

**RESPONSE TO HOUSE CONCURRENT RESOLUTION 5 AND
HOUSE RESOLUTION 101 OF THE 2023 LOUISIANA REGULAR
LEGISLATIVE SESSION**

LOUISIANA BOARD OF REGENTS



January 2024

LOUISIANA BOARD OF REGENTS

Collis B. Temple III

Chair

Phillip R. May, Jr.

Darren G. Mire

Gary N. Solomon, Jr.

Vice Chair

Wilbert D. Pryor

Robert W. Levy

Secretary

T. Jay Seale III

Terrie P. Sterling

David J. Aubrey

Felix R. Weill

Christian C. Creed

Judy A. Williams-Brown

Blake R. David

Samuel Gil, Student Member

Randy L. Ewing

Stephanie A. Finley

REGENTS

Kim Hunter Reed, Ph.D.

Commissioner of Higher Education

TABLE OF CONTENTS

Introduction.....	4
Previous Legislation.....	4
Recent Legislation and BOR Policy Impacting Technical Coursework.....	5
Credentials of Value, Industry Based Certifications and Short-Term Certificates.....	8
Transfer and High School Career Pathways	9
Next Steps	11
Appendix A - House Concurrent Resolution No. 5	14
Appendix B - House Resolution No. 101	16
Appendix C - BOR Policy: Quality Postsecondary Credentials of Value	18
Appendix D - Approved Fast Forward Pathways List	20

I. Introduction

House Concurrent Resolution 5 of the 2023 Regular Session of the Louisiana Legislature requested the Board of Regents (BOR) study the state's articulation and transfer process with respect to career and technical education and to submit a report of findings and conclusions and any recommendations for related legislation to the House Committee on Education not later than 60 days prior to the 2024 Regular Session.

The authors of HCR 5 request (1) an explanation of any barriers to articulation and transfer with respect to career and technical education courses; (2) strategies for expanding educational options for graduates of community and technical colleges in terms of courses that will transfer to baccalaureate degree programs if students wish to pursue further education and increase opportunities for advancement in the workplace; (3) possibilities with respect to designing career and technical education programs in a way that allows articulation and transfer rather than simply aiming for a transition directly to employment; and (4) recommendations for legislation, if any, necessary to remove barriers or otherwise improve educational and workforce outcomes for Louisiana's students. (See Appendix A.)

In a similar vein, House Resolution 101 of the 2023 Regular Session of the Louisiana Legislature requested the Board of Regents (BOR) study the state's articulation and transfer process with respect to career and technical education courses taken and industry-based credentials received in high school and to submit a report of findings and conclusions and any recommendations for related legislation to the House Committee on Education not later than 60 days prior to the 2024 Regular Session.

The authors of HR 101 request (1) an explanation of any barriers to articulation and transfer with respect to high school career pathways programs; (2) strategies for expanding educational options for high school students who complete career pathways programs in terms of courses that will transfer to technical, associate, and baccalaureate degree programs if students wish to pursue further education; (3) possibilities with respect to designing high school career pathways programs in a way that allows articulation and transfer rather than simply aiming for a transition directly to employment following high school graduation; and (4) recommendations for legislation, if any, necessary to remove barriers or otherwise improve educational outcomes for Louisiana's students. (See Appendix B.)

To provide context for these requests, following is a summary of previous legislation and BOR efforts around the transfer and articulation of coursework among the public postsecondary institutions in Louisiana. We also provide a series of next-step actions that will be undertaken in the coming months to further remove barriers and improve the transfer structure in Louisiana.

II. Previous Legislation

Act 356 of the 2009 Regular Session of the Louisiana Legislature mandated the establishment of a comprehensive and prescriptive statewide transfer and articulation framework for Louisiana's public secondary and postsecondary institutions. Progressive for its time, this legislation encompassed four specific cornerstones for statewide transfer admission and articulation of coursework.

Its authors provided for (1) the creation of a statewide articulation and transfer council and related matters; (2) a comprehensive system of articulation and transfer of credit between and amongst Louisiana public secondary and postsecondary educational systems; (3) the creation of a statewide articulation and transfer agreement including a common core curriculum with a statewide numbering system, seamless transfer of students from two to four-year programs of study via the Associate of Science (ASLT) or Associate of Arts Louisiana Transfer (AALT) degree; and (4) the establishment of monitoring, compliance and reporting systems based upon uniform data collection and reporting methods to ensure statewide and institutional compliance with policy.

In the fourteen years since this legislation was enacted, the Board of Regents (BOR), the State Board of Elementary and Secondary Education (BESE), and public institutions have met the mandates of Act 356 and subsequent clarifying legislation. The following are BOR actions pursuant to Act 356 of the 2009 Regular Session of the Louisiana Legislature:

- 1) The Statewide Articulation and Transfer Council (SATC), comprised of postsecondary and K-12 representatives, meets quarterly.
- 2) The Articulation Matrix ensures articulation and transfer of general education courses and this year has been transferred to an interactive computer platform.
- 3) The Louisiana Common Course Numbering System was developed and implemented statewide. The Louisiana Common Course Catalog is in place and updated yearly as the campuses develop and approve new courses. The Associate of Arts and Associate of Science Louisiana transfer degrees were created.
- 4) The Board of Regents works with all public institutions to ensure that the information in the Articulation Matrix is accurate and up to date.

BOR staff has worked in concert with the Statewide Articulation Transfer Council to implement these measures. That work has led to a newly updated Articulation Matrix, completed this year, that strengthens previous transfer and articulation for general education courses. The new matrix guarantees that every general education course transfers between all Louisiana public colleges and universities. If a receiving institution teaches the transfer course, then the matrix provides the one-to-one match. Moreover, if the receiving institution does not teach a one-to-one equivalent course, the receiving institution now provides the appropriate number of credit hours in that area of the general education requirements.

These measures ensure consistent, dependable, and seamless transfer of general education coursework across Louisiana's public higher education institutions, as well as participating LAICU institutions. In the next section, we will discuss recent work that builds on this work for technical coursework.

III. Recent Legislation and BOR Policy Impacting Technical Coursework

Act 308 of the 2022 Louisiana Legislative Session substantively clarified and expanded Act 356 (2009) in terms of the transfer of students and articulation of credit amongst public postsecondary institutions. This new legislation called for the creation of specific universal transfer pathways in each of the highest-enrollment bachelor's degree programs. Once implemented, these universal transfer pathways will guarantee that students can begin their educational journey at any public postsecondary institution and be sure that all of their coursework will transfer and count toward their degree requirements.

Act 308 of the 2022 Regular Legislative Session charges the Regents to “develop, coordinate, and maintain transfer pathways for baccalaureate programs that are highly demanded across the state.”

- Each universal transfer pathway consists of 60 credit hours of coursework that can be seamlessly transferred and applied toward the requirements of a BA or BS degree at any public four-year institution in Louisiana that offers that degree.
- Each universal transfer pathway contains courses that satisfy the graduation requirements for an associate’s degree.
- Any student who completes the requirements of the universal transfer pathway and then transfers to a four-year public institution in Louisiana will not be required to complete more than the total credits required for the BA or BS degree in that program, less the sixty credit hours earned in the transfer pathway.
- Students can earn credit for a course in the transfer pathway through accelerated college credit programs such as:
 - Dual Enrollment: A high school student who completes a dual enrollment course receives credit for the course on both their high school and college transcripts.
 - Advanced Placement (AP): AP is a College Board program in which high schools offer pre-designed rigorous, college-level courses in a variety of subject areas. Standardized exams measure how well a student has mastered the content and skills of the AP course, which is then used by colleges to grant college credit. Louisiana now has standardized scores for AP college credit statewide.
 - College Level Examination Program (CLEP): CLEP is a nationally recognized credit-by-examination program that provides high school students an opportunity to demonstrate their mastery of college-level materials in introductory subjects and earn college credit. Louisiana leads the nation in CLEP exams taken for college credit.
 - International Baccalaureate (IB): IB is a rigorous, internationally recognized curriculum that includes a set of courses and standardized exams that can lead to college credit.

In 2023, in collaboration with the Statewide Articulation and Transfer Council (SATC), Regents staff identified the highest-enrollment bachelor’s degrees, analyzed by discipline the curricula at each campus offering these programs, and developed draft universal pathways for consideration. This past spring, almost 300 faculty across all public institutions offering these programs met in committees to review and revise the draft curricula. Their work resulted in a total of 24 subject-specific universal transfer pathways. The first set of pathways were presented to the Board of Regents at its December 13, 2023 meeting and were approved for implementation by Fall 2024. Regents staff will identify additional pathways and work with institutional faculty in 2024 to craft those new pathways.

The first 24 pathways are as follows:

- Art
- Biology
- Business
 - Accounting
 - Finance
 - General Business
 - Management
 - Marketing
- Engineering
 - Chemical
 - Civil
 - Electrical
 - Mechanical
- Communication
- Computer Science
- Criminal Justice
- Cybersecurity
- English
- History
- Kinesiology
 - Sport Management
 - Pre-allied Health
- Nursing
- Political Science
- Psychology
- Social Work
- Sociology

The 60-credit-hour structure of each pathway consists of 39 credit hours of general education, together with 21 credit hours of major-specific coursework. The impact of this work to develop transfer pathways is two-fold. Firstly, while the Articulation Matrix guarantees that general education courses transfer between institutions, it does not ensure that students take the coursework that is required for their major. Instead, it has been commonplace until now for students to transfer only to discover that while their history or math courses, for example, do transfer and fulfill general education requirements, they are not the right courses to fulfill programmatic requirements. Consequently, students then had to take the additional needed courses, requiring a larger investment of money and time.

Second, while the Articulation Matrix encompasses the equivalence of general education courses, it had previously not extended to major specific coursework. By including the 21 credit hours of major-specific courses into the transfer pathways, the scope of the Articulation Matrix has now been significantly increased. Now technical academic courses such as Anatomy and Physiology, Introduction to Programming and Principles of Accounting, for example, are included on the matrix and will be guaranteed to transfer throughout the state. This will ensure that more than 100 additional courses will now be seamlessly transferable.

From a policy perspective, in 2022, Board of Regents approved a Prior Learning Assessment (PLA) policy (AA 2.23), which provides a standardized, statewide framework for the evaluation and awarding of undergraduate credit for college-level learning that has occurred outside of the traditional collegiate learning environment. The policy aims to ensure that students receive appropriate and tangible recognition for college-level learning acquired outside an institution to accelerate degree completion at a reduced cost to the student.

This policy provides a fair and transparent process for institutions and students to understand the way in which PLA is treated. In particular, the policy guarantees that when PLA credit is awarded for a course on the Articulation Matrix, that credit is seamlessly transferrable to any sister BOR institution. Consequently, students may utilize PLA as a way to earn general education credit, but also as a way to satisfy the major specific elements of the transfer pathways. One application of this

policy created uniform score thresholds for AP and CLEP exams at every public state university and college.

This policy advantages both traditional-aged students and the adult population returning to college, who often bring professional experience that can be evaluated and potentially count as credit towards a degree. Additionally, military personnel and veterans returning to continue their education will be able to count military experiences toward degree credit. BOR also introduced a new data collection protocol that allows institutions to report PLA credit that has been awarded as part of the standard biannual student-level, grade-level data submission. This new data reporting will allow further progress to be made in analyzing how PLA credit is transferred between institutions.

IV. Credentials of Value, Industry-Based Certifications and Short-Term Certificates

In 2019, BOR embraced a robust attainment goal as part of the state's master plan, Louisiana Prospers. The goal calls for 60% of all working-age adults (ages 25-64) in Louisiana to hold a degree or high-value credential by 2030. Achieving this goal requires a multi-pronged set of coordinated strategies, including new processes and tools that recognize and reward all postsecondary attainment with economic value. That commitment led to a series of initiatives to support focus in that area.

In September 2020, Regents, as part of its efforts as a National Skills Coalition Academy member, created the Quality Postsecondary Credentials of Value Policy. This policy established the parameters for identifying Credentials of Value and On-Ramp Credentials. The On-Ramp Credential definition was considered crucial in combating a binary approach because previously credentials not on the initial list did not have value even though they could be essential in starting individuals on a career and training path. This also enables students to build upon shorter-term training, which may lead to more economic mobility with additional training.

In creating these definitions, the Board recognized that market-relevant credentials beyond traditional degrees and diplomas exist and should be valued.

For Louisiana, a certificate or industry-based certification is considered a quality postsecondary Credential of Value if it meets the following criteria:

- It provides valid, reliable, and transparent evidence of the competencies mastered by credential holders and is conferred by an entity recognized by business and industry and/or the State of Louisiana.
- It directly aligns to an occupation that has a 3-, 4-, or 5-star rating as defined by the Louisiana Workforce Commission. These ratings are assigned to occupations based on job demand, projected job growth and earnings. Specific metrics include long- and short-term annual demand; long- and short-term percent growth; total prior-year recorded openings; and a weighted measure of median wages for each occupation (as defined by the Louisiana Star Occupations methodology and derived from Regional Labor Market Areas).
- It leads directly to an occupation that, at a minimum, maintains a 20% wage premium over a high school diploma in Louisiana.
- Evidence can be provided for employment and wage outcomes.
- It meets these criteria as a stand-alone credential, independent of another credential.

The Board of Regents Policy Quality Postsecondary Credentials of Value can be found in Appendix C.

While defining Credentials of Value is important, providing financial support for students to obtain these credentials is crucial. The 2021 Regular Legislative Session created such a program and appropriated the funds to help meet this goal. Named after former Louisiana Governor Murphy J. “Mike” Foster, Act 457 established a \$10.5 million annual state fund to provide workforce training opportunities for the state's working-age adults who have not yet earned a degree. Specifically, Act 457 of Louisiana's 2021 Regular Legislative Session provides financial assistance to eligible students enrolled in two-year public postsecondary institutions and accredited proprietary schools approved by the Board of Regents to pursue an associate’s degree or a short-term industry credential (both credit and non-credit) aligned with Louisiana's workforce priorities. In its first year, 2022-23, the M.J. Foster Promise Program served almost 1,200 students, and enabled almost 200 technical associate’s degrees, diplomas, and short-term stackable credentials to be awarded. Already, in Fall 2023, the scholarship has supported almost 3,000 students.

While Regents has established data reporting mechanisms to collect information related to associate’s degrees and diplomas from public colleges and universities, the introduction of the 60% goal, the broader definition of a Credential of Value, and the M.J. Foster Promise Program has created the need to collect information about which students have earned Credentials of Value. In addition to tracking and reporting academic credit to enable Regents to measure and report on progress towards that goal, a data collection process was developed to gather information related to non-credit program credentials awarded by both public and proprietary institutions.

Collecting these data required creating a series of professional development and support resources that could be used to assist small post-secondary providers who are unfamiliar with reporting this type of data. This data collection was first completed in the Fall of 2022, allowing the recognition of more than 12,000 otherwise untracked credentials. In 2022-23 that figure has risen to over 16,000 additional Credentials of Value.

V. Transfer and High School Career Pathways

Louisiana has a variety of ways in which high school students can follow career pathways in high school and earn credit for technical coursework or industry credentials.

Transfer and high school career and university pathways are aligned with the Taylor Opportunity Program for Students (also known as TOPS). TOPS, Louisiana's merit-based student aid program, was created via Act 1375 of the 1997 Regular Legislative Session. Four TOPS awards are available to students enrolling at Louisiana's colleges and universities: TOPS Tech, Opportunity, Performance, and Honors. The eligibility criteria for the Opportunity, Performance, Honors, and Tech Awards include completion of a defined high school core curriculum, with a minimum grade point average (GPA) in core courses and a minimum ACT composite score.

TOPS

Louisiana Department of Education graduation requirements enable a student to choose by the end of grade 10 to work toward a Jump Start TOPS Tech Pathway, pursue the TOPS University Pathway, or choose both pathways. Students receive advising and guidance to help determine the pathway that best fits their interests, capabilities, and ambitions.

JUMP START

The Jump Start Pathway provides career and technical education (CTE) courses that prepare students to lead productive adult lives with the ability to continue their education after high school while earning certifications in high-wage careers.

FAST FORWARD

In June 2021, BESE approved the launch of the Fast Forward initiative, funded with planning grants supported by Regents and LDOE. The Fast Forward Program provides high school diploma pathways that include dual enrollment courses to enable students to earn an Associate of Applied Science, an Associate of Arts or Science designed to transfer to a Baccalaureate degree, or a Louisiana registered high-demand apprenticeship. Students in Fast Forward have the option to participate in one of three pathways.

1. The Fast Forward Jump Start 2.0 Pathway includes a wide range of careers and postsecondary pathways students may enter after earning a technical associate's degree on a postsecondary campus or Regents-approved satellite campus while dually earning a Jump Start TOPS Tech Career Diploma.

2. The Fast Forward University Pathway allows students to earn a universal transfer degree or technical associate's degree from a postsecondary campus while dually earning a TOPS University Diploma. The curricula for the transfer associate's degrees are consistent across all LCTCS campuses and allow students to seamlessly transfer to a four-year institution upon earning the degree.

3. The Fast Forward High-Demand Apprenticeship Pathway includes a variety of careers or postsecondary pathways that students may enter after participating in a Louisiana Workforce Commission-approved pre-apprenticeship/apprenticeship program while dually earning a Jump Start TOPS Tech Career Diploma or TOPS University Diploma. A full list of Fast Forward Pathways is included in Appendix D, by region and program type.

Dual Enrollment (DE) opportunities continue to expand following statewide recommendations made by the DE Task Force. A one-stop-shop online portal, ladualenrollment.com, was launched on January 25, 2022, to provide students, counselors, and parents with a convenient and user-friendly location to obtain information regarding all aspects of dual enrollment, particularly the transferability of coursework.

Now that the 24 transfer pathways have been created and approved, BOR will be working with LDOE to align the Associate of Arts and Associate of Science Fast Forward pathways with the new transfer pathway curricula. In this way, students who follow those pathways can be guaranteed that the coursework that they have earned will apply towards their degree at every public four-year institution.

While these pathways open up new, flexible options for students to pursue in their high school education, this review brought several important current barriers to light. First, while students have the opportunity to earn technical industry-based certifications (IBCs) as part of their high school experience, there is a lack of understanding as to whether those IBCs provide college credit at Louisiana's various higher education institutions. Indeed, there is currently no equivalent of the Articulation Matrix for IBCs and short-term credentials. Second, even when an IBC holder does

know about college credit that may be matched to their credential, it is currently challenging to discover to which other degrees or diplomas that credit might be applied.¹

VI. Next Steps

Barriers to Articulation and Transfer

While Regents and the state's institutions have taken many steps recently to remove barriers to successful transfer and articulation, this study has revealed two significant remaining barriers including the articulation and transfer of technical coursework and the creation of education pathways for students who earn IBCs.

As described earlier in this report, in the absence of an equivalent to the Articulation and Transfer Matrix for technical coursework and IBCs, there is a lack of clarity and assurance of how the coursework, whether earned at high school or elsewhere, may transfer to Louisiana's colleges and universities. Second, when transfer credit is available there is a lack of clarity as to which degrees, diplomas, or credentials that transfer credit may be applied.

While this report does not recommend any legislative action, in the remainder of this section we will discuss measures being taken to remove both of these barriers to transfer and further improve educational outcomes in Louisiana.

Strategies to Improve Articulation and Transfer for Technical Coursework

At its meeting in December 2023 the State Articulation and Transfer Council (SATC) agreed to collaborate with the Board of Regents to expand existing work around transfer over the coming year in several important ways:

- Raise awareness of General Education transferability;
- Raise awareness of the Universal Transfer Pathways;
- Create an Articulation Matrix for IBCs and short-term credentials; and
- Map articulated technical education journeys that navigate from a short-term credential to graduate school without losing a credit.

Work will be undertaken to raise awareness of the recent progress toward making transfer more seamless. The new interactive Articulation Matrix will also be expanded to include the courses that have been added through the creation of the 24 transfer pathways. The new Matrix interface will inform users whether the potential transfer course is a general education course or a major-specific course on a pathway. The Articulation Matrix will also be expanded to include AP and CLEP courses, so that students can know for which courses their scores provide credit at each institution.

Students and institutions should also have a better understanding of career and technical education programs in a way that allows them to assess opportunities for articulation and transfer as well as a transition directly to employment. Many such possibilities already exist within the Louisiana higher education ecosystem. For example:

¹ YouthForce NOLA provided input in identifying these current barriers and strategies to overcome them.

- Course credit can be awarded for a short-term credential using the PLA policy;
- That course credit can be used towards a technical diploma at a community college;
- That technical diploma is embedded with an Associate's Degree in Technical Studies; and
- The Associate's Degree may be transferred into a BAAS degree at a four-year university.

While articulated journeys that enable a student to navigate from a short-term credential to graduate school without losing a credit do exist, they are currently hard to identify and navigate. This difficulty was already noted in the High School section of this report, but is similarly applicable to any potential student who has earned a technical certification. To resolve this issue, BOR, in partnership with SATC, has agreed to create resources that will map existing technical educational journeys and enable more to be established.

Work will be undertaken to create an equivalent of the Articulation Matrix for IBCs and short-term stackable credentials. This resource will allow institutions and students to know the course credit that each institution awards for industry-based certifications. The resource will also provide information on which credentials that course credit can be applied to. In this way, students will have a road map clearly identifying how their short-term credential can be stacked to earn other credentials. So too colleges and universities will have the information that they need to build stronger pathways in the future.

This new resource will also have utility in high school, allowing students who earn industry-based certifications and short-term credentials as part of their high school experience to understand how those credentials can lead to pathways to further education that extend across the colleges and universities in the state.

To further this work, Regents is set to begin a new project: The Noncredit Mobility Academy: Enhancing Data and Policy Infrastructure to Better Economic Mobility. Regents was selected, together with six other states, by the State Higher Education Executive Officers Association (SHEEO) to participate in this work. Through this partnership SHEEO will provide support that will ensure that Regents remains at the forefront of best practices concerning articulation and transfer of technical coursework and technical certifications.

Appendices A-D

2023 Regular Session

HOUSE CONCURRENT RESOLUTION NO. 5

BY REPRESENTATIVE ECHOLS

A CONCURRENT RESOLUTION

To urge and request the Board of Regents to conduct a study relative to the state's articulation and transfer process with respect to career and technical education courses and to submit a report of findings and conclusions, including any recommendations for related legislation, to the House Committee on Education and the Senate Committee on Education not later than sixty days prior to the 2024 Regular Session of the Legislature of Louisiana.

WHEREAS, the Legislature of Louisiana has demonstrated great interest in the articulation and transfer process in postsecondary education for the past several decades; and

WHEREAS, Chapter 25-A of Title 17 of the Louisiana Revised Statutes of 1950 provides for numerous components of articulation and transfer, including the requirement for a statewide articulation agreement that shall, among other matters, guarantee the statewide articulation of appropriate career and technical education programs and workforce development programs; and

WHEREAS, some have expressed concern about limitations on the transfer of certain career and technical education credits from the community college level to the four-year institution level; and

WHEREAS, in order to further the success of Louisiana's students and strengthen the workforce, it is appropriate that a study be conducted relative to the articulation and transfer process and ways that it can be maximized for the benefit of all students and the state as a whole.

THEREFORE, BE IT RESOLVED that the Legislature of Louisiana does hereby urge and request the Board of Regents to study the state's articulation and transfer process with respect to career and technical education courses and submit a written report of findings and conclusions to the House Committee on Education and the Senate Committee on

Education not later than sixty days prior to the beginning of the 2024 Regular Session of the Legislature of Louisiana.

BE IT FURTHER RESOLVED that the report shall include, at minimum, the following:

(1) An explanation of any barriers to articulation and transfer with respect to career and technical education courses.

(2) Strategies for expanding educational options for graduates of community and technical colleges in terms of courses that will transfer to baccalaureate degree programs if students wish to pursue further education and increase opportunities for advancement in the workplace.

(3) Possibilities with respect to designing career and technical education programs in a way that allows articulation and transfer rather than simply aiming for a transition directly to employment.

(4) Recommendations for legislation, if any, necessary to remove barriers or otherwise improve educational and workforce outcomes for Louisiana's students.

BE IT FURTHER RESOLVED that a suitable copy of this Resolution be transmitted to the chairman of the Board of Regents and the commissioner of higher education.

SPEAKER OF THE HOUSE OF REPRESENTATIVES

PRESIDENT OF THE SENATE

2023 Regular Session

HOUSE RESOLUTION NO. 101

BY REPRESENTATIVE ECHOLS

A RESOLUTION

To urge and request the Board of Regents to conduct a study relative to the state's articulation and transfer process with respect to career and technical education courses and industry-based credentials and to submit a report of findings and conclusions, including any recommendations for related legislation, to the House Committee on Education not later than sixty days prior to the 2024 Regular Session of the Legislature of Louisiana.

WHEREAS, the Legislature of Louisiana has demonstrated great interest in career pathway opportunities for high school students as well as the articulation and transfer process in secondary and postsecondary education for the past several decades; and

WHEREAS, Chapter 25-A of Title 17 of the Louisiana Revised Statutes of 1950 provides for numerous components of articulation and transfer, including the requirement for a statewide articulation agreement that shall, among other matters, guarantee the statewide articulation of appropriate career and technical education programs and workforce development programs; and

WHEREAS, some have expressed concern about limitations on the transfer of certain career and technical education credits and industry-based credentials upon the completion of high school to the community college level and the four-year institution level; and

WHEREAS, in order to further the success of Louisiana's students and strengthen the workforce, it is appropriate that a study be conducted relative to the articulation and transfer process and ways that it can be maximized for the benefit of high school students who complete career pathways programs and the state as a whole.

THEREFORE, BE IT RESOLVED that the House of Representatives of the Legislature of Louisiana does hereby urge and request the Board of Regents to study the state's articulation and transfer process with respect to career and technical education courses completed and industry-based credentials completed by high school students and to submit a written report of findings and conclusions to the House Committee on Education not later than sixty days prior to the beginning of the 2024 Regular Session of the Legislature of Louisiana.

BE IT FURTHER RESOLVED that the report shall include, at a minimum, the following:

(1) An explanation of any barriers to articulation and transfer with respect to high school career pathways programs.

(2) Strategies for expanding educational options for high school students who complete career pathways programs in terms of courses that will transfer to technical, associate, and baccalaureate degree programs if students wish to pursue further education.

(3) Possibilities with respect to designing high school career pathways programs in a way that allows articulation and transfer rather than simply aiming for a transition directly to employment following high school graduation.

(4) Recommendations for legislation, if any, necessary to remove barriers or otherwise improve educational outcomes for Louisiana's students.

BE IT FURTHER RESOLVED that a copy of this Resolution be transmitted to the chairman of the Board of Regents and the commissioner of higher education.

SPEAKER OF THE HOUSE OF REPRESENTATIVES

Appendix C - BOR Policy: Quality Postsecondary Credentials of Value



Board of Regents Policy: Quality Postsecondary Credentials of Value

While the Master Plan speaks to the importance of increasing attainment of credentials of value by Louisiana residents, it does not provide a clear definition of these credentials. Louisiana has counted academic degrees – two-year and four-year academic programs – as well as an undefined and incomplete scope of non-academic credentials toward completion and attainment goals. Adoption of the definition below ensures that non-academic credentials leading to competitive employment and wage outcomes are uniformly counted toward these goals.

Quality Postsecondary Credentials of Value:

The Board recognizes that additional market-relevant credentials exist and should be valued. National efforts are underway to define those high-quality credentials and to include them in state attainment rates. For Louisiana, a certificate or industry-based certification will also be considered a quality postsecondary credential of value if it meets the following criteria:

- 1.) It provides valid, reliable, and transparent evidence of the competencies mastered by credential holders and is conferred by an entity recognized by business and industry and/or the State of Louisiana.
- 2.) It directly aligns to an occupation that has a 3-, 4-, or 5-star rating as defined by the Louisiana Workforce Commission. These ratings are assigned to occupations based on job demand, projected job growth and earnings. Specific metrics include long- and short-term annual demand; long- and short-term percent growth; total prior-year recorded openings; and a weighted measure of median wages for each occupation (as defined by the Louisiana Star Occupations methodology and derived from Regional Labor Market Areas).
- 3.) It leads directly to an occupation that, at a minimum, maintains a 20% wage premium over a high school diploma in Louisiana.
- 4.) Evidence can be provided for employment and wage outcomes.
- 5.) It meets these criteria as a stand-alone credential, independent of another credential.

On-Ramp Credentials:

Though an on-ramp credential does not meet credential of value standards, it is an industry-based training credential and/or college credit-based curriculum that meets these criteria:

- 1.) It provides specific skills that are mapped to higher-level credentials which meet credential of value standards.
- 2.) It provides specific skills that are recognized by industry partners and/or lead to a set of pre-determined standards.

- 3.) Pre-determined standards are assessed to award either an industry-based certification (IBC), state licensure or state-recognized certification, and/or a degree or diploma from an entity recognized by business and industry and/or the State of Louisiana

The standards aligned to these definitions are consistent with national practice, adjusted to account for the unique needs and circumstances of Louisiana. Upon adoption of these definitions, credentials of value will be included, in addition to academic degrees, in the Board's postsecondary completers calculations. This will enable the Board to more clearly and comprehensively track progress toward Master Plan goals, while also recognizing the role and value of non-academic credentials in attainment efforts. In addition, regular reports will be provided to the Board regarding the completion of on-ramp credentials, serving as a leading indicator of the rate at which students are pursuing pathways to programs that provide access to sustainable careers.

The Board's adoption of definitions of a quality postsecondary credential of value and on-ramp credential will acknowledge the impact that technical and industry-based education has on changing life trajectories across the state, which ultimately leads to meaningful prosperity for all Louisianans.



Approved Fast Forward Pathways List

Region 1

- TOPS University
 - Pre-Apprenticeship Nursing Ochsner (Delgado)
 - Associate of Science Business Administration (Delgado)
 - Associate of Applied Science Cloud Computing (Delgado)
 - Associate of Applied Science Coastal Studies and GIS Technology (Nunez)
 - Associate of Applied Science Process Technology (Nunez)
 - Associate of Applied Science Aerospace Manufacturing (Nunez)
 - Louisiana Transfer Degree Associate of the Arts (various concentrations) (Nunez)
 - Associate of Applied Science Care and Development of Young Children (Nunez)
 - Associate of Science Teaching 1-5 (Nunez)
 - Louisiana Transfer Degree Associate of the Arts Business (Nunez)
 - Pre-Apprenticeship Nursing Ochsner (Nunez)
 - Associate of Applied Science Business Administration (RPCC)
 - Associate of Applied Science Process Technology (RPCC)
 - Associate of Science Teaching 1-5 (RPCC)
 - Louisiana Transfer Degree Associate of the Arts Business (RPCC)
 - Louisiana Transfer Degree Associate of the Arts Criminal Justice (RPCC)
 - Louisiana Transfer Degree Associate of the Arts Humanities (RPCC)
 - Louisiana Transfer Degree Associate of the Arts Social Sciences (RPCC)
 - Louisiana Transfer Degree Associate of Science Biological Sciences (RPCC)
 - Louisiana Transfer Degree Associate of Science Physical Science (RPCC)
 - Associate of Applied Science Computer Information Technology Concentration in Game Development (Delgado)
 - Louisiana Transfer Degree Associate of Science Concentration in Biological Science (Delgado)
 - Associate of Applied Science Electrical (Nunez)
 - Associate of Applied Science HACR (Nunez)
 - Associate of Applied Science Instrumentation (Nunez)
 - Louisiana Transfer Degree Associate of Science Biological Science (Nunez)
 - Louisiana Transfer Degree Associate of science Physical Science (Nunez)
 - Apprenticeship Mechanical Engineering Technician (1881 Institute)
- Jump Start 2.0
 - Pre-Apprenticeship Nursing Ochsner (Delgado)
 - Associate of Applied Science Cloud Computing (Delgado)
 - Associate of Applied Science Technical Studies Concentration in Machine Tool Technology (Northshore)
 - Associate of Applied Science Aerospace Manufacturing (Nunez)
 - Associate of Applied Science Care and Development of Young Children (Nunez)
 - Associate of Applied Science Process Technology (Nunez)
 - Apprenticeship Youth Restaurant
 - Pre-Apprenticeship Nursing Ochsner (Nunez)
 - Associate of Applied Science Business Administration (RPCC)
 - Associate of Applied Science Drafting and Design Technology (RPCC)
 - Associate of Applied Science Industrial Maintenance Technology (RPCC)
 - Associate of Applied Science Instrumentation Electrical Technology (RPCC)



- Associate of Applied Science Process Technology (RPCC)
- Associate of Applied Science System Administration Cloud Computing (RPCC)
- Associate of Applied Science Computer Information Technology Concentration in Game Development (Delgado)
- Apprenticeship Pipe Trades
- Associate of Applied Science Electrical (Nunez)
- Associate of Applied Science HACR (Nunez)
- Associate of Applied Science Instrumentation (Nunez)
- Apprenticeship Mechanical Engineering Technician (1881 Institute)

Region 2

- TOPS University
 - Associate of Applied Science Computing and Information Systems Concentration in Cloud Computing (BRCC)
 - Associate of Applied Science Industrial Technology Concentration Construction Technology (Southeastern)
 - Louisiana Transfer Degree Associate of General Business Concentration in Logistics and Supply Chain (Northshore)
 - Associate of Applied Science Industrial Technology Drafting and Design (Southeastern)
 - Associate of Applied Science Industrial Technology Occupational Safety Health and Environment (Southeastern)
 - Associate of Applied Science Industrial Technology Supervision (Southeastern)
- Jump Start 2.0
 - Associate of Applied Science Technical Studies concentration in building Technology Specialist (Northshore/Southeastern)
 - Associate of Applied Science Machine Tool Technology (Northshore)
 - Associate of Applied Science Technical Studies Electrician (Northshore)
 - Associate of Applied Science Technical Studies Welding (Northshore)

Region 3

- TOPS University
 - Louisiana Transfer Degree Associate of Arts Concentration Humanities (Fletcher)
- Jump Start 2.0
 - Apprenticeship Welder (Fletcher)

Region 4

- TOPS University
 - Associate of Applied Science Computer information Technology (LSUE)
 - Associate of Applied Science Culinary Arts and Occupations (SLCC)
 - Associate of Applied Science Technical Studies Industrial Marine Electronics (SLCC)
 - Associate of Applied Science Technical Studies in Welding (SLCC)
 - Associate of Applied Science Information Technology (SLCC)
 - Associate of Applied Science Automotive Technology (SLCC)
 - Associate of Applied Science Technical Studies HVAC (SLCC)
 - Associate of General Studies Elementary Education (LSUE)
 - Pre-Apprenticeship Carpenter (CITF)
 - Pre-Apprenticeship Electrician (ETA)
 - Pre-Apprenticeship Welder (CITF)



- Jump Start 2.0
 - Associate of Applied Science Computer information Technology (LSUE)
 - Associate of Applied Science Culinary Arts and Occupations (SLCC)
 - Associate of Applied Science Technical Studies Industrial Marine Electronics (SLCC)
 - Associate of Applied Science Technical Studies in Welding (SLCC)
 - Associate of Applied Science Information Technology (SLCC)
 - Associate of Applied Science Automotive Technology (SLCC)
 - Associate of Applied Science Technical Studies HVAC (SLCC)
 - Associate of General Studies Elementary Education (LSUE)
 - Pre-Apprenticeship Carpenter (CITF)
 - Pre-Apprenticeship Electrician (ETA)
 - Pre-Apprenticeship Welder (CITF)

Region 5

- TOPS University
 - Associate of General Studies (Northwestern)
- Jump Start 2.0
 - Associate of Applied Science Business Administration Concentration Hospitality Management (SOWELA)

Region 6

- TOPS University
 - Associate of the Arts (LSUA)
 - Pre-Apprenticeship Carpenter (CITF)
- Jump Start 2.0
 - Associate of Applied Science Business Office Administration General Office Concentration (CLTCC)
 - Associate of Applied Science Business Office Administration Medical Office (CLTCC)
 - Associate of Applied Science Cloud Computing (CLTCC)
 - Associate of Applied Science Technical Studies Welding (CLTCC)
 - Pre-Apprenticeship Carpenter (CITF)
 - Associate of Applied Science Technical Studies in Drafting and Design Technology (CLTCC)
 - Associate of Applied Science Technical Studies in Industrial Manufacturing Technology (CLTCC)

Region 7

- TOPS University
 - Associate of Applied Science General Studies (Northwestern)
 - Associate of Applied Science Engineering Technology (SUSLA)
 - Associate of Applied Science Business Administration (BPCC)
 - Associate of Applied Science Communication Media Graphic Design Computer Animation (BPCC)
 - Associate of Applied Science Computer Information Systems (BPCC)
 - Associate of Applied Science Cyber Security (BPCC)
 - Associate of Applied Science Industrial Engineering Automation and Controls (BPCC)
 - Associate of Applied Science Industrial Engineering Engineering Graphics (BPCC)



- Associate of Applied Science Industrial Engineering Industrial Maintenance (BPCC)
- Associate of Applied Science Software Development (BPCC)
- Associate of Applied Science Systems Administration Cloud Computing (BPCC)
- Associate of Applied Science Systems Administration DevOps (BPCC)
- Associate of General Studies Designated Career and Technical Certificate (BPCC)
- Associate of General Studies Psychology (Southern Shreveport)
- Associate of Science Healthcare Management Health Studies (BPCC)
- Associate of Science Teaching 1-5 (Southern Shreveport)
- Louisiana Transfer Degree Associate of the Arts Humanities (Southern Shreveport)
- Louisiana Transfer Degree Associate of the Arts Mass Communications (Southern Shreveport)
- Jump Start 2.0
 - Pre-apprenticeship Electrician (ETA)
 - Associate of Applied Science Business Office Administration General Concentration (CLTCC)
 - Associate of Science Computer Science Scientific Option (SUSLA)
 - Associate of Applied Science Communication Media Graphic Design Computer Animation (BPCC)
 - Associate of Applied Science Computer Information Systems (BPCC)
 - Associate of Applied Science Cyber Security (BPCC)
 - Associate of Applied Science Industrial Engineering Automation and Controls (BPCC)
 - Associate of Applied Science Industrial Engineering Engineering Graphics (BPCC)
 - Associate of Applied Science Industrial Engineering Industrial Maintenance (BPCC)
 - Associate of Applied Science Medical Assistant (BPCC)
 - Associate of Applied Science Software Development (BPCC)
 - Associate of Applied Science Systems Administration Cloud Computing (BPCC)
 - Associate of Applied Science Systems Administration DevOps (BPCC)
 - Associate of Applied Science Industrial Instrumentation and Electrical Technology (NLTCC)

Region 8

- TOPS University
 - Associate of Science Teaching Grades 1-5 (LDCC)
 - Louisiana Transfer Degree Associate of Science Concentration in Biological Science (LDCC)
 - Louisiana Transfer Degree Associate of General Studies Arts and Humanities (LDCC)
- Jump Start 2.0
 - Associate of Applied Science Technical Studies Concentration in Electrician (LDCC)
 - Associate of Applied Science Technical Studies Concentration in Welding (LDCC)
 - Associate of Applied Science Business Office Administration (LDCC)
 - Associate of Applied Science Industrial Instrumentation Technology (LDCC)