund’s (UNCF) landmark study titled, “HBCUs Make America Strong: The Positive Economic Impact of Historically Black Colleges and Universities”, Stacy M. Brown reported in the *Louisiana Weekly* that HBCUs in Louisiana, which include Dillard University, Grambling State University, Southern University



and A&M College, Southern University at New Orleans, Southern University Shreveport and Xavier University of Louisiana, have a total economic impact of \$923 million on the state. That total includes direct spending by the universities on faculty, employees, academic programs, and operations, and spending by the universities' students as well as the "follow-on effects of that spending," according to the report. "Every dollar in initial spending by Louisiana's HBCUs generates \$1.39 in initial and successive spending," the report states. In other words, each dollar spent generates an additional 39 cents for local and regional economies. In terms of employment, the report states that Louisiana HBCUs generate 8,454 jobs locally and regionally, 3,578 of which are on campus and 4,876 off campus. According to the report, 1.4 off-campus public- and private-sector jobs are created for each on-campus job created at an HBCU, resulting from HBCU-related spending. "Each \$1 million initially spent by a Louisiana HBCU and its students creates 13 jobs," the report states. Lifetime earnings for graduates of HBCUs reportedly total \$9.4 billion. Individually, a Louisiana HBCU graduate working full-time throughout his or her working life can expect to earn \$910,000 in additional income due to a college credential, the report states.

"The presence of an HBCU means a boost to economic activity, on and off—and even well beyond—campus. Stronger growth, stronger communities, more jobs, and a more talented workforce," UNCF authors wrote in the report.

### **Louisiana HBCU Advisory Council's Workforce and Economic Development (WED) Workgroup Activities**

The Workforce and Economic Development Workgroup (WED) was co-chaired by Secretary of the Louisiana Workforce Commission Ava Dejoie, Assistant Secretary of Louisiana Economic Development Mandi Mitchell, and Southern University at New Orleans Chancellor Dr. Lisa Mims-Devezin. On October 24, 2018, the co-chairs met by conference call to discuss the agenda for the first meeting of the workgroup. During the conference call, discussions were had regarding the need for HBCUs to be more engaged in the workforce and economic development activities statewide, and the co-chairs wanted that to be the focus of the first meeting. The workgroup facilitator agreed to prepare a draft agenda for review by the co-chairs in advance of the WED Workgroup meeting.

The first meeting of the WED Workgroup was scheduled for November 1, 2018. The Agenda and Membership/Attendance List is included in Appendix B. During this meeting committee members developed recommendations which focused on the specific deliverables outlined in Act 236. The focus of the WED Workgroup was as follows:

- ☉ Strengthen the capacity of HBCUs to fully participate in Louisiana's workforce & economic development activities by:
  - Working with the Department of Economic Development to ensure full participation and inclusion of HBCUs at the inception stage and throughout implementation of economic development activities; and
  - Working with the Louisiana Workforce Commission to help identify educational programs to address workforce gaps.



To accomplish these goals, the WED Workgroup proposed the following action strategies:

- By or before the end of the year, host a LED-led Playbook implementation training for teams from the state's HBCUs (public, private and specialized);
- Expand the WED Workgroup to include members of business, industry and regional economic development organizations;
- Explore how LWC tools (Star Rating System, My Life, My Way, etc.) can be used to address workforce issues;
- Create opportunities for HBCUs to engage in work-based learning and dual enrollment activities; and
- Explore opportunities for HBCUs to take advantage of federal funding opportunities to maximize educational and workforce alignment and delivery (e.g., Workforce Innovation and Opportunity Act, Perkins V, Every Student Succeeds Act, Higher Education Act, etc.)

### **LED-led Playbook Training**

In an effort to accomplish the goals of the WED Workgroup, the WED Workgroup offered teams from HBCUs around the state the opportunity to work together on advancing their institutions. The LED-Led Playbook Training was held in Baton Rouge on December 12<sup>th</sup>. The session covered high-level institutional aspirations and strategies and the following topics:

- The context of your institution within the regional and broader economy
  - Economic aspirations of the region
  - Role of the institution in reaching these goals
- Institutional assets and structures needed to partner effectively with industry and economic development
  - Channels of engagement (points of contact, internal coordination, tracking)
  - Frameworks for partnership (recruiting, alignment of offerings, curriculum, internships, faculty engagement, research)
  - The economic development site selection process (staging, messaging, confidentiality)
- Institutional value proposition
  - External stakeholder perceptions
  - Internal stakeholder perceptions
  - Defining community engagement and value-building strategy
  - Defining and articulating your role in the community through a value proposition and an inventory of assets
  - Developing a communications strategy
- Best practices
  - Recruiting and retention strategies
  - Innovative learning models
  - Multidisciplinary programming
  - Work-based learning
  - Re-envisioning the core curriculum
  - Faculty engagement



- K-12 and community partnerships

The Playbook training agenda and PowerPoint are included in Appendix C. It is the plan of the Workgroup to host follow-up training in the northern and southern ends of the state early in 2019. Dillard has volunteered to host a New Orleans training in the 1<sup>st</sup> quarter of 2019.

### LWC Tools and Programs

The WED Workgroup committed to exploring how Louisiana Workforce Commission (LWC) tools (Star Rating System, My Life, My Way, etc.) could be used to address workforce issues for HBCUs. The LWC proposed the following tools and programs as action strategies to aid HBCUs as they more aggressively access Louisiana's workforce delivery system:

1. HBCUs should engage the local workforce development areas in recruitment efforts, as these boards provide **Workforce Innovation Opportunity Act (WIOA)** participants funding for tuition, books, National Council Licensure Examination (NCLEX) fees, and increasing Eligible Training Provider List (ETPL) programs at HBCUs.
2. The **Incumbent Worker Training Program (IWTP)** creates training partnerships among the LWC, business and industry, and training providers. The IWTP is designed to benefit the workforce by assisting in the skill development of existing employees, thereby increasing employee productivity and company growth. The program is funded by a portion of Unemployment Insurance tax contributions dedicated solely for customized training.
3. The **IWTP Small Business Employee Training Program (SBET)** is designed to benefit the workforce by assisting in the skill development of existing employees through individual, standardized (off-the-shelf) training. Employers are reimbursed for tuition and required textbooks and manuals after the training has been completed and proper documentation has been submitted to the LWC.
4. **Registered Apprenticeship** is a voluntary industry-driven training program. An apprentice-eligible occupation is learned through a structured program of supervised on-the-job training; is clearly identified and commonly accepted throughout the industry; requires a minimum of 2,000 hours of work experience to learn; requires related supplemental instruction; and involves the development of manual, mechanical and technical skills broad enough to be applicable in like occupations in the industry. Apprenticeship program sponsors may qualify as WIOA training providers and registered apprentices may be eligible for individual training account funds to assist in training costs. In addition, employers who are registered apprenticeship program sponsors are eligible for a tax credit of up to \$1,000 per apprentice per year.
5. **Louisiana Rehabilitation Services (LRS)** is a critical program that the LWC utilizes to help those with disabilities overcome personal obstacles to achieve their dreams. HBCUs can demonstrate their sensitivity to those with disabilities by utilizing the services LRS provides by supporting these populations' educational needs.
6. **Louisiana Star Jobs** is an interactive site that allows one to explore top-rated careers, find jobs and training. This source lets participants enter their career choice and it finds occupational



titles that match or relate to that career choice. Star Jobs also breaks down the occupational outlook, educational requirements, and minimum/maximum salary. These tools will help the student have a better understanding of what a particular career path can deliver as well as what it will take to achieve the minimum qualifications in that chosen field or occupation.

## **Next Steps**

The WED Workgroup will continue to implement strategies that focus on up-skilling Louisiana's talent and creating a diverse workforce pool. To ensure that this continued process is meaningful, going forward, the WED Workgroup recommends that the Council:

- **Implement the action strategies above (see page 13);**
- **Continue to hold “enhanced” Workforce and Playbook Training Sessions for HBCUs throughout the state that share the strategies outlined in the LED Playbook and provide key information on how to access LWC tools and programs; and**
- **Look at return on investment (ROI) data of HBCUs in terms of tax revenues for alumni versus dollars of in-state investment, since a significant percentage of HBCU graduates remain in Louisiana.**
- **Assure HBCUs have the resources (human capital, technology, facilities) to prepare graduates for the future of work.**



## Public Relations/Outreach Workgroup

### Narrative

The Public Relations/Outreach was chaired by Dr. Walter M. Kimbrough, president of Dillard University and Dr. Rick Gallot, president of Grambling State University. The Public Relations/Outreach Workgroup will improve the identity, visibility, distinctive capabilities and overall competitiveness of HBCUs in Louisiana. Through informing public policy discussions and practices, this workgroup will improve the availability and dissemination of high-quality information concerning HBCUs to elected officials and the public. Further, the Public Relations/Outreach Workgroup shall engage the philanthropic, business, government and education communities in a dialog regarding current and future HBCU programs and initiatives. With a focus on internal institutional training, the Workgroup will also serve as a vehicle to share best practices regarding administrative and programmatic processes. The mission of the Workgroup is to elevate public awareness of the contributions and value of Louisiana's HBCUs.

The workgroup engaged in a Skype meeting on October 16 in order to brainstorm ideas for the work. Using the deliverables identified in Act 236, we were able to identify a number of possible activities which would meet the requirements listed. Relevant deliverables include:

G. The council shall:

(1) Advise the commissioner of higher education regarding methods to enhance the capabilities of HBCUs to serve the needs of their students and the state and methods whereby the state can better serve HBCUs. The council shall also help identify methods to:

(a) Improve the identity, visibility, distinctive capabilities, and overall competitiveness of HBCUs.

(c) Promote centers of academic research and programmatic excellence.

(f) Elevate public awareness of the contributions and value of HBCUs.

(h) Engage the philanthropic, business, government, and education communities in a dialogue regarding current and future HBCU programs and initiatives.

(j) Inform public policy discussions and practices by improving the availability and dissemination of high-quality information concerning HBCUs to elected officials and the public.

(k) Share best practices regarding administrative and programmatic processes.

Members of the workgroup attended the larger commission meeting on November 14<sup>th</sup> and received preliminary feedback from members of the commission. A follow up meeting will be scheduled in the near future.





## **Recommendations**

### **1. Recommendation One – Specialized Training**

This activity would impact deliverables G.1.a, G.1.c, G.1.f, G.1.h, G.1.j, and G.1.k. The workgroup discussed the need for specialized training for campus professionals as well as HBCU advocates in understanding how media operates, and how then to navigate it in a way to provide proactive, substantive information about HBCUs.

While a number of professional associations offer training for media, there is little available specifically targeted toward telling the unique HBCU story in a manner that would potentially impact the stakeholders and influencers. We propose a small grant, either from the state or a foundation, be used to bring in a couple of national experts on media relations/HBCUs to offer a half-day workshop for campus media staff and advancement professionals, as well as major media organizations in the state, to provide essential information in order to improve the knowledge base of state stakeholders with regards to HBCUs

- Increase in the number of news stories about HBCUs in Louisiana, both locally and nationally
- Provide education on the best ways to pitch stories, craft op-eds
- Increase data-driven discussions with key state stakeholders in discussing HBCUs
- Increase in interest (applications and enrollment) of students in Louisiana's HBCUs

### **2. Recommendation Two – HBCU State of the State Publication**

This activity would impact deliverables G.1.a, G.1.c, G.1.f, G.1.h, and G.1.j. A number of institutions and systems have produced reports, including LAICU (<http://laicu.org/impact-statistics/>) and the University of Louisiana System ([https://louisiana.edu/sites/louisiana/files/UL%20Lafayette%20Full%20Report%20revised\\_small.pdf](https://louisiana.edu/sites/louisiana/files/UL%20Lafayette%20Full%20Report%20revised_small.pdf)). Data for all of the nation's HBCUs, including those in Louisiana, have been gathered by UNCF (<https://www.uncf.org/programs/louisiana-impact>).

A new publication can bring together the data that already exist, plus provide information about signature academic programs (especially those with external validation/rankings), notable initiatives, etc. This publication, which would be available on all of the institutions' websites, as well as the Board of Regents website, would provide accessible information for a wide range of constituencies. If well-advertised, this publication would be extremely useful.

- Provide a common language by which to discuss the role and impact of HBCUs in Louisiana
- Provide an easily accessible repository of this information for lawmakers, corporations and foundations



- Serve as an additional source of information for prospective students and their families

### **3. Recommendation Three – Targeted Outreach**

This activity would impact deliverables G.1.a, G.1.f, G.1.h, and G.1.j. Key HBCU leaders and advocates would be enlisted to work with targeted groups in order to educate them about the state's HBCUs. Building on the lessons learned from the communications training, and the data and information compiled through the HBCU State of the State publication, key groups would be engaged.

The signature event would be an **HBCU Day at the Capitol**. Working with key members of the legislature, students, faculty, staff, administrators, alumni and advocates would spend a day engaging key lawmakers about the importance and role of HBCUs in the state. The Day at the Capitol could be part of a broader HBCU spirit week led by students from the various campuses as a way to generate interest and excitement about HBCUs (also ties in with recommendation four).

Additional events would include a workshop with members of the Board of Regents to provide orientation about the HBCU experience here, sessions with Senate and House Education committees, and a formal presentation at the state high school counselors' annual meeting in the fall.

- Raise awareness of HBCUs and their supporters, showing that they permeate all aspects of life in Louisiana
- Begin relationships with key high school officials to change misconceptions about HBCUs in order to better advise students about which schools would be the best fit for them
- Provide an orientation for Board of Regents members to understand the nuances between HBCUs and predominantly white institutions, and how those differences should be considered when making policy

### **4. Recommendation Four – Highlight the HBCU Student Experience**

This activity would impact deliverables G.1.a and G.1.f. The workgroup discussed this as a student-driven activity, led by the campus student governments. Working together, each campus would develop campaigns to promote not only their campuses but HBCUs in Louisiana. Through joint events as well as competitions, the goal would be to drive interest in these institutions, with the focus being the student experience.

- Potential national press about the event, creating interest locally in HBCUs
- Opportunity to combine alumni giving campaigns as part of the week, generating some tangible support



## Appendix A

### Academic Workgroup Member List

Co-Chairs	
Randal Gaines	James Ammons
Members	
David Adegboye	Brianna Thomas
Christopher Jeffries	Lurie Thomason
Sheral Kellar	Shawn Vance
Larissa Littleton Steib	Roderick White
John Pierre	Jonathan Wright

### Public Relations/Outreach Workgroup Member List

Co-Chairs	
Rick Gallot	Walter Kimbrough
Members	
Kaffia Arvie	John Pierre
Helena Francis	Sherrie Rhodes
Ashley Carter Mitchell	
Gloria Moultrie	

### State & Federal Programs Workgroup Member List

Co-Chairs	
Reynold Verret	Toya Barnes-Teamer
Members	
Ashley Mitchell-Carter	Nia Randolph
Brenda Jackson	Renita Williams
Denise Wallace	Sherri Rhodes
John Pierre	Theodore Callier
Larissa Littleton-Steib	Wesley Bishop
Michael Stubblefield	

### Workforce and Economic Development Workgroup Member List

Co-Chairs	
Ava Dejoie	Lisa Mims-Devezin
Mandi Mitchell	Kellie Taylor White (designee)



Members	
Byron Badger	Kirk Lacour
Stanley Bienemy	Casey Phillips
Wesley Bishop	Antoinette Pierre
Ashley Mitchell Carter	Susana Schowen
Julie Cherry	Tavares Walker
Patrick O. Jefferson	



## Appendix B

### Workforce & Economic Development Workgroup Meeting

November 1, 2018 – 1:30 PM

#### Agenda

- **Introductions / Roll Call and Welcome**
  - o Dr. Lisa Vosper, Associate Commissioner for Workforce... (BOR)
  - o Senator Wesley Bishop, HBCU Advisory Council Chair
- **Greetings from the Co-Chairs**
  - o Secretary Ava Dejoie (LWC), Workgroup Co-Chair
  - o Chancellor Lisa Mims-Dev (SUNO), Workgroup Co-Chair
  - o Mandi Mitchell (LED), Workgroup Co-Chair
- **Purpose and Workgroup Deliverables Based on Council Purposes**
  - o Dr. Lisa Vosper
    - o **Strengthen the capacity of HBCUs to fully participate in Louisiana's workforce and economic development activities by:**
      - Working with the Department of Economic Development to ensure full participation and inclusion of HBCUs at the inception stage and throughout implementation of economic development activities.
      - Working with the Louisiana Workforce Commission to help identify educational programs to address workforce gaps.
      - Requesting the Department of Economic Development and the Louisiana Workforce Commission to provide periodic updates to the council on their activities and initiatives.
- **Open Discussion**
- **Next Meeting / Follow Ups**
- **Close**



## Workforce & Economic Development Workgroup - Attendance

Member	Email	Entity
Byron Badger	bbadger@dillard.edu	Dillard University
Stanley Bienemy	smb8183@aol.com	Louisiana Economic Development
Wesley Bishop	wbishop@suno.edu	Legislature   Southern University at New Orleans
Ashley Mitchell Carter	ashley.mitchellcarter@ulsystem.edu	UL System
Julie Cherry	Julie_Cherry@sulc.edu	AFL-CIO
Ava Dejoie, <i>Co-Chair</i>	adejoie@lwc.la.gov	Louisiana Workforce Commission
Lisa Mims-Devezin, <i>Co-Chair</i>	lmims@suno.edu	Southern University at New Orleans
Patrick O. Jefferson	pojeff1@att.net	Legislature
Kirk Lacour	klacour@acadian.com	Acadian Companies
Mandi Mitchell, <i>Co-Chair</i>	Mandi.Mitchell@la.gov	LED
Casey Phillips	casey@theforceagency.com	The Futures Fund
Antoinette Pierre	AEPierre@brla.gov	City of Baton Rouge P-3 Project
Susana Schowen	susana.schowen@la.gov	LED FastStart
Tavres Walker	Twalker@sulc.edu	Southern University Law Center
Kellie Taylor White, <i>Co-Chair (designee)</i>	KTaylor-White@lwc.la.gov	Louisiana Workforce Commission
Dr. Lisa Vosper, <i>Facilitator</i>	Lisa.Vosper@la.gov	Board of Regents

### Additional Guests:

LWC Dr. Ali Bustamante  
Dr. Michelle Snowden



Mr. Larry Aiken  
Mr. Michael Key

Workforce and Economic Development Workgroup

*Co-chairs*

Ava Dejoie, Co-Chair  
Dr. Lisa Mims-Devezin, Co-Chair  
Mandi Mitchell, Co-Chair

*Members*

Byron Badger  
Stanley Bienemy  
Wesley Bishop  
Ashley Mitchell Carter  
Julie Cherry  
Patrick O. Jefferson  
Kirk Lacour  
Casey Phillips  
Antoinette Pierre  
Susana Schowen  
Tavres Walker  
Kellie Taylor White, Co-Chair (designee)

*Facilitator*

Dr. Lisa Vosper



## Appendix C

**LED Higher Education Economic Development Playbook  
Implementation Training for HBCU Teams  
December 13, 2018  
Board of Regents Conference Room**

**10:30 – 10:45 Welcome and Introductions**

Dr. Lisa Vosper, Associate Commissioner for Workforce Education and Training, Office of the Commissioner, Louisiana Board of Regents

Mandi Mitchell, Assistant Secretary, Louisiana Economic Development

**10:45 – 11:30 Economic Development and Higher Education**

Susana Schowen, Director of Workforce Initiatives, LED FastStart®, Louisiana Economic Development

**11:30 – 12:00 Lunch on your own**

**12:00 – 12:30 Overview of the LED Higher Education Playbook -- Susie Schowen**

**12:30 – 2:00 Workshop**

**Section 1: The context of your institution within the regional and broader economy**

- Economic aspirations of the region
- Role of the institution in reaching these goals

**Section 2: Institutional assets and structures needed to partner effectively with industry and economic development**

- Channels of engagement (points of contact, internal coordination, tracking)
- Frameworks for partnership (recruiting, alignment of offerings, curriculum, internships, faculty engagement, research)
- The economic development site selection process (staging, messaging, confidentiality)

**Section 3: Institutional value proposition**

- External stakeholder perceptions
- Internal stakeholder perceptions
- Defining community engagement and value-building strategy
- Defining and articulating your role in the community through a value proposition and an inventory of assets
- Developing a communications strategy

**Section 4: Looking to the Future**

**2:00 – 2:30 Wrap-up and Next Steps**





# HIGHER EDUCATION ECONOMIC DEVELOPMENT PLAYBOOK

*Louisiana Economic Development 2018*

# INTRODUCTION

## ***Purpose of the Playbook***

The Higher Education Economic Development Playbook is intended to highlight the role of higher education in Louisiana in economic development and community engagement. It provides a road map for creating the organizational structures necessary to enhance industry and economic development relationships. It also serves as a guide for developing clearly articulated value propositions that illustrate the importance of the institution to the community at large. **It is through the demonstration of value that relationships with industry are developed and maintained.** While this process is institution driven, the resulting relationships should benefit students, industry, our communities, and the institutions. The playbook is designed as a guide for institutional leaders to developing economic development strategic plans for their organizations. The best plans will encompass a regional perspective with input from economic development leaders, industry, workforce development professionals, community leaders, and other educators. It is often said that industry and education speak different languages – read on for a guide to speaking the same language.

## ***Economic Development and Higher Education***

There are many ways to measure the success of economic development initiatives. Louisiana Economic Development (LED), Louisiana's state economic development agency, evaluates its success based on the number of people employed and wages earned in Louisiana – these are the metrics that show that economic development is directly benefiting our citizens and improving our economies. To this end, we engage on a suite of strategic priorities focused on increasing the number of high-quality jobs in the state, and ensuring that our Louisiana people are prepared to compete for and excel in these positions.

LED FastStart, the nation's leading state workforce program, encompasses Louisiana Economic Development's response to that second imperative, among other roles. Currently, Louisiana has hit several historic milestones in terms of employment, wages, and gross state product. However, Louisiana also ranks toward the top on less encouraging rankings – education outcomes, health outcomes, and crime rates, despite progress, are not where we want them to be. All of these issues are markers of poverty, and we address them through providing our people with access to stable, rewarding employment at family-sustaining wages. Higher education - historically, now, and in the future - is the linchpin.

Other states and other nations are not sitting still while Louisiana works toward these ends. They are accelerating their efforts to advance their economies through innovation and the development of flexible, responsive, sophisticated educational models that adapt to the needs of highly dynamic economies.

LED understands that higher education institutions are often pulled between different missions and priorities. There can be a perception that focusing educational programs on the needs of employers is at odds with meeting the needs of students. Our perspective is that these two priorities are not mutually exclusive, but they are, in fact, inextricably linked. By preparing students for the best jobs available in their region, we ensure that they are able to remain, and raise families if they choose to do so, in the communities they love. The alignment of education to regional needs is also critically important to creating highly competitive talent pools that not only attract, but generate, the economic powerhouses of tomorrow and beyond.

We also understand the need to prepare well-rounded citizens, who have the critical faculties to engage fully in civic discourse and help mold our nation for our children and grandchildren. We do not believe that this mission is at odds with our need to prepare productive citizens who can support themselves and their families. With few exceptions, the ability to support oneself is a prerequisite and a foundation for effective civic engagement.

In short – our people are the foundation of modern, resilient economies that support the unique character and values of the communities we treasure in Louisiana. The ability of our people to lead fulfilling, purpose-driven lives that enrich them and our communities rests on the effectiveness of our educational institutions.



# I. HIGHER EDUCATION INSTITUTIONS AND THE ECONOMY

In order to align your institution to the needs of your community, you need a good understanding of your community and its aspirations, and how your institution is positioned to assist the people around you in becoming their best selves.

**1. Understand your regional economy. LED FastStart will assist you in building a regional profile that includes the following information:**

- a. Major industries and employers
- b. Demographics and educational attainment
- c. Regional economic development and educational assets
- d. Regional partners

**2. Define community aspirations for diverse and resilient economies that provide opportunities for all citizens. Work with LED FastStart and your regional and local economic development organizations (EDOs) to**

- a. Understand shifting and emerging dynamics in the economy
- b. Define regional aspirations for economic diversity and resilience, and the community character and values that should be preserved during periods of transformative change
- c. Document the implications of those changes for education and workforce development
- d. Specifically identify implications and aspirations for equity and access, and other elements of community character and values

**3. Identify opportunities for your institution to advance the community toward its aspirations**

- a. Identify leadership opportunities for the institution to blaze the trail
- b. Map networks of partnerships and collaborations and identify gaps
- c. Specifically identify strategies to remediate and reverse issues of equity and access, and preserve community character and values

***Note: We speak frequently throughout the document of regions and communities. The exact definitions of these terms will rightly vary by institution, and some institutions may choose to carry out the processes and assessments described in the Playbook at different degrees of granularity – for example, at the labor shed level, statewide, multistate, and possibly national or larger levels.***

**Understand that these topics will be revisited in more depth in a later section of this Playbook**, but this preliminary context is needed to prepare for the next step, which is structuring your institution for effective partnerships with industry and economic development.

## II. INDUSTRY AND ECONOMIC DEVELOPMENT PARTNERSHIPS

The key to establishing successful partnerships is moving forward together, and in industry, that often means moving quickly and effectively adapting to change. It is important to develop a reputation of responsiveness and non-bureaucratic flexibility. To attain this image, there must be clear points of entry for industry engagement with the institution; internal coordination of industry relationships through well-established frameworks; and strong foundations for engagement with economic development projects. Each institution should evaluate its current status with respect to each of these items and work to fulfill these goals to the greatest degree possible. The Network of Academic Corporate Relations Officers, also known as NACRO, provides further resources on the elements of successful university corporate relations programs and suggested metrics for measuring success.<sup>1</sup>

Post-secondary institutions offer a vast array of potential resources for industry, whether the provision of highly skilled graduates, innovations that impact a company's bottom line, continuing education for employees, or

services to support the development and expansion of businesses. Industry benefits higher education in a number of critical manners including hiring graduates, licensing technologies, taking advantage of continuing education for employees, providing experienced employees in professional teaching capacities, offering internship and apprenticeship opportunities for students, and making targeted donations, among others. Fundamentally, the relationship between higher education and industry is based on an exchange of value. It is critical for higher education institutions to drive the identification of opportunities to provide value to industry and to target resources appropriately. It is also critical that higher education institutions initiate and maintain those relationships. The following are important steps to building and maintaining relationships with industry.

- 1. Design well-defined channels of engagement** – In order to simplify external access, identify a single point of contact, whether a person or office, for industry and economic development organizations (e.g., Vice President of Research and Economic Development, Director of Corporate Relations, Office of Corporate Relations). This person or office will then coordinate appropriate internal contacts as needed, but maintain tracking and accountability functions for the relationship. Any institutional representative in this role must possess both the knowledge and authority to successfully navigate an organization and produce results that meet industry needs. Companies seeking to partner with colleges and universities expect institutions to understand company needs and demonstrate flexibility in addressing those needs. The industry liaison must typically secure the commitment of multiple stakeholders, weave funding streams together, and bridge lines between internal organizational structures in order to be successful. Generally speaking, industry partners have no need and no wish for visibility into these internal hurdles, and the institution as a whole should endeavor to present an image of seamless and effortless integration. However, a single entry point of contact does not mean that all subsequent interactions must be routed through a single gatekeeper. Quite the contrary:
- 2. Coordinate industry relations functions and personnel** – Institutions should not prevent external stakeholders from interacting with individuals with whom they develop trusting and productive relationships. Rather, they should be aware of all points of official

contact with a company or industry through coordination with the industry liaison mentioned above. Institutions should, where possible, implement a centralized, comprehensive model of corporate relations, where the organizing entity acts at the center of the relationship and emphasizes economic development, robust partnerships, and an active approach to engagement. Most institutions engage with industry using philanthropic and decentralized models where the former is focused on donations and the latter is focused on pursuing the interests of particular divisions (e.g., career services, technology transfer and commercialization, colleges, continuing education, sponsored projects). Institutions may have numerous contact points with a company through various representatives, including academic personnel, career services, foundations, student interns, and alumni employees, among others. Tracking all of these contact points is critical to understanding the landscape and depth of a particular relationship. Useful methods for tracking touch points include those utilized in fundraising and sales.

<sup>1</sup> Network of Academic Corporate Relations Officers, Five elements of a successful twenty-first century university corporate relations program & Metrics for a successful twenty-first century academic corporate relations program,

- 3. Develop frameworks for partnerships that streamline industry engagement and demonstrate value.** At each stage of employer engagement, it's critical to show the best face of the institution, work behind the scenes to provide a seamless and well-coordinated customer experience, and encourage faculty and administrators to develop innovative, cross-functional, cross-disciplinary solutions.

Employer interests typically fall in a number of common categories. If employers have multiple needs or interests, it's important to provide them with a single, comprehensive solution, rather than requiring them to navigate multiple channels and processes without assistance. This goal is greatly assisted by the development of standard institutional frameworks for engagement.

- a. Recruiting
- b. Creation of new programs
- c. Expansion and curriculum review of existing programs
- d. Deep-dive curriculum realignments

- e. Student and faculty engagement
- f. Work-based learning models
- g. Project-based curriculums
- h. Intellectual capital - research, consulting, tech transfer, and use of institutional assets
- i. Lead development for economic development projects

**4. Maintain contact with graduates and track employment** – Companies with a large number of employees from particular institutions or departments already see value in those graduates and have a strong link to the institutions. Knowing where graduates from particular majors or departments are finding employment also tells the institution how students are able to use their degrees in the workforce and can be informative for making program modifications. Maintaining contact with graduates also benefits companies and graduates. The ability to contact former students possessing the degrees, knowledge, and skills desired by a particular company places an institution in the position of offering access to exactly the kind of talent required, thus meeting a company's needs while providing employment opportunities to graduates.

**5. Prepare to engage with economic development prospects**

- a. **Designate and prepare a showplace physical space for prospective companies** – Select and prepare an area that illustrates state-of-the-art teaching and/or research facilities. The intention is to convey a standard of excellence. The facilities do not necessarily need to be directly aligned with the particular company.
  - Set the tone - Showplaces should be truly impressive, highlighting an atmosphere of educational and technological sophistication. Be aware of the areas that company representatives are likely to encounter as they approach the showplace: hallways, restrooms, and coffee stations, among others. All of these areas are part of the experience and should set the desired tone.
  - Imagine the area as a display - Ensure that all computer equipment, lab equipment, and furniture are up to date and in top condition. Remove cracked monitors, scuffed

furniture, and clutter. Remove notices taped to walls and windows; any items should be on corkboards or framed and mounted directly on the walls. Ensure that posted items reflect the best light on your institution.

- Showcase your students - Include examples of high-quality, recent student work. If possible and consistent with company confidentiality requirements, ask a few of your best students to be available to discuss their studies with company representatives. Brief students on appropriate topics to discuss with companies.
- Showcase your faculty - Post information about faculty recognition, awards, and prizes, and noteworthy teaching and research outcomes. If possible and consistent with company confidentiality requirements, ask a few of your top faculty members to be available to discuss their studies with company representatives. Brief faculty members on appropriate topics to discuss with companies.

***Note: messaging to economic development prospects is importantly different than messaging to parents and prospective students. Prep your representatives appropriately: while parents and students want to hear about global opportunities at sky-high wages, prospective employers want to hear that students want to stay in the area after graduation and that the company will be employers of choice in the region. Both of these messages are generally simultaneously true, but the message must be appropriate to the audience.***

- b. **Develop and follow a confidentiality protocol**– Confidentiality is of the utmost importance. Disclosure of confidential information can lead to the elimination of a location from consideration for a business development project or disengagement with a university on potential sponsored research, among other consequences. Louisiana

Economic Development and Regional Economic Development Organizations typically work under the requirements of non-disclosure agreements (NDAs); thus, all matters related to a business development project are confidential. Breaches of confidentiality can threaten company fiscal health due to impacts on stock valuation, union relations, and board stability, among others. They can also threaten the success of the project by violating the agreements in place and undermining the trust that is critical to negotiating in good faith. Institutions should develop a confidentiality protocol for staff members to follow when interfacing with industry.

### III. INSTITUTIONAL VALUE PROPOSITION

We have spent a great deal of time discussing the considerable benefits our educational institutions have to offer industry, economic development, students, alums, and communities. And yet these benefits often go overlooked and underappreciated, and it is vital that we clearly communicate the true value of higher education. This section will cover assessment processes that will give you insight into your external and internal perceptions, providing you opportunities to address gaps, but also to publicize the channels and frameworks for engagement identified in the previous section. At the end of this process, you will be prepared to develop clearly communicated statements of your value proposition targeted to various critical stakeholders, including industry and economic development, but also elected officials, the press, prospective students, parents and influencers, and community leaders.

#### 1. **Conduct an external and internal institutional self-assessment of engagement with and value provided to the community –**

Conduct both an internal and external assessment of the perception and expectations of the institution's role in local and regional economic development and its performance in meeting expectations. Include and go deeper with priorities and expectations related to community aspirations developed in the first section of the Playbook. Such assessments help an institution understand and define its role

in economic and community development, and raise awareness both internally and externally with key stakeholders of how the university currently engages in economic development, new developments, and potential modifications to policies and practices. Use the opportunity to delve into issues of equity and access and identify potential partners across the spectrum of regional challenges and aspirations. Student populations can provide a rich understanding of dynamics affecting access – reaching out to students who dropped challenging majors, dropped out entirely, or were accepted to your institution but never enrolled, for example, can provide invaluable insights on features of the student experience that produce less-than-desirable outcomes.

The Association of Public and Land-Grant Universities (APLU) provides a template example of an institutional self-assessment for both internal audiences (e.g., institution and department administrators, board members, faculty members, career service administrators, researchers, corporate relations representatives, department heads, students) and external audiences (e.g., business leaders, community leaders, economic development leaders, elected officials, government agency heads). The APLU is adamant that each institution adapt this template to fit the culture and needs of a particular campus.<sup>2</sup> LED can provide guidance for this process, especially in developing a list of contacts for the external review.

<sup>2</sup> Association of Public and Land-Grant Universities, Institutional Assessment Tools to Enhance Regional Innovation and Prosperity, <https://www.aplu.org/download/ciceassessment>

#### 2. **Define a community engagement and value-building strategy**

Based on the outcomes of the assessment process and the institutional opportunities identified in section 1 of the Playbook, work with LED FastStart, EDOs, and community leaders to build a comprehensive set of goals that will serve to advance your community toward its aspirations and demonstrate significant, public, and incontrovertible value to your stakeholders.

**3. Define and articulate your role in the community through a value proposition and an inventory of assets**

LED FastStart will assist with templates and examples, and well as advice and recommendations specific to your institution and its stakeholders, in developing statements of your value proposition for multiple audiences.

**4. Develop a communications strategy**

Tell your story! Perhaps the most significant weakness in Louisiana's educational value proposition is our failure to clearly, consistently, and insistently communicate the world-class innovations and revolutionary partnerships in place right now. Coupled with the developments you'll make as a result of the processes recommended in this Playbook, your story will be extraordinary indeed. We look forward to telling it with you.

## CALL TO ACTION

Develop or update a strategic plan for your organization based on this **Higher Education Economic Development Playbook** which reflects the mission and culture of your institution, and incorporate this plan into the overall institutional strategic plan and communications plans. Representatives from Louisiana Economic Development are available to support this effort.

## IV. HIGHER EDUCATION, ECONOMIC DEVELOPMENT, AND COMMUNITY DEVELOPMENT: BEST PRACTICES

Now is the time to really look forward – bringing your knowledge of your strengths, your value, and the needs and aspirations of your stakeholders together with the institutional structures that support engagement and innovation, you'll break down bureaucratic barriers and help Louisiana take the lead in modern educational best practices. Together with your innovation ecosystem, start thinking about opportunities to upend traditional models and create new ways to connect people to the lives they wish to lead.

- Recruiting and retention strategies
- Innovative learning models
- Multidisciplinary programming
- Work-based learning
- Re-envisioning the core curriculum
- Faculty engagement
- K-12 and community partnerships