



BOARD of REGENTS
STATE OF LOUISIANA

POSTSECONDARY INCLUSIVE EDUCATION ADVISORY COUNCIL 2024 REPORT

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IMAGE SOURCES (Covers): University of Louisiana at Lafayette

IMAGE SOURCES (Interior): Baton Rouge Community College, Louisiana Board of Regents, Louisiana State University of Alexandria



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 to identify opportunities to expand existing or establish new inclusive programs, as well as to develop and manage an application process for public postsecondary institutions to request funds from the Louisiana Postsecondary Inclusive Education Fund.

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

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

- Identify existing inclusive programs capable of providing technical assistance to institutions creating or expanding inclusive programs and developing a method to provide grants for such technical assistance
- Develop an annual application process for public postsecondary institutions to request funds to create or expand inclusive programs
- Review applications and determine the amount of funds to distribute for each inclusive program
- Determine a method to distribute information about inclusive programs to students and their families

Overview of Work

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

In year one (FY23-24), the Advisory Council provided \$540,000 in funding to create four new postsecondary inclusive programs and to support the expansion of five existing programs. This funding allowed for the establishment of the first postsecondary inclusive program in North Louisiana as well as the first program at a Historically Black College and University (HBCU) institution. Additionally, \$100,000 was provided to the Louisiana Alliance of Postsecondary Inclusive Education (LAPIE) to continue its work advocating for Postsecondary Inclusive programs and their students.

This year the Council continued its focus on expanding opportunities for students, including offering planning grants to support preparation for other potential new programs, and providing ongoing support for the state’s existing programs. Applications for funding from the Louisiana Postsecondary Inclusive Education Fund were due to the Advisory Council by January 19, 2024. The application review committee (see Table 1) received applications from both two- and four-year institutions (see Table 2) seeking funds to either begin the planning process or to create a new inclusive program. Committee members reviewed and scored the applications and presented their recommendation to approve all submitted applications to the Advisory Council at its April 2024 meeting (Appendix C). The Council unanimously approved the committee’s recommendation.

Table 1. PSIE Fund Application Review Committee Members.

Name	Affiliation
Dr. Tristan Denley	Board of Regents
Dr. Roy Haggerty	Louisiana State University System
Dr. Jeannine O’Rourke	University of Louisiana System
Dr. Wendy Palermo	Louisiana Community and Technical College System
Ms. Bambi Polotzola	Office of Disability Affairs
Dr. Luria Young	Southern University System

Table 2. Applications to Create and Plan an Inclusive Education Program.

Applications to Create an Inclusive Education Program	Applications for Planning an Inclusive Education Program
Southern University and A&M College	Central Louisiana Technical Community College

Once the Advisory Council had given its approval, letters were sent via email to the presidents of the four public postsecondary education systems indicating that statute requires that each receiving institution certify that the funds will be appropriately used for the designated award type. The Board of Regents, acting as required in the statute, then distributed the funds to the awarded public postsecondary education institutions on April 26, 2024.



The Advisory Council also unanimously approved an allocation of \$50,000 per year over the next two years (FY24 and FY25) for existing programs with Comprehensive Transition Program (CTP) status. CTP status indicates that a program has been designed specifically for students with intellectual disabilities, aiming to help them continue their academic and career instruction, develop independent living skills, and prepare for gainful employment after graduation; these programs are approved by the U.S. Department of Education. Act 682 specifies that the Louisiana Postsecondary Inclusive Education Fund exists to support programs with approved CTP status.

Letters were sent via email to the presidents of the four public postsecondary education systems indicating that statute requires that each receiving institution certify that it has created an inclusive program and that all funds received shall be used for the inclusive program. The Board of Regents, acting as required in the statute, then distributed the funds to the awarded public postsecondary education institutions on May 17, 2024.

Annual Program Updates

Annually, Act 682 charges the Advisory Council to produce a report documenting the detailed accounting of the Fund. During FY24, the following disbursements were made from the FY24 \$1 million allocation (Table 3). The support levels varied depending on the status of the programs: \$20,000 for planning grants; \$50,000 to existing programs; and \$80,000 for the creation of a new program. Currently \$610,000 in unexpended funds remains from the allocation. Of the \$610,000, \$350,000 was approved for disbursement in FY25 by the Advisory Council at the April 26, 2024 meeting. Additionally, the programs at Southern University at New Orleans and the University of Louisiana at Monroe are scheduled to receive \$60,000 once they have received CTP status.

Table 3. PSIE Fund Distributions.

Program Name and Institution	Amount
Bridge, Baton Rouge Community College	\$50,000
Program for Successful Employment, Bossier Parish Community College	\$50,000
Central Louisiana Community College	\$20,000
Integrative Community Studies Program, Louisiana State University and A&M College	\$50,000
SPERO, Louisiana State University of Alexandria	\$50,000
Bridge to Independence, Nicholls State University	\$50,000
Lions Connected, Southeastern Louisiana University	\$50,000
UL Life, University of Louisiana at Lafayette	\$50,000
ACES, University of Louisiana at Monroe	\$80,000
JAG-U, Southern University and A&M College	\$20,000

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

- 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.
- The student capacity of the program, both in the current and upcoming academic year.
- The actual number of students enrolled in the program.
- The number of students, if any, on a waiting list for the program.
- A description of the services offered through the program.
- The number of students who completed the program, both during the prior academic year and in total.
- The number and percentage of program completers who are employed.
- The number and percentage of program completers who are living independently.

Tables 4 through 15 present responses provided by the institutions. Please note that Baton Rouge Community College (BRCC) and Bossier Parish Community College (BPCC) currently have no students enrolled or completer data. Institution responses are below.

Baton Rouge Community College

The program currently has no students enrolled as it has been in a redevelopment phase under new leadership. The focus has been on revising the curriculum, establishing clear procedures and processes, and creating a comprehensive onboarding framework to ensure the program's success. The first cohort is anticipated to launch no later than Summer 2025. BRCC also has the Program for Successful Employment (PSE), which is separate from its CTP program. PSE does not receive Postsecondary Inclusion Fund (PSIF) monies.

Bossier Parish Community College

BPCC did not have new students enter the program in Fall 2024. There were no active students in Fall 2024 because one student did not re-enroll and the other two students did not qualify for financial assistance and had no reliable transportation to and from campus.

Table 4. Postsecondary Inclusive Education Programs.

Current Programs	Programs in Development (to start in Fall 2025)
Baton Rouge Community College	Central Louisiana Technical Community College
Bossier Parish Community College	Southern University and A&M College
Louisiana State University and A&M College	Southern University at New Orleans
Louisiana State University of Alexandria	
Nicholls State University	
Southeastern Louisiana University	
University of Louisiana at Lafayette	
University of Louisiana at Monroe	

Table 5. Student Capacity of PSIE Programs, 2024-2025 Academic Year.

Institution	Capacity
Baton Rouge Community College	3
Bossier Parish Community College	3
Central Louisiana Technical and Community College	in development
Louisiana State University and A&M College	6
Louisiana State University of Alexandria	12
Nicholls State University	14
Southeastern Louisiana University	16
Southern University and A&M College	in development
Southern University at New Orleans	in development
University of Louisiana at Lafayette	32
University of Louisiana at Monroe	6

Table 6. Student Capacity of PSIE Programs, 2025-2026 Academic Year.

Institution	Capacity
Baton Rouge Community College	5
Bossier Parish Community College	5
Central Louisiana Technical and Community College	in development
Louisiana State University and A&M College	17
Louisiana State University of Alexandria	16
Nicholls State University	16
Southeastern Louisiana University	16
Southern University and A&M College	6
Southern University at New Orleans	5
University of Louisiana at Lafayette	34
University of Louisiana at Monroe	12

Table 7. Number of Students Currently Enrolled in PSIE Program.

Institution	Capacity
Baton Rouge Community College	0 ¹
Bossier Parish Community College	0 ¹
Central Louisiana Technical and Community College	N/A
Louisiana State University and A&M College	6
Louisiana State University of Alexandria	12
Nicholls State University	13
Southeastern Louisiana University	16
Southern University and A&M College	N/A
Southern University at New Orleans	N/A
University of Louisiana at Lafayette	32
University of Louisiana at Monroe	6

1 – BRCC and BPCC did not have active programs for the Fall 2024 semester. See page 6 for explanation.

Table 8. Number of Students Currently on Wait List to Join PSIE Program.

Institution	Capacity
Baton Rouge Community College	0 ¹
Bossier Parish Community College	0 ¹
Central Louisiana Technical and Community College	N/A
Louisiana State University and A&M College	0
Louisiana State University of Alexandria	0 ²
Nicholls State University	4
Southeastern Louisiana University	6
Southern University and A&M College	N/A
Southern University at New Orleans	N/A
University of Louisiana at Lafayette	0 ³
University of Louisiana at Monroe	1

1 – BRCC and BPCC did not have active programs for the Fall 2024 semester. See page 6 for explanation.

2 – Does not have a waiting list. All applicants must apply annually.

3 – Does not have a rolling waiting list.



► Services Offered through PSIE Programs by Institution

Institutions were asked to provide a detailed description of the services offered through their individual programs.

Baton Rouge Community College

Services offered include:

- Academic classes
- Employment skills classes
- Internships
- Social and life skills classes

Bossier Parish Community College

- Students must enroll in academic courses chosen by the Bridge program for auditing.
- They will receive instruction from Bridge staff in areas such as employment training, interest assessments, self-advocacy, and independent living skills.
- Participation in short-term internships is required to gain work experience and develop job skills.
- Students will also receive support from Bridge staff and mentors throughout the program.
- Students are encouraged to provide documentation to the Office of Disability Services for any accommodation requests.
- Students are encouraged to meet with Bridge staff for one-on-one counseling and support when needed.

Central Louisiana Technical Community College

This is a new program being developed.

Louisiana State University and A&M College

- Residential programming with apartment living and a university meal plan.
- Academic programming focused on development of functional academics, independent living, social interaction, and workforce development.

Louisiana State University of Alexandria

LSUA's SPERO program is a four-year inclusive postsecondary education program that aims to bring hope to the lives of students with intellectual disabilities. SPERO provides skills training classes to assist students in leading more independent lives and taking up meaningful and rewarding employment in their communities. SPERO focuses on independent living skills, social and communication skills, employment and workforce training, academic success, and social involvement within LSUA and Louisiana communities.

Nicholls State University

The Bridge to Independence CTP offers individuals with intellectual disabilities the experience of college while learning independent living and workforce readiness skills. Students attend classes with non-disabled peers in an inclusive setting. Students have mentors who assist with course assignments for classes they audit and they partake in additional lessons to address academic and social skills in need for greater independence. Students work in campus internships. The CTP recently was approved as a four-year program, to offer more extensive internship and social opportunities.

Southeastern Louisiana University

Lions Connected (LC) students have a choice of a two- or four-year curriculum plan based on one three-hour academic course and one one-hour recreation/leisure audited course and daily life/social skills and career planning. LC students' academic and recreation/leisure courses occur within a traditional university setting with typical peers.

All work-based training occurs in natural environments. This ensures that at least one-half of the program's clock hours are dedicated to academic development and work-based training in the company of typical peers. Each semester, LC students receive Life Skills instruction based on individual student goals created collaboratively by the student, his/her parents, and Lions Connected faculty. The Life Centered Education (LCE) Transition Curriculum by the Council for Exceptional Children is utilized. Transition goals address the following specific domains: daily living skills, self-determination and interpersonal skills, and employment skills.

Beginning year two, 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 life skills and social skills instruction based on individualized needs. LC students have the opportunity to participate in the on-campus Speech Clinic if desired.

LC students receive social skills instruction that provides ample opportunities for socialization with typical peers based on their individual interests. Opportunities include but are not limited to milkshake Mondays in the Student Union, Karaoke Thursdays, daily game hour, membership in student organizations, and on-campus events. LC students are accompanied to these social opportunities by typical peer mentors and friends.

Southern University and A&M College

This is a new program being developed.

Southern University at New Orleans

This is a new program being developed.

University of Louisiana at Lafayette

The UL LIFE Program has four major components: academic growth, career development, independent living, and community involvement. LIFE students participate in functional academic classes within the LIFE program as well as audit university courses in their area of interest. The entire program is driven by the importance of meaningful employment for the LIFE students. Their academic courses are chosen and taught to better prepare them as they enter the workforce. Students audit at least one university course each semester that aligns with their career goals.

All LIFE students receive career instruction throughout their time in the program. Students begin their first semester by taking a career exploration course taught by LIFE staff. All LIFE students, whether in the basic or advanced program, will begin their on-campus internship, accompanied by a Job Coach, in the fourth semester. Students who qualify for the advanced program continue their internship or move to an off-campus internship for the remaining two years, developing more skills and gaining independence in the workplace.

Skills obtained through the program include on-campus living, speech and communication skills through the UL Speech and Language Department, time management, communication skills, vocational skills, nutrition and cooking, sexual education, health and wellness, student orientation, and much more.

University of Louisiana at Monroe

ULM has been providing students with employability and career skills through audited classes. The program has partnered with ARCO to provide self-advocacy skills as well. Students are taken to various areas on campus and explore student organizations and events throughout the semester. ULM is working to expand opportunities for students by providing specific services through other university departments.

Table 9. Number of Program Completers, 2023-2024 Academic Year.

Institution	Completers
Baton Rouge Community College	0
Bossier Parish Community College	0
Central Louisiana Technical and Community College	N/A
Louisiana State University and A&M College	0 ¹
Louisiana State University of Alexandria	0 ²
Nicholls State University	5
Southeastern Louisiana University	3
Southern University and A&M College	N/A
Southern University at New Orleans	N/A
University of Louisiana at Lafayette	9
University of Louisiana at Monroe	N/A ³

1 – 2023-2024 was program's first year

2 – First cohort will complete the program in May 2026

3 – 2024-2025 was program's first year

For Tables 10-14, the number and percentage of program completers are based on the corresponding terms for each program:

- | | |
|---|----------------------------------|
| • Baton Rouge Community College | Fall 2024-Spring 2025 |
| • Bossier Parish Community College | Fall 2024-Spring 2025 |
| • Central Louisiana Technical Community College | N/A (program in development) |
| • Louisiana State University and A&M College | Fall 2023-Spring 2025 |
| • Louisiana State University of Alexandria | Fall 2024-Spring 2025 |
| • Nicholls State University | Fall 2018-Fall 2024 |
| • Southeastern Louisiana University | Fall 2016-Spring 2024 |
| • Southern University and A&M College | N/A (program in development) |
| • Southern University at New Orleans | N/A (program in development) |
| • University of Louisiana at Lafayette | Fall 2014-Spring 2024 |
| • University of Louisiana at Monroe | N/A (program began in Fall 2024) |

Table 10. Total Number of Program Completers.*

Institution	Completers
Baton Rouge Community College	0
Bossier Parish Community College	0
Central Louisiana Technical and Community College	N/A
Louisiana State University and A&M College	0 ¹
Louisiana State University of Alexandria	0 ²
Nicholls State University	34
Southeastern Louisiana University	20
Southern University and A&M College	N/A
Southern University at New Orleans	N/A
University of Louisiana at Lafayette	36
University of Louisiana at Monroe	N/A ³

* Data provided by institutions

1 – 2023-2024 was program's first year

2 – First cohort will complete the program in May 2026

3 – 2024-2025 was program's first year

Table 11. Number of Employed Program Completers.*

Institution	Employed
Baton Rouge Community College	0
Bossier Parish Community College	0
Central Louisiana Technical and Community College	N/A
Louisiana State University and A&M College	0 ¹
Louisiana State University of Alexandria	0 ²
Nicholls State University	20
Southeastern Louisiana University	13
Southern University and A&M College	N/A
Southern University at New Orleans	N/A
University of Louisiana at Lafayette	32
University of Louisiana at Monroe	N/A ³

* Data provided by institutions

1 – 2023-2024 was program's first year

2 – First cohort will complete the program in May 2026

3 – 2024-2025 was program's first year

Table 12. Percentage of Employed Program Completers.*

Institution	Percentage
Baton Rouge Community College	0%
Bossier Parish Community College	0%
Central Louisiana Technical and Community College	N/A
Louisiana State University and A&M College	0% ¹
Louisiana State University of Alexandria	0% ²
Nicholls State University	58.8%
Southeastern Louisiana University	65%
Southern University and A&M College	N/A
Southern University at New Orleans	N/A
University of Louisiana at Lafayette	88%
University of Louisiana at Monroe	N/A

* Data provided by institutions

1 – 2023-2024 was program's first year

2 – First cohort will complete the program in May 2026

3 – 2024-2025 was program's first year

Table 13. Number of Program Completers Living Independently.*

Institution	Completers
Baton Rouge Community College	0
Bossier Parish Community College	0
Central Louisiana Technical and Community College	N/A
Louisiana State University and A&M College	0 ¹
Louisiana State University of Alexandria	0 ²
Nicholls State University	10
Southeastern Louisiana University	3
Southern University and A&M College	N/A
Southern University at New Orleans	N/A
University of Louisiana at Lafayette	3
University of Louisiana at Monroe	N/A

* Data provided by institutions

1 – 2023-2024 was program's first year

2 – First cohort will complete the program in May 2026

3 – 2024-2025 was program's first year

Table 14. Percentage of Program Completers Living Independently.*

Institution	Percentage
Baton Rouge Community College	0%
Bossier Parish Community College	0%
Central Louisiana Technical and Community College	N/A
Louisiana State University and A&M College	0% ¹
Louisiana State University of Alexandria	0% ²
Nicholls State University	29.4%
Southeastern Louisiana University	15%
Southern University and A&M College	N/A
Southern University at New Orleans	N/A
University of Louisiana at Lafayette	11%
University of Louisiana at Monroe	N/A

* Data provided by institutions

1 – 2023-2024 was program's first year

2 – First cohort will complete the program in May 2026

3 – 2024-2025 was program's first year

Fiscal Year 2025 Funding

At the October 2024 meeting (Appendix D), the Advisory Council discussed and approved allocation of the \$1 million provided to the Louisiana Postsecondary Inclusive Education Fund in Fiscal Year 2024-2025. The Council approved the \$50,000 allocation that was established at the April 2024 meeting to be disbursed from the FY25 \$1 million allocation. The Council also approved provision of maximum \$20,000 planning grant awards for institutions that are interested in creating a program but require funds to begin the process, as well as up to \$60,000 awards for new programs, with the possibility that programs receiving the \$20,000 award will become eligible for a follow-on \$60,000 award once they receive CTP status.

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, in conjunction with Board of Regents staff, created a guidelines document to steer applicants through the application process (Appendix H). Table 15 indicates the agreed-upon timeline for next steps related to the application process.

Table 15. Louisiana Postsecondary Inclusive Education Fund Application Deadlines.

Date	Milestone
October 7, 2024	RFA issued
November 22, 2024	Last day applicants may submit questions about the RFA
November 29, 2024	Application submission deadline 5:00 p.m. CST
December 4-8, 2024	Applications reviewed by review committee
January 2025	Reports and recommendations of review committee provided to the LPIEAC
January 2025	Systems to certify recommended applications

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 support 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 identify and implement 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.

In the coming months, the Advisory Council will receive applications to both establish and plan for the establishment of new programs. These applications will be scored by the application review committee. The Advisory Council will consider the recommendations of the review committee at its next meeting in 2025.

Appendix A

2022 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**

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

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

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 words in **boldface type and underscored** are additions.

Board of Regents for the purpose of advising the board with respect to inclusive programs and methods to fund and expand inclusive programs in the state.

(2) The council shall assist the Board of Regents in:

(a) Identifying 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.

(b) Developing an annual application process for public postsecondary institutions to request funds to create or expand inclusive programs.

(c) Reviewing applications and determining the amount of funds to distribute for each inclusive program.

(d) Determining a method to distribute information about inclusive programs to students and their families.

(3)(a) The council shall be composed of the following members:

(i) Two members with expertise in postsecondary educational programming for students with intellectual and developmental disabilities, appointed by the governor.

(ii) The commissioner of higher education or his designee.

(iii) A director of an inclusive program appointed by the chairman of the Senate Committee on Education.

(iv) A director of an inclusive program appointed by the chairman of the House Committee on Education.

(v) The president of the Louisiana State University System or his designee.

(vi) The president of the Southern University System or his designee.

(vii) The president of the University of Louisiana System or his designee.

(viii) The president of the Louisiana Community and Technical College System or his designee.

(ix) The executive director of the Louisiana Developmental Disabilities Council or his designee.

(x) The director of the Louisiana Rehabilitation Services or his designee.

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

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.

Page 4 of 6

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

- 1 (2) The report shall include:
- 2 (a) A detailed accounting of the fund.
- 3 (b) The following information for each program that received a
4 distribution from the fund:
- 5 (i) The name of the program.
- 6 (ii) The name of the institution housing the program.
- 7 (iii) The amount provided to the program from the fund for the current
8 academic year and in total.
- 9 (iv) Whether the program is operational or in development. If the
10 program is in development, the date the program will begin offering services to
11 students shall be reported.
- 12 (v) The student capacity of the program, both in the current academic
13 year and the upcoming academic year.
- 14 (vi) The actual number of students enrolled in the program.
- 15 (vii) The number of students, if any, on a waiting list for the program.
- 16 (viii) A description of the services offered through the program.
- 17 (ix) The number of students that completed the program, both during
18 the prior academic year and in total.
- 19 (x) The number and percentage of program completers who are
20 employed.
- 21 (xi) The number and percentage of program completers who are living
22 independently.
- 23 (xii) The purpose for which monies from the fund were requested.
- 24 (c) Details on each technical assistance grant provided from the fund.
- 25 (d) Recommendations for additional money for the fund, if any.
- 26 (3) Each public postsecondary education management board shall report
27 to the Board of Regents the information necessary for the Board of Regents to
28 complete the report.
- 29 (4) The report shall be posted on the Board of Regents' website.

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

Page 5 of 6

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

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

* * *

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

* * *

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

* * *

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

PRESIDENT OF THE SENATE

SPEAKER OF THE HOUSE OF REPRESENTATIVES

GOVERNOR OF THE STATE OF LOUISIANA

APPROVED: _____

Page 6 of 6

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

Appendix B

Postsecondary Inclusive Education Advisory Council Members

Member	Seat Information
VACANT	Member with expertise in postsecondary educational programming for students with intellectual and developmental disabilities, appointed by the governor.
Dr. Mary Breaud	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
LaKiesha London	Director of an inclusive program, appointed by the chairman of the Senate Committee on Education
Brittany Soden	Director of an inclusive program, appointed by the chairman of the House Committee on Education
Dr. Dan Bureau	President of the Louisiana State University System or his designee
President Dennis J. Shields	President of the Southern University System or his designee
Dr. Jeannine Kahn	President of the University of Louisiana system or his designee
Dr. Willie Smith	President of the Louisiana Community and Technical College System or his designee
Ebony Haven	Executive Director of the Louisiana Developmental Disabilities Council or his designee
Melisa Bayham	Director of the Louisiana Rehabilitation Services or his designee
Gerald "Mitch" Dillon	Alumnus of an inclusive program appointed by the Louisiana Developmental Disabilities Council
Johnny Manela	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
David Martin	Superintendent of the Special School District or his designee

Appendix C

April 2024 Meeting Agenda

Gary N. Solomon, Jr.
Chair

T. Jay Seale III
Vice Chair

Darren G. Mire
Secretary

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



BOARD of REGENTS
STATE OF LOUISIANA

P. O. Box 3677
Baton Rouge, LA 70821-3677
Phone (225) 342-4253, FAX (225) 342-9318
www.laregents.edu

David J. Aubrey
Misti S. Cordell
Christian C. Creed
Blake R. David
Robert W. Levy
Stephanie A. Finley
Phillip R. May, Jr.
Wilbert D. Pryor
Terrie P. Sterling
Collis B. Temple III
Felix R. Weill
Judy A. Williams-Brown
Samuel T. Gil, Student Member

POSTSECONDARY INCLUSIVE EDUCATION ADVISORY COUNCIL AGENDA

Monday, April 8, 2024
10:30 a.m. to 12 p.m.

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

- I. Call to Order
- II. Roll Call and Approval of October 30, 2023 Minutes
- III. New Postsecondary Inclusive Education Program Updates
 - **Dr. Jeremy Bell**, University of Louisiana Monroe, ACES Program
 - **Dr. Tonya Rose**, Southern University New Orleans, Exceptional Knights Program
- IV. Consideration of Postsecondary Inclusive Education Fund Application Recommendations
- V. Discussion of Remaining PIEF Funding Allocation and Timeline
- VI. Other Business
- VII. Public Comments
- VIII. Adjournment

Proposed Next Meetings:

The Board of Regents is an Equal Opportunity and ADA Employer

Appendix D

October 2024 Meeting Agenda



October Postsecondary Inclusive Education Advisory Council Meeting

Location: Board of Regents Conference Room, Claiborne Building, 1201 North Third Street, Baton Rouge, Louisiana

Date: Tuesday, October 1, 2024

Time: 10:00am – 11:30am

- I. Call to Order
- II. Roll Call and Approval of April 8, 2024 Minutes
- III. Progress Summary of Postsecondary Inclusive Programs in Louisiana
- IV. Comments from the Governor's Office of Disability Affairs
 - **Mr. Liam Doyle**, Assistant Director
- V. Budget Update
- VI. Update on ACT 790 – Differential Tuition for High Cost Programs
- VII. Postsecondary Inclusive Education Program Updates
 - **Dr. Mary Breaud**, LAPIE
 - **Dr. Misty Reed**, Southern University A&M
- VIII. Fiscal Year 2024-2025 Funding Discussion
- IX. Other Business
- X. Public Comments
- XI. Adjournment

Appendix E

Postsecondary Inclusive Education Success Stories One-Pager



Postsecondary Inclusive Education Advisory Council

Graduate Success Stories

ABOUT PSIE

- ▶ Act 682 of the 2022 Regular Session created the **Louisiana Postsecondary Inclusive Education (PSIE) Advisory Council** with \$1M in funding.
- ▶ PSIE is charged to assist in establishing or expanding higher education inclusive education programs designed to provide pathways to employment and independent living for students with intellectual and developmental disabilities.
- ▶ Student capacity has grown to 110 students for the 2024-2025 academic year, a 34% increase from the previous year.

New Programs Established with Act 682 Funding

Funded in 2023

- ▶ LSU Alexandria
- ▶ LSU and A&M College
- ▶ Southern University at New Orleans
- ▶ University of Louisiana at Monroe

Funded in 2024

- ▶ Central Louisiana Technical CC
- ▶ Southern University and A&M College

Existing Programs Supported with Act 682 Funding

- ▶ Baton Rouge Community College
- ▶ Bossier Parish Community College
- ▶ Nicholls State University
- ▶ Southeastern Louisiana University
- ▶ University of Louisiana at Lafayette



Sean Adams

Bridge to Independence, Nicholls State University

Sean Adams graduated from South Lafourche High School in Lafourche Parish and completed the Bridge to Independence Program at Nicholls State University in 2018. Sean is a published author of his work, *I am Happy to be Me*, public speaker, Special Olympian, and self advocate for the Blessed By Downs organization. Sean lives independently close to campus in an apartment with a roommate and since 2018 (6 years) has worked for the Lafourche Parish Clerk of Court's office. Sean's duties and responsibilities include delivering documents to departments and law offices, filing court documents, and shredding documents, to name a few. Sean is also a Special Olympian in swimming and bocce ball. He has won numerous gold, silver, and bronze medals.



Zarah Baylock

Program for Successful Employment (PSE),
Baton Rouge Community College

Zarah Baylock enjoys being a student in the Program for Successful Employment (PSE) at BRCC because she gets to interact with other students and learn skills that will help her in the work environment. The 21-year-old student has been enrolled in the PSE for more than a year and has one semester remaining before graduating with her PSE Certificate of Employability. Zarah recently started an internship at the Louisiana Department of Transportation and Development (DOTD) and works in the Customer Service Department 15 hours per week. Some of her daily duties include screening calls and sorting through emails to assist with inquiries.



Mitch Dillon

Bridge to Independence, Nicholls State University

One year after graduating from the Bridge to Independence Program in May 2022, **Mitch Dillon** lived independently in his own apartment. He proved he was ready at the age of 23 after living independently in the dorm at Nicholls. He maintains his weekly schedule of working two jobs, working out at Crossfit twice a week and powerlifting three times a week. A support employee assists Mitch with transportation to his job at Aquistapaces in Covington, which he has held since 2019. His job at Stonecreek Club and Spa (October 2022) is nearby, so he is able to walk to and from work on his own. His goal has always been independence and he's there, thanks to the Bridge to Independence Program at Nicholls State University!

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Elizabeth Dupart

Lions Connected, Southeastern Louisiana University

Elizabeth Dupart is a current Lions Connected student, who is completing the program in May 2024. She has been a part of the program for four years and completed an Inclusive Vocational Opportunity in

the bakery section of Mane Dish, Southeastern's cafeteria, gaining culinary job experience. In her spare time, she enjoys making cupcakes for her small business. After graduation, Elizabeth plans to continue utilizing her culinary skills at Tammy Cakes in Ponchatoula, Louisiana.



Toni Hunt

UL LIFE Program, University of Louisiana at Lafayette

The UL LIFE Program has a residential component, which allows students to live in on-campus dorms and gain experience living independently. The opportunities provided by the program enable students to be

supported through LIFE courses focused on independent living and dorm checks to monitor progress and provide support and assistance if needed. **Toni Hunt**, a local student, decided to live on campus her senior year, which enhanced her on-campus experience. Moving on campus gave her the autonomy to join and fully participate in campus organizations. She is graduating from the program this month, after being extremely successful while living in the dorms and navigating her final year at UL Lafayette with the LIFE Program, and is in the process of securing a job at Our Lady of Lourdes Medical Center with the support of Louisiana Rehabilitative Services.



Jack Juul

Lions Connected, Southeastern Louisiana University

Jack Juul is a Lions Connected alumnus who finished the program in 2023. During his four years in the program, Jack completed an Inclusive Vocational Opportunity at the REC, Southeastern's Recreational

Center. This opportunity allowed Jack to gain job experience in maintaining equipment and assisting students. Currently, Jack works at Don's Seafood in Covington, Louisiana.

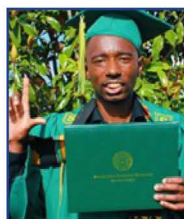


Mary Szush

Bridge to Independence, Nicholls State University

Mary Szush is a graduate of Thibodaux High School in Lafourche Parish and completed the Bridge to Independence Program at Nicholls State University in May 2018. In the summer of 2018, Mary became the

first individual in the first cohort of the certificate program to be employed and still holds the position. Mary works for the Lafourche Parish District Attorney's office, where she receives and delivers documents to the Clerk and other offices and performs a variety of other daily office tasks. Mary lives independently with her cat, Harper Rose. Mary enjoys her work and loves to stay in touch with friends over lunch and supper, and through social media. In her spare time, Mary loves taking pictures, especially of family, friends and Harper.



Steven Wright

Lions Connected, Southeastern Louisiana University

Steven Wright is a Lions Connected alumnus who completed the program in 2023. During his four years in the program, Steven worked in an Inclusive Vocational Opportunity at Southeastern's Dugas Center as an

assistant to physical therapists, providing support to student-athletes. Currently Steven is managing a section at Michael's in Slidell, Louisiana.

Thank You



for Supporting our Students

#LAPROSPERS

www.laregents.edu

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 3: 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 3: 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.

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

Section 2: Description

1. Proposed Postsecondary Inclusive Education Program (PIEP) name:

2. Year in which the proposed PIEP will first admit students:

3. Enter the number of students:

- _____ Enrolled in the existing program in the current year (enter 0 if this application is for a new program)
- _____ Projected to enroll in the program next year
- _____ Projected to enroll in the program in the year after next

4. In which college, department, administrative unit, or other institutional component will the PIEP “live” at the institution? That is, in what area of the institution will the PIEP be “housed”? Please specify whether this is an academic, continuing education, or administrative unit.
5. Provide a general summary of the proposed PIEP: (1 page max)
6. Describe how the PIEP will be “organized” at the institution:
7. Describe the tuition and fees that will be charged for the program.
8. What honor/endorsement/certificate/degree will the institution award to students upon completion of the program?
 - a. Name of the general honor/endorsement/certificate/degree:
 - b. Describe the general honor/endorsement/certificate/degree:
9. Indicate the length of time needed to complete the PIEP (expressed as terms/semesters or years):
10. Is there more than one level or benchmark within the PIEP at which students may exit?

_____ Yes/No

If yes, describe the levels or benchmarks:

11. Do students enrolled in the PIE program have opportunities to earn an industry-recognized certificate or certification(s)?

_____ Yes/No

If yes, name the industry-recognized certificate or certification(s):

12. 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/No

If yes, name the micro-credential(s)/badge(s):

13. Describe how students enrolled in the program participate in one or more of the following activities alongside students without disabilities:

- a. Regular enrollment in credit-bearing courses
- b. Auditing or participating in courses for which the student does not receive academic credit
- c. Enrollment in non-credit-bearing, non-degree courses
- d. Internships or work-based learning
- e. Student life and 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 to be applied to evaluate a student's performance in terms of making SAP? Also describe how and when SAP will be assessed and the strategies to be used if it appears a student is not making SAP.
2. **List the performance indicators that will be part of the annual report.** Include both programmatic and student level information, including but not limited to the following: number of applicants, admission rate, enrollment, student retention, students meeting SAP, course completion, program completion, student learning, post-program employment status of students who successfully complete the program, wage level of students who successfully complete the program, industry certifications earned, and student demographics.
3. Identify the individual(s) responsible for collecting the data regarding the PIEP required performance indicators and the institution's additional performance indicators. Also describe when and how the data are/will be collected and used for program improvement.

Section 7: Match, Budget, and Budget Narrative

1. What level of funding is being requested* (up to \$60,000)?
2. Provide validation of matching funds at a one-to-one ratio to the requested funding level. Matching funds may include but are not limited to cash from private or state sources, in-kind donations of technology, personnel, construction materials, program space and overhead, facility modification, or corporeal property, internships, scholarships, sponsorship of staff or faculty, or faculty endowment.
3. Provide a detailed budget for the requested and matching funds. The budget should be accompanied by a budget narrative that includes the following:
 - Details on each line item.
 - Explanation of the value of each planned expenditure to the program.
 - Description of matching funds including whether they are cash or in kind and their source(s).

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

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:
November 28, 2024
5:00 PM**

FISCAL YEAR 2024-25

Request for Applications

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

Request for Applications

Important Notices

I. 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.

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

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

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

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 with the subject line "Postsecondary Inclusive Education Fund RFA Inquiry." The deadline for receipt of written inquiries is 4:30 p.m. Central on January 17, 2023. All written inquiries and responses will be uploaded to www.laregents.edu/inclusive/. No inquiries will be accepted after the deadline date to ensure all interested parties receive the same information.

II. THE POSTSECONDARY INCLUSIVE EDUCATION FUND PROGRAM

A. PURPOSE AND PROGRAM OUTCOMES AND STANDARDS

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

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

B. ELIGIBILITY

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

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

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

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

C. PROJECT REQUIREMENTS AND CONSIDERATIONS

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

1. 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
2. Documented evidence of the submission of an application for such federal approval of a program proposed by the institution; or
3. 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.

1. 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.

2. TIMETABLE: The following schedule for submission, assessment, and approval of funding will apply for FY 2023-24. 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.

October 7, 2024	RFA issued
November 22, 2024	Last day applicants may submit questions about the RFA
November 29, 2024	Application submission deadline 5:00 pm CST
December 4-8, 2024	Applications reviewed by review committee
January 2025	Reports and recommendations of review committee provided to the LPIEAC
January 2025	Systems to certify recommended applications
February 2025	Contracts negotiated and executed

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

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 **Planning Grant** form as appropriate. Forms must be completed, and applications submitted via the [online portal](#) by the deadline provided.

G. PROJECT ACTIVATION DATE AND ANTICIPATED DATE OF COMPLETION

The project activation date is **August 1, 2023**, and the termination date is **June 30, 2025**.

III. 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.



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