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Commissioner of Higher Education



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January 11, 2022

The Honorable Cleo Fields
Chair, Senate Education Committee
2147 Government Street
Baton Rouge, LA 70806

Dear Senator Fields:

Act 682 of the 2022 Regular Legislative Session requires the Board of Regents to submit a written report on the status of the Louisiana Postsecondary Inclusive Education Fund and corresponding work of the Louisiana Postsecondary Inclusive Education Advisory Council.

The 2022 Report of the Louisiana Postsecondary Inclusive Education Advisory Council is attached. If you have questions, please do not hesitate to contact me concerning this response or any other matters relating to higher education. We look forward to working with you in the coming year.

Sincerely,

Kim Hunter Reed, Ph.D.
Commissioner of Higher Education

Attachment

c: President Patrick Cortez, cortezp@legis.la.gov
Yolanda Dixon, Secretary of the Senate, dixon@legis.la.gov
Poynter Library, DRPLibrary@legis.la.gov
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**REPORT OF THE POSTSECONDARY INCLUSIVE
EDUCATION ADVISORY COUNCIL
PRODUCED IN RESPONSE TO ACT 682 OF THE 2022
REGULAR LEGISLATIVE SESSION**

LOUISIANA BOARD OF REGENTS



February 2023

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Commissioner of Higher Education

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I. Introduction and Background

Act 682, formerly Senate Bill 192, of the 2022 Regular Legislative Session (Appendix A) created the Louisiana Postsecondary Inclusive Education Advisory Council (Advisory Council). Under the jurisdiction of the Board of Regents, the Council is charged to identify opportunities to expand existing or establish new inclusive programs, as well as to develop and manage an application process for public postsecondary institutions to request resources from the Louisiana Postsecondary Inclusive Education Fund.

II. Process to Inform Task Force Work & Methodology

Per the legislation, the Advisory Council was created with the charge to “identify existing inclusive programs capable of providing technical assistance to institutions creating or expanding inclusive programs and developing a method to provide grants for such technical assistance.”

Annually, Act 682 charges the Advisory Council to produce a report addressing the key issues and research topics listed in the legislation. The legislation stipulates that the report include the following information:

Act 682: Legislative Tasks Charged
<ul style="list-style-type: none">● Identify existing inclusive programs capable of providing technical assistance to institutions creating or expanding inclusive programs and developing a method to provide grants for such technical assistance● Develop an annual application process for public postsecondary institutions to request funds to create or expand inclusive programs● Review applications and determine the amount of funds to distribute for each inclusive program● Determine a method to distribute information about inclusive programs to students and their families

This report serves as an action-to-date account, detailing current findings as well as a timeline for the Advisory Council’s next steps.

IV. Overview of Work to Date

The Advisory Council is comprised of various stakeholders including postsecondary education system presidents, postsecondary inclusive education program directors, and various interest groups from public and private agencies across the state (Appendix B). The Council has met four times since the passage of Act 682 (see Appendix C for meeting agendas). Starting with the legislative charge, the Task Force held its first meeting on August 17, 2022, and elected Dr. Gerlinde Beckers, Director, Lions Connected, Southeastern Louisiana University, as the Chair of

the Task Force and both Dr. Kim Hunter Reed, Commissioner of Higher Education, Louisiana Board of Regents and Dr. Tristan Denley, Deputy Commissioner for Academic Affairs and Innovation, Louisiana Board of Regents, as Co-Vice-Chairs. In addition, the Advisory Council decided to begin work by undertaking a thorough inventory of both the needs of public postsecondary education institutions with existing inclusive programs and those with an interest in developing an inclusive program. The Advisory Council approached this by developing two surveys created by the members. Upon approval by members in September, these surveys were distributed through postsecondary education system chief academic officers and campus presidents.

The goal of these surveys was to provide a foundation to both inform the Advisory Council of the need for public postsecondary institutions to expand or develop postsecondary inclusive education programs in the state as well as a determine the allocation of monies in the Louisiana Postsecondary Inclusive Education Fund. Based on the survey responses, the Advisory Council was able to compile a list of public postsecondary institutions that either currently have or have an interest in creating an inclusive education program (see Table 1). The list of existing programs shows that there are no current programs in the northern part of the state.

Table 1

Institutions with Inclusive Education Programs	Institutions Interested in Creating an Inclusive Program
<ul style="list-style-type: none"> • Baton Rouge Community College • Bossier Parish Community College • Louisiana State University of Alexandria • Nicholls State University • Northshore Technical Community College • Southeastern Louisiana University • University of Louisiana at Lafayette 	<ul style="list-style-type: none"> • Central Louisiana Technical & Community College • Fletcher Technical Community College • Louisiana State University A&M • Louisiana State University Eunice • Louisiana State University Shreveport • Louisiana Tech University • McNeese State University • Northwestern State University • Nunez Community College • River Parishes Community College • Southern University A&M • SOWELA Technical Community College • University of Louisiana at Monroe

Based on these results, the Advisory Council discussed at its October 2022 meeting how the monies in the Louisiana Postsecondary Inclusive Education Fund should be allocated to those institutions whose applications were approved. It was determined that \$100,000 would be

allocated to The Louisiana Alliance for Postsecondary Inclusive Education (LAPIE) to provide technical assistance to institutions expanding or establishing inclusive education programs, with the remaining \$900,000 to be split between new and existing programs, with a maximum of \$80,000 for new programs and \$50,000 for existing programs. This approach was approved by the Advisory Council in November 2022.

At the October 2022 meeting, Chair Beckers provided to the Advisory Council drafts of application forms for both expansion and establishment of inclusive education programs. The Advisory Council discussed the forms and the questions that should be included, creating an Application for Initial Program Development (Appendix D) and an Application for Enhancement of Existing Programs (Appendix E). In addition, Dr. Denley, in conjunction with Dr. Beckers and Board of Regents staff, created an application guidelines document to help steer applicants through the application process (Appendix F). Table 2 indicates the agreed-upon timeline for next steps related to the application. Table 3 indicates the members of the application review committee.

Table 2

Louisiana Postsecondary Inclusive Education Fund Application Deadlines	
November 15, 2022	RFA issued
January 12, 2023	Last day applicants may submit questions about the RFA
January 17, 2023	Application submission deadline 5:00 pm CST
January 23-February 3, 2023	Applications reviewed by review committee
February 3-10, 2023	Systems to certify recommended applications
February 10, 2023	Reports and recommendations of review committee provided to the Advisory Council
March 1, 2023	Final approval by the Advisory Council
April 3, 2023	Contracts negotiated and executed

All documents, the application timeline, and application review committee members were approved by the Advisory Council at their November 2022 meeting.

To disseminate this information to both public postsecondary institutions and the public, the Board of Regents hosted an informational webinar on November 14, 2022. The webinar included panelists who discussed creating Postsecondary Inclusive Education Program opportunities in Louisiana, as well as information on the application process as provided in Act 682 to fund and expand inclusive programs in the state. A recording of the webinar has been posted to the Board of Regents website.

Table 3

Louisiana Postsecondary Inclusive Education Fund Application Review Committee Members
<ul style="list-style-type: none">• Dr. James Ammons, Southern University System• Dr. Roy Haggerty, Louisiana State University System• Dr. Jeannine Kahn, University of Louisiana System• Dr. Wendi Palermo, Louisiana Community and Technical College System• Dr. Tristan Denley, Board of Regents• Ms. Bambi Polotzola, Office of Disability Affairs

V. Next Steps

The Louisiana Postsecondary Inclusive Advisory Council met over the course of four months to assess the need for inclusive education programs in the state, create a process for institutions to apply for funds from the Louisiana Postsecondary Inclusive Education Fund, and disseminate this information to both institutions and the public. From these meetings, the Advisory Council was able to determine and establish best practices to apply for monies from the Louisiana Postsecondary Inclusive Education Fund.

In January 2023, the Advisory Council will receive applications to both enhance existing programs and establish new programs. These applications will be scored by the application review committee. The Advisory Council will consider the recommendations of the review committee at its March meeting.

The Louisiana Postsecondary Inclusive Advisory Council is grateful for the leadership and participation of Senator Gerald Boudreaux. The Council looks forward to making the initial awards and continuing to assess the ongoing needs and public postsecondary interest in the state.

An update on the allocation of funds will be provided to the legislature prior to the 2023 legislative session to allow for additional consideration in the upcoming Regular Session.

Appendix A:

BY SENATORS BOUDREAUX, BARROW, BERNARD, BOUIE, CARTER, FIELDS,
FOIL, HARRIS, LUNEAU, MCMATH, FRED MILLS, MIZELL,
PRICE, SMITH, TARVER AND WARD AND REPRESENTATIVES
COUSSAN, FREIBERG, GAINES, GLOVER, JEFFERSON, JENKINS,
JORDAN, LAFLEUR, LARVADAIN, LYONS, NEWELL, PIERRE,
SELDERS, THOMPSON, WHITE AND WILLARD

AN ACT

To enact R.S. 17:3138.10 and R.S. 36:651(K)(10), relative to postsecondary education for students with intellectual and developmental disabilities; to establish the Postsecondary Inclusive Education Fund as a special fund in the state treasury; to provide for the purposes of the fund; to create and provide for the Postsecondary Inclusive Education Advisory Council; to require annual reports with respect to the fund; and to provide for related matters.

Be it enacted by the Legislature of Louisiana:

Section 1. R.S. 17:3138.10 is hereby enacted to read as follows:

§3138.10. Louisiana Postsecondary Inclusive Education Fund; Postsecondary Inclusive Education Advisory Council

A.(1)(a) The Louisiana Postsecondary Inclusive Education Fund, referred to in this Section as the "fund", is hereby created within the state treasury as a special fund for the purpose of funding an approved comprehensive inclusive postsecondary education program at each public postsecondary education institution in the state in order to provide pathways to postsecondary degree, certificate, and apprenticeship programs designed to increase independent living and employment opportunities for students with intellectual and developmental disabilities.

(b) An approved inclusive education program, referred to in this Section as an "inclusive program", shall mean a federally approved comprehensive transition and postsecondary program offered at a Louisiana public

1 postsecondary institution.

2 (2) Any money donated to the fund or appropriated to the fund by the

3 legislature shall be deposited in the fund. Monies in the fund shall be invested

4 in the same manner as monies in the general fund. Interest earned on

5 investment of monies in the fund shall be credited to the fund.

6 (3) Monies in the fund shall be appropriated to the Board of Regents for

7 distribution to public postsecondary institutions only for:

8 (a) The creation, operation, and expansion of inclusive programs.

9 (b) Technical assistance in creating or expanding inclusive programs.

10 (c) Dissemination of information on inclusive programs in Louisiana to

11 students with intellectual or developmental disabilities and the parent or

12 guardian of the students.

13 (4) Any funds distributed to an institution that remain unexpended or

14 unobligated at the end of the fiscal year shall remain in the fund and, subject to

15 appropriation, be available for use in the subsequent fiscal year by an

16 institution for the purposes as provided in this Section.

17 (5) Funding shall be distributed by the Board of Regents to a public

18 postsecondary education management board only upon the certification by the

19 board, on behalf of the receiving institution, that the institution has or is

20 creating an inclusive program and that all funds shall be used by the institution

21 for the inclusive program.

22 (6) The fund is in addition to, and separate from, other monies

23 appropriated or allocated to any public postsecondary education management

24 board. Allocations from the fund shall not be included in the Board of Regents'

25 funding formula calculation, nor shall they supplant any state general fund

26 allocations to institutions. The availability of the fund shall not in any way

27 substitute, limit, or otherwise affect the allocation of any funds otherwise

28 available to those institutions under state or federal laws.

29 B(1) The Postsecondary Inclusive Education Advisory Council, referred

30 to in this Section as the "council", is hereby created under the auspices of the

- 1 Board of Regents for the purpose of advising the board with respect to inclusive
2 programs and methods to fund and expand inclusive programs in the state.
- 3 (2) The council shall assist the Board of Regents in:
- 4 (a) Identifying existing inclusive programs capable of providing technical
5 assistance to institutions creating or expanding inclusive programs and
6 developing a method to provide grants for such technical assistance.
- 7 (b) Developing an annual application process for public postsecondary
8 institutions to request funds to create or expand inclusive programs.
- 9 (c) Reviewing applications and determining the amount of funds to
10 distribute for each inclusive program.
- 11 (d) Determining a method to distribute information about inclusive
12 programs to students and their families.
- 13 (3)(a) The council shall be composed of the following members:
- 14 (i) Two members with expertise in postsecondary educational
15 programming for students with intellectual and developmental disabilities,
16 appointed by the governor.
- 17 (ii) The commissioner of higher education or his designee.
- 18 (iii) A director of an inclusive program appointed by the chairman of the
19 Senate Committee on Education.
- 20 (iv) A director of an inclusive program appointed by the chairman of the
21 House Committee on Education.
- 22 (v) The president of the Louisiana State University System or his
23 designee.
- 24 (vi) The president of the Southern University System or his designee.
- 25 (vii) The president of the University of Louisiana System or his designee.
- 26 (viii) The president of the Louisiana Community and Technical College
27 System or his designee.
- 28 (ix) The executive director of the Louisiana Developmental Disabilities
29 Council or his designee.
- 30 (x) The director of the Louisiana Rehabilitation Services or his designee.

- 1 (xi) An alumnus of an inclusive program appointed by the Louisiana
2 Developmental Disabilities Council.
- 3 (xii) The parent or legal guardian of a student who is enrolled in or who
4 has completed an inclusive program appointed by the Louisiana Developmental
5 Disabilities Council.
- 6 (xiii) The superintendent of the Special School District or his designee.
7 (b) Any member selecting a designee shall select the designee from his
8 respective system, agency, office, or association who has expertise in transitional
9 postsecondary educational services.
- 10 (4) A vacancy in the membership of the council shall be filled in the same
11 manner as the original appointment.
- 12 (5) Members of the council shall elect a chairman, vice chairman, and
13 other officers as they consider necessary.
- 14 (6) The members of the council shall serve without compensation, except
15 for per diem or reimbursement of expenses to which they may be entitled as
16 members of the constituent organizations.
- 17 (7)(a) The council shall meet upon the call of the chairman or of a
18 quorum of the members of the council.
- 19 (b) The chairman shall give at least seven day's notice to the members
20 of the council of the time and place where each meeting will be held.
- 21 (c) The commissioner of higher education shall, no later than
22 September 1, 2022, convene the first meeting of the council.
- 23 (8) A majority of the members of the council shall constitute a quorum
24 for the transaction of business.
- 25 (9) The council shall be domiciled in Baton Rouge but may hold public
26 meetings elsewhere in the state.
- 27 C.(1) By February first of each year, the Board of Regents, with
28 assistance from the council, shall submit a report to the Senate Committee on
29 Education, the Senate Committee on Finance, the House Committee on
30 Education, and the House Committee on Appropriations.

1 (2) The report shall include:

2 (a) A detailed accounting of the fund.

3 (b) The following information for each program that received a
4 distribution from the fund:

5 (i) The name of the program.

6 (ii) The name of the institution housing the program.

7 (iii) The amount provided to the program from the fund for the current
8 academic year and in total.

9 (iv) Whether the program is operational or in development. If the
10 program is in development, the date the program will begin offering services to
11 students shall be reported.

12 (v) The student capacity of the program, both in the current academic
13 year and the upcoming academic year.

14 (vi) The actual number of students enrolled in the program.

15 (vii) The number of students, if any, on a waiting list for the program.

16 (viii) A description of the services offered through the program.

17 (ix) The number of students that completed the program, both during
18 the prior academic year and in total.

19 (x) The number and percentage of program completers who are
20 employed.

21 (xi) The number and percentage of program completers who are living
22 independently.

23 (xii) The purpose for which monies from the fund were requested.

24 (c) Details on each technical assistance grant provided from the fund.

25 (d) Recommendations for additional money for the fund, if any.

26 (3) Each public postsecondary education management board shall report
27 to the Board of Regents the information necessary for the Board of Regents to
28 complete the report.

29 (4) The report shall be posted on the Board of Regents' website.

30 Section 2. R.S. 36:651(K)(10) is hereby enacted to read as follows:

Page 5 of 6

Coding: Words which are ~~struck through~~ are deletions from existing law;
words in **boldface type and underscored** are additions.

• • •

• • •

• • •

APPROVED: _____

Appendix B:

Member	Title	Seat Information
Dr. Gerlinde Beckers	Director, Lions Connected, SLU	Member with expertise in postsecondary educational programming for students with intellectual and developmental disabilities, appointed by the governor.
Dr. Mary Breaud	Associate Professor of Education, Nicholls	Member with expertise in postsecondary educational programming for students with intellectual and developmental disabilities, appointed by the governor.
Dr. Kim Hunter Reed	Commissioner of Higher Education	Commissioner of Higher Education
Dr. Caroline Jurisich	Director, ULL LIFE Program	Director of an inclusive program, appointed by the chairman of the Senate Committee on Education
Brittany Soden	Director, LSUA SPERO	Director of an inclusive program, appointed by the chairman of the House Committee on Education
Dr. Dan Bureau	Assistant Vice President for Student Health & Wellbeing, LSU A&M	President of the Louisiana State University System or his designee
President Dennis J. Shields	President-Chancellor, Southern University System	President of the Southern University System or his designee
Dr. Jeannine Kahn	Provost and Vice President for Academic Affairs, UL System	President of the University of Louisiana system or his designee
Dr. Willie Smith	Chancellor, Baton Rouge Community College	President of the Louisiana Community and Technical College System or his designee
Amy Deaville	Executive Director, Louisiana Developmental Disabilities Council	Executive Director of the Louisiana Developmental Disabilities Council or his designee
Melisa Bayham	Director, Louisiana Rehabilitation Services	Director of the Louisiana Rehabilitation Services or his designee
Gerald "Mitch" Dillon	Alumnus of an Inclusive Program	Alumnus of an inclusive program appointed by the Louisiana Developmental Disabilities Council
Johnny Manela	Parent of a Student who graduated from an Inclusive Program	Parent or legal guardian of a student who is enrolled in or who has completed an inclusive program appointed by the Louisiana Developmental Disabilities Council
Katherine Granier	Acting Superintendent, Louisiana Special School District	Superintendent of the Special School District or his designee

Appendix C:

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Catarena M. Lobré, Student

POSTSECONDARY INCLUSIVE EDUCATION ADVISORY COUNCIL

AGENDA

Wednesday, August 17, 2022

1 p.m. – 3 p.m.

Claiborne Building, 1st Floor
Iowa Room, 1-153
1201 North Third Street
Baton Rouge, Louisiana

- I. Call to Order
 - II. Roll Call and Introductions
 - III. Review of Act 682 of 2022 Legislative Session
 - Senator Gerald Boudreaux
 - IV. State of Higher Education Inclusive Programs
 - Dr. Gerlinde Beckers, Southeastern Lions Connected
 - Dr. Mary Breaud, Nicholls Bridge to Independence
 - Brittany Soden, Louisiana State University Alexandria SPERO
 - Roxane West, McNeese and SOWELA Pilot
 - Dr. Caroline Jurisich, University of Louisiana at Lafayette LIFE Program
 - V. Discussion of Next Steps
 - VI. Election of Chair and Vice-Chair
 - VII. Public Comments
 - VIII. Adjournment
- Proposed Next Meetings:
- Monday, September 19, 2022, 10 a.m. to 12 p.m.
 - Monday, October 17, 2022, 1 p.m. to 3 p.m.
 - November 2022, TBD

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POSTSECONDARY INCLUSIVE EDUCATION ADVISORY COUNCIL

AGENDA

Monday, September 19, 2022

10 a.m. – 12 p.m.

Claiborne Building, 1st Floor

Iowa Room, 1-153

1201 North Third Street

Baton Rouge, Louisiana

- I. Call to Order, Roll Call, & Approval of August 17, 2022 Minutes
- II. State of Higher Education Inclusive Programs
 - Dr. Caroline Jurisich, University of Louisiana at Lafayette LIFE Program
- III. Requirements of CTP and Accreditation
 - Dr. Gerlinde Beckers
- IV. Survey of Programs Discussion
- V. Funding and Application Discussion
- VI. Public Comments
- VII. Adjournment

Next Meetings:

- Monday, October 17, 2022, 1 p.m. to 3 p.m.
- November 1, 2022, 10 a.m. to 12 p.m.

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POSTSECONDARY INCLUSIVE EDUCATION ADVISORY COUNCIL

AGENDA

Monday, October 17, 2022
1 p.m. to 3 p.m.

Claiborne Building, 1st Floor
Iowa Room, 1-153
1201 North Third Street
Baton Rouge, Louisiana

- I. Call to Order
- II. Roll Call and Approval of September 19, 2022 Minutes
- III. Survey Preliminary Data Discussion
- IV. New Program Proposal Questions Discussion
- V. Public Comments
- VI. Adjournment

Proposed Next Meetings:

- **November 1, 2022, 10 a.m. to 12 p.m.**

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POSTSECONDARY INCLUSIVE EDUCATION ADVISORY COUNCIL

AGENDA

Tuesday, November 1, 2022
10 a.m. to 12 p.m.

Claiborne Building, 6th Floor
Board of Regents Conference Room
1201 North Third Street
Baton Rouge, Louisiana

- I. Call to Order
 - II. Roll Call and Approval of October 17, 2022 Minutes
 - III. Survey Responses Updates
 - IV. Review and Approval of Funding Allocation and Timeline
 - V. Review and Approval of Draft Application Documents
 - VI. Discussion and Approval of Application Review Process
 - VII. Discussion of FY 2023-24 Budget Request
 - VIII. Discussion of Annual Report
 - IX. Updates
 - Informational Webinar – November 14, 2022, 10:00AM
 - X. Other Business
 - XI. Public Comments
 - XII. Adjournment
- Proposed Next Meetings:
- March 1, 2022, 9:00 a.m. to 11:00 a.m.

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Appendix D:

Postsecondary Inclusion Fund Application for Initial Program Development (less than 3 years old)

Section 1: CTP Status

Indicate the status of the institution's federally approved CTP program:

- _____ The institution has received federal approval of the proposed program.*
- _____ The institution has submitted an application for a federally approved program and is awaiting a decision.* The application was submitted on this date:
_____.
- _____ The institution commits to submitting an application within the subsequent year for federal approval of a program.

*Include documentation with the application.

Section 2: Program Description

1. Proposed Postsecondary Inclusive Education Program (PIEP) name:
2. Year in which the proposed PIEP program will first admit students:
3. Enter the number of students:
_____ Enrolled in the existing program in the current year (enter 0 if this application is for a new program)
_____ Projected to enroll in the program next year
_____ Projected to enroll in the program in the year after next
4. In which college, department, administrative unit, or other institutional component will the PIEP "live" at the institution? That is, in what area of the institution will the PIEP be "housed"? Please specify whether this is an academic, continuing education, or administrative unit.
5. Provide a general summary of the proposed PIEP (1 page max):
6. Describe how the PIE program will be "organized" at the institution:

7. What honor/endorsement/certificate/degree will the institution award to students upon completion of the program?
- a. Name of the general honor/endorsement/certificate/degree:
 - b. Describe the general honor/endorsement/certificate/degree:
8. Indicate the **length of time** needed to complete the PIEP (expressed as terms/semesters or years):
9. Is there more than one level or benchmark within the PIEP at which students may exit?
_____ Yes or No
If yes, describe the levels or benchmarks:
10. Do students enrolled in the PIEP have opportunities to earn an industry-recognized certificate or certification(s)?
_____ Yes or No
If yes, name the industry-recognized certificate or certification(s):
11. Do students enrolled in the PIEP have opportunities to earn micro-credential(s)/badge(s) other than an industry-recognized certificate or certification(s)?
_____ Yes or No
If yes, name the micro-credential(s)/badge(s):
12. Describe how students enrolled in the program participate in one or more of the following activities alongside **students without disabilities**:
- a. Regular enrollment in credit-bearing courses
 - b. **Auditing** or participating in courses for which the student does not receive academic credit
 - c. Enrollment in **non-credit-bearing, non-degree** courses
 - d. **Internships** or work-based learning
 - e. Student life and co-curricular activities

Section 3: Student Eligibility and Admission

1. Describe how students with intellectual disabilities are/will be **recruited** to enroll in the proposed PIEP.
2. Describe the process through which student **eligibility will be verified**, including the documentation used to assess eligibility:
 - a. Process and documentation to determine eligibility:
 - b. Name and title of individual (or group) who makes eligibility determination:
3. Describe how the final decision to *admit* students with intellectual disabilities to the PIEP will be made:
 - a. Criteria used to make admission decision:
 - b. Name and title of individual (or group) who makes the final admission decision:
4. Maximum number of students the program expects to serve each year:

Section 4: Assessment and Advising

1. Describe how **assessments** of students' interests, skills, and needs will be/are:
 - a. Conducted
 - b. Used to identify a student's targeted "program of study"
 - c. Used to develop his/her "program of study"
2. Describe the program's **advising structure**.

Section 5: Employment Opportunities

1. Describe the program's **plan for partnerships with businesses** to promote experiential training and employment opportunities for students with intellectual disabilities.
2. Describe **employment opportunities** available through the program to students **while** enrolled in the program.

3. Describe how the program connects students to **employment opportunities** upon successful **completion** of the program.

Section 6: Performance Indicators

1. Describe the **performance indicators** established to determine a **student's satisfactory academic progress (SAP)**. What standards are to be applied to evaluate a student's performance in terms of making SAP? Also describe how and when SAP will be assessed and the strategies to be used if it appears a student is not making SAP.
2. **List the performance indicators that will be part of the annual report.** Include both programmatic and student level information, including but not limited to the following: number of applicants, admission rate, enrollment, student retention, students meeting SAP, course completion, program completion, student learning, post-program employment status of students who successfully complete the program, wage level of students who successfully complete the program, industry certifications earned, and student demographics.
3. Identify the individual(s) responsible for collecting the data regarding the PIE program-required performance indicators and the institution's additional performance indicators. Also describe when and how the data are/will be collected and used for program improvement.

Section 7: Match, Budget, and Budget Narrative

1. What level of funding is being requested (up to \$80,000)?
2. Provide validation of matching funds at a one-to-one ratio to the requested funding level. Matching funds may include but are not limited to cash from private or state sources, in-kind donations of technology, personnel, construction materials, program space and overhead, facility modification, or corporeal property, internships, scholarships, sponsorship of staff or faculty, or faculty endowment.
3. Provide a detailed budget for the requested and matching funds. The budget should be accompanied by a budget narrative that includes the following:
 - Details on each line item.
 - Explanation of the value of each planned expenditure to the program.
 - Description of matching funds including whether they are cash or in kind and their source(s).

Section 8: Program Sustainability

1. Briefly describe the institution's five-year plan for the program regarding:
 - a. Projected enrollment – Does the institution expect enrollment in the PIE program to increase over the next five years? If so, what are the current projections for enrollment **each year** through the next five years?
 - b. Sustainability – How will the institution operate the LAPIE program over the next five years in terms of funding, staff, and other operational expectations?
 - c. From what sources of funding will the institution draw to sustain the program and support student participation (such as private donations or sponsorships, scholarships, grant funding, etc.)?

Appendix E:

Postsecondary Inclusive Fund Application for Enhancement Projects for Existing Programs (3 or more years old)

Section 1: CTP Status

Indicate the status of the institution's federally approved CTP program:

- ☐ The institution has received federal approval of the proposed program.*
- ☐ The institution has submitted an application for a federally approved program and is awaiting a decision.* The application was submitted on this date:
_____.
- ☐ The institution commits to submitting an application within the subsequent year for federal approval of a program.

*Include documentation with the application.

Section 2: Program Description

1. Postsecondary Inclusive Education Program (PIEP) name:
2. Enter the number of students:
☐ Enrolled in the existing program in the current year
☐ Projected to enroll in the program next year
☐ Projected to enroll in the program the year after next
3. In which college, department, administrative unit, or other institutional component does the PIEP "live" at the institution? That is, where in the institution is the PIEP "housed?"
☐ Academic unit (e.g., college, department, etc.)
☐ Continuing education
☐ Administrative unit other than academic unit or continuing education (e.g., student services)
4. Provide a general summary of the proposed use and outcomes of the Louisiana Postsecondary Inclusive Education Fund (LPIEF) enhancement grant:

Section 3: Program History

1. **Summary of program changes** – Describe any changes planned for the PIEP and provide the rationale for making these changes.

2. **Summary of evaluation data and student outcomes** – Describe the outcomes experienced by PIEP students during the current program. What proportion of students made Satisfactory Academic Progress (SAP), completed their programs, participated in work experiences and internships, achieved employment, etc.? The summary of evaluation findings and student outcomes should provide support for any program changes, such as enhancements, expansion, and or improvements, that are planned with the additional funds.

Section 4: Student Eligibility and Admission

1. Describe how students with intellectual disabilities are **recruited** to enroll in the PIEP.
2. Describe the process through which student **eligibility is verified**, including the documentation used to determine eligibility:
 - a. Process and documentation to determine eligibility:
 - b. Name and title of individual (or group) who makes eligibility determination:
3. Describe how the final decision to *admit* students with intellectual disabilities to the PIEP is made:
 - a. Criteria used to make admission decision:
 - b. Name and title of individual (or group) who makes the final admission decision:
 - c. Maximum number of students the program currently serves each year:

Section 5: Assessment and Advising

1. Describe how **assessments** of students' interests, skills, and needs are:
 - a. Conducted
 - b. Used to identify a student's targeted "program of study"
 - c. Used to develop his/her "program of study"
2. Describe the program's **advising structure**.

Section 6: Performance Indicators

1. Describe the **performance indicators** established to determine SAP. What standards are be applied to evaluate a student's performance in terms of making SAP? Also describe how and when SAP will be assessed and the strategies to be used if it appears a student is not making SAP.
2. **List the performance indicators that are part of the annual report.** Include both programmatic and student-level information, such as but not limited to the following: number of applicants, admissions rate, enrollment, student retention, students meeting SAP, course completion, program completion, student learning, post-program employment status of students who successfully complete the program, wage level of students who successfully complete the program, industry certifications earned, and student demographics. Describe any **additional performance indicators** to be used to measure the **enhanced** PIEP's success.
3. Identify the individual(s) responsible for collecting the data regarding the PIEP-required performance indicators and the institution's additional performance indicators. Also describe when and how the data are/will be collected and used for program improvement.

Section 7: Match, Budget, and Budget Narrative

1. What level of funding is being requested (up to \$50,000)?
2. Provide validation of matching funds at a ratio of one-to-one to the requested funding level. Matching funds may include but are not limited to cash from private or state sources, in-kind donations of technology, personnel, construction materials, program space and overhead, facility modification, or corporeal property, internships, scholarships, sponsorship of staff or faculty, or faculty endowment.
3. Provide a detailed budget for the requested and matching funds. The budget should be accompanied by a budget narrative that includes the following:
 - Details on each line item.
 - Explanation of the value of each planned expenditure to the program.
 - Description of matching funds including whether they are cash or in kind and their source(s).

Section 8: Program Sustainability

1. Briefly describe the institution's five-year plan for the program regarding:
 - a. Projected enrollment – Does the institution expect enrollment in the PIEP to increase over the next five years? If so, what are the current projections for enrollment **each year** through the next five years?
 - b. Sustainability – How will the institution operate the PIEP over the next five years in terms of funding, staff, and other operational expectations? How will the planned enhancements be sustained?

Appendix F:

**POSTSECONDARY INCLUSIVE EDUCATION
ADVISORY COUNCIL**

Guidelines for the Submission of

Postsecondary Inclusive Education Fund Applications

Applications Due: January 17, 2023, 5:00 p.m. Central

FISCAL YEAR 2022-23

Request for Applications

P. O. Box 3677
Baton Rouge, Louisiana 70821-3677
(225) 342-4253

REQUEST FOR APPLICATIONS

Important Notices

A. GENERAL INFORMATION

B. BASIS OF AUTHORITY

The Louisiana Postsecondary Inclusive Education Advisory Council (LPIEAC) is charged with enacting R.S. 17:3138.10 and R.S. 36:651(K)(10), relative to postsecondary education for students with intellectual and developmental disabilities; to establish the Louisiana Postsecondary Inclusive Education Fund (LLPIEF) as a special fund in the state treasury; to provide for the purposes of the fund; to create and provide for the Postsecondary Inclusive Education Advisory Council; to require annual reports with respect to the fund; and to provide for related matters.

C. PURPOSE OF THE LOUISIANA POSTSECONDARY INCLUSIVE EDUCATION FUND

The Louisiana Postsecondary Inclusive Education Fund (LLPIEF), referred to in this Section as the "fund", has been created within the state treasury as a special fund for the purpose of supporting approved comprehensive inclusive postsecondary education programs at public postsecondary education institutions in the state, thereby providing pathways to postsecondary degree, certificate, and apprenticeship programs designed to increase independent living and employment opportunities for students with intellectual and developmental disabilities.

An approved inclusive education program, referred to in this Section as an "inclusive program", shall mean a federally approved comprehensive transition and postsecondary program offered at a Louisiana public postsecondary institution.

Monies in the fund are appropriated to the Board of Regents for distribution to public postsecondary institutions only for: (a) The creation, operation, and expansion of inclusive programs. (b) Technical assistance in creating or expanding inclusive programs. (c) Dissemination of information on inclusive programs in Louisiana to students with intellectual or developmental disabilities and the parent or guardian of the students.

Funding shall be distributed by the Board of Regents to a public postsecondary education management board only upon the certification by the board, on behalf of the receiving institution, that the institution has or is creating an inclusive program and that all funds shall be used by the institution for the inclusive program.

The fund is in addition to, and separate from, other monies appropriated or allocated to any public postsecondary education management board. Allocations from the fund shall not be included in the Board of Regents' funding formula calculation, nor shall they supplant any state general fund allocations to institutions. The availability of the fund shall not in any way substitute, limit, or otherwise affect the allocation of any funds otherwise available to those institutions under state or federal laws.

D. PROGRAM ADMINISTRATOR; QUESTIONS ABOUT THIS REQUEST FOR APPLICATIONS (RFA)

Specific questions shall be submitted via email to the Board of Regents Deputy Commissioner for Academic Affairs and Innovation, Dr. Tristan Denley, at Tristan.Denley@laregents.edu with the subject line “Postsecondary Inclusive Education Fund RFA Inquiry.” The deadline for receipt of written inquiries is 4:30 p.m. Central on January 17, 2023. All written inquiries and responses will be uploaded to <https://www.laregents.edu/inclusive/>. No inquiries will be accepted after the deadline date to ensure all interested parties receive the same information.

2. THE POSTSECONDARY INCLUSIVE EDUCATION FUND PROGRAM

A. PURPOSE AND PROGRAM OUTCOMES AND STANDARDS

The purpose of the fund is to support the development or enhancement of an inclusive Comprehensive Transition and Postsecondary (CTP) education program that is consistent with the Higher Education Act (HEA) requirements that the program be a “degree, certificate, or non-degree program at an accredited institution that is designed to support students with intellectual disabilities (ID) who are seeking to continue academic, career and technical, and independent living instruction” in order to obtain competitive integrated employment (CIE).

[Model Accreditation Standards for Higher Education Programs for Students with Intellectual Disability](#)

B. ELIGIBILITY

Public two- and four-year institutions of higher education, including community and technical colleges, are eligible to apply.

For applications that propose to share resources among several institutions, the following rules/guidelines apply:

1. The application must be submitted by a single lead institution. Partnering institutions must be referenced under the heading “Additional Institutions” on the cover page of the application
2. Documentation that defines the role(s) of the partner institutions must be submitted as an appendix to the application.
3. Only one comprehensive budget page for the project may be submitted for each year of the application. Sub-awards for partnering institutions must be described in the budget justification and referenced in the work plan.

Funds will be provided to, and managed by, the lead institution’s management board, which will be responsible for executing and managing any sub-contracts with partnering institutions. Funds distributed from this source are to be placed in a restricted funds account for the development or enhancement of a Postsecondary Inclusive Education Program (PIEP).

C. PROJECT REQUIREMENTS AND CONSIDERATIONS

The Postsecondary Inclusive Education Fund (LPIEF) Act (682) of the 2022 Regular Legislative Session requires an institution to provide¹:

- a. Evidence that it currently offers a federally approved Comprehensive Transition and Postsecondary (CTP) program via Title IV, which is eligible for federal student aid programs; or
- b. Documented evidence of the submission of an application for such federal approval of a program proposed by the institution; or
- c. Documentation demonstrating the commitment of the institution's governing board to submit an application within the subsequent academic year for federal approval of a program pursuant to 20 U.S.C. s. 1140.

D. APPLICATION REVIEW PROCESS

All applications submitted will be reviewed by a panel appointed by the LPIEAC members. The reviewing panel will present their recommendations to the LPIEAC for final approval.

- a. **FINAL SELECTION OF APPLICATIONS TO BE FUNDED:**
After recommendations are submitted, the LPIEAC makes final determinations of applications to be funded based on the competitive review process.
- b. **TIMETABLE:** The following schedule for submission, assessment, and approval of funding will apply for FY 2022-23. **If any deadline dates fall on a Saturday, Sunday, or holiday, the deadline(s) will be extended until 4:30 p.m. Central of the next working weekday.**

November 15, 2022	RFA issued
January 12, 2023	Last day applicants may submit questions about the RFA
January 17, 2023	Application submission deadline 5:00 pm CST
January 23-February 3, 2023	Applications reviewed by review committee
February 3-10, 2023	Systems to certify recommended applications
February 10, 2023	Reports and recommendations of review committee provided to the LPIEAC
March 1, 2023	Final approval by the LPIEAC
April 3, 2023	Contracts negotiated and executed

E. PROCEDURES AND DEADLINE FOR SUBMISSION OF APPLICATIONS

¹ If the institution has received approval for the CTP or has submitted an application for approval, **upload** the application materials and documentation (including the letter to the institution's accrediting body) into the online portal as part of the PIEF grant application process.

Submission deadlines are absolute; all institution work on the application, including final approval and submission to the Board of Regents by the designated institution office, must be completed on or before the deadline date and time. All completed application packets must be submitted via the [online portal](#). An application sent to the Board of Regents may be released upon request of the submitting institution if additional changes are needed, provided such request is made before the deadline for receipt. A released application must be resubmitted prior to the deadline to be eligible for funding consideration.

F. APPLICATION REQUIREMENTS AND FORMAT

All narrative sections of the application should be presented in a single PDF document with pages numbered, 1-inch margins at the top, bottom, and each side. In addition, the font should be no smaller than 12 point. Applicants should use either the **Initial Program Development** or **Enhancement Projects for Existing Programs form** as appropriate. Forms must be completed, and applications submitted via the [online portal](#) by the deadline provided.

G. PROJECT ACTIVATION DATE AND ANTICIPATED DATE OF COMPLETION

The project activation date is **August 1, 2023**, and the termination date is **February 28, 2025**.

3. PROJECT BUDGET INFORMATION

Program resources are limited and must be used only to support direct work toward the purposes outlined in Section 1.B of this RFA. The application must include a narrative/justification detailing the costs of and rationales for each expense budgeted to LPIEF and matching support. Indirect costs may not be budgeted to LPIEF but may be provided as institutional support, using the campus's federal negotiated rate.

A. DISALLOWED BUDGET ITEMS

Given the targeted nature of this support, LPIEF funds may not be used for maintenance or repair of equipment, whether existing or purchased with LPIEF funds. Long-term maintenance contracts for equipment cannot be budgeted to LPIEF but may be provided as match.

Submitting entities should also note that the scope of the program does not permit: (1) construction of facilities; (2) routine renovation or upgrading of facilities; (3) purchase of standard motorized vehicles such as cars, trucks, vans, boats, etc.; or (4) purchase of standard office furniture or routine office equipment (e.g., desktop computers and peripherals, copiers, desks, chairs, etc.). Each annual CEA budget must detail and fully justify the specific STEM-related educational, outreach, and/or training uses of the activities included in the proposed budget as related to LPIEF purposes and project objectives.

Costs of meals, snacks, and drinks may be included when necessary for a LPIEF-related event or activity and must comply with State rates as set forth by the Division of Administration Policy and Procedure Memorandum 49 (the State General Travel Regulations). LPIEF funds cannot

be used for entertainment costs, including performers, musicians, and rental of entertainment venues. These activities may be provided as part of host entity support.

Equipment and supplies purchased with LPIEF dollars (excluding promotional materials with no monetary value) may not be given to project participants (faculty, students, teachers, etc.) as personal property during or after the CEA period. These activities may be provided as part of host entity support.

Only under exceptional circumstances may LPIEF dollars be used to support institutional memberships to business, technical, and/or professional organizations. Individual faculty/staff memberships to any of the above are disallowed.

Proposed budgets may not provide for shortfalls or deficits in budgets, tuition payments, augmentation of salaries of individuals pursuing regularly assigned duties (except regular merit or cost-of-living increases), or unspecified contingencies.

Discounts received for equipment purchases may not be counted as part of the host entity support.

B. FUNDS FOR PERSONNEL

Include any guidance for salaries/fringe, additional compensation, etc.

C. STUDENT SUPPORT EXPENSES

Include any guidance for student scholarships, work-study, tuition/fee provisions, etc.

D. OTHER EXPENSES

Except as noted in Section V, above, and subject to state procurement and purchasing guidelines, support may be budgeted for any activity necessary for approved LPIEF work, as explained and justified in the project budget, including equipment, supplies, professional travel, event expenses, consultants, and participant stipends.