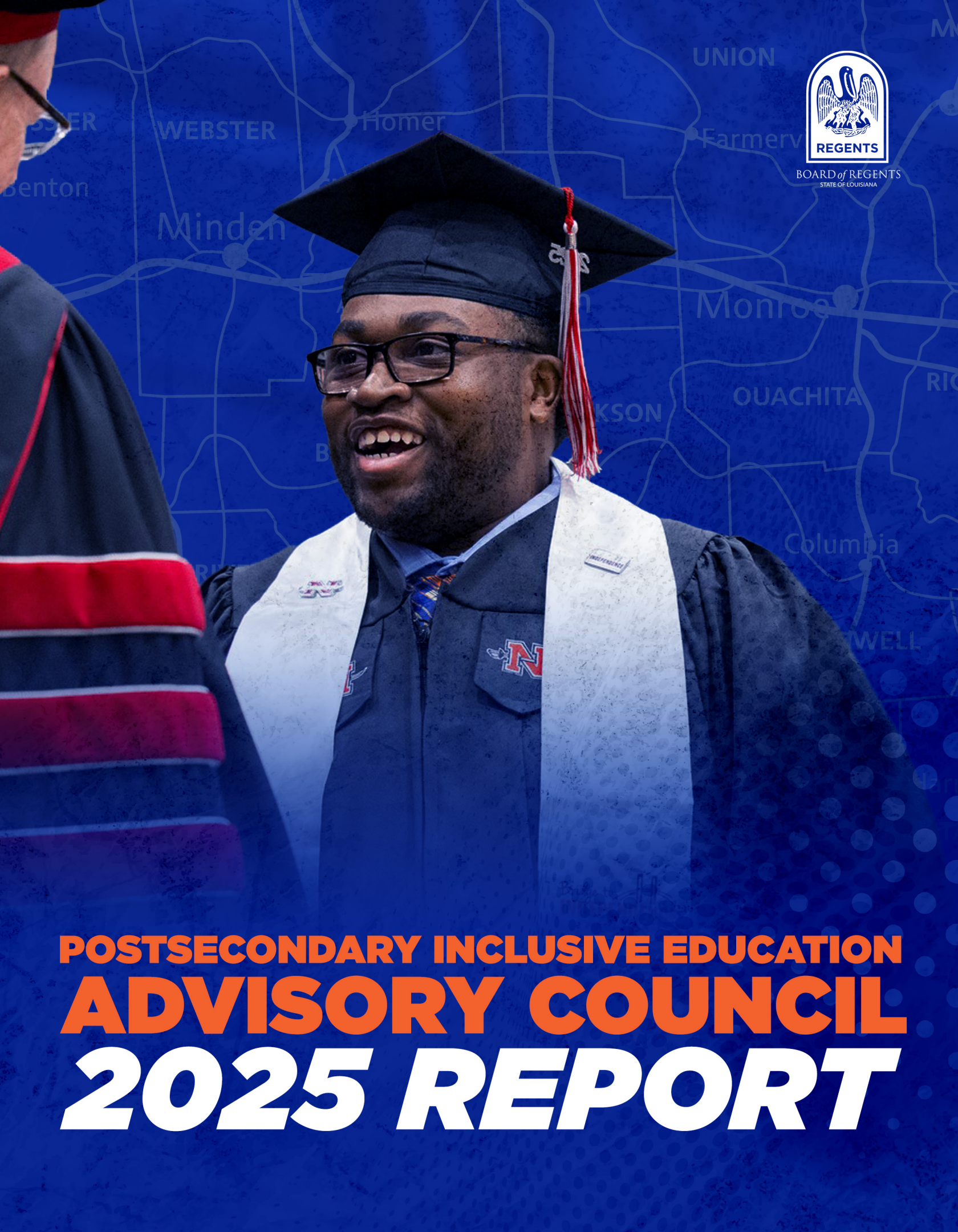




BOARD of REGENTS
STATE OF LOUISIANA



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

**POSTSECONDARY INCLUSIVE EDUCATION ADVISORY COUNCIL
AGENDA**

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

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

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

Proposed Next Meetings:

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

Section 7: Match, Budget, and Budget Narrative

1. What level of funding is being requested* (up to \$60,000)?
2. Provide validation of matching funds at a one-to-one ratio to the requested funding level. Matching funds may include but are not limited to cash from private or state sources, in-kind donations of technology, personnel, construction materials, program space and

* 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:

* * *

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

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

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

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

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

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

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

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