

**REPORT OF THE POSTSECONDARY INCLUSIVE  
EDUCATION ADVISORY COUNCIL  
PRODUCED IN RESPONSE TO ACT 682 OF THE 2022  
REGULAR LEGISLATIVE SESSION**

**LOUISIANA BOARD OF REGENTS**



BOARD *of* REGENTS  
STATE OF LOUISIANA

**February 2024**

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**I. Postsecondary Inclusive Education Advisory Council Overview**

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 with identifying opportunities to expand existing or establish new inclusive education programs that provide pathways to postsecondary degree, certificate, and apprenticeship programs designed to increase independent living and employment opportunities for students with intellectual and developmental disabilities. The Council is also charged with developing and implementing an annual application process for public postsecondary institutions to request funds to create or expand inclusive programs.

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:

<b>Act 682: Legislative Tasks Charged</b>
<ul style="list-style-type: none"><li>● 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</li><li>● Develop an annual application process for public postsecondary institutions to request funds to create or expand inclusive programs</li><li>● Review applications and determine the amount of funds to distribute for each inclusive program</li><li>● Determine a method to distribute information about inclusive programs to students and their families</li></ul>

**II. Overview of Work**

The Advisory Council comprises various stakeholders, including postsecondary education system presidents, postsecondary inclusive education program directors, and various interest groups from public and private agencies across the state (see Appendix B).

Applications for funding from the Louisiana Postsecondary Inclusive Education Fund were due to the Advisory Council by January 17, 2023. Applications from institutions seeking funds to either expand an existing or create a new inclusive program were received from both two- and four-year institutions (see Table 1) by the Application Review Committee (see Table 2). Committee members reviewed and scored the applications and presented their recommendation

to approve all submitted applications to the Advisory Council at its March 2023 meeting (see Appendix C). The Council unanimously approved the Committee's recommendation.

**Table 1**

<b>Applications to Expand an Existing Inclusive Education Program</b>	<b>Applications to Create an Inclusive Education Program</b>
<ul style="list-style-type: none"> <li>● Baton Rouge Community College</li> <li>● Bossier Parish Community College</li> <li>● Nicholls State University</li> <li>● Southeastern Louisiana University</li> </ul>	<ul style="list-style-type: none"> <li>● Louisiana State University and A&amp;M College</li> <li>● Louisiana State University of Alexandria</li> <li>● Southern University at New Orleans</li> </ul>

**Table 2**

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

The Advisory Council approved a second round of applications, with a submission deadline of April 14, 2023. Additional applications were received from both two- and four-year institutions seeking funds to either expand an existing or create a new inclusive program (see Table 3). The applications were once again submitted to the Application Review Committee for assessment. The members of the Committee reviewed and scored the applications and presented their recommendation to approve all submitted applications to the Advisory Council at its May 2023 meeting (see Appendix D). The Council unanimously approved the Committee's recommendation.

**Table 3**

<b>Applications to Expand an Existing Inclusive Education Program</b>	<b>Applications to Create an Inclusive Education Program</b>
<ul style="list-style-type: none"> <li>● University of Louisiana at Lafayette</li> </ul>	<ul style="list-style-type: none"> <li>● University of Louisiana at Monroe</li> </ul>

Upon approval of the applications by the Advisory Council, letters were sent via email to the presidents of the four public postsecondary education systems indicating that the statute requires each receiving institution to certify that the institution has created or is creating an inclusive program and that the institution shall use all funds received for the inclusive program. The Board of Regents, acting as the designated agent in the statute, then distributed the funds to the awarded public postsecondary education institutions on June 28, 2023.

**III. Annual Submission of the Postsecondary Inclusive Education Program Updates**

Annually, Act 682 charges the Advisory Council to produce a report documenting the detailed accounting of the Fund. During FY23, the following disbursements were made from the initial \$1 million allocation (Table 4). There are currently \$330,000 in unexpended funds remaining from the initial allocation.

**Table 4**

<b>Program Name and Institution</b>	<b>Amount of Fund Distribution</b>
The Program for Successful Employment, Baton Rouge Community College	\$50,000
Program for Successful Employment, Bossier Parish Community College	\$50,000
Integrative Community Studies Program, Louisiana State University and A&M College	\$80,000
SPERO, Louisiana State University of Alexandria	\$80,000
Bridge to Independence, Nicholls State University	\$50,000
Lions Connected, Southeastern Louisiana University	\$50,000
Exceptional Knights Academy, Southern University at New Orleans	\$80,000
UL Life, University of Louisiana at Lafayette	\$50,000
ACES, University of Louisiana at Monroe	\$80,000
Louisiana Alliance of Postsecondary Inclusive Education <sup>1</sup> ,	\$100,000

<sup>1</sup> Southeastern Louisiana University acts as the fiscal agent for LAPIE

Additionally, Act 682 stipulates that the programs receiving a distribution from the Fund report the following information:

<b>Submission of the Postsecondary Inclusive Education Program Update</b>
<ul style="list-style-type: none"><li>● Whether the program is operational or in development. If the program is in development, the date the program will begin offering services to students shall be reported.</li><li>● The student capacity of the program, both in the current academic year and the upcoming academic year.</li><li>● The actual number of students enrolled in the program.</li><li>● The number of students, if any, on a waiting list for the program.</li><li>● A description of the services offered through the program.</li><li>● The number of students who completed the program, both during the prior academic year and in total.</li><li>● The number and percentage of program completers who are employed.</li><li>● The number and percentage of program completers who are living independently.</li></ul>

The responses provided by the institutions are provided in Appendix I.

#### **IV. Fiscal Year 2024 Fund Applications**

At the October 2023 meeting (Appendix E), the Council discussed how the monies in the Louisiana Postsecondary Inclusive Education Fund should be allocated for Fiscal Year 2024-2025. The Council decided to provide planning grant awards at a maximum of \$20,000 for institutions interested in creating a program but need funds to begin the process, as well as awards for new programs at a maximum of \$60,000, with the possibility that programs receiving the \$20,000 award will become eligible for an additional \$60,000 award once they receive Comprehensive Transition Program (CTP) status. The Advisory Council approved this approach at its October 2023 meeting.

Dr. Tristan Denley, Deputy Commissioner for Academic Affairs and Innovation, Louisiana Board of Regents, developed an Application for Planning Grants (Appendix F) and an Application for Planning Grant and Initial Program Development (Appendix G). In addition, Dr. Denley and Board of Regents staff created an application guidelines document to steer applicants through the application process (Appendix H). The RFA was issued on November 15, 2023. Recommendations are expected to be provided to the Advisory Council at the February meeting.

The proposals will be reviewed by a team of reviewers who hold the same roles as those listed in Table 2.

To disseminate this information to both public postsecondary institutions and the general public, the Board of Regents hosted an informational webinar on November 16, 2023. 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 on the Board of Regents website.

## **V. Next Steps**

The Louisiana Postsecondary Inclusive Advisory Council met throughout the year 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 and provide support for the creation of four new programs and the enhancement of five existing programs, resulting in an expansion of programs geographically and the inclusion of Louisiana's first program at an HBCU.

In the coming months, the Advisory Council will receive applications for both planning grants and the establishment of new programs. The Application Review Committee will score these applications. The Advisory Council will consider the recommendations of the Review Committee at its next meeting.

The Council is optimistic about the progress made to date and the interest expressed by Louisiana public postsecondary institutions to expand access for students with intellectual and developmental disabilities.



Appendix A:

Regular Session

**ACT No. 682**

ENROLLED

SENATE BILL NO. 192

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

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

8 Be it enacted by the Legislature of Louisiana:

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

10 **§3138.10. Louisiana Postsecondary Inclusive Education Fund; Postsecondary**

11 **Inclusive Education Advisory Council**

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

20 **(b) An approved inclusive education program, referred to in this Section**  
21 **as an "inclusive program", shall mean a federally approved comprehensive**  
22 **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:

1 §651. Transfer of boards, commissions, departments, and agencies to Department of  
2 Education; boards, commissions, and agencies within Department of  
3 Education

4 \* \* \*

5 K. The following agencies are placed within the Department of Education  
6 and shall perform and exercise their powers, duties, functions, and responsibilities  
7 as provided by law:

8 \* \* \*

9 (10) Postsecondary Inclusive Education Advisory Council (R.S.  
10 17:3138.10).

11 \* \* \*

12 Section 3. This Act shall become effective upon signature by the governor or, if not  
13 signed by the governor, upon expiration of the time for bills to become law without signature  
14 by the governor, as provided by Article III, Section 18 of the Constitution of Louisiana. If  
15 vetoed by the governor and subsequently approved by the legislature, this Act shall become  
16 effective on the day following such approval.

\_\_\_\_\_  
PRESIDENT OF THE SENATE

\_\_\_\_\_  
SPEAKER OF THE HOUSE OF REPRESENTATIVES

\_\_\_\_\_  
GOVERNOR OF THE STATE OF LOUISIANA

APPROVED: \_\_\_\_\_

## Appendix B: Postsecondary Inclusive Education Advisory Council Members

Member	Title	Seat Information
Dr. Gerlinde Beckers	Director, Lions Connected, Southeastern LA University	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 State University	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
LaKiesha London	Interim Director, Baton Rouge Community College Program for Successful Employment	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, Louisiana State University 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 O'Rourke	Provost and Vice President for Academic Affairs, University of LA 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
Ebony Haven	Interim 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: March 2023 Meeting Agenda

*Collis B. Temple, III*  
Chair

*Gary N. Solomon, Jr.*  
Vice Chair

*Robert W. Lery*  
Secretary

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



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*Wilbert D. Poyser*  
*T. Jay Scola, III*  
*Terris P. Sterling*  
*Felix R. Weill*  
*Judy A. Williams-Brown*  
*Caterina M. Labré, Student*

### POSTSECONDARY INCLUSIVE EDUCATION ADVISORY COUNCIL AGENDA

Wednesday, March 1, 2023  
9 a.m. to 11 a.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 November 1, 2022 Minutes
- III. Consideration of Postsecondary Inclusive Education Fund Application Recommendations
- IV. Approval of LAPIE Fiscal Agent
- V. Discussion of Remaining PIEF Funds
- VI. Update on Annual Report
- VII. Other Business
- VIII. Public Comments
- IX. Adjournment

Proposed Next Meetings: May/June 2023

*The Board of Regents is an Equal Opportunity and ADA Employer*



## Appendix D: May 2023 Meeting Agenda

*Collis B. Temple, III*  
Chair

*Gary N. Solomon, Jr.*  
Vice Chair

*Robert W. Levy*  
Secretary

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



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*Wilbert D. Pryor*  
*T. Jay Seale, III*  
*Terris P. Sterling*  
*Felix R. Weill*  
*Judy A. Williams-Brown*  
*Catrena M. Lobri, Student*

### POSTSECONDARY INCLUSIVE EDUCATION ADVISORY COUNCIL AGENDA

Wednesday, May 17, 2023  
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 March 1, 2023 Minutes
- III. Consideration of Postsecondary Inclusive Education Fund Application Recommendations
- IV. Update on Postsecondary Inclusive Education Program Accreditations
- V. Other Business
- VI. Public Comments
- VII. Adjournment

Proposed Next Meetings: August/September 2023

# Appendix E: October 2023 Meeting Agenda

*Collis B. Temple III*  
*Chair*

*Gary N. Solomon, Jr.*  
*Vice Chair*

*Robert W. Levy*  
*Secretary*

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



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*Darren G. Mire*  
*Wilbert D. Pryor*  
*T. Jay Seale III*  
*Terrie P. Sterling*  
*Felix R. Wall*  
*Judy A. Williams-Brown*  
*Samuel T. Gill, Student Member*

## POSTSECONDARY INCLUSIVE EDUCATION ADVISORY COUNCIL AGENDA

Monday, October 30, 2023  
10 a.m. to 11 a.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 May 17, 2023 Minutes
- III. New Postsecondary Inclusive Education Program Updates
  - Dr. Paul Mooney, Louisiana State University A&M
  - Brittany Soden, Louisiana State University Alexandria SPERO
- IV. Review of 2023 Legislative Session Funding
- V. Funding and Application Discussion
- VI. Other Business
- VII. Public Comments
- VIII. Adjournment

Proposed Next Meetings: November/December 2023

## **Appendix F: Application for Planning Grant**

### **Postsecondary Inclusion Fund**

### **Application for Planning Grant**

#### **Section 1: CTP Status**

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

\_\_\_\_\_ The institution commits to submitting an application for CTP status within the subsequent year for federal approval of a program.

#### **Section 2: Description**

1. Provide a detailed description of how the institution will use the planning grant funds to develop plans for a new program and submit a CTP application.
2. Provide details of financial support the institution has already identified or a detailed description of how the institution will use the planning grant funds to identify potential matching funds for a future Initial Program Grant Application.

#### **Section 2: Budget, and Budget Narrative**

1. What level of funding is being requested (up to \$20,000)?
2. Provide a detailed budget for the requested 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.

## **Appendix G: Joint Application for Planning Grant and Initial Program Development**

### **Postsecondary Inclusion Fund Application for Planning Grant**

#### **Section 1: CTP Status**

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

\_\_\_\_\_ The institution commits to submitting an application for CTP status within the subsequent year for federal approval of a program.

#### **Section 2: Description**

1. Provide a detailed description of how the institution will use the planning grant funds to develop plans for a new program and submit a CTP application.
2. Provide details of financial support the institution has already identified or a detailed description of how the institution will use the planning grant funds to identify potential matching funds for a future Initial Program Grant Application.

#### **Section 2: Budget, and Budget Narrative**

1. What level of funding is being requested (up to \$20,000)?
2. Provide a detailed budget for the requested 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.

## Application for Initial Program Development

### 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, supported by planning grant funds.

### Section 2: Program Description

3. Proposed Postsecondary Inclusive Education Program (PIEP) name:
  
4. Year in which the proposed PIEP will first admit students:
  
5. 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
6. 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.
  
7. Provide a general summary of the proposed PIEP: (1 page max)
  
8. Describe how the PIEP will be "organized" at the institution:
  
9. Describe the tuition and fees that will be charged for the program.

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\* Include documentation with the application. Development funds will not be dispersed until CTP Status has been approved

10. What honor/endorsement/certificate/degree will the institution award to students upon completion of the program?
- Name of the general honor/endorsement/certificate/degree:
  - Describe the general honor/endorsement/certificate/degree:
11. Indicate the **length of time** needed to complete the PIEP (expressed as terms/semesters or years):
12. 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:
13. Do students enrolled in the PIE program have opportunities to earn an industry-recognized certificate or certification(s)?  
\_\_\_\_\_ Yes or No  
If yes, name the industry-recognized certificate or certification(s):
14. 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):
15. Describe how students enrolled in the program participate in one or more of the following activities alongside students without disabilities:
- Regular enrollment in credit-bearing courses
  - Auditing** or participating in courses for which the student does not receive academic credit
  - Enrollment in **non-credit-bearing, non-degree** courses
  - Internships** or work-based learning
  - Student life** and cocurricular 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 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 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**

3. What level of funding is being requested\* (up to \$60,000)?
4. 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.
5. 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.

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\* These funds will not be dispersed until CTP Status has been approved



- 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?
  - 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 H: Application Guidelines

# POSTSECONDARY INCLUSIVE EDUCATION ADVISORY COUNCIL

Guidelines for the Submission of  
Postsecondary Inclusive Education Fund Applications

**Applications Due: January 19, 2024, 5:00 p.m. Central**

FISCAL YEAR 2024-25

Request for Applications

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

## REQUEST FOR APPLICATIONS

### Important Notices

#### 1. GENERAL INFORMATION

##### A. 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.

##### B. 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.

Moneys 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.

##### C. 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](mailto: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, 2024. 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 provide<sup>1</sup>:

- 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.

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<sup>1</sup> 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.

- 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, 2023	RFA issued
January 17, 2024	Last day applicants may submit questions about the RFA
January 19, 2024	Application submission deadline 5:00 pm CST
January 22-February 2, 2024	Applications reviewed by review committee
February 3-8, 2024	Systems to certify recommended applications
February 9, 2024	Reports and recommendations of review committee provided to the LPIEAC

**E. PROCEDURES AND DEADLINE FOR SUBMISSION OF APPLICATIONS**

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, 2024, and the termination date is February 28, 2026.

**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.

## Appendix I: Institutional Responses

**Table 5**

Operational Programs	Programs in Development with Date Program will Begin Offering Services
<ul style="list-style-type: none"> <li>● Baton Rouge Community College</li> <li>● Bossier Parish Community College, Louisiana State University and A&amp;M College</li> <li>● Louisiana State University of Alexandria</li> <li>● Nicholls State University</li> <li>● Southeastern Louisiana University</li> <li>● University of Louisiana at Lafayette</li> </ul>	<ul style="list-style-type: none"> <li>● Southern University at New Orleans – August 2024</li> <li>● University of Louisiana at Monroe – August 2024</li> </ul>

**Table 6**

What is the student capacity of the program for the 2023-2024 academic year?	
Baton Rouge Community College	3-5
Bossier Parish Community College	5
Louisiana State University and A&M College	2
Louisiana State University of Alexandria	8
Nicholls State University	12
Southeastern Louisiana University	17
Southern University at New Orleans	In development
University of Louisiana at Lafayette	33
University of Louisiana at Monroe	In development

**Table 7**

<b>What is the student capacity of the program for the 2024-2025 academic year?</b>	
Baton Rouge Community College	5-8
Bossier Parish Community College	8
Louisiana State University and A&M College	14
Louisiana State University of Alexandria	12
Nicholls State University	12
Southeastern Louisiana University	17
Southern University at New Orleans	In development
University of Louisiana at Lafayette	33
University of Louisiana at Monroe	5

**Table 8**

<b>What is the number of students currently enrolled in the program?</b>	
Baton Rouge Community College	3
Bossier Parish Community College	5
Louisiana State University and A&M College	2
Louisiana State University of Alexandria	8
Nicholls State University	12
Southeastern Louisiana University	17
Southern University at New Orleans	N/A
University of Louisiana at Lafayette	33
University of Louisiana at Monroe	N/A



**Table 9**

<b>What is the number of students, if any, on a waiting list for the program?</b>	
Baton Rouge Community College	0
Bossier Parish Community College	3
Louisiana State University and A&M College	0
Louisiana State University of Alexandria	SPERO does not have a waiting list.
Nicholls State University	8
Southeastern Louisiana University	5
Southern University at New Orleans	N/A
University of Louisiana at Lafayette	0 (Does not have a rolling waitlist)
University of Louisiana at Monroe	N/A

**Table 10**

<b>Please provide a detailed description of the services offered through the program.</b>
Baton Rouge Community College
<p>Courses offered to audit in this program are part of Baton Rouge Community College's regular offerings and are open to all BRCC students. As participants in campus life, PSE students will have the opportunity to be a part of the complete college life experience both socially and academically. PSE will have peer mentors who will be able to assist students with needs such as extracurricular events throughout campus, academic supports using Americans with Disabilities (ADA) classroom accommodations and changing the college culture to one of inclusiveness, where diversity is valued. Independent living skills and self-advocacy will be explicitly supported to enrich each student's experience and improve individual achievement.</p> <p>The components of the program include an individually determined program of study for each student, based on the student's career goals, peer and natural supports, and the involvement of students in more than just academic classes, especially in extracurricular and other campus activities to facilitate social relationships and friendships on campus. There will be academic coaches as well as mentors to provide support and coordinate individualized supports to assist</p>

students applying for financial supports.

Bossier Parish Community College

Services offered:

- Inclusive academics with the regular population
- Encouraged to attend campus events, i.e. (clubs, job fairs, theater productions, athletic games,
- Social skills training and independent living skills
- Work on employability skills training, (i.e., completing job applications, mock interviews, resume writing, email etiquette, phone etiquette, communication skills
- Create a HIRE account through LA Workforce Commission
- Job site visits (start in spring)
- Career speakers
- Resources about WIOA Youth Programs via The Coordinating & Development Corporation
- Invite SSA benefits planner
- Students receive accommodations based on documentation submitted to BPCC disability services
- Student work/study for eligible students
- Academic advising
- Tutoring when requested one-on-one or referrals to BPCC learning commons
- Mentoring (academics and social)

Louisiana State University and A&M College

The LSU Integrative Community Studies Program, known as the LSU Community, promotes independent living, employment opportunities, and social interaction for individuals with moderate disabilities. The goal of the LSU Integrative Community Studies Program is to provide a life-changing university learning experience for individuals selected for admission.

LSU faculty, staff, and students are directly involved in the development of Integrative Community Studies. The program's mission is to provide students with intellectual disabilities with an integrative and inclusive educational experience using comprehensive transitional programming to prepare students for success competitive employment and in meaningful participation in their communities.

Louisiana State University of Alexandria

Students in the program audit some college-level classes (credit-bearing); take special program classes (non-credit-bearing) designed to improve their daily living skills, social skills, and employment skills; achieve social integration through participation in on-campus events and

activities; and participate in internships or work-based training either on campus or at approved off-campus venues. They are assisted by paid student mentors both during and outside of class time. Students continue in the program for four years. It is expected that upon completion of the program, they will have developed the daily living skills, social skills, and employment skills that will allow them to live more independently and to secure meaningful and rewarding employment in their communities. An additional four students will be admitted to the program annually in years two, three, and four. By 2025, and for each subsequent year, 16 students will be enrolled in the program. The program addresses a significant community need in Central Louisiana: the lack of postsecondary educational options for young people with intellectual disabilities who have completed high school but are ineligible for regular college admission.

Nicholls State University

The Bridge to Independence – Certificate program is designed to help students with Intellectual Disabilities gain the skills needed to become gainfully employed through college courses and job training. Students are provided with individualized education. Students audit 2-3 college courses per semester. They receive assistance from a peer mentor with internship duties and class assignments. They attend weekly courses for independent living skills and social skills. Students participate in on and off-campus internships to build job-readiness skills. Students have access to counseling services on campus.

Southeastern Louisiana University

Lions Connected (LC) is accredited by the U.S. Department of Education and follows the approved advising and curriculum structure. LC offers both two- and four-year program options. Students are included in traditional campus experiences for a minimum of 75% of the day. LC students select their courses based on interest and future career options. They audit one three-hour academic course and one one-hour recreation-type course for a total of four hours per academic semester. Beginning year 2, LC students participate in an inclusive vocational opportunity (IVO)(unpaid on-campus work experience). IVOs are selected based on student interest and future career options. All LC students participate in instruction based on individualized needs in life skills and social skills. LC students have the opportunity to participate in on-campus Speech Clinic if desired. LC students have the opportunity to participate in all campus extracurricular activities the same as traditionally enrolled students.

Southern University at New Orleans

The Exceptional Knights Academy at Southern University at New Orleans will provide a full

college experience to students with intellectual or developmental disabilities. The students will gain the leadership skills, social skills, and communication skills needed for future employment and independent living. The Exceptional Knights Academy will provide the guided support services needed for eligible students to participate in campus events and activities and engage with students with and without disabilities. Students will have the option to live on campus in housing or commute to campus for classes and activities. The courses outlined in the two-year program of study will provide training and assess each student's ability to communicate effectively in oral and written English; read with comprehension; reason abstractly and think critically; understand numerical data and statistics; be familiar with key technological and informational applications; learn independently; recognize and appreciate cultural diversity; understand the nature and value of the fine and performing arts; develop a personal value system while retaining a tolerance for others; fundamentals of hygiene, personal health and wellness and self-care.

The program combined with college-level courses for the students to audit or take for credit, is designed to promote the inclusion of students with disabilities. The epicenter of the program emphasizes the attainment of learning through practical experiences. We will work meticulously with each student to adapt their courses and college experience, so they are prepared for a career they love.

Our academic counselors will provide support to each student in all aspects of the program to include:

- i. campus navigation
- ii. class attendance
- iii. requesting support from the Office of Disabilities
- iv. modification of coursework and assignments
- v. peripheral academic support services for external class assignments

#### University of Louisiana at Lafayette

Residential: inclusive on-campus housing options  
Students audit 1-2 typical college courses per semester  
Students take program-only courses  
Social skills sessions, skills lab (cooking lab & independent living skills)  
50-74% of academic time is spent in inclusive settings  
Mentor support in typical college courses being audited  
Access to the following campus-wide services:  
Career services  
Disability/accessibility services  
Academic tutoring services  
Health services  
Transcripts via the registrar

<p>Communication Disorders Clinic Recreation facilities</p> <p>Career development services: Internships: On- and off-campus Volunteer work Community Service opportunities Work/Study</p>
<p>University of Louisiana at Monroe</p>
<p>Our ACES (Academics, Career, Engagement, Support) program will provide postsecondary inclusion students with the ability to audit courses and specific career courses currently in development. After completing these courses students will have the opportunity for two internship placements. Students will also have access to student support and all student activities on campus.</p>

**Table 11**

<p><b>How many students completed the program in the 2022-2023 academic year?</b></p>	
Baton Rouge Community College	0
Bossier Parish Community College	0
Louisiana State University and A&M College	N/A
Louisiana State University of Alexandria	The first cohort of SPERO students will complete the program in May of 2026
Nicholls State University	4
Southeastern Louisiana University	4
Southern University at New Orleans	N/A
University of Louisiana at Lafayette	5
University of Louisiana at Monroe	N/A

**Table 12**

<b>Corresponding terms for the data in the following questions</b>	
Baton Rouge Community College	Fall 2023-Spring 2024
Bossier Parish Community College	Fall 2023-Spring 2024
Louisiana State University and A&M College	N/A
Louisiana State University of Alexandria	Fall 2022- Fall 2023
Nicholls State University	Fall 2016-Fall 2023
Southeastern Louisiana University	Fall 2016-Spring 2023
Southern University at New Orleans	N/A
University of Louisiana at Lafayette	Fall 2014-Spring 2023
University of Louisiana at Monroe	N/A

**Table 13**

<b>What is the total number of students who have completed the program?</b>	
Baton Rouge Community College	0
Bossier Parish Community College	0
Louisiana State University and A&M College	N/A
Louisiana State University of Alexandria	The first cohort of SPERO students will complete the program in May of 2026
Nicholls State University	28
Southeastern Louisiana University	17
Southern University at New Orleans	N/A
University of Louisiana at Lafayette	27

University of Louisiana at Monroe	N/A
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**Table 14**

<b>Of the total number of students who have completed the program, how many are employed?</b>		
Baton Rouge Community College	N/A	
Bossier Parish Community College	0	
Louisiana State University and A&M College	N/A	
Louisiana State University of Alexandria	0 - The first cohort of SPERO students will complete the program in May 2026	
Nicholls State University	17	60%
Southeastern Louisiana University	11	64%
Southern University at New Orleans	N/A	
University of Louisiana at Lafayette	23	86%
University of Louisiana at Monroe	N/A	N/A

**Table 15**

<b>Of the total number of students who have completed the program, how many are living independently?</b>		
Baton Rouge Community College	N/A	
Bossier Parish Community College	0	
Louisiana State University and A&M College	N/A	
Louisiana State University of Alexandria	N/A	
Nicholls State University	7	25%
Southeastern Louisiana University	3	17.6%
Southern University at New Orleans	N/A	

University of Louisiana at Lafayette	3	11%
University of Louisiana at Monroe	N/A	