



BOARD of REGENTS  
STATE OF LOUISIANA

# Notice of Meetings

## Louisiana Board of Regents

P.O. 3677 ▪ Baton Rouge, LA 70821-3677  
Phone: (225) 342-4253 ▪ Fax: (225) 342-9318  
[www.laregents.edu](http://www.laregents.edu)

### Tuesday, December 10, 2024

Event	Time	Location
Board of Regents Development	1:30 PM	Board of Regents Conference Room 6-242 Claiborne Building, 1201 North Third Street, 6th Floor, Baton Rouge, Louisiana

### Wednesday, December 11, 2024

Event	Time	Location
Joint Board of Regents/ Board of Elementary and Secondary Education (BESE) Meeting hosted by BOR	9:00 AM	Thomas Jefferson A&B Rooms 1-136 Claiborne Building, 1201 North Third Street, 1st Floor, Baton Rouge, Louisiana
Louisiana Tuition Trust Authority (LATTA)	11:15 AM	Thomas Jefferson A&B Rooms 1-136 Claiborne Building, 1201 North Third Street, 1st Floor, Baton Rouge, Louisiana

## Wednesday, December 11, 2024 (continued)

Event	Time	Location
<b>Committee Meetings**</b>		
Nominating	11:20 AM	Thomas Jefferson A&B Rooms 1-136 Claiborne Building, 1201 North Third Street, 1st Floor, Baton Rouge, Louisiana
Finance	11:25 AM	
Facilities and Property	11:45 AM	
Statewide Programs	11:50 AM	
Planning, Research and Performance	12:00 PM	
Academic and Student Affairs	1:00 PM	
Research and Sponsored Initiatives	1:30 PM	
Personnel	1:45 PM	
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<b>Board of Regents Meeting**</b>	2:00 PM	Thomas Jefferson A&B Rooms 1-136 Claiborne Building, 1201 North Third Street, 1st Floor, Baton Rouge, Louisiana

### ADA Accessibility Requests

If you have a disability and require a reasonable accommodation to fully participate in this meeting, please contact Karlita Anderson five (5) business days before the meeting date via email at [Karlita.Anderson@laregents.edu](mailto:Karlita.Anderson@laregents.edu) or by telephone at (225) 219-7660 to discuss your accessibility needs.

### INDIVIDUAL COMMITTEE AGENDAS MAY BE FOUND AT [WWW.LAREGENTS.EDU](http://WWW.LAREGENTS.EDU).

- \* The meeting may begin later contingent upon adjournment of previous meeting. Meetings may also convene up to 30 minutes prior to the posted schedule to facilitate business.
- \*\* The Board of Regents reserves the right to enter into Executive Session, if needed, in accordance with R.S. 42:11 *et seq.*

JOINT MEETING

**BOARD OF REGENTS AND  
BOARD OF ELEMENTARY AND SECONDARY EDUCATION**

*Misti S. Cordell, Chair, Board of Regents, Presiding*

**AGENDA**

Wednesday, December 11, 2024 at 9:00 a.m.

**Thomas Jefferson Rooms A&B (1-136), Claiborne Building, 1201 North Third Street**  
Baton Rouge, Louisiana

- I Call to Order**
- II Roll Call**
- III Public Comments**
- IV Approval of BESE/BoR Minutes of June 12, 2024**
- V 2024 Kevin P. Reilly, Sr. Louisiana Education Quality Trust Fund Report**
  - Dr. John Fleming, State Treasurer, Department of the Treasury
  - John Broussard, Chief Investment Officer, Department of the Treasury
- VI Louisiana Prospers Master Plan Year 5 Update**
  - Dr. Tristan Denley, Deputy Commissioner for Academic Affairs and Innovation, Board of Regents
- VII LASTEM 2024 Annual Legislative Report**
  - Dr. Clint Coleman, Program Administrator, STEM & Cybersecurity Initiatives
- VIII Updates Regarding Louisiana Dual Enrollment**
  - Dr. Tristan Denley, Deputy Commissioner for Academic Affairs and Innovation, Board of Regents
  - Dr. Ernise Singleton, Assistant Superintendent of Career and College Readiness, Louisiana Department of Education
- IX Closing Remarks**
  - Dr. Cade Brumley, State Superintendent, Louisiana Department of Education
  - Dr. Kim Hunter Reed, Commissioner of Higher Education, Board of Regents
- X Other Business**
- XI Adjournment**

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JOINT MEETING  
BOARD OF ELEMENTARY AND SECONDARY EDUCATION  
AND  
BOARD OF REGENTS

June 12, 2024

MINUTES

In accordance with the 1974 Louisiana Constitution, Article VIII, Section 5(D), a joint meeting of the Board of Elementary and Secondary Education (BESE) and the Board of Regents (BOR) was called to order at 9:07 a.m. on Wednesday, June 12, 2024, in the Louisiana Purchase Room, located in the Claiborne Building in Baton Rouge, Louisiana. The meeting was called to order by Mr. Ronnie Morris, President of the Board of Elementary and Secondary Education.

The rolls were called with quorums established for the Board of Regents and the Board of Elementary and Secondary Education.

Board of Regents

Present

Mr. Gary Solomon, Jr., Chair  
Mr. Darren Mire, Secretary  
Mr. David Aubrey  
Ms. Misti Cordell  
Mr. Christian Creed  
Mr. Blake David  
Mr. Robert Levy  
Mr. Phillip May, Jr.  
Ms. Kennedy Orr  
Mr. Wilbert Pryor  
Ms. Terrie Sterling  
Mr. Collis Temple, III  
Mr. Felix Weill  
Ms. Judy Williams-Brown

Absent

Ms. Stephanie Finley  
Mr. Thomas Seale, III

Board of Elementary and Secondary Education

Present

Mr. Ronnie Morris, President  
Mr. Lance Harris, Vice President  
Ms. Stacey Melerine, Secretary-Treasurer  
Mr. Conrad Appel  
Dr. Judy Armstrong  
Mr. Kevin Berken  
Mr. Preston Castille  
Ms. Simone Champagne  
Dr. Sharon Clark  
Mr. Paul Hollis  
Ms. Sandy Holloway

Mr. Ronnie Morris, President of the Board of Elementary and Secondary Education, welcomed those in attendance.

## APPROVAL OF THE MINUTES OF DECEMBER 13, 2023

**On motion of Mr. Berken, seconded by Dr. Clark, the Boards approved the minutes of the joint meeting held December 13, 2023.**

**Board members in attendance expressed no objections to the motion.**

## CONSIDERATION OF AN UPDATE REPORT FROM THE OFFICE OF BROADBAND DEVELOPMENT AND CONNECTIVITY

Mr. Veneeth Iyengar, Executive Director of Broadband Development and Connectivity for the state of Louisiana, highlighted the following in his report to the Boards:

- Over the last three years, 65% improvement to high speed affordable reliable internet;
- approximately 140,000 households and small businesses that lack internet access;
- Partnership through the administration of federal funds, the Gumbo Program which was \$176 million from the American Rescue Plan, funds from the Federal Communications Commission, as well as a partnership with Board of Regent Member Davis Aubrey and AT&T;
- \$1.35 billion to obligate by the end of 2024 and must spend by December 2028; and
- HB700 signed into law by the governor stating Gumbo 3.0 Program could be created in the event there are excess funds.

Discussion followed.

**On motion of Ms. Melerine, seconded by Mr. Castille, the Boards received the update report from the Office of Broadband Development and Connectivity.**

**Board members in attendance expressed no objections to the motion.**

## CONSIDERATION OF EXTENSION ACADEMY RENEWAL ORLEANS PARISH

Ms. Cate Swinburn, Youth Force NOLA, highlighted the following in the report to the Boards:

- Serves students meeting the requirements to graduate from high school but do not qualify for TOPS and have not yet earned an advanced industry credential to defer graduation to earn dual enrollment credits, complete industry-based work credentials, participate in work-based learning, and develop a five year plan to successfully transition into adulthood; and
- Expressed gratitude for the continued authorization of the program.

Discussion followed.

**On motion of Mr. Appel, seconded by Dr. Clark, the Boards approved Extension Academy renewal Orleans Parish.**

**Board members in attendance expressed no objections to the motion.**

#### **CONSIDERATION OF AN UPDATE REPORT REGARDING TEACHER RECRUITMENT AND RETENTION**

Dr. Arthur Joffrion, Deputy Assistant Superintendent, shared information regarding the following in the report to the Boards:

- LDOE is making funding available to reduce barriers for certified teachers teaching out of their field;
- LDOE will be covering Praxis exam costs and certification costs;
- The Louisiana Workforce Commission approved an LDOE-sponsored Teacher Registered Apprenticeship Program, an industry-driven, high-quality career pathway;
- Southeastern has been approved as the related instruction provider, and Tangipahoa Parish School Board is the approved employer; and
- Will work with other school systems as well as universities to replicate this model to provide the same thing for yearlong residents across the state of Louisiana.

Discussion followed.

**On motion of Ms. Melerine, seconded by Ms. Holloway, the Boards received the update report regarding Teacher Recruitment and Retention.**

**Board members in attendance expressed no objections to the motion.**

There were no public comments.

#### **ADJOURNMENT**

With no further business to come before the Boards, the joint meeting of the Board of Elementary and Secondary Education and the Board of Regents adjourned at 9:54 a.m.

## **AGENDA ITEM VII.**

### **LASTEM 2024 Annual Legislative Report**

#### **Background Information**

The Louisiana Science, Technology, Engineering, and Mathematics Advisory Council (LASTEM), established by Act 392 of the 2017 Regular Legislative Session, is a statewide network advancing STEM education and workforce development through nine Regional STEM Centers (RSCs). The annual report to the Legislature outlines LASTEM's activities and achievements for calendar year 2024.

#### **Staff Summary**

LASTEM operates through a central hub at the Board of Regents and the Regional STEM Centers. The central hub manages the state funding to the regions and hosts a statewide summit to bring together stakeholders across the STEM ecosystem, while the regional centers provide direct support for STEM education and training, both within their areas and through collaborations with network partners.

The 2024 annual report, attached, outlines continued growth in LASTEM's fourth year of operation, including:

- Record attendance (795+ registrants) at the 2024 statewide summit, with expanded industry participation
- Implementation of the Engineering is Elementary curriculum developed by the Museum of Science, Boston, purchased with a \$1M federal earmark
- Enhanced workforce development initiatives across all regions
- Increased K-12 STEM engagement, particularly in rural areas

#### **STAFF RECOMMENDATION**

**This item is for information only. No action is requested.**



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*Commissioner  
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*Chair  
At-Large*

**Darren G. Mire**  
*Secretary  
2nd Congressional District*

**David J. Aubrey**  
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**Kennedy M. Orr**  
*Student Member*

**Wilbert D. Pryor**  
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**Felix R. Weill**  
*6th Congressional District*

**Judy A. Williams-Brown**  
*4th Congressional District*

# Agenda

## Louisiana Tuition Trust Authority (LATTA) Meeting

Wednesday, December 11, 2024  
11:15 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. Public Comments
- IV. Approval of the Minutes
- V. Consent Agenda
  - A. Approval of Final Rulemaking to amend Section 315 of the START Saving Program rules to add the applicable interest rates for the Louisiana Principal Protection investment option and for Earnings Enhancements for the 2023 calendar year.
- VI. Adjournment

LATTA Members: Dr. Kim Hunter Reed, Chair, David Aubrey, Misti Cordell, Christian Creed, Blake R. David, Stephanie A. Finley, Rachel Kincaid, Robert W. Levy, Phillip R. May, Jr., Darren G. Mire, Wilbert D. Pryor, Samer Shamieh, Gary N. Solomon, Jr., Terrie P. Sterling, Collis B. Temple III, Felix R. Weill, Judy A. Williams-Brown, Kennedy M. Orr, *Student*



# START

## SAVING PROGRAM

LOUISIANA'S 529 COLLEGE SAVINGS PLAN

— A PROGRAM OF THE BOARD OF REGENTS —

### Minutes Louisiana Tuition Trust Authority (LATTA) March 27, 2024

The Louisiana Tuition Trust Authority (LATTA) met on Wednesday, March 27, 2024, at 9:39 a.m. in the Claiborne Building, Louisiana Purchase Room, 1201 North Third Street, First Floor, Baton Rouge, Louisiana.

Commissioner Reed called the meeting to order, and the roll was called.

#### **LATTA Members Present**

Dr. Kim Hunter-Reed, Chair  
Regent David Aubrey  
Mr. John Broussard\*  
Regent Misti S. Cordell  
Regent Christian Creed  
Regent Blake David  
Regent Stephanie Finley  
Regent Samuel Gil  
Regent Robert Levy  
Regent Darren Mire  
Regent Wilbert Pryor  
Regent Gary Solomon  
Regent Terrie Sterling  
Regent Felix Weill  
Regent Judy Williams-Brown

#### **Staff Members Present**

Dr. Sujuan Boutté  
Rhonda Bridevaux

#### **LATTA Members Absent**

Senator Cleo Fields  
Regent Phillip May  
Regent T. Jay Seale\*\*  
Regent Collis Temple\*\*

*\*Proxy For State Treasurer*

*\*\*Joined during Consent Agenda Items*



Fifteen members were present, which represented a quorum, and there was no public comment.

**On motion of Regent Gil, seconded by Regent Williams-Brown, the LATTA approved the minutes from the August 23, 2023, meeting.**

### **CONSENT AGENDA**

- A. Approval of Final Rulemaking – Rulemaking to amend the ABLE Program rules to implement the provisions of Act 96 of the 2023 Regular Session of the Louisiana Legislature.

Dr. Sujuan Boutté, Executive Director of the Louisiana Office of Student Financial Assistance (LOSFA), indicated that at its meeting on August 23, 2023, the Louisiana Tuition Trust Authority (LATTA) authorized publication of a Notice of Intent to implement Act 96 of the 2023 Regular Session of the Louisiana Legislature. The Louisiana ABLE Account Advisory Council recommends that the Board of Regents authorize publication of the final rule.

- B. Approval of Final Rulemaking – Rulemaking to amend the bylaws for the LOSFA Advisory Board and to implement bylaws for the Louisiana ABLE Account Advisory Council so that they will be able to use the provisions of Act 393 of the 2023 Regular Session of the Louisiana Legislature.

Dr. Sujuan Boutté, Executive Director of the Louisiana Office of Student Financial Assistance (LOSFA), explained that at its meeting on August 23, 2023, the Louisiana Tuition Trust Authority (LATTA) authorized publication of a Notice of Intent to amend the bylaws for the LOSFA Advisory Board and to implement bylaws for the Louisiana ABLE Account Advisory Council so that they will be able to use the provisions of Act 393 of the 2023 Regular Session of the Louisiana Legislature. The LOSFA Advisory



Board and the Louisiana ABLE Account Advisory Council recommend that the Louisiana Tuition Trust Authority authorize publication of the final rule.

- C. Approval of Rulemaking – Rulemaking to amend Section 315 of the START Saving Program rules to add the applicable interest rates for the Louisiana Principal Protection investment option and for Earnings Enhancements for the 2023 calendar year.

Dr. Sujuan Boutté, Executive Director of the Louisiana Office of Student Financial Assistance (LOSFA), explained that this rulemaking adds the interest rates to be applied to deposits in the START Saving Plan's principal protection option and to be applied for eligible Earnings Enhancements for the tax year ending December 31, 2023. The interest rates are determined by the State Treasurer and must be promulgated into the rules each year. The LOSFA Advisory Board recommends that the Louisiana Tuition Trust Authority approve the rulemaking and authorize the Executive Director of LOSFA to publish a Notice of Intent to make these rules permanent.

**On motion of Regent Sterling, seconded by Regent Williams-Brown, the LATTA approved the Consent Agenda items.**

There being no further business, on motion of Regent Creed, with a second by Regent Solomon, the meeting adjourned at 9:42 a.m.

## **Agenda Item V.A.**

### **Consent Agenda: Approval of Final Rulemaking (START Interest Rates)**

Final rulemaking to amend Section 315 of the START Saving Program rules to add the applicable interest rates for the Louisiana Principal Protection investment option and for Earnings Enhancements for the 2023 calendar year.

#### **Background:**

At its March 27, 2024, meeting, the Louisiana Tuition Trust Authority authorized publication of a Notice of Intent to effect the below described rule changes. The Notice of Intent was published in the *Louisiana Register* on August 20, 2024.

No comments have been received.

This rulemaking:

- Amends Section 315 to add the interest rates to be applied to deposits in the START Saving Program's principal protection option and to be applied for eligible Earnings Enhancements for the tax year ending December 31, 2023.

#### **LOSFA Advisory Board Recommendation**

**The LOSFA Advisory Board recommends that the Louisiana Tuition Trust Authority authorize the Executive Director of LOSFA to publish the final rule to add the applicable interest rates for the Louisiana Principal Protection investment option and for Earnings Enhancements for the 2023 calendar year.**



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# Agenda

## Board of Regents Meeting\*

Wednesday, December 11, 2024  
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. Public Comments
- IV. Approval of Minutes from October 23, 2024
- V. Amendments to Bylaws
- VI. Reports and Recommendations of Standing Committees
  - A. Nominating
  - B. Finance
  - C. Facilities and Properties
  - D. Statewide Programs
  - E. Planning, Research, and Performance
  - F. Academic and Student Affairs
  - G. Research and Sponsored Initiatives
  - H. Personnel
- VII. Chair's Comments
- VIII. Meauxmentum Moment – National Grant Announcements
- IX. Reports and Recommendations by the Commissioner of Higher Education
- X. Other Business
- XI. Adjournment

*\*Note: The Board of Regents reserves the right to enter into Executive Session, if needed, in accordance with R.S. 42:11 et seq.*

DRAFT  
MINUTES  
BOARD OF REGENTS

October 23, 2024

The Board of Regents met as a Committee of the Whole at 12:19 p.m. on Wednesday, October 23, 2024, in the Magale Recital Hall, Creative and Performing Arts Annex, Northwestern State University, 140 Central Avenue, Natchitoches, Louisiana. Chair Misty Cordell called the meeting to order.

ROLL CALL

Ms. Doreen Brasseaux called the roll, and a quorum was established.

Present for the meeting were:

Misty Cordell, Chair  
Darren Mire, Secretary  
David Aubrey  
Christian Creed  
Blake David  
Robert Levy  
Phillip May, Jr.  
Kennedy Orr, Student Member  
Wilbert Pryor  
Gary Solomon, Jr.  
Terrie Sterling  
Collis Temple III  
Judy Williams-Brown

Mgt. Board Representatives present:

Valencia Sarpy Jones, LSU System

Absent from the meeting were:

Stephanie Finley  
Felix Weill

Appendix A  
Guest List

PUBLIC COMMENTS

Chair Cordell asked if there were any public comments. There were none.

APPROVAL OF THE MINUTES OF THE SEPTEMBER 25, 2024 MEETING

**On motion of Regent Aubrey, seconded by Regent Mire, the Board, acting as a Committee of the Whole, voted unanimously to approve the minutes of the September 25, 2024 meeting.**

## CHAIR'S COMMENTS

Chair Cordell made the following comments:

- She thanked the Louisiana Sports Hall of Fame and former State Rep. Taylor Townsend for hosting the Regents' Board Development Reception.
- She also thanked President Genovese and the team at Northwestern State University for their hospitality.
- She asked Student Member Regent Orr to provide an update to the Board:
  - Regent Orr noted that all campuses are bustling with homecoming activities.
  - She recognized that many institutions are hosting voter registration events.
  - She informed the Board that the next COSBP meeting will be held the following weekend at Southeastern Louisiana University.
- She acknowledged that Dr. K. Samer Shamieh has been appointed to the Board of Regents and that she looks forward to introducing him at the December Board meeting.
- She informed the Board that she and other Regents attended site visits to ULM, LA Tech, and Grambling to learn more about their current facility projects as well as their vision for the future development of each campus.
- She stated she has appointed the following members to the Nominating Committee and thanked them for accepting the nomination:
  - Gary Solomon, Jr., Chair
  - Robert W. Levy
  - David Aubrey
  - Darren G. Mire
  - Judy A. Williams-Brown
- She thanked former Chair Solomon for his work and presented him a gift to reflect the Board's appreciation.

## MEAUXMENTUM MOMENT – NORTHWESTERN STATE UNIVERSITY

Dr. Tristan Denley, Deputy Commissioner for Academic and Student Affairs, introduced Dr. Greg Handel, Executive Vice President and Provost of Northwestern State University, to provide an update on how NSU is implementing the Meauxmentum Framework to improve student success. Dr. Handel explained how Northwestern State University is focusing on bringing together stakeholder groups to identify barriers for students. He advised that the institution has found it beneficial to help students persist in overcoming these barriers. He informed the Board of the First-Year Experience at Northwestern State and how that program has led leadership to begin focusing on the students' second-year experience and beyond. He stated that the institution has partnered with Career Compass of Louisiana to present the Beyond Graduation program, currently in its third cohort. This program focuses on assisting students with the barriers that they are facing. Dr. Handel then presented information on the FLAME (Faculty Led Assistance in My Education) initiative as well as the Supplemental Instruction that is provided to

students. He advised the Board that Northwestern has received grant funding for the Elevate U program, to support retention and graduation initiatives for Pell-eligible students. He then explained the use of academic and career mapping as part of the Elevate U program. He highlighted student-created podcasts that are part of a social media marketing strategy for various academic programs.

Chair Cordell asked Dr. Handel to provide information on the workforce partnerships that Northwestern has within its academic programs. Dr. Handel explained that workforce partners provide valuable feedback on how academic curricula can be updated to reflect the current needs of the workforce and to prepare students for careers.

## REPORTS AND RECOMMENDATIONS

### **FINANCE**

#### APPROVAL OF HIGHER EDUCATION BUDGET REQUEST FOR FY 2025–2026

Mr. Matthew LaBruyere, Deputy Commissioner for Finance and Administration, presented an overview of the budget request for Fiscal Year 2025–2026 which, by law, must be submitted to the Division of Administration in November. He explained that, per instructions from the Division, budgets were prepared for possible \$100M and \$250M budget cuts. He noted that the FY 2025–2026 Higher Education budget request is \$142.3M; the cost to fully fund higher education is \$765M.

Ms. Elizabeth Bentley-Smith, Associate Commissioner for Finance and Administration, explained the budget request for FY 2025–2026, which includes funding to stabilize institutions as well as targeted requests, including for dual enrollment and scholarship programs. She provided a breakdown of the budget request for FY 2025–2026 and advised that there will be a one-time request totaling \$31.5M, which includes workforce funding, cyber programs, and campus safety, as well as a variety of other programs.

Regent May commented that affordability is the number one issue for students who choose not to seek higher education and that Louisiana is far below the Southern regional average for funding. He

stressed the importance of receiving this funding, citing specific ways a higher education degree improves quality of life.

**On motion of Regent David, seconded by Regent Creed, the Board, acting as a Committee of the Whole, voted unanimously to approve the State General Fund operating budget requests for all higher education systems, boards, and agencies for FY 2025–2026.**

## **FACILITIES AND PROPERTY**

### **BOR FY 2025–2026 CAPITAL OUTLAY BUDGET RECOMMENDATION**

Mr. Chris Herring, Associate Commissioner for Facilities Planning and Emergency Management, presented a brief overview of the BOR FY 2025–2026 Capital Outlay Budget Recommendation. Regent Creed asked for an explanation of the request from Louisiana Tech to change the priority ranking of its proposed projects. Mr. Herring responded that based on the materials and timing of the projects, Louisiana Tech has asked to switch the priority rankings of the Forestry Building and Madison Hall projects. Regent Levy commented that the request from Louisiana Tech is vital to continue the growth of its Forestry program. Regent Aubrey asked if only the campus priority will changed, or if the action will affect system priorities as well. Commissioner Kim Hunter Reed commented that the swap is only for the two projects, and BOR's priority ranking for those two projects would changes, as that is what is requested. Regent Aubrey asked for a reason why the project cannot be higher on the list based on its importance. Mr. Herring responded that all the projects are important to their institutions and that the priorities also take into consideration the timing and status of each project. Regent Pryor asked for a status update on the gym at Southern University-Shreveport. Mr. Herring responded that the project was added during the legislative process but has not been funded. Regent Pryor also asked for a status update on the SUSLA Law Library and the SUNO cafeteria. Mr. Herring responded that he would need to follow up on the Law Library and that SUNO has designated the cafeteria as a need and design work on the facility has begun. Regent Aubrey asked for clarification on the classification of projects on the list and an estimate of the funds remaining once the priority projects currently under construction

have been funded. Mr. Herring responded, noting that a better picture of the funds available would be available in January.

**On motion of Regent Levy, seconded by Regent Creed, the Board, acting as a Committee of the Whole, voted unanimously to approve the Board of Regents' FY 2025–2026 Capital Outlay Budget Recommendation and authorize staff to make any necessary changes resulting from action taken by the Bond Commission during its October 2024 meeting.**

## **ACADEMIC AND STUDENT AFFAIRS**

### **CONSENT AGENDA**

Dr. Tristan Denley, Deputy Commissioner for Academic Affairs and Innovation, presented the Consent Agenda items.

#### **a. Routine Staff Approvals**

- 1. Louisiana Tech: Request to establish an Undergraduate Certificate in Environmental Sustainability (CIP 03.0103) and a Graduate Certificate in Health Informatics (CIP 51.9999) with a progress report on program implementation submitted as part of the institution's 2025 Academic Plan.**
- 2. Louisiana Tech: Request to change the CIP of the Graduate Certificate in Health Sciences from (CIP 34.0199) to (CIP 26.0102) to more accurately reflect the program's curriculum and purpose.**
- 3. Nicholls State University: Request to establish Undergraduate Certificates in Studio Art (CIP 50.0702) and Art History (CIP 50.0703) with progress reports on program implementation submitted as part of the institution's 2025 Academic Plan.**
- 4. Southeastern Louisiana University: Request to establish an Undergraduate Certificate in Medical Sales (CIP 52.1801) with a progress report on program implementation submitted as part of the institution's 2025 Academic Plan.**
- 5. University of Louisiana at Lafayette: Request to establish an Undergraduate Certificate in Data Science (CIP 30.7001), a Post Baccalaureate Certificate in Cancer Registry Management (CIP 51.0000), and a Graduate Certificate in Gifted Education (CIP 13.1004) with progress reports on program implementation submitted as part of the institution's 2025 Academic Plan.**
- 6. University of Louisiana at Lafayette: Request to make the following academic unit name changes:**
  - Change the name of the Department of Biology to the School of Biological Sciences.**
  - Decouple the School of Music and Performing Arts into the School of Music and the School of Dance and Theatre.**

**On motion of Regent Creed, seconded by Regent Solomon, the Board, acting as a Committee of the Whole, voted unanimously to approve the items on the Consent Agenda.**

#### ACADEMIC PROGRAMS

Dr. Denley then presented for approval the Associate of Applied Science in Health Information Technology at River Parishes Community College and the Bachelor of Arts Honors Traditions in Critical Thought and Scholarship at Louisiana State University and A&M College.

Regent Aubrey asked if there are any other honors colleges in the state that are awarding degrees. Dr. Denley responded that this is the first in the state, but there are others in the country. Regent Sterling asked if this would affect rankings. Dr. Denley responded that rankings can be affected by students' success and the rigor of the program.

**On motion of Regent Sterling, seconded by Regent Creed, the Board, acting as a Committee of the Whole, voted unanimously to approve the Academic Programs as presented.**

#### M.J. FOSTER PROMISE PROGRAM EXECUTIVE SUMMARY AND REPORT

Dr. Denley presented the M.J. Foster Promise Program annual report to the Board. He informed the Board that there was a significant increase in both enrollment and completers from Year 1 to Year 2. He then provided an overview of the demographics of these recipients and cited the completions by industry in the top five fields, noting that the largest numbers are in healthcare. He added that in an analysis of post-completion data, it was found that for those graduates for whom both pre- and post-completion salary data were available, the median increase in salary was \$13,016, and the mean (average) increase was \$20,520.

Regent Levy asked if geographic information on the recipients is available. Dr. Denley responded that he can create a graphic to reflect the geographic locations but added that they are spread throughout the state. Regent Cordell asked if there is follow-up with those who have not completed. Dr. Denley responded that a majority of those who did not initially complete a degree program have returned and completed. Regent Aubrey asked if there are data that show the enrollments and completers broken down by campus and system. Dr. Denley responded that the data are available and can be provided. Commissioner Reed commented that there is the anticipation that the funds will be exhausted again this year and will be requesting additional funding. Dr. Sujuan Boutté commented on the acceptance rates in the program.

**On motion of Regent Mire, seconded by Regent May, the Board, acting as a Committee of**

**the Whole, voted to approve the M.J. Foster Promise Program Annual Report and authorized the Commissioner of Higher Education to submit the report to the appropriate legislative committees on behalf of the Board of Regents.**

#### TOPS REPORT EXECUTIVE SUMMARY AND REPORT

Dr. Denley presented the TOPS annual report to the Board. He began with an overview of the program and its funding, noting that the report analyzes the ten-year performance of TOPS students, from 2014–2024. He noted that over the past decade, the acceptance rates across all awards have declined. He indicated a variety of reasons for this behavior in recent years, including that out-of-state institutions are being more aggressive in recruiting our students, often offering scholarships that provide much more than what a student would receive through the TOPS program. Dr. Denley informed the Board that the Legislature has asked BOR to conduct a comprehensive study of statewide financial aid programs to identify what is and is not working and provide possible recommendations.

Regent Cordell asked what can be done to make TOPS Tech awards more appealing to students. Dr. Denley responded that there have been conversations on how students can better use the award and how it can work with the M.J. Foster Program. Regent Pryor asked if there are data that show what states with program like TOPS are doing to retain their graduates and keep them from leaving the state. Dr. Denley responded that this is a topic that will be explored in the future report. Regent Aubrey asked if Regents can spend unused TOPS funds. Mr. LaBruyere commented that unused funds are removed from the TOPS funding and moved to other expenses in higher education or across the state budget.

**On motion of Regent Aubrey, seconded by Regent Creed, the Board, acting as a Committee of the Whole, voted to approve the TOPS Report: Analysis of the TOPS Program from 2014–2024 and authorized the Commissioner of Higher Education to submit the report to the appropriate legislative committees on behalf of the Board of Regents.**

#### **RESEARCH AND SPONSORED INITIATIVES**

##### APPOINTMENT OF ENDOWED CHAIRHOLDER WITHOUT A NATIONAL SEARCH: UNIVERSITY OF LOUISIANA AT MONROE

Ms. Carrie Robison, Deputy Commissioner for Research and Sponsored Initiatives, presented a request from the University of Louisiana at Monroe to appoint Dr. Jana Sutton to the Hanna Sission Spyker Eminent Scholars Chair in Education.

Regent Pryor asked how the lack of a national search provides the best staff for institutions and benefits to Louisiana. Ms. Robison explained that filling a chair allows funding to be used, and, in this

case, this allows retention of a talented faculty member. She stated that an appointee does have to meet the professional qualifications and minimum salary requirements to hold a Chair, as verified by a staff review or, if necessary, an external evaluation of the prospective holder's credentials.

**On motion of Regent Temple, seconded by Regent Creed, the Board, acting as a Committee of the Whole, voted to approve the University of Louisiana Monroe's request. Regent Pryor voted Nay.**

## **STATEWIDE PROGRAMS**

Dr. Sujuan Boutté, Executive Director of LOSFA, presented the Consent Agenda items.

### **CONSENT AGENDA**

- a. **TOPS Home Study Exceptions—TOPS statutory provision that requires a student to begin a home study program no later than the conclusion of the tenth grade**
- b. **TOPS and M.J. Foster Exceptions—TOPS regulatory provisions that require students to remain continuously enrolled and to earn the annual credit hours required during the academic year and to the M.J. Foster requirement that a student maintain continuous enrollment in school**

**On motion of Regent Mire, seconded by Regent Temple, the Board, acting as a Committee of the Whole, voted unanimously to approve the items on the Consent Agenda.**

## **PLANNING, RESEARCH AND PERFORMANCE**

Dr. Susannah Craig, Deputy Commissioner for Strategic Planning and Student Success, presented the Consent Agenda items.

### **CONSENT AGENDA**

- a. **R.S. 17:1808 (Academic Licensure)**
  - i. **Renewal Applications**
    - a. **Oral Roberts University**
    - b. **Remington College**
    - c. **San Joaquin Valley College**
    - d. **United States University**
  - b. **Advisory Commission on Proprietary Schools**
    - i. **Initial Applications**
      - a. **GBR Dental Assistant Academy, Prairieville, LA**

- ii. **Renewal Applications**
  - a. **160 Driving Academy - Shreveport**
  - b. **Acadiana Area Career College - Lafayette, LA**
  - c. **Accelerated Academy - Baton Rouge**
  - d. **Accelerated Academy - Denham Springs**
  - e. **Accelerated Academy - Hammond**
  - f. **Accelerated Academy - Houma**
  - g. **Accelerated Academy - Lafayette**
  - h. **Accelerated Academy - Lake Charles**
  - i. **Accelerated Academy - Metairie**
  - j. **Accelerated Academy - Monroe**
  - k. **Accelerated Academy - Slidell**
  - l. **Advance Nursing Training - New Orleans, LA**
  - m. **Ark-La-Tex Dental Assisting Academy - Shreveport, LA**
  - n. **Baton Rouge School of Phlebotomy**
  - o. **Blue Cliff College - Alexandria**
  - p. **Blue Cliff College - Lafayette**
  - q. **Blue Cliff College - Metairie**
  - r. **Blue Cliff College - Metairie, Satellite Location**
  - s. **Camelot College - Baton Rouge, LA**
  - t. **Coastal College - Alexandria**
  - u. **Cross Road CDL Academy - Harvey, LA**
  - v. **Digital Media Institute - Shreveport, LA**
  - w. **Fortis College - Baton Rouge, LA**
  - x. **Healthcare Training Institute - Kenner, LA**
  - y. **Life Care - Marrero, LA**
  - z. **MedCerts - Livonia, MI**
  - aa. **Medical Training College - Baton Rouge, LA**
  - bb. **New Orleans Medical Assistant School - New Orleans, LA**
  - cc. **NOLA Institute of Gaming - New Orleans, LA**
  - dd. **Opelousas Academy of Nondestructive Testing - Opelousas, LA**
  - ee. **RelyOn Nutec USA - Houma, LA**
  - ff. **Remington College - Baton Rouge**
  - gg. **River Cities School of Dental Assisting - Shreveport, LA**
  - hh. **Smith Institute - Shreveport, LA**
  - ii. **Stick It Phlebotomy - Jonesboro, LA**
  - jj. **Synergy Massage Institute - Metairie**

**On motion of Regent May, seconded by Regent Williams-Brown, the Board, acting as a Committee of the Whole, voted unanimously to approve the items on the Consent Agenda.**

#### REPORTS AND RECOMMENDATIONS BY THE COMMISSIONER OF HIGHER EDUCATION

Commissioner of Higher Education Kim Hunter Reed presented several items to the Board:

- She thanked Northwestern State University for hosting both the Board development session and Board meeting. She noted the amazing work they are doing.

- She advised that the LASTEM Summit was held in Lafayette earlier this month. She thanked Regent David for hosting the keynote speaker for the event at dinner.
- She informed the Board of the recent panels and individuals that she, Dr. Denley, and Chair Cordell have spoken to regarding Master Plan success to date.
- She attended a centennial celebration at Southeastern Louisiana University.
- She and Regents Mire, Aubrey, and Temple attended the HBCU Advisory Council Meeting and the HBCU Utility Workforce Summit at Dillard University.
- She voiced her appreciation to the Council for a Better Louisiana (CABL) for its continued support of higher education.
- She mentioned The Advocate's special feature in the Living section highlighting former SGA presidents, and the paths they have taken since graduation.

### OTHER BUSINESS

Chair Cordell noted that the proposed Calendar of Meetings for 2025 was included in the Board materials.

**On motion of Regent Aubrey, seconded by Regent Creed, the Board, acting as a Committee of the Whole, voted unanimously to approve the 2025 Calendar of Meetings.**

Supervisor Sarpy Jones thanked the Board and Commissioner Reed for coming to Natchitoches and invited the Board to return for the Christmas parade on the first weekend of December, where the National Champion LSU Gymnastics team will be honored, serving as the grand marshalls.

### ADJOURNMENT

There being no further business to come before the Board, on motion of Regent Mire, seconded by Regent May, the meeting was adjourned at 2:30 p.m.

Appendix A

Board Meeting Guest List

Wednesday, October 23, 2024

NAME	AFFILIATION
Eric Turner	LAICU
Greg Handel	NSU
Sujuan Boutte	LOSFA
Jimmy Genovese	NSU
Jessica Lemoine	LCTCS

## **AGENDA ITEM V.**

### **Revision of the Bylaws for the Internal Operation and the Transaction of Business for the Board of Regents**

In 2024, the state law governing the selection of the Chairperson of the Board of Regents (BOR) was amended. Prior law allowed the members of BOR to elect from among their members, a chair, vice-chair and other officers as the board deems necessary and to fix their terms. *See* La. R.S. 17:3123(B). The Board's current Bylaws conform to these provisions of prior law by providing for the election of all officers (i.e., Chair, Vice-Chair and Secretary) by the Board.

Act 491 of the 2024 Regular Session of the Louisiana Legislature changed the selection of the chairperson of BOR and various other boards and commissions. Under Act 491, the governor may elect to appoint the chair of various boards and commissions, including BOR. The governor exercised that authority in September 2024, and the Board's Bylaws therefore need to be amended accordingly.

The need for this proposed amendment was mentioned during the Board meeting on October 24, 2024. The proposed revisions were sent to all members on October 31, 2024, explaining the need for the revisions and advising all members that the proposed revisions will be on the agenda for the December meeting. The 30-day advance notice provisions of Article 8.2 of the BOR Bylaws have been met.

The proposed revisions retain the Board's authority to elect all officers other than the Chair. The revisions provide that the Chair will be appointed by the governor pursuant to Act 491.

### **STAFF RECOMMENDATION**

**Senior Staff recommends approval of the proposed amendment to Article IV of the Bylaws and a corresponding change to the Board Policies and Procedures BPP 4.1 to comply with state law.**

## ARTICLE IV

### OFFICERS

~~4.1 Officers. The members of the Board shall elect a Chairman and Vice Chairman (R.S. 17:3123 B) and Secretary. These officers shall be elected by the Board at its meeting in December of each year and shall serve for a period of one year. Nominations are made in accordance with Bylaws policy BPP 4.1 (a). A nominee must be a Regent member whose service is not contingent upon reappointment for the year for which he or she is elected to serve as an officer.~~

~~Vacancies occurring in an office shall be filled by election by the Board for the remainder of the unexpired term of said office. An officer of the Board shall not succeed himself more than~~

~~one time unless he has been elected to fill less than one-half of an unexpired term or in extraordinary circumstances as described below.~~

~~The Board may allow an officer to succeed himself more than one time if the State has suffered an extraordinary event and the Board believes that it is in the best interest of postsecondary education to have one or more of its officers remain in office. The candidate who~~

~~will be succeeding himself more than one time must be elected by a favorable vote of two-thirds~~

~~of the members of the Board.~~

#### 4.1. Officers.

4.1.1. Chair. The Chair shall be the presiding member of the Board. The Chair is appointed by the governor pursuant to La. R.S. 42:4, as amended by Act 491 of the 2024 Regular Session of the Louisiana Legislature. The Chair serves at the pleasure of the governor.

4.1.2. Vice Chair and Secretary. The other officers are Vice Chair and Secretary, elected by the members of the Board (R.S. 17:3123 B). These officers shall be elected by the Board at its meeting in December of each year and shall serve for a period of one year. Nominations are made in accordance with Bylaws policy BPP 4.1 (a). A nominee must be a Regent member whose service is not contingent upon reappointment for the year for which he or she is elected to serve as the Vice Chair or Secretary.

Vacancies occurring in the office of the Vice Chair or Secretary shall be filled by election by the Board for the remainder of the unexpired term of said office. A Vice Chair or Secretary of the Board shall not succeed himself more than one time unless he has been elected to fill less than one-half of an unexpired term or in extraordinary circumstances as described below.

Louisiana Board of Regents

Bylaws Policies and Procedures

Policy Number BPP 4.1. (a)

Chapter Bylaws

Effective Date DD/MM/YYYY

Subject: Election of New Officers to the Board

### **Procedures**

In October of each year, the Board Secretary submits the list of returning incumbent members from the previous year to the Board Chair. The Board Chair will select from the list a Chair of the Nominating Committee and four additional Board members to serve on the Committee.

At the regularly scheduled meeting of the Board in December, the Nominating Committee shall submit a slate of nominees to the Board for the following positions:

1. Board Officers ~~other than Chair– Chair~~, Vice Chair, Secretary;
2. Four Non-Officer Members to also serve on the Executive Committee; and
3. One representative to serve on the Board of Regents' Proprietary Schools Advisory Commission.

A majority vote of the Board is required to fill each position for the next year. These officers shall be installed at the scheduled January Board meeting.



BOARD of REGENTS  
STATE OF LOUISIANA

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

**Misti S. Cordell**  
*Chair  
At-Large*

**Darren G. Mire**  
*Secretary  
2nd Congressional District*

**David J. Aubrey**  
*At-Large*

**Christian C. Creed**  
*5th Congressional District*

**Blake R. David**  
*3rd Congressional District*

**Stephanie A. Finley**  
*3rd Congressional District*

**Robert W. Levy**  
*5th Congressional District*

**Phillip R. May Jr.**  
*1st Congressional District*

**Kennedy M. Orr**  
*Student Member*

**Wilbert D. Pryor**  
*4th Congressional District*

**Gary N. Solomon Jr.**  
*2nd Congressional District*

**Terrie P. Sterling**  
*At-Large*

**Collis B. Temple III**  
*6th Congressional District*

**Felix R. Weill**  
*6th Congressional District*

**Judy A. Williams-Brown**  
*4th Congressional District*

# Agenda

## Nominating Committee

Wednesday, December 11, 2024  
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. Nomination of Board Officers for 2025 (Vice Chair and Secretary)
- IV. Nomination of Four Non-Officer Members to Serve on the Executive Committee for 2025
- V. Other Business
- VI. Adjournment

Committee Members: Gary Solomon, Chair; David J. Aubrey; Robert W. Levy; Darren G. Mire; Judy A. Williams-Brown  
Staff: Dr. Kim Hunter Reed, Commissioner of Higher Education

## **PROCEDURES FOR THE NOMINATING COMMITTEE**

The Nominating Committee is a special committee of the Board of Regents and meets each year at the regularly scheduled Board of Regents' meeting in December to determine recommendations to be made to the Board regarding the following Board positions for the following year: *(See Rules for the Internal Operations and the Transaction of Business for the Board of Regents for the State of Louisiana, Article IV, Section 4.3.)*

1. Board officers – Vice Chair, Secretary; and
2. Four Non-Officer Members to also serve on the Executive Committee.
3. Representatives to the Board of Regents' Proprietary Schools Advisory Commission (as needed based on vacancies).

In October of each year, the Board Secretary submits the list of returning incumbent members from the previous year to the Board Chair. The Board Chair will select from the list a Chair of the Nominating Committee and four additional Board members to serve on the Committee (five total).

After the Nominating Committee has been selected, the Chair of the Nominating Committee seeks board member input regarding nominations for the above positions.

At the December meeting, nominations are offered for each of the above stated positions. Motions are made to adopt the nominations offered.

According to the Rules for the Internal Operations and the Transaction of Business for the Board of Regents for the State of Louisiana of the Board of Regents, the officers of the Board shall be installed at the first meeting in January of each year. *(See Rules for the Internal Operations and the Transaction of Business for the Board of Regents for the State of Louisiana, Article III, Section 3.1.)*



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*4th Congressional District*

# Agenda

## Finance

Wednesday, December 11, 2024

11:25 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. Review and Update of Five-Year Funding Formula
- IV. 2024 Third Extraordinary Legislative Session Update
- V. Other Business
  - A. HR 169 Task Force Meeting Update
- VI. Adjournment

Committee Members: Blake R. David, Chair; Darren G. Mire, Vice Chair; Christian C. Creed; Phillip R. May Jr.; Gary N. Solomon Jr.; Collis B. Temple III; LCTC System Representative; LSU System Representative; SU System Representative; UL System Representative  
*Staff: Elizabeth Bentley-Smith, Interim Deputy Commissioner for Finance and Administration*

## **AGENDA ITEM III.**

### **Review and Update of the Five-Year Funding Formula Model**

Through Constitutional [Art. 8, Sec. 5(D)(4)] and statutory [R.S. 17:3129.2(B)] authority, the Board of Regents (BOR) allocates State General Funds to the four postsecondary systems by way of an outcomes-based funding formula. In early 2024, the BOR, in partnership with all public higher education systems, initiated an agreed-upon five-year review of the state's higher education funding formula. As a part of the process, Regents and the systems have worked jointly and collaboratively using the current funding model to develop the next funding formula iteration. This represents the third time the BOR has conducted a review of the funding formula since the legislature enacted outcomes-based funding in 2014 and implemented it in Fiscal Year 2016–2017. The approved formula funding model may be implemented for the Fiscal Year 2025–2026 formula allocation, dependent upon the formula dollars appropriated in the 2025 Regular Legislative Session.

**Charge:** As charged by the Legislature and Constitution, the formula review is positioned to continue aligning fiscal policy for higher education to drive results at public institutions across the state. This review process assessed the impact of all components of Louisiana's current funding formula against the best funding formulas in the nation to identify suggestions for improvement.

**Objective:** To provide a cohesive and successful strategy, through collaboration with the system presidents, to allocate funding to two-year and four-year institutions by rewarding student success through progression, completion, and workforce development in alignment with the Higher Education Master Plan goal of 60% of all working-age adults in Louisiana holding a degree or high-value credential by 2030.

**Challenge:** An agreed-upon design for a funding allocation model presents a three-fold challenge:

- 1) State dollars for higher education, including formula funding, is estimated to be underfunded by \$700 million.
- 2) Incentives aligned with performance must be applied and measured for institutions within each sector while accounting for differing roles, scopes, and missions.
- 3) The model must reward performance appropriately to increase student and institutional success across all institutions while also abiding state law to protect institutions against drastic and rapid changes in funding levels.

**Best and Promising Practices:** The Board of Regents engaged experts from the National Center for Higher Education Management Systems (NCHEMS) to provide high-level research

identifying the best and most promising funding formula practices across the country. These experts helped inform Advisory Committee members of the impacts of proposed changes and how they compare to other states.

**Advisory Committee membership:** The work of developing a funding formula for postsecondary education is called for in state law but also remains essential as a collaborative process. The membership of the Advisory Committee included representation from each public system and their institutions (two from the system office and one from a member institution). All members discussed, advised, and recommended changes to the formula. In addition to three representatives from the Board of Regents, membership included 12 system representatives as noted below:

- System CFOs (four, one from each system)
- System CAOs (four, one from each system)
- System-appointed institutional representatives (four, one from a degree-granting institution within each system)

**Review process assumptions:** As part of the process, certain operating assumptions were made to establish the environment in which the formula exists:

- 1) Fundamentally, the formula is designed to allow for the distribution of state funding in support of student success and completion and is applied objectively to all public colleges and universities. It is not a tool used to govern but rather to allocate legislatively appropriated resources in pursuit of the state's higher education goals.
- 2) Advisory Committee members from the systems are expected to discuss thoughts and recommendations amongst themselves and share with system and institutional leadership. The communication of meeting discussions allows for better feedback and aids the implementation process.

**Guiding principles:** Any changes to the funding model should reflect the Higher Education Master Plan goal including, but not limited to:

- Focus on student access and success with an emphasis on underrepresented populations;
- Encourage educational attainment in high-demand and high-reward disciplines aligned to workforce needs;
- Recognize and reward distinctions in institutional missions and scopes; and
- Use clearly defined, currently available data to drive outcome improvements.

**Proposed Funding Formula:** The proposed formula has a much simpler and more straightforward structure, while also recognizing that one size does not fit all by using metrics that recognize and reward distinctions in institutional missions and scopes. The proposed formula includes a greater focus on completers; adds the Meauxmentum Framework through passage of gateway courses (English and math) as well as dual enrollment and work-based

learning; continues rewarding the student path to completion through progression, transfers, and graduate completers; incentivizes research as a stand-alone component; and avoids drastic shifts in funding among universities.

The existing formula places substantial weight on student enrollment. The proposed model moves away from enrollment and instead focuses on the completion of credentials especially in high demand areas. To accomplish this, the proposed formula uses a new methodology incorporating Louisiana Workforce Commission (LWC) labor market data to reward completion of credentials leading to occupations that are in greatest demand and provide high rewards. According to NCHEMS, this provides one of the most robust workforce calculations in the nation, while also increasing alignment to the stated Master Plan goal of 60% of all working-age adults in Louisiana holding a degree or high-value credential by 2030. The proposed formula introduces Meauxmentum metrics – a unique approach that recognizes and rewards institutions for the efforts that they make to implement Meauxmentum Framework strategies to increase student success and completion, such as early milestone success, transfer, dual enrollment, and work-based learning.

- Larger Base component than previous model (65%)
- Larger Outcomes component than previous model (35%)
- Increased emphasis on educational attainment in high-demand and high-reward disciplines aligned to workforce needs
- Focus on student success
- Maintains practice of not funding 100% online, out-of-state students and not funding associate's degree completers at universities
- Absorbs the Cost model from previous formula within Base and Outcomes

Additionally, the proposed Funding Formula model includes a stand-alone Research variable (four-year institutions) and Validated Skills and Learning (two-year institutions).

1) Research Focused

- The new formula includes an independent research component outside of the overall outcomes measure. While distinguishing progress in research funding is an important aspect of the current formula, it must be balanced with recognizing and rewarding progress toward the attainment goal.

2) Validated Skills and Learning (Short-term Credentials)

- The existing formula provides funding only for outcomes connected with “for-credit” programs. The proposed formula introduces a new methodology that will allow all validated skills and learning credentials (short-term credentials) at two-year institutions to be recognized. This component of the model has been developed to support the legislative request for workforce funding.

**Timeline:****Advisory Committee**

The Advisory Committee began meeting at the end of March 2024, and the initial meetings laid the groundwork by providing a review of the present Louisiana funding formula, including outcome metrics and perspectives of national funding formula models and trends. The next set of meetings focused on revision ideas, additions, and alternative proposals focusing discussion on research, institutional local and non-credit instruction, dual enrollment, reverse transfers, workforce development, institutional tiers based on mission, rewarding transfers, revising the Cost component, and improving adult education outcomes.

Based on discussions, feedback for the proposed model was received during Advisory Committee meetings, along with surveys of individual workgroup members and by system.

Consensus feedback included:

- Focus on workforce by recognizing priority jobs
- Continue to incentivize student demographic completers
- Consider the missions of the institutions through metrics

Additional recommendations included:

- Maintain/strengthen Base component for stability
- Address research for more balanced funding to institutions
- Ensure the model reflects high-cost program areas and research facilities
- Create a balance between performance, production, and innovation to be nimble in meeting industry demands
- Account for all credentials

**Collaboration** – The proposed funding formula model has been developed through a collaborative Advisory Committee representing all public higher education systems (LSU, SU, ULS, and LCTCS). The Commissioner of Higher Education and system presidents have had ongoing discussions regarding the formula recommendations provided at the conclusion of the Advisory Committee process in November. This item is for information only and no vote will be taken. The proposed formula model will be considered by the Board of Regents at its January meeting.

## **AGENDA ITEM IV.**

### **2024 Third Extraordinary Legislative Session Update**

The Third Extraordinary Session ended on Friday, with the adopted tax bills now moving to Gov. Landry for signature. The legislative and budget staffs are diligently working through the nuances of the bills and amendments to determine the final fiscal impacts on state revenue. We are hopeful that the end result will be no cuts to higher education. However, because the Executive Budget will be submitted in February, a month before the proposed constitutional amendments are considered by the voters, we do expect the budget to propose some higher education budget cut.

It is important to note the full budget timeline, as the Revenue Estimating Conference will meet in December, the Executive Budget is being presented in February, and the Constitutional Amendments from the Tax Session will be voted on in late March after which we will have a better understanding of expected total state revenue and the subsequent potential budgetary impacts to higher education.

The approved tax package includes HB 7, which among other actions repealed the Education Excellence Fund (EEF), Kevin P. Reilly Louisiana Education Quality Trust Fund (LEQTF) and all subfunds, and Louisiana Quality Support Fund. The termination of the higher education subfund of the LEQTF, known as the Board of Regents Support Fund (BORSF), will lead to the loss of nearly \$20M per year in support to postsecondary institutions across the state. The BORSF currently provides competitive grants for academic enhancement (equipment, supplies, curricular advances, student support, and other enhancing activities) and faculty research and development projects, as well as matching for federal awards and permanent endowments for faculty recruitment and retention and student scholarships. The BORSF has made a significant contribution to academics, research, and workforce in Louisiana, with almost 100 patents filed because of this support and \$400M in external awards secured because of BORSF-supported research and development projects, a return of approximately \$10 for every \$1 expended. In addition, the fund has provided \$100M in match to more than \$800M in federal grants; while the direct return on these dollars is \$8 for every dollar matched, the real return in ongoing funded research activity is substantially higher. The BORSF is also the largest single “donor” to Louisiana higher education, over 37 years providing more than \$300M to match 3,650+ endowments at 42 institutions.

. It is the intent, per the Constitutional Amendment to be voted on in March, to use those trust funds’ principal balances and annual earnings within the current fiscal year – a combined total of \$1.96 billion – to pay off a portion of the Teacher’s Retirement System of Louisiana (TRSL) Unfunded Accrued Liability (UAL). This payment is expected to yield an estimated annual cost savings of about \$280 million, which reverts to State General Funds to be appropriated by the legislature to fully fund K-12 teacher and staff pay raises. It is our hope that higher education’s share of the savings, estimated as between \$70 and \$80 million, be reallocated to higher

education and continue to fund the BORSF initiatives as well as campus operating expenses. We have met with the administration to discuss meeting all existing financial obligations of the BORSF, which include matches for donor-initiated endowments, campus multi-year grants, and multi-year matching for federal awards.

## **AGENDA ITEM V.**

### **Other Business: HR 169 Task Force Meeting Update**

During the 2024 Regular Legislative Session, House Resolution 169 established a task force to study and examine various aspects of the optional retirement plans (ORPs) within the Teacher's Retirement System of Louisiana (TRSL) in relation to the unclassified staff and faculty recruitment and retention crisis faced by Louisiana's public postsecondary education institutions.

The Task Force is comprised of 15 total members who represent both TRSL and ORP participants in each of the four higher education systems, Board of Regents, and TRSL. The University of Louisiana, Southern University, and Louisiana State University Systems each appointed three participants, one of whom was a faculty member from a "hard-to-recruit research, scientific, or medical discipline." The Louisiana Community and Technical College System, the Board of Regents, and the Teachers' Retirement System of Louisiana each appointed two participants representing both TRSL and ORP membership. The Actuary for the Louisiana Legislative Auditor serves as an ex-officio member of the Task Force.

HR 169 directed eight responsibilities of the Task Force:

- 1) Provide ORP providers an opportunity to share industry best practices on individual savings and plan design.
- 2) How non pension retirement plans are managed in other states.
- 3) Advantages and disadvantages associated with selection of the ORP.
- 4) Information about what other states offer to their respective public postsecondary employees
- 5) The feasibility of allowing a participant in ORP to change their decision to participate in the ORP.
- 6) Employer contribution rates for the defined benefit pension plans and ORP and the benefits accrued to the members.
- 7) Differences, if any, in the definitions of "higher education" and "postsecondary education" as these terms are used in laws establishing institutions and interpreted by TRSL in the administration of retirement plans.
- 8) Other issues the task force believes the Legislature should be aware of.

During its initial meetings, the Task Force was provided an overview of national, with primary focus on southern states, ORP plans by both the National Association of State Retirement Administrators and vendors selected by TRSL to service Louisiana participants. Discussions focused on employer contribution calculations, related ORP costs and TRSL administrative fees, and the relationship between Social Security benefits and ORP plans for state government employees.

The Task Force has been charged to provide the legislature recommendations regarding any applicable changes to ORP plans. Recommendations under consideration include changing the timeframe after which such decisions are irrevocable to better align with tenure decisions (Act 109 of 2024 RLS), increasing TRSL's outreach to and engagement of ORP members, and providing additional financial training/information about ORP and defined benefit plans to system HR personnel and new hires considering their retirement options. The final meeting,

during which Task Force recommendations will be confirmed, is set for Wednesday, December 18, and the report is due to the Legislature no later than Friday, January 10, 2025. Though the meeting will take place after the submission deadline, staff will bring the Task Force report for Board review and approval on January 28<sup>th</sup>.



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# Agenda

## Facilities and Property

Wednesday, December 11, 2024  
11:45 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. Small Capital Projects Report

1. LSU-A: Baseball and Softball Locker Room
2. LSU-A: Highway Lighting Project
3. LSU A&M: Miller Hall Exterior Envelope Repairs
4. LSU A&M: Oyster Hatchery Repairs (Budget Increase)
5. LSU A&M: Patrick Taylor Hall Chilled Water Tertiary Pump Replacement
6. LSU A&M: River Road Annex Building Chiller Replacement
7. LSU A&M: School of Veterinary Medicine North Kennel Renovations for Doggie Daycare Relocation
8. LSU A&M: Student Union Domestic Water Heater Installation
9. LSU HSCNO: CALS Building Loading Dock Modification

IV. Act 959 Project

A. LSU A&M: Headhouse Renovation

V. Other Business

VI. Adjournment

Committee Members: Phillip R. May Jr., Chair; Felix R. Weill, Vice Chair; David J. Aubrey; Robert W. Levy; Darren G. Mire; Gary N. Solomon Jr.; Collis B. Temple III; LCTC System Representative; LSU System Representative; SU System Representative; UL System Representative  
Staff: Chris Herring, Associate Commissioner for Facilities Planning & Emergency Management

## **AGENDA ITEM III.**

### **Consent Agenda**

#### **A. Small Capital Projects Report**

In accordance with the Board of Regents' Facilities Policy, small capital project proposals are reviewed by staff, approved where appropriate, and thereafter reported at the next meeting of the Facilities and Property Committee. Pursuant to R.S. 39:128, Board of Regents (BOR) staff may internally approve small capital projects ranging from \$175,000 to \$1,000,000 and report these approvals to the Board during a subsequent meeting.

All projects were approved by their respective systems or management boards and submitted for consideration. Staff approved the following small capital projects since the previous report:

##### **1. Louisiana State University – Alexandria (LSUA): Baseball and Softball Locker Room – Alexandria, LA**

LSUA's baseball and softball teams currently do not have locker room space for each team. This project will design and construct a new locker room facility near the concession stand. **The project constructs approximately 5,000 square feet (SF) of new space at a cost of \$180/SF, for a total project cost of \$900,000. The project will be funded with a combination of auxiliary revenues and private donations.**

##### **2. Louisiana State University – Alexandria: Highway Lighting Project – Alexandria, LA**

This project will increase lighting and enhance campus safety along the entrances to LSUA from Highway 71. The lighting will be installed on one mile of the highway adjacent to campus. **The total project cost of \$350,000 will be funded with a combination of auxiliary revenues and an appropriation LSUA received during the 2023 Regular Legislative Session.**

##### **3. Louisiana State University and A&M College (LSU): Miller Hall Exterior Repairs – Baton Rouge, LA**

LSU has documented interior damage caused by water intrusion on multiple floors and at multiple elevations of Miller Hall. Numerous temporary sealant applications to the interior have proven to be unsuccessful as the leaks have simply moved to a new location on the wall. The project scope involves replacing the sealant on 48 defined areas of exterior wall panel joints, window-to-wall intersections, and window-to-window frame locations. The project will likely also involve abatement. **The total project cost of \$302,520 will be funded with auxiliary revenues.**

**4. Louisiana State University and A&M College (LSU): Oyster Hatchery Repairs (Budget Increase) – Grand Isle, LA**

LSU's Oyster Hatchery in Grand Isle remains damaged from Hurricane Ida. Remediation and protective work was completed after the storm, and this project will complete repairs to the facility. The interior of the facility is currently gutted and this construction will bring it back online. Repairs to the roofing system, siding, steps, and porch are also included. **The original budget was approved for \$250,000; however, after a complete assessment by the architectural team, the budget was increased by \$203,480. The total project cost of \$453,480 will be funded with proceeds provided by the Federal Emergency Management Agency.**

**5. Louisiana State University and A&M College (LSU): Patrick F. Taylor Hall Chilled Water Tertiary Pump Replacement – Baton Rouge, LA**

Tertiary pumps are designed to ensure the optimal flow of chilled water is obtained in a building and to increase flow during a freeze event ensuring coils do not freeze. The project scope includes removal of the old pumps and valve fittings, installation of new pumps and valves, and the modification of existing piping to adapt to the new pumps. **The total project cost of \$192,354 will be funded with operational funds.**

**6. Louisiana State University and A&M College (LSU): River Road Annex Building Chiller Replacement – Baton Rouge, LA**

The existing chiller in LSU's River Road Annex building is beyond its useful life and requires frequent repairs to remain operational. The project scope involves the removal and replacement of the existing chiller, including a new chilled water pump and necessary valves, gauges, piping, insulation, and electrical connections. **The total project cost of \$224,000 will be funded through LSU's Emergency Repair fund.**

**7. Louisiana State University and A&M College (LSU): School of Veterinary Medicine (SVM) North Kennel Renovations for Doggie Daycare Relocation – Baton Rouge, LA**

This project renovates space for the purpose of relocating LSU's Doggie Daycare from the current modular facility which is in disrepair to the existing North Kennel building. The project scope involves selective demolition of interior and exterior finishes, new framing, finishes, storefront assembly doors, roof insulation, and exterior acoustic insulation. The existing windows will be replaced, and modifications will be made to the HVAC, lighting/power, data cabling, and plumbing systems. **The project renovates approximately 3,800 square feet (SF) of space at a cost of \$47.64/SF, for a total project cost of \$181,032. The project will be funded with operational funds.**

**8. Louisiana State University and A&M College (LSU): Student Union Domestic Water Heater Installation – Baton Rouge, LA**

This project will install standalone gas-fired domestic water heaters in LSU's Student

Union which will limit the need for the facility to rely on campus steam for domestic hot water to the building. The project scope involves the installation of two gas-fired domestic water heaters, an expansion tank, and the necessary piping modifications to tie in the new water heaters while also maintaining the steam to hot water exchanger in service for back-up hot water. **The total project cost of \$250,000 will be funded with auxiliary revenues.**

**9. Louisiana State University Health Sciences Center New Orleans (LSU HSCNO):  
Center for Advanced Learning and Simulation (CALS) Building Loading Dock  
Modifications – New Orleans, LA**

The existing dock space for LSU HSCNO's CALS building cannot accommodate large trucks, and the compactor is not in an ideal location for the safety of the compactor personnel. This project involves improvements to the existing dock to provide better access and relocation of the compactor to a safer area. The project scope involves the rotation and relocation of the existing compactor, widening of the existing drive for better vehicular access, and the enlargement and extension of the current elevated dock. **The project renovates approximately 3,500 square feet (SF) of dock space at a cost of \$71/SF, for a total project cost of \$248,500. The project will be funded with operational funds.**

**STAFF RECOMMENDATION**

**Senior Staff recommends approval of the consent agenda, including the small capital projects report, as presented.**

**AGENDA ITEM IV.**

**Act 959 Project: Louisiana State University and A&M College (LSU)Headhouse Renovation**

Act 959 of 2003 permits institutions to initiate certain capital projects not exceeding \$10M that are funded with self-generated/auxiliary revenues, grants, donations, or local/federal funds. The LSU Board of Supervisors, on behalf of LSU, submitted a request for the purpose of renovating the Headhouse building to create a new food service establishment and gathering space to serve the LSU community.

The Headhouse building formerly provided access to greenhouses that extended off the rear of the building. With the construction of Camellia and Azalea Halls in 2021 (Greenhouse Development project), the greenhouses were demolished and only the Headhouse was preserved. The facility was used as a temporary office during the construction of the Greenhouse Development, but since its completion, the building has been vacant and is in disrepair. This project will renovate the Headhouse facility to provide a new food service location and common area for LSU students. The project scope involves interior and exterior renovations, including select site improvements. **The total project cost of \$5.7M will be funded with self-generated revenues provided by LSU Auxiliary Services.**

### **STAFF RECOMMENDATION**

**Senior Staff recommends approval of the Act 959 project submitted by the Louisiana State University Board of Supervisors, on behalf of Louisiana State University and A&M College, for the purpose of creating the Headhouse dining facility.**



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# Agenda

## Statewide Programs Committee

Wednesday, December 11, 2024  
11:50 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. Final Rulemaking – M.J. Foster Promise Program Rulemaking to Implement Act 633 and Act 102 of the 2024 Regular Session of the Louisiana Legislature
  - B. Final Rulemaking – TOPS Rulemaking to Implement Act 211 of the 2024 Regular Session of the Louisiana Legislature which amends Sections 301, 704, 804, 1203 and deletes Chapter 13 of the Scholarship and Grants Rules
  - C. Rulemaking – Chafee Educational and Training Voucher (ETV) program rulemaking to implement provisions of the Consolidated Appropriations Act of 2021 that provide that the Chafee ETV shall be awarded without regard to financial need
  - D. Regional Contract Program (RCP) Exception – Deadline that requires a student to begin working in Louisiana or to begin repaying the amounts received
  - E. TOPS Home Study Exceptions – TOPS statutory provision that requires a student to begin a home study program no later than the conclusion of the tenth-grade year
  - F. TOPS and M.J. Foster Exceptions - TOPS regulatory provisions that require students to remain continuously enrolled and to earn the annual credit hours required during the academic year and to the M.J. Foster requirement that a student maintain continuous enrollment in school
- IV. Other Business
- V. Adjournment

Act 633 – Gradually reduces the minimum age of eligibility for the M.J. Foster Promise Program  
Act 102 – M.J. Foster Promise Program - Advisory Council shall be called by Workforce Commission and provides the term “one-year” be defined.  
Act 211 – Adds Computer Science as a graduation and TOPS Core Curricula requirement.

Committee Members: Wilbert D. Pryor, Chair; Christian C. Creed, Vice Chair; Robert W. Levy; Samer Shamieh; Felix R. Weill; Kennedy M. Orr (*Student Member*)

Staff: Carrie Robison, Deputy Commissioner for Sponsored Programs

## **Agenda Item III.A**

### **Consent Agenda: M.J. Foster Promise Program Final Rulemaking**

Final Rulemaking for the M.J. Foster Promise Program to Implement Act 633 and Act 102 of the 2024 Regular Session of the Louisiana Legislature.

#### **Background:**

At its August 28, 2024, meeting, the Board of Regents authorized publication of a Notice of Intent to effect the below-described rule changes. The Notice of Intent was published in the *Louisiana Register* on September 20, 2024. The text of the rule changes is reflected on the attached excerpts from the *Louisiana Register*.

No comments have been received.

This rulemaking:

- gradually reduces the minimum age of eligibility for the M.J. Foster Promise Program from 21 to 17 to implement Act 633, and
- makes the following changes to implement Act 102:
  - provides that the Advisory Council shall be called by the Louisiana Workforce Commission rather than by the Board of Regents, and
  - defines the term “one year”.

#### **LOSFA Advisory Board Recommendation**

**The LOSFA Advisory Board recommends that the Louisiana Board of Regents authorize the Executive Director of LOSFA to publish the final rule to implement Act 633 and Act 102 of the 2024 Regular Session of the Louisiana Legislature.**

## **Agenda Item III.B**

### **Consent Agenda: TOPS Final Rulemaking**

Final TOPS Rulemaking to Implement Act 211 of the 2024 Regular Session of the Louisiana Legislature which amends Sections 301, 704, 804, 1203 and deletes Chapter 13 of the Scholarship and Grants Rules.

#### **Background:**

At its August 28, 2024, meeting, the Board of Regents authorized publication of a Notice of Intent to effect the below-described rule changes. The Notice of Intent was published in the *Louisiana Register* on September 20, 2024. The text of the rule changes is reflected on the attached excerpts from the *Louisiana Register*.

No comments have been received.

This rulemaking:

- implements the provisions of Act 211 of the 2024 Regular Session of the Louisiana Legislature which adds a Computer Science requirement to the TOPS Opportunity, Performance, and Honors and TOPS Tech core curricula,
- updates the administrative rules to eliminate references to Expected Family Contribution and to add references to Student Aid Index, and
- deletes Chapter 13 which codified rules for the Leveraging Educational Assistance Partnership (LEAP) Program, a program which has not been funded since 2011.

### **LOSFA Advisory Board Recommendation**

**The LOSFA Advisory Board recommends that the Louisiana Board of Regents authorize the Executive Director of LOSFA to publish the final rule to implement Act 211 of the 2024 Regular Session of the Louisiana Legislature which amends Sections 301, 704, 804, 1203 and deletes Chapter 13 of the Scholarship and Grants Rules.**

### **Agenda Item III.C**

#### **Consent Agenda: Chafee Educational and Training Voucher (ETV) Program Rulemaking**

Rulemaking to implement provisions of the Consolidated Appropriations Act of 2021 that provide that the Chafee ETV shall be awarded without regard to financial need.

#### **Background:**

LOSFA administers the Chafee Educational and Training Voucher (ETV) program in accordance with a Memorandum of Understanding (MOU) with the Department of Children and Family Services (DCFS).

The U.S. Department of Education has released guidance stating that the Chafee ETV is not to be included as other financial assistance when determining a student's eligibility for federal financial aid. More recent clarification also indicates that a student may receive the full Chafee ETV even if they have other sources of financial aid that meet their full cost of attendance.

Staff has received confirmation from DCFS that it wishes to implement these changes, and the attached rulemaking is necessary to accomplish this goal.

Note that these changes only apply to the awarding of federal financial assistance. For purposes of awarding state financial aid programs, postsecondary institutions will still be required to include the Chafee ETV in determining whether and how much aid a student may be eligible to receive.

#### **LOSFA Advisory Board Recommendation**

**The LOSFA Advisory Board recommends that the Louisiana Board of Regents authorize the Executive Director of LOSFA to publish a notice of intent to make these rules permanent.**

### **Agenda Item III.D**

#### **Consent Agenda: Regional Contract Program (RCP) Exception**

Requests for exception to the TOPS regulatory provisions that require students to remain continuously enrolled and to earn the annual credit hours required during the academic year and to the M.J. Foster requirement that a student maintain continuous enrollment in school

#### **Background:**

The Regional Contract Program (RCP) allows Louisiana residents to attend a participating RCP postsecondary institution in the field of optometry or podiatry at an out-of-state college or university at tuition rates provided through the RCP when specific programs of study are not offered at all at a Louisiana institution, subject to a promissory note executed by the student.

The student must agree to practice in Louisiana in the field for which he received RCP funding and to maintain employment as a Medicaid provider for all of eighteen consecutive months for each year of funding. A recipient who meets this obligation will have all funding disbursed on his behalf under this promissory note forgiven. A recipient who fails to practice in the requisite field and maintain the required employment as a Medicaid provider for all of eighteen consecutive months for each year of funding received will be required to repay the loan at an annual rate of 4 percent from the date the RCP waiver was credited to the student's account each semester plus any collection costs and attorney fees incurred to collect the debt, if required.

The promissory note completed by RCP recipients provides that a deferment to these requirements may be granted at the discretion of the Board of Regents.

One request for exception to the deadline to begin working in Louisiana or to begin repaying the amounts received was reviewed and approved by the LOSFA Advisory Board at its meeting on December 4, 2024. The student has presented facts and documentation that they believe justify the granting of an exception as an exceptional circumstance.

#### **LOSFA Advisory Board Recommendation**

**The LOSFA Advisory Board recommends approval of the request for exception to the deadline to begin working in Louisiana or to begin repaying the amounts received.**

### **Agenda Item III.E**

#### **Consent Agenda: TOPS Home Study Exceptions**

Requests for exception to the TOPS statutory provision that requires a student to begin a home study program no later than the conclusion of the tenth-grade year

#### **Background:**

The TOPS statute requires that a student begin a home study program no later than the conclusion of the tenth-grade year. Act 95 of the 2021 Regular Session of the Louisiana Legislature implemented a provision which allows the administering agency to grant exceptions to this requirement when a student provides documentation that the transfer to a home study program later than the statutorily provided timeframe was beyond the student's control.

Two requests for exception to the deadline to begin a home study program were reviewed and approved by the LOSFA Advisory Board at its meeting on December 4, 2024. The students have presented facts and documentation that they believe justify the granting of an exception as an exceptional circumstance.

#### **LOSFA Advisory Board Recommendation**

**The LOSFA Advisory Board recommends approval of the requests for exception to the deadline to begin a home study program no later than the conclusion of the tenth-grade year.**

### **Agenda Item III.F**

#### **Consent Agenda: TOPS and M.J. Foster Exceptions**

Requests for exception to the TOPS regulatory provisions that require students to remain continuously enrolled and to earn the annual credit hours required during the academic year and to the M.J. Foster requirement that a student maintain continuous enrollment in school

#### **Background:**

Sections 705.A.6 and 7 of the TOPS administrative rules require TOPS recipients to continue to enroll full-time for the fall and spring semesters of each academic year, to remain enrolled throughout the semester, and to earn a minimum number of credit hours by the end of the academic year. Section 2103.E authorizes the governing body to grant an exception to the full-time, continuous enrollment and the annual earned-hour requirements when the “student/recipient has exceptional circumstances that are beyond his immediate control and that necessitate full or partial withdrawal from or non-enrollment in an eligible postsecondary institution.”

Section 2207.A.5 of the M.J. Foster administrative rules provides that students must maintain continuous enrollment, unless granted an exception for cause in accordance with §2103 of the Scholarship and Grant administrative rules. The same exceptions that apply for TOPS students apply to all programs for which the administering agency has been granted the authority to grant exceptions, including M.J. Foster.

Twelve requests for exception to the TOPS requirements were reviewed and approved by the LOSFA Advisory Board at its meeting on December 4, 2024. One request for exception to the M.J. Foster continuous enrollment requirement was reviewed and approved by the LOSFA Advisory Board at its meeting on December 4, 2024. The students have presented facts and circumstances that the students believe justify the granting of an exception as an exceptional circumstance.

#### **LOSFA Advisory Board Recommendation**

**The LOSFA Advisory Board recommends approval of the requests for exception to the TOPS regulatory provisions that require students to remain continuously enrolled and to earn the annual credit hours required during the academic year and to the M.J. Foster requirement that a student maintain continuous enrollment in school.**



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*4th Congressional District*

# Agenda

## Planning, Research and Performance Committee

Wednesday, December 11, 2024  
12:00 PM

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. R.S. 17:1808 – Academic Licensure
    1. Renewal Applications
      - a. Pepperdine University
  - B. Proprietary Schools Advisory Commission
    1. Initial Applications
      - a. AGI CDL Driving Academy – Lake Charles, LA
      - b. Shreveport-Bossier City Massage Academy – Shreveport, LA
    2. Renewal Applications
      - a. 160 Driving Academy-Metairie – License #2340
      - b. Academy of Interactive Entertainment, Lafayette – License #2136
      - c. Ayers Career College, Shreveport – License #828
      - d. Becker Online, Downers Grove, IL – License #2368
      - e. Clinical Lynks, New Orleans – License #2376
      - f. Coastal College, Baton Rouge – License #2019
      - g. Coastal Truck Driving School of New Orleans – License #2200
      - h. Crescent City School of Gaming and Bartending, New Orleans – License #594
      - i. Delta College, Covington – License #947
      - j. Delta College-Slidell Branch – License #2066
      - k. Diesel Driving Academy, Shreveport – License #369
      - l. Durham Transport Academy, Shreveport – License #2341
      - m. Joshua Career Institute of Louisiana, Shreveport – License #2307
      - n. Lafayette Dental Assistant School – License #2251

- o. Mia's Medical Academy, Baton Rouge – License #2202
- p. National Aesthetic Laser Institute, Baton Rouge – License #2295
- q. New Orleans Dental Assistant School, Metairie – License #2252
- r. Over Drive Truck Driving School of Louisiana, Deville – License #2283
- s. Pelican Chapter-ABC-Baton Rouge – License #2172
- t. Pelican Chapter-ABC-Southwest Campus, Westlake – License #2173
- u. Road Ready Driving Academy, Houma - License #2367
- v. Shreveport Dental Assistant School - License #2253
- w. The Microblading Institute, Maurice - License #2324
- x. Thomas Training and Developmental Center, Franklin - License #948
- y. Unimed Academy – New Orleans - License #2378
- z. Woodland Healthcare Training, Denham Springs - License #2284

IV. Hunger Free Campus Report

V. Other Business

VI. Adjournment

Committee Members: Judy A. Williams-Brown, Chair, David J. Aubrey, Vice Chair, Blake R. David, Robert W. Levy, Samer Shamieh, Terrie P. Sterling, Kennedy M. Orr, (*Student Member*)  
Staff: Dr. Susannah Craig, Deputy Commissioner for Strategic Planning and Student Success

**AGENDA ITEM – III.A.1.a.**  
**Pepperdine University**  
**Malibu, CA**

**BACKGROUND**

Pepperdine University (PU) is a private research university affiliated with the Churches of Christ. PU is accredited by the Western Association of Schools and Colleges (WASC).

**ACADEMIC PROGRAM**

Pepperdine University (PU) offers Louisiana students six academic programs that lead to master's degrees in business administration, dispute resolution, legal studies, behavior analytics, and psychology. The institution currently has six students in its Louisiana Unduplicated Headcount Enrollment.

<b>Degree Level</b>	<b>Louisiana Unduplicated Headcount Enrollment</b>
Doctorate	0
Master's	6
Bachelor's	0
Associate	0
Technical Diploma	0
Other	0
Total	6

**FACULTY**

Pepperdine University (PU) has 19 full-time and part-time faculty supporting Louisiana students at various degree levels.

**FACILITIES**

Pepperdine University (PU) offers 100% online instruction to Louisiana residents, with one program requiring an in-person practicum.

**STAFF RECOMMENDATION**

**Given the scope of the programs and the credentials of its faculty, the institution's campus, program accreditation, and the general oversight by the home campus, Senior Staff recommends approval of the application for license *renewal* from Pepperdine University (PU).**



**Minutes**  
**Advisory Commission on Proprietary Schools**  
**November 12, 2024**

The Louisiana Board of Regents' Proprietary Schools Advisory Commission met on Tuesday, November 12, 2024, in Room 153 in the Claiborne Building. Chair James Fontenot called the meeting to order at 10:02 a.m. The roll was then called by Ms. Courtney Britton and a quorum was established. There were no public comments to be read.

**Commission Members Present**

Benjamin Baudoin  
James Fontenot, Chair  
Carmen Million  
Randy Plaisance  
Larry Tremblay

**Staff Members Present**

Courtney Britton  
Chandra Cheatham  
Susannah Craig  
Mighan Johnson  
Antonio Williams

**Commission Members Absent**

Melanie Amrhein, Vice Chair  
Chris Broadwater  
Sherrie Despino  
Chandler LeBoeuf

**Guests Present**

(See Appendix)

The first item of business was the approval of minutes from the Commission's meeting on September 10, 2024. Larry Tremblay identified one amendment, noting that he was appointed by the Commissioner of Higher Education, not the Commission of Higher Education.

**On motion of Carmen Million, seconded by Larry Tremblay, the Advisory Commission on Proprietary Schools unanimously adopted the amended minutes of the September 10, 2024, Advisory Commission on Proprietary Schools meeting.**

The next item considered by the Commission was the initial license application from AGI CDL Driving Academy, LLC, located in Lake Charles, LA. The school was represented by the owner, Aaron Gott, and would offer one program: Class A CDL at 160 hours for four weeks. Discussion included the owner's motivation for opening the school, instructors and their experience, equipment and the cost, goal for student-to-equipment ratio, financials and credit line, cash flow plans, yard training, and staff concerns regarding the business plan and financials.

**On motion of Larry Tremblay, seconded by Carmen Million, the Advisory Commission on Proprietary Schools unanimously voted that the Board of Regents approve the initial license application for AGI CDL Driving Academy, LLC, Lake Charles, Louisiana.**

The next item considered by the Commission was the initial license application from Orphic Training Academy, located in Shreveport, LA. The school was represented by the owner, LaTasha P. Hunter-Lee and would offer three programs: Phlebotomy Technician at 193 hours for eight weeks, Clinical Medical Assistant at 283 hours for sixteen weeks, and EKG Technician at 203 hours for eight weeks. Discussion included the owner's motivation for opening the school, financials and grants, programs and the cost of each, and sustainability of school financially. Commission members expressed concerns regarding the discrepancies between presented current financials and the financial projections presented within the business plan. Commission members requested an updated business plan including a detailed breakdown of recruitment of students, detailed breakdown of expenses, and explanation of proposed grants and lines of credit, and a business cash flow plan.

**On motion of Larry Tremblay, seconded by Ben Baudoin, the Advisory Commission on Proprietary Schools unanimously voted to defer the initial license application for Orphic Training Academy to the next meeting of the Commission after the review of the additional materials requested.**

The next item considered by the Commission was the initial license application from Shreveport-Bossier City Massage Academy, located in Shreveport, LA. The school, represented by the owner, Travis Scott, would offer one program: Massage Therapy Training at 652 hours for forty weeks. Discussion included the owner's motivation for opening the school, location, expected student-to-instructor ratio, and fixed costs.

**On motion of Randy Plaisance, seconded by Carmen Million, the Advisory Commission on Proprietary Schools unanimously voted that the Board of Regents approve the initial license application for Shreveport-Bossier City Massage Academy, Shreveport, Louisiana.**

The next agenda item considered by the Commission was submitted license renewal applications. Over the previous two months, 26 schools submitted complete renewal applications.

**On motion of Larry Tremblay, seconded by Randy Plaisance, the Advisory Commission on Proprietary Schools unanimously voted that the Board of Regents renew the licenses of the following proprietary schools:**

1. 160 Driving Academy-Metairie – Metairie – License #2340
2. Academy of Interactive Entertainment – Lafayette – License #2136
3. Ayers Career College – Shreveport – License #828
4. Becker Online – Downers Grove, IL – License #2368
5. Clinical Lynks – New Orleans – License #2376

6. Coastal College – Baton Rouge – License #2019
7. Coastal Truck Driving School of New Orleans – New Orleans – License #2200
8. Crescent City School of Gaming and Bartending – New Orleans – License #594
9. Delta College – Covington – License #947
10. Delta College – Slidell Branch – Slidell – License #2066
11. Diesel Driving Academy – Shreveport – License #369
12. Durham Transport Academy – Shreveport – License #2341
13. Joshua Career Institute of Louisiana – Shreveport – License #2307
14. Lafayette Dental Assistant School – Lafayette – License #2251
15. Mia’s Medical Academy – Baton Rouge – License #2202
16. National Aesthetic Laser Institute – Baton Rouge – License #2295
17. New Orleans Dental Assistant School – Metairie – License #2252
18. Over Drive Truck Driving School of Louisiana – Deville – License #2283
19. Pelican Chapter-ABC – Baton Rouge – License #2172
20. Pelican Chapter-ABC-Southwest Campus – Westlake – License #2173
21. Road Ready Driving Academy, Houma – License #2367
22. Shreveport Dental Assistant School – License #2253
23. The Microblading Institute, Maurice – License #2324
24. Thomas Training and Developmental Center, Franklin – License #948
25. Unimed Academy – New Orleans – License #2378
26. Woodland Healthcare Training, Denham Springs, LA – License #2284

There was one school that chose not to renew their license for this renewal period, and staff have not been in contact with the school owners about obtaining the student records.

- License #2323 – iWeld Institute – Houma, LA

There was one school that submitted a complete renewal application, but their renewal is to be deferred until the next meeting of the Commission, pending the completion of the site visit action plan.

- License #920 – Nursing Assistant Network Association – New Orleans, LA

The next agenda item was program approval updates. Staff reminded the Commission that program approvals are done by staff and don’t require the Commission vote for recommendation.

1. Unitech Training Academy, Lafayette, LA

*Amend-Medical Office Assistant (Online) – 600.0 clock hours*

The next agenda item was voting on the Commission’s meeting dates for 2025. Discussion included schools’ response to the adoption of the new online system, the new monthly and quarterly trainings staff will be offering, the number of open applications for January, and timing of due dates and meeting dates in regard to state holidays.

**On motion of Carmen Million, seconded by Larry Tremblay, the Advisory Commission on Proprietary Schools unanimously voted to accept the 2025 meeting dates as presented.**

For the final agenda item of other business, discussion included the outstanding student data submission and potential implications of nonsubmittal of student data, including the revocation of the license. Staff recommended allowing the school until the end of the month to submit student data, and to complete required student data training.

The next meeting of the Commission is scheduled for January 14, 2025, at 10:00 a.m., in Room 6-242 of the Claiborne Building. There being no further business, the meeting adjourned at 11:24 a.m.

APPENDIX A  
GUESTS

Aaron Gott	AGI CDL Driving Academy, LLC
Clara Gott	AGI CDL Driving Academy, LLC
LaTasha P. Hunter-Lee	Orphic Training Academy
Amanda LaGroue	LA Department of Justice
Travis Scott	Shreveport-Bossier City Massage Academy

**Agenda Item IV.**  
**Response to Act 719 of the 2022 Louisiana Regular Legislative Session**  
**2024 Hunger-Free Campus (HFC) Report**

**EXECUTIVE SUMMARY**

Act 719 of the 2022 Louisiana Regular Legislative Session requires that the Board of Regents establish a process for designating an institution as a "Hunger-Free Campus" (HFC), as well as a grant program to provide funding to assist postsecondary education institutions in 1) raising awareness of resources available to address basic food needs, 2) leveraging existing infrastructure, 3) maximizing federal programs, and 4) building strategic partnerships at local, state, and national levels to address food insecurity among students.

As required by statute, the Board of Regents now presents this report to the Governor and the House and Senate Education committees.

**Background Information**

A national study published in 2020 indicates that 38% of students in two-year colleges and 29% in four-year colleges report experiencing food insecurity in the previous 30 days. The same study highlighted "significant racial and ethnic disparities: 70% of Indigenous & 70% Black students experienced food insecurity, housing insecurity or homelessness, compared to 54 % White students." The findings of this study detail the impact of food insecurity on college student success: "the mixture of food insecurity and stress of college impacts their GPA, diminishes their ability to excel in class, and contributes to lower attendance and completion rates overall."

Research shows hungry students have lower GPAs and struggle more to earn their degree than students who know where their next meal is coming from (McCoy et al., 2022). Currently, "three in five college students do not have enough to eat or a stable place to live" (The Hope Center, 2023).

**Staff Analysis**

This 2024 Hunger Free Campus Program Report completes Act 719 (2022) mandates by presenting how Regents created an application process for the designation and a program that awarded \$8000 to six institutions to help their campus pantries and hunger-free initiatives. This report details Regents and campus efforts for these two projects and provides the outcomes.

**STAFF RECOMMENDATION**

**Senior Staff recommends that the Board receive the 2024 Hunger-Free Campus Program Report and authorize the Commissioner of Higher Education to submit it to the appropriate legislative committees on behalf of the Board of Regents.**



BOARD of REGENTS  
STATE OF LOUISIANA



# ***HUNGER-FREE CAMPUS PROGRAM 2024 REPORT***

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**IMAGE SOURCES (Covers):** Getty Images.

**IMAGE SOURCES (Interior):** Bossier Parish Community College, Nicholls State University, SOWELA Technical Community College, University of Louisiana at Lafayette



## Introduction

[Act 719 \(R.S. 17:3138.4\)](#) of the 2022 Legislative Session, sponsored by Representative Barbara Freiberg, is known as the Hunger-Free Campus (HFC) law. It required the Board of Regents to “establish a process for a postsecondary education institution to be designated as a “Hunger-Free Campus” and “establish a grant program” to provide funding to assist postsecondary education institutions in 1) raising awareness of resources available to address basic food needs, 2) leveraging existing infrastructure, 3) maximizing federal programs, and 4) building strategic partnerships at local, state and national levels to address food insecurity among students.

“We are scratching the surface of what needs to be done for our students,” Rep. Freiberg told the Board of Regents when the inaugural Hunger-Free campus designees were announced. “So these are just minimum requirements.”

The criteria for earning the Hunger-Free Campus designation are as follows:

- Establish a **Hunger-Free Task Force** that meets a minimum of three times per academic year and includes **a minimum of two or more enrolled students, a representative from the Office of Student Affairs, and a representative from the Office of Financial Aid;**
- Inform students who receive need-based financial aid of their potential eligibility to receive **Supplemental Nutrition Assistance Program (SNAP) benefits;**
- Hold or participate in **at least one anti-hunger awareness event per academic year;** and
- If no campus food pantries or charitable food distribution exist on campus, assess the need to **provide access to on-campus food distribution** through either a local off-campus food pantry, or an on-campus food pantry.

# Background

The U.S. Department of Agriculture defines food insecurity as a household-level economic and social condition of limited or uncertain access to adequate food. The effects of food insecurity can have severe consequences on an individual's physical health, mental health, well-being, and school and work performance. A 2020 study (Health Affairs, 2022) found that approximately 29% of students at four-year colleges and 38% at two-year schools in the U.S. experience food insecurity. The numbers are substantially higher for students of color.

Research shows hungry students have [lower GPAs](#) and [struggle more to earn their degree](#) than students who know where their next meal is coming from (McCoy et al., 2022). Currently, “three in five college students do not have enough to eat or a stable place to live” (The Hope Center, 2023).

The National Postsecondary Student Aid Study (NPSAS: 20) found that 23% of community college students and 22% of public four-year institution students reported low or very low food security in the last 30 days. Both rates were more than double the food insecurity rate among all U.S. households (Today's Student Coalition, 2024). In the past several years, universities have just started to understand the severity of the issue and consider solutions to provide access to food on their campuses. The pandemic exacerbated the situation, separating students from campus and community resources, and while some federal policies were flexible in expanding their assistance during this time, these have now expired.

Swipe Out Hunger, a leading national non-profit, is powering the movement to end college student hunger and is working with the Board of Regents to champion hunger solutions and build an active network of campuses and partners in Louisiana. Swipe Out Hunger originated the Hunger-Free Campus legislation and, in its advocacy, partnered with state leaders to customize the legislation to meet the needs of an individual state. In 2022, Louisiana was one of ten states to pass Hunger-Free legislation, and now twelve additional states have introduced this legislation (Swipe Out Hunger, 2024).

# Methodology

To gauge resources and access to food statewide, in fall 2022 Regents staff conducted an environmental landscape survey of all public postsecondary system and Louisiana Association of Independent Colleges and Universities (LAICU) representatives requesting a campus contact and program-specific information from their member institutions.

# Hunger-Free Designation Application

Regents staff then developed an application process aligned with the legislatively mandated criteria. The initial application for the Hunger-Free Campus designation was consequently sent to all public and private postsecondary institutions in the spring of 2023 (Appendix A).

A review of the applications found variability in how well-resourced campus food pantries were related to physical location, personnel, equipment, and funding. There were regional challenges, with under-resourced campuses often located in high-need areas. Food pantry facilities ranged from a wooden box routinely stocked with non-perishable food items and toiletries in a central campus location to a robust pantry that seeks to function as a one-stop shop for student needs, providing perishable and non-perishable food options, household supplies, a fresh vegetable garden, and cooking lessons.

There were also different levels of community engagement with campus food pantries. Some campuses offered their students only community resources, while others combined their on-campus efforts with community resources and donations from local churches, faculty, staff, and student organizations. Finally, some food pantries had designated staff who ran campus efforts in this area, while others relied on student workers for operations.

All Louisiana public postsecondary and four private institutions (Centenary College of Louisiana, Franciscan Missionaries of Our Lady University, Loyola University New Orleans, and Tulane University) met the minimum criteria for the HFC designation. The inaugural designees (Table 1) were announced to the Board of Regents at its August 2023 meeting.



**Table 1.** 2023 Hunger-Free Campus Designees.

SYSTEM	INSTITUTION
<b>Louisiana Association of Independent Colleges and Universities (LAICU)</b>	<ul style="list-style-type: none"> <li>▶ Centenary College</li> <li>▶ Franciscan Missionaries of Our Lady University</li> <li>▶ Loyola University New Orleans</li> <li>▶ Tulane University</li> </ul>
<b>Louisiana Community and Technical College System (LCTCS)</b>	<ul style="list-style-type: none"> <li>▶ Baton Rouge Community College</li> <li>▶ Bossier Parish Community College</li> <li>▶ Central Louisiana Technical Community College</li> <li>▶ Delgado Community College</li> <li>▶ Fletcher Technical Community College</li> <li>▶ Louisiana Delta Community College</li> <li>▶ Northshore Technical Community College</li> <li>▶ Northwest Louisiana Technical Community College</li> <li>▶ Nunez Community College</li> <li>▶ River Parishes Community College</li> <li>▶ South Louisiana Community College</li> <li>▶ SOWELA Technical Community College</li> </ul>
<b>Louisiana State University System</b>	<ul style="list-style-type: none"> <li>▶ Louisiana State University A&amp;M</li> <li>▶ Louisiana State University of Alexandria</li> <li>▶ Louisiana State University Eunice</li> <li>▶ Louisiana State University Shreveport</li> <li>▶ LSU Health Sciences Center New Orleans</li> <li>▶ LSU Health Sciences Center Shreveport</li> </ul>
<b>Southern University System</b>	<ul style="list-style-type: none"> <li>▶ Southern University and A&amp;M College</li> <li>▶ Southern University at New Orleans</li> <li>▶ Southern University Shreveport</li> <li>▶ Southern University Law Center</li> </ul>
<b>University of Louisiana System</b>	<ul style="list-style-type: none"> <li>▶ Grambling State University</li> <li>▶ Louisiana Tech University</li> <li>▶ McNeese State University</li> <li>▶ Nicholls State University</li> <li>▶ Northwestern State University</li> <li>▶ Southeastern Louisiana University</li> <li>▶ University of Louisiana at Lafayette</li> <li>▶ University of Louisiana at Monroe</li> <li>▶ University of New Orleans</li> </ul>

## ► **Regents Community Partnerships**

In addition to its work on the HFC application, Regents was contacted by the community-based food pantry and advocacy organization Feeding Louisiana, seeking to partner with BOR and the HFC-designated campuses as a resource partner. Feeding Louisiana has prioritized the HFC program as one of its goals and is collaborating with Regents in these efforts.

Regents personnel were subsequently invited to speak about the HFC program at the Louisiana Anti-Hunger Coalition meeting, and to participate in the Coalition, and the agency is now a coalition member. Additionally, Regents staff are regularly asked to participate in community and advocacy efforts around the HFC Program in local and regional state events. Finally, Regents has partnered with the Louisiana Department of Health to explore access to these resources for our veteran students, and the Louisiana Office of Student Financial Aid (LOSFA) has provided information and access to SNAP benefits for students.

## ► **Regents Campus Outreach**

From the inception of the HFC program, Regents staff recognized the importance of communication and relationships with the Hunger-Free Campus contacts. Quarterly meetings were scheduled beginning in 2022; local, regional, and national leaders have presented to the HFC institutional contacts on various topics covering SNAP eligibility, partnership with LSU Ag Center, LOFSA outreach efforts, and Swipe Out Hunger. These meetings also serve as an opportunity for campus representatives to exchange information and ask questions.

Additionally, a listserv was established with all institutional contacts, and a landing page for the Hunger-Free Campus Program was created on the Board of Regents website, which can be accessed at [www.laregents.edu/hungerfree](http://www.laregents.edu/hungerfree).

## **Campus Needs Assessment Results**

Once the HFC designees were in place, in early spring 2024 Regents staff sent out a needs assessment instrument to inform the grant application. All 35 HFC designees were sent the survey. The goal of the assessment was to obtain information about how to help institutions augment the amount and nature of the services they provide to their students and identify their greatest needs.

The needs assessment survey results ([HFC Campus Needs Assessment Survey](#)) were integral in shaping the grant application process. The assessment consisted of 25 questions combining multiple-choice and free narrative questions. The survey yielded critical information about issues faced by institutions in providing access and resources to their students. HFC representatives were asked to answer questions about their campus offerings, location, budget, staffing, community

partnerships, and number of students served. Twenty-seven institutions responded to the survey. Table 2 lists campus offerings that are currently available to students. 88.9% of campuses have established food pantries, 51.8% provide enrollment support for SNAP, and 40.7% offer emergency food scholarships or grants.

**Table 2.** Current Campus Offerings.

PROGRAM	OFFERED
Food Pantry	88.9%
SNAP/Enrollment Support	51.8%
Food Scholarships/Emergency Grants	40.7%
Meal Swipe Donation program	25.9%
Community Garden	22.2%
Basic Needs Hub	18.5%
Cooking Classes	14.8%
Campus Kitchens/Food Recovery Network Chapter	11.1%
Campus Farmers' Markets	7.41%
Free Food Alert system	7.41%
EBT Accepted On-Campus	3.70%
Transportation to Community Food Pantry	3.70%

27 respondents





Campus respondents shared that they would like to expand their services to students in several ways (Table 3), such as providing enrollment support for SNAP and expanding the pantry to include a basic needs hub. The SNAP application can be challenging for students; therefore, being able to support students by helping them fill out the application is crucial for a student to plug into available resources. Several campuses indicated demand for a basic needs hub or expanded pantry support. A basic needs hub provides essentials such as toiletries, personal hygiene products, diapers, and formula for students with babies.

**Table 3.** Food Insecurity-Related Programs to Add to Campus Network.

PROGRAM	RESPONSE RATE
SNAP/enrollment support	16.67%
SNAP information	16.67%
Basic Needs Hub or expanded pantry support	12.5%
Food Pantry	8.3%
Meal Swipe Donation program	8.3%
Food scholarships/Emergency grants	8.3%
Campus farmers’ markets	4.2%
EBT accepted on-campus	4.1%

24 respondents

When asked, “What is their most pressing need?” campuses reported various items (Table 4) ranging

from resource limitations to lack of transportation. A common theme threading the responses regarded “meeting student’s needs”; one of the responses was especially poignant as it related to working with students who come from food-insecure families and how the students are also trying to help their families. This clearly illustrates that the scope of the need stretches well beyond the campus to all areas of students’ lives.

**Table 4.** Most Pressing Hunger-Free Campus Need.

NEED
Consistent food supply for the campus pantry
SNAP Assistance and educational programs
When students have food-insecure families and are trying to help
Funding for staff
A van to pick up food
Additional funds to supplement items for the food pantries when supplies are not available through the foodbank partners
Pantry expansion and support
Funds for campus pantry, we run solely off donations
To provide more resources to meet student needs
The ability to store fresh produce
Bigger space
More shelving, community partnerships, and pantries at our rural sites
Support for supplying food pantry and promoting available resources to students
Assistance with receiving a greater variety of foods

26 respondents

One of the survey questions asked the institution to share its program’s biggest challenges. Campus responses were wide-ranging, including needing kitchen equipment, funding for staff, a steady supply of food options, collaboration with partners to bring awareness of food insecurity and basic needs resources on campus; by far the most pressing need was lack of refrigeration or freezer capacity to store more nutritional options for students utilizing the pantry. Table 5 reports the percentage of institutions reporting that they do not have adequate freezer and/or refrigeration space for the pantry.

**Table 5.** Adequate Freezer and/or Refrigeration Space.\*

ANSWER	RESPONSE RATE
My program does not have adequate freezer space.	60%
My program has adequate refrigeration space.	44%
My program does not have adequate refrigeration space.	40%
My program has adequate freezer space.	36%

25 respondents

\*Respondents were able to select all that apply

The final two charts (Tables 6 and 7) relate to funding of campus food pantries. The needs assessment included two questions: how programs are funded and the total budget. Table 6 indicates that most pantries do not have stable funding; 33.3% rely on donations and 29.2% on grants and vendor partnerships. Given the uncertainty surrounding funding, it is challenging for these institutions to plan year-to-year or make expansion plans.

Twenty-four campuses responded to the question regarding their estimated total budget (Table 7) for AY 2022-2023. Eight campuses indicated a \$0 budget, reflecting that they were entirely dependent on donations to function. Five campuses have an allocated budget of up to \$5,000 per year. Three campuses have an allocated budget between \$5,001 and \$15,000 per year. Two campuses have an allocated budget of more than \$15,001 per year, and six indicated that the information was unavailable (N/A).



**Table 6.** Program Funding.

FUNDING SOURCE	RESPONSE RATE
Donations (alumni foundation, staff payroll deductions)	33.3%
Unsure or other funding source not listed*	29.2%
Community organization	20.8%
Student fees	8.3%
Shared budget with other departments or campus dining	4.2%
Student organization funding	4.2%

25 respondents

\* Community grants, donations from other non-profits, vendor partnerships

**Table 7.** Estimated Total Budget for AY 2022-2023.

FUNDING AMOUNT	INSTITUTIONS
\$0	8
\$1 – \$5,000	5
\$5,001 – \$15,000	3
\$15,001 – \$20,000	1
\$20,001+	1
N/A	6

24 respondents

In summary, the needs assessment was an invaluable resource for Regents staff in crafting the award application and understanding the scope of these resource availability statewide.

### ► **Award Application and Process**

As prescribed by the law, Regents developed a Request for Applications (Appendix B), the instrument through which the Hunger-Free Campus designees could apply for the HFC Award. Regents allocated \$48,000 in seed money to award six public postsecondary institutions \$8,000 each to support their institutions' Hunger-Free Campus initiatives. The closing date for the RFA was April 3, 2024, and the winners were announced in April 2024.

The RFA identified six areas that were scored on a 0-to-5-point scale.

**Table 8.** Application Rating Categories.

CATEGORY
Provided the complete name of the institution and Hunger-Free Campus Initiative contact information
Identified any additional support to be provided by the institution when expending award funds and confirmation of support by institution leadership
Described how this award will support the mission of the Hunger-Free Campus Initiative at the submitting institution
Described how the institution will utilize the award funds to innovatively support the initiative
Explained how these funds will be utilized to benefit students accessing the food pantry or the work of the Hunger-Free Campus Initiative
Provided a detailed and appropriate budget

# Hunger-Free Grant Awardees

Applications were reviewed and scored by an internal committee made up of Regents staff; the Board of Regents funded six \$8,000 grants to the winners: Louisiana Delta Community College, LSU Health Sciences Center Shreveport, South Louisiana Community College, Southern University Shreveport, University of Louisiana at Monroe, and University of New Orleans.

The RFA included a requirement that each award winner submit a narrative reporting how the funds were spent and explain how the expenditures supported students at the institution by August 31, 2024. The descriptions below were taken from individual campus submissions.

**Louisiana Delta Community College.** This budget narrative outlines the expenditure of funds for the Hunger-Free Campus Initiative for Louisiana Delta Community College’s (LDCC’s) six campus sites. The project aimed to provide funding to assist public postsecondary institutions with their hunger-free campus efforts by creating food-to-go pantries for six campus sites. Additionally, LDCC purchased paper bags to distribute food to students and shelving to store food. The food purchased included food-to-go microwavable breakfast and lunch items, cereal bars, juice, noodles, soup, tuna, and water.

LDCC efficiently utilized the Hunger-Free Campus Initiative grant funds, adhering to the budget while achieving all project goals. All expenditures were necessary and contributed directly to successfully creating six food-to-go pantries. Campus site representatives reported students are appreciative and thankful for the food bags because many students are hungry when they arrive. We also received reports that some students are dropped off and do not have transportation to leave campus until the end of the day. This support students receive through the food-to-go pantries can play a crucial role in alleviating food insecurities and helping students focus on their studies.

**LSU Health Sciences Center Shreveport.** Table 9 represents the information provided by LSU Health Sciences Center Shreveport.

**Table 9.** Hunger-Free Campus Budget Narrative Report, LSU Health Shreveport.

SUPPLIES	NOV. 2024	DELIVERY FEE	ASSEMBLY FEE	TOTAL
Freezer/Refrigerator	\$7,089.00	–	–	\$7,089.00
Storage	\$749.95	–	\$100.00	\$759.95
Total Supplies	\$7,838.95	–	\$100.00	\$7,938.95
Justification: An upright refrigerator and freezer will be purchased to store frozen and perishable items. A storage cabinet will be purchased to store non-perishable items in a secure location.				
OTHER	DEC. 2024	APRIL 2025		TOTAL
Flyers	\$30.00	\$30.00	–	\$60.00
Total Other	\$30.00	\$30.00	–	\$60.00
Justification: Flyers will be used to advertise at all campus locations to inform students of distribution days.				
<b>TOTAL PROJECT COST/YEAR</b>				<b>\$7,998.95</b>

**South Louisiana Community College.** The \$8,000 Hunger-Free Award from the Louisiana Board of Regents was strategically allocated to enhance SoLAcc’s campus food pantry programs and ensure that all students have access to nutritious food options. This funding was divided into two primary categories: food purchases and refrigeration systems. The allocation of \$4,209.28 was dedicated to purchasing a diverse range of cold and shelf-stable food items for SoLAcc campus pantries. Items purchased included:

- Cold Food Items: Fresh produce, dairy products, and meats, which are essential for providing balanced meals.
- Shelf-Stable Food Items: Non-perishable items such as canned goods, pasta, rice, and cereals that are crucial for ensuring consistent access to food, especially for students facing financial difficulties.

The remaining \$3,790.72 was invested in single-door refrigerated systems, which were distributed across all nine SoLAcc campuses. These systems are essential for the proper storage and preservation of perishable food items. The addition of refrigerated systems allows SoLAcc pantries to offer a greater variety of perishable items. This helps the College better meet the needs of students who rely on the pantry for not only non-perishable items but also fresh food options.

The \$8,000 Hunger-Free Award from the Louisiana Board of Regents has made a significant impact on SoLAcc. By investing in both food supplies and refrigeration systems, SoLAcc has been able to significantly enhance its campus food pantries. The availability of diverse and nutritious food options, coupled with improved storage capabilities, supports students’ well-being and academic success. This initiative reflects SoLAcc’s ongoing commitment to reducing food insecurity and fostering a supportive and inclusive environment for all students.

**Southern University Shreveport.** Table 10 represents the information provided by Southern University Shreveport.

**Table 10.** Hunger-Free Campus Budget Narrative Report, Southern University Shreveport.

<b>PERISHABLES</b>	<b>OCT. 2024</b>	<b>FEB. 2025</b>	<b>APRIL 2025</b>	<b>TOTAL</b>
Total Perishables	\$833.33	\$833.33	\$833.33	\$2,500.00
Justification: Frozen, seasonal fresh fruit, vegetables and dairy items will be purchased three times per year.				
<b>NON-PERISHABLES</b>	<b>DEC. 2024</b>	<b>MARCH 2025</b>	<b>MAY 2025</b>	<b>TOTAL</b>
Total Non-Perishables	\$1,333.33	\$1,006.35	\$1,333.33	\$3,673.01
Justification: Canned, boxed, jarred, and self-stable items will be purchased and stored for students to access when in need.				
<b>PERSONAL HYGIENE</b>	<b>OCT. 2024</b>	<b>FEB. 2025</b>	<b>MAY 2025</b>	<b>TOTAL</b>
Total Personal Hygiene	\$166.66	\$166.67	\$166.67	\$500.00
Justification: Unisex personal hygiene products will be purchased three times per year.				
<b>SUPPLIES</b>	<b>SEP. 2024</b>	<b>DELIVERY FEE</b>	<b>ASSEMBLY FEE</b>	<b>TOTAL</b>
Freezer	\$799.00	\$29.00	–	\$828.00
Storage	\$189.99	–	\$109.00	\$298.99
Total Supplies	\$988.89	\$29.00	\$109.00	\$1,126.99
Justification: An upright freezer will be purchased to store frozen and perishable items. A storage cabinet will be purchased to store non-perishable items and personal hygiene products in a secure location.				
<b>OTHER</b>	<b>JAN. 2025</b>	<b>APRIL 2025</b>		<b>TOTAL</b>
Flyers	\$50.00	\$50.00	–	\$100.00
Social Media	\$50.00	\$50.00	–	\$100.00
Total Other	\$100.00	\$100.00	–	\$200.00
Justification: Flyers and social media will be used to advertise at all campus locations to inform students of distribution days.				
<b>TOTAL PROJECT COST/YEAR</b>				<b>\$8,000.00</b>

**University of Louisiana at Monroe.** The ULM Food Pantry has used the award (Table 11) to purchase a commercial refrigerator and freezer unit to increase and store food storage options which can be combined to create balanced meals including dairy and frozen meats and vegetables. ULM secured delivery service from the Louisiana Food Bank to help eliminate transportation issues on campus. They

were using a moving truck from campus that has since been removed due to prior mechanical issues. They expanded available pantry items to include fresh vegetables and fruits from the local market and added basic toiletries, purchased additional shelving to increase storage capacity, and secured a student worker dedicated to managing the services on campus.

**Table 11.** Hunger-Free Campus Budget Narrative Report, University of Louisiana at Monroe.

<b>PERISHABLES</b>	<b>AUG. 2024</b>	<b>SEPT. 2024</b>	<b>OCT. 2024</b>	<b>TOTAL</b>
Total Perishables	\$100.00	\$100.00	\$100.00	\$300.00
Frozen, seasonal fresh fruit, vegetables and dairy items to be purchased once a month.				
<b>NON-PERISHABLES</b>	<b>AUG. 2024</b>	<b>SEPT. 2024</b>	<b>OCT. 2024</b>	<b>TOTAL</b>
Total Non-Perishables	\$200.00	\$200.00	\$200.00	\$600.00
Canned, boxed, jarred, and shelf-stable items will be purchased once a month.				
<b>PERSONAL HYGIENE</b>	<b>AUG. 2024</b>	<b>SEPT. 2024</b>	<b>OCT. 2024</b>	<b>TOTAL</b>
Total Personal Hygiene	\$100.00	\$100.00	\$100.00	\$300.00
Unisex personal hygiene products will be purchased once a month.				
<b>SUPPLIES</b>	<b>AUG. 2024</b>	<b>SEPT. 2024</b>	<b>OCT. 2024</b>	<b>TOTAL</b>
Freezer	\$1,192.00	–	–	\$1,192.00
Refrigerator	\$3,255.00	–	–	\$3,255.00
Storage	\$198.99	–	–	\$198.99
Total Supplies	\$4,645.99	–	–	\$4,645.99
Commercial-grade freezer, refrigerator and storage shelves will be purchased to store frozen, perishable and non-perishable items (one-time purchase).				
<b>OTHER</b>	<b>AUG. 2024</b>	<b>SEPT. 2024</b>	<b>OCT. 2024</b>	<b>TOTAL</b>
Student Worker	\$500.00	\$500.00	\$500.00	\$1,500.00
Student Worker dedicated to managing Food Pantry services paid bi-weekly.				
<b>TOTAL PROJECT COST/YEAR</b>				<b>\$7,345.99</b>

**University of New Orleans.** The Hunger-Free Campus Award has enhanced the University of New Orleans’ impact on student well-being and opened new collaboration opportunities for our Privateer Pantry (established in 2017). Our goals included: expanding the Privateer Pantry with “brain food” stations in tutoring centers, promoting the pantry to new students, and boosting sustainability efforts, such as improving food storage and starting a community garden. Addressing food insecurity helps students succeed academically and personally, easing stress and financial burdens. Table 12 below outlines how the money was spent.

**Table 12.** Hunger-Free Campus Award Impact, University of New Orleans.

ITEM	IMPACT	COST
Lockers	Expanded Privateer Pantry access to create “brain food” stations in campus tutoring centers.	\$588.00
Push Carts	Allowed for delivery to restock “brain food” stations.	\$232.84
Privateer Pantry Info Cards and Signage	As a result of increased promotion to new students, more than 25 first-time freshmen are using the Pantry in just the first two weeks of classes.	\$722.25
Can Openers	Many shelf-stable foods come in cans—these can openers ensure that our students have access to the food items we provide.	\$319.20
Privateer Pantry Totes	These totes provide regular pantry users with a reusable option for transporting their items.	\$1,995.00
Privateer Pantry Lunch Kits	These kits provide pantry users with reusable containers and utensils to pack their lunches to bring to campus.	\$1,168.00
Privateer Pantry Reusable Food Storage Bags	These bags encourage pantry users to save any leftover product to reduce food waste.	\$1,143.00
Community Garden Supplies	Our family housing units will install raised beds this fall to teach students and their families about growing their own food and increasing access to fresh produce.	\$915.00
Privateer Pantry Promo Video	A UNO student is creating a video to promote the Pantry and its impact. We offered them a small stipend to complete the work.	\$250.00
<b>TOTAL EXPENSES</b>		<b>\$7,333.29</b>

## Recommendations and Next Steps

The process of fulfilling the requirements of Act 719 (2022) took a little over two years to complete. During that time, Regents staff engaged with campus representatives to discuss their needs and concerns. Via the application, needs assessment survey, and, finally, the award application process, Regents staff learned that there is wide variation in institutional efforts to help food-insecure students statewide.

Some efforts are robust and, in many cases, provide additional wrap-around services to help students navigate this process. Some wrap-around services include providing basic needs supplies, a community garden that provides fresh vegetables, computers that students can sign out each year free of charge, a career closet where students can borrow gently used professional clothing for interviews, and, finally, the opportunity to borrow a cap and gown for graduation.

However, there are still too many institutions, at both the two- and four-year levels, that lack the funds, infrastructure, and staffing needed to operate a food pantry. These institutions offer students non-perishable food items and snacks that are more short-term solutions to tide the students over rather than resources they can depend on regularly. For example, many community colleges do not have on-campus dining and are in more rural communities lacking on-site services. Many of these institutions partner closely with community and church pantries to fill the gaps. The HFC Award allowed four of the six winners to purchase a refrigerator, freezer, or both in addition to food and storage units.

Now that the Hunger-Free Program has been established statewide, Regents seeks to build on the past two years' work by serving as a conduit to continue bringing national, state, and community leaders to speak to our HFC designees about best practices and connect them to needed resources. Regents has identified several areas where we can support our HFC campuses in the future:

- Have institutions partner with the Department of Children and Family Services (DCFS) to schedule SNAP eligibility sign-up days every semester.
- Review statewide SNAP eligibility requirements to determine if policies can be modified to include more low-income students.
- Meet with the Hunger-Free Task Force on each campus to discuss ongoing campus programming and efforts.
- Request state funding for the Hunger-Free Campus Program during the 2025 Legislative Session.
- Create Tiers of Distinction of Gold, Silver, and Bronze for the HFCs to apply for if they wish. These tiers will recognize additional efforts beyond those required for the HFC designation.
- Meet with members of the Council of Student Body Presidents (COSBP) to explore their interest in supporting the hunger-free campus initiatives on their respective campuses.

## Conclusion

The correlation between food insecurity and student success has been established, and addressing this in Louisiana will require funding and policy flexibility to support the institutions in their efforts to provide quality resources to students. To that end, the Board of Regents is requesting \$5 million in multi-year funding for specific programs to help students facing food insecurity in addition to other budget requests to increase student financial aid and campus operating funds. However, that is not the complete story; institutions must evaluate current services based on student needs and consider how partnerships can be developed to expand resources to aid food-insecure students as they work toward degree completion.

The implications of food insecurity affect more than students' well-being; there are acute physical and mental health effects that, if not relieved, can have an irreparable impact on the individual and their future. A 2021 study by Wolfson et al., published in *Public Health Nutrition*, found that:



*“Students experiencing food insecurity, particularly those who are first-generation students, are less likely to graduate from college. Given the importance of education and educational attainment as social determinants of health, these findings underscore an important pathway through which the experience of food insecurity during college can have long-term adverse effects. Policies and programs at the federal, state, and college/university levels are urgently needed to address student food insecurity.”*

The prevalence of food insecurity among Louisiana’s college students has been established. With the dedicated efforts of the HFC designees, institutional representatives, and community partners, we can begin to make inroads to address this critical need and provide our students with the necessary resources to attain their postsecondary credentials. Our Master Plan goal of 60% credential attainment by 2030 depends on this.

In soliciting the campus narratives submitted for the Award program, we asked them to provide examples of how this grant would support their students. One of the winning institutions submitted the following anecdote, underscoring how vital this work is for our students and why we must keep working to ensure that our students have what they need to be successful. As one student said:

*“I am so grateful for the [Privateer Pantry] and wanted you to know that your support in giving me food, washing powder for my clothes, snacks, tissue, and that can opener I needed so bad helped me get through school without thinking about survival, and I don’t know what I would have done if you weren’t on campus to help students in need. Thank you from the bottom of my heart.”*

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# Appendix A

## Hunger-Free Campus Designation Application



LOUISIANA BOARD OF REGENTS  
P.O. Box 3677  
Baton Rouge, LA 70821-3677

O: 225-342-4253  
F: 225-342-9318

[www.laregents.edu](http://www.laregents.edu)

### ELIGIBILITY AND APPLICATION PROCESS FOR HUNGER-FREE CAMPUS (HFC) DESIGNATION

*Pursuant to Act 719 of the 2022 Louisiana Regular Legislative Session*

#### I. Eligibility Criteria for Hunger-Free Campus Designation

Each institution seeking this designation must, at a minimum:

- a. Establish a HUNGER-FREE CAMPUS TASK FORCE that meets a minimum of three times per academic year and
  - i. Includes, at a minimum, two or more enrolled students, a representative of the Office of Student Affairs, and a representative of the Office of Financial Aid.
- b. Inform students who receive need-based financial aid of their potential eligibility; for Supplemental Nutrition Assistance Program (SNAP) benefits;
- c. Hold or participate in at least one anti-hunger awareness event per academic year; and
- d. If no campus food pantries or charitable food distribution programs exist on campus, assess the need to provide access to on-campus food distribution, through a local off-campus food pantry, or an on-campus food pantry.

#### II. To demonstrate eligibility to seek the Hunger-Free Campus (HFC) designation, provide a summary of campus efforts in the following areas:

- a. Hunger-Free Campus Task Force membership, composition, and meeting schedule (showing compliance with the law, as outlined in Section I.a.i above);
- b. Communication with need-based aid recipients, informing them of potential eligibility for SNAP benefits;
- c. Anti-Hunger Campus Event (date, time, location, participating units);
- d. Either (a) an existing on-campus food pantry or charitable food distribution program or (b) an assessment of the need for student access to an on-campus food pantry or food distribution, or a local off-campus food pantry; and
- e. Any additional information you wish the Board of Regents to consider.

#### III. Include in the campus submission documentation of approval of the Division Leader responsible for institutional HFC designation efforts.



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## HUNGER-FREE CAMPUS (HFC) DESIGNATION APPLICATION

*Pursuant to Act 719 of the 2022 Louisiana Regular Legislative Session*

### Institution Information

Institution Name \_\_\_\_\_

HFC Lead/Title \_\_\_\_\_

Email Address \_\_\_\_\_

### Department Information

*Where will the institution's HFC designation efforts reside? Who will be responsible?*

Department/Area \_\_\_\_\_

Campus  
Rep./Title \_\_\_\_\_

Email \_\_\_\_\_

### Hunger-Free Campus Task Force

*Please provide a summary of your campus efforts, including Task Force members, composition, and meeting schedule.*

\_\_\_\_\_

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### SNAP Benefits Communication

*Provide a summary of how the institution informs students of potential SNAP eligibility.*

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### Anti-Hunger Campus Event

*Provide information about your institution's event.*

**Date**

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**Time**

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**Location**

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**Participating Units (if collaborating with other institutions, specify):**

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### Charitable Food Access

*1) Does the institution provide access to a charitable food distribution on campus or through a local community food pantry? YES / NO*

*If yes, please describe.*

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STATE of LOUISIANA

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2) Does your institution have a meal swipe donation program, or any other program not listed above to support access to food for students, faculty or staff? **YES / NO**

If yes, please describe.

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#### Additional Comments

Provide any additional information you wish the Board of Regents to consider.

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**Approving Representative (division leader where HFC Designation resides)**

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Date**

DRAFT

# Appendix B

## Request for Applications



### REQUEST FOR APPLICATIONS (RFA) Hunger-Free Campus Initiative 2024 Award Program

#### I. GENERAL INFORMATION

##### A. PURPOSE OF THIS RFA

Act 719 of the 2022 Regular Session of the Louisiana Legislature created the “Hunger-Free Campus” designation program for all Louisiana postsecondary institutions. The statute sets forth the criteria institutions must meet to receive the designation and charges the Board of Regents with developing an application and grant program for campuses that receive the designation. In 2023, all Louisiana public postsecondary, and four private postsecondary institutions met the minimum requirements to receive the designation. To enact the charge of the legislation, the Board of Regents is seeking to award six Louisiana public postsecondary institutions \$8,000 each to support the Hunger-Free Campus Initiative at their institutions.

##### B. PROGRAM ADMINISTRATOR: QUESTIONS ABOUT THIS RFA

Written inquiries concerning this RFA and the requirements set forth herein must be directed to Dr. Lupe Lamadrid, Senior Policy Analyst, at [lupe.lamadrid@laregents.edu](mailto:lupe.lamadrid@laregents.edu). Questions will be accepted only in writing and must be received no later than 4:00 p.m. CDT on March 27, 2024. All questions submitted related to this RFA and all answers provided in response to these questions will be posted on the Hunger-Free Campus Initiative page on the Louisiana Board of Regents website (<https://www.laregents.edu/hungerfree/>) no later than 4:00 p.m. CST on April 3, 2024. In order to ensure that all interested parties receive the same information, no questions will be accepted after the deadline.

##### C. PUBLIC NATURE OF APPLICATIONS SUBMITTED

Once an application is received by Regents, it becomes public record. Submitting entities should be aware that if a request for an application is made by the public, a copy of the application, by law, must be provided.

##### D. ELIGIBILITY

Each Louisiana public postsecondary institution **is eligible to apply for the award**. Due to the quick turnaround for spending dollars, an Interagency Transfer Agreement (ITA) will be created between the Board of Regents and each selected institution.

## II. PROCEDURES AND DEADLINE FOR SUBMISSION OF APPLICATIONS

All applications must be complete upon submission and must be submitted via email to [lupe.lamadrid@laregents.edu](mailto:lupe.lamadrid@laregents.edu). No other form of submission will be accepted. All applications must document approval of the designee of the president/chancellor of the submitting institution. The submission deadline is absolute, and no materials will be accepted after the date and time published in this RFA. A submitted application may be withdrawn for editing if the submitting entity determines revisions are needed, but the revised version must be received before the deadline. A confirmation email will be sent upon receipt of the application.

The applications will be reviewed by a selection committee, and all results will be final. The selection committee will use the application rating criteria provided in Section IV of this RFA to score each application. The six applications with the highest scores will be selected. Notifications of award selections will be emailed on April 24, 2024.

### A. APPLICATION REQUIREMENTS AND FORMAT

All narrative sections of the application should be presented in a single PDF document with pages numbered, one-inch margins at the top, bottom, and on each side, and in type no smaller than 12 point.

The application should describe the submitting entity's plan in detail. The description shall include, but not be limited to the following information:

- 1. Name of Institution**

- Provide the name of the submitting entity.

- 2. Hunger-Free Campus Primary Contact Information**

- Provide the name and contact information of the primary contact person for the application.

- 3. Mission and Goals**

- Provide information about how this award will support the mission of the Hunger-Free Campus Initiative at your institution.

- 4. Support and Resources**

- Identify any additional support to be provided by the institution when expending award funds.
- Describe how your institution will utilize the funds if selected to receive the award.
- Explain how these funds will be utilized to benefit students accessing food pantry benefits or support.

- 5. Reporting and Communication**

- By August 31, 2024, each award recipient will submit a budget narrative detailing how the funds were expended and describing how the funds benefited students at the institution.

**6. Additional Information**

- Provide any additional data or materials the institution would like the selection committee to consider as they evaluate the application.

**7. Project Budget**

**8. HFC Representative and Designee of the President/Chancellor Approval Page**

**B. BUDGET CONSIDERATIONS:**

Program resources are limited and must be used only to support direct work of the Hunger-Free Campus Initiative and in accordance with the guidelines below. The project must detail and fully justify all expenses included in the proposed budget in relation to project and program goals.

**1. DISALLOWED BUDGET ITEMS**

Given the targeted nature of Hunger-Free Campus Initiative support and the short-term nature of the project, these funds may not be used to establish long-term maintenance contracts for equipment.

Initiative funds 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 institutional support (if applicable).

**2. OTHER EXPENSES**

Except as noted in the Disallowed Budget Items section, and subject to state procurement and purchasing guidelines, support may be budgeted for any activity necessary for project work, as explained and justified. Any travel expenses must comply with State procedures and rates set forth by the Division of Administration Policy and Procedure Memorandum 49 (the State General Travel Regulations).

**III. TIMETABLE:**

March 20, 2024	RFA Issued
March 27, 2024, by 4:00 p.m., CDT	Deadline for submission of questions about the RFA
April 10, 2024 by 4:00 p.m., CDT	Application submission deadline
April 17, 2024	Applications are reviewed and scored by the selection committee.

April 24, 2024	Selection of application(s) announced by email and posted to the Hunger-Free Campus Initiative page on the Louisiana Board of Regents website.
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#### IV. PROJECT ACTIVATION DATE, TIMELINE, AND DURATION

Once the selections are announced, the Board of Regents will execute an Interagency Transfer Agreement (ITA) with each selected institution. The institution must report how the funds were spent, and explain how the expenditures supported students at the institution by August 31, 2024.

#### Application Rating Form and Scoring Rubric

Each category will be scored on a 0-to-5-point scale.

Category	Points Available
Provided complete name of institution and Hunger-Free Campus Initiative contact information	5
Identified any additional support to be provided by the institution when expending award funds and confirmation of support by institution leadership	5
Described how this award will support the mission of the Hunger-Free Campus Initiative at the submitting institution	5
Described how the institution will utilize the award funds to innovatively support the initiative	5
Explained how these funds will be utilized to benefit students accessing the food pantry or the work of the Hunger-Free Campus Initiative	5
Provided a detailed and appropriate budget	5
<b>Total</b>	<b>30</b>

## **SIGNATURE PAGE**

**To be included with the submitted application.**

\_\_\_\_\_  
**Hunger-Free Campus Representative**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Designee of the President/Chancellor**

\_\_\_\_\_  
**Date**

DRAFT



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# Agenda

## Academic and Student Affairs

Wednesday, December 11, 2024  
1:00 PM

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. Routine Staff Approvals
- IV. Academic Programs
  - A. BS Marine Transportation – Nicholls State University
  - B. BS Data Science – Southern University at New Orleans
  - C. BS Neuroscience – University of New Orleans
  - D. MS Allied Health – Northwestern State University
- V. New Research Centers
  - A. Center for Environmental Research – Southeastern Louisiana University
  - B. Center of Excellence in Equine Health and Sports Performance – Louisiana State University A&M
- VI. Reports
  - A. Articulation and Transfer Executive Summary 2024
  - B. Articulation and Transfer Report 2024
  - C. Postsecondary Inclusive Education Executive Summary 2024
  - D. Postsecondary Inclusive Education Report 2024
- VII. Other Business

## VIII. Adjournment

Committee Members: Terrie P. Sterling, Chair; Christian C. Creed, Vice Chair; David J. Aubrey; Stephanie A. Finley; Wilbert D. Pryor; Judy Williams-Brown; Kennedy M. Orr; 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.

#### Routine Academic Requests & Staff Approvals

Institution	Request
CLTCC	Request to change the title and CIP of the Associate of Applied Science (AAS) Cloud Computing (CIP 11.0902) to AAS Cyber Security (CIP 11.1003) to more accurately reflect the program's curriculum and purpose. <b>Approved</b>
Delgado CC	Request to change the title of the AAS Polysomnographic Technology to AAS Sleep Technology to more accurately reflect the program's curriculum and purpose. <b>Approved</b>
FTCC	Request to change the titles of the following programs to more accurately reflect the programs curriculum and purpose: <ul style="list-style-type: none"><li>• AAS Integrated Production Technologies to AAS Energy Production Technologies</li><li>• AS Cardiopulmonary Care Science to AS Respiratory Therapy</li><li>• AAS Office Systems Technology to AAS Administrative Office Management</li></ul> <b>Approved</b>
LA Delta CC	Request to change the title of the AAS Information Technology to AAS Computer and Information Technology to more accurately reflect the program's curriculum and purpose. <b>Approved</b>
LSU A&M	Request to change CIP Codes for the Bachelor of Science (BS), Master of Science (MS), and Doctor of Philosophy (PhD) in Kinesiology from (CIP 13.1314) to (CIP 31.0505) to more accurately reflect the curriculum and purpose of the degrees. <b>Approved</b>
Northwestern	Request to establish an Undergraduate Certificate (UC) in Honors Professional Ethics (CIP 38.0104) and a UC in Honors Critical and Analytical Thinking (CIP 38.0101) with a progress report on implementation submitted as part of the institution's 2025 Academic Plan. <b>Approved</b>
ULL	Request to change the names of the following Academic Units to more closely align with national best practices across major universities and professional organizations: <ul style="list-style-type: none"><li>• Department of Biology to School of Biological Sciences</li><li>• School of Music and Performing Arts to School of Music and School of Dance and Theatre</li><li>• Department of Visual Arts to School of Visual Arts</li></ul> <b>Approved</b>
ULM	Request to establish a Graduate Certificate (GC) in Marriage and Family Therapy (CIP 51.1505) with a progress report on implementation submitted as part of the institution's 2025 Academic Plan. <b>Approved</b>

UNO	<p>Request to establish an Undergraduate Certificate in Wind Energy (CIP 14.4899), an Undergraduate Certificate in Aerospace Manufacturing (CIP 14.0201), and a Post Baccalaureate Certificate in Accounting (CIP 52.0301) with progress reports on program implementation submitted as part of the institution's 2025 Academic Plan.</p> <p><b>Approved</b></p>
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## AGENDA ITEM IV.A.

### Proposed Bachelor of Science in Marine Transportation Nicholls State University

#### **Background Information**

Nicholls State University requests Board of Regents approval to offer a Bachelor of Science (BS) in Marine Transportation. The proposal was approved by the Board of Supervisors for the University of Louisiana System (ULS) then submitted to Regents for consideration. Regents staff approved the institution's request to add the proposed program to its 2026 Academic Plan due to evidence of need and external support for the program. The program was approved by Chief Academic Officers statewide.

#### **Staff Summary**

The proposed BS in Marine Transportation was born out of a larger initiative that falls under the recently created Universities of Louisiana Maritime Academy (ULMA). Currently, there are only six (6) Maritime Academies in the United States, positioning ULMA to provide an innovative approach conceptualized to meet the maritime industry's critical workforce needs by increasing students' exposure to opportunities associated with Louisiana's waterways. The establishment of the proposed program will enable the ULMA to seek federal designation as a State Maritime Academy from the Maritime Administration (MARAD) of the United States Department of Transportation.

The proposed program builds upon Nicholls' existing Maritime concentration and requires specific knowledge, skills, and abilities to meet both general education and core degree requirements as outlined by the United States Coast Guard (USCG) to prepare students to be eligible to sit for the USCG Third Mate's license exam for any gross tonnage vessel and earn the endorsement for Standards of Training, Certification and Watchkeeping. This four-year program will be unique in Louisiana and equivalent to the other marine transportation programs.

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

- a. **Workforce Demand and Job Opportunities:** Data from Lightcast indicates that Louisiana is a "hotspot for this kind of job" market. Louisiana averages 6,400 jobs in the market for Captains, Mates, and Pilots of Water Vessels with an average of 12 new job postings per month. The demand is expected to grow by 2.5% or 158 new positions between 2024 and 2030 with the majority of the openings in the New Orleans/Metairie and Houma/Thibodaux area followed by Baton Rouge, Morgan City, and Lafayette.

Occupation	LWC Star Rating <sup>1</sup>	Current Jobs <sup>2</sup>	Projected Jobs 2033 <sup>2</sup>	% Change <sup>2</sup>	Average Salary <sup>2</sup>
Captains, Mates, and Pilots of Water Vessels	5-star	6,400	6,558	2.5%	\$103,376
Transportation, Storage, and Distribution Managers	5-star	1,648	1,765	7.1%	\$87,922
Logisticians	5-star	1,884	2,121	12.6%	\$69,160

<sup>1</sup>Source – LWC

<sup>2</sup>Source – Lightcast

- b. **Curriculum Alignment with Employer Needs:** The Bachelor of Science in Marine Transportation degree requires specific courses as outlined by the USCG to prepare students to be eligible to sit for the USCG Third Mate's license exam for any gross tonnage vessel and earn the endorsement for Standards of

Training, Certification and Watchkeeping.

c. Same or Similar In-State Programs:

The proposed program which builds upon Nicholls' existing Maritime concentration will be the only one in the state of Louisiana. The addition of the Marine Transportation, BS program will allow Nicholls to continue to provide the students and Southern Louisiana with additional opportunities.

- d. Student Enrollment and Completion: Graduate projections are based on the Nicholls AI Danos College of Business Administration retention and graduation rates. Additionally, students accepted into the cohort will be highly vetted, highly motivated students due to the competitive admissions process. Enrollment is expected to show significant growth by year 4.

	Year 1	Year 2	Year 3	Year 4
TOTAL Estimated Program Enrollment	15	30	45	60
TOTAL Estimated Program Graduates	0	0	0	15

2. **Resources:** An Executive Director funded by the University of Louisiana System (ULS) was hired in November 2024. Four additional full-time faculty will be hired over the next four years. The US Department of Transportation Maritime Administration and industry will provide access to ships for training purposes. The system and institution will seek state and federal funds, along with industry partner funding, to assist with the purchase of a navigational simulator and other program costs. ULS anticipates additional funding of up to one million dollars in support of the ULMA with an additional two million dollars in federal support.

	Current	Needed	Additional Costs
<b>Faculty</b>	There are no current faculty in place to support the program.	An Executive Director and four additional full-time faculty will be hired over the next four years.	Yr. 1: \$266,000 Yr. 2&3: \$392,000 Yr. 4+: \$518,000
<b>Physical (Facilities, Equipment, Library, &amp; Technology)</b>	Current classroom and office space will support the program. Access to training ships will be provided through federal resources and industry partnerships.	A navigational simulator will be needed.	Yr. 2: \$2,000,000
<b>Student Support</b>	Existing student support resources will support the program.	One additional staff support person will be hired.	Yr. 1+: \$36,400

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 proposed Marine Transportation courses will be offered during the day and evenings primarily using the traditional face-to-face instruction format. As allowable, hybrid and online course work will be interwoven into the curriculum to allow students the time needed for physical-presence course requirements and quality of life activities. Applicants for the proposed program must meet the physical standards of the USCG and all requirements for licensing as a United States Merchant Marine, as established by federal law.

- **Affordability:** Industry support for the Louisiana Maritime Academy and this proposed program is anticipating bringing firms to offer tuition reimbursement benefits and/or tuition assistance.
- **Partnerships:** The ULMA will operate within a consortia model with the potential for the proposed program to receive a maritime federal designation. Additionally, an array of 4-year and 2-year degree programs, 2+2 pathways, and specialized Standards of Training, Certification and Watchkeeping (STCW) training programs and courses will be offered across the consortium. Industry partners have been heavily engaged in conceptualizing the proposed program as well as in the creation of the ULMA. Such partners include, but are not limited to: Bollinger Shipyards, Edison Chouest Offshore, Jackson Offshore Operators, LUMCON, Open Waters, etc. Many have partnered with Nicholls AI Danos College of Business to develop the program and provide internships, curriculum, and instruction.
- **Work-based Learning:** The proposed program includes students' involvement in summer "at sea" experiences with industry partners as part of the curriculum. Opportunities will be assessed with Nicholls Office of Career Services for Maritime Industry-specific career fairs to link graduates with potential employers, and the College is actively building additional partnerships in the industry.
- **Other program attributes that contribute to closing the achievement gap with underserved populations:** The proposed Marine Transportation program will seek to increase the number of students and graduates from a diverse population who can gain more access to the maritime industry as captains, mates, and pilots of water vessels, logisticians, and other related careers.

### **Staff Analysis**

Nicholls's proposed BS in Marine Transportation is designed in support of House Bill 258 of the 2023 Regular Session of the Louisiana Legislature for the establishment of a baccalaureate degree program to prepare students to sit for the licensure examination for unlimited tonnage marine vessels. This program will play a vital role in meeting the maritime industries' critical workforce needs and fill a gap in the state's Maritime Academy institution degree offerings. Appropriations from the state and federal government, along with industry partner funding, will be used to cover the cost of the program.

### **STAFF RECOMMENDATION**

**Senior Staff recommends conditional approval of the proposed Bachelor of Science in Marine Transportation (CIP 49.0309) at Nicholls State University, with a progress report on program implementation submitted as part of the institution's 2025 Academic Plan.**

## AGENDA ITEM IV.B.

### Proposed Bachelor of Science in Data Science Southern University at New Orleans

#### **Background Information**

Southern University at New Orleans (SUNO) requests Board of Regents approval to offer a Bachelor of Science (BS) in Data Science. The proposal was approved by the Southern University Board of Supervisors and then submitted to Regents for consideration. The proposed program was included on the institution's 2023–2024 Academic Plan, and the program proposal was reviewed by Chief Academic Officers statewide.

#### **Staff Summary**

There is a growing need within the state and nationally for professionals with expertise beyond statistics and computer science skills to transform complex data into valuable products. The proposed BS in Data Science will equip students with the necessary knowledge and skills to pursue professional careers as data scientists and data analysts throughout a wide variety of industries. The program curriculum is comprehensive and rigorous, covering the data science lifecycle, including data ethics, governance, statistical and mathematical concepts, computing, and advanced data science coursework, such as machine learning (ML) and data mining. The program is designed to be hands-on, project-based, and highly practical, focusing on using data to address decision-making in various sectors, including government and healthcare. The program also includes professional development featuring guest speakers from relevant industries to further support students' professional pursuits and encourage industry collaboration. Furthermore, in line with SUNO's HBCU mission, the program will directly address the need for more diversity in the technology industry, particularly in computer-related fields in Louisiana and the wider region.

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 showing a rising demand for professionals to manage high volumes of data with multiple four- and five-star job areas in the sector, according to the Louisiana Workforce Commission. The proposed program will prepare students for data science and analytics careers throughout industry.

Occupation	LWC Star Rating <sup>1</sup>	Current Jobs <sup>2</sup>	Projected Jobs 2033 <sup>2</sup>	% Change <sup>2</sup>	Average Salary <sup>2</sup>
Management Analyst	5-star	3,697	4,529	23%	\$93,870
Operations Research Analyst	5-star	607	814	34%	\$67,475
Market Research Analyst	4-star	4117	5215	27%	\$57,616

<sup>1</sup>Source – LWC

<sup>2</sup>Source – Lightcast

- b. **Curriculum Alignment with Employer Needs:** SUNO faculty have engaged with alumni, community representatives, and prospective employers to develop the proposed program. The program aligns with local, regional, and state workforce strategies by focusing on high-demand data science skills essential across various Louisiana industries, including healthcare, energy, finance, and information technology. By producing graduates with the analytical and technical skills needed to work with data, extract insights, and solve complex problems, the program helps meet local employers' needs and attract new businesses to the area, creating new jobs and supporting economic growth in the region.

- c. **Same or Similar In-State Programs:** While data science is offered as a focus area at other institutions in the state, including an undergraduate certificate at UL Lafayette and a graduate certificate at Louisiana Tech, the proposed program will be the first standalone BS Data Science in the state.
- d. **Student Enrollment and Completion:** SUNO anticipates attracting adult learners and underrepresented minority students, especially transfer students and those with associate degrees, from the greater New Orleans metro area.

	Year 1	Year 2	Year 3	Year 4
TOTAL Estimated Program Enrollment	15	24	41	60
TOTAL Estimated Program Graduates	0	0	0	8

2. **Resources:** The proposed program will be implemented with existing faculty. SUNO anticipates the potential need for adjunct faculty starting in year 2 and plans to hire an additional full-time faculty member in year 3. Existing facilities are adequate to support the program, but new servers, workstations, and software will be purchased to launch the program. Depending on program growth, additional support staff may be needed by year 4. The institution is currently developing a recruitment and retention plan to attract and keep high-quality faculty in the competitive data science market.

	Current	Needed	Additional Costs
<b>Faculty</b>	Existing faculty will be used to implement and support the program.	Adjunct faculty will be hired as needed, and one additional full-time faculty will be hired in year three.	Yr. 2: \$4,000 Yr. 3: \$74,000
<b>Physical (Facilities, Equipment, Library, &amp; Technology)</b>	Existing facilities are adequate to support the program.	Hardware and software will be purchased to launch the program with annual budgeted upkeep.	Yr. 1: \$44,500 Yr. 2+: \$10,900
<b>Student Support</b>	Existing resources will meet the needs of the program for the foreseeable future.	One additional support staff will be hired in year 4.	Yr. 4+: \$40,000

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 proposed Data Science program is increasing access to this high demand area by providing online and hybrid options that meet the needs of nontraditional students and promoting diversity and inclusion. By offering a range of flexible options for learning, the program can help remove barriers to education and create pathways to success for students from diverse backgrounds.
  - **Affordability:** The proposed Data Science program offers flexible online and hybrid learning options that eliminate the need for students to commute to campus, thereby reducing transportation and housing costs and allowing for continued employment while enrolled. The program also uses Open Educational Resources (OER), freely available digital materials that can replace costly textbooks and other course materials.
  - **Partnerships:** SUNO has already developed direct partnerships with the FBI and Department of Homeland Security for student internships and potential future employment opportunities. The department is actively engaged with building additional industry partnerships. SUNO also anticipates

partnering with community colleges through the state's new Universal Transfer Pathways to build a student pipeline for the proposed program.

- **Work-based Learning:** The proposed curriculum includes applied learning opportunities, including capstone projects, case studies, and other hands-on experiences that enable students to apply their knowledge and skills to real-world problems. By working on practical projects and engaging with industry leaders, students can gain valuable insights into the data science industry and prepare themselves for successful careers.
- **Other program attributes that contribute to closing the achievement gap with underserved populations:** Through SUNO's HBCU mission, the proposed program will aid in diversifying the data science workforce in New Orleans and the surrounding region.

### **Staff Analysis**

SUNO's proposed BS in Data Science will be the first standalone degree in the field in the state. Designed in line with national standards for data science programs and in collaboration with the community and industry, the program will prepare students to meet a direct workforce need in the New Orleans area and statewide. The program's required capstone project, along with SUNO's industry partnerships, promises strong job preparation and opportunities for graduates.

### **STAFF RECOMMENDATION**

**Senior Staff recommends conditional approval of the proposed Bachelor of Science in Data Science (CIP 30.7001) at Southern University at New Orleans, with a progress report on program implementation submitted as part of the institution's 2025 Academic Plan.**

## AGENDA ITEM IV.C.

### Proposed Bachelor of Science in Neuroscience University of New Orleans

#### **Background Information**

The University of New Orleans (UNO) requests the Board of Regents' approval to offer a Bachelor of Science (BS) in Neuroscience. The proposal was approved by the Board of Supervisors for the University of Louisiana System (ULS) and submitted to the Board of Regents for consideration. The proposal was reviewed by Chief Academic Officers statewide and the proposed program was included in the institution's 2023–2024 Academic Plan.

#### **Staff Summary**

The proposed 120-credit-hour interdisciplinary program is intended to prepare students for graduate/professional school or employment in the broad field of neuroscience. Neuroscience is the scientific study of the nervous system (the brain, spinal cord, and peripheral nervous system), its functions, and disorders. The program's curriculum, which integrates multidisciplinary science, technical writing, communication, philosophy, and ethics, ensures that graduates are not only well-versed in neuroscience but also equipped with essential skills for various professional fields. This comprehensive education will prepare students for successful careers in medicine, research, biotechnology, and many other technical professions, benefiting both the local and broader communities.

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

- a. **Workforce Demand and Job Opportunities:** Health care is a constant community need. Although the proposed undergraduate program is not solely a medical program, it provides the undergraduate background necessary for students moving on to medical school and for students with interest in a variety of health care professions. The information in the chart below is specific to parishes located in Louisiana Regional Labor Market Area (RLMA) 1, where UNO is located. This includes Orleans and surrounding parishes.

Related Occupation	LWC Star Rating <sup>1</sup>	Current Jobs <sup>2</sup>	Projected Jobs 2034 <sup>2</sup>	% Change <sup>2</sup>	Average Salary <sup>1</sup>
Medical and Health Services Managers	5-star	1325	1775	34%	\$122K
Medical Scientists	4-star	100	133	33%	\$84K

<sup>1</sup>Source – LWC

<sup>2</sup>Source – Lightcast (in Louisiana)

- b. **Curriculum Alignment with Employer Needs:** The proposed curriculum includes courses from six (6) different departments for the 40 credit hours in the major. This is comparable to the bachelor-level Neuroscience curricula currently offered by four private universities in Louisiana. Major courses in the program are aligned with specific student learning outcomes. The knowledge, skills, and abilities (KSAs) incorporated into the course content align with those identified by the US Department of Labor for related professions.
- c. **Same or Similar In-State Programs:** Currently there are four existing BS in Neuroscience programs offered in Louisiana, all at private institutions of higher education (Tulane, Loyola, Xavier, and

Centenary). The proposed degree will be the first of its kind offered by a public university, which will greatly increase access to this important biomedical field for residents of Louisiana and neighboring states.

- d. **Student Enrollment and Completion:** UNO anticipates an enrollment of 10 students in YR1, with that number increasing to 36 by YR4. Students enrolled in UNO's biology and psychology programs will have interest in the proposed program. It is anticipated that students from across the state and in adjacent states will be attracted to the proposed program, thus increasing UNO's enrollment.

	Year 1	Year 2	Year 3	Year 4
TOTAL Estimated Program Enrollment	10	19	30	36
TOTAL Estimated Program Graduates	0	0	3	6

2. **Resources:** All personnel and facilities required for the startup of the program are already available. The new program will strategically combine the resources of different departments to produce a new undergraduate program in neuroscience. Additional funds will only be needed if the program grows considerably, in which case the hiring of a new faculty member and an additional teaching assistant would be needed starting in YR 4. Anticipated revenue generated through enrollment will adequately cover the cost to sustain the program.

	Current	Needed	Additional Costs
<b>Faculty</b>	Existing faculty in the department will support the program.	One additional full-time instructor and one teaching assistant may be needed if program sees considerable growth.	Yrs. 4+: \$100K
<b>Physical (Facilities, Equipment, Library, &amp; Technology)</b>	Existing offices and classrooms are sufficient to support the program.	No additional resources needed.	\$0
<b>Student Support</b>	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 address priorities or goals of the statewide attainment goal and 2030 Master Plan.
- **Accessibility:** The proposed degree program does have a focus on in-person classes, but some courses in the program will be available 100% online.
  - **Affordability:** The program's core courses will use Open Educational Resources (OER) whenever feasible. UNO accepts transfer courses from accredited institutions of higher learning, including local community colleges.
  - **Partnerships:** The BS in Neuroscience program will provide opportunities for partnerships with other educational institutions as well as health care organizations in the neurological field. Planned collaborations with other educational programs include the Cold Spring Harbor Laboratory Summer Undergraduate Research Program, the Mayo Clinic Biomedical Summer Undergraduate Research Program, Pepperdine University Summer Undergraduate Research in Biology, the Rockefeller University Summer Undergraduate Research Fellowship and the Sloan-Kettering Summer Undergraduate Research Program.

- **Work-based Learning:** Neuroscience meshes with human and veterinary medicine, medical research, pharmaceutical development, and technology development. Examples of local internships include biomedical imaging at Med Vet; drug and materials discovery at companies located at The Beach at UNO; animal behavior studies at Audubon Zoo and Aquarium; working with special needs pediatric populations at Butterfly Effects Children and Ochsner Michael R. Boh Center for Child Development; and working with elderly patients with dementia and memory issues at LCMC Woldenberg Village for Advanced Dementia Care.
- **Other program attributes that contribute to closing the achievement gap with underserved populations:** The Brookings Institution, a nonprofit organization based in Washington, D.C., ranked UNO third in the nation for providing equal access to higher education for students from all income levels. By offering an undergraduate program in Neuroscience, UNO will be opening the door to a segment of the population that currently may be unable to access similar programs offered at nearby selective universities like Tulane and Loyola.

### **Staff Analysis**

The proposed BS in Neuroscience at UNO will be the only such program offered by a public university in the state, which will greatly increase access to this important biomedical field for residents of Louisiana and neighboring states. The program's multidisciplinary curriculum ensures that graduates are not only well-versed in neuroscience but also equipped with essential skills for various professional fields. The proposal has received enthusiastic support from local entities, including the New Orleans BioInnovation Center (NOBIC), Team Gleason Foundation, and the Director of the Neuroscience Center of Excellence at LSU HSC New Orleans, to name a few.

### **STAFF RECOMMENDATION**

**Senior Staff recommends conditional approval of the proposed Bachelor of Science (BS) in Neuroscience (CIP 26.1501) at University of New Orleans with a progress report on program implementation submitted as part of the institution's 2025 Academic Plan.**

## AGENDA ITEM IV.D.

### Proposed Master of Science in Allied Health Northwestern State University

#### **Background Information**

Northwestern State University (NSU) requests Board of Regents' approval to offer a Master of Science in Allied Health (MSAH). The proposal was approved by the University of Louisiana System Board of Supervisors (ULS) and submitted to the Board of Regents for consideration. The proposal was reviewed by external consultant, Dr. Kevin R. Clark, Associate Professor and Associate Director, Radiologic Sciences Graduate Program, The University of Texas, MD Anderson Cancer Center. Dr. Clark was extremely supportive of the proposed program. The program was favorably reviewed by Chief Academic Officers statewide and was included in the institution's 2023–2024 Academic Plan.

#### **Staff Summary**

MSAH graduates can pursue careers in healthcare management, clinical leadership roles, health education, research, community health initiatives, and specialized clinical practice within various allied health fields like physical therapy, occupational therapy, respiratory therapy, or dental hygiene. These healthcare professions are rapidly growing and present career opportunities for individuals in these careers. The School of Allied Health at NSU seeks to provide a specialized program of study via the proposed MSAH, to be delivered 100% online.

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

- a. **Workforce Demand and Job Opportunities:** The proposed program was designed to prepare allied health professionals to advance in their fields and become leaders in the areas of clinical education and clinical operations for a variety of supervisory positions in the state. The data reported below is specific to Regional Labor Market Area (RLMA) 7, which is where NSU is located.

Related Occupation	LWC Star Rating <sup>1</sup>	Current Jobs <sup>2</sup>	Projected Jobs 2033 <sup>2</sup>	% Change <sup>2</sup>	Average Salary <sup>1</sup>
Medical and Health Service Managers	5-star	1045	1294	24%	\$112K

<sup>1</sup>Source – LWC

<sup>2</sup>Source – Lightcast (in Louisiana)

- b. **Curriculum Alignment with Employer Needs:** The proposed degree was created following multiple conversations with the School of Allied Health's Advisory Council, which is comprised of regional industry and healthcare partners, ensuring that program graduates have the skills necessary to address workforce needs. The knowledge, skills, and abilities (KSAs) incorporated into the course content align with those identified by the US Department of Labor for related professions.
- c. **Same or Similar In-State Programs:** This would be the first MSAH in the state of Louisiana.
- d. **Student Enrollment and Completion:** The proposed MSAH is a natural extension of the existing Bachelor of Applied Science in Allied Health (BASAH), which began in 2018 and has graduated over 110 students. A needs assessment survey of students enrolled in the BASAH conducted in 2019 indicated that, of the 108 responses received, eighty-six percent (n = 92) of the respondents indicated an interest in pursuing a master's degree within five years of graduation in allied health if it were offered online from a university in Louisiana.

	Year 1	Year 2	Year 3	Year 4
TOTAL Estimated Program Enrollment	6	13	21	24
TOTAL Estimated Program Graduates	0	0	5	6

2. **Resources:** The institution does not anticipate any new costs to implement the proposed program. Existing departmental facilities, student support, and technology will support the new degree.

	Current	Needed	Additional Costs
<b>Faculty</b>	Existing faculty in the department will be sufficient to support the program.	No new faculty are needed.	\$0
<b>Physical (Facilities, Equipment, Library, &amp; Technology)</b>	Existing offices and classrooms are sufficient to support the program.	The program will be available 100% online. No new facilities or equipment is needed.	\$0
<b>Student Support</b>	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 address priorities or goals of the statewide attainment goal and 2030 Master Plan.
- **Accessibility:** The proposed program will be offered 100% online.
  - **Affordability:** Online programs eliminate the need for commuting, reducing transportation costs for students. Online programs also allow students to maintain employment while pursuing their education. This flexibility enables individuals to generate income while enrolled, making education more financially sustainable and aligning with the goal of affordability.
  - **Partnerships:** Letters of support were provided by Bossier Parish Community College, Baton Rouge Community College, Christus Shreveport-Bossier Health System, Louisiana Technical and Community College System, and Willis-Knighton Health System.
  - **Work-based Learning:** The proposed program integrates professional development components, such as virtual workshops, simulations and virtual labs, into the curriculum and also includes remote internships, incorporating experiential learning modules, and establishing mentorship opportunities.
  - **Other program attributes that contribute to closing the achievement gap with underserved populations:** NSU faculty offer tailored support services for online learners, such as academic advising, counseling, and mentorship programs, addressing the unique needs of underserved populations. This targeted support contributes to the success of low-income individuals, minorities, and adult learners.

### **Staff Analysis**

The proposed MSAH seeks to provide a specialized program of study that will prepare students to become leaders in allied health professions in the areas of clinical education and clinical operations. The MSAH program at NSU will provide skills in leadership, research, teaching, and business skills to ensure success for its students.

### **STAFF RECOMMENDATION**

**Senior Staff recommends conditional approval of the proposed Master of Science in Allied Health (CIP 51.0000) at Northwestern State University with a progress report on program implementation submitted as part of the institution's 2025 Academic Plan.**

## **AGENDA ITEM V.A.**

### **Proposed Center for Environmental Research Southeastern Louisiana University**

#### **Background Information**

A Board of Regents approved center (Academic Affairs Policy 2.05) is an academic research unit organized and structured around broad-ranging interdisciplinary research efforts. A center typically resides within an existing academic unit that facilitates efforts of the institution to attract external funding for related research.

Southeastern Louisiana University (SLU) is requesting approval to establish the Center for Environmental Research (CER). The University of Louisiana System (ULS) Board of Supervisors approved the request and submitted it to Regents for consideration.

#### **Staff Summary**

##### **1. Description and Need**

The focus of SLU's proposed CER is to investigate the potential environmental impacts of Carbon Capture and Storage (CCS) and other industrial activities on the region through the development of rigorous environmental monitoring. In recognition of the significant environmental issues and public concern regarding CCS activities, SLU developed the proposed center that will bring together a multi-disciplinary group of faculty and scientists to comprehensively study and address these issues.

Louisiana has positioned itself to be a leader in CCS due to its existing pipeline infrastructure and petroleum-skilled workforce. As of February 2024, there are over 20 permit applications for Class VI wells associated with proposed CCS sites in Louisiana, with the majority of these sequestration sites proposed in south Louisiana, an area that is dominated by wetland, freshwater, and estuarine habitats. As a result of the rapid expansion and growth of CCS, there is a significant urgent need for information on the potential impacts of CCS activities on the state's biodiversity, wetland habitats, and freshwater resources.

##### **2. Initiatives and Objectives**

The primary mission of the CER is multifaceted and includes the following:

- To serve as the centralized, integrative environmental research and monitoring entity for CCS and other renewable energy-related activities in Louisiana in both aquatic and terrestrial ecosystems.
- To monitor biodiversity and ecosystems in Louisiana and beyond through integrative short-term and long-term research projects.
- To use scientific findings to advance environmental awareness and inform decision-makers about the potential impacts of CCS activities.
- To develop outreach and education materials to publicize and visualize our monitoring activities to the public, stakeholders, and decision makers through project websites and data dashboards, public and community engagements, and K–12 education programs.
- To communicate the results of our environmental research to potential users through outreach and education that informs citizens about CCS and other renewable energy-related activities and how they affect biodiversity and ecosystems.

The CER will conduct environmental monitoring by gathering pre- (baseline) and post-perturbation data, allowing for the detection of any potential issues, leaks, and environmental impacts arising from CCS activities, leading to a more rapid response of containment and protocol modification if an issue arises. Information from the CER will provide some sense of assurance to the public that CCS activities are being monitored by an independent entity.

### **3. Resources and Administration**

The CER will be administered by a Director and Assistant Director who will report to the Dean of the College of Science and Technology. The Director of the Center will function in several capacities, including that of a liaison between the Center and Southeastern's administration, as well as various external agencies and organizations in the federal, state, and private sectors. The Director will coordinate all activities and research projects that are awarded to the university through the Center. An Assistant Director will take the lead on data consolidation among labs, project scheduling and site coordination with stakeholders, personnel management and administration, equipment maintenance and troubleshooting, and emergency response and coordination. The Director and Assistant Director will serve as both research faculty and administrators of the Center for Environmental Research. While their appointments will be in the Center for Environmental Research, they will both retain their status as tenured faculty in the Department of Biological Sciences and may teach for the department as needed and available.

Existing facilities that will support the CER, its faculty, and its activities are the Department of Biological Sciences in the Thelma Ryan Hall and Old Biology Building; research facilities and equipment in the Vertebrate Museum housed in Thelma Ryan Hall; the chemistry/physics department facilities in Pursley Hall; and the Turtle Cove Guest House and Galva Canal Boatshed/Classroom Complex.

### **4. Budget**

The proposed CER builds on the success of both the Air Products CCS project in Lake Maurepas and the success of SLU's College of Science & Technology, whose funds awarded for the period 2019 through 2024 are \$24,632,127. For its initial research activities, the CER will use a portion of the remaining \$2.85 million from the Air Products Lake Maurepas Phase III funding. The institution anticipates that the establishment of the CER will result in additional federal and private grant funding and increased capacity for generating contract revenue to provide the needed support for the Center and a potential return to the University of \$2.85 million from the center's first year.

Salary for the Director and Assistant Director of approximately \$200,000 per year will be the primary institutional expenditure to support the CER. Principal Investigators in the CER will each be provided a research salary supplement to lead initiatives in their focal research areas, ranging from \$6,000 to \$10,000/yr. depending on professorial rank and institutional base salaries. The budget includes a small amount of funds for administrative travel, office supplies, and equipment. Additionally, external, project-specific funds may be generated for additional course buyouts, summer salaries, supplemental salaries, and general project costs for Center faculty.

### **Staff Analysis**

The proposed CER has been developed to meet a direct regional need for active monitoring of CCS activity in the Louisiana Gulf region and will be the first center in the state to focus on this issue. SLU's record of securing external funding in this area, along with its connection to both industry and the community, position the institution to successfully meet this need.

### **STAFF RECOMMENDATION**

**Senior Staff recommends authorization of the Center for Environmental Research at Southeastern Louisiana University. A progress report and request for continued authorization is due December 1, 2026.**

## **AGENDA ITEM V.B.**

### **Proposed Center of Excellence in Equine Health and Sports Performance Louisiana State University and A&M College**

#### **Background Information**

The Board of Regents Center of Excellence designation (Academic Affairs Policy 2.05A) was established by the Board in June 2013 and signifies that the designated unit is a statewide academic, research, or workforce leader in its focus area. All Centers of Excellence must demonstrate the following attributes: a strong performance record, a clearly and finitely defined area of expertise, a range of opportunities in its area of designation (academic, research, or workforce), engagement with the greater community, and recognition as a uniquely strong in its focal area hallmark of the institution. A Center of Research Excellence is a highly specialized research unit that is well supported through external funding and partnerships, develops new knowledge, enhances the research productivity of faculty, integrates education and research, and positively impacts economic development in the state.

Louisiana State University and A&M College (LSU) is requesting initial approval of the proposed center and Center of Research Excellence designation of the Center of Excellence (COE) in Equine Health and Sports Performance. The request was approved by the LSU Board of Supervisors and submitted to Regents for consideration.

#### **Staff Summary**

##### **1. Description**

Through the LSU School of Veterinary Medicine's pioneering work in clinical services and research, the Equine Health Studies Program (EHSP) has consistently addressed some of the most critical health challenges facing horses today. Focus areas include equine laminitis, orthopedics and biomechanics, stem cell and regenerative medicine, gastric and colonic ulcers, respiratory and vascular diseases, and clinical pharmacologic trials. These efforts have been driven by faculty primarily within the Department of Veterinary Clinical Sciences (VCS) and supported by collaborations with experts in the Departments of Pathobiological Sciences (PBS) and Comparative Biomedical Sciences (CBS), as well as other key LSU entities like the LSU AgCenter, LSU Animal Science, LSU Department of Engineering, and the Pennington Biomedical Research Center (PBRC). The EHSP has also established vital partnerships with leading industry players such as Elanco Animal Health, Boehringer Ingelheim Animal Health, SmartPill Corporation, Merial Limited, Hilltop Bioscience, and Axiota, Inc., among others. These collaborations are essential for discovering new diagnostic methods and treatments for both common and complex equine diseases. With the COE designation, the institution plans to build on these existing relationships and develop new collaborations with faculty from the Division of Biotechnology and Molecular Medicine (BIOMMED), Tempest Biotech, and other entities within and outside the LSU system.

##### **2. Objectives and Evidence of Excellence**

The staff and faculty within EHSP have wide clinical expertise, including equine emergency and critical care, ambulatory practice, internal medicine, soft tissue and orthopedic surgery, sports medicine, rehabilitation, osteopathy, and Eastern medicine, including acupuncture. Eighteen members of faculty currently deliver the program, representing one of the strongest equine clinical teams in the nation. They are supported by talented veterinary technicians who specialize in equine practice, as well as a trained animal osteopath and two members of faculty with expertise in alternative (Eastern) therapies. The school currently manages over 2,500 equine patients per year presenting to the Veterinary Teaching Hospital and plans to expand equine caseload in the coming years to meet the increasing needs of Louisiana's equestrian industry. Creation of the proposed new Center of Excellence will allow LSU to continue growing its equine clinical team, with expansion in the areas of sports medicine and rehabilitation. This upward trajectory in clinical capability will bring new distinction to LSU Vet Med and its pivotal role in the region.

The Equine Health Studies Program has always delivered impressive research impact, securing over \$4M in extramural funding over the past 10 years in areas such as gastroenterology, musculoskeletal disease, laminitis, pulmonology, theriogenology, infectious disease, production medicine, parasitology, and immunology. This landscape of important clinical research is represented by experts able to deliver cutting-edge science that will generate new diagnostic tests and therapeutic modalities to safeguard equine health, well-being, and performance. Indeed, their collective activity has delivered over 200 peer-reviewed manuscripts in prestigious journals and over 300 scientific presentations at national and international conferences to date. This body of clinical research also supports the rigorous training and development of numerous graduate students and house officers at LSU Vet Med.

The EHSP COE aims to continue its traditions of providing instruction to veterinary students, the most efficient and expedient consultation services to equine referring veterinarians, and participation in local, state, and regional continuing education seminars to exchange the most contemporary information regarding equine health care. COE faculty will continue to interface with industry representatives to maintain a dialogue to ensure the center is meeting the needs of the equine industry. Additionally, the center will provide continuing education through information published on the EHSP website, participate in local, regional, state, national, and international meetings and engage constituents through in-person meetings, telephone consultations, clinical services, and other interactions. The EHSP COE designation will be a driving force in supplying the latest equine services and information to benefit horses.

### **3. Resources and Administration**

The administrative structure of the COE will mirror that of the current Equine Health Studies Program (EHSP), with Dr. Frank Andrews serving as the Director who reports to the Dean. Dr. Andrews, a board-certified veterinarian with 35 years of clinical and research experience, oversees a \$1.246 million budget. The EHSP currently funds 2.5 full-time faculty equivalents (FTEs), a clinical instructor in Animal Osteopathy, a research intern, two equine house officers, and five research associates who support research studies and provide care for the ninety horses housed in the pastures and research barns of the EHSP year-round. More than 30 full-time faculty will be directly engaged with the COE. The center will provide financial and academic support for research technicians, post-doctoral fellows, PhD and MS candidates, and clinical house officers, further enhancing its academic and research capabilities.

Existing clinical facilities consist of an 18,000-square-foot equine hospital that accommodates 2,500 to 3,000 horses annually. The installation of the MRI unit and CT unit with table has enhanced diagnostic capabilities. Current research facilities consist of a research laboratory, the Charles V. Cusimano Laboratory, the Sports Performance Center with a highspeed treadmill, and a lameness and performance pavilion to diagnose lameness and gait issues. In addition, the EHSP has 32 equine stalls in two on-campus research barns.

With the establishment of the proposed COE, LSU is envisioning the ambitious construction of a new LSU Vet Med Equine Health and Sports Performance Center of Excellence equine hospital, equine clinical skills building, and research facility. This facility will be home to the preeminent equine healthcare and research facility in the region, combining superior clinical practice, expert translational research, and world-class teaching into one modern facility located directly on the LSU Vet Med campus. LSU's aim is to have this new facility built and operational by 2029. The proposed new facility will allow the discovery of new methods to improve the health, well-being, and performance of horses.

### **4. Funding and Budget**

The foundation of the EHSP's funding was laid in 2003 through Louisiana Act No. 1009, which established a dedicated fund in the State Treasury. This fund allocates \$750,000 annually from the pari-mutuel Live Racing Facilities Economic Redevelopment and Gaming Control Act. Additionally, the center receives \$194,783 from the Governor's Biotech Initiative (GBI) and \$301,411 in matching funds from LSU Vet Med, bringing the total annual funding to \$1.245 million.

The EHSP is committed to continuing this legacy by pursuing extramural funding from a variety of sources, including targeted equine research organizations such as The Grayson Jockey Club Research Foundation, the United States Equestrian Organization, the American Quarter Horse Association, the American Association of Equine Practitioners Foundation, and the American College of Veterinary Internal Medicine Foundation. Additionally, the center will seek funding from the United States Department of Agriculture (USDA) and private industry, as well as from the National Institutes of Health for research in comparative orthopedics, stem cell applications, and regenerative medicine. The COE will collaborate closely with other investigators within LSU Vet Med, LSU AgCenter, and LSU A&M, leveraging their extensive experience in securing competitive funding to submit highly competitive proposals. The center will also focus on promoting the horse as a model system for investigating important diseases that affect both humans and animals.

Current fundraising efforts are focused on the \$57 million new facility mentioned above as well as establishing an endowed chair in equine research (a donor has been identified). This endowed chair would provide a substantial corpus gift, generating interest each year to offset salary costs, purchase new equipment, and cover laboratory expenses, all in pursuit of groundbreaking scientific discoveries. The designation of the EHSP as a Center of Excellence is expected to significantly enhance these and other fundraising endeavors, ensuring the continued success and impact of the center's mission.

#### **Staff Analysis**

The EHSP has a strong history of providing excellence in education, research, and community engagement. The planned equine hospital would elevate Louisiana as a premier destination for equine health education, research and scholarship, and horse treatment. The proposed center will be the first of its kind in the state and clearly meets COE designation standards.

#### **STAFF RECOMMENDATION**

**Senior Staff recommends approval of the Center of Excellence in Equine Health and Sports Performance. A request for continued authorization and designation as a Center of Research Excellence is due December 1, 2026.**

## **AGENDA ITEM VI.A.**

### **2023–24 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	provides for the development and implementation of Universal Transfer Pathways in high-demand fields for Louisiana's public postsecondary institutions.
Act 205 of the 2022 Regular Legislative Session	provides for "reverse transfer" agreements between Louisiana's public postsecondary institutions, allowing the transfer of academic credit from universities to community colleges.

#### **Staff Summary**

Act 356 (2009) established one of the nation's most far-reaching transfer and articulation policies for its time. The legislation created the Statewide Articulation and Transfer Council (SATC), a statewide articulation matrix governing the transfer of credits amongst institutions at all levels, the statewide Louisiana Common Course Numbering (LCCN) system, and various policies to align articulation and transfer policies statewide. Since 2009, the Board of Regents has worked to meet the requirements set forth by the legislation and provides a yearly progress report to the House and Senate Committees on Education.

Act 356 (2009) also requires monitoring of and compliance with the tenets of the law, specifically requesting yearly 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 that 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 year's report describes the essential groundwork that has been laid to support the continued growth of statewide transfer and articulation. This year is the first year of full implementation for the UTPs and

several other newer initiatives, and Regents is working to improve outreach and communication with all stakeholders on the benefits of these programs. It is anticipated that future growth in these initiatives will increase transfer mobility for our students statewide and result in more completers who can enter the workforce upon graduation.

#### **STAFF RECOMMENDATION**

**Senior Staff recommends approval of the 2023–24 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 2023–24**

Response to ACT 356 of the 2009  
Regular Legislative Session

DECEMBER 2024

## 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 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.

R.S. 17:3168 requires an annual report describing the articulation and transfer of credits across public colleges and universities, focusing mainly 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.) status of development and implementation of the academic transfer module process; and (VI.) articulation of credits earned by veterans and spouses.

In the fifteen 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 clarifying legislation expanding the transfer footprint in Louisiana.

## Considerations

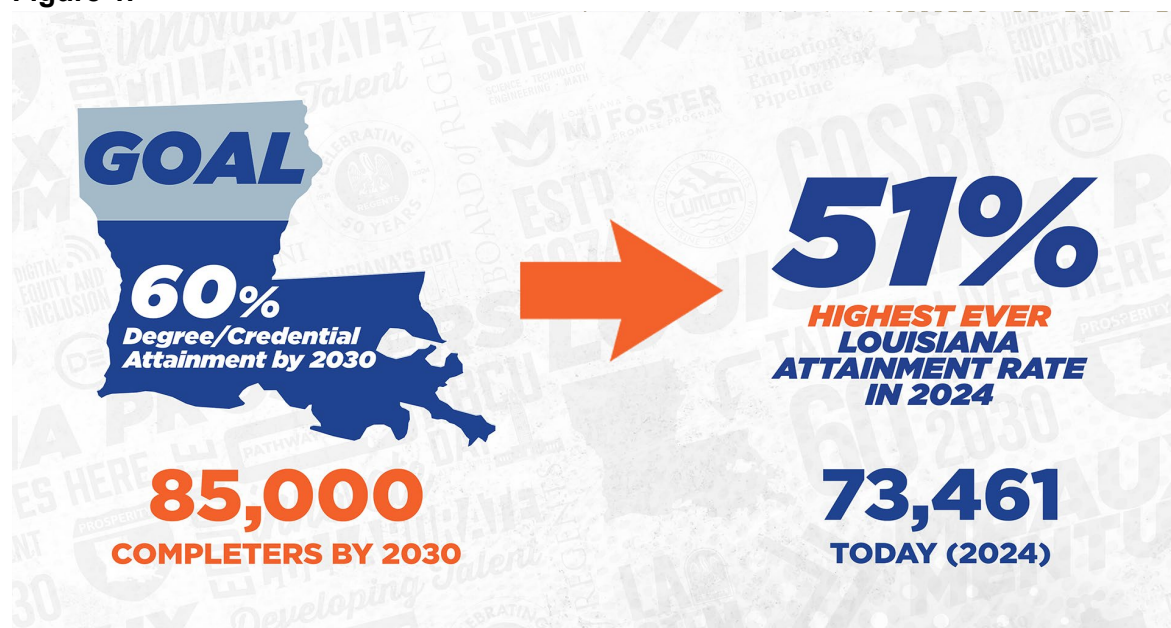
Regents' *Louisiana Prospers* attainment goal of 60% of working-age adults holding a degree or credential of value by 2030 is Louisiana's north star for prosperity and talent development. Regents' and Louisiana's educational stakeholders are working to ensure that categories of students beyond traditional first-year students move successfully through the various postsecondary education pipelines. These populations include high school students taking dual enrollment coursework, high school students with prior learning assessment (PLA) credit, transfer students completing Universal Transfer Pathways (UTPs) and baccalaureate degrees, military students, and adult students who began but did not complete their credentials. The

Board of Regents recognizes that transfer students of all types are critical to attaining our Master Plan Goal.

## Attainment Goal

Over the past three years, Regents has launched several initiatives and partnered with national professional and philanthropic entities to move the needle on credential attainment in Louisiana. In 2024, these efforts resulted in a gain of more than a full percentage point higher than the previous year, bringing Louisiana's statewide attainment level to its current all-time high of 51% (Figure 1).

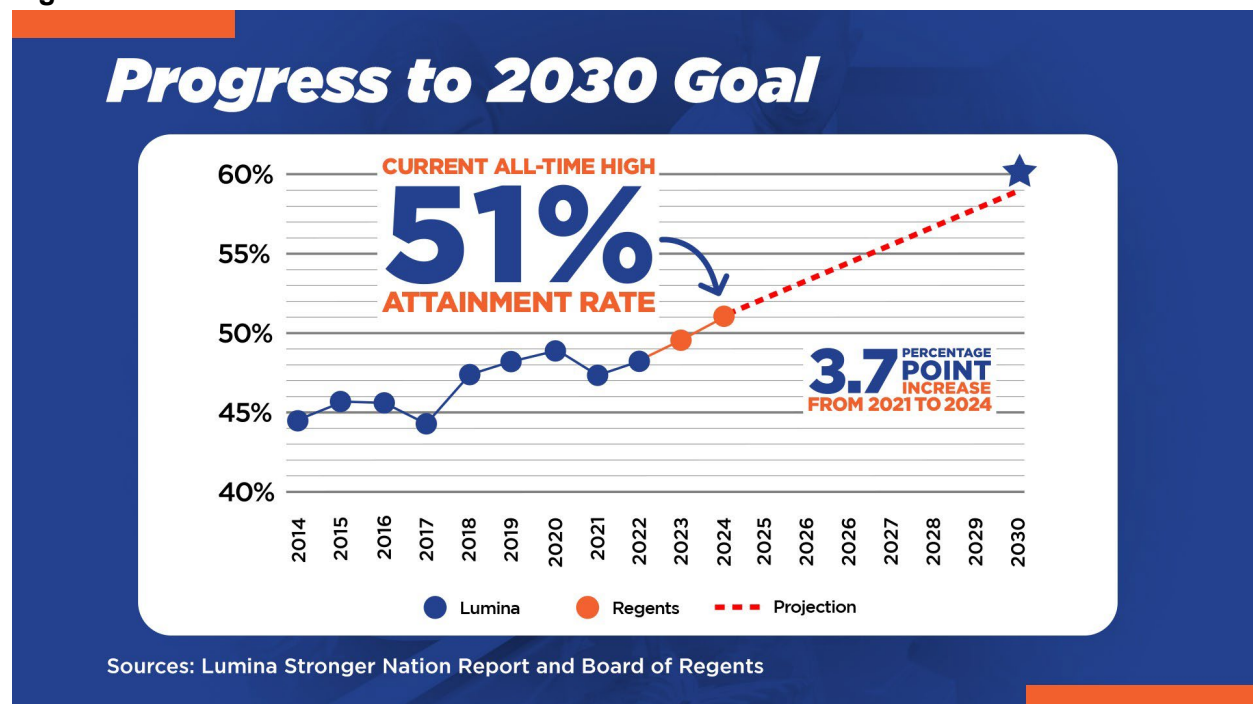
Figure 1.



Overall, during academic year 2023–24 there was a total increase of 73,461 completers.

Increasing credential attainment in the state consists of a multi-pronged effort; in addition to targeting the traditional full-time freshman population, Regents has worked in partnership with the four public postsecondary systems on initiatives increasing the enrollment of high school students attaining academic and technical dual enrollment credit, growing transfer student enrollment at two- and four-year institutions, expanding recruitment of military and adult students, articulating credit for prior learning assessment and the intentional curation of high-demand transfer pathways from two- to four-year high-demand degree programs (Universal Transfer Pathways (UTPs), all designed with students success in mind. All these concerted efforts will contribute to achieving the 60% attainment goal by 2030 (Figure 2).

Figure 2.



## Statewide Articulation and Transfer Council (SATC)

In 2023–24, Regents and SATC continued to work to expand the transfer infrastructure of the state to support the emerging needs of the state's workforce.

Regents staff continued discussions with SATC on topics related to the articulation of courses, expanding the discussion to include Career and Technical Education (CTE) courses.

Regents and SATC took the following actions throughout 2023–24 to support this statewide transfer infrastructure: 1) Regents launched the initial 24 Universal Transfer Pathways across all public universities and colleges, and partnered with Student Ready Strategies to create a web presence for the Universal Transfer Pathways; 2) courses that are part of the UTPs have been added to the Articulation matrix, and work is ongoing to update the Matrix to include improved technology to assist in update and maintenance processes; 3) work is progressing on the next set of UTPs to expand the pathways beyond the current offerings; and 4) SHEEO and Lumina have offered to assist with communications and to create a web presence to help support Louisiana transfer policy work. Throughout this past year, the Council committed to working with the Board of Regents on these ongoing and overarching issues to ensure that transfer students will have increased opportunities for articulating their coursework and completing their degrees.

## Moving Forward

The following 2023–24 *Articulation and Transfer Report* meets the statutory requirements of the law and provides an environmental landscape of statewide transfer and articulation. Given the expansion of Act 356 (2009) with the passage of Act 308 (2022), it is appropriate that the following report be considered in the context of the future needs of the state and the anticipation that this new legislation will substantively help to move and expand articulation and transfer efforts to help 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 the Associate of Arts and Associate of Science Louisiana Transfer (AALT and ASLT, or "L.T. ") degrees to be added to the curriculum inventory of every SACS-accredited two-year and community 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, La Delta Community College, LSU Eunice, River Parishes Community College, South Louisiana Community College, Southern University Shreveport, and SOWELA Technical Community College.

Since their inception, L.T. program enrollments have grown steadily (Table 1), from 214 in 2010 to 3,796 in 2024. BRCC currently has the highest number of enrolled L.T. majors at 608, followed by LSUE at 391. The percentage of 2023–24 L.T. majors who went on to graduate was 7% (293), a percentage point lower than 2022–23.

In 2023–24, 52 students graduated with the AST degree (Table 2), a modest increase from the previous year. This year, the yield of graduates to majors increased from 6% to 6.1%. This slight increase could be attributed to the modifications to the AST program structure in 2022 to ensure the program aligned with the state's four-year programs and to remove barriers to graduation, including passage of the Praxis II.

Currently, 31% of the total number of baccalaureate completers (Chart 6) began as transfer students, demonstrating the sizeable impact that can be achieved by better-functioning transfer policy and practice.

Universal Transfer Legislation (Act 308, 2022) restructured the more restrictive ASLT and AALT pathways into more uniform and easy-to-follow transfer maps and provided 24 new curricular pathways to complete those degrees. In 2023–24, BOR staff identified an additional 16 Universal Transfer Pathways with high enrollment and worked with faculty from the selected major departments to structure these associate's degree maps. These 16 UTPs are on track for approval in Spring 2025. By gathering faculty from each discipline, BOR was able to remove

previous challenges, such as course equivalencies, sequences, and prerequisites, which prevented students from completing these degrees. New courses built for these UTPs will go through the approval process for addition to the Articulation Matrix. Regents has developed a dedicated landing page for the UTPs on its website, where students and advisors can review the available pathways and learn about where they can transfer once awarded a pathway associate's degree.

While campuses may continue to promote the traditional L.T. curricula as an option for students aspiring to pursue a bachelor's degree, the new universal pathways provide additional attractive options for students to pursue their degrees. Therefore, students can choose between following the L.T. degrees or the UTPs. With the development of the universal transfer pathways, it is anticipated that student participation will increase due to the flexibility and popularity of the degree maps.

**Table 1: Louisiana Transfer Degree: Enrollments and Graduates, 2023–24**

Institution	AALT		ASLT		Totals	
	Enrollments 2023–24	Graduates 2023–24	Enrollments 2023–24	Graduates 2023–24	Enrollments 2023–24	Graduates 2023–24
Baton Rouge CC	608	69	262	22	870	91
Bossier Parish CC	212	13	46	1	258	14
Delgado CC	350	15	379	8	729	23
Elaine P. Nunez CC	59	13	89	5	148	18
L.E. Fletcher CC	18	0	45	0	63	0
Louisiana Delta CC	138	18	83	3	221	21
LSU Eunice	391	27	281	11	672	38
River Parish CC	119	39	156	21	275	60
South Louisiana CC	80	13	131	11	211	24
SOWELA TCC	13	0	6	0	19	0
S.U. Shreveport	330	4	0	0	330	4
<b>Total</b>	<b>2,318</b>	<b>211</b>	<b>1,478</b>	<b>82</b>	<b>3,796</b>	<b>293</b>

**Table 2: Associate of Science in Teaching (Grades 1-5): Enrollments and Graduates, 2023–24**

Institution	Enrollments 2023–24	Graduates 2023–24
Baton Rouge CC	255	13
Bossier Parish CC	148	3
Delgado CC	174	10
Elaine P. Nunez CC	40	8
Louisiana Delta CC	138	12
River Parish CC	60	4
S.U. Shreveport	30	2

Total	845	52
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## II. TRANSFER ASSOCIATE'S DEGREES AND UNIVERSITY ENROLLMENT

The Louisiana Transfer Degree was designed with a structured curriculum to fold directly into an undergraduate major with the guaranteed transfer of all 60 hours of the General Education Core and junior-level standing upon enrollment in the university. Since the degree's creation in 2010, 1,944 LT graduates have *enrolled* in a university.

From AY 2010–11 to AY 2023–24, the top universities enrolling ASLT graduates are LSU A&M (102), UNO (99), and UL Lafayette (88); the top universities enrolling AALT graduates are LSU A&M (381), SLU (184), and UL Lafayette (166).

There was a slight decrease in the number of L.T. degrees awarded in AY 2023-24 compared to AY 2022–23 (Table 3). Due to the timing of this report, data for the Academic Year 2023–24 transfer enrollees will be available in the next academic year.

**Table 3: Associate's Transfer Degrees and University Enrollment**

L.T. Grad. Year	Degree	L.T. Graduates	Enrolled in a University	Percentage
2010–11	AALT	1	0	0%
	ASLT	6	2	33%
	<b>L.T. (Total)</b>	<b>7</b>	<b>2</b>	<b>29%</b>
2011–12	AALT	38	30	79%
	ASLT	47	32	68%
	<b>L.T. (Total)</b>	<b>85</b>	<b>62</b>	<b>73%</b>
2012–13	AALT	64	52	81%
	ASLT	51	36	71%
	<b>L.T. (Total)</b>	<b>115</b>	<b>88</b>	<b>77%</b>
2013–14	AALT	69	55	80%
	ASLT	60	44	73%
	<b>L.T. (Total)</b>	<b>129</b>	<b>99</b>	<b>77%</b>
2014–15	AALT	125	93	74%
	ASLT	74	54	73%
	<b>L.T. (Total)</b>	<b>199</b>	<b>147</b>	<b>74%</b>
2015–16	AALT	150	120	80%
	ASLT	79	46	58%
	<b>L.T. (Total)</b>	<b>229</b>	<b>166</b>	<b>72%</b>
2016–17	AALT	198	138	70%
	ASLT	75	59	79%
	<b>L.T. (Total)</b>	<b>273</b>	<b>197</b>	<b>72%</b>

2017–18	AALT	204	150	74%
	ASLT	73	47	64%
	<b>L.T. (Total)</b>	<b>277</b>	<b>197</b>	<b>71%</b>
2018–19	AALT	280	207	74%
	ASLT	75	51	68%
	<b>L.T. (Total)</b>	<b>355</b>	<b>258</b>	<b>73%</b>
2019–20	AALT	262	190	73%
	ASLT	86	61	71%
	<b>L.T. (Total)</b>	<b>348</b>	<b>251</b>	<b>72%</b>
2020–21	AALT	254	187	74%
	ASLT	89	54	61%
	<b>L.T. (Total)</b>	<b>343</b>	<b>241</b>	<b>70%</b>
2021–22	AALT	260	178	68%
	ASLT	81	49	60%
	<b>L.T. (Total)</b>	<b>341</b>	<b>227</b>	<b>67%</b>
2022–23	AALT	234	148	63%
	ASLT	78	42	54%
	<b>L.T. (Total)</b>	<b>312</b>	<b>190</b>	<b>61%</b>
2023–24	AALT	211	49	23%
	ASLT	82	20	24%
	<b>L.T. (Total)</b>	<b>293</b>	<b>69</b>	<b>24%</b>

The Associate of Science in Teaching leads to a specific teacher education major and has seen general success in its graduates enrolling in a university (Table 4). Similarly to the L.T. degrees, the proportion of AST graduates who successfully transferred to a university saw a slight bump in 2022–23, with an enrollment rate of 51%. Due to the timing of this report, data for the Academic Year 2023–24 transfer enrollees will be available in the next academic year.

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

AS Grade Year	AS/Teaching Completer	Enrolled in University	Percentages
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	15	71%
2020–21	19	16	84%
2021–22	21	10	48%

2022–23	49	25	51%
2023–24	52	12	23%
<b>Total</b>	<b>489</b>	<b>344</b>	<b>70%</b>

All non-applied associate's degrees (Table 5) are considered transfer degrees in that they contain primarily transferable academic coursework and a sizeable portion of the 39-hour general education core needed 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 AS Nursing (ASN), as well as the Louisiana Transfer (AALT, ASLT) degrees. The chart below shows that 21% of associate's degree graduates in the 2023-24 academic year (Summer/Fall/Winter/Spring semesters or terms) transferred to a university within the 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	59	39%
AALT	211	49	23%
AAS	2,235	103	5%
AAT	89	3	3%
A.D.	23	22	96%
AGS	1,321	453	34%
AS	633	191	30%
ASCJ	12	2	17%
ASLT	82	20	24%
ASN	986	287	29%
<b>Grand Total</b>	<b>5,744</b>	<b>1,189</b>	<b>21%</b>

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, AS, and ASN have higher continuation rates with university enrollment (29%-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, decreased to 29% this year from 30% last year.

The AAS, designed for direct workforce training and application, had a continuation rate of 5%. Graduates from this program generally go straight into the workforce rather than directly transferring to continue their studies.

Last year, BOR added the Associate of Applied Science (AAS) to the list of acceptable degrees for transfer admission. This new degree allows a pathway for applied associate degree recipients to transition to college; this option has not been available previously.

Currently, LSUA accepts AAS degrees into its four-year Bachelor of Applied Arts and Sciences program. This degree allows students to transfer up to 84 hours of earned credit. The program complements the practical knowledge and skills acquired in an applied art or applied science associate program with more conceptual and theory-based communication, management, and leadership courses. For AY 2023–24, LSUA reported 11 graduates attaining this degree. Enrollment in this program has increased from 17 students in 2022–23 to 30 students in 2023–24.

Additionally, this year ULM added the Bachelor of Applied Science program in Organizational Leadership, which affords another opportunity for students to transfer an associate degree in applied arts or sciences and leverage their courses into a bachelor's degree.

### III. TRANSFER STUDENTS AND THE BACCALAUREATE DEGREE

The table below (Table 6) shows that 31% of 2023–24 baccalaureate graduates began as transfer students. This percentage varies significantly among institutions. LSUA, LSUS, ULM, and UNO showed percentage increases in their transfer completers from the previous year. At the same time, almost every other institution posted decreases in the percentage of completers who began as transfer students.

Of the 18,290 baccalaureate completers during the 2023–24 academic year, 5,648 were transfer students (31%), with 1,165 (6%) transferring with an associate's degree from one of Louisiana's public institutions (Chart 6).

**Table 6: Baccalaureate Completers who Began as Transfer Students**

Institution	2022–23		2023–24		Total Bacc. Completers		% that Began as Transfers	
	Total	w/Asc Degr	Total	w/Asc Degr	2022–23	2023–24	2022–23	2023–24
GSU	231	19	215	21	628	601	37%	36%
LA Tech	231	29	234	20	1,475	1,499	16%	16%
LSU	812	71	808	80	4,733	5,211	17%	16%
LSUA	483	120	556	130	639	710	76%	78%
LSUS	271	84	296	75	408	425	66%	70%
MSU	333	89	304	84	1,020	989	33%	31%
Nicholls	278	56	254	60	1,004	888	28%	29%
NSU	567	217	536	201	1,261	1,215	45%	44%
SLU	514	63	475	54	1,813	1,707	28%	28%
SUBR	252	37	257	32	694	756	36%	34%
SUNO	169	46	141	54	219	187	77%	75%
ULL	791	256	771	229	2,358	2,267	34%	34%
ULM	349	72	400	81	1,064	1,059	33%	38%
UNO	426	54	401	44	868	776	49%	52%
<b>Total</b>	<b>5,707</b>	<b>1,213</b>	<b>5,648</b>	<b>1,165</b>	<b>18,184</b>	<b>18,290</b>	<b>31%</b>	<b>31%</b>

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.

In comparing average time to degree, those students who began as freshmen posted a higher time to degree than those who began as transfer students. Overall, in 2023–24, students who began as freshmen at all public postsecondary institutions posted a time to degree of 4.6 years (down from the previous year's 4.7 years). Students who began as transfer students at any public postsecondary institution posted a time to degree of 3.8 years at the four-year institution (static from the previous year).

**Table 7: Average Enrollment Time to Degree (Years)**

Awarding University	Average Time to Degree (Years) Baccalaureate Completers					
	Began as First-year		Began as Transfer		All Graduates	
	2022–23	2023–24	2022–23	2023–24	2022–23	2023–24
GSU	5.6	5.2	4.3	4.4	5.1	4.9
LA Tech	4.2	4.2	3.5	3.7	4.1	4.1
LSU	4.1	4.1	3.4	3.3	4.0	4.0
LSUA	5.7	5.9	2.9	2.9	3.6	3.5
LSUS	5.1	4.9	3.6	3.4	4.1	3.9
MSU	5.0	4.8	3.9	3.7	4.6	4.5
Nicholls	4.9	4.8	4.2	3.8	4.7	4.5
NSU	4.9	5.1	3.9	4.5	4.4	4.8
SLU	4.8	4.8	3.7	3.9	4.5	4.6
SUBR	5.5	5.5	4.1	4.1	5.0	5.0
SUNO	8.1	7.4	6.0	5.7	6.5	6.2
ULL	5.0	5.0	3.8	3.8	4.6	4.6
ULM	5.0	5.0	3.8	3.7	4.6	4.5
UNO	5.1	4.9	4.2	4.0	4.6	4.4
<b>Grand Total</b>	<b>4.7</b>	<b>4.6</b>	<b>3.8</b>	<b>3.8</b>	<b>4.4</b>	<b>4.4</b>

In 2023–24 statewide transfer students graduated an average of 3.8 years after transfer, compared to first-time freshmen, who graduated in 4.6 years. This number (Began as Transfer) varies greatly by institution; this year, transfer students from LSUA had the shortest average time to completion, at 2.9 years; LSU A&M (3.3 years); and LSUS (3.4 years), followed by the subsequent highest average times to completion.

## IV. TRANSFER OPPORTUNITIES

The Board of Regents continues to work with statewide public postsecondary institutions, the Louisiana Department of Education (LDOE), and SATC to collaborate and develop quality transfer programs.

Dual Enrollment (DE) opportunities continue to grow and flourish following statewide recommendations made by the DE Task Force. In 2024, the Task Force was charged by the Legislature to:

- Act 154 and Act 335 expand the membership and functions of the DE Task Force to include the President of the Louisiana Association for Career and Technical Education.
- Identify opportunities for expanding career-relevant college credit and industry-based credentials through dual enrollment, including establishing regional technical high schools operated by partnerships with one or more public colleges or universities.
- Expand virtual instruction programs to increase participation in dual enrollment course offerings in school districts across the state.

Pursuant to recommendations of the DE Task Force, Regents has partnered with Canusia to create a statewide registration and application management system. South Louisiana Community College successfully piloted the program over the past year and a half. In Spring 2025, Regents and Canusia are bringing in more postsecondary partners (LSU A&M, Northwestern, Fletcher, and SOWELA) with plans to scale statewide in Fall 2025. Utilizing this new system will remove inefficiencies and roadblocks that slow the process for students to apply for enrollment in DE coursework.

Regents will work with LDOE to align the Associate of Arts and Associate of Science Fast Forward pathways with the new transfer pathway curricula to ensure that students who follow those pathways are guaranteed that the coursework they have completed will apply to a degree at every public four-year institution.

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

- raise awareness of General Education transferability,
- raise awareness of the universal transfer pathways,
- create an articulation matrix for IBCs and short-term credentials, and
- map articulated technical education journeys that navigate from a short-term credential to graduate school without losing a credit.

Regents will continue to raise awareness of the recent progress in making transfers more seamless. The new Articulation Matrix will be expanded, and back-end technology will be refined to improve the user and target audience experiences.

Ongoing efforts to socialize the UTPs statewide will provide students and institutions a better understanding of career and technical education programs, allowing them to assess opportunities from articulation and transfer to transitioning directly to employment. Many such possibilities already exist within the Louisiana higher education ecosystem.

R.S. 17:3161.1 (2022) requests that Regents and SATC work with statewide public institutions to enter into reverse articulation agreements. Reverse transfer allows students at four-year institutions to "reverse transfer" their coursework to a previously attended community college to complete the requirements for an associate's degree at that institution.

In 2023, Regents launched an initial methodology to identify reverse transfer candidates. Regents have been working with institutions to refine that methodology, utilizing artificial intelligence approaches that use course data to determine if a student meets or comes close to meeting the requirements to earn an 'associate's degree.

Regents has been selected to participate in SHEEO's Community of Practice, which will review financial aid in the state and make recommendations to the Legislature. Regents is looking for strategies to align the eligibility criteria for these financial assistance instruments with its minimum admission requirements and the state's college and career-ready definition.

## **V. 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 statewide by creating transfer pathways for baccalaureate programs that are in high demand across the state. In 2024, 24 UTPs were created and approved; these are now accessible via the Regents' website. There are 16 more UTPs in the queue for development and approval in 2025.

These pathways consist of 60 hours of coursework that result in an associate's degree and then fold into a BA or BS degree at any public four-year institution in Louisiana offering the degree. Any student completing the UTP and transferring to a four-year institution will not be required to complete more than the credits required for the BA or BS degree in that program.

The Board of Regents worked with over 600 faculty to create the original UTPs, which Regents approved at its December 2023 meeting.

Specialized coding has been created to identify the different pathways so outcomes can be tracked.

Lastly, Regents staff have embarked on a statewide information campaign to introduce the UTPs to stakeholders. Various Zoom training and Journey Mapping opportunities have been held to assist campuses in implementing the Pathways. Regents sponsored a Universal Transfer Day at UL Lafayette for advisors who work with students following these transfer

Pathways. Regents staff also attended and presented two workshops at the annual Louisiana Association of College and Admissions Officers (LACRAO) conference. Public postsecondary institutions have requested that Regents host a one-day conference on this topic in 2025.

## VI. MILITARY ARTICULATION AND TRANSFER: VETERANS AND SPOUSES

Expedited articulation and transfer assist all students in pursuing their educational goals. In this ninth year of the Governor's Military and Veteran-Friendly Campus (GMVFC) program (per Act 232 of the 2015 Session, Act 429 of the 2021 Session, and Act 53 of the 2023 Legislative Session), public colleges and universities reported modest increases in the numbers of many of the elements specifically required to support veterans as well as their spouses and dependents (Chart 8). Additionally, BOR staff created a new Tiers of Distinction program as specified in R.S. 17:3138.5 to recognize higher levels of excellence demonstrated by participants in the Governor's Military and Veteran-Friendly Campus program.

Since the introduction of the GMVFC Program, veterans' services have expanded statewide, now going well beyond the scope of the initial legal requirements. Legislative mandates have also progressed to officially recognize those campuses that go "above and beyond" in providing services to military students, their spouses, and dependents.

The new Tiers of Distinction Law (R.S. 17:3138.5) tasked the Board of Regents to develop and implement new Gold, Silver, and Bronze tiered reward levels of distinction for those *GMVFC designees* that achieve additional specific levels of excellence in working with their military and spouse/dependents population. In consultation with each system's Chief Academic Officers (CAOs) and a national scan of best practices in the field of support for our military students, Regents Staff created the minimum criteria for each level. The Board of Regents approved this program at its March 2024 meeting. The Tier Criteria can be found below (Table 8).

**Table 8.**

<b>Tier Criteria</b>
A Veteran's Center with programming (required for Silver and Gold status)
Ongoing veteran-veteran support, such as a buddy system, veteran peer mentor program, or veteran organization
Dedicated financial aid and advising services trained to specifically serve veterans and service members
Counseling support specifically designed for veteran students
Specifically designed degree pathways that recognize military experience and training
Providing flexible course-taking formats and degree structures that conform with veteran and active service member life obligations
An additional graduation event for veteran students

***For Gold Status, an institution must meet all the tier criteria. For Silver Status, a campus must have a Veteran's Center and meet at least three additional tier criteria. For Bronze Status, a campus must meet at least two of the tier criteria.***

The past nine years have yielded significant gains by the institutions in the number, quality, and variety of program offerings targeting veteran students and their families. BOR continues to work with the Louisiana Department of Veterans Affairs (LDVA) and the LaVet Corps program to implement best practices in student services to military students.

AA Policy 2.23, Prior Learning Assessment (approved by the Regents in March 2022), is critical for all students, especially those with military backgrounds, and ensures that all credits earned by military students can be reviewed and applied to their degree programs.

Academic Year 2023–24 marks the fifth consecutive year of full participation among all statewide public postsecondary campuses in the *GMVFC* program (Table 9). This year, Louisiana Christian University, a non-public institution, also achieved the designation.

**Table 9.**

AY 2023–24 Reported <u>NEW</u> Incoming Enrollment for GMVF Campuses								
SYSTEM	INST.	NEW VETS	TOTAL CREDIT HOURS	TOTAL SPOUSE/ DEPS	TOTAL SPOUSE/ DEP CREDIT HRS	TOTAL CREDIT HOURS VET+ SPOUSE/ DEPS	TOTAL VET GRADS	TOTAL SPOUSE/ DEP GRADS
LSU System	LSU A&M	31	1,838	456	11,043.1	12,881.1	151	702
	LSUA	165	13,591	203	18,740	32,331	44	44
	LSUE	37	2,100.44	11	423.35	2,523.79	4	19
	LSUS	96	6,198.21	41	1,978	8,176.21	103	40
Total		329	23,727.65	711	32,184.45	55,912.1	302	805
SU System	SUBR	16	665	16	1,363	2,028	8	2
	SUNO	50	1,000	0	0	1,000	120	0
	SUSLA	16	42	47	137	179	6	2
Total		82	1,707	63	1,500	3,207	134	4
U.L. System	GSU	6	276.5	6	315	591.5	9	24
	LA TECH	898	2,410.67	181	531	2,941.67	37	55
	MCNEESE	54	2,301	56	2,112	4,413	15	25
	NICHOLLS	317	947	309	925	1,872	27	22
	NSU	22	211	15	159	370	53	54
	SLU	468	1,224	53	141.5	1,365.5	47	61
	ULL	86	5,269.31	89	3,322	8,591.31	42	37
	ULM	54	2,316	100	3,252	5,568	21	34
	UNO	58	168	33	97	265	19	0
Total		1,963	15,123.48	842	10,854.5	25,977.98	270	312
LCTCS	BRCC	63	3,401.355	124	7,982.5	11,383.855	69	104
	BPCC	7	58	2	39	97	36	33

CLTCC	2	6	53	506	512	17	72
DELGADO	223	2,504	422	3,647	6,151	25	10
FTCC	398	1,167	463	1,302	2,469	36	47
LDCC	425	932	540	974	1,906	24	29
NTCC	15	439	21	458	897	15	17
NWLTC	2	6	5	24	30	25	60
NUNEZ	9	0	0	0	0	6	24
RPCC	20	375	28	655	1,030	16	56
SOLACC	99	1,854	148	2,917	4,771	33	4
SOWELA TCC	24	444	50	1,220	1,664	60	101
<b>Total</b>	<b>1,267</b>	<b>10,811.355</b>	<b>1,828</b>	<b>19,069.5</b>	<b>29,880.855</b>	<b>346</b>	<b>501</b>
<b>GRAND TOTAL</b>	<b>3,641</b>	<b>51,369.49</b>	<b>3,444</b>	<b>63,608.45</b>	<b>114,977.94</b>	<b>1,052</b>	<b>1,622</b>

In this inaugural year, 21 institutions met the designated criteria for consideration under the Gold, Silver, or Bronze Tiers of Distinction.

The Board of Regents presented the following 28 public postsecondary institutions and one non-public institution with an endorsement as having met requirements for continued or initial designation as Governor's Military and Veteran-Friendly Campuses (Table 10). In addition, 21 public postsecondary institutions and one non-public institution attained the Tiers of Distinction Designation (Table 10) for 2024–2025:

**Table 10. GMVF Campuses and Tiers of Distinction Designees**

SYSTEM	INST.	GMVF Designation	Tiers of Distinction Level
<b>LSU System</b>	LSU A&M	✓	Silver
	LSUA	✓	Silver
	LSUE	✓	Silver
	LSUS	✓	Silver
<b>SU System</b>	SUBR	✓	
	SUNO	✓	
	SUSLA	✓	Bronze
<b>U.L. System</b>	GSU	✓	Silver
	LA TECH	✓	Bronze
	MCNEESE	✓	
	NICHOLLS	✓	Bronze
	NSU	✓	Silver
	SLU	✓	Silver
	ULL	✓	Silver
	ULM	✓	Silver
	UNO	✓	Bronze
<b>LCTCS</b>	BRCC	✓	Bronze
	BPCC	✓	Gold
	CLTCC	✓	
	DELGADO	✓	Silver
	FTCC	✓	Silver
	LDCC	✓	
	NTCC	✓	
	NWLTC	✓	Bronze
	NUNEZ	✓	
	RPCC	✓	
	SOLACC	✓	Bronze
	SOWELA TCC	✓	Bronze
<b>LAICU</b>	<b>LCA</b>	✓	Bronze

## Summary

The Board of Regents, the Statewide Articulation and Transfer Council, and Louisiana's entire postsecondary education system continue to promote student success and improve the transfer and articulation experience statewide by expanding the necessary infrastructure for the initiatives presented in this report.

Significant steps have been taken to improve transfer opportunities in Louisiana. General Education courses are now seamlessly transferrable, the first set of universal transfer pathways has been deployed and the second set of universal transfer pathways have been developed and are on course for approval, conversations are ongoing to include the Louisiana Association of Independent Colleges and Universities (LAICU) in transferring UTPs, further alignment of course articulations to be exact equivalents continue, and a website for UTPs is live, allowing students and advisors to peruse the available UTP options. The Articulation Matrix continues to provide a valuable and necessary service to students, advisors, and faculty across the state. With the expansion of these initiatives by Act 308 (2022), substantive and robust review efforts will enable stakeholders to continue refining and expanding these tools.

Regents has received \$150,000 in funding from Lumina to work with institutions to design an automated transfer system. Additionally, over the past two years, Regents has committed \$150,000 in state support to develop the transfer pathways.

Plans are underway to expand the Matrix to include technical and dual enrollment courses, AP, CLEP, IB, and ACE military opportunities, and refine the technology that underpins the Articulation Matrix.

While much has been accomplished, additional work remains to be done. Regents' efforts to improve outreach and communication effectiveness will continue, ensuring that students from K-12 through retirement age can easily find their path to a postsecondary degree or credential.

## **AGENDA ITEM VI.C.**

### **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.

#### **STAFF RECOMMENDATION**

**Senior Staff recommends approval of the "Postsecondary Inclusive Education Advisory Council 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 2024 REPORT**

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**IMAGE SOURCES (Covers):** University of Louisiana at Lafayette

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



## **Council Overview**

Act 682, formerly Senate Bill 192, of the 2022 Regular Legislative Session (Appendix A) created the Louisiana Postsecondary Inclusive Education Advisory Council (Advisory Council). Under the jurisdiction of the Board of Regents, the Council is charged to identify opportunities to expand existing or establish new inclusive programs, as well as to develop and manage an application process for public postsecondary institutions to request funds from the Louisiana Postsecondary Inclusive Education Fund.

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

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

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

# Overview of Work

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

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

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

**Table 1. PSIE Fund Application Review Committee Members.**

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

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

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

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



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

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

## ***Annual Program Updates***

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

**Table 3. PSIE Fund Distributions.**

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

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

- Whether the program is operational or in development. If the program is in development, the date the program will begin offering services to students shall be reported.
- The student capacity of the program, both in the current and upcoming academic year.
- The actual number of students enrolled in the program.
- The number of students, if any, on a waiting list for the program.
- A description of the services offered through the program.
- The number of students who completed the program, both during the prior academic year and in total.
- The number and percentage of program completers who are employed.
- The number and percentage of program completers who are living independently.

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

### **Baton Rouge Community College**

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

### **Bossier Parish Community College**

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

**Table 4. Postsecondary Inclusive Education Programs.**

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

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

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

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

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

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

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

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

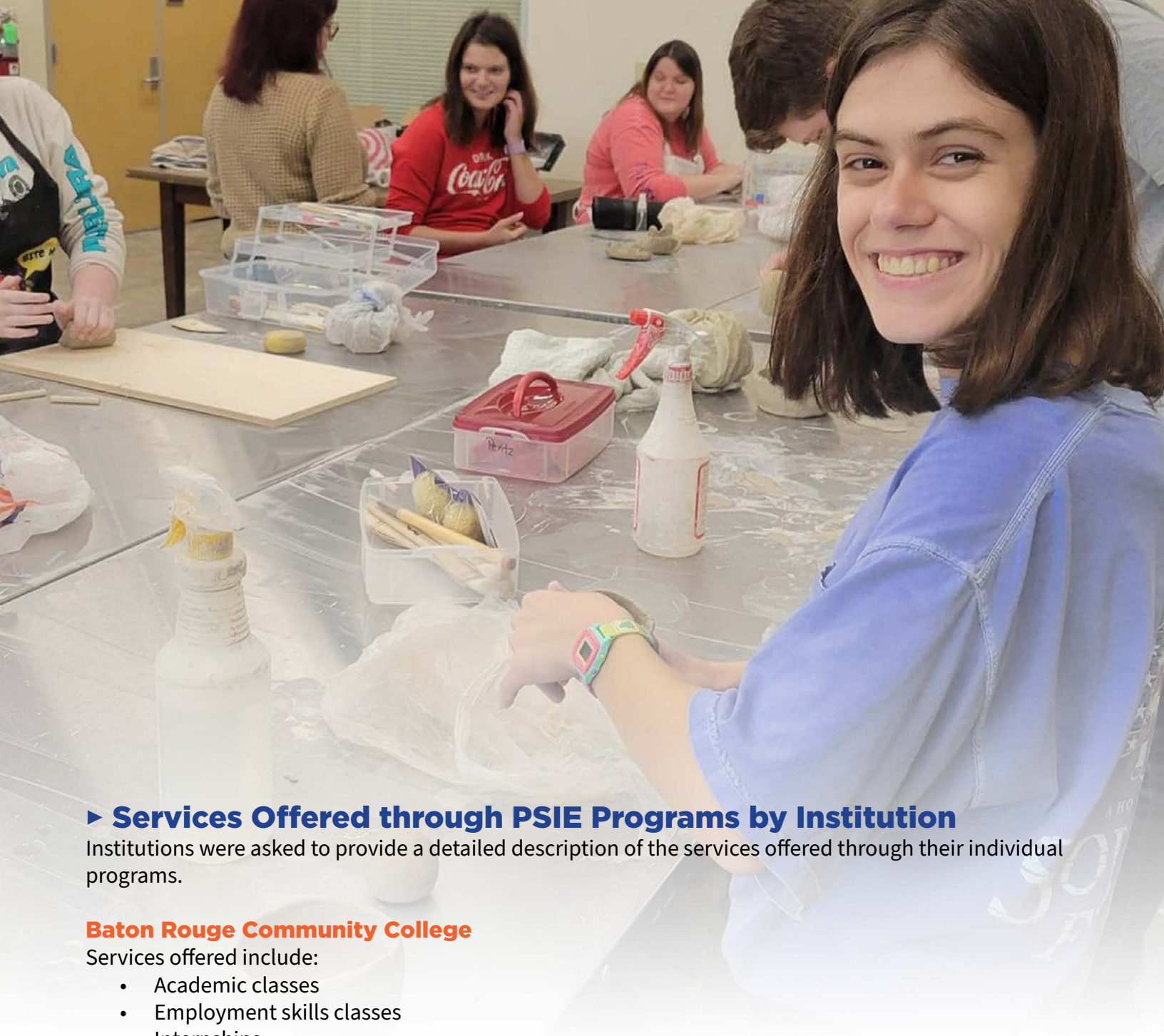
**Table 8. Number of Students Currently on Wait List to Join PSIE Program.**

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

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

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

3 – Does not have a rolling waiting list.



## ► Services Offered through PSIE Programs by Institution

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

### **Baton Rouge Community College**

Services offered include:

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

### **Bossier Parish Community College**

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

## **Central Louisiana Technical Community College**

This is a new program being developed.

## **Louisiana State University and A&M College**

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

## **Louisiana State University of Alexandria**

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

## **Nicholls State University**

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

## **Southeastern Louisiana University**

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

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

Beginning year two, LC students participate in an inclusive vocational opportunity (IVO) (unpaid on-campus work experience). IVOs are selected based on student interest and future career options. All LC students participate in life skills and social skills instruction based on individualized needs. LC students have the opportunity to participate in the on-campus Speech Clinic if desired.

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

### **Southern University and A&M College**

This is a new program being developed.

### **Southern University at New Orleans**

This is a new program being developed.

### **University of Louisiana at Lafayette**

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

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

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

### **University of Louisiana at Monroe**

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

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

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

1 – 2023-2024 was program's first year

2 – First cohort will complete the program in May 2026

3 – 2024-2025 was program's first year

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

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

**Table 10. Total Number of Program Completers.\***

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

\* Data provided by institutions

1 – 2023-2024 was program's first year

2 – First cohort will complete the program in May 2026

3 – 2024-2025 was program's first year

**Table 11. Number of Employed Program Completers.\***

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

\* Data provided by institutions

1 – 2023-2024 was program's first year

2 – First cohort will complete the program in May 2026

3 – 2024-2025 was program's first year

**Table 12. Percentage of Employed Program Completers.\***

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

\* Data provided by institutions

1 – 2023-2024 was program's first year

2 – First cohort will complete the program in May 2026

3 – 2024-2025 was program's first year

**Table 13. Number of Program Completers Living Independently.\***

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

\* Data provided by institutions

1 – 2023-2024 was program's first year

2 – First cohort will complete the program in May 2026

3 – 2024-2025 was program's first year

**Table 14. Percentage of Program Completers Living Independently.\***

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

\* Data provided by institutions

1 – 2023-2024 was program's first year

2 – First cohort will complete the program in May 2026

3 – 2024-2025 was program's first year

## ***Fiscal Year 2025 Funding***

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

Dr. Tristan Denley, Deputy Commissioner for Academic Affairs and Innovation, Louisiana Board of Regents, developed an Application for Planning Grants (Appendix F) and an Application for Planning Grant and Initial Program Development (Appendix G). In addition, Dr. Denley, in conjunction with Board of Regents staff, created a guidelines document to steer applicants through the application process (Appendix H). Table 15 indicates the agreed-upon timeline for next steps related to the application process.

**Table 15. Louisiana Postsecondary Inclusive Education Fund Application Deadlines.**

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

# Next Steps

The Louisiana Postsecondary Inclusive Advisory Council met throughout the year to assess the need for inclusive education programs in the state, create a process for institutions to apply for support from the Louisiana Postsecondary Inclusive Education Fund, and disseminate this information to both institutions and the public. From these meetings, the Advisory Council was able to identify and implement best practices to apply for monies from the Louisiana Postsecondary Inclusive Education Fund and provide support for the creation of four new programs and the enhancement of five existing programs.

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

# Appendix A

2022 Regular Session

## ACT No. 682

ENROLLED

SENATE BILL NO. 192

BY SENATORS BOUDREAUX, BARROW, BERNARD, BOUIE, CARTER, FIELDS, FOIL, HARRIS, LUNEAU, MCMATH, FRED MILLS, MIZELL, PRICE, SMITH, TARVER AND WARD AND REPRESENTATIVES COUSSAN, FREIBERG, GAINES, GLOVER, JEFFERSON, JENKINS, JORDAN, LAFLEUR, LARVADAIN, LYONS, NEWELL, PIERRE, SELTERS, THOMPSON, WHITE AND WILLARD

1 AN ACT

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

8 Be it enacted by the Legislature of Louisiana:

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

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

11 **Inclusive Education Advisory Council**

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

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

Page 1 of 6

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

1 postsecondary institution.

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

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

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

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

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

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

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

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

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

Page 2 of 6

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Page 3 of 6

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

1 (xi) An alumnus of an inclusive program appointed by the Louisiana  
 2 Developmental Disabilities Council.

3 (xii) The parent or legal guardian of a student who is enrolled in or who  
 4 has completed an inclusive program appointed by the Louisiana Developmental  
 5 Disabilities Council.

6 (xiii) The superintendent of the Special School District or his designee.

7 (b) Any member selecting a designee shall select the designee from his  
 8 respective system, agency, office, or association who has expertise in transitional  
 9 postsecondary educational services.

10 (4) A vacancy in the membership of the council shall be filled in the same  
 11 manner as the original appointment.

12 (5) Members of the council shall elect a chairman, vice chairman, and  
 13 other officers as they consider necessary.

14 (6) The members of the council shall serve without compensation, except  
 15 for per diem or reimbursement of expenses to which they may be entitled as  
 16 members of the constituent organizations.

17 (7)(a) The council shall meet upon the call of the chairman or of a  
 18 quorum of the members of the council.

19 (b) The chairman shall give at least seven day's notice to the members  
 20 of the council of the time and place where each meeting will be held.

21 (c) The commissioner of higher education shall, no later than  
 22 September 1, 2022, convene the first meeting of the council.

23 (8) A majority of the members of the council shall constitute a quorum  
 24 for the transaction of business.

25 (9) The council shall be domiciled in Baton Rouge but may hold public  
 26 meetings elsewhere in the state.

27 C.(1) By February first of each year, the Board of Regents, with  
 28 assistance from the council, shall submit a report to the Senate Committee on  
 29 Education, the Senate Committee on Finance, the House Committee on  
 30 Education, and the House Committee on Appropriations.

Page 4 of 6

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

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

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

Page 5 of 6

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

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

\* \* \*

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

\* \* \*

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

\* \* \*

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

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

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

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

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

Page 6 of 6

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# Appendix B

## Postsecondary Inclusive Education Advisory Council Members

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

# Appendix C

## April 2024 Meeting Agenda

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

*T. Jay Seale III*  
*Vice Chair*

*Darren G. Mire*  
*Secretary*

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



BOARD of REGENTS  
STATE OF LOUISIANA

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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:

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

# Appendix D

## October 2024 Meeting Agenda



### October Postsecondary Inclusive Education Advisory Council Meeting

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

**Date:** Tuesday, October 1, 2024

**Time:** 10:00am – 11:30am

---

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

# Appendix E

## Postsecondary Inclusive Education Success Stories One-Pager



### Postsecondary Inclusive Education Advisory Council

#### Graduate Success Stories

#### ABOUT PSIE

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

#### New Programs Established with Act 682 Funding

##### Funded in 2023

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

##### Funded in 2024

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

#### Existing Programs Supported with Act 682 Funding

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

#LAPROSPERS



#### Sean Adams

Bridge to Independence, Nicholls State University

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



#### Zarah Baylock

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

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



#### Mitch Dillon

Bridge to Independence, Nicholls State University

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

[www.laregents.edu](http://www.laregents.edu)



### **Elizabeth Dupart**

Lions Connected, Southeastern Louisiana University

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

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



### **Toni Hunt**

UL LIFE Program, University of Louisiana at Lafayette

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

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



### **Jack Juul**

Lions Connected, Southeastern Louisiana University

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

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

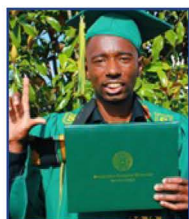


### **Mary Szush**

Bridge to Independence, Nicholls State University

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

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



### **Steven Wright**

Lions Connected, Southeastern Louisiana University

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

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

# **Thank You**



## **for Supporting our Students**

**#LAPROSPERS**

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# Appendix F

## Application for Planning Grant

### Postsecondary Inclusion Fund Application for Planning Grant

#### Section 1: CTP Status

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

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

#### Section 2: Description

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

#### Section 3: Budget, and Budget Narrative

1. What level of funding is being requested (up to \$20,000)?
2. Provide a detailed budget for the requested funds. The budget should be accompanied by a budget narrative that includes the following:
  - Details on each line item.
  - Explanation of the value of each planned expenditure to the program.

# Appendix G

## Joint Application for Planning Grant and Initial Program Development

### Postsecondary Inclusion Fund Application for Planning Grant

#### Section 1: CTP Status

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

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

#### Section 2: Description

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

#### Section 3: Budget, and Budget Narrative

1. What level of funding is being requested (up to \$20,000)?
2. Provide a detailed budget for the requested funds. The budget should be accompanied by a budget narrative that includes the following:
  - Details on each line item.
  - Explanation of the value of each planned expenditure to the program.

# Application for Initial Program Development

## Section 1: CTP Status

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

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

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

## Section 2: Description

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

\_\_\_\_\_

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

\_\_\_\_\_

3. Enter the number of students:

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

4. In which college, department, administrative unit, or other institutional component will the PIEP “live” at the institution? That is, in what area of the institution will the PIEP be “housed”? Please specify whether this is an academic, continuing education, or administrative unit.
5. Provide a general summary of the proposed PIEP: (1 page max)
6. Describe how the PIEP will be “organized” at the institution:
7. Describe the tuition and fees that will be charged for the program.
8. What honor/endorsement/certificate/degree will the institution award to students upon completion of the program?
  - a. Name of the general honor/endorsement/certificate/degree:
  - b. Describe the general honor/endorsement/certificate/degree:
9. Indicate the length of time needed to complete the PIEP (expressed as terms/semesters or years):
10. Is there more than one level or benchmark within the PIEP at which students may exit?  
  
\_\_\_\_\_ Yes/No  
  
If yes, describe the levels or benchmarks:

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

\_\_\_\_\_ Yes/No

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

12. Do students enrolled in the PIEP have opportunities to earn micro-credential(s)/badge(s) other than an industry-recognized certificate or certification(s)?

\_\_\_\_\_ Yes/No

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

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

- a. Regular enrollment in credit-bearing courses
- b. Auditing or participating in courses for which the student does not receive academic credit
- c. Enrollment in non-credit-bearing, non-degree courses
- d. Internships or work-based learning
- e. Student life and cocurricular activities

### Section 3: Student Eligibility and Admission

1. Describe how students with intellectual disabilities are/will be recruited to enroll in the proposed PIEP.
2. Describe the process through which student eligibility will be verified, including the documentation used to assess eligibility:
  - a. Process and documentation to determine eligibility:
  - b. Name and title of individual (or group) who makes eligibility determination:
3. Describe how the final decision to admit students with intellectual disabilities to the PIEP will be made:
  - a. Criteria used to make admission decision:
  - b. Name and title of individual (or group) who makes the final admission decision:
4. Maximum number of students the program expects to serve each year:

### Section 4: Assessment and Advising

1. Describe how **assessments** of students' interests, skills, and needs will be/are:
  - a. Conducted
  - b. Used to identify a student's targeted "program of study"
  - c. Used to develop his/her "program of study"
2. Describe the program's **advising structure**.

## Section 5: Employment Opportunities

1. Describe the program's **plan for partnerships with businesses** to promote experiential training and employment opportunities for students with intellectual disabilities.
2. Describe **employment opportunities** available through the program to students **while** enrolled in the program.
3. Describe how the program connects students to **employment opportunities** upon successful **completion** of the program.

## Section 6: Performance Indicators

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

## Section 7: Match, Budget, and Budget Narrative

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

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

## Section 8: Program Sustainability

1. Briefly describe the institution's five-year plan for the program regarding:
  - a. Projected enrollment – Does the institution expect enrollment in the PIEP to increase over the next five years? If so, what are the current projections for enrollment **each year** through the next five years?
  - b. Sustainability – How will the institution operate the PIEP over the next five years in terms of funding, staff, and other operational expectations?
  - c. From what sources of funding will the institution draw to sustain the program and support student participation (such as private donations or sponsorships, scholarships, grant funding, etc.)?

# ***Appendix H***

## **Application Guidelines**

### **Postsecondary Inclusive Education Advisory Council**

#### **Guidelines for the Submission of Postsecondary Inclusive Education Fund Applications**

**Applications Due:  
November 28, 2024  
5:00 PM**

**FISCAL YEAR 2024-25**

**Request for Applications**

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

# **Request for Applications**

## **Important Notices**

### **I. GENERAL INFORMATION**

#### **A. BASIS OF AUTHORITY**

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

#### **B. PURPOSE OF THE LOUISIANA POSTSECONDARY INCLUSIVE EDUCATION FUND**

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

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

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

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

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

**C. PROGRAM ADMINISTRATOR; QUESTIONS ABOUT THIS REQUEST FOR APPLICATIONS (RFA)**

Specific questions shall be submitted via email to the Board of Regents Deputy Commissioner for Academic Affairs and Innovation, Dr. Tristan Denley, at [tristan.denley@laregents.edu](mailto:tristan.denley@laregents.edu) with the subject line "Postsecondary Inclusive Education Fund RFA Inquiry." The deadline for receipt of written inquiries is 4:30 p.m. Central on January 17, 2023. All written inquiries and responses will be uploaded to [www.laregents.edu/inclusive/](http://www.laregents.edu/inclusive/). No inquiries will be accepted after the deadline date to ensure all interested parties receive the same information.

**II. THE POSTSECONDARY INCLUSIVE EDUCATION FUND PROGRAM**

**A. PURPOSE AND PROGRAM OUTCOMES AND STANDARDS**

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

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

## **B. ELIGIBILITY**

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

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

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

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

## **C. PROJECT REQUIREMENTS AND CONSIDERATIONS**

The Postsecondary Inclusive Education Fund (LPIEF) Act (682) of the 2022 Regular Legislative Session requires an institution to provide<sup>1</sup>:

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

## D. APPLICATION REVIEW PROCESS

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

### 1. FINAL SELECTION OF APPLICATIONS TO BE FUNDED:

After recommendations are submitted, the LPIEAC makes final determinations of applications to be funded based on the competitive review process.

### 2. TIMETABLE: The following schedule for submission, assessment, and approval of funding will apply for FY 2023-24. If any deadline dates fall on a Saturday, Sunday, or holiday, the deadline(s) will be extended until 4:30 p.m. Central of the next working weekday.

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

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

## E. PROCEDURES AND DEADLINE FOR SUBMISSION OF APPLICATIONS

Submission deadlines are absolute; all institution work on the application, including final approval and submission to the Board of Regents by the designated institution office, must be completed on or before the deadline date and time. All completed application packets must be submitted via the [online portal](#). An application sent to the Board of Regents may be released upon request of the submitting institution if additional changes are needed, provided such request is made before the deadline for receipt. A released application must be resubmitted prior to the deadline to be eligible for funding consideration.

## **F. APPLICATION REQUIREMENTS AND FORMAT**

All narrative sections of the application should be presented in a single PDF document with pages numbered, 1-inch margins at the top, bottom, and each side. In addition, the font should be no smaller than 12 point. Applicants should use either the **Initial Program Development** or **Planning Grant** form as appropriate. Forms must be completed, and applications submitted via the [online portal](#) by the deadline provided.

## **G. PROJECT ACTIVATION DATE AND ANTICIPATED DATE OF COMPLETION**

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

## **III. PROJECT BUDGET INFORMATION**

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

### **A. DISALLOWED BUDGET ITEMS**

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

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

Costs of meals, snacks, and drinks may be included when necessary for a LPIEF-related event or activity and must comply with State rates as set forth by the Division of Administration Policy and Procedure Memorandum 49 (the State General Travel Regulations). LPIEF funds cannot be used for entertainment costs, including performers, musicians,

and rental of entertainment venues. These activities may be provided as part of host entity support.

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

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

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

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

**B. FUNDS FOR PERSONNEL**

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

**C. STUDENT SUPPORT EXPENSES**

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

**D. OTHER EXPENSES**

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



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# Agenda

## Research and Sponsored Initiatives

Wednesday, December 11, 2024  
1:30 PM

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. Division of Endowed Chair into Endowed Professorships: LSU and A&M College
- IV. Board of Regents Support Fund Plan and Budget, FY 2025–26
- V. Other Business
- VI. Adjournment

Committee Members: Stephanie A. Finley, Chair; Phillip R. May Jr., Vice Chair; Darren G. Mire; Wilbert D. Pryor; Samer Shamieh; Felix R. Weill  
Staff: Carrie Robison, Deputy Commissioner for Sponsored Programs

### **AGENDA ITEM III.**

#### **Division of Endowed Chair into Endowed Professorships: LSU and A&M College**

##### **Background Information**

In August 2011, the Board of Regents approved guidelines for the division of Endowed Chairs funds to establish Endowed Professorships, setting the minimum corpus level of professorships so created at \$250,000. Since this determination, several campuses have divided BoRSF–matched Chairs to establish Professorships at this level or higher.

##### **Staff Summary**

The Paul M. Horton Chair in Chemical Engineering is a \$2 million endowed chair held by LSU and A&M College, matched by the BoRSF in FY 2006–07. The Chair has been vacant since 2015, and LSU A&M requests approval to divide it into two Endowed Professorships, as follows:

- Paul M. Horton Professorship in Chemical Engineering #1, with a corpus of \$1,200,000 (\$720,000 non–state/\$480,000 BoRSF)
- Paul M. Horton Professorship in Chemical Engineering #2, with a corpus of \$800,000 (\$480,000 non–state/\$320,000 BoRSF)

LSU A&M has certified that the original donor approved this conversion. LSU Board of Supervisors approval was granted at its October 10, 2024 meeting.

##### **STAFF RECOMMENDATION**

**Consistent with the August 2011 policy, the Senior Staff recommends approval of the division of the Paul M. Horton Chair in Chemical Engineering into two (2) endowed professorships, as follows: (1) Paul M. Horton Professorship in Chemical Engineering #1, with a corpus of \$1,200,000 (\$720,000 non–state/\$480,000 BoRSF) and (2) Paul M. Horton Professorship in Chemical Engineering #2, with a corpus of \$800,000 (\$480,000 non–state/\$320,000 BoRSF).**

## AGENDA ITEM IV.

### Board of Regents Support Fund (BoRSF) Plan and Budget Recommendations, FY 2025–26

#### **Background Information**

The Board of Regents Support Fund (BoRSF), constitutionally designated to and managed by the Board of Regents, receives revenues on an annual basis from the Kevin P. Reilly, Sr. Louisiana Education Quality Trust Fund (LEQTF). These dollars, separate from State General Fund appropriations, cannot be used for operating costs, but are designated to support supplementary and enhancing programs to improve the quality of higher education and contribute to Louisiana’s economic development. Accordingly, within the parameters set forth in the Constitution, the Board of Regents operates competitive programs and subprograms through the BoRSF appropriations, to bolster performance in priority areas through a variety of activities, including departmental enhancements, research and development, endowment matching, and targeted student support.

The Board is required by Article VII, Section 10 of the Constitution to submit an annual plan and budget to the Legislature and the Governor not less than 60 days prior to the beginning of the Regular Legislative Session. This document outlines proposals for expenditure across the four constitutionally permitted components of the Support Fund: Endowed Chairs for Eminent Scholars, Recruitment of Superior Graduate Students, Targeted Research and Development, and Enhancement of Academic, Research, and Agricultural Departments and Units. Though House Bill 7 of the Third Extraordinary Session repeals the LEQTF and related BoRSF, a Plan and Budget is still required for FY 2025–26, pending approval of the constitutional amendment by the voters on March 29, 2025.

#### **Staff Summary**

Though the Revenue Estimating Conference (REC) provides the official revenue estimate for the Support Fund, staff considers this projection alongside trends over the recent past and the annual projection of the Treasury. Annual revenues generated for the Support Fund declined steadily and significantly for the period FY 2006–07 through FY 2019–20, from a peak of \$35 million to less than \$18 million. While revenues recovered to \$27 million in FY 2020–21, this was a result of significant sell-offs to accommodate statutory caps on investment in securities, and did not represent a general improvement in Trust Fund performance. Annual revenues have returned to low levels in the last three fiscal years, and in FY 2022–23, the Support Fund achieved its lowest-ever level of earnings – \$16.115 million – since 1988. In FY 2023–24, revenues recovered slightly, totaling \$18.231 million. Expenditures have declined to align with lower amounts of available dollars.



For FY 2025–26, projections of the Treasurer and Revenue Estimating Conference are similar, ranging from \$16.562 million (Treasurer, October 2024) to \$15 million (REC, May 2024). These estimates reflect the thinking that the revenue–generating power of the Trust Fund will remain at historically low levels.

Based on current estimates, recent earnings, and Support Fund history, the BoRSF Planning Committee concluded that \$17 million, slightly higher than the Treasury estimate, is a reasonable budget level for the BoRSF in FY 2025–26, with contingencies to accommodate potential shortfalls. This recommended budget level will require reductions in monies available to new grants and endowment matching, but will provide sufficient funds to retain all programs currently offered. The structure of the Support Fund, with RFPs released at the beginning of the fiscal year and funding allocated at the end, gives the Board ample opportunity to reduce planned expenditures should estimates require. Recommended contingencies call for staff to monitor updated revenue estimates and, if indicated, make pro–rata reductions to new monies for competitive programs in accordance with contingencies outlined in the plan and budget. Only under extreme exigency would federal matching dollars, guaranteed donor matches in Endowed Professorships (two slots per campus), or prior commitments be reduced.

Operating in this manner will minimize risk to this long–standing and highly valuable activity of the Board of Regents, allowing flexibility to adjust approaches as the BoRSF’s financial position continues to evolve.

Program allocations, as well as all contingencies in the event that revenues are higher or lower than projected, are detailed in Attachment A. Brief descriptions of each program/subprogram included in the budget are provided in Attachment B.

It is noted that regardless of Board of Regents action, this Plan and Budget will not be included in House Bill 1 if the Support Fund is terminated by voter approval of the proposed amendment to Section VII of the Louisiana Constitution.

### **STAFF RECOMMENDATION**

**Senior Staff recommends approval of the FY 2025–26 BoRSF Plan and Budget, with contingencies, as presented.**

# ATTACHMENT A

## FY 2025-26 Board of Regents Support Fund Budget: BoRSF Planning Committee/Staff Recommendation

Support Fund Program/Subprogram	FY 2025-26 PROPOSED BUDGET		FY 2024-25 APPROVED BUDGET	
	Prior Commitments (Existing Obligations)	New Monies	Prior Commitments (Existing Obligations)	New Monies
<b>Federal Matching</b>	<b>\$375,000</b>	<b>\$900,000</b>	<b>\$925,000</b>	<b>\$500,000</b>
<b>Endowed Chairs</b>	<b>\$0</b>	<b>\$2,020,000</b>	<b>\$0</b>	<b>\$2,020,000</b>
<b>Graduate Fellows</b>	<b>\$0</b>	<b>\$1,020,000</b>	<b>\$0</b>	<b>\$1,120,000</b>
Traditional (GF)		\$0		\$0
BoR/SREB Fellowships		\$0		\$0
Endowed Grad Scholarships		\$1,020,000		\$1,120,000
<b>Research &amp; Development</b>	<b>\$3,324,204</b>	<b>\$2,090,000</b>	<b>\$3,376,476</b>	<b>\$2,280,000</b>
Research Competitiveness	\$2,202,532	\$1,150,000	\$2,248,441	\$1,250,000
Industrial Ties/PoCP	\$1,121,672	\$620,000	\$1,128,035	\$680,000
Awds to Artists & Scholars	\$0	\$320,000	\$0	\$350,000
<b>Enhancement</b>	<b>\$1,980,333</b>	<b>\$4,699,741</b>	<b>\$1,946,232</b>	<b>\$5,184,067</b>
Departmental ENH (includes BoR/SREB)	\$1,980,333	\$1,849,741	\$1,946,232	\$2,334,067
Endowed Professorships	\$0	\$2,000,000	\$0	\$2,000,000
Endowed WF Scholarships	\$0	\$850,000	\$0	\$850,000
<b>Administration (Formula)</b>	<b>\$0</b>	<b>\$590,722</b>	<b>\$0</b>	<b>\$598,225</b>
<b>TOTAL</b>	<b>\$5,679,537</b>	<b>\$11,320,463</b>	<b>\$6,247,708</b>	<b>\$11,602,292</b>
<b>FISCAL YEAR BUDGET</b>	<b>\$17,000,000</b>		<b>\$17,850,000</b>	

### CONTINGENCIES:

#### Higher than Budgeted:

- Additional revenues allocated as approved by the Board
- No increase in spending authority

#### Lower than Budgeted

- If partial reductions are needed, proportionate cuts taken in first-year amounts allocated for proposals across all competitive programs and subprograms
- If additional cuts are needed after all competitive programs eliminated, reductions taken to the non-competitive Endowed Professorships subprogram once funding guarantees are met
- If additional cuts needed after all first-year funds are eliminated, reductions made to federal matching commitments and/or prior contractual obligations

## **ATTACHMENT B**

### **Board of Regents Support Fund Program/Subprogram Descriptions**

The Constitution specifies that the Board of Regents Support Fund (BoRSF) may be used to support “any or all” of the following activities:

- The carefully defined research efforts at public and private universities in Louisiana;
- The endowment of chairs for eminent scholars;
- The enhancement of the quality of academic, research or agricultural departments or units within a university; and
- The recruitment of superior graduate students.

Programs and subprograms are divided among these categories, to ensure the BoRSF is structured in accordance with the constitutional provisions.

#### **Enhancement of the Quality of Academic, Research & Agricultural Departments and Units**

##### **1. Departmental Enhancement**

Departmental Enhancement is a competitive infrastructure-building component with the goal of improving the educational and research infrastructure and capacity in academic, research, and agricultural departments and units. Departmental Enhancement is available to any eligible formally recognized department or unit, and includes a Multidisciplinary component. Awards will be made for comprehensive (multi-year, multi-activity, broad-impact) projects, as well as targeted (short-term, smaller-scale) projects. All institutions are eligible to compete to support educational, research, and workforce activities. A spectrum of activities, from equipment purchases to curricular redesign, are allowed and encouraged; support for graduate students, either as fellowships/scholarships or assistantships, is also permitted. Disciplines are eligible every other year, on a rotating basis.

##### **2. BoR/Southern Regional Education Board Doctoral Support Initiative**

The Board of Regents/SREB Doctoral Support Initiative provides up to ten (10) support slots to help prorecruit and retain students seeking to enter the professoriate after earning their doctoral degrees. Awards are made to graduate schools or governing units for graduate education at eligible institutions, which then determine the distribution of individual slots among qualified departments. Each slot includes an academic-year supplement for student support, membership in SREB’s Doctoral Scholars Program, and participation in SREB’s annual Institute on Teaching and Mentoring for both the student and the student’s faculty mentor.

### **3. Endowed Professorships**

Endowed Professorships is a non-competitive subprogram designed to help campuses recruit or retain faculty whose research, teaching, and/or public service uniquely contribute to the mission of their departments and institutions. Participation requires a contribution of at least \$80,000 from an external source, to be matched with \$20,000 from the BoRSF; campuses with fewer than 15 matched Professorships may continue to request matching at the previous rate of \$40,000 BoRSF for \$60,000 non-State contribution until the threshold of 15 is reached. Each eligible campus is guaranteed, but not necessarily restricted to, two matching slots per year, provided that required external contributions are raised and documented. Beginning in FY 2019-20, campuses are permitted to submit requests for matching of Endowed First-Generation Undergraduate Scholarships under the same terms as Endowed Professorships, with the guarantee of two matching slots total, inclusive of both types, per campus.

### **4. Endowed Two-Year Student Workforce Scholarships**

The competitive Endowed Two-Year Student Workforce Scholarships subprogram provides scholarship opportunities for students on two-year campuses to enter the Louisiana workforce in the following ways: (a) train students for immediate entrance into selected, high-demand, four- and five-star jobs, including positions in nursing and allied health; and/or (b) prepare students to become job-ready in STEM fields after completing degrees on four-year campuses. Non-State contributions combined with a BoRSF match will produce permanent endowments.

### **5. Federal Matching**

The Board of Regents manages several major federal research and education awards from agencies such as the National Science Foundation, NASA, the National Institutes of Health, and the Department of Energy. Many State-level federal grant opportunities require matching be provided, and the BoRSF has been the source of Louisiana's match since 1987. BoRSF matching funds have leveraged more than \$7 in federal funding for every dollar committed.

## **Targeted Research and Development**

### **1. Research Competitiveness Subprogram (RCS)**

RCS funds projects that strengthen the fundamental research base and competitiveness of Louisiana's public and private universities. The subprogram is a stimulus opportunity available to researchers who are currently not competitive for federal support but show strong potential for achieving national research competitiveness in an area funded by the federal government within a limited span of time. Research funded through RCS must make fundamental contributions to knowledge in eligible scientific and engineering disciplines rather than simply seek to apply existing knowledge. RCS also includes a one-year award to assist faculty who may already be competitive through short-term pilot awards to

conduct novel scientific and engineering research leading to near-term federal support. RCS has been a highly successful initiative: a recent survey showed more than \$9 in federal/private research funding received for every \$1 in RCS funds awarded.

## **2. Industrial Ties Research Subprogram (ITRS)**

ITRS supports research efforts that show significant potential for contributing to the development and diversification of Louisiana's economy in the near term. Funded projects are required to involve significant private sector or Federal funding or, at a minimum, include a plan to leverage substantial Federal or private sector funding in the near future; and link research efforts to establishment of a new or enhancement of an existing Louisiana business or industry. A consolidated component of ITRS, the Proof-of-Concept/Prototyping Initiative provides funding to enable technology transfer research and activities, to advance innovations toward commercialization. Like RCS, ITRS has leveraged significant external investment in Louisiana research, attracting more than \$10 for every BoRSF dollar invested.

## **3. Awards to Louisiana Artists and Scholars (ATLAS)**

The BoRSF Awards to Louisiana Artists and Scholars (ATLAS) Subprogram provides support to faculty members in arts, humanities, and social sciences disciplines to complete major scholarly and artistic productions with the potential to have a broad impact on a regional, national, and/or international level. The primary focus of ATLAS is the scholarly or artistic merit of the proposed work. Projects are assessed based on their necessity, importance, originality, and likelihood to have an impact on a broad academic and/or artistic community. ATLAS has supported major scholarly and creative works that have received significant recognition and accolades across the region, the nation, and the world.

## **Recruitment of Superior Graduate Students**

### **1. Endowed Superior Graduate Student Scholarships**

The Endowed Superior Graduate Student Scholarships subprogram matches non-State contributions of at least \$60,000 with \$40,000 from the BoRSF to create endowed scholarships that may be used in support of graduate and first-professional students as well as post-doctoral fellows. Higher levels of non-State contributions, in minimum increments of \$60,000, may be matched with additional \$40,000 contributions from the Support Fund. The initial corpus of the endowment must remain intact, while income above the corpus may be used to benefit the student recipient in the form of scholarships, fellowships, and/or experiential opportunities, including internships, externships, conference travel, and field work.

### **Endowed Chairs for Eminent Scholars**

Endowed Chairs for Eminent Scholars, introduced in 1987, is a highly competitive program designed to enhance the recruitment and retention of distinguished university faculty at institutions throughout Louisiana. The program pairs a 60% private-sector match with a 40% Board of Regents award to endow a chair at a minimum level of \$1 million. The Chair, operating from the income generated by investment of the permanent endowment, must be filled in perpetuity by scholars of high renown and great ability. Given the permanent commitment of funding, Endowed Chairs must be aligned clearly with institutional role, scope, mission, and strategic priorities, and the campus must demonstrate the long-term value of the Chair to academic, teaching, and/or service work in the discipline. Campuses must provide each Chair, at a minimum, with a salary line sufficient to engage a senior scholar/leader.



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# Agenda

## Personnel

Wednesday, December 11, 2024  
1:45 PM

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. Appointment of Deputy Commissioner for Finance and Administration Position
- IV. Other Business
- V. Adjournment

**\*NOTE:** The Personnel Committee of the Board of Regents reserves the right to enter Executive Session, if needed, in accordance with R.S. 42:16 et seq., to discuss personnel matters.

Committee Members: Robert W. Levy, Chair; Terrie P. Sterling, Vice Chair; Blake R. David; Stephanie A. Finley; Gary N. Solomon Jr.; Collis Temple III; Judy Williams-Brown  
*Staff: Elizabeth Bentley-Smith, Interim Deputy Commissioner for Finance and Administration*

### **AGENDA ITEM III.**

#### **Appointment of Deputy Commissioner for Finance and Administration**

Board of Regents policy requires Board approval of positions hired at the level of Deputy Commissioner. The Commissioner of Higher Education recommends the appointment of Ms. Elizabeth Bentley-Smith to the position of Deputy Commissioner for Finance and Administration. Ms. Bentley-Smith currently serves as Interim Deputy Commissioner for Finance and Administration with responsibilities including information technology, budgeting and financial management, audit, human resources, facilities, and administrative services. She has worked in this role at the Board of Regents for three years. Prior to her time at the Board, Ms. Bentley-Smith worked at the Office of Planning and Budget within the Louisiana Division of Administration, where she was a State Budget Manager and Analyst overseeing the preparation of higher education's annual budget per executive and legislative direction, while interpreting the impact of federal, state, and local funding legislation on agency budget development. Ms. Bentley-Smith has also taught classes in American Government, with specific focus on domestic and foreign policymaking, federal budgeting, the development of arts and cultural policy in the U.S. and abroad at the University of Maryland in College Park and arts and cultural policy seminars emphasizing education and economic development, research and analysis, and community outreach at Drexel University in Philadelphia. She was a Research Consultant for the National Assembly for State Arts Agencies, where she reported on the current political/budgetary status and legislation relating to state cultural trusts, and percent-for-art programs, and was a Public Service Fellow for the Maryland State Arts Council, aiding in the design and development of the Council's 2008–12 federally mandated Strategic Plan for the National Endowment for the Arts. Ms. Bentley-Smith was also the Department Administrator for the Performing Arts at Drexel University, where she oversaw all departmental and grants accounting and budget development, managed human resources and personnel actions, and advised Music Industry and Business undergraduate students on program/graduation requirements. Throughout her career, Ms. Bentley-Smith has researched, analyzed, and presented on federal, state, and local budget development and policy.

#### **STAFF RECOMMENDATION**

**Senior Staff recommends the appointment of Ms. Elizabeth Bentley-Smith to the position of Deputy Commissioner for Finance and Administration.** Since this evaluation involves the discussion of a personnel matter, the Personnel Committee of the Board of Regents reserves the right to enter Executive Session, if needed, in accordance with R.S. 42:16 et seq.