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Agenda

Academic and Student Affairs

Wednesday, December 10, 2025
11:20 AM

Claiborne Building, 1st Floor ▪ Thomas Jefferson Rooms A&B (1–136)
1201 N. Third St. ▪ Baton Rouge, LA 70802

- I. Call to Order
- II. Roll Call
- III. Consent Agenda
 - A. Terminations
 - B. Routine Staff Approvals
- IV. Academic Programs
 - A. AAS Data Science, Analytics and AI – SOWELA Technical Community College
 - B. AAS Technical Studies – River Parishes Community College
- V. Reports
 - A. Articulation and Transfer Report 2025
 - B. Postsecondary Inclusive Education Report 2025
- VI. Other Business
- VII. Adjournment

Committee Members: Terrie P. Sterling, Chair; David J. Aubrey, Vice Chair; Christian C. Creed; Ted H. Glaser III; Darren G. Mire; Samer Shamieh; Devesh Sarda (Student Member); LCTC System Representative; LSU System Representative; SU System Representative; UL System Representative
Staff: Tristan Denley, Deputy Commissioner for Academic Affairs and Innovation

AGENDA ITEM III.A.
Program Termination Requests

Bossier Parish Community College

AAS Pharmacy Technician (CIP 51.0805) - The decision to terminate was reached after a review for program viability and alignment with institutional goals revealed that completion of the existing Certificate of Technical Studies is sufficient for students to be employed in the field.

AAS Oil and Gas Technology (CIP 15.0903) - The program has faced declining enrollment for several years and has only produced five graduates since 2022.

Delgado Community College

AAS Sleep Technology (CIP 51.0917)

AAS Electronics Service Technology (CIP 47.0199)

AAS Civil and Construction Applied Engineering Technology (CIP 15.0201)

AAS Health Information Technology (CIP 51.0707)

Following a program health review, the college identified the four AAS programs listed above as underperforming. The decision to terminate all four programs was primarily based on low completer numbers.

University of Louisiana at Lafayette

GC Population Health (CIP 51.2207) - The decision to terminate was based on low enrollment and lack of student interest.

GC Cardiovascular Nursing (CIP 51.3805) - The decision to terminate was based on low enrollment and loss of funding sources. The program initially had strong interest, but enrollment has continued to decrease over time.

STAFF RECOMMENDATION

Senior Staff recommends approval of the requests for termination for each of the degree programs listed above.

AGENDA ITEM III.B.

Routine Academic Requests & Staff Approvals

Institution	Request
LSU A&M	Request to change the name of the LSU Leadership Development Institute (LDI) to the LSU Leadership and Workforce Development Institute (LWDI) to better align with the institute's new expanded vision, mission, and goals Approved
LSU S	Request to rename the Master of Science (MS) in Counseling (CIP 42.2803) to the Master of Science in Clinical Mental Health Counseling Approved
Louisiana Tech	Request to establish a Graduate Certificate (GC) in Healthcare Leadership (CIP 51.0702) Approved
Louisiana Tech	Request to establish an Undergraduate Certificate (UC) in Entrepreneurship and Innovation (CIP 52.0701) Approved
McNeese	Request to establish a Post Baccalaureate Certificate (PBC) in LNG Engineering (CIP 14.0101) Approved
McNeese	Request to establish a Post Master's Certificate (PMC) in Family Nurse Practitioner (CIP 51.3805) Approved
Northwestern	Request to change the Department of Health & Human Performance to the School of Kinesiology to provide clarity in program identity, align with national trends, and enhance institutional reputation Approved
UL Lafayette	Request to offer the Ph.D. in Applied Computing and Information Sciences (CIP 11.0404) and the BS in Psychology (CIP 42.0101) 100% online Approved

AGENDA ITEM IV.A.

Proposed Associate of Applied Science in Data Science, Analytics, and Artificial Intelligence SOWELA Technical Community College

Background Information

SOWELA Technical Community College (SOWELA) requests approval from the Board of Regents to offer an Associate of Applied Science (AAS) in Data Science, Analytics, and Artificial Intelligence (AI). The proposal was approved by the LCTCS Board of Supervisors and forwarded to the Board of Regents for consideration. The proposal was then favorably reviewed by Chief Academic Officers statewide.

Staff Summary

SOWELA Technical Community College proposes an AAS in Data Science, Analytics, and AI to meet the growing demand for professionals who can interpret and apply data across industries. The program integrates coursework in programming, data analysis, machine learning, and statistical reasoning with applied experiences that connect theory to practice. Students will build proficiency in tools such as Python, R, Excel, Tableau, and AI platforms, developing both technical skills and ethical awareness in the use of emerging technologies.

The AAS in Data Science, Analytics, and AI is designed to be flexible, career-oriented, and industry-aligned, preparing students to address real-world challenges through data-driven solutions. Coursework such as Business Analytics I and II, Data Visualization and Storytelling, and Machine Learning will provide hands-on learning grounded in contemporary workforce needs. Students will complete an internship or capstone project that demonstrates their ability to communicate findings effectively and apply AI and data analytics to business, technical, and organizational contexts. Graduates of the program will be prepared for positions such as Data Analyst, Junior Data Scientist, and AI Specialist across sectors, including business, government, and technology. By integrating analytics, computing, and communication, the program supports Louisiana's growing need for data-literate professionals and lays the foundation for continued study in advanced data science and artificial intelligence fields.

1. **Value:** Per Regent's policy, this program meets the criteria of a Quality Credential of Value.
 - a. **Workforce Demand and Job Opportunities:** Louisiana is experiencing a rising demand for professionals to manage high volumes of data with multiple four- and five-star job areas in the sector, according to Louisiana Works. The proposed program will prepare students for careers in data science and analytics across industry.

Occupation	LW Star Rating ¹	Current Jobs ²	Projected Jobs 2034 ²	% Change ²	Average Salary ²
Management Analyst	5-star	4,501	5,270	17%	\$106,412
Data Scientist	4-star	1,336	1,888	41%	\$71,739

¹Source – Louisiana Works (LW)

²Source – Lightcast (in Louisiana)

- b. **Curriculum Alignment with Employer Needs:** There is growing demand across Louisiana and the nation for professionals who can transform data into insights that guide business, healthcare, and government decisions. The proposed AAS will prepare students with the analytical and technical skills needed to meet this skillset. SOWELA developed the program in collaboration with its Information Systems Technology

advisory committee and local industry leaders. Employers such as Imperial Health, Global Data Systems, and Knight Federal Solutions provided input and letters of support confirming the need for skilled data professionals.

- c. **Same or Similar In-State Programs:** Despite the rising need for skilled data science professionals, there remains a limited number of in-state programs producing graduates to meet workforce expectations. Although other 4-year universities offer certificates in Data Analytics, the proposed program would be the first AAS program in Data Science, Analytics, and AI offered in a community college.
- d. **Student Enrollment and Completion:** SOWELA anticipates strong interest in the proposed program among current and prospective students, particularly those interested in cybersecurity, computer science, and artificial intelligence.

	Year 1	Year 2	Year 3	Year 4
TOTAL Estimated Program Enrollment	12	21	27	31
TOTAL Estimated Program Graduates	0	5	8	12

2. **Resources:** To support the program, new faculty will be required. Existing faculty, program leadership, advising, and program administration are currently in place to support program operations.

	Current	Needed	Additional Costs
Faculty	Existing faculty will implement and support the program.	One new full-time faculty member and 3 adjuncts will be hired over the course of the program.	Yr. 1: \$101,582 Yr. 2+: \$115,973
Physical (Facilities, Equipment, Library, & Technology)	Existing facilities are adequate to support the program.	Additional fees for software and operating services are needed.	Yr. 1+: \$10,000
Student Support	Existing resources will meet the program's needs for the foreseeable future.	No additional resources are needed.	\$0

3. **Master Plan Priorities:** The following aspects of the proposal directly address priorities or goals of the statewide attainment goal and 2030 Master Plan.

- **Accessibility:** The Data Science, Analytics, and AI AAS program will be offered primarily on campus, with some courses available online for students who live outside the Lake Charles area. General Education courses will be available in face-to-face, online, and hybrid formats during regular, summer, and winter sessions. This range of options will make it easier for students to complete the degree efficiently and at a pace that fits their schedules.
- **Affordability:** Faculty will review Open Educational Resources and Inclusive Access materials to keep course costs low and improve accessibility. Transfer agreements are still in development, but General Education courses are already on the Board of Regents Transfer Matrix, with more courses to be added in 2025. SOWELA also offers Prior Learning Assessment credit for work or military experience and will inform students of any employer-funded opportunities as they arise.
- **Partnerships:** The proposed program has received strong support from its advisory committee and industry partners. Imperial Health, Global Data Systems, and Knight Federal Solutions have submitted letters of support. These partners expressed interest in future collaboration and internship

opportunities for students in the program.

- **Work-based Learning**: The program requires students to complete a 3 credit-hour internship or capstone course as part of the degree. The internship provides practical experience aligned with students' academic and professional goals, and in most cases, participating students receive paid placements.
- **Other program attributes that contribute to closing the achievement gap with underserved populations**: SOWELA continues to advance the goals of the Meauxmentum Framework by providing affordable tuition and comprehensive student support to help close achievement gaps for low-income, minority, and adult learners. Students benefit from free and confidential services such as academic advising, tutoring, and mental health counseling, as well as access to the Tiger Love Community Services program, which connects them to childcare, housing, and emergency financial assistance.

Staff Analysis

SOWELA's proposed AAS in Data Science, Analytics, and AI is designed to prepare students for careers in high-demand fields across Louisiana and beyond. Developed with input from industry partners, the program combines coursework in programming, data analysis, machine learning, and statistical reasoning with hands-on applications that reflect real workforce needs. Students will gain experience with tools such as Python, R, Excel, Tableau, and AI platforms through project-based learning in courses like Business Analytics, Data Visualization, and Machine Learning. Graduates will be prepared for entry-level roles such as Data Analyst, Junior Data Scientist, and AI Specialist, equipped to apply ethical, data-driven solutions across industries and support Louisiana's growing technology workforce.

STAFF RECOMMENDATION

Senior Staff recommends conditional approval of the proposed Associate of Applied Science in Data Science, Analytics, and Artificial Intelligence (CIP 30.7101) at SOWELA Technical Community College, with a progress report on program implementation submitted as part of the institution's 2026–2027 Academic Plan.

AGENDA ITEM IV.B.

Proposed Associate of Applied Science in Technical Studies River Parishes Community College

Background Information

River Parishes Community College (RPCC) has requested approval from the Board of Regents to offer an Associate of Applied Science (AAS) in Technical Studies. The proposal was approved by the LCTCS Board of Supervisors and forwarded to the Board of Regents for consideration. The proposal was then favorably reviewed by Chief Academic Officers statewide.

Staff Summary

The proposed AAS in Technical Studies is designed to support RPCC's existing career and technical programs that do not currently lead to an associate degree such as air conditioning and refrigeration, electrician technology, industrial maintenance technology, welding, etc. The program was developed in response to interest from local employers who value graduates with both technical skills and the communication and reasoning abilities gained through general education coursework. The program will allow students to choose a technical concentration, apply financial aid toward tuition and fees, and have more flexible exit options. Dual-enrolled high school students could complete a certificate before graduation and earn the AAS shortly after, and students with prior technical credentials may earn credit through prior learning assessments. Including general education coursework also makes transferring to a four-year college more accessible for students looking to continue their education. By offering this option, RPCC will provide students pursuing technical fields the opportunity to advance into supervisory or leadership positions while earning a degree that strengthens their career prospects. As the campus stated, ultimately, the establishment of opportunities such as the AAS in Technical Studies presents one way to move learners toward post secondary credentials of value and to keep them in the state after completion, thereby improving the lives of individuals, meeting workforce needs, and ensuring that, in the words of the Board of Regents' Master Plan, "Louisiana Prospers."

1. **Value:** Per Regents' policy, this program meets the criteria of a Quality Credential of Value.

- a. Workforce Demand and Job Opportunities Labor projections from Louisiana Works (2024–2034) show higher earning potential for individuals with an associate degree compared to those completing non-degree technical programs. The focus areas for the proposed AAS are all 4- and 5-star jobs according to Louisiana Works. The information below is specific to Regional Labor Market Area 2, where RPCC is located.

Occupation	LW Star Rating ¹	Current Jobs ²	Projected Jobs 2034 ²	% Change ²	Average Salary ²
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	4-star	1,270	1,360	7%	\$57,481
Industrial Machinery Mechanics	4-star	1,659	2,084	26%	\$68,911

¹Source – Louisiana Works (LW)

²Source – Lightcast (in Louisiana)

- b. Curriculum Alignment with Employer Needs: The development of the AAS in Technical Studies at RPCC was guided by input from faculty, department chairs, the Dean of Career and Technical Education, and industry partners on program advisory committees. These stakeholders consistently emphasized the need for graduates who combine technical proficiency with strong analytical and

communication skills, noting that such competencies prepare employees for leadership and advancement opportunities within their respective fields.

- c. **Same or Similar In-state Programs:** Similar AAS programs have been established at Baton Rouge Community College, Bossier Parish Community College, Central Louisiana Technical Community College, Fletcher Technical Community College, Louisiana Delta Community College, Northshore Technical Community College, South Louisiana Community College, and SOWELA Technical Community College. This program will specifically serve students located in the southeast region of Louisiana and will align with technical diploma programs offered by RPCC; in this way, the program meets a region-specific workforce need.
- d. **Student Enrollment and Completion:** The marketing and recruitment plan for the program will include a rollout that uses print and social media as the main methods to reach the community. Students currently enrolled in technical diploma programs will also serve as a strong source of interest, as many have expressed a desire to continue their studies and earn an associate degree. Enrollment estimates reflect these conversations and the clear demand for a pathway that supports their academic progression.

	Year 1	Year 2	Year 3	Year 4
TOTAL Estimated Program Enrollment	100	105	110	115
TOTAL Estimated Program Graduates	5	7	12	18

2. **Resources:** RPCC does not anticipate additional costs to offer the program since existing faculty, facilities, and equipment are already in place to support the program. General education courses required for technical students to complete the degree are already offered.

	Current	Needed	Additional Costs
Faculty	Program can be implemented with current general education faculty.	No additional resources are needed.	\$0
Physical (Facilities, Equipment, Library, & Technology)	Existing facilities are adequate to support the program.	No additional resources are needed.	\$0
Student Support	Existing resources will meet the needs of the program for the foreseeable future.	No additional resources are needed.	\$0

3. **Master Plan Priorities:** The following aspects of the proposal directly align with the priorities or goals of the statewide attainment goal and 2030 Master Plan.
 - **Accessibility:** General education courses required for the AAS in Technical Studies are available both online and in person at RPCC's main campus in Gonzales and at its instructional sites in Reserve, St. Charles, and Plaquemine (Westside). This structure ensures students have flexible options to complete coursework based on their schedules and locations. Campus Directors work with faculty to coordinate class times so students pursuing both technical and general education courses can enroll in each without scheduling conflicts.
 - **Affordability:** Open Educational Resources (OER) are integrated into the RPCC general education curriculum to improve accessibility and reduce costs for students. RPCC also offers Prior Learning Assessment (PLA), which helps accelerate degrees by acknowledging skills and knowledge gained outside the traditional classroom. Additionally, students with industry-based credentials such as HVAC Excellence Employment Ready, NCCER, or AWS Welding can earn course credit that

matches program outcomes, reducing both the time and cost needed to finish their degrees.

- **Partnerships**: RPCC maintains strong partnerships with local businesses and industry representatives who serve on advisory boards for each of the technical diploma pathways that connect directly to the proposed AAS. These collaborations ensure that students have clear pathways into the workforce and offer opportunities to build relationships with employers while completing their studies.
- **Work-based learning**: Although the Air Conditioning, Refrigeration, and Welding programs currently lack formal work-based learning components, both programs involve extensive hands-on skill development through lab and project-based instruction. The RPCC Academic Strategies plan includes expanding work-based learning opportunities across all technical concentrations.
- **Other program attributes that contribute to closing the achievement gap with underserved populations**: The AAS in Technical Studies aims to support underserved populations by highlighting accessible pathways for low-income students, adult learners, and veterans. With eligible programs such as A/C and Refrigeration Technician, Welding, qualifying for the MJ Foster Promise Program, the initiative lowers financial barriers and offers opportunities for students to earn valuable post-secondary credentials, achieve upward mobility, and stay in the state to contribute to workforce needs.

Staff Analysis

RPCC's proposed AAS in Technical Studies will offer students technical training to meet workforce demand, while also helping them gain essential general education skills that boost employment and educational prospects. The community will benefit from having well-rounded employees in technical fields who possess the knowledge and flexibility to adapt to the ever-changing workforce.

STAFF RECOMMENDATION

Senior Staff recommends conditional approval of the proposed AAS in Technical Studies (CIP 47.9999) at River Parishes Community College, with a progress report on program implementation to be submitted as part of the institution's 2026–2027 Academic Plan.

AGENDA ITEM V.A.

2024–25 Articulation and Transfer Report Response to Act 356 of the 2009 Regular Legislative Session

Background Information

Act 356 of the 2009 Regular Legislative Session	provides for a comprehensive statewide transfer and articulation framework for Louisiana's public secondary and postsecondary institutions.
Act 308 of the 2022 Regular Legislative Session	mandates the development and implementation of Universal Transfer Pathways (UTPs) in high-demand fields for Louisiana's public postsecondary institutions.
Act 205 of the 2022 Regular Legislative Session	establishes "reverse transfer" agreements between Louisiana's public postsecondary institutions, enabling the transfer of academic credit from universities to community colleges.

Staff Summary

Act 356 (2009) established a comprehensive transfer policy, creating the Statewide Articulation and Transfer Council (SATC), a statewide credit articulation transfer matrix, the Louisiana Common Course Numbering (LCCN) system, and policies to standardize transfer procedures statewide. Since then, the Board of Regents has worked to meet these requirements and reports annually to the House and Senate Education Committees.

Act 356 (2009) also requires monitoring of and compliance with the tenets of the law, specifically requesting annual information on the following:

- the number of students enrolled in associate's degree transfer programs
- each student's rate of progress through transfer programs
- the number and percentage of students who complete associate's degree transfer programs
- the number of students earning associate's degrees who transfer to four-year colleges and universities
- the number of credits earned, degrees awarded, and time to degree completion for students who have previously transferred associate's degrees
- the number of military students, their spouses, and dependents who apply and transfer to Louisiana postsecondary institutions, and the number of courses articulated and credits awarded

In 2022, Acts 308 and 205 further expanded transfer and articulation efforts by establishing "reverse transfer" and the Universal Transfer Pathways (UTPs) programs.

This 2024–25 annual report provides data on student transfer activity and highlights the innovative work that Regents has undertaken in collaboration with national higher education policy and philanthropic organizations. It is expected that future growth in these initiatives will boost transfer mobility across the state and lead to more students graduating ready to enter the workforce.

STAFF RECOMMENDATION

Senior Staff recommends approval of the 2024–25 Articulation and Transfer Report and authorization of the Commissioner of Higher Education to submit the report to the appropriate legislative committees on behalf of the Board of Regents.

Articulation and Transfer Report 2024–25

Response to Act 356 of the 2009 Regular
Legislative Session

DECEMBER 2025

Acronyms

AA

AALT

AAS

AAT

ACE

AD

AGS

AS

ASCJ

ASLT

ASN

AST

BESE

CTE

IBC

Ithaka S+R

GMVFC

LAICU

LDOE

LTD

MJFP

NASH

SACSCOC

SATC

Definitions

Associate of Arts Degree

Associate of Arts Louisiana Transfer Degree

Associate of Applied Science

Associate of Arts in Teaching

American Council on Education

Associate Degree

Associate of General Studies

Associate of Science

Associate of Criminal Science

Associate of Science Louisiana Transfer Degree

Associate of Nursing

Associate of Science in Teaching

State Board of Elementary and Secondary Education

Career and Technical Education

Industry-Based Certification

Not-for-profit helping access the academic community

Governor's Military and Veteran-Friendly Campus

Louisiana Association of Independent Colleges and Universities

Louisiana Department of Education

Louisiana Transfer Degree

Murphy J. Foster Promise Program

National Association of Higher Education Systems

Southern Association of Colleges and Schools
Commission on Colleges

Statewide Articulation and Transfer Council

STRADA	Strada Education System
TES	Transfer Equivalent System
UTP	Universal Transfer Pathway

Introduction and Background

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, 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 articulation 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.

Act 356 requires an annual report describing the articulation and transfer of credits across public colleges and universities, with a focus on transfer associate's degree programs. It directs that the report address: (I.) the number and percentage of students who complete a transfer associate's degree program; (II.) the number and percentage of students who earn a transfer associate's degree and subsequently transfer to a four-year college or university; (III.) the number and percentage of transfer students who complete a baccalaureate degree; (IV.) a comparison of the academic performance of transfer students and native students, including the number of credits earned, degrees awarded, and time to completion of degree; (V.) the status of development and implementation of the academic transfer module process; and (VI.) articulation of credits earned by veterans and spouses.

Act 308 of the 2022 Louisiana Legislature updated and strengthened previous legislation to give the Statewide Articulation and Transfer Committee (SATC) authority to oversee the development of statewide transfer pathways and create agreements to manage the granting and transfer of credits earned through competency-based and prior learning assessments (PLA). Additionally, the legislation ensures the transfer of all courses in a transfer pathway as credit in courses that fulfill general education or program requirements.

In the sixteen years since this legislation was enacted, the Board of Regents (BOR), the State Board of Elementary and Secondary Education (BESE), and statewide public institutions have met and exceeded the mandates of Act 356 and subsequent legislation expanding the transfer footprint in Louisiana.

Considerations

The Regents' *Louisiana Prospers* attainment goal of 60% of working-age adults possessing a degree or credential of value by 2030 serves as Louisiana's guiding light for prosperity and talent development. Regents and Louisiana's educational stakeholders are working to ensure that all students successfully navigate various postsecondary education pathways. These groups include high school students taking dual enrollment courses, high school students with prior learning assessment (PLA) credits, transfer students completing Universal Transfer Pathways (UTPs) and bachelor's degrees, military students, and adult students who started but did not finish their credentials. The Board of Regents understands that transfer students of all kinds are essential to reaching our Master Plan goal.

Attainment Goal

Over the past four years, Regents has launched several projects and partnered with national professional and philanthropic organizations to improve credential attainment in Louisiana. In 2024–25, these efforts resulted in an increase of over 1.5 percentage points from the previous year, reaching Louisiana's highest-ever statewide attainment level of 52.5% (Figure 1).

Figure 1.



Overall, during academic year 2024–25, a total of more than 80,000 students completed their credentials.

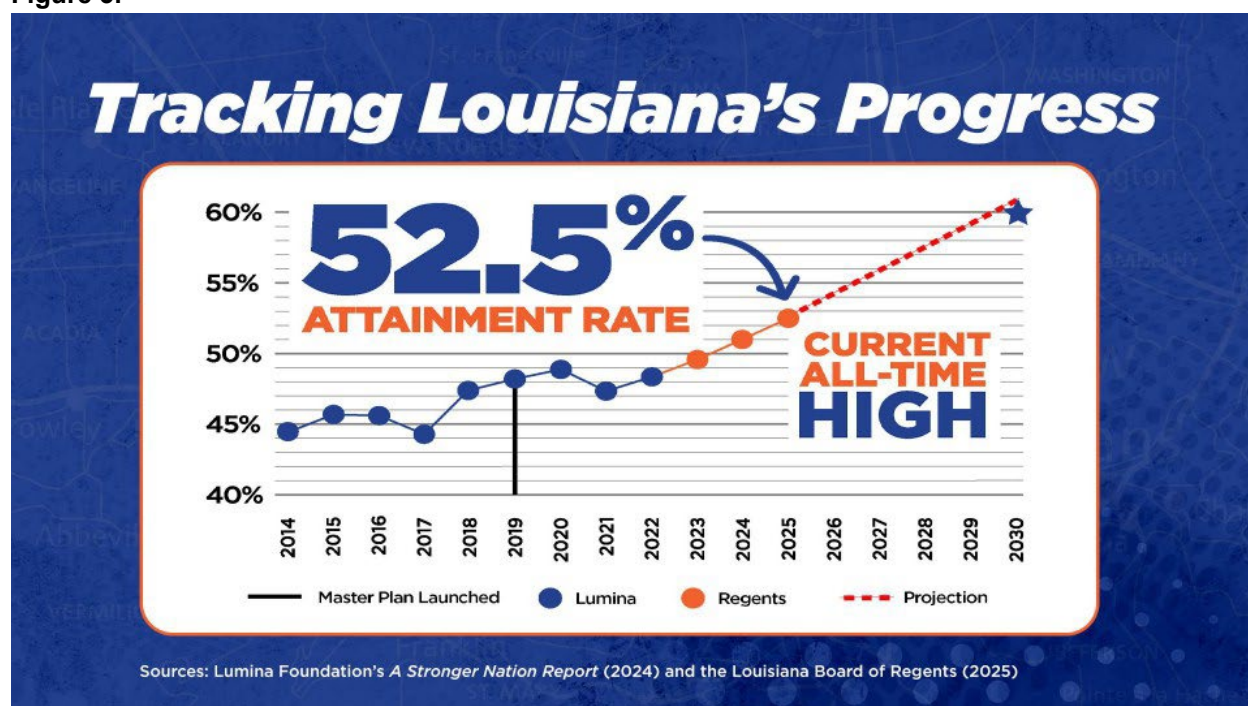
Figure 2.



Increasing credential attainment in the state has involved multiple strategies. Besides focusing on the traditional full-time freshman population, Regents has collaborated with the four public postsecondary systems and the Louisiana Department of Education on initiatives to boost high school students' enrollment in academic and technical dual enrollment programs, improve transfer student enrollment at both two- and four-year institutions, expand recruitment of military and adult learners, recognize credit for prior learning, and intentionally develop high-demand transfer pathways from two- to four-year degree programs, such as Universal Transfer Pathways (UTPs).

Recognizing that both traditional and non-traditional students may need financial assistance to achieve their educational goals, the legislature is actively exploring best practices to support them. The legislature created the M.J. Foster Promise program (Acts 457 [2021], 102 and 633 [2024], and 152 [2025]) to provide financial aid for students who have completed some coursework but have not yet earned a credential, helping them return and earn a credential in high-demand fields. In its third year, MJFP credential completers have increased significantly from the previous year. Overall, 2,760 students earned 3,900 credentials. These efforts are intended to work in tandem with transfer initiatives discussed in this report to promote student success and help achieve the goal of 60% credential attainment by 2030 (Figure 3).

Figure 3.



Statewide Articulation and Transfer Council (SATC)

In 2024–25, Regents and SATC continued working to expand the state's transfer infrastructure to meet the growing needs of Louisiana's employers.

Regents staff continued their collaboration with SATC about course articulation and expanded the conversation to include Career and Technical Education (CTE) courses.

Regents and SATC took the following actions during 2024–25 to improve this statewide transfer system:

- 1) SATC authorized Regents to work with LDOE to record industry-based credentials (IBCs) earned by high school students, enabling them to receive credit for these courses; LDOE announced that IBCs will start appearing on high school transcripts on December 1, 2025;
- 2) BOR received a grant from National Association of Higher Education Systems (NASH) and Google to provide access to Google Microcredentials for students, faculty, and staff at all public postsecondary institutions over the next two years;
- 3) BOR is expanding its work in general education to include industry-based credentials and validated skills and learning;
- 4) Regents is contracting with College Source to transfer the articulation matrix to their platform, improving the matrix's functionality to include AP, IB, CLEP, and military courses;
- 5) Regents received a grant from STRADA Education Foundation, a foundation focused on connecting education with opportunity, to use credential and labor market data to verify priority pathways, identify credential-to-credit-bearing course equivalencies, and develop pathway implementation strategies.

Over the past year, the Council has collaborated with the Board of Regents on these ongoing issues to ensure transfer students have more opportunities to articulate their coursework and complete their

degrees. BOR and SATC share a common goal of expanding the state's transfer portfolio to include not only financial aid, but also articulation resources, and various on-ramps to degree programs.

Moving Forward

The following 2024–25 Articulation and Transfer Report meets the statutory requirements of the law and provides an overview of statewide transfer and articulation. From the expansion of Act 356 (2009) through the passage of Act 308 (2022), it is appropriate to consider this report in the context of the state's future needs and the expectation that this new legislation will significantly support the growth and improvement of articulation and transfer efforts for all transfer students.

2023–24 Articulation and Transfer Report

I. TRANSFER ASSOCIATE'S DEGREE PROGRAMS

In May 2010, the Louisiana Board of Regents (BOR) approved adding the Associate of Arts and Associate of Science Louisiana Transfer (AALT and ASLT, or "L.T.") degrees to the curriculum inventory of every SACSCOC-accredited community and technical college for implementation in Fall 2010. Eleven institutions now offer the degrees: Baton Rouge Community College, Bossier Parish Community College, Delgado Community College, Elaine P. Nunez Community College, L. E. Fletcher Technical Community College, Louisiana Delta Community College, LSU Eunice, River Parishes Community College, South Louisiana Community College, Southern University Shreveport, and SOWELA Technical Community College.

Since its inception, L.T. program enrollments (Table 1a) have grown steadily; however, in 2025, they decreased slightly from 2024 to 3,691 (Table 1a). This may result from students following UTPs without being enrolled in an L.T. program. BRCC and Delgado tied for the highest number of enrolled L.T. majors at 832, followed by LSUE with 655. Overall, the number of L.T. majors who graduated (Table 1b) rose by 19.

Finally, Regents was awarded a grant from Ithaka S+R and the Cyber Academy to launch the Meauxmentum Credentialing Initiative in fall 2025. This project will develop a "Cyber Warrior Badge" and streamline the UTPs through Canvas Backpack. Students completing courses aligned with course and career competencies will earn a badge indicating their progress along the UTPs, which will facilitate transfer through their Meauxmentum Backpack.

Table 1a: Louisiana Transfer Degree: [Majors](#), 2020–21 to 2024–25

Institution	AALT/ASLT	2020– 21	2021– 22	2022– 23	2023– 24	2024– 25
Baton Rouge CC	AALT	668	588	697	608	566
	ASLT	248	222	247	262	266
Bossier Parish CC	AALT	237	211	261	212	128
	ASLT	76	58	52	46	33
Delgado CC	AALT	339	288	407	350	413
	ASLT	369	306	326	379	419
Elaine P. Nunez CC	AALT	89	63	68	59	53
	ASLT	115	87	87	89	76
L.E. Fletcher TCC	AALT	24	19	13	18	11
	ASLT	87	66	49	45	35
Louisiana Delta CC	AALT	166	170	187	138	104
	ASLT	129	111	83	83	78
LSU Eunice	AALT	386	427	384	391	362
	ASLT	343	322	284	281	293
River Parishes CC	AALT	173	138	145	119	159
	ASLT	207	148	166	156	200
South Louisiana CC	AALT	104	82	76	80	78
	ASLT	109	100	126	131	126
SOWELA TCC	AALT	28	20	22	13	12
	ASLT	7	6	9	6	3
SU Shreveport	AALT	500	372	365	330	276
	ASLT	0	0	0	0	0
Total		4,404	3,804	4,054	3,796	3,691

Table 1b: Louisiana Transfer Degree: Graduates, 2020–21 to 2024–25

Institution	AALT/ASLT	2020– 21	2021– 22	2022– 23	2023– 24	2024– 25
Baton Rouge CC	AALT	69	64	69	69	98
	ASLT	25	16	23	22	26
Bossier Parish CC	AALT	18	20	10	13	17
	ASLT	6	2	1	1	2
Delgado CC	AALT	36	26	10	15	21
	ASLT	16	15	11	8	9
Elaine P. Nunez CC	AALT	10	8	9	13	11
	ASLT	4	5	2	5	5
L.E. Fletcher TCC	AALT	0	0	0	0	1
	ASLT	0	0	0	0	0
Louisiana Delta CC	AALT	7	17	14	18	13
	ASLT	7	12	4	3	2
LSU Eunice	AALT	27	44	36	27	27
	ASLT	13	16	19	11	20
River Parishes CC	AALT	72	65	77	39	49
	ASLT	11	10	6	21	26
South Louisiana CC	AALT	10	11	3	13	3
	ASLT	7	5	12	11	8
SOWELA TCC	AALT	1	1	1	0	0
	ASLT	0	0	0	0	0
SU Shreveport	AALT	4	4	5	4	12
	ASLT	0	0	0	0	0
Total		343	341	312	293	350

In 2024–25, 66 students graduated with the AST degree (Table 2), a modest increase from the previous year. Further, the graduation rate of students to majors rose from 6.1% to 7%. This slight increase could be due to modifications made to the AST program structure in 2022 to align with the state's four-year programs and to eliminate barriers to graduation, including passing the Praxis II examination for education majors.

Currently, 32% of all baccalaureate completers (Table 6) began as transfer students, highlighting the significant effect that improved transfer policies and practices can have.

Table 2: Associate of Science in Teaching (Grades 1-5): Enrollments and Graduates, 2024–25

Institution	Majors 2024–25	Graduates 2024–25
Baton Rouge CC	227	11
Bossier Parish CC	142	8
Delgado CC	223	8
Elaine P. Nunez CC	46	6
Louisiana Delta CC	133	24
River Parishes CC	46	7
SU Shreveport	35	2
Total	852	66

Universal Transfer Legislation (Act 308, 2022) restructured the more restrictive ASLT and AALT pathways into clearer, more consistent transfer maps and added 24 new curricular pathways to complete those degrees. With the first 24 most popular (highest enrollment) degree pathways complete, in 2024–25, BOR staff identified additional UTPs with high enrollment and are working with faculty from the selected major departments to develop these additional associate's degree maps. In addition, Regents are currently collaborating with institutions to further refine how these degree programs are coded in data submission to monitor enrollment trends and student outcomes.

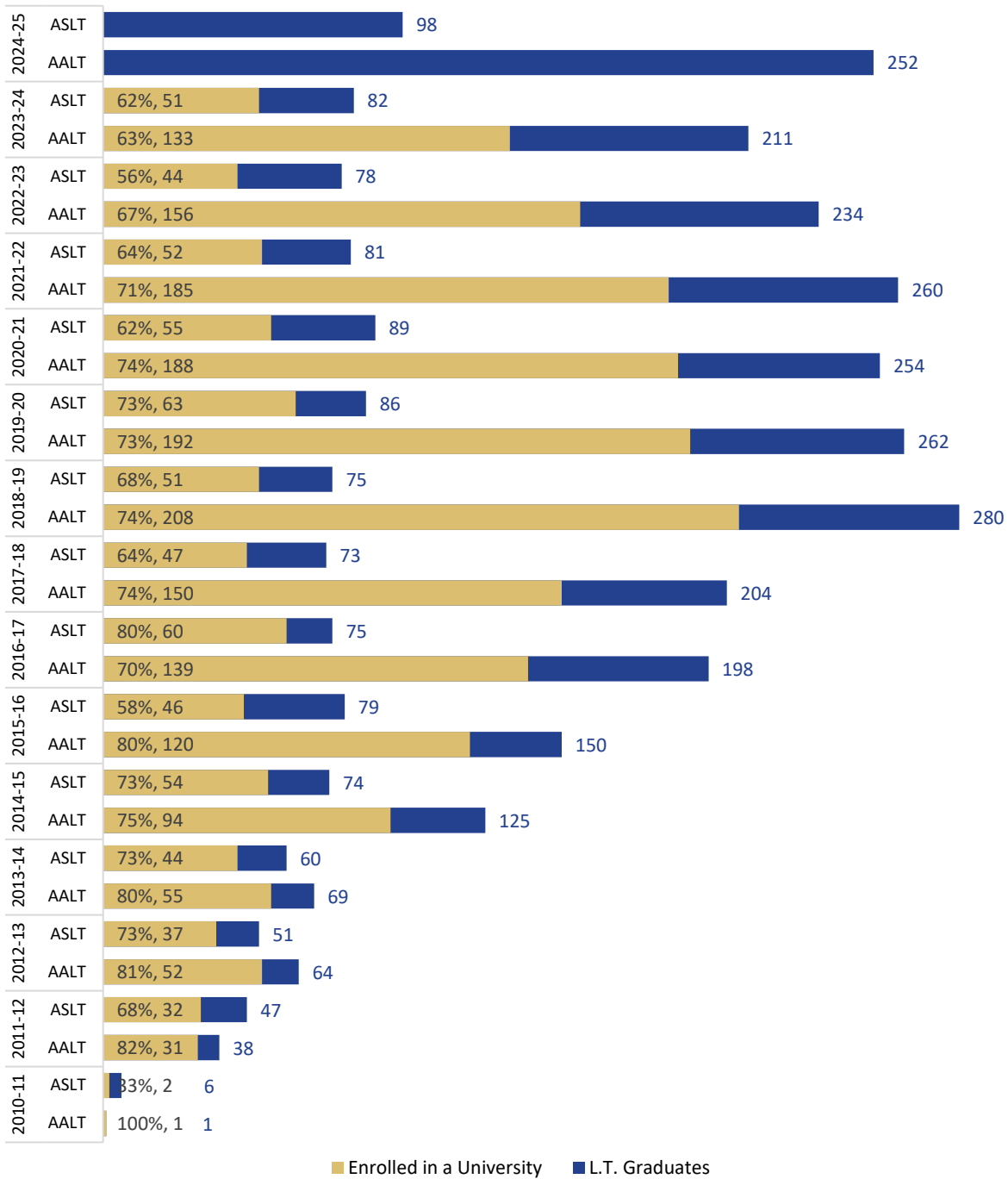
While campuses may continue to promote traditional L.T. curricula as options for students seeking a bachelor's degree, the new universal pathways offer additional attractive choices for students pursuing their degrees. Therefore, students can choose either the L.T. degrees or the UTPs. As universal transfer pathways develop, it is expected that student participation will increase due to the greater flexibility and popularity of the degree maps.

TRANSFER ASSOCIATE'S DEGREES AND UNIVERSITY ENROLLMENT

The Louisiana Transfer Degree features a structured curriculum that seamlessly integrates into an undergraduate major, guaranteeing the transfer of all 60 hours of the General Education Core and junior-level standing upon enrollment at the university. Since the program's inception in 2010, 2,403 LT graduates have enrolled in a university (Table 3).

From AY 2010–11 to AY 2023–24, the top universities enrolling ASLT graduates are LSU A&M (130), UL Lafayette (115), and UNO (113), and the top universities enrolling AALT graduates are LSU A&M (482), UL Lafayette (202), and SLU (200). All these institutions saw increased numbers in 2024–25 compared to 2023–24.

The number of L.T. degrees awarded in AY 2024–25 rose by 19% compared to AY 2023–24 (Table 3).

**Table 3: Associate Transfer Degrees and University Enrollment
AY 2011 - AY 2025**

The Associate of Science in Teaching focuses on a specific teacher education major and has generally been successful in enrolling its graduates in a university (Table 4). The percentage of AST graduates who successfully transferred to a university slightly increased to 60% in 2023–24.

Table 4: Associate of Science in Teaching (Grades 1–5)

AS Grade Year	AS/Teaching Completer	Enrolled in University	Percentage
2010–11	43	36	84%
2011–12	59	49	83%
2012–13	27	24	89%
2013–14	46	36	78%
2014–15	35	30	86%
2015–16	32	28	88%
2016–17	22	17	77%
2017–18	27	19	70%
2018–19	36	27	75%
2019–20	21	16	76%
2020–21	19	16	84%
2021–22	21	11	52%
2022–23	49	29	59%
2023–24	52	31	60%
2024–25	66	NA	NA
Total	555	390	70%

All non-applied associate's degrees (Table 5) are considered transfer degrees because they mainly consist of transferable academic coursework and a significant part of the 39-hour general education core required for all bachelor's degrees. These include the Associate of Arts (AA), Associate of Science (AS), Associate of General Studies (AGS), AS Criminal Justice (ASCJ), and the Louisiana Transfer (AALT, ASLT) degrees. Table 5 below shows that 34% of associate's degree graduates in the 2023–24 academic year (Summer/Fall/Winter/Spring semesters or terms) transferred to a university within that year.

Table 5: 2023–24 Graduates with Associate's Degrees Who Enrolled in a University

Associate's Degree	2023–24 Graduates	Enrolled in University	Percentage
AA	152	81	53%
AALT	211	133	63%
AAS	2,235	257	11%
AAT	89	10	11%
AD	23	22	96%
AGS	1,321	692	52%
AS	633	311	49%
ASCJ	12	3	25%

ASLT	82	51	62%
ASN	986	379	38%
Grand Total	5,744	1,939	34%

The data suggest that, as initially envisioned, those who complete the designated transfer degrees are much more likely to transfer to a university to continue their studies. The AD, AA, AGS, and AS have higher continuation rates with university enrollment (52%-96%). (The AD is an Associate's Degree in Veterinary Technology offered through Northwestern State University.) The transfer rate for the ASN, which leads to licensure as a Registered Nurse, increased this year to 38% from 30% in 2023–24. These students primarily enroll in an RN-to-BSN program.

Last year, BOR added the Associate of Applied Science (AAS) to the list of accepted degrees for transfer admission. The AAS, designed for direct workforce training and application, had a continuation rate of 5%. Graduates of this program usually go straight into the workforce rather than transferring directly to continue their studies. This new degree provides a pathway for applied associate's degree recipients to transition to college with their earned credits, an option that was not available before.

Currently, LSUA accepts AAS degree-holders into its four-year Bachelor of Applied Arts and Sciences program. This degree allows students to transfer up to 84 earned credit hours. The program complements the practical knowledge and skills acquired in an applied art or applied science associate program with academic courses in communication, management, and leadership.

Similarly, in August 2024, ULM launched the Bachelor of Applied Science in Organizational Leadership, providing another pathway for students with an associate's degree in applied arts or sciences to transfer and count their courses toward earning a bachelor's degree. Both LSUA and ULM's degrees aim to prepare students for various supervisory roles in the state.

II. TRANSFER STUDENTS AND THE BACCALAUREATE DEGREE

The table below (Table 6) shows that 32% of 2024–25 baccalaureate graduates started as transfer students. Of the 18,867 baccalaureate completers during the 2024–25 academic year, 5,983 were transfer students, with 1,289 (21.5%) transferring with an associate's degree from one of Louisiana's public institutions (Table 6). This percentage varies widely among institutions. LSUA, NSU, SLU, and SUNO experienced increases of several percentage points in their transfer completers compared to the previous year.

Table 6: Baccalaureate Completers who Began as Transfer Students

Institution	2023–24		2024–25		Total Bacc Completers		% that Began as Transfers	
	Total	w/Asc Degr	Total	w/Asc Degr	2023–24	2024–25	2023–24	2024–25
GSU	215	21	186	18	601	588	36%	32%
LA Tech	235	20	251	28	1,499	1,459	16%	17%
LSU A&M	808	80	942	96	5,211	5,693	16%	17%
LSUA	557	130	844	170	710	1,040	78%	81%
LSUS	296	75	307	75	425	494	70%	62%
MSU	304	84	303	89	989	958	31%	32%
Nicholls	254	60	249	70	888	897	29%	28%
NSU	536	201	512	191	1,215	1,099	44%	47%
SLU	475	54	552	65	1,707	1,697	28%	33%
SU A&M	257	32	255	38	756	725	34%	35%
SUNO	141	54	142	51	187	185	75%	77%
ULL	771	229	680	248	2,267	2,165	34%	31%
ULM	394	81	341	84	1,059	1,005	37%	34%
UNO	401	44	419	66	776	862	52%	49%
Total	5,644	1,165	5,983	1,289	18,290	18,867	31%	32%

The Board of Regents uses annual completer report data to determine time to degree for 'native' and 'transfer' graduates. In the table below (Table 7), '**Began as First-Year**' graduates are students who first enrolled as entering freshmen; '**Began as Transfer**' graduates are those who enrolled at the degree-granting university after first enrolling at another institution.

When comparing the average time to earn a degree, students who started as freshmen took longer to graduate than transfer students did after transferring (Table 7). Overall, in 2024–25, students who began as freshmen at all public postsecondary institutions averaged 4.6 years to complete their degrees. Meanwhile, transfer students at four-year public schools averaged 3.6 years from the time of transfer to graduate (a slight decrease from the previous year). This number (Began as Transfer) varies greatly by institution; this year, transfer students from LSUA had the shortest average time to completion, at 2.5 years; LSU A&M and LSUS tied at 3.2 years, followed by ULL at 3.6 years. This small reduction in average time to degree may be an early indication that transfer policies and innovations approved and implemented in recent years are beginning to have an effect. As more students can transfer more coursework between institutions, the number of hours needed to graduate decreases.

Table 7: Average Enrollment Time to Degree (Years)

Awarding University	Average Time to Degree (Years) Baccalaureate Completers			
	Began as Freshman		Began as Transfer	
	2023–24	2024–25	2023–24	2024–25
GSU	5.2	5.2	4.4	3.7
LA Tech	4.2	4.1	3.7	3.5
LSU A&M	4.1	4.1	3.3	3.2
LSUA	5.9	5.8	2.9	2.5
LSUS	4.9	5.2	3.4	3.2
MSU	4.8	5.2	3.7	3.6
Nicholls	4.8	4.9	3.8	4.0
NSU	5.1	5.3	4.5	4.8
SLU	4.8	4.8	3.9	3.7
SU A&M	5.5	5.3	4.1	4.1
SUNO	7.4	8.4	5.7	5.0
ULL	5.0	4.9	3.8	3.6
ULM	4.9	4.9	3.8	4.1
UNO	4.9	4.7	4.0	4.5
Grand Total	4.6	4.6	3.8	3.6

III. TRANSFER OPPORTUNITIES

Dual Enrollment (DE) opportunities continue to expand following implementation of statewide recommendations of the DE Task Force and a statewide focus on this initiative. This year, more than 40,000 public high school students participated in dual enrollment- a 55% increase since 2018-19.

Based on the Task Force's recommendations, Regents has improved both policy and practice to successfully expand early college opportunities. One example is the establishment of Apply DE, Louisiana's official dual enrollment application platform of the Louisiana Board of Regents and is now available to all public institutions statewide. This secure, streamlined system aims to 1) ease access to DE classes for all students; 2) enable efficient operations for higher education DE staff, and 3) strengthen relationships with high school stakeholders. Regents will continue to work with LDOE to align the Associate of Arts and Associate of Science Fast Forward pathways with the new UTP transfer pathway curricula to ensure that students who follow those pathways are guaranteed that the coursework they have completed will apply toward a degree at every public four-year institution.

Regents will continue to raise awareness of recent advances in making transfer processes more seamless. The Articulation Matrix will be expanded, and the back-end technology will be improved to enhance user and target audience experiences. Additionally, BOR is exploring a new platform to maintain and enhance transfer matrix functionality. This platform is an all-in-one transfer articulation program that allows users to research transfer credits, track evaluations, and manage equivalencies. BOR will integrate its Articulation Matrix into this platform, increasing access and refining processes for all who utilize it.

Ongoing efforts to promote the UTPs across the state will give students and institutions a clearer understanding of career and technical education programs, helping them evaluate opportunities from articulation and transfer to direct employment. Many such options already exist within Louisiana's higher education ecosystem, and BOR aims to expand its transfer offerings further by participating in the Google Microcredentials Project and the Great Admissions Redesign, as well as integrating the matrix with TES.

Additionally, the intersection of financial aid with admissions criteria across all student groups could offer insight into how effectively support is delivered to different student populations, especially transfer and adult students.

IV. ACADEMIC TRANSFER MODULE PROCESS

Universal Transfer legislation (Act 308, 2022) created pathways intended to serve as the second iteration of the Louisiana Transfer Degree. The purpose of the legislation is to streamline the transfer process for students across the state by creating transfer pathways for high-demand baccalaureate programs. In 2024, 24 UTPs were created and approved; these are now accessible via the Regents' website. We anticipate more student participants in these UTPs as institutions and students become more familiar with their use.

Lastly, Regents staff have launched a statewide information campaign to introduce the UTPs to stakeholders. Various Zoom training sessions and Journey Mapping opportunities have been provided to help campuses implement the Pathways. Regents sponsored a Universal Transfer Day at UL Lafayette for advisors who work with students following these Transfer Pathways. Public postsecondary institutions have requested that Regents host a one-day conference on this topic in 2026, which we plan to do.

V. MILITARY ARTICULATION AND TRANSFER: VETERANS AND SPOUSES

Expedited articulation and transfer support all students in reaching their educational goals. In this tenth year of the Governor's Military and Veteran-Friendly Campus (GMVFC) program (per Act 232 of the 2015 Regular Legislative Session, Act 429 of the 2021 Session, Act 53 of the 2023 Session, and Act 130 of the 2025 Session), public colleges and universities reported modest improvements in many of the elements specifically needed to assist veterans, as well as their spouses and dependents. Once again, all statewide public postsecondary institutions and two private institutions achieved the Governor's Friendly Campus distinction. Of note, beginning in 2026, the GMVFC Program will change its name henceforth to the Purple Heart Campus Program.

VI. MOVING THE NEEDLE FOR THE FUTURE

The Board of Regents continues to work with statewide public postsecondary institutions, the Louisiana Department of Education (LDOE), and SATC to develop high-quality transfer programs and innovations in this area. Additionally, BOR has been generously supported in these initiatives by philanthropic organizations such as the Gates Foundation, Google, LUMINA, and STRADA making it possible to move the needle forward at a more robust pace.

Below are examples of the transfer-supporting projects BOR is currently working on for the 2025–26 year.

COLLEGE SOURCE Transfer Evaluation System

In 2025, the Regents began discussions exploring a new platform, which is an interactive resource for course data from higher education institutions. BOR plans to collaborate with all two- and four-year institutions to provide access to this technology. Additionally, BOR will transfer the Interactive Articulation Matrix to this platform to integrate those course equivalencies into TES. This integration will enable Louisiana institutions to generate equivalencies using the matrix and include all Louisiana public institutions. There are also plans to incorporate private institutions currently listed on the matrix into the platform. Future initiatives include adding the American Council on Education's (ACE) military equivalencies into TES as well. This will afford military students the opportunity to view their military credits and compare how their courses will transfer to institutions in Louisiana. Finally, future plans include adding CTE and IBC courses to this platform as well.

STRADA

Regents have begun work in conjunction with Strada Educational Foundation to establish five faculty work groups, with representation from the state's community colleges, to improve consistency in how credits are awarded for IBCs and other Validated Skills and Learning across the state. The five groups represent the five primary labor market areas identified in the M.J. Foster Promise program, a scholarship program for students enrolling in Information Technology, Manufacturing, Construction, Transportation and Warehousing, and Healthcare.

GOOGLE/National Association of Higher Education Systems (NASH)

The Google Career Certificate Initiative is the result of a partnership with Google and the National Association of Higher Education Systems. Louisiana was invited to participate in this effort, which provides access to all public postsecondary institutions in the state to earn a series of certificates. These certificates in seven high-demand fields are designed to develop skills in Cybersecurity, AI Essentials, Data Analytics, Digital Marketing, IT Support, Automation with Python, Project Management, and UX Design, at no charge to students, faculty, or staff at Louisiana's public institutions. Those who enroll in the certificate program can complete the course at their own pace. Ultimately, Louisiana's partnership with Google Career Certificates (in partnership with NASH) is expanding access to high-quality, industry-relevant microcredentials that advance students' learning in Louisiana.

Meauxmentum Credentialing Initiative

Regents are collaborating with Canvas Instructure to launch the Meauxmentum Credentialing Initiative involving all twenty-eight public institutions. This initiative aims to refine transfer systems and credential mapping by utilizing the Canvas Credentialing System to issue badges aligned with course and career competencies. Through API integration, badges will identify courses that are part of UTPs, reflect course transfer equivalencies, enable students to track their academic progress, and facilitate transfer via their Meauxmentum Backpack.

Summary

The Board of Regents, the Statewide Articulation and Transfer Council, and Louisiana's entire public postsecondary education system continue to promote student success and improve the transfer and articulation experience across the state by expanding the essential infrastructure for the initiatives outlined in this report. As previously stated, Regents has engaged with national organizations to help support and fund these efforts.

Significant steps have been taken to improve transfer opportunities in Louisiana. General Education courses are now easily transferable; the first UTPs have been implemented, and the second set is under development. Discussions are ongoing to include the Louisiana Association of Independent Colleges and Universities (LAICU) in the transfer of UTPs. Efforts to align course articulations to exact matches continue, and a website for UTPs is now live, enabling students and advisors to explore available UTP options. The Articulation Matrix remains a valuable and essential resource for students, advisors, and faculty across the state. With the expansion of these initiatives through Act 308 (2022), comprehensive review efforts will allow stakeholders to further refine and expand these tools, enabling students to understand the portability of their courses across Louisiana's colleges and universities, resulting in better decision-making and hopefully improved time to degree.

Plans are in place to expand the Matrix to include technical and dual enrollment courses, AP, CLEP, IB, and American Council of Education (ACE) military opportunities, and to improve the technology that supports the Articulation Matrix by integrating with College Source's TES System.

While much has been achieved, more work remains. Regents' efforts to enhance outreach and communication will continue, ensuring that learners from K-12 throughout their professional career can easily find their way to completing a postsecondary degree or credential.

AGENDA ITEM V.B.

ACT 682 of the 2022 Regular Session of the Louisiana Legislature Postsecondary Inclusive Education Advisory Council Annual Report

Staff Summary

Act 682, formerly Senate Bill 192, of the 2022 Regular Legislative Session created the Louisiana Postsecondary Inclusive Education Advisory Council (Council).

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

Annually, Act 682 charges the Council to produce a report addressing the key issues and research topics listed in the legislation.

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.

STAFF RECOMMENDATION

Senior Staff recommends approval of the "Postsecondary Inclusive Education Advisory Council 2025 Annual Report" and authorizes the Commissioner of Higher Education to submit the report to the appropriate legislative committees on behalf of the Board of Regents.



BOARD of REGENTS
STATE OF LOUISIANA



POSTSECONDARY INCLUSIVE EDUCATION
ADVISORY COUNCIL
2025 REPORT

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IMAGE SOURCES (Covers): Nicholls State University

IMAGE SOURCES (Interior): LSU Alexandria, LSU A&M, Nicholls State University, Southeastern Louisiana University, University of Louisiana at Monroe



Council Overview

Act 682, formerly Senate Bill 192, of the 2022 Regular Legislative Session (see **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:

Act 682: Tasks Charged in Legislation

- ▶ 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 — Year 3

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 (FY24), 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.

In year two (FY25), the Advisory Council provided \$610,000 in funding to support the expansion of seven existing programs and the development of three new programs, including expanding postsecondary inclusive programs at Historically Black Colleges and Universities (HBCU) institutions.

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 November 29, 2024. The application review committee (see **Table 1**) received applications from both two- and four-year institutions (see **Table 2**) seeking funds to either create a new inclusive program or begin the planning process to create a new inclusive program. Review team committee members reviewed and scored the applications and presented their recommendation to approve all submitted applications to the Advisory Council at its March 2025 meeting (see **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
McNeese State University	Fletcher Technical Community College

Once the Advisory Council had given its approval, letters were sent via email to the presidents of the two 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 June 18, 2025.

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, distributed the first allocation of funds to the awarded public postsecondary education institutions on May 17, 2024 and the second disbursement of funds on November 30, 2024. The University of Louisiana at Monroe received a disbursement of \$60,000 as the program met the requirement of earning Comprehensive Transition and Postsecondary (CTP) program status as required in the application for planning an inclusive education program, which certifies that the program is approved by the U.S. Department of Education to offer a degree, certificate, or nondegree program to students with intellectual disabilities.



Annual Program Updates

Annually, Act 682 charges the Advisory Council to produce a report documenting the detailed accounting of the Fund. During FY25, the following disbursements were made from the FY25 \$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 \$490,000 in unexpended funds remains from the allocation. Of the \$510,000, \$350,000 was approved by the Advisory Council for disbursement in FY25 at the April 26, 2024 meeting (see **Appendix D**). Additionally, the program at the University of Louisiana at Monroe received \$60,000 when it received Comprehensive Transition Program (CTP) status in September 2024, which certifies that the program is approved by the U.S. Department of Education to offer a degree, certificate, or nondegree program to students with intellectual disabilities.

Table 3. PSIE 2025 Fund Distributions.

Program Name and Institution	Amount
The Program for Successful Employment, Baton Rouge Community College	\$50,000
Program for Successful Employment, Bossier Parish Community College	\$50,000
Fletcher Technical 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
McNeese State University	\$80,000
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	\$60,000

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 academic year and the 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 9 present responses provided by the institutions. Please note that Baton Rouge Community College (BRCC) and Central Louisiana Technical Community College (CLTCC) currently have neither students enrolled nor completer data. The reason for this is explained 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 in Spring 2026. 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.

Central Louisiana Technical and Community College

After careful consideration, CLTCC determined that the institution would not be able to facilitate the creation of a Postsecondary Inclusive Education Program and returned the \$20,000 received in FY24 to the Board of Regents. CLTCC is not included in the following tables.

Table 4. Postsecondary Inclusive Education Programs.

Current Programs	Programs in Development (to start in Fall 2026)
Baton Rouge Community College	Fletcher 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	
McNeese State University	
Nicholls State University	
Southeastern Louisiana University	
University of Louisiana at Lafayette	
University of Louisiana at Monroe	

Table 5. Student Capacity and Current Enrollment of PSIE Programs.

Institution	Program Capacity		Current Enrollment
	2025-2026 AY	2026-2027 AY	
Baton Rouge Community College	N/A	5	0 ¹
Bossier Parish Community College	4	8	4
Fletcher Technical Community College	In development	In development	N/A
Louisiana State University and A&M College	14	30	13
Louisiana State University of Alexandria	16	16	16
McNeese State University	7	10	7
Nicholls State University	13	14	13
Southeastern Louisiana University	16	16	16
Southern University and A&M College	In development	In development	N/A
Southern University at New Orleans	In development	10	N/A
University of Louisiana at Lafayette	35	35	35
University of Louisiana at Monroe	12	18	12

1 – BRCC did not have active programs during the Fall 2025 semester.

Table 6. Number of Students Currently on Wait List to Join PSIE Program.

Institution	Capacity
Baton Rouge Community College	5
Bossier Parish Community College	1
Fletcher Technical Community College	N/A
Louisiana State University and A&M College	1
Louisiana State University of Alexandria	0 ¹
McNeese State University	0
Nicholls State University	7
Southeastern Louisiana University	5
Southern University and A&M College	N/A
Southern University at New Orleans	N/A
University of Louisiana at Lafayette	0 ²
University of Louisiana at Monroe	0

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

2 – 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

The BEARS-CTP at Baton Rouge Community College will support students with intellectual, developmental, and other cognitive disabilities in achieving meaningful employment, independent living, and lifelong success through comprehensive, individualized services.

- Academic & Career Preparation: Inclusive college courses, specialized workforce and life skills training, and instruction aligned with career clusters (e.g., Automotive, Food Services, Retail).
- Work-Based Learning & Employment: Internships, job-shadowing, paid/unpaid employment, coaching, and collaboration with Louisiana Rehabilitation Services.
- Independent Living & Social Development: Training in financial literacy, safety, self-care, transportation, and opportunities for campus and community engagement.
- Individualized Student Support: Education plans, academic accommodations, one-on-one mentoring, and family collaboration.
- Transition & Career Planning: Career counseling, personalized plans, interview and resume preparation, and alumni support.
- Community & Employer Partnerships: Work-based learning sites, inclusive employer training, and collaboration with community organizations.
- Holistic Success: Confidence-building, diverse life experiences, and comprehensive supports to foster independence and societal contribution.

Bossier Parish Community College

The BPCC Bridge program is a two-year vocational training program for adults with intellectual disabilities (ID) that provides an inclusive post-secondary experience. The BPCC Bridge program combines academic and job skills training on BPCC's campus with externship opportunities at regional businesses. The main goal of the Bridge program is to empower students to achieve their educational, vocational, and personal aspirations and promote their full participation in society as independent and productive individuals.

Fletcher Technical Community College

This is a new program being developed.

Louisiana State University and A&M College

LSU's Integrative Community Studies program is a two-year certificate program designed to provide individuals with moderate disabilities a life-changing university experience. Its primary goal is to prepare students for independent living, provide competitive employment competencies, and build interpersonal communication skills.

The mixed/hybrid residential postsecondary education program consists of four semesters of specially designed coursework. Admitted students complete a mix of audited traditional and individualized/separate classes over the course of their program. Program participants are housed in multi-bedroom apartments with an independent living assistant (and fellow student) in each unit. Across the two years, students also learn job skills and participate in work experiences at sites on campus.

Louisiana State University of Alexandria

LSUA's SPERO program is a four-year inclusive postsecondary education program which 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 take up gainful 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 Central Louisiana communities.



McNeese State University

The McNeese PRIME program is a two-year offering that focuses on the acquisition of functional academics, independent living skills, career development, social/leisure skills, and health/wellness skills in a university setting for students with an intellectual disability. The goal of this program is to give these students the tools they need to become as self-sufficient as possible while also curating a college experience that will enrich their lives.

Students who are admitted into the program will complete PRIME coursework, as well as audit academic courses offered by the university. Students will also complete internships related to career interests.

Students who complete the PRIME program will receive a certificate of completion at either of the graduation ceremonies for the university. This certificate indicates that students have completed the necessary PRIME requirements in university courses, PRIME coursework, career readiness training, and social/community integration.

The PRIME program focuses on gainful employment, social skills, independent living skills, and quality of life.

Nicholls State University

The Bridge to Independence program at Nicholls State University was awarded Comprehensive Transition Program (CTP) status in 2016 as a two-year program. In 2025 an application was submitted to expand it into a four-year program. Designed for students aged 18–28 with intellectual disabilities (ID) or Autism Spectrum Disorder (ASD), the program provides individuals who are not eligible for traditional college enrollment an opportunity to pursue academic, social, vocational, and independent living skills in a university setting.

Housed in the College of Education and Behavioral Sciences, the program emphasizes inclusivity and is aligned with the Higher Education Act's definition of ID. Students attend Monday through Friday during traditional semesters, fully integrated into campus life through courses, internships on and off campus, peer mentoring, and social activities. Supports are provided under the Americans with Disabilities Act (ADA), including individualized academic coaching, vocational guidance, and opportunities for campus housing with flexible roommate options.

Over four years, students engage in a comprehensive curriculum that builds academic proficiency, independent living skills, social development, and job readiness. Upon completion, graduates earn a certificate and leave with the confidence, skills, and friendships necessary for independent living and meaningful contributions to their communities.



Southeastern Louisiana University

Students are offered an authentic college experience by participating in either a two- or four-year program. They attend two classes with non-disabled peers, in addition to targeted classes for social skills, life skills, and career planning. These classes are contained within our suite. Lions Connected students are mentored by same aged peers who attend classes and on campus events with them. Lions Connected students attend the Honors Field Day, Kinesiology Game Nights, University Police Department board game night, part-time job fair, career fair, Homecoming Tailgate and many, many other campus activities.

Southern University at New Orleans (In Development)

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

Southern University and A&M College (In Development)

This new program is in development.

University of Louisiana at Lafayette

The UL LIFE Program offers a Basic two-year or Advanced four-year program. The Basic two-year program incorporates functional academics, independent living skills, career development, social/leisure skills, and health/wellness skills in a public university setting to produce self-sufficient young adults.

Invitation to the four-year Advanced Program is extended based on successful completion of one year in the Basic Program and meeting criteria and requirements, including, but not limited to: ability to safely navigate campus independently, sustain employment, and socially integrate. The UL LIFE Advanced Program progresses from the Basic Program with a strong emphasis on independence in career development, community involvement, and academic growth.



LIFE Students who successfully complete the UL LIFE Basic or Advanced Program will receive a Certificate of Accomplishment through the University of Louisiana College of Education and Human Development. This certificate represents that students have completed the UL LIFE requirements in university courses, LIFE courses, employment training, and community integration.

The UL LIFE Program focuses on academic growth, career development, community involvement, and independent living. UL LIFE provides opportunities for inclusive coursework, work-based training, and inclusive on-campus housing opportunities.

University of Louisiana at Monroe

Students participate in the Education Associates Project Discovery which provides the students with career exploration kits that are used throughout the semesters, along with audited university classes to learn about specific fields. The program is accredited by the National Occupational Competency Testing Institute which allows the students to receive digital badge credentials or micro-credentials based upon the programming they select.

Table 7. Number of Program Completers, 2024-2025 Academic Year.

Institution	Completers
Baton Rouge Community College	N/A
Bossier Parish Community College	0
Fletcher Technical Community College	N/A
Louisiana State University and A&M College	1
Louisiana State University of Alexandria ¹	0 ¹
McNeese State University ²	0 ²
Nicholls State University	2
Southeastern Louisiana University	5
Southern University and A&M College	N/A
Southern University at New Orleans	N/A
University of Louisiana at Lafayette	6
University of Louisiana at Monroe	0 ³

** Data provided by institutions*

1 - First cohort will complete the program in May 2026.

2 - 2025-2026 was program's first year.

3 - First cohort will complete the program in December 2026.

For Tables 8 and 9, 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
▶ Fletcher 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 2022-Spring 2025
▶ McNeese State University	N/A (program is in first year)
▶ Nicholls State University	Fall 2018-Spring 2025
▶ Southeastern Louisiana University	Fall 2020-Spring 2025
▶ 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 2025
▶ University of Louisiana at Monroe	Fall 2024-Spring 2025

Table 8. Total Number of Program Completers.*

Institution	Program Completers		
	Total	Employed	Percentage Employed
Baton Rouge Community College	0	0	0%
Bossier Parish Community College	0	0	0%
Fletcher Technical Community College	N/A	N/A	N/A
Louisiana State University and A&M College	1	0	0%
Louisiana State University of Alexandria	0 ¹	0 ¹	0% ¹
McNeese State University	0 ²	0 ²	0% ²
Nicholls State University	36	21	58%
Southeastern Louisiana University	24	9	38%
Southern University and A&M College	N/A	N/A	N/A
Southern University at New Orleans	N/A	N/A	N/A
University of Louisiana at Lafayette	42	33	79%
University of Louisiana at Monroe	0 ³	0 ³	0 ³

* Data provided by institutions

1 – First cohort will complete the program in May 2026.

2 – 2025-2026 was program's first year.

3 – First cohort will complete the program in December 2026.

Table 9. Number of Program Completers Living Independently.*

Institution	Program Completers Living Independently	
	Total	Percentage
Baton Rouge Community College	0	0%
Bossier Parish Community College	0	0%
Fletcher Technical Community College	N/A	N/A
Louisiana State University and A&M College	0	0
Louisiana State University of Alexandria	0 ¹	0 ¹
McNeese State University	0 ²	0 ²
Nicholls State University	8	22%
Southeastern Louisiana University	2	8%
Southern University and A&M College	N/A	N/A
Southern University at New Orleans	N/A	N/A
University of Louisiana at Lafayette	5	12%
University of Louisiana at Monroe	0 ³	0 ³

* Data provided by institutions

1 – First cohort will complete the program in May 2026.

2 – 2025-2026 was program's first year.

3 – First cohort will complete the program in December 2026.

Fiscal Year 2026 Funding

Act 298 (see **Appendix H**) of the 2025 Regular Session amended the previous law, dedicating funds generated from the online sports wagering tax to various funds [RS27:625(B) and (G)]. This change allocates 3% of the monies collected from the tax to the Louisiana Postsecondary Inclusive Education Fund. Currently \$490,000 in unexpended funds remains from the allocation. This amendment was enacted on August 1, 2025, for FY26 funding.

Next Steps

The Louisiana Postsecondary Inclusive Advisory Council met throughout the year to assess the need for inclusive education programs in the state, and to create an application process. 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 purposeful 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.

Appendix A

**Act 682 of the 2022
Regular Legislative Session**

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

AN ACT

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

Be it enacted by the Legislature of Louisiana:

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

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

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

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

1 postsecondary institution.

2 (2) Any money donated to the fund or appropriated to the fund by the
 3 legislature shall be deposited in the fund. Monies in the fund shall be invested
 4 in the same manner as monies in the general fund. Interest earned on
 5 investment of monies in the fund shall be credited to the fund.

6 (3) Monies in the fund shall be appropriated to the Board of Regents for
 7 distribution to public postsecondary institutions only for:

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

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

10 (c) Dissemination of information on inclusive programs in Louisiana to
 11 students with intellectual or developmental disabilities and the parent or
 12 guardian of the students.

13 (4) Any funds distributed to an institution that remain unexpended or
 14 unobligated at the end of the fiscal year shall remain in the fund and, subject to
 15 appropriation, be available for use in the subsequent fiscal year by an
 16 institution for the purposes as provided in this Section.

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

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

29 B.(1) The Postsecondary Inclusive Education Advisory Council, referred
 30 to in this Section as the "council", is hereby created under the auspices of the

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

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

4 (a) Identifying existing inclusive programs capable of providing technical
 5 assistance to institutions creating or expanding inclusive programs and
 6 developing a method to provide grants for such technical assistance.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Page 5 of 6

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

4 * * *

8 * *

11 * * *

PRESIDENT OF THE SENATE

SPEAKER OF THE HOUSE OF REPRESENTATIVES

GOVERNOR OF THE STATE OF LOUISIANA

APPROVED: _____

Appendix B

Postsecondary Inclusive Education Advisory Council Members

Member, Title	Seat Information
Jade Viator Director/Academic Coordinator, UL LIFE Program (UL Lafayette)	Member with expertise in postsecondary educational programming for students with intellectual and developmental disabilities, appointed by the governor.
Dr. Mary Breaud Associate Professor of Education, Nicholls State University	Member with expertise in postsecondary educational programming for students with intellectual and developmental disabilities, appointed by the governor.
Dr. Kim Hunter Reed Commissioner of Higher Education	Commissioner of Higher Education
LaKiesha London Interim Director, Baton Rouge Community College Program for Successful Employment	Director of an inclusive program, appointed by the chairman of the Senate Committee on Education
Brittany Soden Director, LSUA SPERO	Director of an inclusive program, appointed by the chairman of the House Committee on Education
Tracy Blanchard Director, Disability Services, Louisiana State University A&M	President of the Louisiana State University System or his designee
President Dennis J. Shields President, Southern University System	President of the Southern University System or his designee
Dr. Jeannine O'Rourke Provost and Vice President for Academic Affairs, University of Louisiana System	President of the University of Louisiana system or his designee
Dr. Willie Smith Chancellor, Baton Rouge Community College	President of the Louisiana Community and Technical College System or his designee
Ebony Haven Interim Executive Director, Louisiana Developmental Disabilities Council	Executive Director of the Louisiana Developmental Disabilities Council or his designee
Melissa Bayham Director, Louisiana Rehabilitation Services	Director of the Louisiana Rehabilitation Services or his designee
Gerald "Mitch" Dillon Alumnus of an Inclusive Program	Alumnus of an inclusive program appointed by the Louisiana Developmental Disabilities Council
Bambi Polotzola Parent of a Student who Graduated from an Inclusive Program	Parent or legal guardian of a student who is enrolled in or who has completed an inclusive program appointed by the Louisiana Developmental Disabilities Council
David Martin Acting Superintendent, Louisiana Special School District	Superintendent of the Special School District or his designee

Appendix C

March 2025 Meeting Agenda



March Postsecondary Inclusive Education Advisory Council Meeting

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

Date: Tuesday, March 18, 2025

Time: 10:00am – 11:30am

- I. Call to Order
- II. Roll Call and Approval of October 1, 2024 Minutes
- III. Consideration of Postsecondary Inclusive Education Fund Application Recommendations
- IV. Postsecondary Inclusive Education Program Updates
 - Dr. Mary Breaud, Nicholls State University
 - Ms. Jade Viator, University of Louisiana at Lafayette
 - Ms. Brittany Soden, Louisiana State University of Alexandria
- V. Other Business
- VI. Public Comments
- VII. Adjournment

Appendix D

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

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Blake R. David
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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:

Appendix E

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 F

**Joint Application for Planning Grant
and Initial Program Development**

Application for Initial Program Development

Section 1: CTP Status

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

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

Section 2: Program Description

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

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

10. What honor/endorsement/certificate/degree will the institution award to students upon completion of the program?
- a. Name of the general honor/endorsement/certificate/degree:
 - b. Describe the general honor/endorsement/certificate/degree:
11. Indicate the **length of time** needed to complete the PIEP (expressed as terms/semesters or years):
12. Is there more than one level or benchmark within the PIEP at which students may exit?
- _____ Yes or No
- If yes, describe the levels or benchmarks:
13. Do students enrolled in the PIE program have opportunities to earn an industry-recognized certificate or certification(s)?
- _____ Yes or No
- If yes, name the industry-recognized certificate or certification(s):
14. Do students enrolled in the PIEP have opportunities to earn micro-credential(s)/badge(s) other than an industry-recognized certificate or certification(s)?
- _____ Yes or No
- If yes, name the micro-credential(s)/badge(s):
15. Describe how students enrolled in the program participate in one or more of the following activities alongside students without disabilities:
- 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 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

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

overhead, facility modification, or corporeal property, internships, scholarships, sponsorship of staff or faculty, or faculty endowment.

3. Provide a detailed budget for the requested and matching funds. The budget should be accompanied by a budget narrative that includes the following:
 - Details on each line item.
 - Explanation of the value of each planned expenditure to the program.
 - Description of matching funds including whether they are cash or in kind and their source(s).

Section 8: Program Sustainability

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

Application Guidelines

POSTSECONDARY INCLUSIVE EDUCATION ADVISORY COUNCIL

Guidelines for the Submission of Postsecondary Inclusive Education Fund Applications

Applications Due: November 29, 2024, 5:00 p.m. Central

FISCAL YEAR 2024–25

Request for Applications

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

REQUEST FOR APPLICATIONS

Important Notices

1. GENERAL INFORMATION

A. BASIS OF AUTHORITY

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

B. PURPOSE OF THE LOUISIANA POSTSECONDARY INCLUSIVE EDUCATION FUND

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

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

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 <https://www.laregents.edu/inclusive/>. No inquiries will be accepted after the deadline date to ensure all interested parties receive the same information.

2. THE POSTSECONDARY INCLUSIVE EDUCATION FUND PROGRAM

A. PURPOSE AND PROGRAM OUTCOMES AND STANDARDS

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

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

B. ELIGIBILITY

Public two- and four-year institutions of higher education, including community and technical colleges, are eligible to apply. For applications that propose to share resources among several institutions, the following rules/guidelines apply:

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

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

C. PROJECT REQUIREMENTS AND CONSIDERATIONS

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

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

D. APPLICATION REVIEW PROCESS

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

- a. **FINAL SELECTION OF APPLICATIONS TO BE FUNDED:** After recommendations are submitted, the LPIEAC makes final determinations of applications to be funded based on the competitive review process.
- b. **TIMETABLE:** The following schedule for submission, assessment, and approval of funding will apply for FY 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**.

3. PROJECT BUDGET INFORMATION

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

A. DISALLOWED BUDGET ITEMS

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

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

Costs of meals, snacks, and drinks may be included when necessary for a LPIEF-related event or activity and must comply with State rates as set forth by

the Division of Administration Policy and Procedure Memorandum 49 (the State General Travel Regulations). LPIEF funds cannot be used for entertainment costs, including performers, musicians, and rental of entertainment venues. These activities may be provided as part of host entity support.

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

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

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

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

B. FUNDS FOR PERSONNEL

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

C. STUDENT SUPPORT EXPENSES

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

D. OTHER EXPENSES

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

Appendix H

**Act 298 of the 2025 Regular
Legislative Session**

ACT No. 298

2025 Regular Session

HOUSE BILL NO. 639

BY REPRESENTATIVE RISER AND SENATOR CATHEY

AN ACT

To amend and reenact R.S. 27:625(B) and (G)(8) and to enact R.S. 17:1792 and R.S. 27:625(G)(9) and (10), relative to online sports wagering tax revenue and student athletes; to provide for the tax rate on online sports wagering; to allocate online sports wagering tax revenue; to create a fund for the benefit of university athletic departments; and to provide for related matters.

Be it enacted by the Legislature of Louisiana:

Section 1. R.S. 27:625(B) and (G)(8) are hereby amended and reenacted and R.S. 27:625(G)(9) and (10) are hereby enacted to read as follows:

§625. State tax; levy

* * *

B. There is hereby levied a ~~fifteen~~ twenty-one and one-half percent tax upon the net gaming proceeds from sports wagering offered to consumers within this state pursuant to this Title electronically through a website or mobile application. The provisions of this Subsection shall not apply to electronic sports wagering conducted through a sports wagering mechanism.

* * *

G. After complying with the provisions of Subsection D of this Section, each fiscal year the state treasurer shall credit the following amounts to the following funds:

* * *

1 (8) Any remaining funds shall be available as state general funds. Twenty-
2 five percent of the monies collected pursuant to Subsection B of this Section shall
3 be credited to the Supporting Programs, Opportunities, Resources, and Teams Fund
4 established by R.S. 17:1792.

5 (9) Three percent of the monies collected pursuant to Subsection B of this
6 Section shall be credited to the Louisiana Postsecondary Inclusive Education Fund
7 established by R.S. 17:3138.11.

8 (10) Any remaining funds shall be available as state general funds.

9 Section 2. R.S. 17:1792 is hereby enacted to read as follows:

10 §1792. Supporting Programs, Opportunities, Resources, and Teams Fund

11 A. There is hereby created in the state treasury a special fund to be known
12 as the Supporting Programs, Opportunities, Resources, and Teams Fund, hereafter
13 in this Section referred to as the "fund".

14 B. Monies in the fund shall be invested by the state treasurer in the same
15 manner as monies in the state general fund. Interest earned on the investment of
16 monies in the fund shall be deposited in and credited to the fund. Unexpended and
17 unencumbered monies in the fund at the end of the fiscal year shall remain in the
18 fund.

19 C. After compliance with the provisions of Article VII, Section 9(B) of the
20 Constitution of Louisiana relative to the Bond Security and Redemption Fund, the
21 state treasurer shall deposit into the fund all monies dedicated, transferred, or
22 appropriated to the fund. Monies in the fund shall be appropriated to the Board of
23 Regents for distribution to athletic departments at public universities that are
24 members of conferences that compete in NCAA Division One athletics at the
25 Football Bowl Subdivision and Football Championship Subdivision levels in
26 Louisiana for the benefit of student athletes. For the purposes of this Section,
27 "benefit" means scholarships, insurance, medical coverage, facility enhancements,
28 litigation settlement fees, and Alston awards. Each university shall establish
29 eligibility criteria for benefits awarded pursuant to the provisions of this Section.

- 1 E. Monies from the fund shall not be used to displace, replace, or supplant
2 any other awards or scholarships.
- 3 F. The Board of Regents shall distribute funds received pursuant to the
4 provisions of this Section equally among eligible institutions. Each eligible
5 university athletic department shall receive an equal distribution of funds for use in
6 accordance with the provisions of this Section.

SPEAKER OF THE HOUSE OF REPRESENTATIVES

PRESIDENT OF THE SENATE

GOVERNOR OF THE STATE OF LOUISIANA

APPROVED: _____



BOARD of REGENTS
STATE OF LOUISIANA

Bridge to
INDEPENDENCE
Nichols State University